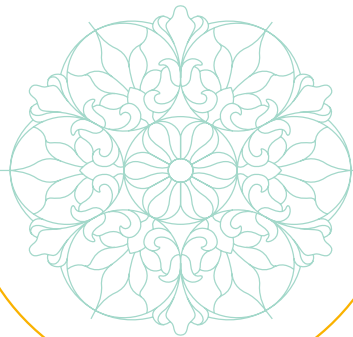


Education for Life

Impact of COVID-19 Research Brief

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Introduction

The COVID-19 pandemic affected more than 1.5 billion learners and 100 million education personnel, including 63 million primary and secondary school teachers around the world (UNESCO, 2020). Recent reports estimate that approximately 147 million children missed over half of their in-person schooling between 2020-2022, amounting to a global loss of 2 trillion hours of in-person learning (UNICEF, 2022a). As school closures swept the globe, teachers were quickly required to adapt to distance education, often with little-to-no support. Findings from global surveys conducted by UNESCO during the pandemic demonstrated that special training and psychosocial support were rarely provided to teachers in sub-Saharan Africa (UNESCO, 2021a), where limited capacity of teacher education systems was a pervasive issue prior to the pandemic (UNESCO, 2021b). Research conducted prior to and during the pandemic also demonstrates a global learning crisis, with children and youth, particularly from sub-Saharan Africa, not developing basic literacy and numeracy skills—a crisis brought to new heights with the COVID-19 pandemic (UNICEF, 2022b). There is no disaggregated data for contexts affected by conflict or displacement, however there is a substantial body of evidence that demonstrates the negative impact crises have on learners and teachers alike (UNICEF, 2018, 2019; Kirk & Winthrop, 2013; Mendenhall, Gomez, & Varni, 2018).

It is against this backdrop that we present the **Education for Life: Impact of COVID-19 Research Brief**, which synthesizes virtual interviews conducted with accelerated education teachers in Palabek refugee settlement, Uganda, and Juba, South Sudan as well as implementing partners. Our overarching research questions included:

1. What are teachers' and practitioners' perceptions of the pandemic's influence on learners?
2. How has the COVID-19 health pandemic influenced AE teachers' professional and personal lives and experiences (e.g. roles, responsibilities, relationships, etc.)?

School closures in Uganda lasted for two years from March 2020 to January 2022, and for approximately 14 months in South Sudan, from March 2020 to May 2021. We conducted our virtual interviews with teachers and partners in both locations between August to December 2021, while schools remained closed in the refugee settlement and once they had reopened in Juba.

Our findings indicate that the pandemic exacerbated existing vulnerabilities for teachers and learners alike across both countries, which impacted their well-being. Support from the Education for Life project aimed to respond to these vulnerabilities and mitigate some of the challenges facing learners and their teachers, with several practices—e.g. teachers visiting learners in small groups outside their homes thus enabling strengthened relationships between teachers and learners' communities—being recognized as innovative strategies to continue post-pandemic. However, systemic challenges loomed large, which deepened existing and intersecting crises and inequities. These larger challenges had significant implications for the well-being and resilience of teachers and learners.

This Research Brief and the associated study were motivated by the importance of reflecting on the experiences of study participants and practitioners during the pandemic if we are to improve program design and delivery in crisis contexts that supports the well-being of learners and teachers and contributes to resilient education systems. This report represents one component of the larger mixed-methods, multi-site, cross-border, and longitudinal research study reported elsewhere.¹ We first present the methodology for virtual data collection and analysis. Next, we synthesize the findings to summarize the perceived impact of the pandemic on AE learners and teachers and the challenges they faced during the pandemic. Finally, we conclude with select recommendations for practitioners and policymakers.

¹ Please refer to the companion report for the full study: "Education for Life: Well-being and Resilience in South Sudan and Uganda."

