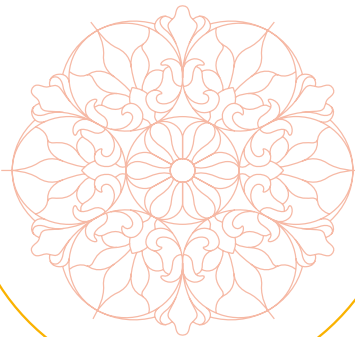


Education for Life

Methodological Reflections Brief

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Introduction

Responding to the urgent needs of children, youth, and teachers in contexts affected by conflict and forced displacement, the European Commission's Directorate-General for International Partnerships (DG-INTPA) funded a flagship education initiative entitled *Building Resilience in Crises through Education* (BRiCE) that integrated independent research with project interventions to build the evidence base in the field of Education in Emergencies (EiE). Oxfam IBIS led one of the four BRiCE consortia, entitled "Education for Life" in South Sudan and Uganda which consisted of eight partner organizations: Associazione Volontari per Il Servizio Internazionale (AVSI), Columbia Global Center—Nairobi, Community Development Initiative (CDI), Education International, Forum for African Women Educationalists (FAWE), Luigi Giussani Institute of Higher Education, Oxfam South Sudan, and the Uganda National Teachers' Union (UNATU). The research for Education for Life was led by Dr. Mary Mendenhall with Co-Lead Researchers Danielle Falk and Daniel Shephard from Teachers College, Columbia University in partnership with the Columbia Global Center—Nairobi. A larger team of research assistants from South Sudan and Uganda as well as graduate students from Teachers College, Columbia University, provided invaluable contributions to data collection and analysis.¹

The Education for Life project supported psychosocial and physical well-being and social, emotional, and cognitive development of teachers and learners from internally displaced (IDP), refugee, and host communities through a range of activities including: accelerated education (AE); gender and conflict sensitive education; life skills training; policy and advocacy; school management; and teacher education professional development (TEPD). Given the breadth of the project, the research team, with support from the broader consortium, decided to focus the research on the well-being of accelerated education (AE) teachers and learners and the influence of two project

interventions – TEPD and AE – on teacher and learner well-being. In addition to logistical motivations, this was chosen due to the lack of research on accelerated education and TEPD in crisis-affected contexts and the particular importance of TEPD and teachers for learners' academic success and socio-emotional well-being.

The longitudinal (2018-2022), multi-site case study utilized mixed-methods data collection to answer three overarching research questions:

1. What are the most salient aspects of well-being for teachers and learners within this context?
2. How do program interventions (specifically AE and TEPD) contribute to learner and teacher well-being?
3. In what ways do teacher well-being and learner well-being interact with one another and with the broader community?

During COVID-19, the research expanded to better understand the impact of the pandemic on AE teacher and learner well-being and on project interventions by conducting virtual interviews with AE teachers and consortium partners to answer the following two research questions:

4. How has the COVID-19 health pandemic influenced AE teachers' professional and personal lives and experiences, especially through the lens of their roles, responsibilities, and relationships?
5. What are teachers' and practitioners' perceptions of the pandemic's influence on learners?

This **Methodological Reflections Brief** provides an overview of the research and is then organized into the following sections:

- **Research design:** project sites and objectives & overview of the research study.

¹ For a list of research assistants, please see the complete study report *Education for Life: Well-being and Resilience in South Sudan and Uganda*.

- **Sampling:** methods used to select research participants.
- **Data collection and tools:** methods and tools used to collect data both qualitatively and quantitatively.
- **Ethics:** procedures for receiving ethics approval to conduct the research and for ethically carrying out research among crisis-affected populations.
- **Analysis:** approaches used for analyzing the qualitative and quantitative data from each phase of the research.
- **Lessons learned:** lessons learned throughout the research process.

Study overview

Education for Life Project Sites & Objectives

Overall project activities operated in four sites: Juba (Central Equatoria State), Torit, and Kapoeta (Eastern Equatoria State) in South Sudan and Palabek settlement (Lamwo District) in northern Uganda.

Figure 1: Map of project sites in South Sudan and Uganda



The specific Education for Life objectives included:

- Contributing to improved access and completion of safe quality education for learners in fragile and crisis-affected environments;
- Improving resilience of learners and teachers in South Sudan and northern Uganda through delivery of safe quality education models and continuous in-service professional development; and
- Improving resilience of education systems in target areas through multi-stakeholder dialogue and data collection.

Design

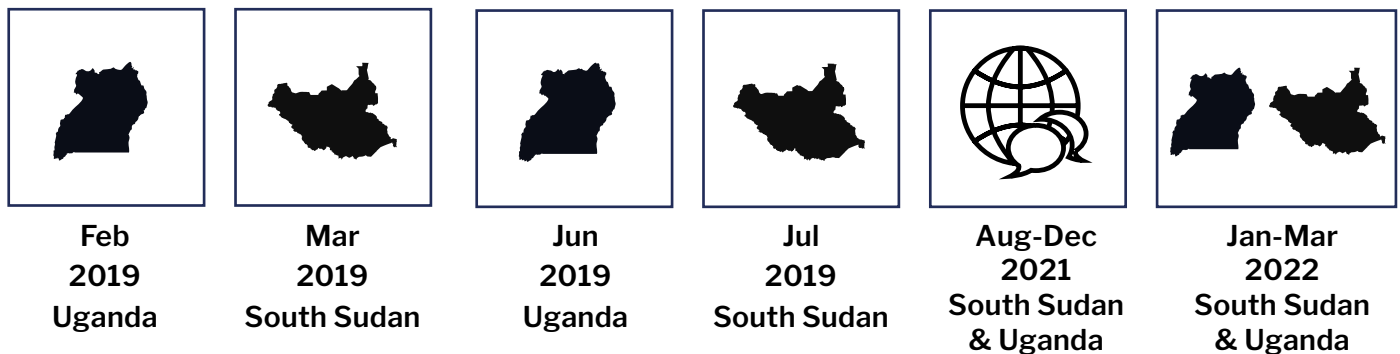
To answer the research questions, we designed a mixed-methods, multi-site, cross-border, and longitudinal research study focused on two of the key interventions – the AE program and TEPD in Uganda and South Sudan – and their contributions to teacher and learner well-being. We conducted and drew on an extensive literature review on well-being and resilience broadly and within the field of Education in Emergencies specifically to inform the study design. We focused the research on well-being as we understood resilience as the maintenance (or expansion) of well-being in the face of risks.^{2,3} Although we draw on existing literature to inform the study, our research aimed to understand context-specific experiences of well-being for AE teachers and learners in South Sudan and Uganda.

We utilized qualitative focus group discussions (FGDs), semi-structured interviews, and observations, as

well as a quantitative interview-based survey, each of which is explained in more detail below. We used purposive sampling to select three schools with AEPs in Palabek, Uganda,⁴ and three schools with AEPs in Juba, South Sudan⁵ (Bogdan & Biklen, 2007; Creswell, 2013). We also collected data from two schools that were convenience sampled in Torit, South Sudan in March 2019.⁶ Overall, we conducted three rounds of in-person data collection with AE learners and teachers in South Sudan and Uganda in February-March 2019, June-July 2019, and February-March 2022 (See Figure 2).

During COVID-19, we conducted virtual interviews with teachers and implementing partners using Skype and participants' mobile phones between August-December 2021 due to pandemic-related travel restrictions.

Figure 2: Data Collection Timeline



- 2 With risks understood as, “a psychosocial adversity or event that would be considered a stressor to most people and that may hinder normal functioning” and shocks (Betancourt & Khan, 2008, p. 317; Masten, 2018).
- 3 For definitions of well-being and resilience from the literature, see the Education for Life: Well-being and Resilience in South Sudan and Uganda report.
- 4 The schools in Uganda included all schools with active AE programs during the first quarter of 2019.
- 5 The schools in Juba, South Sudan were selected to represent a diversity of locations and program sizes.
- 6 Given security and budgetary restrictions, the research primarily took place in Palabek and Juba, with initial pilot research also occurring in Torit.

Sampling

Given the longitudinal nature of the study and our focus on AE and TEPD, we included all AE schools in Uganda that had begun implementing the program by the time of our initial data collection visits in February and March 2019. In South Sudan, we then selected the same number of schools to create a balanced sample between the two countries. The purposive sampling of three schools in Juba focused on capturing a diversity of neighborhoods, populations, and program sizes. Therefore, our final sample comprised six schools with AEP centers, with both countries having three schools. As mentioned, we initially included two schools in Torit, South Sudan through convenience sampling; however, we were unable to travel to Torit for future rounds of data collection due to security and budgetary restrictions.⁷

For the qualitative and quantitative components of the study with teachers, we employed a total population sampling approach to include all AE teachers in the six schools in Palabek and Juba at the time of data collection. In the few instances when teachers joined the schools' AEP program after our initial data collection, they were included in subsequent waves of data collection. Similarly, in the rare cases of teacher transfers to different AE centers within the BRiCE project, we included these teachers in subsequent waves of data collection.

For the qualitative components of the study with learners in 2019, we primarily used purposive sampling using a maximum variation approach (Etikan, Musa, & Alkassim, 2016). The goal of this sampling method is to ensure that participants represent the range of profiles that theory and practice suggest would be important for the research questions investigated. The sample is therefore not representative of the population, but instead captures the range of profiles that one would expect to affect findings. In our case,

we ensured that the qualitative sample of learners included a balance of male and female participants, a balance of AE levels, and learners with and without their own families. In addition, in the field we attempted to include learners in the sample who were particularly engaged during classroom observations and those who were more disengaged.

