

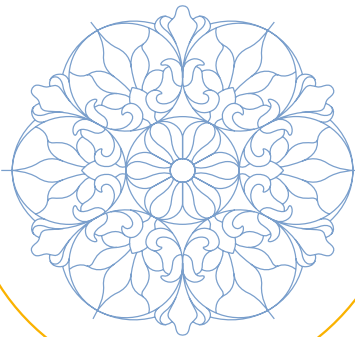


Teachers College  
COLUMBIA UNIVERSITY

Education for Life

# Well-being and Resilience in South Sudan and Uganda

Mary Mendenhall, Ed.D., Danielle Falk, & Daniel Shephard  
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# Contributing Researchers

**Mary Mendenhall, EdD** is an Associate Professor in the International and Comparative Education Program at Teachers College, Columbia University. Her research examines refugee education policies and practices across camp, urban, and resettlement contexts as well as teacher support and professional development in crisis-affected settings, primarily in Sub-Saharan Africa. She is the Principal Investigator for the BRiCE project at Teachers College, Columbia University (in collaboration with the Columbia Global Center in Nairobi).

**Danielle Falk** is a PhD candidate in the International and Comparative Education Program at Teachers College, Columbia University. Her research focuses on the lived experiences, professional identities, and well-being of teachers in refugee-receiving and producing communities. She is a Co-Lead Researcher for the BRiCE project at Teachers College, Columbia University.

**Daniel Shephard** is a PhD candidate in the International and Comparative Education Program at Teachers College, Columbia University. His research focuses on the effects of schooling on students' social networks, academic performance, and well-being in contexts of displacement and instability. He is a Co-Lead Researcher for the BRiCE project at Teachers College, Columbia University.

**Renna Bazlen** is a master's student in the International and Comparative Education Program at Teachers College, Columbia University. Her research interests include education in emergencies, refugee education, and social-emotional learning in conflict-affected contexts. She is a Research Assistant for the BRiCE project at Teachers College, Columbia University.

**Yesim Hanci-Kaya** is a PhD student in Comparative and International Education at Teachers College, Columbia University. Her research focuses on refugee

education policies and practices, the role of teachers in crisis contexts, and inclusive education. She is a Research Assistant for the BRiCE project at Teachers College, Columbia University.

**Whitney Hough** is a PhD student in the International and Comparative Education Program at Teachers College, Columbia University. Her research examines access to high-quality education in emergencies and teacher professional development in conflict-affected and post-conflict contexts. She is a Research Assistant for the BRiCE project at Teachers College, Columbia University.

**Arianna Pacifico** is a PhD candidate in the International and Comparative Education program at Teachers College, Columbia University. Her doctoral research is focused on refugee inclusion in national education systems and the relationship between education and social cohesion in crisis-affected contexts. She is a Research Assistant for the BRiCE project at Teachers College, Columbia University.

**Samaya Mansour** is a PhD student in the International and Comparative Education Program at Teachers College, Columbia University. Her research examines the civic dimension of refugee education and how refugee youth develop their political subjectivities within and outside formal school settings. She is a Research Assistant for the BRiCE project at Teachers College, Columbia University.

The following individuals also provided critical research assistance at different moments and in support of different data collection activities: Anena Stella, Mading Peter Angong, Matai Peter, Yangi Betty Duku, Ogena Francis, Andrew Magunda, Lanyero Evaline, Adyebo Peter, Ruben Khang Koch, and Victor Lee.

# Contents

<b>Contributing Researchers</b>	<b>i</b>
<b>Acknowledgements</b>	<b>iv</b>
<b>Acronyms</b>	<b>v</b>
<b>Project Overview</b>	<b>1</b>
Rationale for BRICE Project	1
Education for Life Project Sites & Objectives	2
Research Questions	2
Focus on Well-being and Resilience	3
Learner well-being	3
Teacher well-being	4
Purpose of Our Study	4
Accelerated Education	5
Teacher Professional Development	5
<b>Methodology</b>	<b>6</b>
Project Timeline	6
Study Sample	6
School Sites	7
Phase 1: Qualitative Data / Field Visits	7
Pilot exercise and study refinement	8
Teachers	8
Learners	8
Data analysis	9
Phase 2: Virtual interviews	9
Virtual teacher interviews	10
Virtual partner interviews	10
Data analysis	10
Phase 3: Interview-based Survey	11
Data collection tool: Interview-based survey	12
Data collection approach	14
Sampling strategy	14
Data analysis	14
Quantitative analysis technical details	14
Why multi-level models	14
Controlling for other variables (i.e., 'covariates')	14
Checking robustness of findings using different models	14
Qualitative analysis	15
Ethics Review	15
Limitations	15
<b>Findings (Phase 1)</b>	<b>16</b>
Conceptual Framework	16
Teachers' Perspectives on Their Roles and Well-being	17
Negative Contributions	19
Key insights about teacher well-being	19

Learners' Perspectives on Well-being	20
Key insights about learner well-being	22
<b>Findings (Phase 2)</b>	<b>23</b>
<b>Findings (Phase 3)</b>	<b>24</b>
Characteristics of participants	24
Demographic characteristics of learners	25
Demographic characteristics of teachers	26
Descriptive comparison of teachers by country	26
Descriptive overview of learner well-being and resilience	28
Descriptive overview of learner well-being and resilience	30
Priority dimensions affecting well-being and resilience	32
Learners' well-being and resilience	33
Teachers' well-being and resilience	33
Project activities contributions to well-being and resilience	34
Learners exposure and satisfaction as predictors of well-being and resilience	35
Teachers' exposure and satisfaction as predictors of well-being and resilience	36
Teacher and learners well-being interactions	36
Influence of teachers on learners	36
Influence of learners on teachers	36
<b>Study Implications</b>	<b>37</b>
Programmatic Implications	37
Policy Implications	37
Research Implications	38
Conclusion	38
<b>Outputs of the BRiCE Project</b>	<b>39</b>
Presentations	39
Practice-oriented Publications & Reports	39
Scholarly Publications	39
<b>References</b>	<b>40</b>
<b>Appendices</b>	<b>44</b>
Appendix 1: Phase 1 - Learner pilot interview protocol (version 1)	44
Appendix 2: Phase 1 - Teacher pilot interview protocol (version 1)	44
Appendix 3: Phase 1 - Learner two-part interview protocol (version 2)	45
Appendix 4: Phase 1 - Teacher two-part interview protocol (version 2)	47
Appendix 5: Phase 1 - Head teacher interview protocol for South Sudan	49
Appendix 6: Phase 1 - Head teacher interview protocols for Uganda	51
Appendix 7: Phase 1 - Key informant interview protocol	52
Appendix 8: Phase 1 - PTA/SMC interview protocol	53
Appendix 9: Phase 2 - Key informant interview protocol	53
Appendix 10: Phase 2 - Teacher interview protocol	54
Appendix 11: Phase 3 - Learner interview-based survey	55
Appendix 12: Phase 3 - Teacher interview-based survey	59

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# Acronyms

AE	Accelerated Education
AEP	Accelerated Education Program
ALP	Accelerated Learning Program
AVSI	Associazione Volontari per Il Servizio Internazionale
BRICE	Building Resilience in Crises through Education
CDI	Community Development Initiative
CIES	Comparative and International Education Society
DG-INTPA	Directorate-General of International Partnerships (European Commission)
EC	European Commission
EI	Education International
EiE	Education in Emergencies
EU	European Union
BRICE	Building Resilience in Crisis through Education
FAWE	Forum for African Women Educationalists
IDP	Internally Displaced Persons
INEE	Inter-agency Network for Education in Emergencies
LGIHE	Luigi Giussani Institute of Higher Education
OPM	Office of Prime Minister
PLE	Primary Leaving Examination
SMC	School Management Committee
SSD	South Sudan
TEPD	Teacher Education and Professional Development
TiCC	Teachers in Crisis Contexts Collaborative
TLC	Teacher Learning Circle
UG	Uganda
UNATU	Uganda National Teachers' Union
WERA	World Education Research Association

# Project Overview

## Rationale for BRICE Project

An estimated 258 million children and youth were out of school in 2018 (UNESCO, 2019). Over the past two years, 1.6 billion learners were affected by school closures due to the COVID-19 health pandemic (UNESCO, UNICEF & World Bank, 2021). Access to quality education is even more challenging for the 25% of the world's school-aged children and youth living in crisis-affected contexts. Beyond educational exclusion and disruption, conflict and crisis harm the psychosocial well-being and emotional development of affected children (Betancourt & Khan, 2008; Riggs & Davison, 2016). In the face of these heightened insecurities, attending school can restore a sense of normalcy and provide physical, cognitive, and emotional protection for displaced youth (Nicolai & Triplehorn, 2003; UNHCR, 2016).

Responding to the urgent needs of children, youth, and teachers in these settings, the European Commission's Directorate-General for International Partnerships (DG-INTPA) funded a flagship education initiative entitled Building Resilience in Crises through Education (BRiCE). The multi-year initiative combined education programming aimed to support teachers, learners, and communities in crisis-affected contexts, along with independent research studies aimed to gain a better understanding of the challenges they face. BRiCE's specific objective was to deliver safe quality basic education for children in fragile and protracted crisis environments and to strengthen societal and institutional resilience to make these actions sustainable over time.

Oxfam IBIS led one of the four BRiCE consortia, entitled "Education for Life," 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).<sup>1</sup>

The Education for Life consortium supported teachers and learners from internally displaced (IDP), refugee, and host communities' psychosocial and physical well-being and social, emotional, and cognitive development 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). The overall initiative was further underscored by a broader objective of strengthening the education systems serving displaced South Sudanese learners in both South Sudan and Uganda.

