Education and Resilience in Crisis: Challenges & Opportunities in Sub-Saharan Africa
(book launch)

17 December 2024, 1:00-2:30 UTC

Co-sponsored by:
Center for African Education (Teachers College, Columbia University)
Global Center for the Development of the Whole Child (Notre Dame University)
Institute of Development Studies
Institut Supérieur Pédagogique de Bukavu
Nairobi Global Center (Columbia University)
University of Cambridge

Today's Agenda

BRiCE initiative overview

Book highlights

Key findings from 4 research studies

Final cross-cutting reflections

Practitioner's response

Q&A

Building Resilience in Crisis through Education (BRiCE)

Consortium 1

NGO lead: Norwegian Refugee Council

Lead research team: Global Centre for the Development of the Whole Child, University of Notre Dame (Neil Boothby, Abigail Mills, Ygal Sharon, Shukrani Salvatory)

Focal countries: DRC and Tanzania

Consortium 2

NGO lead: Oxfam IBIS

Lead research team and research assistants: Teachers College, Columbia University (Mary Mendenhall, Ed.D., Danielle Falk, Daniel Shephard) and Anena Stella, Mading Peter Angong, Matai Peter, Yangi Betty Duku, Ogena Francis, Andrew Magunda, Lanyero Evaline, Adyebo Peter, Ruben Khang Koch, and Victor Lee.

Focal countries: South Sudan and Uganda

Consortium 3

NGO lead: Save the Children

Lead research team: Institut Supérieur Pédagogique de Bukavu (Mze Somora, Samuel Matabishi, Pacifique Nyabagaza, Christian Bijavu, Issa Kiemtoré, Christian Bazuzi, Souleymane Tahirou) & Institute of Development Studies (Gauthier Marchais, Cyril Brandt, Sweta Gupta, Diego de la Fuente Stevens, Pierre Marion, Jean-Benoît Falisse, Patricia Justino, Deborah West)

Focal countries: DRC and Niger

Consortium 4

NGO lead: Plan International

Lead research team: University of Sussex (Yusuf Sayed), University of Gambella (Bang Chuol Nihaal) & Puntland Development and Research Centre (Abdi Bihi Hanaf, Muktar Hersi Mohamed)

Focal countries: Ethiopia and Somalia

Book Overview

Consolidate and share findings: 4 distinct, but related longitudinal, interdisciplinary & mixed-methods studies
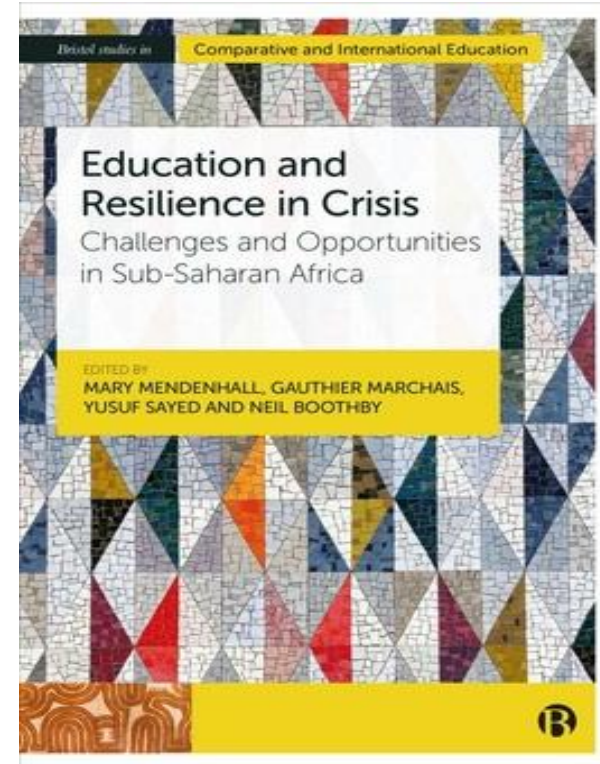
Depict education in crisis contexts: Overlapping violent conflict, displacement, COVID-19 pandemic