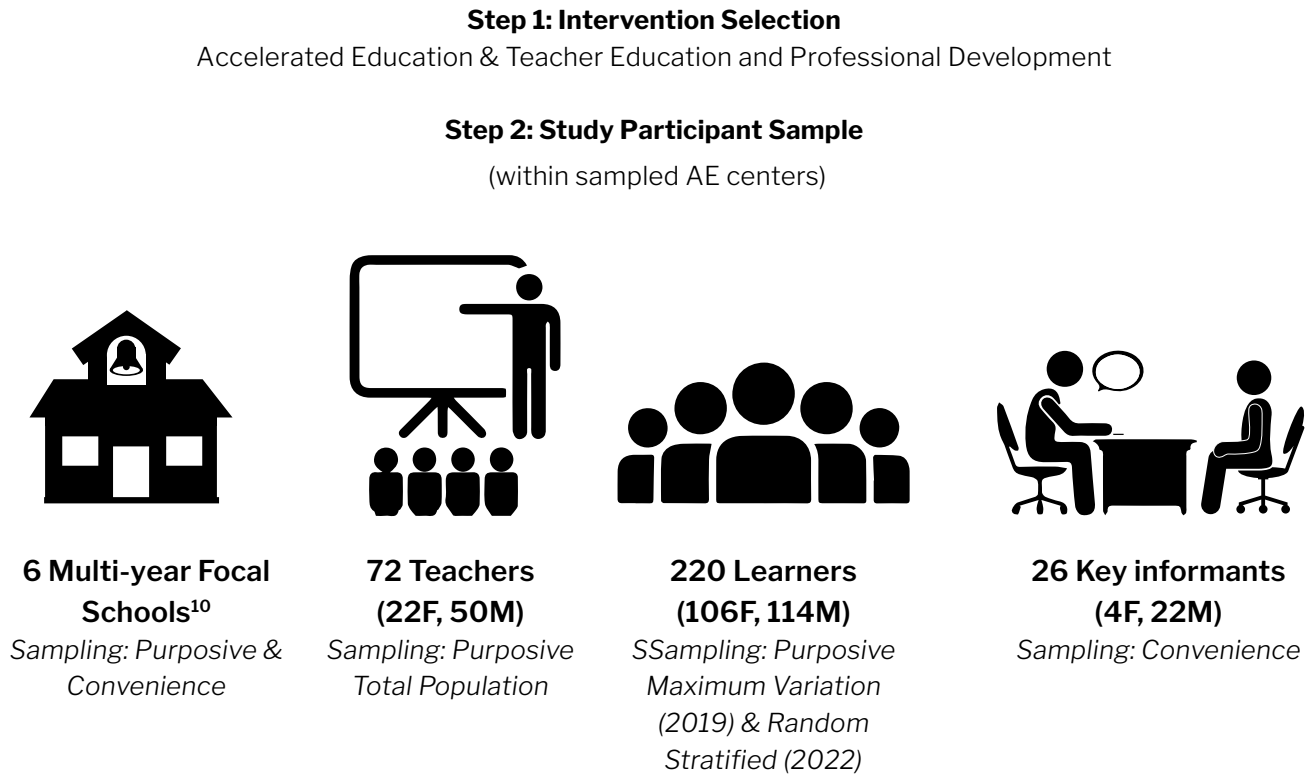
For the quantitative component of the study, we attempted to approximate a random stratified sample of learners across levels and genders but we faced difficulties due to the absence of reliable, digital, rosters of learners in all schools (Neyman, 1934). Stratification means that we grouped learners by level and gender and ensured that we took the same number of randomly⁸ selected participants from each sub-group. For some schools we generated random number lists⁹ and used digital learner lists to sample study participants. In other schools, we generated random lists for each school that were then matched with physical (i.e., hand-written) lists of learners to identify which learners should be selected for inclusion. Some sampled learners had to be quickly replaced in the field using purposive decision rules if the original sampled learners were absent, albeit still stratified by level and gender—with additional purposive selection considerations of academic performance and age. For teachers, we employed total population sampling to select all BRiCE AE teachers currently or previously working in the three sampled schools in Juba, South Sudan, and Palabek, Uganda.

7 One additional school was visited because a participating teacher had switched schools. We also explored the inclusion of two non-AE schools in Palabek during our first site visits in 2019 and one additional school in Juba but decided to restrict the study to AE schools and to balance the number of schools with three in each country thus arriving at the final focal sample of six schools compared to the total sample of 12 schools.

8 Random in this context means the systematic use of a random number generator, it does not mean “haphazard.”

9 Such random lists can be generated easily in Excel, Google Sheets, Open Office, or any statistical program.

Figure 3: Multi-stage sampling approach



¹⁰ Other schools (n = 6) were visited only once, either as part of the initial study piloting phase (e.g., two schools in Torit) or during later phases to follow-up with specific teachers.

Data collection and tools

Qualitative: Interviews & Focus Group Discussion (FGDs)

Semi-structured interviews and FGDs included key questions around themes derived from previous research and practice.¹¹ They are designed to enable the researcher and the participants to explore other questions and topics as they arise, either through follow-up questions related to the predetermined areas of interest or in pursuit of unexpected or emerging topics. We utilized these tools to allow AE teachers and learners to direct or lead our conversations in order to prioritize their experiences and perspectives, particularly as it pertained to their well-being. Semi-structured interviews and FGDs also allowed us to revise our data collection tools and approaches in real-time to be relevant and responsive to the context as well as to better answer our research questions.

For example, after the first round of data collection (February-March 2019), we revised our qualitative data collection tools to utilize a two-series semi-structured interview protocol with both AE teachers and learners. We drew from Seidman's (2006) three-series interview approach to develop this protocol to encourage teachers and learners to share their in-depth experiences in both the school (interview 1) and the community (interview 2). We made this change because during the first round of data collection it became clear that if we asked questions about school and home/community in the same protocol, respondents would invariably focus on school-related answers. Learners' and teachers' experiences across both locations were sometimes overlapping and merited closer examination. Context is critical in understanding the meaning people make of their experiences, and the two-series interview approach provided the structure to comprehensively explore a topic (e.g., learner and teacher well-being) and situate it in context (e.g., conflict and displacement settings) (Seidman, 2006). Meeting with each learner

and teacher twice also allowed us to build trust and establish rapport between our team and the teachers.

The final interview protocols included open-ended questions on AE learners' and teachers' experiences in their classrooms, schools, and communities, as we utilized a socio-ecological framing that recognized the interrelated environments, interactions, and relationships that may contribute to well-being (Bronfenbrenner, 1979). In both South Sudan and Uganda, we worked with research assistants (RAs) who spoke Acholi, Arabic, Dinka, and Nuer, and for whom we conducted a half-day research ethics training prior to data collection. Interviews with learners were primarily conducted in one of these languages, while interviews with teachers were primarily conducted in English.

We conducted interviews in private spaces within the school building or in shaded areas on the school compound out of earshot of other learners, teachers, and school administrators. For learners, each interview lasted between 20 and 45 minutes while for teachers they lasted between 45 and 60 minutes. Interviews were recorded in all instances where learners and teachers gave their consent to do so, otherwise we took detailed field notes. Importantly, to mitigate respondent bias as well as address the power dynamics inherent in research particularly in humanitarian contexts, we regularly reminded learners and teachers that they were the experts, that we were there to learn from them, and that there were no 'right' or 'wrong' answers as we sought to understand their perspectives and experiences in their schools and communities. Interviews were recorded in all cases when we received permission.

In addition to interviews, we also spent time observing classes, but did not rely heavily on this source of data except to better understand the classroom and school environments as well as the dynamics between teachers and learners. We did not employ

¹¹ During the first visit to each country, we also used focus group discussions but quickly found them to be less effective in deeply understanding learners' and teachers' experiences of well-being and so we transitioned to a focus on interviews for the qualitative portion from mid-2019 through 2022.

observations as a primary data source because of limitations in the number of times that we could conduct observations, and the degree to which observations affected the behavior of teachers and learners (particularly if observations are not carried out more regularly so that the researchers' presence becomes less disruptive).

Finally, we also conducted key informant interviews and FGDs with implementing partners in person (2019) and virtually (2021) and with Parent-Teacher Association (PTA) and School Management Committee (SMC) members (2019). For implementing partners, the interviews focused on the challenges and opportunities of project implementation as well as partners' perspectives of what affects AE teacher and learner well-being. For PTA and SMC members, the FGDs focused on the challenges and opportunities the school, and the AE center in particular, faced in their setting as well as what support they received or would like to receive in their school management position.

While we had initially planned to conduct qualitative research with the same respondents every year of the project (2019, 2020, 2021, 2022) to observe changes of well-being and the influence of the TEPD and AE project interventions over time, the COVID-19 pandemic disrupted in-person data collection in 2020 and 2021. Our attempts to collect data remotely in 2021 were limited to teachers and proved to be less effective for eliciting in-depth discussions of well-being and resilience. For more information on the virtual data collection in 2021 during the pandemic, see the **Education for Life: Impact of COVID-19 Research Brief**

The teacher and learner interview protocols as well as the key informant interview and FGD protocols are available in the Appendices. Qualitative data analysis is described in more detail in the analysis section below.