Uganda and South Sudan are important locations to study teacher and learner well-being and resilience in contexts of protracted conflict and forced displacement. Uganda ranks third amongst the top refugee-hosting countries in the world, providing safe haven for over one million refugees, more than half of whom are under the age of 18 (UNHCR, 2022). The majority of these refugees are fleeing ongoing violence in South Sudan, the top-fourth refugee-producing country (UNHCR, 2022). South Sudanese refugees mostly settle along the border of the two countries in northern Uganda, a region that has experienced its own internal civil conflict and displacement (Finnström, 2008; UNHCR, 2019a). While millions of South Sudanese refugees have sought asylum in neighboring countries like Uganda, approximately 1.97 million people remain internally displaced within their country (OCHA, 2019). Young people make up a disproportionate number of those displaced, and many have missed years of school (UNESCO, 2018; UNHCR, 2019b).

1 The three other consortia consisted of the following NGO leads and their respective research partners: Norwegian Refugee Council and Child Resilience Alliance (Years 1-3) and Stats4SD/Empatika (Year 4); Plan International and the University of Sussex; and Save the Children and the Institute of Development Studies.



## Education for Life Project Sites & Objectives

The Oxfam-led consortium and 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.

In this effort, the research team from Teachers College, Columbia University (under the auspices of the Columbia Global Center - Nairobi) conducted a mixed-methods, multi-site, cross-border, and longitudinal research study focused on two of the key interventions, the AE program and teacher education

and professional development (TEPD) in Uganda and South Sudan and their contributions to teacher and learner well-being.

**The Education for Life: Well-being and Resilience in South Sudan and Uganda Report** is a culmination of the research activities that took place in both South Sudan and Uganda during the duration of the overall consortium's activities from March 2018-June 2022.

### Research Questions

The original and primary research questions guiding this study included:

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 student and teacher well-being?

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

In response to the COVID-19 pandemic, and prolonged disruptions to both schooling and project activities,<sup>2</sup> we also explored how the global health crisis influenced AE teachers' professional and personal experiences, as well as their observations and perceptions of the effect of the pandemic on their learners. Furthermore, we asked BRiCE implementing partners to discuss the impact of the pandemic on their work, and specifically what activities they would prioritize to support teacher and learner well-being. We also asked them to discuss both the challenges and the new, innovative activities they engaged in during the pandemic and what they would like to see continue post-pandemic.

These additional and secondary research questions included:

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

Please see our **Education for Life: Impact of COVID-19 Research Brief** for detailed research findings and recommendations related to these secondary pandemic-related research questions.

## Focus on Well-being and Resilience

Well-being is a concept that is difficult to define due to its complex, multi-dimensional nature (Diener, Lucas, Schimmack, & Helliwell, 2009; OECD, 2020). Well-being is also value-laden. Researchers have often deployed two broad approaches to well-being (Waterman, 1993). The first is sometimes called **hedonic**, focusing on how a factor makes someone

**feel** (Kahneman & Deaton, 2010). The second evaluative approach is sometimes called **eudaimonic**, focusing on successfully **functioning** in activities that actualize one's potential (Deci, Olafsen, & Ryan, 2017; Nussbaum, 2007).

**Resilience** is a concept that has gained in prominence among researchers and policymakers alike in recent decades. While the term has been defined in various ways, we follow Betancourt and Khan (2008) in defining resilience as "the attainment of desirable social outcomes and emotional adjustment, despite exposure to considerable risk" (p. 317) and conceptualize their "desirable social outcomes" as eudaimonic (functioning-based) well-being and their "emotional adjustment" as hedonic (feeling-based) well-being. Therefore, we understand resilience as the maintenance (or expansion) of well-being in the face of risks<sup>3</sup> and shocks. As such, our study focused on first identifying the situated understanding of well-being and risk factors among learners and teachers followed by changes to their well-being in the face of risk factors.

## Learner well-being

Schooling's effect on learner well-being is documented in both stable and unstable contexts (Johnson, 2009; Kostelny & Wessells, 2013; McLellan & Steward, 2015; Yalim & Kim, 2018). During crises, the role of schools and school-based relationships is heightened (Betancourt & Khan, 2008; Davies, 2005; INEE, 2018). Unfortunately, we know the least in crisis-affected settings (Burde et al., 2017; Davies, 2005), where millions of children find themselves (IDMC, 2020; UNHCR, 2022). In these settings, learners must forge new connections that are integral to their well-being (Betancourt & Khan, 2008; Haroz, Murray, Bolton, Betancourt, & Bass, 2013), especially learner-teacher relationships (Winthrop & Kirk, 2008). Recent decades have witnessed a resurgence of research on the non-academic effects of schooling (Maynard, Solis, Miller, & Brendel, 2017; Ramirez, 2006), including well-being (McLellan & Steward, 2015) and the contribution of learner-teacher relationships to

<sup>2</sup> Schools were closed for approximately 14 months in South Sudan and two full years in Uganda.

<sup>3</sup> Following Masten, Betancourt and Khan define risk as "a psychosocial adversity or event that would be considered a stressor to most people and that may hinder normal functioning" (Betancourt & Khan, 2008, p. 317; Masten, 2018).

learner well-being (Holfve-Sabel, 2014). The majority of this research has been developed in a small number of Western contexts and exported around the globe (Cha, 2020; Lee & Stankov, 2018; Telli, den Brok, & Cakiroglu, 2010; Wubbels, 2017), with some recent exceptions in contexts of crisis and displacement (Cha, 2020; Dybdahl & Williams, 2021). This calls for the need to better understand both learner well-being and which dimensions of learner-teacher relationships are most important in contexts of crisis.

### Teacher well-being

The role teachers play in their learners' lives cannot be underestimated. Within the school setting, teachers are the strongest factor for learner achievement (Rice, 2003; Schwille, Dembélé, & Schubert, 2007), and evidence increasingly suggests that teachers' own well-being influences their learners' cognitive, social, and emotional development (Jennings, 2016; Jennings & Greenberg, 2009; Jennings et al., 2017; Jones, Bouffard, & Weissbourd, 2013). Yet, research also demonstrates that teachers work in one of the most stressful professions (Greenberg, Brown, & Abenavoli, 2016; Johnson et al., 2005), and their well-being is worryingly overlooked across education policies and programs (Falk, Varni, Johna, & Frisoli, 2019; Roberts & Kim, 2019).

The paucity of attention on teacher well-being has significant implications for the teaching and learning process (Darling-Hammond et al., 2017; Falk, Frisoli & Varni, 2021; McCallum et al., 2017; Roffey, 2012). For example, studies conducted in the United States suggest that when teachers are stressed, their performance can be weaker which negatively affects learner achievement (Carver-Thomas & Darling-Hammond, 2017; Ronfeldt, Loeb, & Wyckoff, 2013). Teacher stress also can lead to increased teacher turnover, with nearly half of teachers leaving the profession in their first five years of teaching (Ingersoll & Merrill, 2013).

Crises, including conflict and forced displacement, heighten the critical role teachers' play while also intensifying the stressors they face in their work and personal lives (Adelman, 2019; Mendenhall, Gomez, & Varni, 2018; Sesnan et al., 2013; Wolf et al., 2015). In these settings, many children and youth

have experienced extreme violence, including the loss of family and friends, and their teachers often take on caregiving roles and act as quasi-social workers, providing essential psychosocial support and protection (Winthrop & Kirk, 2005, 2008). The immediate- and long-term effects of acute, prolonged adversity and toxic stress can be mitigated through such support and caring relationships with adults, such as teachers (Betancourt & Khan, 2008; NSCDC, 2014; Shonkoff et al., 2012). In these settings, education provides crucial protection for affected children and youth (Nicolai & Triplehorn, 2003; Winthrop & Kirk, 2008), with teachers playing an integral role in the provision of schooling.

There have been more concerted efforts in recent years to understand and support teacher well-being in contexts affected by crisis, conflict, and displacement (Falk et al., 2019; Falk, Frisoli, & Varni, 2021), yet there is still little attention paid to the issue of well-being as lived and perceived by teachers themselves.

### Purpose of Our Study

This research study approaches learner and teacher well-being through a socio-ecological lens to acknowledge the interrelated environments, interactions, and relationships that may contribute to well-being, as well as the broader settings in which learners and teachers live and work (Bronfenbrenner, 1979).

The findings of this research support better understanding of how these interventions and their impacts differ among refugees and internally displaced persons in Uganda and South Sudan, respectively. We have looked beyond academic achievement to examine the ways in which learners and teachers contribute to one another's well-being, a construct of particular significance and complexity in crisis contexts. The study also considers the ways that their well-being interacts with, and is influenced by, the broader community and the realities of ongoing crises and their constituent risks. By closely examining the well-being of learners and their teachers, the study's findings offer insights about opportunities and challenges to consider when implementing similar education programs and how those implications differ through cross-border comparisons of findings.

## Accelerated Education

In an effort to address the educational needs of young people whose schooling has been significantly interrupted, national education stakeholders and humanitarian actors are increasingly promoting and implementing accelerated education programs (AEP), which condenses curricula in order to facilitate flexible, age-appropriate, and certified programs that run in an accelerated time frame (AEWG, 2019).

