## 1. Overview:

**Project title:**Engaging teachers in peacebuilding in post-conflict contexts: evaluating education interventions in Rwanda and South Africa

**Description:**A Research Collaboration between the Centre for International Education, University of Sussex, UK; the University of Bristol, UK; The University of Rwanda, Rwanda; the Centre for International Teacher Education, Cape Peninsula University of Technology (CPUT), South Africa and UNICEF

**Duration:** September 2014 -November 2017

**PI:** Yusuf Sayed, University of Sussex & Centre for International Education, CPUT

**Funder:** ESRC/DFID Poverty Alleviation fund

**Project Reference:**

ES/L00559X/1

**Project Category:**

Research Grant

**Funded Period:**

Sep 14 - Nov 17

The project was funded by the ESRC/DfID Joint Fund for Poverty Alleviation to research the role of teachers in peacebuilding in the post-conflict contexts of Rwanda and South Africa.

The research into the role of teachers in peacebuilding and social cohesion explores how teachers are framed and supported in their roles as peacebuilders: how they experience this support; and how their practices and attitudes are influenced by national and international educational policies.

The research was imperative for several reasons: we know little about how teachers are trained and deployed; how and what teachers teach; what textbooks they use; and the conditions they teach in, in relation to peacebuilding. By strengthening the evidence basis in these areas this research project sought to assist government, donor and international institutions to target programmes and investment in education most effectively.

Professor Yusuf Sayed, Centre for International Education (CIE) at Sussex lead the ESRC/DfID project (see www.sussex.ac.uk/education/cie/peacebuilding) together with colleagues from CIE and partners at the University of Bristol, the University of Rwanda and Cape Peninsula University of Technology in South Africa

The project ran from initially from September 2014 - September 2016, and was granted an extension without extra funding until November 2017.

The project sought to generate robust evidence in an under-researched field where evidence on how teachers promote peace and social cohesion was sparse

## 2. Research Aims

The overarching aim of the study is to provide insights into how teachers are framed and supported in their roles as peacebuilders, how they experience this support, and how their practices and attitudes are influenced. The specific aims of the research are to:

* Examine how teachers and teaching are supporting education for peacebuilding
* Enhance national and global policy dialogue and understanding about teachers as agents of peacebuilding
* 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 and
* Develop indicators and a metrics system for evaluating the efficacy of educational interventions concerned with teachers as agents of peacebuilding.

To achieve these aims the project explores six inter-related themes:

* Global and national policy contexts framing teachers’ work
* Teacher recruitment, deployment and management
* Curriculum and textbook reform
* Teacher professional development (initial and continuing)
* Teacher accountability and trust
* Teacher pedagogy

## 3. Research approach

Research was conducted in partnership with local academics and institutions in Rwanda and South Africa to provide context-sensitive insights on the efficacy of education peacebuilding innovations in these countries. Fieldwork took place across multiple sites in each country and included rural and urban locations in each. Using a mixed-methods approach, empirical data was collected through semi structured interviews, documentary review, lesson observations (both teacher training lessons and school lessons), focus groups, teacher profiling, a quantitative survey of teachers and learners, textbook and curriculum analysis in addition to an analysis of secondary sources of relevant data.

Field data was complimented by literature reviews exploring the rationale, theories of change, conceptions of equity, and teacher agency within peacebuilding interventions and analysing global and national policy discourses in the two countries. The process of data collection has sought to produce a rich, multi-layered dataset that allows for in-case and cross-case evaluation of the different dimensions in Rwanda and South Africa - and between them

In the analysis a multi-level framework has been used to consider (i) the macro-context of global and national political economy, global actors and policy, and (ii) selected programme interventions in the field and sites of implementation to explore the way interventions are mediated and shaped in practice.

## 4. Research Questions

The main research question that guides this study 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 was paid to how interventions seek to mitigate gender, ethnic, religious and socio-economic inequities to, in and through education.

The overarching research question will be explored through the following sub-questions:

**RQ1.** What is the global and national policy context within which the education policies and programmes are located with particular reference to teachers?

**RQ2.** How have the selected programmes attempted to ensure that teachers are trained for peacebuilding?

**RQ3.** How have the selected programmes attempted to ensure that teachers are recruited and deployed to remote and rural post-conflict contexts?

**RQ4.** How, and in what ways, do textbooks and curricula teachers’ use promote peace and tolerance?

**RQ5.** What is the pedagogy of teachers in classrooms and what strategies do they use in developing peacebuilding skills and attitudes for reducing conflict - both between boys, and between girls and boys?

**RQ6.** How have the selected programmes managed to ensure that teachers build trust and enhance accountability to the local community?