Teacher interviews and focus group discussions

In total, 42 teachers (29 male, 13 female) participated in the study. In South Sudan, we interviewed 23 AE

teachers (15 male, 8 female), and in Uganda, we interviewed 19 AE teachers (14 male, 5 female). During the first round of data collection (February-March 2019), we conducted semi-structured interviews and focus group discussions with teachers to understand their personal and professional experiences working and living in Palabek, Juba, and Torit, and the factors that enhanced or impeded their well-being. The interview and focus group protocols consisted of open-ended questions that focused on teachers' experiences in their classrooms, schools, communities, and in TEPD. Questions from our protocol included: *How would you describe your daily life here? What are the main challenges that you face? What is something that you are most proud of?* All interviews and focus group discussions were conducted in English since it is the language of instruction in both countries.¹²

During the second round of data collection (June-July 2019), we utilized the two-series interview with teachers inspired by Seidman (2006). The first interview included questions such as: *What makes you feel stressed or frustrated as a teacher? What is your greatest strength as a teacher?* In the second interview, we asked questions such as: *What roles and responsibilities do you have at home? When you are feeling bad, what helps you to feel better?* In this round, the majority of teacher interviews were conducted in English. However, we worked with Arabic translators in select cases in South Sudan to support teachers with more limited English proficiency.

Due to COVID-19, we were unable to collect data in-person in 2020 and 2021 and therefore shifted our third round of data collection (August-December 2021) to remote interviews with teachers conducted over Skype. These interviews continued our focus on teacher well-being and teacher-learner relationships with a particular focus on how the COVID-19 pandemic affected AE teachers' personal and professional experiences as well as teachers' perspectives on how the pandemic has influenced their learners. Questions from the third round of data collection included: *How has the COVID-19 health pandemic affected your work as a teacher? How has the pandemic changed your*

¹² For the few teachers who were not proficient in English, we interviewed them with multilingual RAs present in subsequent rounds of data collection starting in mid-2019.

relationships/interactions with your learners? How has the pandemic affected your learners and their well-being? These interviews lasted approximately 30-minutes and were conducted in English and recorded with teachers' permission.

Learner interview and focus group discussions

Seventy-five (75) learners from the ALPs participated in interviews or focus groups across six focal schools and two additional pilot schools in Torit during only the first research visit to South Sudan schools. We used convenience sampling during the first visits to the study sites. Learners participated in one interview or focus group discussion. During subsequent visits, we used purposive sampling, according to learners' gender, academic performance, age, and household demographics. Informed assent and/or consent was obtained for all learners.

During the first visits to each country, learners participated in one interview or focus group discussion. However, to improve the depth of responses and to better distinguish between school-based and community-based experiences, the second visits included two interviews with each respondent, where possible. We stopped conducting focus group discussions after finding them to be less productive than the interviews. The first interview focused on their school experiences. It started with asking for the learner to broadly describe the school and then became increasingly detailed. The second interview focused on the learners' experiences in the community.

During the first trips we used English, with some language support from other learners or staff, during our interviews with the learners since it was the language of instruction. Because of the bias introduced by this and the lack of records in advance about learners' spoken languages, we decided to employ multilingual RAs from the community in the second visit thus enabling respondents to answer questions using English, Acholi, Arabic, Nuer, and Dinka.¹³

In total, 221 (115 male, 106 female) learners participated in the study. In South Sudan, we interviewed 118 AE learners (60 male, 58 female), and in Uganda, we interviewed 103 AE learners (55 male, 48 female).

Quantitative: Interview-based survey

Quantitative methods, broadly speaking, enable the numerical representation of some phenomenon to better represent how common or uncommon it is and to attempt to represent the size of the relationship between different phenomena. For example, while the qualitative data collection we conducted was better suited to identify factors that support and hinder well-being, our quantitative survey enabled us to identify how common such factors are and how large their relationship is to various measures of well-being.

Initial plans for longitudinal quantitative data collection during the final year of the program had to be revised due to COVID-19. We had initially planned to collect data at two time-points to detect changes over time, and to be better able to make claims about causality of project interventions (TEPD & AE) on teacher and learner well-being. However, we had to plan a cross-sectional design during early 2022 given the project end-date as well as school closures and delays in travel due to the pandemic.

The quantitative data collection was completed using an interview-based survey in which each respondent was individually interviewed by a research team member who simultaneously entered the data into a tablet-based survey that comprised primarily closed questions with pre-specified answers. The program used (i.e., Qualtrics) allowed for data collection to happen offline and responses to then be uploaded once the research team reached a strong internet connection, often at the end of each day.

The interview-based survey sought to understand AE teachers' and learners' well-being, resilience, and how AE and TEPD programming contributed to their well-being. The interview-based survey included five sections: participant demographics/background,

13 RAs sometimes used other languages as needed, for example one RA used Lutuku.

relationships-roles-resources, program exposure, well-being, and resilience. The second section—relationships-roles-resources—consisted of open and close-ended questions based on our well-being conceptual framework, while the final two sections were based on validated scales and measures of well-being and resilience. The interview-based survey was translated into Acholi, Juba Arabic, and Dinka.

Quantitative survey measures

Based on our previous qualitative analysis, we developed a quantitative scale representing factors that learners and teachers expressed as having an influence on their well-being, encompassing both their feelings as well as their ability to function, to include in the interview-based survey. While both learners and teachers mentioned the three dimensions of relationships, roles, and resources, these manifested differently for the two groups. Therefore, the individual items had only partial overlap in wording between the 13 items used with learners and the 10 items used with teachers.

Our first measure of well-being differs for learners and teachers. For learners, we used an adapted version of McLellan and Steward's (2015) 'How I Feel About Myself and School' questionnaire. The questionnaire is one of the most recent and thorough attempts to develop a theoretically grounded measure of well-being for a range of learners' ages (developed for ages 8 to 16). Although it has not been used cross-nationally, the retained items corresponded better than other existing instruments to our findings of how learners perceived their well-being based on qualitative data collection in 2019. For teachers, we used a single-item measure of subjective well-being or 'happiness' as measured in the World Value Survey. The question asks how happy the respondent is overall using a Likert scale. The question has been used in nearly 100 countries for over 40 years, including coverage of Sub-Saharan Africa. We contacted the creators of the scale and received permission for its adaptation and use.

Our second measure of well-being for both learners and teachers was Cantril's Ladder. This instrument has been used for over 50 years, among both adults and young people (Mazur, et al., 2018), and in over a hundred countries including most of Sub-Saharan Africa (Helliwell, Layard, & Sachs, 2019; Møller, V., & Roberts, 2021). The instrument presents a ladder with 10 steps and asks respondents to first imagine the best possible life for them at the top of the ladder and the worst possible life for them at the bottom and then to place themselves on a specific step on the ladder. We ask this question for now and for what they expect five years from now.

For resilience, we used the common Connor-Davidson Resilience Scale (CD-RISC). The scale was chosen firstly because it best represented key elements of resilience that emerged from our qualitative data collection in 2019, secondly because it can be deployed as a 2-item form and 10-item shortened form (in addition to its long-form), and thirdly because it has been used extensively across different populations, including in over 90 languages. The 2-item version was used with learners in order to keep the survey at a manageable length for learners. Meanwhile, the 10-item version of the scale was used with teachers both because they could stay focused for a longer interview and because their well-being measures were shorter than those used with learners. The use of this measure required the permission of the creators and the payment of a small fee.¹⁴

The teacher and learner interview-based surveys are available in the Appendices. Quantitative data analysis is described in more detail in the analysis section below.

14 See <https://www.cd-risc.com/>

Ethics

The ethical conduct of research requires constant reflection and adjustment by researchers in the field to ensure that no harm is done, that participants feel empowered to start or stop participating according to their preference, that information remains confidential as far as allowed by local laws, and that there is no preferential treatment of research participants or non-participants.

In addition to constant vigilance and sensitivity among the research team, there are specific institutions that ensure that research meets certain basic standards for ethical conduct. It is imperative for researchers and affiliated organizations to understand research ethics approval processes in the countries where they are working (even in cases of program evaluations that may not necessarily require the same oversight). Many organizations do not adhere to common research ethics procedures and therefore we document these procedures and encourage implementation partners to build a culture of considering research ethics principles as well as official approval (as appropriate) prior to data collection.¹⁵

Generally, there are up to three levels of approval that need to be considered depending on how complex the research ethics approval procedures are in the country (they are more complex in Uganda than South Sudan).

1. Implementing partner/government approval.

Approval from the implementing partners and the government bodies in charge of implementation. This included permissions from Oxfam, the Office of the Prime Minister (in Uganda), the Relief and Rehabilitation Commission (in South Sudan), letters from the District Education Office (in Uganda) and meetings with the District Education Office (in South Sudan). These approvals are similar to those that are needed for program implementation.

2. **Local ethics approval in the country.** Most countries have one (or several) institutions in charge of reviewing and approving research from an ethics standpoint. In Uganda there are two stages of this process, first you must submit, revise, and receive approval for the research from a “Research Ethics Committee”—we used [Mildmay Uganda Research Ethics Committee](#). This has cost implications and can take from several weeks to several months. In Uganda, there is a second step of registering the research with the [Uganda National Council for Science and Technology](#) which also has cost implications but is relatively quick. In South Sudan there is not a comparable MUREC/UNCST system in place, therefore permission from the relevant Government entity (#1 above) was supplemented by formal letters of support for our research from South Sudan’s Relief and Rehabilitation Commission combined with university Institutional Review Board approval (#3).
3. **University Institutional Review Board approval.** Researchers affiliated with a University or other research institution have internal research ethics boards that must review and approve research. These institutions are usually referred to as an “Institutional Review Board” or IRB. Our study received IRB approval from Teachers College, Columbia University’s IRB.

When reaching the locations of research, it is important to continue engagement with the relevant authorities. In Uganda, we started each wave of research with visits to the representatives from the Ministry of Education and Sports (MoES), the Office of the Prime Minister, and education partners in Palabek Settlement. In South Sudan, we began research activities with visits to the national and subnational offices of the Ministry of General Instruction and Education (MoGEI)—including the office in charge of Alternative Education Systems.