The accelerated education program in both countries was designed to cover primary school in approximately half the number of years and less than the half of the planned number of teacher contact hours. In South Sudan, the eight years of primary school were condensed into four years. In Uganda, the seven years of primary school were condensed into three years. Contact hours were further reduced because learning occurred during the afternoon only in South Sudan.

However, in Uganda the learners and teachers decided to extend the program to the entire school day resulting in classes for Levels 1 and 2 being conducted outside under trees due to space limitations during the morning. Temporary structures were also used for other AE lessons when needed. The official age range of learners eligible to participate in AE in Uganda was until age 18 while for South Sudan it was until age 25. Despite this, there were learners above the official age in Uganda and far above it in South Sudan, with learners in their 40s, 50s, and 60s.

## Teacher Professional Development

While the essential role of teachers has been increasingly recognized, recent reports on teacher professional development (TPD) in sub-Saharan Africa indicate that education actors, including governments and development and humanitarian actors, frequently fail to provide quality support for teachers (Martin, 2018; Popova et al., 2019; Sayed & Bulgrin, 2020). This failure is felt most acutely by teachers working in crisis contexts, where TPD is irregular, often irrelevant to their classroom and

school environments, and rarely culminates with recognized certification (Burns & Lawrie, 2015). While several promising teacher management and TPD policies and initiatives exist, many national policies and programs, alongside interventions from humanitarian and development actors, fall short of providing comprehensive, contextually relevant, and continuous support to teachers in refugee and host communities (Mendenhall et al., 2018).

In an effort to address these shortfalls, consortium members adapted the Inter-agency Network for Education in Emergencies' Teachers in Crisis Contexts (TiCC) Training for Primary School Teachers and Peer Coaching Pack<sup>4</sup> to meet the needs of teachers and learners in the crisis-affected environments of Uganda and South Sudan. The TEPD approach consisted of the following modules: Introduction of Core Principles (e.g. importance of education); Teacher's Role and Well-being (codes of conduct, stress management); Child Protection, Well-being, and Inclusion (safe spaces, inclusive classrooms, life skills, etc.); Pedagogy (child development, differentiation, classroom management, active learning, etc.); Curriculum and Planning (lesson planning, long-term planning, assessment, etc.). The TEPD approach aimed to provide continuous support and engagement with teachers through the Teacher Learning Circles (TLCs) and classroom visitations/observations. Implementing partners and local stakeholders, including governments, district education officials, trainers of local primary teacher colleges, and teachers took part in the development of the TEPD package. The consortium partners followed the national education policies and frameworks (e.g. teacher codes of conduct) in their respective countries.

In Palabek, all AE teachers are Ugandan national teachers with recognized teaching credentials for primary school; in Juba and Torit, all AE teachers are South Sudanese teachers, the majority of whom have recognized teaching credentials. Neither AE teachers in Uganda nor in South Sudan have formal training in teaching accelerated education.

4 Original training packs in Arabic, English, French, and Spanish can be found at INEE's associated TiCC resource page: <https://inee.org/resources/teachers-crisis-contexts-training-primary-school-teachers>

# Methodology

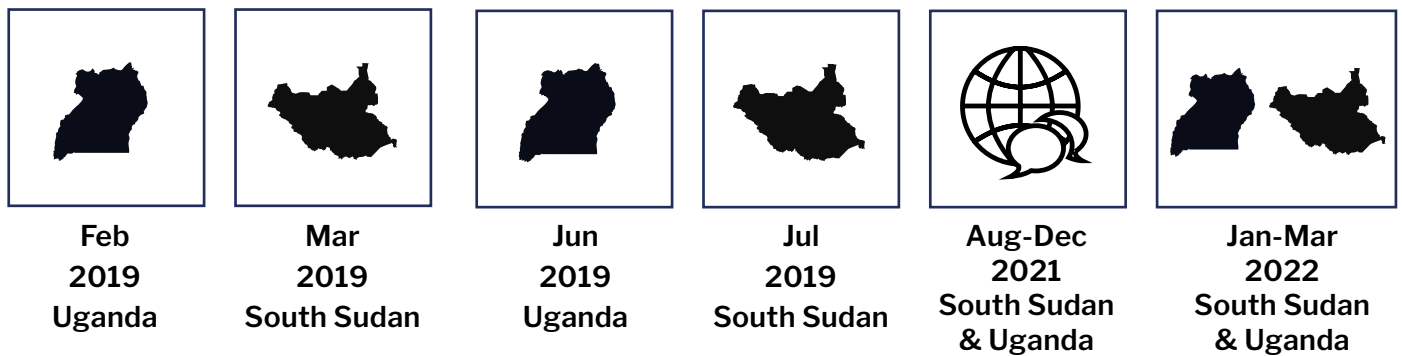
We conducted a mixed-methods, multi-site, cross-border, and longitudinal study to examine how learners and teachers conceptualized and experienced well-being and resilience (or the lack thereof) through both their participation in AE and TEPD programming and their interactions with one another and the surrounding community. This section includes additional details about project timeline, study sample, school sites, the three research phases and their respective data collection and analysis

activities, ethics review, and study limitations. More information on the research methodology can be found in the Education for Life: Methodological Reflections Brief.

## Project Timeline

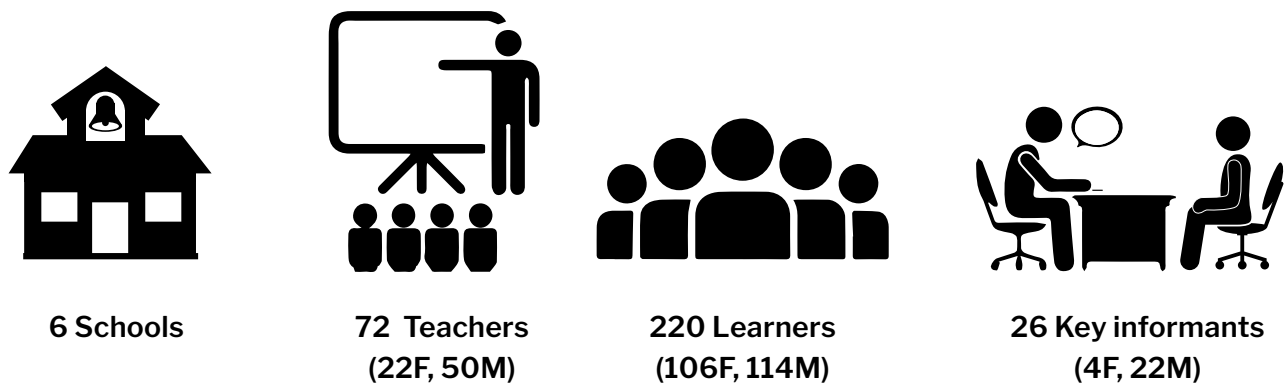
The overall study consisted of 3 distinct phases, and the overall sample, school sites, and specific data collection and analysis activities for each is described below.

**Figure 2: Project Timeline**



## Study Sample

Across the three phases of the study, there were in total 6 focal schools, 68 teachers, 221 learners, and 26 key informants.<sup>5</sup>



<sup>5</sup> Across the three phases of data collection, we interviewed learners and teachers from 12 schools; however, the final sample consisted of 6 schools.

## School Sites

The research study focused primarily on three schools in Juba, South Sudan and three in northern Uganda – two inside Palabek Settlement and one in the host community. In March 2019, the research also included two schools in Torit and one additional school in Juba, South Sudan. School compounds in both locations included simple, single-story buildings made of concrete with corrugated metal roofs. Accelerated education class sizes ranged from 15 to 40 learners.

Primary school classrooms were filled with desks and benches for several learners each with a blackboard at the front of the room. When not teaching, teachers congregated in available rooms in the school building or outside on the school grounds. In South Sudan,

schools were enclosed by incomplete fencing, sufficient to demarcate the school grounds but insufficient to prevent a mix of community members from coming and going. All classes, including those of accelerated education took place inside. In Uganda, the lower levels of the accelerated education classes took place outside, each under a tree, surrounded by learners on benches, chairs, stumps, and the ground with a small 2x1 meter blackboard hung temporarily from the tree. In Uganda, whenever the rain poured down, outdoor AE classes dispersed. Some learners went home while others huddled under the overhanging roofs of the school buildings. See Image 1 for illustrative photos of the various school and classroom locations.

**Image 1: Examples of types of classrooms from study locations**

### Permanent Structure



Common for South Sudan and the upper-level AE classes in Uganda.

### Outdoor Classes



Only Uganda, morning sessions of lower-level AE classes.

### Temporary Structure



Upper AE class in a settlement school in Uganda.

## Phase 1: Qualitative Data / Field Visits

Phase 1 draws on qualitative data gathered through semi-structured interviews, focus group discussions, observations, and informal conversations with teachers and learners during two rounds of in-person data collection conducted in South Sudan and Uganda in February-March 2019 and June-July 2019. We used a mix of convenience and purposive sampling to select three schools with AEPs in Palabek, Uganda,

and five schools with AEPs in Torit and Juba, South Sudan (Bogdan & Biklen, 2007; Creswell, 2013). In Uganda, we sampled all schools with active BRiCE AE programs in 2019 so that we could track changes from the start of research to its culmination.<sup>6</sup> In South Sudan, we sampled schools to cover a range of geographic locations in Juba (with unique surrounding populations)<sup>7</sup> as well as a range of program sizes. In Torit, our research visit was disrupted and therefore we had to resort to convenience sampling of schools.

<sup>6</sup> During our first visit to Palabek, Uganda we also included two non-AE program schools as we were determining if it would be feasible to include non-AE schools in the sample.