Methodology

Virtual teacher interviews

We conducted interviews with 22 accelerated education teachers, 12 in Palabek Uganda (8 male, 4 female) and 10 teachers in Juba, South Sudan (8 male, 2 female). We utilized purposive sampling to select teachers who were already participating in the research and whom we had interviewed in June-July 2019. Interviews were conducted over Skype where our research team called teachers' mobile numbers directly to ensure teachers did not use their airtime or data. We scheduled interviews at times most convenient for teachers, and recorded the interviews with teachers' permission. These interviews aimed to understand the impact of COVID-19 on teachers' professional and personal experiences, relationships, and responsibilities as well as their perception of the pandemic's influence on their learners' well-being (for the complete interview protocol, see Appendix 1)² During the interviews, we aimed to have two team members on the call with one member leading the interview and the other taking detailed notes.

Virtual partner interviews

We conducted seven interviews with 14 key informants across six partner organizations in the EU-BRiCE Education for Life consortium. We invited all partners to participate in these discussions and ultimately interviewed all partners operating at the country-level in Uganda and South Sudan with one exception.³ Interviews took place on Zoom and were recorded with permission from the partners.

These interviews aimed to understand the impact of COVID-19 on their work, including the challenges and opportunities the pandemic presented in implementing the Education for Life project as well as their perspectives about the impact of the pandemic on project beneficiaries and what to prioritize to support teacher and learner well-being (for the complete interview protocol, see Appendix 2). As with the teacher interviews, we aimed to have two team members on each interview, with one member leading the interview while the other took detailed notes.

Data analysis

Upon concluding the virtual interviews, we listened to the recordings to develop our interview notes into detailed interview summaries. We then undertook an iterative process of open and closed coding to identify key themes surrounding the impact of the pandemic that emerged from the interviews. Examples of codes for the teacher interviews included teachers' personal life and well-being, teachers' perceptions of learner well-being, and overall impact of COVID-19. Examples of codes from the partner interviews included the impact of COVID-19 on programming, mental health and psychosocial well-being, safety and security concerns (in regard to teachers and learners). We wrote thematic memos on clustered codes (e.g. codes that fit together under a broader category) to better understand the impact of COVID-19 on teachers, learners, and project implementation. We developed this brief based on these memos.

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- 2 Given the challenges of contacting learners (e.g. larger sample, inconsistent mobile phone ownership, partners not having learners' contact information, etc.), we chose to interview teachers to better understand their experiences during the pandemic as well as their perceptions of the impact of COVID-19 on their learners.
 - 3 We did not have an opportunity to engage one partner, CDI, in the virtual interviews.

Findings

COVID-19 disrupted the lives of AE learners and their teachers, interrupting their schooling while intersecting with and deepening personal, educational, and professional challenges. Across all virtual interviews, teachers and partners clearly described how the pandemic introduced new vulnerabilities and exacerbated existing ones for learners and teachers alike, which negatively influenced their well-being. In this section, we draw on the words of partners and teachers to introduce

the challenges facing learners and teachers during the pandemic. We first present the challenges facing learners (as perceived by partners and teachers), including: loss of hope, child / learner labor, and sexual and gender-based violence (SGBV). We next illustrate how the challenges facing learners impacted teachers, particularly in enacting their roles as caregiver and educator, as well as the personal challenges they faced during the pandemic.