¹⁵ In general, research for program monitoring and evaluation designed to learn, adjust, and improve an ongoing program are exempt from in-depth official ethics reviews. However, it is good practice to consult and expect to determine exclusion rather than to assert that your own research is exempt.

We then visited the principals of each school to (re-) introduce ourselves and the research study and ask for their permission to have their school participate in the research. Along with this work, we confirmed the data collection schedule for visiting each school. Each principal had been contacted prior to our visits by the local implementation partners and preliminary work plans had been shared, but these often changed upon arrival and in order to accommodate the needs of all the participating schools.

After receiving institutional approvals, we approached the participants who had been purposively/randomly sampled and then explained the research at the start of any interview or other data collection and asked for participants' consent. We received an exception for adolescents to give their own consent given the large number of unaccompanied displaced young people in both contexts. For participants under the age of 14, we asked for their assent and also the name of a trusted adult who could give consent to their participation. We then approached the trusted adult (often a family member in the community or a teacher in the school). In one case a potential participant (a teacher) asked to be given a few days to decide if he

would participate and subsequently agreed. All other participants agreed to participate on the spot. Each consent with principals, participants, and trusted adults was documented, scanned, and saved in a password-protected Google Drive folder.

During data collection, if a learner or teacher ever became distressed or reported an instance of abuse or neglect we paused the interview, ensured they were okay, asked if they would like to continue, and asked if they were willing for us to report what they shared to the necessary protection authorities. If reporting was required, we informed them that we have to report what they said but that we would ensure only those who need to know the information would receive it. To ensure confidentiality, in some instances we wrote up the information, saved it on a password-protected file, and gave that file on a USB drive to the responsible protection staff member. In other instances, we verbally relayed this information. Such protection issues included incidents related to: domestic violence, gender-based violence, corporal punishment, lack of UNHCR registration, and unaccompanied minors.

Analysis

We now briefly describe the process for data analysis for the qualitative and quantitative data.

Qualitative analysis

We analyzed the qualitative data iteratively (Emerson et al., 1995; Maxwell, 2013), which meant that we began our data analysis during data collection in Uganda and South Sudan. The research team held daily debrief meetings, periodically wrote reflective memos, and prepared reports for the organizations implementing AE and TEPD to strengthen program implementation. In-depth data analysis continued from September 2019-June 2020.

For the teacher and learner data from 2019, we completed participant summary forms that captured demographic information about the teacher (e.g. age, gender, years teaching, etc.), descriptive and logistical information about the interview (e.g. date, location, and length of interview, etc.), and interview summaries that captured emerging themes around challenges, resources, and relationships in the teacher's school

and community (Miles & Huberman, 2002). For the teacher data, we transcribed each interview verbatim, and completed an initial round of open coding, employing Eclectic Coding through a combination of Elemental Methods (In Vivo, Concept, and Descriptive Coding) and Affective Methods (Emotion Coding) (Saldaña, 2016). Upon concluding the open coding, we developed a closed codebook organized around five categories (relationships, basic needs, profession, values, and policy). We identified common themes from the open coding (emic) and layered in thematic concepts from the literature (etic) in the codebook (Creswell, 2013; Saldaña, 2016). Examples of closed codes included: relationships - teacher-student; basic needs - food and water; profession - teacher role. We then coded all transcriptions in Excel. Finally, along with the support from advanced graduate students, we wrote thematic memos for each of the five categories. We have provided an overview of the broad stages and sub-steps of the qualitative analysis process that applies to both teachers and learners in Table 1 below.

Table 1: Summary of iterative qualitative analysis procedure

	Stage 1: Collect	Stage 2: Transcribe	Stage 3: Code	Stage 4: Memos	Step 5: Analysis
Step 1	Record interview & Take notes	Convert to English transcript	Open code transcript	Write thematic memos on code groups	Combine memos and code-weaving for analysis
Step 2	Debrief on data	Add participant summary	Create eclectic codebook (etic & emic)	Review thematic memos	Review, discuss, & revise final analysis
Step 3	Share initial findings with partners	Quality check of transcript	Apply eclectic codebook	Revise thematic memos	Finalize write up for report(s)

For the learner data, one of the Co-Lead Researchers listened to all recordings of learners' interviews to expand and refine notable patterns of interactions captured in the interview summaries. From this analysis, the three lead researchers and a team of research assistants developed open codes for each transcript and then developed a codebook for second-cycle focused coding in Nvivo software (Saldaña, 2016). We recombined codes, themes, and concepts through code-weaving to develop our findings (Saldaña, 2016), which we documented narratively in thematic memos.

For the 2022 data, we first spliced the audio files to extract the open-ended responses, which we had transcribed and, when necessary, translated into English for analysis. Research team members then conducted open-ended coding of the transcripts and wrote memos around school-related and community-related themes. These memos were reviewed by the three lead researchers and combined through code-weaving and synthesis into a final analysis.

It should be noted that transcribing and conducting quality controls on multilingual interviews takes significant time and resources. We attempted two strategies. The first was the engagement of RAs from the local communities alongside Teachers College, Columbia University graduate students to transcribe and quality-control the interviews. This took substantially more time but cost less financially. Interruptions were common with this approach, with RAs living in refugee settlements experiencing internet and electricity outages as well as not having access to ideal transcription equipment. The second strategy was the employment of a transcription agency that supports multiple languages.¹⁶ This approach provided a relatively rapid turnaround of approximately one month after digital files were prepared and submitted, but was much more costly even after we received a steep discount from the provider. Overall, the transcription and translation of interviews took many months and over 15,000 USD.

Quantitative analysis

The quantitative data were transferred from Qualtrics (the secure, online database where data was automatically stored upon collection in the field once researchers were connected to the internet) to an online data analysis platform: [R Studio Cloud](#). The data were then cleaned—a process of identifying, documenting, and addressing inconsistencies in the data. This was done fully in the online R Studio platform using base and tidyverse packages. This resulted in a single set of code that both documented and implemented the cleaning of data so that the process was documented and replicable. In other words, the original spreadsheet was not changed but rather code was written that automatically cleaned and sent the data to the analysis file. This allowed us to document, replicate, and correct an automated cleaning procedure that would not be possible if data cleaning were done manually.

Constructs for variables that were made up of more than one question were then developed by averaging together the responses of learners and teachers to all questions within that construct. If a question was missing, the mean of the other questions was imputed. We then checked the internal consistency of these constructs by calculating Chronbach's Alpha and McDonald's Omega (Dunn, Baguley & Brunnsden, 2014) which attempt to determine if the questions are correlated enough to represent the same underlying construct. While there are concerns about any rule-of-thumb for cut-off values of statistics, often an alpha or omega above 0.70 is considered desirable (Nunnally & Bernstein, 1994). These statistics can be generated in any standard statistical software package.

To aid in interpretation, we standardized these measures by dividing by the highest possible score to generate a proportion of the highest possible score ranging from 0 to 1. This was used for descriptive reports and initial presentations to partners. For final analysis within models, we used standardized

16 We engaged Vanan Services, see: <https://vananservices.com/>

versions of all continuous variables by subtracting the global mean of all responses and then dividing by the standard deviation—this enables us to compare effect sizes within our study but also to other studies in the literature that might use different measures.

As noted in more detail in the Education for Life: Well-being and Resilience in South Sudan and Uganda, we then employed three different analytical models for learners and two for teachers. All of these models are ‘multilevel’ models that attempt to account for the way that learners and teachers cluster into groups and influence each other in school (notably by school and by AEP level). The first learner model relates a predictor variable (such

as relationships) with an outcome variable (such as well-being as measured by Cantril’s ladder)—this is the non-covariate adjusted model. The second learner model includes three control variables: the learners’ age, gender, and whether or not they report being displaced due to the conflict—this is the covariate adjusted model. The third learner model converts the outcome variable into a binary variable in which the learner is given a score of 1 if they score in the top half of all responses and a zero otherwise; the covariates are also included in this model. For teachers, we use only the non-covariate model and the binary model without covariates due to the smaller sample size of teachers.

Lessons learned about design and data

During February and March 2019 we piloted a number of approaches to data collection in both countries to determine which methods, tools, and strategies were most productive.

Multilingual data collection

Regarding language, we quickly determined that English was not an efficient data collection language for learners, even among learners in the highest level of AEP. This was in spite of the fact that English was the language of instruction in both countries.

We attempted the use of program staff as interpreters but were concerned about increases in respondent bias—especially reducing learners’ willingness to share any potential critiques of the program. We also attempted the use of pair interviews (e.g. two learners, one interviewer) in which at least one learner could interpret between English and a shared local language but this created concerns around anonymity and was not always possible given the profile of the learners, their English fluency, and the linguistic diversity in the schools.

From mid-2019 onwards, we employed and trained local multilingual RAs, both from the displaced communities and the host communities. This increased linguistic coverage, but at times meant that we could not pair female respondents with female RAs (and vice versa), and linguistic coverage was still incomplete with RA and respondents often having to use a shared language and not their mother tongue (e.g., Juba Arabic instead of their mother tongue). This multilingual approach improved the depth and quality of learner interviews but also increased the cost and time needed to transcribe the interviews for analysis, especially for languages such as Acholi, Nuer, and Dinka, which are not commonly part of translation agencies’ repertoires. There is also always concern that participants from smaller tribes and minority language groups might feel excluded due to the selection of languages available for interpretation. We were able to conduct nearly all our interviews with teachers in English as it is the language of

instruction in both countries and teachers had high English language proficiency; in select cases in Juba, we worked with an RA to interview teachers who preferred expressing themselves in another language besides English.