<sup>7</sup> For example, one school was near a military installation and therefore contained a number of soldiers participating in the AE program.

## Pilot exercise and study refinement

During initial field visits, we conducted semi-structured interviews and focus group discussions with both teachers and learners. We used Brofenbrenner's (1979) socio-ecological framework, which recognized the interrelated environments, interactions, and relationships that contribute to well-being alongside a conceptual framework for well-being that included both how individuals feel and how they are functioning (Waterman, 1993).

### Teachers

During the first two rounds of data collection (February-March, June-July 2019), 42 teachers participated in interviews and focus groups aimed to understand their personal and professional experiences working and living in Palabek, Juba, and Torit. The data collection protocols consisted of open-ended questions that focused on teachers' experiences in their classrooms, schools, and communities. Questions 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?* The complete interview protocols for all rounds of data collection can be found in the Appendices.

All interviews and focus group discussions were conducted in English as it is the language of instruction in both countries and teachers have proficiency in the language.

After the first round of data collection with teachers, we made three main revisions for the second round of data collection (June-July 2019). First, we drew from Seidman's (2006) three-series interview approach to develop a two-series semi-structured interview protocol. We conducted two interviews with each participating teacher to encourage teachers to share their in-depth experiences in both the school (interview 1) and the community (interview 2). This was done in part 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. 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 interview series approach provided the structure to comprehensively explore a topic (e.g., teacher well-being) and situate it in context (e.g., conflict and displacement settings) (Seidman, 2006). Meeting with each teacher twice also allowed us to build trust and establish rapport between our team and the teachers. During the second round of data collection, 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?*

We worked with Arabic and Dinka translators in four cases in South Sudan to support teachers with more limited English proficiency. We recruited translators who could speak one or both languages, and we conducted a half-day research ethics training for them.

In both rounds of data collection we received teachers' informed consent and conducted interviews in a private, quiet area on their school compounds. All interviews were recorded with permission from the teacher.

### Learners

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.<sup>8</sup> We used convenience sampling during the first visits to the learning sites. Students 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.

8 The other four schools in our sample only included teachers either during the first exploratory site visits to determine if non-AE teachers could be included or because teachers at our sample schools moved to new schools.

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 about learners' spoken languages, we decided to employ multilingual interpreters from the community in the second visit thus enabling respondents to answer questions using English, Acholi, Arabic, Nuer, or Dinka.

## Data analysis

We analyzed the data iteratively (Emerson et al., 1995), and began our data analysis during data collection in Uganda and South Sudan. The research team held daily debrief meetings after we individually wrote reflective memos and prepared reports for the organizations implementing AE to strengthen the program (Maxwell, 2013).

Post-fieldwork in-depth data analysis consisted of five phases. First, we transcribed the learner<sup>9</sup> and teacher interviews verbatim. For the teacher data, 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). Second, after finishing the transcriptions, we 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). Third, we developed a closed codebook organized around five categories (relationships, basic needs, profession, values, and policy). We identified common themes from the open coding that emerged from the participants (emic) and layered in thematic concepts from the literature (etic) in the codebook (Creswell, 2013; Saldaña, 2016). Examples of closed codes included: teacher-learner relationships; basic needs - food and water; teacher's role. Fourth, we coded all transcriptions in Excel. Fifth, we wrote thematic memos for each of the five categories.

For the learner data from Phase 1, we debriefed daily during data collection and wrote memos on emerging patterns during each field visit. Second, we listened to all recordings of learners' interviews to expand and refine notable patterns of interactions. Third, we developed open codes for each transcript and then developed a codebook for second-cycle focused coding (Saldaña, 2016). We applied this codebook and wrote thematic memos. Finally, we recombined codes, themes, and concepts through code-weaving to develop our findings (Saldaña, 2016).

## Phase 2: Virtual interviews

Due to the global pandemic, the government closed the schools for 14 months and two full years in South Sudan and Uganda, respectively. The Ugandan government also issued strict lockdown policies for an extended period of time that prevented movement for everyone. As a result, we were unable to collect data in-person during this time and shifted our data collection to remote interviews with teachers conducted by using Skype to call teachers' mobile phones. We also conducted remote interviews with BRiCE partners to better understand how the pandemic impacted program implementation.

9 We were unable to transcribe all learner interviews in their totality due to the mixing of languages in interviews and the delays in transcribing languages that are less commonly available through translation services and less represented in the University student body (e.g., Nuer). However, we transcribed the vast majority verbatim and relied on a combination of re-listening to audio files with in-situ translation and referring to detailed interview notes and fieldnotes for the other interviews.



## Virtual teacher interviews

Between November-December 2021, we conducted interviews with 22 accelerated education teachers, 12 in Palabek Uganda (8 male, 4 female) and 10 teachers in Juba, South Sudan (8 male, 2 female). We utilized purposive sampling to select teachers who were already participating in the research and who we had interviewed in June-July 2019. Interviews were conducted over Skype where our research team called teachers' mobile numbers directly to ensure teachers did not use their airtime or data. We scheduled interviews at times most convenient for teachers, and recorded the interviews with teachers' permission. These interviews aimed to address Research Questions 4-5 to understand the impact of COVID-19 on teachers' professional and personal experiences, relationships, and responsibilities as well as their perception of the pandemic's influence on their learners' well-being (for complete interview protocol, see Appendix 10).<sup>10</sup> During the interviews, we aimed to have two team members on the call with one member leading the interview and the other taking detailed notes.

These interviews continued our focus on teacher well-being and teacher-learner relationships particularly focused 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 this phase included: *How has the COVID-19 health pandemic affected your work as a teacher? How has the pandemic changed your relationships/interactions with your learners? How has the pandemic affected your learners and their well-being?*

## Virtual partner interviews

Between August-September 2021, we conducted seven interviews with 14 key informants across six partner organizations in the EU-BRiCE Education for Life consortium. We invited all partners to participate in these discussions and ultimately interviewed all partners operating at the country-level in Uganda and South Sudan except for CDI. Interviews took

place on Zoom and were recorded with permission from the partners. These interviews aimed to better understand how the pandemic affected their work, including both the challenges and creative solutions they were engaging with to carry out their programs. They also had the opportunity to share their insights about the key challenges facing the teachers and learners they were supporting during the pandemic and what activities/actions they might prioritize for supporting these individuals' well-being during this challenging time (for complete interview protocol, see Appendix 9). As with the teacher interviews, we aimed to have two team members on each interview, with one member leading the interview while the other took detailed notes.

## Data analysis

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

Some of the findings captured during Phase 2 are integrated in the Comparative Country Report when relevant to the findings from the larger, multi-year study. Please see our **Education for Life: Impact of COVID-19 Report** for detailed research findings and recommendations related to these secondary research questions.

<sup>10</sup> Given the challenges of contacting learners (e.g. covering larger sample, inconsistent mobile phone ownership, partners not having learners' contact information, etc.), we chose to interview teachers to better understand their experiences during the pandemic as well as their perceptions of the impact of COVID-19 on their learners.

### Phase 3: Interview-based Survey

The research team returned to Juba and Palabek to conduct the final round of data collection between January 31-March 2, 2022 across six accelerated education (AE) centers. The data collection dates in Juba spanned from February 2-25, while the data collection dates in Palabek spanned from February 16-March 1. In South Sudan, the interview-based survey was conducted with the same three AE centers in Juba that we had visited in 2019 and with whom we had conducted remote teacher interviews in 2021. In Uganda, the interview-based survey was conducted in the same three AE centers (two centers in the settlement and one center in the host community) that we had selected in 2019 as they were the only centers where AE was operating. In the years since, AVSI had started an AE program in one additional school; while we did not include that school in our original site selection, we did visit the AE center to conduct the

interview-based survey with one teacher who was formerly teaching in our sampled schools.

Our quantitative approach was designed as an exploration of the relative association of key factors (including program exposure) with the well-being and resilience of learners and teachers. We investigated how learner and teacher well-being and resilience were influenced by: (1) each dimension of our 3R Model (1R relationships, 2R roles, 3R resources) and which was the most salient (Research Question 1); (2) the influence of the numbers of years in AE or the number of TEPD trainings attended by teachers (Research Question 2); (3) or the level of well-being and resilience of the other group (i.e., the influence of teacher well-being on learner well-being) (Research Question 3). However, this study was not designed as an impact evaluation of the program and should not be interpreted as such. See Table 1 for helpful terms related to quantitative approach.

**Table 1: Terms used in the quantitative analysis section**

Term	Definition
Item	A single question in the survey that then is combined with other single questions to create a construct variable.
Variable	Something that is measured in the survey and used in analysis, either through a single question or a construct of multiple items.
Construct	A combination of questions into a single variable to be used for analysis, the construct is designed to represent a specific concept.
Covariate	A variable that we attempt to control for in the analysis, the idea behind this is that the influence of the main variable of interest is above-and-beyond the influence of the covariate(s).
Binomial / binary	A variable that has only two options representing a 0 and 1 (e.g., the absence and presence of something).
Statistically significant	A relationship is deemed statistically significant if we are 95% certain that it is greater than would be expected by chance.

The subsequent analysis used individual variables and constructs (combinations of questions into a single variable) that draw from the qualitative research conducted in 2019 as well as previous research on learner and teacher well-being in other contexts.

## Data collection tool: Interview-based survey

We designed an interview-based survey for AE teachers and learners to understand their well-being, resilience, and the contribution of AE and TEPD programming on their well-being. The interview-based survey included five sections: participant demographics/background, 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.