To answer this question, the research teams explored six inter-related themes:

1. Global and national policy contexts framing teachers' work
2. Teacher recruitment, deployment and management
3. Curriculum and textbook reform
4. Teacher professional development (initial and continuing)
5. Teacher accountability and trust
6. Teacher pedagogy

## 5. Research sites

In each country sites were selected where these programmes are being/were implemented, including: (i) the capital or a major city, which is a melting pot for all ethnic, and socio-political and economic groups; (ii) a rural and (iii) an urban location both located in a region.

In South Africa this consisted in covering the Western Cape and the Eastern Cape. The Eastern Cape province was selected because it is the second poorest province of the nine South African provinces, while the Western Cape is a direct contrast. While the Eastern Cape is the poorest province, there is a wealthy White and Indian community, thus patterns of wealth and poverty co-exist.

In the Eastern Cape, the schools that were selected were from two contrasting local municipalities as were those selected within the Western Cape, using to include both rural and urban schools as well as wealthier (quintile 4 &5) and poorer (quintile 1,2 and 3) schools as outlined within the document ‘Sites of data collection.txt’ within this data archive.

In Rwanda, similarly the research sites included rural and urban areas including case studies from the Northern, Southern, Western and Eastern Provinces as well as from the capital city Kigali.

The research sites in each country offered useful comparisons as inequalities in the provision of resources, including access to education, between country capitals and the regions, and between rural and urban conurbations were closely identified with conflict in both countries. This also allowed for in-case and cross-case evaluation of the different dimensions in Rwanda and South Africa and between them..

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| Research Sites | | | | |
| Country | (i) Capital City or major city | Regions Selected | (ii) Urban Locations | (iii) Rural Locations |
| South Africa | Pretoria (Gauteng)  Cape Town (WC) | Western Cape  Eastern Cape | Cape Town (WC)  Port Elizabeth (EC)  Grahamstown (EC) | De Kruine HS, Touwsrivier  Cape Winelands District Municipality, WC  Charlie Hofmeyr HS, Ceres, Witzenberg Local Municipality, WC  Zanolwazi Combined Secondary, Peddie, Eastern Cape  Masibonisane Secondary School,  King Williams Town, Eastern Cape |
| Rwanda | Kigali | Northern province  Western province  Eastern province  Southern province | Kigali | Gitwe TTC - Southern Province  Tumba 12 YBE – school - Southern Province  Cyarwa 12 YBE – school - Southern Province  Rukara TTC - Eastern Province  Nyagatare 12 YBE school - Eastern Province  Kanama 9 YBE school – Western Province  Sanzare - 12 YBE school - Western Province  Wisdom school –  Northern Province |

**6. Research methods**

The specific methods that were used in this project included:

**Desk Review:**

A rigorous review of existing literature on teachers, peacebuilding and education was carried out in both countries, with a particular focus on their relationship to equity, inequalities and social cohesion.

**Data Collection:**

The research adopted a qualitative approach, drawing on a range of data sources including one-to-one interviews with diverse education and peacebuilding stakeholders in each country, focus groups, paper-based questionnaires (for student-teachers), lesson observations (teacher education institutions), analysis of existing statistical datasets and policy documents. Research instruments are available within the data archive for each country within the labeled folder. Within each country research instruments such as questionnaires were also translated into relevant local languages in South Africa (IsiXhosa, Afrikaans) and within Rwanda (Kinyarwanda).

This approach enabled the inclusion of multiple and comparative perspectives, with hundreds of student-teachers, policymakers, facilitators/teachers/principals participated in the study across the 2 countries.

**Data Analysis:**

The vast majority of the data were audio-recorded with the consent of the participants and transcribed fully. Where languages other than English were used, they were translated into English. Researchers analysed qualitative data, including interview transcripts and notes, and coded them. Reflections emerging from the data in each country were discussed in cross-country meetings, which enabled a refinement of the emerging findings. The findings have been reviewed in a series of validation events with stakeholders in both countries.

**7. Stakeholder Engagement:**

Throughout the research process, from conception to completion the research teams in each country engaged with a wide range of national and international stakeholders: International agencies, national government officials, INGOs, NGOs, teachers, youth and students. Both countries held inception and validation events at each stage of the research data collection process, presenting interim findings at critical reference group meetings, as well as at national and international conferences. The teams have disseminated the work widely through a broad and strategic dissemination process. Specifically, this also included holding two policy workshops within each country

**8. Research phases**

The work programme involved three interrelated phases, beginning with a review of the literature and policy analysis, leading to in-depth qualitative case studies and teacher education interventions in teacher training institutions and schools focusing on recruitment, textbooks, teacher professional development, teacher trust and accountability, and teacher pedagogy; and concluding with analysis and write-up.