Relative usefulness of focus groups and interviews

Regarding data collection techniques, as noted above, we found that focus groups with learners were not as effective as one-on-one interviews. It is often the case that focus groups require the careful management of dominant personalities; however, the dynamics with AEP learners were even more challenging due to the age-range and linguistic diversity of the groups. Older learners or learners more comfortable in the language used for the focus group, would end up dominating the discussion and potentially influencing what other learners said (or didn’t say). While this enables interesting analysis of group dynamics across ages and languages, that was not the focus of our study and therefore focus groups were dropped as a method of data collection with learners from mid-2019 onwards. We also confirmed that a sequence of interviews would be much more productive than a single interview because both learners and teachers tended to focus only on school-related responses – even to questions about their community experiences – when the questions for both school and community were combined in a single interview.

Equity, representation, and access of remote data collection

During adjustments due to the COVID-19 pandemic, we found that using remote data collection techniques for learners would result in a skewed sample of learners, as the vast majority of learners did not have access to a phone or would have to use a phone that was owned by an older family member thus raising potential protection risks. On the other hand, most teachers did have phones—albeit not smartphones. We therefore only conducted virtual interviews with teachers by calling their mobile

numbers directly from our Skype accounts to ensure teachers did not need to use their own airtime and data to participate in the interview.

This enabled us to collect data during the pandemic, but was also a much less effective method of conducting interviews. While remote interviews can expand options for participation in research and (potentially) reduce costs, future researchers and organizations need to expect a significant loss in the depth of responses provided over the phone compared to in-person in these contexts.

Well-being question wording

Concerning how we worded the interview questions, we found that certain terminology was more or less productive and clear for AE learners and teachers. For example, well-being was not a productive term to use directly in questions because it was more readily associated with health-related conceptions of well-being rather than more holistic notions of well-being. In addition, although asking for examples of accomplishments that made one “proud” sometimes elicited helpful discussions of activities related to well-being, questions that asked if respondents were proud of themselves more generally often engendered resistance as self-pride was seen as something potentially negative and/or respondents felt that it was up to other people to be proud of them or not. This suggested the importance of more communal forms of probing and questioning around well-being in terms of how other members of the community and school perceive them. As one learner stated “I don’t know by myself that I am good. But many people do tell me that [Mary] you are good and I will start thinking: ‘What am I really good at?’ Students are telling me I am good, even teachers [are telling me that I am good]” (Mary¹⁷, South Sudan, female, age 19).

While starting with broad questions was helpful to avoid restricting responses, at times it was necessary to change the order of questions to start by asking specific questions, requesting stories or detailed examples, and then moving to more generic questions.

Finally, questions about ‘hope’ and the ‘future’ were difficult for some respondents to answer. However, for other respondents, these questions elicited rich reflections. This variation in reactions to question wording underlines the value of a semi-structured approach to interview diverse participants as well as the usefulness of doing so prior to deploying a more standardized quantitative instrument.

Local collaboration

Working with local research assistants (RAs) from some of the same communities as our participants was integral to the success of the study. It was important to continue to engage the same individuals throughout the project as far as was possible and to ensure that the compensation we offered for such collaboration was equal for all RAs and that it was in line with the amount that other humanitarian organizations in the locations paid for research assistance. During the final phase of data collection in early 2022, we also began asking RAs to write analytical memos based on the interview-based surveys they had conducted—a good practice we would recommend others continue to better engage the understandings of RAs from the communities we work with.

We further benefited from regular engagement with implementing partners before, during, and after data collection. Staff of implementing partners gave valuable feedback on the design of data collection, the logistics of achieving it, and the interpretation and prioritization of results during analysis. Two touch-points were particularly important to engage partners in the interpretation of results and the implementation of recommendations: (1) we provided brief programmatic findings and recommendations to partners at end end of each research visit; and (2) we provided online presentations and feedback sessions to partners through annual learning events and separately organized research webinars. One difficulty that confronted us due to such close engagement with implementing partners was that research participants often perceived us as

¹⁷ All names in quotes in all reports are pseudonyms.

members of those organizations and we had to remind them frequently that we did not work with the implementing organizations.

Our study would have benefited from engaging a local research institution throughout the duration of the project.¹⁸ In retrospect, engaging a local research partner in the same geographic area would have been beneficial by offering additional conceptual inputs as well as opening opportunities for more regular engagement in data collection and local dissemination. We would encourage future researchers to explore less traditional institutional research partnerships, including working with non-research oriented higher education institutions such as teacher training colleges. In Uganda, it would have been ideal to engage with a research institution located in the north of Uganda (not one in Kampala).

Researcher positionality, whiteness, and coloniality

It is important for any researchers engaging in this work to reflect on and be transparent about their positionality. Education in emergencies happens in multicultural environments where ethnic tensions are often present as well. Therefore, an ethical, conflict-sensitive approach to research in these environments must consider how research team members positionality relates to the different cultural and ethnic groups engaged in the study.

The study PI and its two lead researchers were also white from a (neo-)colonial power (the United States). All three either had experience working in the countries of the study or among displaced South Sudanese refugees in Kenya, or both. However, while such professional experience made us more aware of our positionality and its influence on research participants, it did not reduce our status as outsiders (Louis & Bartunek, 1992).

We attempted to expand our own perspectives in the research and to expand the opportunities for engagement among our study's participants through our collaboration with local RAs as noted above. Given the diversity of the South Sudanese population, it was impossible to represent all backgrounds. Even if a given researcher and participant shared a tribal, ethnic, or linguistic background, there were always other dimensions of the researchers' identities that placed them as outsiders (or 'insider-outsiders').

In our interactions with research participants, we always tried to reduce the social distance and power differential between us and participants by reminding them that they were the experts of their experiences and that we were there to learn from them. Of course, this did not eliminate the perception of our expert status, but was important to build trust and rapport and attempt to develop some level of empathy without engaging in emotional manipulation (Gair, 2012).

18 For a good example from another BRICE consortium, see the Institute for Development Studies work: <https://www.ids.ac.uk/projects/brice-project-teachers-role-and-well-being-in-contexts-of-protracted-violent-conflict/>; Baseline report: <https://www.ids.ac.uk/publications/brice-project-drc-and-niger-baseline-report/>; Midline report: <https://www.ids.ac.uk/publications/brice-project-drc-and-niger-midline-report/>;

Conclusion

Multi-country research studies are rare in the field of education in emergencies. When such studies are conducted, the methods sections of reports and publications are often limited in terms of logistical, behind-the-scenes, details that could guide future studies. Our study in South Sudan and Uganda therefore provides a unique opportunity to reflect

on the successes, failures, and lessons learned when doing such multi-site studies in EiE. We hope that dedicating this report exclusively to methodological issues helps provide transparency so that other researchers and organizations can learn from and improve upon our experiences.

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Appendices

Appendix 1: Phase 1 - Learner pilot interview protocol (version 1)

1. What's your name? Age?
2. Where are you from?
3. How long have you been studying here?
4. Did you go to school before? In AE or FE?
5. Why did you decide to come back to school? Why the ALP?
6. How would you describe your school? (Physical, feeling/climate, etc.)
7. How would you describe your teachers?
8. How would you describe your interactions with your teachers? Peers?
9. Do you interact with your teacher outside of the classroom?
10. What kinds of things make it hard for you to learn? [Can you provide an example?]
11. When you are struggling with school work, what do you do? What types of support are available at this school?
12. What makes you feel proud? [Can you provide an example?]
13. What are the things that you find difficult in your life? At school?
14. What changes would you like to see at the school/in the program?

Appendix 2: Phase 1 - Teacher pilot interview protocol (version 1)

1. What's your name? Age?
2. Where are you from?
3. When did you become a teacher?
4. How long have you been teaching here?
5. Have you taught anywhere prior to coming to X? If so, where? In AE or FE?
6. What kind of teacher training have you participated in?

7. Why did you decide to become a teacher?
8. How would you describe your school? (Physical, feeling/climate, etc.)
9. How would you describe the students in your class?
10. How would you describe your interactions with your students?
11. In what ways do you interact with your students – in the classroom? Outside of the classroom?
12. How do you know when students are struggling in your class? [Probe beyond academics]
13. What types of support do you provide to students when they struggle?
14. What makes you feel proud as a teacher? [Can you provide an example?]
15. What makes you feel frustrated as a teacher? [Can you provide an example?]
16. What changes would you like to see at the school/in the program?

Appendix 3: Phase 1 - Learner two-part interview protocol (version 2)

Learner Interview #1: School

Introduction

1. To start our interview, I'd really like to learn more about you. Could you introduce yourself and tell me about something you like to do?
2. Now, before I ask you some more questions, do you want to ask me one question?

General background

1. When were you born?
2. Where were you born?
3. When did you start living in this area?
4. Who do you live with here?

ALP background

1. When did you start coming to this ALP program? What month and year?

2. Did you attend school prior to coming to the ALP? If so, where and when?
 - a. Prompt: (if the learner seems comfortable, potentially ask): Why did you stop going to school?
3. Why did you start coming to this ALP program?
4. How would you describe this school to someone who had never been here?
 - d. What would you do differently if you were the teacher?
3. Can you tell me about your interactions with other learners / peers at this school?
 - a. Do you talk to each other? If so, what do you talk about? If not, what, if anything, would you like to talk about with your classmates?
 - b. Do you do things together? If so, what things do you do together? If not, what, if anything, would you like to do together?

Feelings

1. Can you describe a time when you felt proud here at <<School_Name>>?
 - a. Why did that make you feel proud?
 - b. Can you tell me another example?
2. Can you describe a time when you felt unhappy here at <<School_Name>>?
 - a. Why did that make you feel upset?
 - b. Can you tell me an example?
 - c. How did that make you feel?
3. When you're at <<School_Name>>, how do you normally feel?
 - a. What makes you feel that way?
 - i. Can you give me an example?