Impact of COVID-19 on Learners: Perceptions by Partners and Teachers

Loss of hope

The pandemic and accompanying school closures caused many learners to lose hope for their futures. One partner from the Uganda National Teachers' Union (UNATU) who worked on project interventions across both countries explained the despondency learners experienced during the pandemic: "They don't see any hope going forward, and it haunts them. They have grown physically and some of them have been in the same class for 1.5 years, no progress... others think they are too old to continue studies. So all those make the life of the children troubled and they don't know what to do next." A teacher in Uganda reinforced this notion of a loss of hope during school closures and shared how learners now saw school as "useless." Another partner from the Forum for African Women Educationalists in Uganda (FAWE-U) working on project interventions across both countries shared their concerns for the consequences of this loss of hope, namely learner attrition and low rates of completion and progression, and emphasized the need for psychosocial support for learners. Partners in South Sudan from *Associazione Volontari per Il Servizio Internazionale* (AVSI) expressed similar concerns and highlighted an important gender dimension of the vulnerabilities faced by learners, stating that learners "lost interest and hope that the schools would reopen, which contributed to the higher levels of pregnancy," a topic which we expound upon below in the Sexual and Gender-Based Violence (SGBV) sub-section. As teachers began to move around the community to engage in home-based learning, particularly in Palabek, they were able to begin to counter this sense of hopelessness, a point to which we will return below.

Child labor

Across both countries, partners described how the financial challenges connected with national lockdowns, the increased cost of living, and lowered food rations from the World Food Program WFP (in

Palabek) contributed to higher levels of child labor as learners needed to economically support themselves, their families, and/or their households. For example, one partner in Uganda (FAWE-U) working on project interventions in both countries explained how parents and guardians were having their children prepare charcoal and cultivate crops to sell, as well as for self-consumption. They continued by explaining that in Uganda, children, particularly young girls between the ages of 7-10, were also outsourced as cheap labor to complete domestic and agricultural duties in the homes and farms of others. Other teachers commented about how many child-headed households they encountered during their home-based visits as parents/families had returned to South Sudan, or moved farther away to tend to gardens during the rainy season. Young people and children were left alone to fend for themselves (and often their younger siblings), which increased their propensity for engaging in child labor as well as the vulnerabilities they faced in regards to rape, pregnancy, and early marriages (explored more below).

In South Sudan, where schools had reopened at the time of our interviews, teachers explained that many learners had not returned to school as they were still engaged in "casual work" (e.g. driving boda bodas, working in the market, etc.) to support their parents/families. One teacher explained, "learners cannot enroll because of the economic crisis...the learners are working and unable to come back to school, they want to continue with the business." Their desire to continue working may be due in part to the deepened economic crisis which severely impacted the country. Another teacher in South Sudan shared how national lockdowns prevented some learners and their families from accessing the market to buy and sell their things, "which increased the suffering among families that depend on selling their things for survival." It is important to note that the age-range of AE learners in South Sudan is vast, and while the pandemic increased child labor (for learners under the age of 18), it also exacerbated the financial pressure among

adult learners responsible for catering to the needs of their families.

Gender/SGBV

Nearly all of the partners and teachers commented on the impact of the pandemic on female learners, lamenting the rising cases of early pregnancy and marriage. Teachers shared stories about early pregnancies and marriages that happened as a result of the learners not being in school and, as one teacher in South Sudan explained, not being “in touch with teachers.” This teacher went on to describe their concern that girls who were married may not return to school as it is commonly up to the husband. Girls are often expected to “have to raise their children first” before considering returning to school (again, with the husband’s permission). Another teacher from Uganda, who was interviewed while schools were still closed, added that “some of them [female learners] are thinking the normal lesson[s] will not come back again, and there will not be any other national examination that they can sit to allow them to move to the next level.” The age of female learners getting pregnant or married in Uganda was as young as 13-17, and early pregnancies were so prevalent that one teacher suggested that at least 20% of her learners had

gotten pregnant. While many learners were married, others participated in survival sex or were raped by relatives, with one teacher in Uganda recounting a horrific story of a young girl (age 14) having been raped by a relative (incest), and then having a difficult labor that left her paralyzed.

The increase in SGBV incidents also complicated the notion that schools were to blame pre-pandemic for gender-based violence. As one key informant from FAWE-U pointed out: “Before Covid, when girls got pregnant, people finger pointed to schools as not safe, but now that schools are closed and higher numbers of girls [are getting] pregnant when girls are with family. Brothers, fathers, neighbors, are now responsible for these pregnancies. Now there is a whole question about reviewing the approach for protection (e.g., how to engage parents, how to mentor people in protecting girls).