Explore concepts: Resilience, well-being, and inclusion

Reflect on challenges: Timing & coordination

Highlight successes: Research informed programs and vice-versa

Inform donors, policymakers, practitioners, researchers, educators, and students

Contributing Authors

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Bristol studies in Comparative and International Education

Education and Resilience in Crisis

Challenges and Opportunities in Sub-Saharan Africa

EDITED BY
MARY MENDENHALL, GAUTHIER MARCHAIS, YUSUF SAYED AND NEIL BOOTHBY

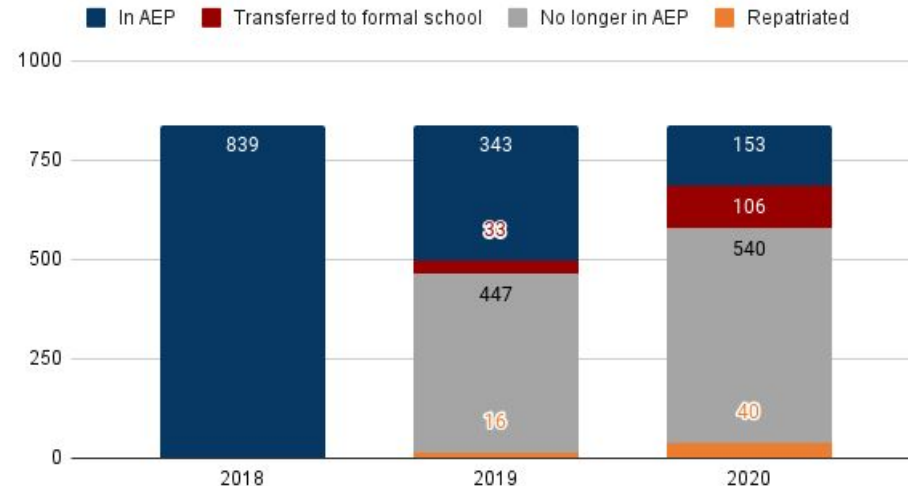# Study 1: Rethinking Accelerated Education Programmes in DRC and Tanzania

Research Questions:

- What factors contribute to academic persistence among students in AEPs?
- How can AEP attrition or drop-out rates be reduced?
- How can AEPs contribute to resilience building in crises contexts?

Mixed Methods:

- 4-year learning periods
- Comparisons when possible - student experiences before and during AEP; Parent/caregiver interviews
- Teacher observation tool; ASER for literacy and numeracy; school and academic records (tests and attendance)

Learner Status in DRC and Tz Between 2018 - 2020

Legend: ■ In AEP ■ Transferred to formal school ■ No longer in AEP ■ Repatriated

Year	In AEP	Transferred to formal school	No longer in AEP	Repatriated
2018	839			
2019	343	33	447	16
2020	153	106	540	40

Study 1: Rethinking Accelerated Education Programmes in DRC and Tanzania

Reasons for Staying in AEPs

1. **Previous Education:** Positive perceptions of education + more years of experience
2. **Home Environment:** Education is valued - parents help students balance school and work
3. **Individual Characteristics:** Motivation and persistence
4. **Role of Teacher:** Positive relationships with teachers and home visitations