Functionings

1. Here at <<School_Name>>, what does a good student look like?
 - a. Do you think you are sometimes a good student?
 - b. Can you tell me a time or an example of that?
2. Can you tell me about your interactions with your teachers?
 - a. Do you talk to your teachers? If so, what do you talk about? If not, what, if anything, would you like to talk about with your teachers?
 - b. Do you talk to your teachers outside of class? If so, what do you talk about?
 - c. How do your teachers make you feel?

Other

1. Do you think that being in this ALP program has affected your life? How?
2. Do you think that/How will being in this ALP program affect your future?
3. Is there anything else you would like to tell me about?

Learner Interview #2: General

Introduction

1. Thank you for speaking with me again. Last time we spoke about you and your school. Today I want to speak with you about things outside of school. So I want you to think about what you do before and after school and on the weekends when you are answering these questions.
2. To start, can you tell me what you do when you're not in the ALP classes?
 - a. What do you do before arriving here at the ALP center?

- b. What do you do after leaving the ALP center?
- c. What do you do during the weekend?

Demographics

1. [Ask any clarification demographics needed after the first interview]

Feelings

1. If you think about the past month, how do you normally feel?
 - a. What makes you feel that way? Can you give me an example?
2. What makes you feel proud?
 - a. For example, is there something you did in the past month that you feel really good about?
3. During the last month, what have you worried about?

Functionings

1. What different responsibilities do you have in your home or in the community?
 - a. Do you enjoy any of those responsibilities? If so, can you give me an example? If not, why?
 - b. Are any of those responsibilities hard to do? Can you give me an example?
2. If you need help outside of school, who do you go to for help?
 - a. Are you comfortable telling me an example?
3. When you are feeling bad, what helps you to feel better?
 - a. Are you comfortable telling me an example?
4. Can you describe a specific example of a challenge you faced?
 - a. Do you feel like you are able to overcome challenges like this?
 - b. If so, how? If not, why and what would you need to change for you to overcome them?

5. What do you like to do to have fun?
 - a. Who do you do this with?
 - b. How often do you do this?

Other

1. What gives you hope?
2. Is there anything else you would like to tell me?

Appendix 4: Phase 1 - Teacher two-part interview protocol (version 2)

Teacher Interview #1: School

Background

1. What's your name? Age?
2. Where are you from? When did you arrive in [insert location]?
3. When did you become a teacher?
4. How long have you been teaching here?
5. Have you taught anywhere prior to coming to [insert location]? If so, where? In accelerated education (AE) or formal education (FE)?
6. What kind of teacher training have you participated in?

Teacher Beliefs/Professional Identity

7. Why did you decide to become a teacher?
8. What are the benefits you experience being a teacher in [insert location]?
 - a. What is your favorite memory as a teacher?
9. What are the challenges you face being a teacher in [insert location]?
 - a. What is your greatest challenge in the classroom?
10. Do you feel confident in the classroom? Why/why not?
 - a. What helps you to feel confident?
 - b. What resources (curriculum, teaching materials, etc.) help you to feel confident?
11. Do you plan to stay in the teaching profession?
 - a. If yes, tell me why you want to stay in the profession.

- b. If not, why? What else would you want to do?
- c. [If the teacher is speaking at length about the various challenges s/he faces, but plans to stay in the profession, ask the follow up question:] Given all of the challenges you face/all of the challenges we've discussed, why are you still a teacher? What motivates you to continue teaching?

Classroom & School

- 12. How would you describe your school? Your classroom?
- 13. How would you describe the students in your class?
 - a. Probe: demographics but also interactions, motivations, etc.
- 14. What are the greatest challenges your students face?
 - a. Probe: In what ways do you (or does the school) address these challenges?
- 15. In what ways do you interact with your students – in the classroom? Outside of the classroom?
- 16. What is your relationship like with the other teachers at your school?
- 17. What is your relationship like with your head teacher?
 - a. Probe: In what ways, if at all, does the head teacher support you and your teaching? Can you share an example?
- 18. What makes you feel proud as a teacher? Can you share an example?
- 19. What makes you feel stressed or frustrated as a teacher? Can you share an example?

General Supports

- 20. What types of support do you receive as a teacher in this school?
- 21. What types of support do you want or think you need?

Programming/TPD/Policy

- 22. What type of training are you participating in at this school?

- 23. What did you like most about the training? How has it helped you in your job?
- 24. What did you like least about the training? What changes would you like to see in the program?
- 25. What is an area or a skill that you would like to improve?
- 26. Thinking about more general teacher policies, what changes would you like to make to teacher policies in [insert location: Palabek or Juba]?

Family/Community

- 27. What do people around here think about teachers?
 - a. Probe: What does your family [or friends if the teacher doesn't have family] think of you being a teacher?
- 28. As a teacher, what roles, if any, do you take on in your community?
 - a. Probe: As a teacher, how do you view your role in the community?
- 29. How would you describe your relationship with the parents or families of your learners?
 - a. In what ways do you interact with the parents or families of your learners? Probe for positive and negative interactions.
 - b. How, if at all, would you like these interactions to change?

Concluding questions

- 30. What changes would you like to see at your school?
- 31. Is there anything else you would like to share?

Teacher Interview #2: General

Family/Home

You mentioned in our last conversation you have been in Palabek/Juba for [insert time], and I'd like to learn more about your home life and environment.

- 1. How would you describe your home?
- 2. With whom are you living?
- 3. What roles and responsibilities do you have at home? In what ways do these responsibilities affect your daily life?

- a. Probe: are you able to meet these responsibilities? Why/why not? How do you feel when you meet (or don't meet) these responsibilities?

Challenges/Resources

4. If you need help outside of school, who do you go to for help?
 - a. Can you share an example?
5. When you are feeling bad, what helps you to feel better?
 - a. Can you share an example?
6. What are the main challenges you face in Palabek/Juba? Can you describe a specific example of a challenge you faced?
7. Do you feel like you are able to overcome these challenges? If so, how? If not, why and what would you need to change for you to overcome them?

Feelings/Coping Mechanisms

8. If you think about the past month, how do you normally feel?
 - a. What makes you feel that way? Can you give me an example?
9. What makes you feel proud?
 - a. For example, is there something you did in the past month that you feel really good about?
10. During the last month, what have you worried about?

Community

11. Thinking about your community [insert location: Palabek or Juba], what are the biggest challenges your community faces? Can you share an example?
12. How does (or can) the community overcome these challenges?
 - a. What are the resources or strengths of your community?

Other

13. What gives you hope?

14. Is there anything else you would like to tell me?

Appendix 5: Phase 1 - Head teacher interview protocol for South Sudan

Head Teacher Interview #1: School (South Sudan)

Background

1. What's your name? Age?
2. Where are you from? When did you arrive in [insert location]?
3. When did you become a teacher?
4. How long have you been teaching here?
5. How long have you been the head teacher here in [insert school name]?
 - a. Have you been a head teacher in other schools? If so, where?
6. Have you taught anywhere prior to coming to [insert location]? If so, where? In accelerated education (AE) or formal education (FE)?
7. What kind of teacher training have you participated in?
 - a. What kind of training have you received since becoming a head teacher?

Teacher Beliefs/Professional Identity

8. Why did you decide to become a teacher?
9. What are the benefits you experience being a teacher in [insert location]?
 - a. What is your favorite memory as a teacher?
10. What are the challenges you face being a teacher in [insert location]?
 - a. What is your greatest challenge in the classroom?
11. Do you feel confident in the classroom? Why/why not?
 - a. What helps you to feel confident?
 - b. What resources (curriculum, teaching materials, etc.) help you to feel confident?
12. Do you plan to stay in the teaching profession?

- a. If yes, tell me why you want to stay in the profession.
- b. If not, why? What else would you want to do?
- c. [If the teacher is speaking at length about the various challenges s/he faces, but plans to stay in the profession, ask the follow up question:] Given all of the challenges you face/all of the challenges we've discussed, why are you still a teacher? What motivates you to continue teaching?

Classroom & School

13. How would you describe your school? Your classroom?
14. How would you describe the students in your class?
 - a. Probe: demographics but also interactions, motivations, etc.
15. What are the greatest challenges your students face?
 - a. Probe: In what ways do you (or does the school) address these challenges?
16. In what ways do you interact with your students – in the classroom? Outside of the classroom?
17. What is your relationship like with the other teachers at your school?
18. What is your relationship like with the formal education (FE) (primary school) head teacher?
 - a. Probe: In what ways, if at all, does the FE head teacher support you as the AE head teacher? Can you share an example?
19. What makes you feel proud as a teacher? Can you share an example?
20. What makes you feel stressed or frustrated as a teacher? Can you share an example?

Head teacher roles and responsibilities

21. What are your primary roles and responsibilities as a head teacher in this school?
22. In what ways, if any, are your roles and responsibilities as a head teacher different from your roles and responsibilities of being a

teacher?

- a. How do you balance your responsibilities as a head teacher with your responsibilities as an AE teacher?

23. What support do you receive to effectively carry out these responsibilities? What support do you need?

Programming/TPD/Policy

24. What type of training are you participating in at this school?
25. What did you like most about the training? How has it helped you in your job?
26. What did you like least about the training? What changes would you like to see in the program?
27. What is an area or a skill that you would like to improve?
28. Thinking about more general teacher policies, what changes would you like to make to teacher policies in [insert location: Palabek or Juba]?

Family/Community

29. What do people around here think about teachers?
 - a. Probe: What does your family [or friends if the teacher doesn't have family] think of you being a teacher?
30. As a teacher, what roles, if any, do you take on in your community?
 - a. Probe: As a teacher, how do you view your role in the community?
31. How would you describe your relationship with the parents or families of your learners?
 - a. In what ways do you interact with the parents or families of your learners? Probe for positive and negative interactions.
 - b. How, if at all, would you like these interactions to change?