In the face of this severe adversity, many teachers described encouraging young mothers and pregnant learners to continue their education and explained that their efforts to provide guidance and counseling included trying to convince young girls that pregnancy was “not the end of their life.”



Impact of COVID-19 on Teachers

Professional challenges: Expanded roles of caregivers and educators

The challenges faced by learners directly affected teachers in terms of how they carried out their work. One partner from Uganda (UNATU) who worked on project interventions across both countries described the extreme stress teachers experienced in trying to support their learners during the pandemic: “there is that psychological torture [for teachers] of knowing that you are supposed to cater to the learners but you cannot help them because you don’t have the means; because you cannot access them; and that complicates the whole story.” The uncertainty the pandemic presented compounded teachers’ “psychological torture” with this partner succinctly stating that teachers, alongside their learners, were “not knowing when they are going back.” Teachers in both countries reinforced this point, sharing how this uncertainty and the challenges confronting their learners affected their ability to enact their roles as caregivers and educators, which along with their personal challenges (described more below), impeded their well-being (see Education for Life: Well-being and Resilience in South Sudan and Uganda) for more information on teachers’ roles as caregivers and educators).

Teachers across both countries shared many examples of how their role as caregivers, or someone who provides guidance and counseling as well as non-academic support to learners in an effort to protect their well-being, expanded during the pandemic. For example, though most of the traumatic stories about rape and early pregnancy involved the girls, one teacher in Uganda shared an ordeal that one young male learner endured whom she tried to support in her role as a caregiver:

I had a bright pupil in class. He was doing well but when the pandemic came this boy decided to go back to South Sudan. He stayed there for one or two months and came back with a girl that he called his wife. When he brought her to Palabek, she got pregnant. The family of the girl

followed him...and wanted a dowry. Unfortunately this boy could not afford this and he didn’t have money. The boy became stressed out, so he decided to sleep in the bush, afraid of the family of the girl. The mother came to me as the teacher, to talk to him. I called him and spoke to him and he explained to me what is happening and the parents and clan members of the girl are promising to kill him unless he raises the money because he impregnated their daughter. He asked me to give him support and he asked me to talk to the parents of the girl.

When the parents of the girl came and they were staying with relatives in Palabek, I met them to say that this is our pupil and he has nothing [to offer for the dowry]. I tried to make them see that they can stay in school and still study, become someone better tomorrow. They gave me two options, to take the girl back to Sudan or for the boy to look for the money and pay. The boy said that he wanted them to take the girl home. So I told them it is better to take the girl back because the boy is so scared, he’s not eating, he’s not at home, let his mind settle. These people understood this, they took the girl home. The boy started sleeping at home, he came to me and told me he only had one pair of clothes, I tried to channel him to the responsible people in AVSI. [Another organization working with AVSI was] able to support him, and when he received his clothes he was so happy (he thought they came from me). He thanked me and I told him to get an education. Now he is mobilizing others for home-based learning and he is doing well. I am happy he is doing well and he has a good state of mind.

Teachers in South Sudan also described their role as caregivers, particularly in providing guidance and counseling to learners who had joined gangs during school closures. One teacher explained that while these learners’ behaviors had changed during school closures, they could not give up on them and “now it is our work to mold them again to become good people.” He continued by sharing:

You cannot even say [these learners that joined the gangs] are bad. Let them come. At school we know how to make them free of these gangs. How to pull them out of these gangs. When learners are at home, you let them free that is why they join these gangs. In school you can advise them, counsel them, guide them that these gangs are dangerous to their lives.