Decisions about what variables and constructs should be included in the quantitative analysis were based on our analysis of the qualitative data from interviews and focus group discussions with 75 learners and 42 teachers in Uganda and South Sudan during 2019. This included our quantitative version of the 3R Model outlined above and comprised of (1R) the relationship-based factors inside and outside school that influence learner and teacher well-being; (2R) factors related to learners and teachers' sense of role-fulfillment inside and outside that are important for their well-being; and (3R) the resources that were most frequently mentioned by learners and teachers as influencing their well-being.

In addition to the variables developed by the authors of this report, we used several standard measures of well-being and resilience for learners and teachers. These standard measures allowed us both to validate the 3R Model and to investigate ways in which aspects of the 3R model are related to other conceptualizations of well-being and resilience. The

first way we measure well-being (well-being v1) was using previously developed constructs for feeling-based well-being. The learner instrument included 17-items and was based on the work of McLellan and Steward (2015) while the teacher version used a single-item based on the subjective well-being question used in the World Value Survey (Inglehart et al., 2014).

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, in over a hundred countries including most of Sub-Saharan Africa (Helliwell, Layard, & Sachs, 2019). 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) (Connor & Davidson, 2003). 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 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 entire survey for learners and teachers can be found in the Appendix.

**Table 2: Overview of key variables with representative question items**

Variable	Learner construct	Learner example item(s)	Teacher construct	Teacher example item(s)
<b>3R model dimensions influencing well-being</b>				
1R: Relationships	6 items, 3-point Likert scale <sup>11</sup>	“My teachers respect me.”	3 items, 3-point Likert scale	“My interactions with my learners make me feel good.”
2R: Roles	3 items, 3-point Likert scale	“Being a learner in my school makes me feel good.”	4 items, 3-point Likert scale	“Providing care and advice to my learners is something that makes me feel good.”
3R: Resources	4 items, 3-point Likert scale	“I have enough food and water every day.”	3 items, 3-point Likert scale	
<b>Measures of well-being and resilience</b>				
Well-being v1 (Feeling)	How I feel about myself and school questionnaire (McLellan & Steward, 2015) (17 items, 3 point Likert) <sup>12</sup>	“I feel I am doing well.” [...]“I feel safe.”	US General Social Survey Subjective Well-Being (1 item, 4-point Likert)	“[...] would you say that you are very happy, pretty happy, or not happy”
Well-being v2 (Feeling & Functioning)	Cantril’s ladder (2 items, 10-point Likert scale) Same for learners and teachers	“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. On which step of the ladder would you say that you personally feel you stand at this time?”		
Resilience	Connor-Davidson Resilience Scale (2 items, 5-point Likert)	“I am able to adapt when changes occur.”	Connor-Davidson Resilience Scale (10 items, 5-point Likert) <sup>13</sup>	“I think of myself as a strong person when dealing with life’s challenges and difficulties.”

11 In addition, each Likert question for all scales included an “unsure” option, which was coded as missing. For example, a 3-point Likert scale had 4 options in total, the 3 coded levels and one “unsure” option.

12 The original version for primary school students in the United Kingdom had 21-items but these were reduced with minor rewording of the remaining items when necessary to fit the context.

13 In addition to the same two items used with learners, eight more items were used among teachers.

## Data collection approach

The research team received informed consent and assent from AE teachers and learners. We used Qualtrics Offline Surveys on tablets to conduct the interview-based surveys, which helped ease data management processes and protection by immediately digitizing the data. We audio recorded the interview-based surveys with permission from learners and teachers, and the open-ended responses on the recordings were transcribed and translated for analysis. To ensure learners and teachers were able to express themselves freely, we allowed them to select the language they would like to speak. Teacher interviews were conducted in English, Juba Arabic, and Dinka, and learner interviews were conducted in Acholi, Juba Arabic, Dinka, and Nuer.

## Sampling strategy

We conducted the interview-based survey with 146 AE learners (several male and female learners from every level of every school) and 39 AE teachers. We employed quasi-random and purposive sampling to select AE learners. For quasi-random sampling, we utilized a random number generator based on the number of learners per level; for purposive sampling, we determined criteria based on gender, 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 Uganda and the three sampled schools in Juba, South Sudan.

## Data analysis

### Quantitative analysis technical details

This subsection provides technical details on the quantitative analysis approach. Herein we present the models used for analysis along with our approach to test the robustness of relationships identified quantitatively. If the reader is less interested in the technical details they can skip this section.

### Why multi-level models

When learners and teachers are frequently in classes together and when those who are in the same level

interact with each other more than with other teachers, their well-being, resilience, and other characteristics (that can be influenced by others or by contexts) are often correlated. Thus our analysis accounted for this within-group correlation using analyses that nest learners and teachers within their respective schools and accelerated education/learning programs (AEP)—either the lower levels (1 and 2) or upper level(s) (3 in Uganda, 3 and 4 in South Sudan).<sup>14</sup>

All relationships are reported as the influence of a one-unit increase in the predictor variable (e.g., relationships) on the dependent variable of interest (e.g., well-being v1). All units were standardized so that units are reported as standard deviations (Cohen's *d*) to allow for the size of effects to be compared within this study and with other previous studies

### Controlling for other variables (i.e., 'covariates')

Our sample size of learners ( $n=146$ ) is sufficient to control for several important variables that might otherwise influence our findings: e.g., their gender, age, and if they were displaced due to the conflict. Therefore, the primary analysis for learners always included these covariates unless otherwise stated. This covariate adjusted model is referred to as Model 2 and also included the nesting noted above. However, due to the smaller sample size of the teacher sample, we presented a model without covariates (using a mixed effects model to account for nesting of teachers within schools and levels as noted above)—the non-covariate adjusted model is referred to as Model 1.

### Checking robustness of findings using different models

In order to test how robust our findings were, we ran a third model (Model 3) that converts the dependent variable of interest into a binary variable created by splitting the variable into those learners or teachers who had levels in the top half (above the median) of all participating learners or teachers in our sample. When relevant we reported if the country location or gender of the learners or teachers influence the relationship between variables.<sup>15</sup>

14 Primary analyses used linear mixed-effects models fit using restricted maximum likelihood or binary mixed-effects models using maximum likelihood.

15 This was done by interacting the country or gender of the learner or teacher (*m*) with the independent variable (*x*) that the

## Qualitative analysis

For the qualitative survey 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.

## Ethics Review

We received approval from the Institutional Review Board (IRB) from Teachers College, Columbia University, the Mildmay Uganda Research and Ethics Committee, and the Uganda National Council for Science and Technology. There is no formal research ethics review board in South Sudan. Therefore, we met with relevant government officials in the Ministry of General Instruction and Education (MoGEI) at the national and state level (Central Equatoria and Eastern Equatoria) to receive their permission to conduct our research. In addition, we received formal letters of support for our research from South Sudan's Relief and Rehabilitation Commission (see additional details in the Methodological Brief).

## Limitations

This study has several limitations. First, we primarily interacted with learners and teachers in schools, though our interview protocol focused both on the school and the community. Time restraints and security restrictions prevented us from spending time with learners and teachers in their communities; the latter also prevented us from traveling to Torit for continued data collection.

Second, it was challenging to manage the linguistic diversity in our interactions with both teachers and learners. We conducted almost all of the interviews with teachers in English (with five exceptions for teachers in Juba). While most teachers have proficiency in English, our interviews may have been

stronger if teachers had been given the opportunity to express themselves in their own language. There was no data on the primary language of learners prior to arriving at the research sites the first time, restricting our first visit to English (the language of instruction) and relying on learners and staff to translate as needed. During the second and third visits, we recruited local multi-lingual researchers; however, it remained difficult to cover all language diversity at fluency.

Third, security constraints in South Sudan required that researchers be accompanied by the implementation partners which may have strengthened the association between us and the implementing organizations. The association between the research and service delivery may have influenced the information respondents shared. To address this association, alongside the power dynamics inherent in research and service delivery in humanitarian contexts, we told respondents we were there to learn from them and that we did not work for the accelerated education program delivery organizations. While we may have been perceived as research experts, our respondents were the experts of their experience and the context.

Fourth, quantitative analysis is cross-sectional in nature and therefore we are unable to make any claims of causality, and are restricted to identifying strong relationships between variables.

Fifth, our analysis of several important quantitative variables is limited due to the limited amount of variation in responses that rely on one or two questions only—notably program satisfaction (1 questions) for both learners and teachers alongside and resilience for learners (2 questions).