***Phase One: Macro-Context and Policy Analysis: Grounding the Policy***

This phase focused on Dimension One and Two of the framework, exploring peacebuilding interventions in diverse contexts at the global and national level. The review and intensive concept development during this first phase was intended to deepen understandings and the analytic tools which would be applied in answering the research questions as well as informing the final selection of interventions. Where available and possible, existing datasets in relation to the key objectives of the study were identified and analysed.

In addition, content and discourse analysis (Fairclough 2002) was employed to study key international and national policy texts in the two countries as well as that of international agencies to identify the underlying assumptions, values and policy structures and mechanisms of implementation proposed for peacebuilding education interventions. To complement the analysis of policy texts, researchers interviewed ‘policy elites’ (e.g. policy makers, research organisations, and international development agency officials) to deepen their understanding of education peacebuilding efforts in the particular countries.

**Dimension One (RQ1): Policy analysis**

An understanding of the particularities of individual conflict contexts, the conflict drivers, and their relationship to the education sector are fundamental for successful programming and policy intervention. In the selected countries a political economy and conflict and policy analysis was undertaken to provide a context sensitive basis for further analysis of education programming and project evaluations. The policy analysis covered several aspects and issues including: teacher recruitment and deployment; curriculum; teacher professional development; accountability; teacher pedagogy; and social dialogue.

**Dimension Two (RQ1): Relational stakeholder analysis**

A relational stakeholder analysis was undertaken to analyse the motivations, histories, and activities of key agencies operating in the education sector in each of the two countries. This provided a robust foundation to frame deeper analysis of the particular programme and policy interventions in education focusing on teachers, teaching and learning. This sought in particular to investigate the positions/understandings of key actors in each country on teacher policy. This encompassed: Bilateral donors; multi-lateral agencies; teacher unions; national and international NGOs; and teacher coalitions.

***Phase Two: Exploring Policy Interventions in Practice in institutional sites***

In this phase researchers examined interventions at the institutional level of the school and teacher training institution, focusing on teachers in relation to Dimensions Three, Four, Five, Six and Seven. The main fieldwork occurred here and consisted of multidimensional institutional case studies that focused on how they are experienced by teachers and trainee teachers, the influence on teachers’ attitudes and practices and ultimately the implications for student learning. Purposive quota sampling was used to ensure the inclusion of participants from both sexes, high and low income groups and all relevant racial/ethnic groups in the interviews.

**Dimension Three (RQ2): Teacher Governance: Recruitment and Deployment**

This dimension focused on how teachers are recruited and deployed. It examined how teachers are recruited from under-represented groups and any incentives and assistance available to them, and focused on the balanced and representative deployment of teachers to hard-to-place and remote schools in order to ensure the fair distribution of educational opportunity across the education system.

**Dimension Four (RQ3): Teacher Textbooks**

This dimension was a study of curricula, syllabi and textbooks and other learning resources used in the classroom to promote peacebuilding. The textbook analysis also took note of the influence of global actors on curriculum and textbooks. In teacher training institutions and schools curriculum documents, syllabi, and textbooks were analysed as well as materials placed in schools/training institutions by peace education initiatives and used in social studies/civic education/history and English language in the last two grades of primary and the lower three grades of secondary. These subjects were selected as offering the potential for explicitly constructing identities attitudes and values. The analysis explored the discursive constitution of (gendered, classed, racial, ethnic, national and religious) identities that the curriculum policy and the texts projected and normalised, and the implications of these identities for peacebuilding and social cohesion. This was achieved using content analysis, picture analysis, and language and narrative analysis. The textual analysis was contextualised by interviewing curriculum developers, and ministry personnel involved in the textbook production process.

**Dimension Five (RQ4): Teacher Professional development**

The focus of this fieldwork was to focus onhow teachers are educated both within pre-service and in-service teacher education, concentrating on teacher professional development, innovative modalities of training teachers where there is a shortage, and on how teachers are equipped for peacebuilding pedagogies and curricula within initial and continuing professional development programmes. Teacher training institution were sampled within cities/regions included in the study, selected to cover a range of primary, preservice/in-service, residential/distance teacher education courses. Trainee teachers were also profiled via a questionnaire in terms of gender, ethnicity, socio-economic background and prior experience of teaching, conflict and peacebuilding. Teacher trainers were interviewed and lessons observed to understand how they enaged with peace and social cohesion in their teaching. Focus group interviews were conducted with final year trainee teachers in residential programmes to explore their understandings of the role of the teacher and schools in peacebuilding and mitigating gender, ethnic, and social inequalities and exclusions.