It is important to note that teachers in Uganda seemed to have more contact overall with their learners, due to the home-based learning approach and their movements among the community, which means that they were also more acutely aware of the challenges and hardships that their learners were experiencing (compared to their colleagues in South Sudan, who may have dealt with them after the fact, if at all). This is important for thinking about what additional support these teachers might need as they both bear the burden of what is happening with their learners as well as get involved personally in trying to mitigate some of these challenges. As one teacher noted, “Changing work from teacher to social worker was hard.” It is also important to keep in mind when thinking about the differences in support teachers working within refugee settlements versus in urban and peri-urban settings receive particularly in terms of protection.

In addition to their role as caregivers, teachers across both countries described their work as educators, particularly how their normal roles as educators were disrupted and redefined, notably through their delivery of home-based learning and supporting learners as they returned to school. One teacher from South Sudan lamented that “As teachers you are expected to be with learners and interact with them, so COVID-19 has affected that a lot. When you are not seeing the learners [...] you cannot really fulfill the responsibility of being a teacher.” However, the introduction of home-based learning visits redefined their roles as educators, strengthened their connection to learners’ communities during the pandemic, and gave their learners hope that eventually the pandemic would subside and schools would reopen.

Teachers’ role as educators was redefined during the pandemic as they were also tasked with providing health education to communities as well as developing and delivering home-based learning. However, teachers noted how they were not primarily health experts. As one teacher in South Sudan noted, “These are the few things I know about the pandemic in my years of work. I am not a health worker. I am a teacher and I got the training on how to handle children.” In South Sudan, teachers prepared home-based learning packets for learners to pick up a new practice in a context that was not accustomed to homework. In Uganda, teachers traveled around the community to deliver home-based learning—a tiring new practice, but one that also strengthened relationships between teachers, learners, and the community during the pandemic. As one male Ugandan teacher explained, “We normally move to the home-based centers to check on the learners, which is actually very tiresome because some of the learners stay very far from where the school is. And with COVID-19, we are not allowed to bring many learners together in the same place.” One male teacher in Uganda succinctly summarized this redefinition of their role as educators: “The style of our work has changed. I think we were no longer teachers because before people used to know that teachers teach learners, but during lockdown and even now the nature of our work has changed. We are working in the community and teaching the community.”

In Uganda, many teachers noted that their movements in the community gave their learners hope that things would return to normal. This was especially important given learners’ loss of hope as staying in touch with learners was essential in identifying child protection issues and instilling hope in the future and the importance of schooling. In South Sudan, teachers also described the importance of providing remedial support to learners when they returned to school as many struggled to keep up with the content during school closures. In many instances, teachers organized this remedial support on their own, sacrificing their time before/after school hours and on the weekends to work with learners who needed extra help.

Personal challenges: Economic crisis, job uncertainty, and isolation

In addition to the professional challenges teachers faced during the pandemic due to their expanded roles, teachers and partners also described the personal challenges teachers faced due to the economic crisis, their job uncertainty, as well as to the isolation they felt during national lockdowns. Nearly all teachers in Uganda and South Sudan expressed their gratitude for the continued payment provided by project partners during the pandemic, explaining that their family members had lost their work during the pandemic leaving them to be the sole breadwinner. However, they described with great concern the severity of the economic crisis, which drastically increased the cost of living and the price of basic necessities. Partners reinforced teachers' concerns, with stakeholders in Uganda in particular sharing that the cost of living, including the cost of food and transportation, had increased in ways that make it challenging for teachers to obtain basic necessities for themselves and their families. One partner from the Luigi Giussani Institute of Higher Education (LGIHE) in Uganda who worked on project interventions across both countries decried, "if we want to speak of teacher well-being, we cannot say anything if they cannot even feed their family."