Concluding questions

32. What changes would you like to see at your school?
33. Is there anything else you would like to share?

Head Teacher Interview #2: General (South Sudan)

Family/Home

You mentioned in our last conversation you have been in Palabek/Juba for [insert time], and I'd like to learn more about your home life and environment.

1. How would you describe your home?
2. With whom are you living?
3. What roles and responsibilities do you have at home? In what ways do these responsibilities affect your daily life?
 - a. Probe: are you able to meet these responsibilities? Why/why not? How do you feel when you meet (or don't meet) these responsibilities?

Challenges/Resources

4. If you need help outside of school, who do you go to for help?
 - a. Can you share an example?
5. When you are feeling bad, what helps you to feel better?
 - a. Can you share an example?
6. What are the main challenges you face in Palabek/Juba? Can you describe a specific example of a challenge you faced?
7. Do you feel like you are able to overcome these challenges? If so, how? If not, why and what would you need to change for you to overcome them?

Feelings/Coping Mechanisms

8. If you think about the past month, how do you normally feel?
 - a. What makes you feel that way? Can you give me an example?
9. What makes you feel proud?
 - a. For example, is there something you did in the past month that you feel really good about?
10. During the last month, what have you worried about?

Community

11. Thinking about your community [insert location: Palabek or Juba], what are the biggest challenges your community faces? Can you share an example?
12. How does (or can) the community overcome these challenges?
 - a. What are the resources or strengths of your community?

Other

13. What gives you hope?
14. Is there anything else you would like to tell me?

Appendix 6: Phase 1 - Head teacher interview protocols for Uganda

Background

1. What's your name? Age?
2. Where are you from? When did you arrive in Palabek?
3. How long have you been the head teacher here in [insert school name]?
 - a. Have you been a head teacher in other schools? If so, where?
4. Were you a classroom teacher before becoming a head teacher? If so, where? In accelerated education (AE) or formal education (FE)?
 - a. What initially motivated you to become a teacher?
5. What kind of teacher training have you participated in?
 - a. What kind of training have you received since becoming a head teacher?

Head teacher roles and responsibilities

6. What are your primary roles and responsibilities as a head teacher in this school?
7. In what ways, if any, are your roles and responsibilities as a head teacher different for the formal education (primary school) and the AE program?

- a. How do you balance your responsibilities as a head teacher for the formal education (primary school) with your responsibilities as a head teacher for the AE program?
8. What support do you receive to effectively carry out these responsibilities? What support do you need?

School environment and relationships with teachers

9. How would you describe your school?
10. How would you describe the teachers in your school? The FE teachers? The AE teachers?
11. What is your relationship like with the teachers in this school?
- a. Probe: In what ways do you interact with the teachers—in the school? Outside of the school? Can you provide an example?
 - b. Probe: How, if at all, is your relationship different with the FE and AE teachers?
12. What are the greatest challenges the teachers in this school face?
- a. Can you provide an example?
 - b. Are these challenges the same for FE and AE teachers? What are the challenges AE teachers face?
 - c. How do teachers respond to (address) these challenges? In what ways, if any, do you support teachers address these challenges?

Support provided to teachers

13. What types of support do you provide to teachers in this school?
- a. Probe: Can you provide an example? (e.g. teaching and learning materials/resources; training and professional development opportunities; career pathways/guidance)
 - b. Probe: Do you provide different types of support to AE and FE teachers? If so, how does the support you provide differ? If not, why not?

14. What additional types of support do you think teachers in this school need or want?
15. In what ways do you need to be supported to effectively provide support to your teachers?

Concluding Questions

16. What changes would you like to see at your school?
17. Is there anything else you would like to share?

Appendix 7: Phase 1 - Key informant interview protocol

General questions

1. What is your name?
2. How long have you been working at <<organization>>? What is your title/role?
3. What programs is your organization implementing in <<location>>?
 - a. What programs are in the Building Resilience in Crisis through Education (BRiCE) consortium?
 - b. In what ways is your organization supporting the AE?
 - c. In what ways is your organization supporting the TEPD?
4. Were you working in <<location>> prior to BRiCE? If so, what was your organization doing?
 - a. How long has your organization been working in <<location>>? How long have you been working in <<location>>?

BRiCE program questions [probe for AE and TEPD programs in this section]

5. How is the <<program(s)>> going so far?
6. What have been some of the programs' successes?
 - a. Rephrase option: What has been going well?
7. What have been some of the biggest challenges?
 - a. How has your organization responded to these challenges?

8. Moving forward, how (if at all) could your program(s) be more effective?

BRiCE partnership questions

9. What other organizations are you working with in <<location>>?
 - a. Probe: In what ways are you working with <<organization>>?
10. How has your collaboration with <<organization>> been going?
 - a. Probe: What is going well? What has been challenging?
11. How has your organization been working with Oxfam?
 - a. Rephrase: How, if at all, has Oxfam supported the work of your organization?
 - b. Probe: What is going well? What has been challenging?
12. Moving forward, how do you think your work with partner organizations in BRiCE could be improved?
 - a. Rephrase: What would make your work more effective (better) in the future?

Research questions

13. What do you hope to learn from the research?

Final question(s)

14. Is there anything else you would like to share with me?

Appendix 8: Phase 1 - PTA/SMC interview protocol

General questions

1. What is your name?
2. How many of your children attend this school? How long have they been at this school? What levels are they in?
3. How long have you been participating in the PTA/SMC here?
 - a. How often does the PTA/SMC meet?

- b. What are the main responsibilities of the PTA/SMC here? What are its goals?

School, teacher, and learner questions

4. How would you describe this school?
5. How would you describe the relationship between teachers and learners here?
6. What do you know about the Accelerated Education program here?

Program questions

7. What have been some of the school's successes?
 - a. Rephrase option: What has been going well?
 - b. What successes, if any, are unique to the Accelerated Education program?
8. What have been some of the biggest challenges?
 - a. How has the PTA/SMC responded to these challenges?
 - b. How are these challenges similar or different for the Formal Education and Accelerated Education programs?
9. What types of support does the PTA/SMC receive from the school/program?
 - a. What types of support would you like to receive?
10. Moving forward, how could this school better support learners, teachers, and parents?

Research questions

11. What do you hope to learn from this research?

Final question(s)

12. Is there anything else you would like to share with me?

Appendix 9: Phase 2 - Key informant 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?

Appendix 10: Phase 2 - Teacher 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 11: Phase 3 - Learner interview-based survey

I Demographics

1. What is your name: _____
2. Are you female or male?
 - a. Female
 - b. Male
3. How many years old are you?
4. Where were you born? How do you spell that?

5. Where do you currently live? How do you spell that? _____
(name of location)
6. How many years have you lived here? _____
(number of years)
7. Why did you move here (Allow them to answer in an open-ended fashion and select the best answer from options below. You can select more than one option)
 - a. Conflict
 - b. Education
 - c. Work / Employment opportunity
 - d. Other _____
8. Who do you live with? Check all that apply.
 - a. Father
 - b. Stepfather
 - c. Mother
 - d. Stepmother
 - e. Foster parent(s)
 - f. Brother(s) and sister(s)
 - g. Cousins
 - h. Grandmother or grandfather
 - i. Aunt or uncle
 - j. Friend(s)
 - k. Neighbor(s)
- l. My own child/children (8b: How many children do you have?): _____
- m. I live alone
- n. Other (write the person you live with and your relationship to them): _____
9. Are you the head of the household?
 - a. Yes, I am the head of my household.
 - b. No, I am not the head of my household.
 - i. If no, who is the head of the household? _____
10. What language or languages do you speak at home most often? (Allow them to respond openly and select all that apply below.)
 - a. Acholi
 - b. Arabic
 - c. English
 - d. Dinka
 - e. Nuer
 - f. Other:
 - i. If other, what other language are you most comfortable speaking:

How do you spell that? _____

II. Relationships, Roles, and Resources

We are now going to talk about your experiences in your school and your community and the positive and negative things that impact your life.

1. Think about the people in your life at school...
 - a. Who do you talk to, who do you interact with?
 - b. Who has made you feel good during the past year? Why?
 - c. Who has made you feel bad during the past year? Why?
2. Think about the people in your life outside of school, in your home and/or community...

- a. Who do you talk to, who do you interact with?
 - b. Who has made you feel good during the past year? Why?
 - c. Who has made you feel bad during the past year? Why?
3. Think about the things you do in school ...
- a. What kinds of things do you do?
 - b. What makes it easier for you to complete these tasks/activities?
 - c. What makes it harder for you to complete these tasks/activities?
4. Think about the things you do in your home and/ or community...
- a. What kinds of things do you do ?
 - b. What makes it easier for you to complete these tasks/activities?
 - c. What makes it harder for you to complete these tasks/activities?

5. Think about the last year/last 12 months...
- a. Have you been able to meet your basic needs? Why/why not?
 - b. Did you have the things you needed in school?
 - c. If yes, where did you get these things?
 - d. If not, what things (or what else) would have helped you in school?

Now, we will read you a series of statements on the same topic – your experiences in your school and your community. For each statement answer “yes” if it is usually or always true (for example, more than 60% of the time), “sometimes” if it is sometimes true and sometimes false (for example, 40 to 60% of the time), or “no” if it is usually or always false (for example less than 40% of the time). Remember there is no right or wrong answer and your responses will be kept confidential.