Reasons for Leaving AEPs

1. **Previous Education:** Less education, "early warning sign"
2. **Home Environment:** Economic needs - less parental support for continuation
3. **School Environment:** Limitations of classroom environment and materials as an obstacle; concerns with school safety
4. **Safety:** Especially as it relates to getting to school (DRC)
5. **Role of Teacher:** Favoritism based on achievement (Tz)
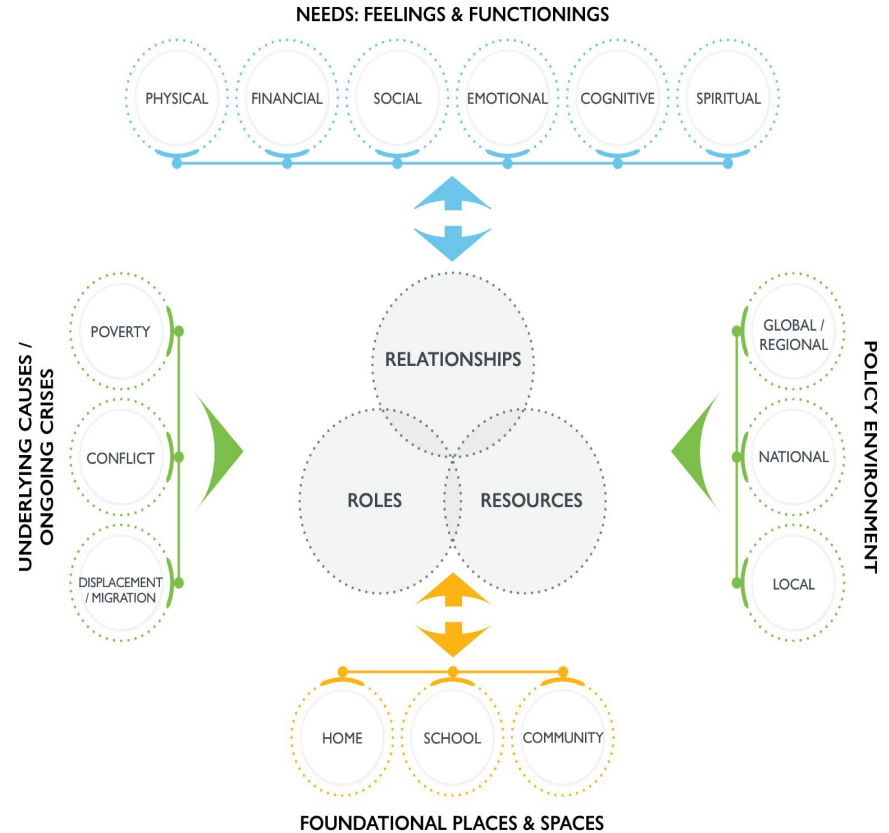6. **Repatriation:** Returning to Burundi (Tz)

Study 2: Teacher and learner well-being amidst displacement in South Sudan and Uganda

Research Questions:

- What are the most salient aspects of well-being for teachers and learners within this context?

- In what ways do teacher and learner well-being interact with one another and with the broader community?

Methods & Approach

- Four-year, mixed-methods, multi-site, and cross-border study

- Co-constructed **3R Ecological Model** with refugee learners and teachers through participatory and iterative approach