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model is using to predict the dependent variable ( $y$ ) of interest. The interaction term (coefficient  $c$ ) and its statistical significance are then used to determine if there are differences between the groups in terms of the relationship of the independent and dependent variables in the model.  $y=ax+bm+cx*m$

# Findings (Phase 1)

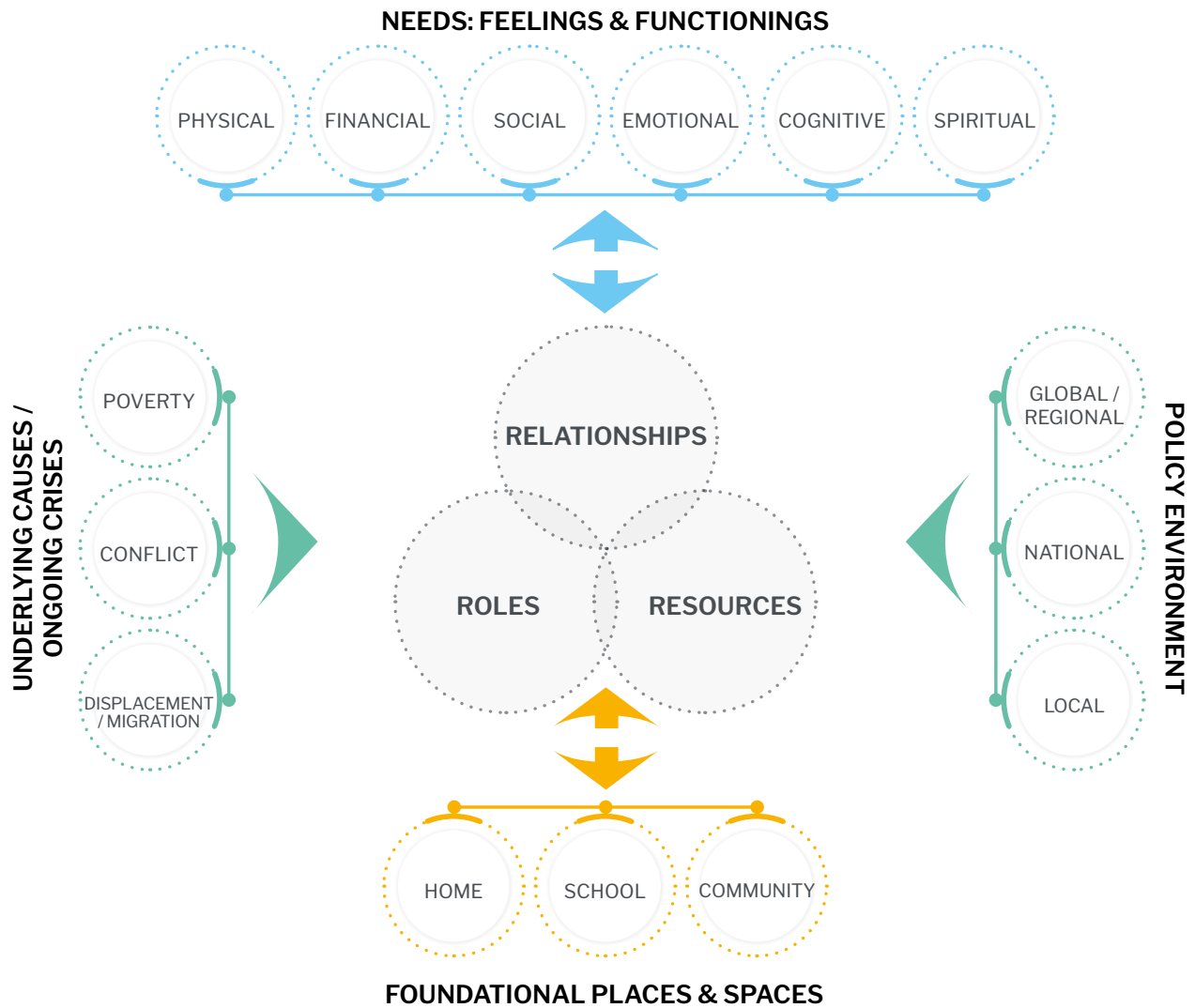
The findings from Phase 1 laid the foundation for answering the first research question—*What are the most salient aspects of well-being for teachers and learners within this context?*—and ultimately resulted in the conceptual framework that is introduced below.

## Conceptual Framework

Drawing on the literature and our Phase 1 findings we developed a working conceptual framework, the *3R Ecological Model*, which represents the components, connections, and contextual realities that influence teacher and learner well-being (see Figure 3). In the center of the framework, we identified Relationships, Roles, and Resources as the central components that intersect to influence well-being. The Relationships sphere encompasses the individual and group networks, interactions, and bonds teachers and learners form that are integral to their well-being. The Roles sphere refers to the professional and personal identities teachers and learners take on in relation to themselves and others, and how their satisfaction in being able to enact those roles affects their well-being. The Resources sphere refers to the physical and financial capital that teachers and learners have access to that are particularly supportive of their well-being.

Well-being cannot be separated from its involvement in institutions and relationships. Therefore, drawing on a socio-ecological framing (Bronfenbrenner, 1979) that connects individuals to their surrounding institutions and relationships, the three components (Relationships, Roles, and Resources) are understood across learners' and teachers' homes, schools, and communities. These are central places where relationship enactment, role fulfillment, and resource access play out – as depicted at the bottom of the conceptual framework. Further, these spaces need to be understood within the sociocultural and geopolitical environment as this broader context influences the roles teachers and learners take on, as well as how teachers and learners conceptualize the relationships they form, their roles, and their ability to access resources. Therefore, the underlying causes and variables contributing to ongoing crises and the policy environment are included on each side of the conceptual framework. This all comes together in an effort to fill various needs that appear at the top of the conceptual framework, ranging from physical to spiritual, which – when filled (or not) – help enhance or impede well-being.

Figure 3: 3R Ecological Model



We will now look at how teachers and learners specifically described their perceptions and experiences of well-being.

### Teachers' Perspectives on Their Roles and Well-being

Teachers in South Sudan and Uganda explained that they take on three main roles in relation to their learners: educator, caretaker/counselor, and nation-builder.



**Educator.** Every teacher (42/42) described their main role as educator, which they explained included instilling basic knowledge and skills to their learners.

Teachers also shared that as educators they shaped their learners' behaviors and attitudes to help them succeed throughout their academic and professional careers. This role was intimately linked to their relationships with learners and was at times impeded by a lack of specific resources.





**Caretaker/counselor.** All teachers (42/42) described their role as caretaker/counselor for their learners, which they explained included providing guidance and counseling to help their learners overcome their academic and personal challenges in the classroom, school, and community. This role was strongly linked to teachers' relationships with learners and their ability to provide support for learners' need for various resources.



**Nation-builder.** Many teachers (31/42) described their role as nation-builder in that their work contributed to broader nation-building goals of sustainable peace and development. This role was closely related to improving relationships among all and as a necessary step to improve broad-based resource access.

Teachers' perceptions of their roles, as well as the challenges and opportunities they describe in carrying out these roles, illuminates how teachers' work influences their well-being in complex, complementary, and contradictory ways. For teachers in South Sudan and Uganda, working amidst conflict and forced displacement significantly influenced their work. Teachers described in detail the academic and personal challenges their learners faced in the school and community, and nearly half of the teachers (20/42) shared that it was their responsibility to help learners overcome these challenges.

Many times, this strengthened teachers' vocation and heightened the importance of their work, leading teachers to feel proud, satisfied, and motivated. However, when teachers felt they could not effectively carry out their roles, which many attributed to the overwhelming challenges their learners faced or that they faced themselves, teachers expressed frustration, stress, and sadness. In this way, the contextual realities of living and working amidst conflict and displacement enhanced the purpose of teachers' work, which in turn strengthened their well-being; however, the same contextual realities and associated challenges made carrying out their roles more difficult, which impeded teacher well-being.

Next, we present how these roles enhanced and impeded teacher well-being by eliciting positive and negative emotions, which was often linked to teachers' perceptions of their ability to carry out their work.

### Positive Contributions



“*I'm really proud of the knowledge I give them. If they get me on the way they are very happy with me. That's why I'm very proud.*”

– Aballa, South Sudanese male teacher in Juba

Teachers described the pride, happiness, and purpose they felt in carrying out their roles in three main ways: witnessing their learners' academic progress and improvement, receiving praise and encouragement from current and former learners, and providing psychosocial support to their learners. Understanding these roles within the context of conflict and forced displacement also strengthened teachers' professional vocation, further illuminating their purpose as teachers, which ultimately enhanced their well-being.

- **Witnessing their learners' academic progress and improvement.** Most teachers (39/42) described witnessing their current learners'

progress and academic success when asked to share a moment that brought them joy or satisfaction. For example, more than half of the teachers (27/42) explained that they felt proud when their learners performed well on their examinations.

- **Receiving praise and encouragement from current and former learners.** Many teachers (35/42) explained that when their learners expressed gratitude for their work, they felt happy and proud, which enhanced their well-being. In some cases, this praise and recognition was in the form of words of appreciation or gifts, while in other cases it was as simple as being greeted as a teacher.
- **Providing psychosocial support to their learners.** Nearly half of the teachers (20/42) explained that they were seen as trusted adults and many learners came to them for support and advice. In many cases, the challenges that learners brought to their teachers' attention reflected the tremendous adversity and hardship learners experienced. Despite the daunting nature of these challenges, teachers shared how helping learners overcome their challenges heightened the purpose of their work, which in turn enhanced their well-being.

## Negative Contributions

“  
*...it really stressed me. Because I always take their problem as mine [and] because at times, I cannot support them fully.*

– Bellah, Ugandan female teacher in Palabek

Nearly all teachers (38/42) described feeling frustration, stress, and sadness when they faced challenges in fulfilling their roles. More specifically, teachers shared how they experienced negative emotions when they felt ill-equipped to carry out their roles in two main areas: confronting barriers for

learners' academic progress and helping learners overcome large/overwhelming challenges.