Statements	Yes	Sometimes	No	Unsure or did not respond
Relationships				
6. My teachers teach me well.				
7. My teachers help me with personal challenges.				
8. My teachers are kind to me.				
9. My teachers respect me.				
10. I have friends that I really care about.				
11. I have someone who I can ask for help or advice.				
Roles				
12. Being a learner in my school makes me feel good.				
13. My responsibilities in my home make me feel good.				

14. I feel like I am making progress towards my goals.			
Resources			
15. I have enough money for the things that I need.			
16. I have enough food and water every day.			
17. I have the supplies and materials I need for my studies at school.			
18. I have the things I need to stay clean and take care of my hygiene.			

III. Program Exposure

1. What year did you start attending [AEP/ALP] at this school?
 - a. Less than 1
 - b. 1
 - c. 2
 - d. 3
 - e. 4
 - f. More than 4
 - g. Unsure
2. How many years have you been attending [AEP/ALP] at this school?
 - a. Less than 1
 - b. 1
 - c. 2
 - d. 3
 - e. 4
 - f. More than 4
 - g. Unsure
3. During the past year, how many days did you usually spend studying your lessons each week at home or at school?
 - a. 5 to 7 days
 - b. 3 to 4 day
 - c. Less than 3 days
 - d. Unsure
4. What level did you start in?
 - a. Level 1
 - b. Level 2
 - c. Level 3 (South Sudan only)
 - d. Level 4
5. What level are you currently in?
 - a. Level 1
 - b. Level 2
 - c. Level 3 (South Sudan only)
 - d. Level 4
6. In your opinion, how good has your experience of the AEP/ALP program been?
 - a. Very good
 - b. Good
 - c. Average
 - d. Bad
 - e. Very Bad
 - f. Unsure
7. Do you attend primary classes in addition to ALP/AEP?
 - a. No
 - b. Yes
 - i. If yes, specify the what class you are in

V. Well-being

1. Please imagine a ladder with steps numbered from 0 at the bottom to 10 at the top. The top of

the ladder represents the best possible life for you and the bottom of the ladder represents the

worst possible life for you.

10	Best possible life for you
9	
8	
7	
6	
5	
4	
3	
2	
1	
0	Worst possible life for you



- a. On which step of the ladder would you say that you personally feel you stand at this time?
- b. On which step do you think you will stand about five years from now?

usually or always true (for example, more than 60% of the time), “sometimes” if it is sometimes true and sometimes false (for example, 40 to 60% of the time), or “no” if it is usually or always false (for example less than 40% of the time). Remember there is no right or wrong answer and your responses will be kept confidential.

Now we will read you a series of statements about how you feel. For each statement answer “yes” if it is

Children and young people’s well-being	Yes	Sometimes	No	Unsure or did not respond
1. I feel good about myself.				
2. I feel healthy.				
3. I feel I am doing well.				
4. I feel bad.				
5. I feel I have lots of energy.				
6. I feel cared for.				
7. I feel worried.				
8. I feel I can deal with problems.				
9. I feel bored.				

10. I feel people are friendly.				
11. I feel there is lots to look forward to.				
12. I feel safe.				
13. I feel confident.				
14. I feel a lot of things are hard.				
15. I feel excited by lots of things.				
16. I feel happy.				
17. I feel I'm treated fairly.				

We used the 2-item version of the Connor-Davidson Resilience Scale© which can be obtained by contacting the scale creators at their website: <http://connordavidson-resiliencescale.com/>.

Appendix 12: Phase 3 - Teacher interview-based survey

I. Demographics

Thank you for speaking with us. We want to begin by asking you a few questions about your background.

1. What is your name: _____
2. Are you female or male?
 - a. Female
 - b. Male
3. How many years old are you?
4. Where were you born? How do you spell that?

5. Where do you currently live? How do you spell that?

6. How many years have you lived here? _____
7. Why did you move here? (Allow them to answer in an open ended fashion and select the best answer from options below. You can select more than one option)
 - a. Conflict
 - b. Family reasons
 - c. Work / employment opportunity
 - d. Other _____
8. Who do you live with? Check all that apply.
 - a. Husband
 - b. Wife

- c. My own child/children (write how many children you have): _____
- d. Parent
- e. Brother(s) and sister(s)
- f. Cousin(s)
- g. Grandparent(s)
- h. Aunt(s) or uncle(s)
- i. Friend(s)
- j. Neighbor(s)
- k. I live alone
- l. Other (write the person you live with and your relationship to them):

II. Teaching Background and Qualifications

9. What is the highest level of formal education you have completed? (closed)
 - a. Primary school (code = 1)
 - b. Lower secondary education
 - c. Upper secondary education
 - d. Post-secondary non-tertiary education
 - e. Short-cycle tertiary education (less than 3 years)
 - f. Bachelor's or equivalent
 - g. Master's or equivalent
 - h. Doctor or equivalent (code = 8)

10. Do you have a teaching certificate or credential?
(closed)

- a. No
- b. Yes

i. If yes, where did you receive your teaching qualification?
Allow them to answer in an open-ended fashion and select the best answer from options below. You can select more than one option.

- 1. From a university or teacher training institution
- 2. From a NGO
- 3. Other
 - a. If other, please specify _____

ii. What was the training on?

11. How many years have you been teaching?
(closed)

- a. _____(number)

12. What subject(s) do you teach? (choose all that apply)

- a. SST
- b. English
- c. Mathematics
- d. Science
- e. Religion
- f. Other

i. If other, specify _____

13. What level(s) do you teach?(choose all that apply)

- a. Level 1
- b. Level 2
- c. Level 3

(South Sudan only)

- d. Level 4

14. Do you teach primary classes in addition to ALP/

AEP?

- a. No
- b. Yes

i. If yes, specify the classes _____

III. Relationships, Roles, and Resources

We are now going to talk about your experiences in your school and your community and the positive and negative things that impact your life.

1. Think about the people in your life at school...
 - a. Who do you talk to, who do you interact with?
 - b. Who has made you feel good during the past year? Why?
 - c. Who has made you feel bad during the past year? Why?
2. Think about the people in your life outside of school, in your home and/or community...
 - a. Who do you talk to, who do you interact with?
 - b. Who has made you feel good during the past year? Why?
 - c. Who has made you feel bad during the past year? Why?
3. Think about the things you do in school ...
 - a. What kinds of things do you do?
 - b. What makes it easier for you to complete these tasks/activities?
 - c. What makes it harder for you to complete these tasks/activities?
4. Think about the things you do in your home and/or community...
 - a. What kinds of things do you do ?
 - b. What makes it easier for you to complete these tasks/activities?
 - c. What makes it harder for you to complete these tasks/activities?
5. Think about the last year/last 12 months...

- a. Have you been able to meet your basic needs? Why/why not?
- b. Did you have the things you needed in school?
- c. If yes, where did you get these things?
- d. If not, what things (or what else) would have helped you in school?

same topic – your experiences in your school and your community. For each statement answer “yes” if it is usually or always true (for example, more than 60% of the time), “sometimes” if it is sometimes true and sometimes false (for example, 40 to 60% of the time), or “no” if it is usually or always false (for example less than 40% of the time). Remember there is no right or wrong answer and your responses will be kept confidential.

Now we will read you a series of statements on the

Statements	Yes	Sometimes	No	Unsure or did not respond
Relationships				
15. I feel comfortable asking my fellow teachers for help or advice with my lessons.				
16. I have someone that I can ask for help or advice with my personal life.				
17. My interactions with my learners make me feel good.				
Roles				
18. I feel happy being a teacher and am motivated to come to work every day.				
19. Providing care and advice to my learners is something that makes me feel good.				
20. The responsibilities I have at home make me feel good.				
21. I contribute to my community, which makes me feel good.				
Resources				
22. I have enough money to pay for my basic needs.				
23. I have access to enough food and water for myself and my family.				
24. I have the support and resources I need to successfully do my work as a teacher.				

IV. Program Exposure

1. Were you satisfied with the training and support that the BRICE program provided to you during the past 4 years?
 - a. Yes
 - b. Sometimes
 - c. No
2. How many BRICE teacher trainings have you attended in the past 4 years in this program?
 - a. 0
 - b. 1
 - c. 2
 - d. 3
 - e. 4
 - f. More than 4
 - g. Unsure
3. Did you support home-based/community-based learning during school closures?
 - a. No
 - b. Yes
 - i. If yes, how often did you usually do this during school terms?
 1. Daily
 2. Weekly
 3. Less than weekly
 4. Other
 5. Unsure
4. Did you provide guidance and counseling to learners at home during school closures?
 - a. No
 - b. Yes
 - i. If yes, how often did you usually do this during school terms?
 1. Daily
 2. Weekly
 3. Less than weekly
 4. Other
 5. Unsure

V. Well-being

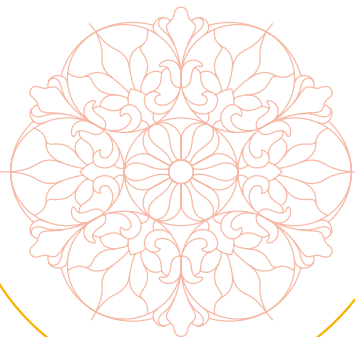
1. Taken all together, how would you say things are these days—would you say that you are very happy, pretty happy, or not too happy?
2. Please imagine a ladder with steps numbered from 0 at the bottom to 10 at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you.
 - a. On which step of the ladder would you say that you personally feel you stand at this time?
 - b. On which step do you think you will stand about five years from now?

10	Best possible life for you
9	
8	
7	
6	
5	
4	
3	
2	
1	
0	Worst possible life for you



VI. Resilience

1. We used the 10-item version of the Connor-Davidson Resilience Scale© which can be obtained by contacting the scale creators at their website: <http://connordavidson-resiliencescale.com/>.



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