In both countries, teachers spoke of taking on additional jobs as they struggled to meet their own and their families' basic needs, a practice that many teachers did prior to the pandemic due to their low salaries and lack of benefits. For example, one teacher in South Sudan explained that during the pandemic he searched for casual labor to make ends meet: "During COVID-19, I was a teacher and everything was scattered...When the school was closed, I looked for other work. I went to make boda boda, I did casual work during COVID-19. It really changed my lifestyle. Yeah I was doing other jobs, I was doing casual work and any work in the community to survive. When the government opened the schools there is a big improvement. I am currently also working a night job as security." Many teachers expressed similar experiences, and some lamented that the additional jobs they secured prior to the pandemic—for example, owning a small shop in the market—suffered

tremendously during national lockdowns, making it all the more important to find yet another employment opportunity to earn supplemental income during the pandemic.

Beyond the immediate concern of taking care of their families, teachers shared their worries for the future and their job (in)security. Every teacher in Uganda and South Sudan asked about the end of the project, and many expressed their fears that they would lose their jobs – and thus their salaries. One teacher in Uganda lamented:

I'm really so worried. I am worried about the end of the project that we are in. I have learned from rumors that most likely the project is going to end this year, in December 2021. Since I am the bread winner of this family I don't know where my future will lie—will I continue to work, or will I be sent home. If I'm sent back home to stay with the family, how will I help my family, how will my children study? Right now there are 18 people in my household. All these children have to go to school, all of them need to feed, and all of them need to get medication and all the basic necessities. How am I going to help the children of mine, how? The future may be dark, or when anything happens I may find myself somewhere where I can continue to take care of my children. I am really so worried about my future.

Teachers' concerns for their future were compounded by the lack of communication from project partners about the end-date of the BRiCE "Education for Life" project. At the time of the virtual interviews with teachers, they had not signed new contracts and were not given any information about the no-cost extension or the new potential project closure date.

Amplifying the stress teachers' felt due to financial pressures and job insecurity was teachers' sense of isolation during the pandemic. This was especially true for teachers in Uganda, who expressed feelings of isolation not only from their learners, but also from their friends, children, spouses, and families. Often teachers in Uganda worked in Palabak, but lived in other districts, with movements between sites prohibited during the lockdowns. When teachers

wanted to return to their home districts, they expressed feeling some pressure from implementing partners to stay in the settlement, to continue engaging with their learners, to encourage them to keep connected to school or risk losing their jobs.

Teachers also commented about how some partners wouldn't pay their salaries if they stayed home, therefore they returned to work while the government teachers stayed at home.



Recommendations

We make the following recommendations drawing from perspectives of multiple partner organizations and teachers across the two countries. While the current pandemic may be fading, the existence of additional compounding crises are far too often a reality in contexts already impacted by a major crisis; therefore, we focus on recommendations that could have wider and continued relevance beyond COVID-19.

Flexible contingency budgets

Governments, donors, and educational institutions need to prioritize the rapid implementation of flexible contingency budgets. When a new, compounding, crisis occurs it is important that all actors can move quickly to address urgent needs of learners and teachers in educational institutions. In the case of COVID-19, budgets needed to be re-allocated to personal protective equipment while activities and transportation costs needed to be increased to accommodate appropriate social distancing. While all partners eventually made these adjustments, the process for doing so was made more difficult by the budget systems put in place by the donor and the consortium. On the other hand, the pandemic helped in advocating for the inclusion of contingency budgets in the Education Sector Plan. Additionally, and significantly, the BRiCE consortium was able to advocate to the donor and continue paying teachers' salaries during the pandemic and school closures.

Intersectoral approaches to EiE

The COVID-19 pandemic has highlighted once again the importance of intersectoral approaches to supporting the well-being and success of learners and teachers. The pandemic disrupted the livelihoods of learners and teachers, increased the prices of basic necessities, limited access to support networks, and increased the exposure to

abusive relationships. These effects compounded existing challenges of poverty, malnutrition, needs for psychosocial support, and protection concerns. These compounded challenges could have been addressed more effectively if intersectoral interventions and the necessary systems to coordinate them were strengthened and became more of a norm than they currently are. Practically this recommendation suggests a whole-school approach to EiE that provides sufficient livelihoods support for learners and teachers, school feeding programs for all learners and teachers, psychosocial support (including training for teachers), and functioning protection referral systems.