NEEDS: FEELINGS & FUNCTIONINGS

PHYSICAL · FINANCIAL · SOCIAL · EMOTIONAL · COGNITIVE · SPIRITUAL

UNDERLYING CAUSES / ONGOING CRISES

POVERTY · CONFLICT · DISPLACEMENT / MIGRATION

RELATIONSHIPS · ROLES · RESOURCES

POLICY ENVIRONMENT

GLOBAL / REGIONAL · NATIONAL · LOCAL

HOME · SCHOOL · COMMUNITY

FOUNDATIONAL PLACES & SPACES

Study 2: Teacher and learner well-being amidst displacement in South Sudan and Uganda
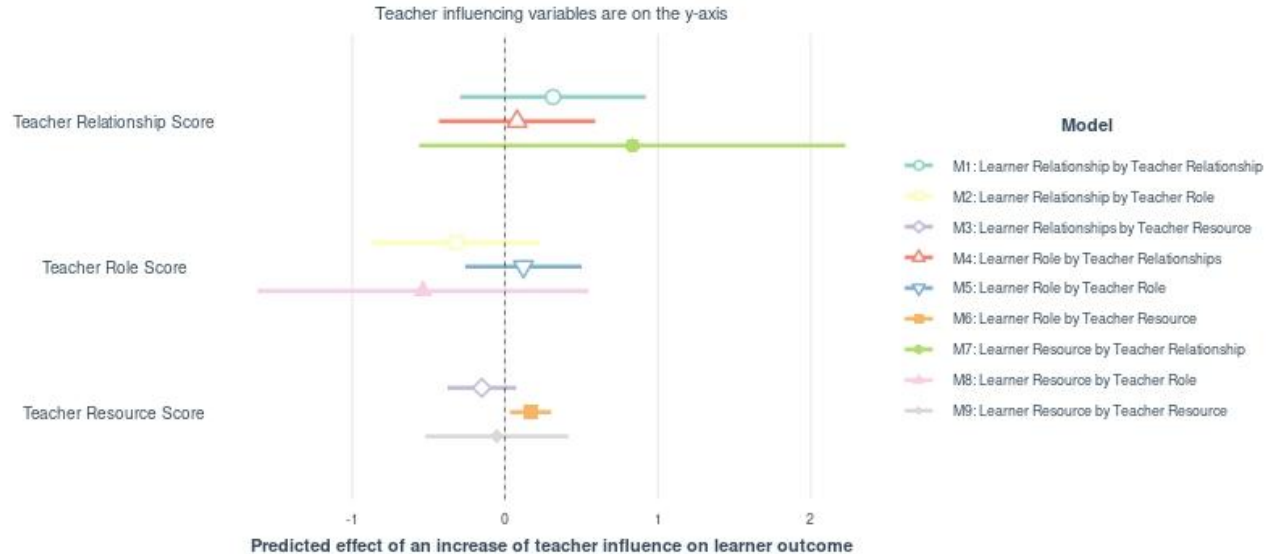
Findings

Relational well-being is key

Teachers' experiences of conflict & displacement equip them to help learners facing similar conditions

Teachers derive meaning & well-being from supporting students

A lack of resources is a primary stressor for both teachers and learners

Support to teachers is key in crises

How are learners' relationships, roles, and resources influenced by teachers

Teacher influencing variables are on the y-axis

Model

- M1: Learner Relationship by Teacher Relationship
- M2: Learner Relationship by Teacher Role
- M3: Learner Relationships by Teacher Resource
- M4: Learner Role by Teacher Relationships
- M5: Learner Role by Teacher Role
- M6: Learner Role by Teacher Resource
- M7: Learner Resource by Teacher Relationship
- M8: Learner Resource by Teacher Role
- M9: Learner Resource by Teacher Resource

Predicted effect of an increase of teacher influence on learner outcome

Notes: The symbol indicates the mean effect, the whiskers present the 95% confidence intervals using cluster robust standard errors at the school level. Models control for conflict-based moves, gender, and age.

IDS and ISP Bukavu
1) What are the causes of violence against teachers?
2) What are the effects of violence on teachers' well-being?
3) How do teachers deal with violence in schools?

Interdisciplinary, mixed-methods approach, centered on teachers

37% of teachers in DRC study schools and 4% in Niger experienced at least one direct attack