**Dimension Six (RQ5): Teacher Trust and Accountability**

This aspect of the research focused on how teachers relate to the community, as building mutual trust and accountability is key to successful peacebuilding interventions. Particular attention was given to teacher interactions with local communities and the mutual forms of accountability that promote effective behaviour. A specific focus was placed on Codes of Conduct to enhance mutual and beneficial interaction between local communities and teachers and interventions seeking to eliminate teacher abuse and the punishment of children.School level data was complemented by studying practices prcatices to identify how teachers and the school are held accountable by parents and the local community. Semi-structured interviews with selected representatives of community organisations including religious institutions and parents’ associations were conducted across a range of sites.

**Dimension Seven (RQ6): Teacher Pedagogy**

This aspect of the research focused on an analysis of how curricula, syllabi and textbooks and other learning resources are used in the classroom to promote peacebuilding. This involved in-depth individual interviews with teachers, whose teaching had been observed. These interviews explored teachers’ perceptions and experiences of the Codes of Conduct and the ways teachers exercised agency as peace builders within their communities, and sought to mitigate gender, ethnic, and social inequalities and exclusions. The interviews sought to explore teachers’ understandings and their implementation of peace-building and social cohesion education initiatives. Focus group discussions with selected groups of students were also used to examine trainee teachers’ experiences of teacher pedagogy and textbooks and how teacher practices had influenced their attitudes towards peace and conflict. In addition, observations of teacher classroom practices were conducted using an observation schedule which included teaching strategies, student-student/student-teacher interactions, how textbooks are used and gender analysis.

***Phase Three: Analysis and Write up***

This phase focused on the analysis, writing up and dissemination of the research. In the write up a key focus was placed on the connection between education and social cohesion peacebuilding interventions and teacher agency focusing on how this relates to equality/inequality in education opportunities.

**8. Outputs**

The project has generated significant academic, practitioner, and policy impacts through the production of a range of outputs including i) *Academic outputs* targeted at national and international academics and international agency staff (e.g. journal articles, policy briefs, seminars) ii) *Policy workshops* including with selected policy makers and teacher training institutes to disseminate findings and discuss strategies for promoting effective peacebuilding iii) *Popular engagement* throughpublications of findings in accessible formats (e.g. news briefs for newspapers, radio and TV journalists).

These can be accessed via the project website at the University of Sussex:

<http://www.sussex.ac.uk/cie/projects/current/peacebuilding>

A list of the principal outputs of the research project includes:

1. **Rwanda Country Report** - Ndabaga, E. et al (2018): *Engaging Teachers in Peacebuilding In Post-Conflict Context: Evaluating Education Interventions in Rwanda.* Rwanda Country Report, ESRC/DFID Research Report, University of Sussex, UK

2. **Rwanda Executive Summary -**  Ndabaga, E. et al (2018): *Engaging Teachers in Peacebuilding In Post-Conflict Context: Evaluating Education Interventions in Rwanda.* Rwanda Executive Summary, ESRC/DFID Research Report, University of Sussex, UK

3. **SA Country Report -** Sayed, Y. et al. (2018): *Engaging Teachers in Peacebuilding In Post-Conflict Context: Evaluating Education Interventions in South Africa.* South Africa Country Report, ESRC/DFID Research Report, University of Sussex, UK

4. **SA Executive Summary -** Sayed, Y. et al. (2018): *Engaging Teachers in Peacebuilding In Post-Conflict Context: Evaluating Education Interventions in South Africa.* South Africa Executive Summary, ESRC/DFID Research Report, University of Sussex, UK

5. **Synthesis Report** - Sayed, Y. et al (2018) *The Role of Teachers in Peacebuilding and Social Cohesion in Rwanda and South Africa.* Synthesis Report, ESRC/DFID Research Report, University of Sussex, UK

6. **Policy Brief No. 1 -** Sayed, Y. et al (2018): Policy Brief No. 1 - *Engaging Teachers in Peacebuilding In Post-Conflict Context: Evaluating Education Interventions in Rwanda*’. University of Sussex, UK

7. **Policy Brief No. 2 -** Sayed, Y. et al (2018): Policy Brief No. 2 - *Engaging Teachers in Peacebuilding In Post-Conflict Context: Evaluating Education Interventions in South Africa*’. University of Sussex, UK

8. **Policy Brief No. 3 -** Sayed, Y. et al (2018): Policy Brief No. 3 - *Engaging Teachers in Peacebuilding in Post-conflict context: Curriculum and Textbooks in Rwanda and South Africa*’. University of Sussex, UK

9. **Policy Brief No. 4 -** Sayed, Y. et al (2018): Policy Brief No. 4 - *Professional Development for Teachers for Peacebuilding and Social Cohesion in Rwanda and South Africa*’. University of Sussex, UK

10. **Policy Brief No. 5 -** Sayed, Y. et al (2018): Policy Brief No. 5 - *The Role of Teachers in Peacebuilding & Social Cohesion: Synthesis of Insights from South Africa and Rwanda*’. University of Sussex, UK