Prioritizing teacher welfare

As we have highlighted in the companion report **Education for Life: Well-being and Resilience in South Sudan and Uganda**, teachers' well-being is intrinsically valuable as well as important for supporting the well-being and resilience of learners. It is therefore important that teachers receive consistent and sufficient salaries to sustain themselves and their families, especially in times of crisis and increased uncertainty. Furthermore, if teachers are asked to take on additional roles during an overlapping crisis, partners should consider ways to provide them with additional support (both monetary and non-monetary). Additional considerations for supporting teacher welfare include providing teacher accommodations and stipends for work in hard-to-reach areas (which, in Uganda, is national policy); advocating for access to healthcare/insurance, alongside other essential benefits provided to professionals in the social services; implementing continuous, contextualized professional development that is relevant and responsive to teachers' needs and that culminates in recognized certification.

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Appendices

Appendix 1: COVID-19 teacher remote interview protocol

Impact of COVID-19 (school)

1. How has the COVID-19 health pandemic affected your work as a teacher?
 - a. What additional responsibilities have you taken on as a teacher during the pandemic?
 - b. Have you received support to successfully take on this additional work?
 - i. If so, from whom?
 - ii. If not, what support would be most helpful?
 - c. How do you feel about these changes?
 - d. Which of these [activities/responsibilities] would you like to see continue?
2. How has the pandemic changed your relationships/interactions with your learners?
3. How has the pandemic affected your learners and their well-being?
 - a. Potential probes: implications for academics/learning, psychosocial, livelihoods, personal, other]; protection issues; how they know this information (from home visits, etc.)

Impact of COVID-19 (home/community)

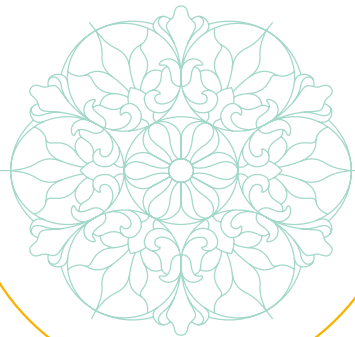
4. How has the pandemic affected your daily life?
 - a. How has it affected your well-being?
5. How has the pandemic changed your relationships/interactions with community/community members?

Concluding questions

6. How do you feel about the future?

Appendix 2: COVID-19 key informant remote interview protocol

1. How has the COVID-19 health pandemic influenced/affected your work at <<ORGANIZATION>>?
2. What are the main challenges you have faced (as a practitioner at <<ORGANIZATION>>)?
 - a. In what ways, if at all, have these challenges changed during the different phases of the pandemic?
 - b. How, if at all, have you been able to address these challenges?
3. Has the pandemic created any opportunities for you and your colleagues at <<ORGANIZATION>> to more effectively or creatively carry out your work? [or What opportunities, if any, has the pandemic presented for you and your colleagues at <<ORGANIZATION>> to more effectively or creatively carry out your work?]
 - a. What two new practices have you developed that could serve as good examples for others?
 - b. Moving forward, how, if at all, has the pandemic changed the way you and your colleagues at <<ORGANIZATION>> will work?
4. What are the main challenges the teachers and learners face during the pandemic? How do you know this information (anecdotal, part of M&E and/or other assessments)?
 - a. In what ways, if at all, have these challenges changed during the different phases of the pandemic?
 - b. How, if at all, have you been able to help teachers and learners overcome these challenges?
5. Through your work at <<ORGANIZATION>> what would you prioritize in order to support teacher well-being?
 - a. In what ways, if any, could (or is) <<ORGANIZATION>> address/prioritize these factors?
6. Through your work at <<ORGANIZATION>> what would you prioritize in order to support learner well-being?
 - a. In what ways, if any, could (or is) <<ORGANIZATION>> address/prioritize these factors?



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