- **Confronting barriers for learners' academic progress.** Several teachers (18/42) explained that they felt stressed when their learners struggled academically, which teachers attributed in part to learners' own stress and misbehavior as well as language and school-based barriers. Teachers also described resource-based challenges, such as food insecurity and illness/lack of healthcare, as barriers for student learning. It is important to note that these two challenges also directly affected teachers which contributed to their stress and impeded their well-being.
- **Helping learners overcome large/overwhelming challenges.** Several teachers (16/42) shared that their roles, particularly counselor/caretaker, became a source of stress when they felt ill-equipped to help their learners overcome the challenges they faced. For example, one female Ugandan teacher in Palabek, explained, “if at times when my learners come to school and they are really sad, I feel stressed. I feel I should find out the problem that learner is undergoing...Now when I ask and I find out that thing, it really stressed me. Because I always take their problem as mine [and] because at times, I cannot support them fully.” This teacher continued by expressing feelings of inadequacy, which she attributed in part to her own limited resources which prevented her from supporting the learners' resource-based needs of their food insecurity and hunger.

## Key insights about teacher well-being

These findings suggest that teachers felt their ability to carry out their roles was threatened by the contextual realities of working amidst conflict and forced displacement. When teachers felt ill-equipped or unable to fulfill their roles, they expressed feeling frustration, stress, and sadness, all of which negatively influenced their well-being. This finding has important implications as it demonstrates the need to address contextual realities, both inside and outside of the school, in educational research, policy,

and programming, particularly when it aims to support teachers and their well-being. Such comprehensive and contextually-relevant approaches require inter-sectoral collaboration and planning, which numerous scholars and practitioners have advocated for in their multi-year research with teachers working in crisis contexts (Kirk & Winthrop, 2013; Mendenhall et al., 2018; Falk et al., 2021; Wolf et al., 2015).

## Learners' Perspectives on Well-being

“*My teachers make me feel alive.*”

– Simon, male learner, age 41, in Palabek

In both South Sudan and Uganda, teacher-learner relationships were the most likely theme to be associated with learner well-being. In South Sudan, teacher-learner relationships were mentioned the second most often among learners alongside statements coded as protective factors for their well-being and were the most often cross-coded theme with risk factors.

For Uganda, the theme of teacher-learner relationships most frequently appeared alongside statements related to well-being. In 2019, teacher-learner relationships were mentioned more than basic needs, safety, or food scarcity. Learners' discussions of their relationships with teachers—both positive and negative—also triggered strong emotions. The intensity of reactions to negative teacher-learner relationships was similar to discussions of familial deaths and home abuse.<sup>16</sup> On the other hand, learners were visibly happy when talking about their positive relationships with teachers.

Teacher-learner relationships can exert both positive and negative effects on learners' well-being. This key relationship affects learners' feeling and functioning. When learners were asked general questions about what makes them happy, they often shared stories

involving their teachers—the importance of the relationship, the way that teachers help learners meaningfully fulfill their role as students, and the ways that teachers provided support for them to access resources that helped support their well-being.

We identify four emergent dimensions of the teacher-learner relationship as perceived by learners in these two conflict-affected contexts: role-fulfillment, care, respect, and help-seeking.

The first dimension of “role-fulfillment” focuses on the degree to which the teacher is fulfilling their instructional responsibilities. The second dimension of “care” refers to the degree of kindness—or meanness—the teachers exhibit towards learners. The third dimension refers to the degree to which the learners perceive that their teachers receive and demonstrate “respect.” The fourth dimension of “help-seeking” refers to the facility with which learners approach teachers for support. The former two align closely to the roles identified through analysis of the teacher interviews above.

**Dimension 1: Role-Fulfillment.** Teachers' fulfillment of their instructional role of transmitting knowledge was the most common aspect of the learner-teacher relationship noted by learners. It was commonly associated with learner statements about their well-being, both in terms of feeling and functioning. In general terms, this was discussed as “teaching well” and “understanding”. Such expected teacher behavior was also broken down into specific behaviors. First, was the importance that teachers show up to class and cover subjects with regularity. Some teachers also go above and beyond what is required and provide

“*I will be happy when the teacher is teaching and I am understanding [a] little bit, it makes me feel happy.*”

– Rose, female learner, age 17, in South Sudan

<sup>16</sup> If a learner had a strong emotional reaction or revealed concerns about neglect or abuse during the interview, the research team stopped the interview, consoled the participant, and only continued the conversation if the learner wished to do so. Following local child-protection protocols, we also engaged protection and education staff to follow-up.

additional lessons to learners outside of normal class hours, for example teaching extra math lessons.

Students also noted the non-fulfillment of this teaching role. Learners reported that some teachers missed classes or did not cover all subjects. Learners also complained about the negative effect on their ability to function as learners if a teacher “comes when he’s drunk” (Paul, Male, Uganda, age 14) or abruptly erases the previous teachers’ board before learners have a chance to write down their notes. Learners also expressed empathy for the challenges that interfered with teachers’ ability to fulfill their role as educators. These included the perception of a need for more teachers, more resources for teachers, and the challenge of covering so many levels of material within the compressed AE schedule.

**Dimension 2: Care.** Students often talked about how teachers’ level of care affected their well-being. The importance of the dimension emerged when they talked about their current, past, and ideal teacher-learner relationships.

Regarding the protective side of teachers’ level of care, learners spoke about teachers as loving, caring, and parental. Such relationships were framed as helping learners cope with stress, cultivate a positive self-image, and function successfully in their role as learners. When asked how they handled problems and who they could go to, learners mentioned getting help from teachers—in line with the teacher data above. This included teachers providing advice to learners on coping with stress and trauma from the war in South Sudan.

Teachers’ care was sometimes described as love. In other instances, students talked about teachers supporting their positive self-image, such as when Nyamal explained how a head teacher tried to raise her scholastic self-perception: “Even our head teacher approached me and said, ‘Nyamal, you are complaining that English is hard for you, but you always get it correct!’”). Similarly, the same learner related how teachers showed their care by encouraging them to continue their education even though they are overage learners, with some teachers sharing examples of how they also were once learners

who experienced disrupted schooling due to conflicts and crises (in both Uganda and South Sudan). Teachers also exhibited empathy for the learners’ challenges inside and outside of school. One learner explained that if there was a reason she could not come to school on a particular day, she could explain that to her teacher and they would be understanding. The same learner later explained that the teachers’ empathy for them also reduces unfair punishments. Students related how teachers also empathetically supported them by providing various resources including: school supplies, gifts, and basic needs.

“

***Sometimes when [teachers] start beating, it makes me feel like not even coming back to school.***

– Akeyo, male learner, age 16, in Palabek

Unfortunately, some teachers engaged in uncaring behaviors. The most prominent manifestation of this was when teachers were emotionally or physically abusive. Most disturbingly, multiple learners spoke about teachers beating learners. Such beating was harmful both emotionally and for learners’ functioning and their ability to fulfill their role as learner. Such beating was primarily associated with non-AE teachers.

**Dimension 3: Respect.** The importance of respect was a common theme in discussions of the importance of teacher-learner relationships for learner well-being. Learners spoke about their need to be respectful as learners. Being respectful could raise their own self-image regarding their role as a “good student” and result in benefits from their teacher-learner relationships. Achol in Juba explained that “if you are respecting the teacher, you are going to get knowledge. If not, no.” (Achol, male, South Sudan, age 49). Ideally the respect was mutual. Positively framed teacher-learner relationships were also characterized by teachers showing respect for learners.

The negative side of a lack of respect dimension also emerged. Students spoke of negative feelings

and disrupted functioning associated with a lack of respect, both of learners towards teachers and teachers towards learners.

“

***When you have a problem and go to a teacher, the teacher is able to better it.***

– Gai, male learner, age 18, in Palabek

**Dimension 4: Help-seeking.** The degree to which learners felt comfortable seeking help from teachers emerged as the fourth well-being enhancing dimension of the teacher-learner relationship. The foundational level of help-seeking focused on learners’ comfort asking for academic help from teachers. Beyond this, was an additional layer of help-seeking, in which learners requested support from teachers outside the classroom. Conversely, help-seeking and its potential contribution to learner well-being were sometimes hindered by rigid routines of interaction or a fear of approaching teachers.

Learners who had a positive association with their teachers shared examples of being able to ask questions in class and get their work corrected. Students explained their positive interaction with their teachers and how their teachers helped them function as learners by explaining something again, translating into another language, and providing corrections.

Some learners also relied on their teacher-learner relationships for help with non-academic matters. For example, in some cases young women asked for help during their menstrual period. In another instance, a young woman sought advice from teachers about how to handle chest pains she had ever since being attacked and struck in the chest with firewood. Other examples included learners asking teachers for help with access to food, advice on handling an unwanted pregnancy, advice on behalf of their friends, and school resources.

However, learners also spoke about barriers to seeking out help from teachers. Paul explained that “sometimes I fear” to approach “when the teachers sit

together” in a group (male, Uganda, age 14). This fear was also shared by a confident 49-year-old learner in South Sudan who also spoke about being more careful about approaching teachers when they are sitting together outside of class.

From a comparative perspective, learners in both South Sudan and Uganda had an equivalent concern for the importance of teachers fulfilling their basic instructional role. In particular, there was a shared focus on the positive impact of consistent teacher attendance and having sufficient content knowledge. Students in Uganda spoke more about the importance of caring teacher-learner relationships as well as concerns about abusive teachers. In South Sudan, the idea of respect occurred more frequently. In Uganda, we find more learners discussing how they sought non-academic help from teachers. While this also occurred in South Sudan, it was less frequently mentioned among respondents.

### Key insights about learner well-being

Our findings bolster the research on the importance for well-being of having supportive adult relationships and positive learner-teacher relationships (Betancourt & Khan, 2008; Holfve-Sabel, 2014; McLellan & Steward, 2015), especially in conflict-affected contexts (Winthrop & Kirk, 2008). These four dimensions of learner-teacher relationships—role-fulfillment, care, respect, and help-seeking—should be considered in future efforts at continuous teacher professional development, school management, and research on learner well-being. Furthermore, we find evidence of the important interaction between learner-teacher relationships and learners’ sense of role-fulfillment and their access to important resources that contribute to their well-being.