1. Position of schools and teachers in violent political economies
2. Targeted for identity & position
    a. Status - State representatives
    b. Ethnolinguistic/Religious identities
    c. Social 'jealousy'
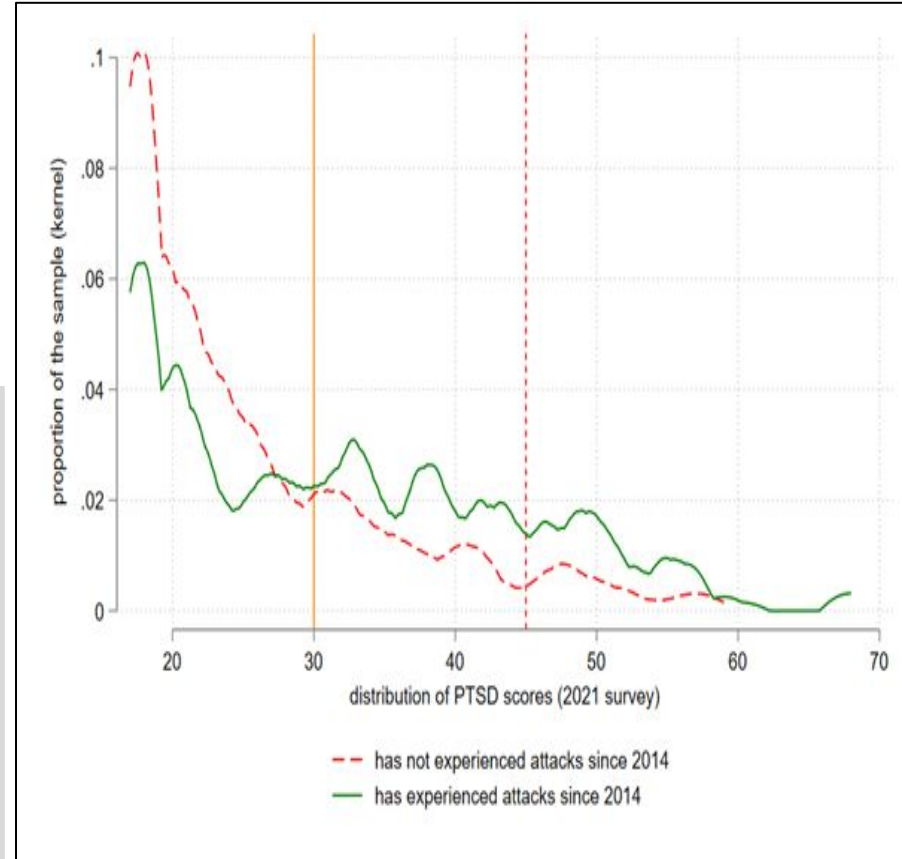3. Militarisation of school-level tensions   (article)

Figure: Exposure to violence and PTSD

Study 3: Violence and resilience in the DRC and Niger

Consequences
- 'Tired head', stress, fatigue
- Dealing with past trauma and ongoing threats
- Tense classrooms

How teachers deal with violence
- Discussing violence in the classroom: Difficult in Niger, varying practices in the DRC
- Central role of religion - Christianity (DRC), and Islam (Niger)
- Linguistic coping strategies (hiding mother tongues)

Teacher training module
- Builds on our research results
- Scale-up to incorporate in National Curriculum of teacher training institutes in the DRC

Teacher training module workshop at ISP Bukavu

Study 4: Teacher development amid crisis and forced displacements in Ethiopia and Somalia

Research Question:
- What are teachers' views about the professional development support they have received?

University of Gambella

Study 4: Teacher development amid crisis and forced displacements in Ethiopia and Somalia

Significant variation in coverage and depth of CPD

Strong satisfaction from teachers regarding CPD

Signs of improvements on learners: Better attendance, stronger participation of girls and more play

Inclusion of teachers is fundamental for designing CPD

Need for more classroom-focused professional development based on teachers' needs

Need for pedagogical training to address impact of violence on learners and talking about violent conflict

Need to ensure CPD is aligned to teacher working conditions

Final Reflections

Researching education in crisis contexts
    Important to carry out rigorous research in such contexts
    Develop research tools adapted to contexts of crises – rigorous and ethical

Approaches centred on learners and teachers in crises
    Non-dominant and non-standard understandings of education — e.g. 'teaching quality'
    Teachers in crisis contexts develop significant expertise that should be incorporated
    Requires time, deep engagement, and meaningful partnerships

Intersectoral approaches are key
    Mental health and psychosocial support (MHPSS)
    Economic components in interventions (teachers' salaries in particular)
    Social assistance / social protection
    Cross-border coordination and collaboration (regional approaches)

In crisis contexts, teachers and school staff sustain education at the cost of their well-being → They need to be supported
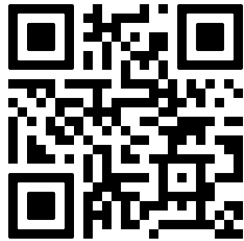
Okello Francis Amodo

Refugee Law Project,
Makerere University

(formerly with AVSI Foundation Uganda
during time of BRiCE initiative)

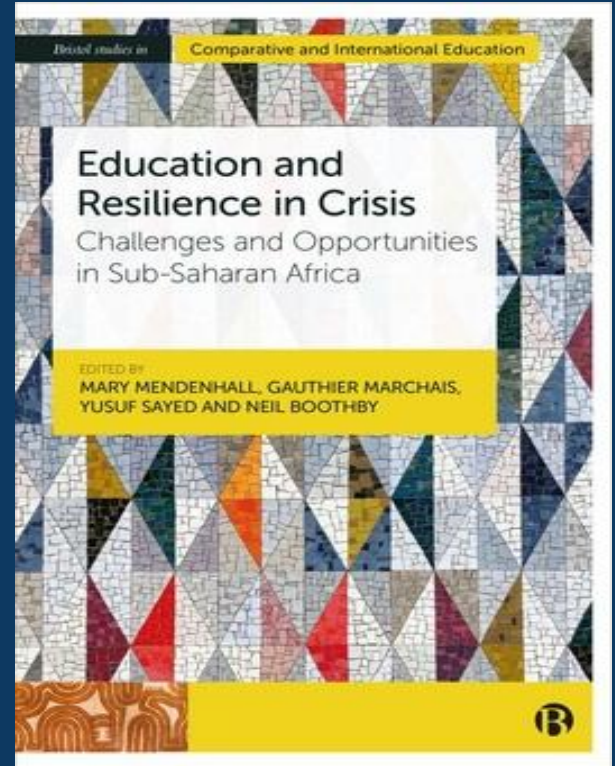# Book Purchases

Scan the QR code to purchase **hardback**, **EPUB** or **Kindle** versions of the book from Bristol University Press.

SCAN ME

https://bristoluniversitypress.co.uk/

Bristol studies in **Comparative and International Education**

Education and Resilience in Crisis

Challenges and Opportunities in Sub-Saharan Africa

EDITED BY
MARY MENDENHALL, GAUTHIER MARCHAIS, YUSUF SAYED AND NEIL BOOTHBY

Additional Resources

Teacher and learner well-being amidst displacement in South Sudan and Uganda

Shephard, D., Falk, D. & Mendenhall, M. (2023). "My teachers make me feel alive": The contribution of student-teacher relationships to student well-being in South Sudan and Uganda. *Compare*. https://doi.org/10.1080/03057925.2023.2170168

Falk, D., Shephard, D. & Mendenhall, M. (2022). "I always take their problem as mine": Understanding the relationship between teacher-student relationships and teacher well-being in crisis contexts. *International Journal of Educational Development*. https://doi.org/10.1016/j.ijedudev.2022.102670

Mendenhall, M., Falk, D., & Shephard, D. (2022). Education for life: **Well-being and resilience in South Sudan and Uganda (research report).** Teachers College, Columbia University.

Mendenhall, M., Falk, D., & Shephard, D. (2022). Education for life: **Methodological reflections brief**. Teachers College, Columbia University.

Mendenhall, M., Falk, D., & Shephard, D. (2022). Education for life: **Impact of COVID-19 research brief.** Teachers College, Columbia University.

Violence and resilience in the DRC and Niger

Marchais, G., et al. (2022). *BRiCE Project DRC and Niger: Endline Report. Teacher Wellbeing and Teaching Quality in Fragile and Conflict-Affected Contexts*. Report: Institute of Development Studies.

Gupta, S., et al. (2022). *BRiCE Project DRC and Niger: Midline Report Teacher Wellbeing and Teaching Quality in Fragile and Conflict-Affected Contexts*. Report: Institute of Development Studies.

Falisse, J.-B., Basengezi, et al. (2022). La mise en oeuvre de la gratuite de l'enseignement primaire en contexte de crise: Covid-19 et reforme de l'enseignement au Sud Kivu, RD Congo. *Journal of Education in Emergencies*.

Violence against teachers preprint:

https://www.researchgate.net/publication/381435201_Violence_against_teachers_and_the_entanglement_of_schools_in_violent_conflict_in_eastern_Democratic_Republic_of_the_Congo

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**Please contact us for any questions and/or
to request copies of reports, etc.**

Thank you!

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Q&A