## Findings (Phase 2)

The COVID-19 pandemic affected more than 1.5 billion learners and 100 million education personnel, including 63 million primary and secondary school teachers around the world (UNESCO, 2020). It is against this backdrop that we present **Education for Life: Impact of COVID-19 Research Brief** as a separate report, which synthesizes virtual interviews conducted with accelerated education teachers in Palabek refugee settlement, Uganda, and Juba, South Sudan as well as implementing partners. Our overarching research questions for Phase 2 included:

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

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

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

However, systemic challenges loomed large, which deepened existing and intersecting crises and inequities. These larger challenges had significant implications for the well-being and resilience of teachers and learners. These larger challenges had significant implications for the well-being and resilience of teachers and learners. For more detailed findings from the COVID-19 research, please see the COVID-19 Research Brief.

# Findings (Phase 3)

This section first provides an overview of the characteristics of learners and teachers. The next subsection addresses the question of what factors (relationships, roles, or resources) have the strongest influences on learner and teacher well-being and resilience. The third section explores if exposure to AE/TEPD and satisfaction with them were associated with differences in the factors supporting well-being, well-being itself (measured two different ways), or resilience. Finally, we end with an analysis of the relationship between learner or teacher well-being and resilience.

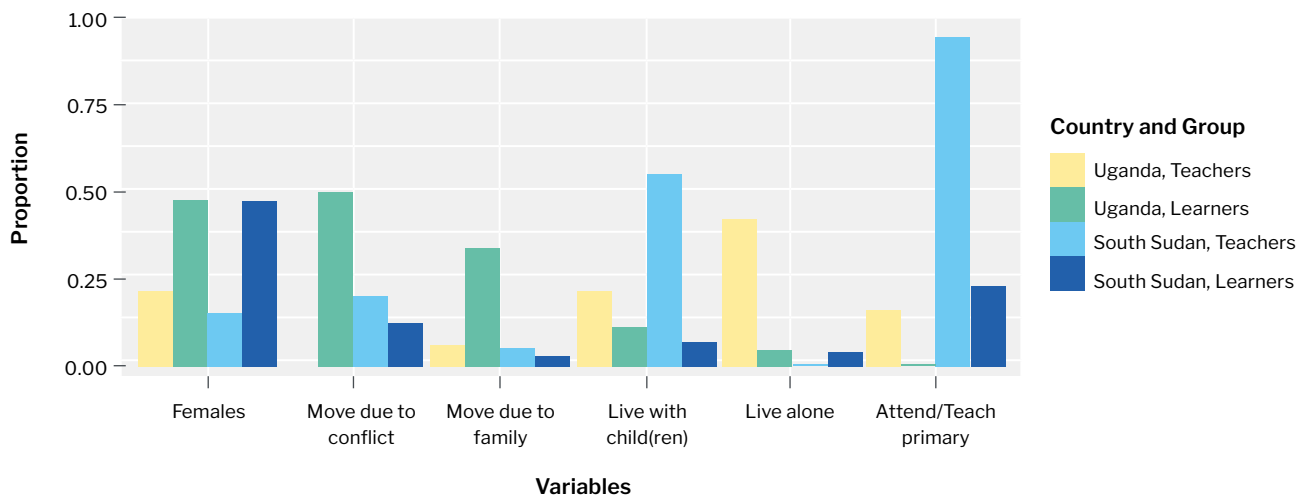


## Characteristics of participants

Before presenting an analysis that addresses our research questions, it is important to situate the findings within the context and characteristics of learners and teachers from Juba, South Sudan and Palabek refugee settlement, Uganda in our sample.

The quantitative sample includes 146 learners (50.34% living in South Sudan at the time of the study) and 39 teachers (51.28% living in South Sudan).

Figure 4: Characteristics of learners and teachers by country



## Demographic characteristics of learners

**Learners have an average age of 18.71;** however, this masks the wide spectrum of ages in our sample ranging from 11 to 49 in South Sudan and from 10 to 37 in Uganda. In South Sudan, learners have lived there for an average of 5.20 years which is marginally longer than the average of 4.06 years in Uganda.

**Reasons for displacement/move.** For females in South Sudan the two most common reasons listed for moving are the conflict (17.14%) and education (71.43%); meanwhile, for males in South Sudan the two most common reasons for having moved are economic opportunities (25.64%) followed by education (69.23%). In Uganda, the top reasons to have moved are the conflict and education for both female (conflict = 57.14%; education = 51.43%) and male learners (conflict = 43.59%; education = 56.41%)—followed by family reasons (females = 37.14%; males = 30.77).

**Households.** While female learners in Uganda are most likely to live with their own children (22.86%); overall, a minority of learners in both countries live with their children (females = 12.29%; males = 3.85%) and child-headed households are rare (3.10%).<sup>17</sup> In both South Sudan and Uganda, the survey indicates that it is rare for learners to live alone, with 1 male learner living alone and 2 female learners living

alone in our sample from each country. However, learners and teachers often remarked in interviews and/or through their open-ended responses to survey questions about the additional challenges that accompanied young people who were on their own, for shorter or longer periods of time. Learners whose parents/guardians were away for an extended duration may not have considered themselves heads of households in their survey responses, which means we cannot confirm the extent of this situation. Nevertheless, the additional responsibilities and the vulnerabilities that accompany these young people's experiences should not be underestimated.

AE program. Almost all learners report being satisfied with the ALP program (96.70%), with 100.00% of female learners satisfied and no noteworthy country-level differences (see Table 3, and Figure 5 below). Learners in our sample have attended ALP for marginally less time in South Sudan compared to Uganda, but in both countries the average learner has been in the program one year or less (62.33%).<sup>18</sup> On average, learners in South Sudan have a higher average ALP Level (2.50) compared to learners in Uganda (2.00), which aligns with our sampling strategy which was stratified by ALP level, with four levels of ALP in South Sudan compared to the three levels in Uganda.

<sup>17</sup> While only representing four individuals, it is important to note that three of the four were male learners.

<sup>18</sup> When reading the descriptive table on exposure, note that a value of 1 represents less than a year, a value of 2 represents one year, a value of 3 represents two years, a value of 4 represents three years, 5 represents four years, and 6 represents over four years. We offered options longer than the length of the program because some learners may have attended an ALP before the start of the BRICE program.



**Table 3: Country and gender differences among learners**<sup>19</sup>

Variable	Uganda		South Sudan	
	Male	Female	Male	Female
Age (mean)	17.23	16.60	22.56	18.17
Years in location	4.02	4.10	4.76	5.69
Moved due to conflict (prop.)	0.44	0.57	0.08	0.17
Moved due to family (prop.)	0.31	0.37	0.00	0.06
Moved due to job (prop.)	0.03	0.00	0.26	0.06
Moved due to school (prop.)	0.56	0.51	0.69	0.71
Live with a child (prop.)	0.00	0.23	0.08	0.06
Live alone (prop.)	0.03	0.06	0.03	0.06
Head of household (prop.)	0.18	0.23	0.15	0.06
Time in AEP (mean)	2.47	2.32	2.18	2.00
Satisfied with AEP (prop.)	0.94	1.00	0.95	1.00
Attend primary also (prop.)	0.00	0.00	0.23	0.23
AEP level (mean)	2.03	1.94	2.62	2.46

Note: All variables followed by “prop.” are the proportion of those for whom the characteristic is true or the proportion of the total possible score on the scale—with a maximum of 1 being equivalent to 100%.

### Demographic characteristics of teachers

Turning to teachers in our sample, we present differences by country followed by differences by gender because of the low number of female teachers (n = 7). See Table 4 for breakdown.

### Descriptive comparison of teachers by country

**Teachers age and location (by country).** Teachers in South Sudan are older on average (41.10 years) and have lived in the location for longer (19.80 years) compared to teachers in Uganda (31.58 years old, 9.42 years in location).

### Teacher displacement and households (by country).

A substantial minority of teachers in South Sudan have been displaced due to conflict (20%), while none

of the teachers report moving to Palabek Settlement due to conflict—this difference is largely due to the different recruitment policies for teachers in the two contexts and their resultant profiles. For example, there are no refugee teachers in our sample in Uganda. The majority of teachers in South Sudan live with children (55.00%) while the majority in Uganda live alone (42.11%) and no teacher in South Sudan lives alone. This latter pattern can be partially explained by the fact that most teachers in Uganda have moved to live in Palabek Settlement away from their own families.

### TEPD experience and satisfaction (by country).

Teachers in South Sudan report attending fewer teacher trainings than those in Uganda, but the teachers in South Sudan are more satisfied with the program (95.00%) compared to Uganda (84.21%).

<sup>19</sup> Some of these data are represented visually for ease of comparison in Figure X.

Overall these findings indicate quite high levels of satisfaction in both countries. The higher level of satisfaction in South Sudan, despite reporting attending fewer trainings on average, may be due to the lower level of previous teacher preparation among the teachers in South Sudan and therefore an increased appreciation for the TEPD.

**Teaching experience (by country).** In South Sudan, almost all teachers are teaching classes during the

primary school sessions (95.00%) in addition to the AE teaching role, meanwhile this is rare in Uganda (15.79%). Although half of the teachers have some tertiary education in South Sudan (50.00%) and 90.00% have a formal teaching certificate, all of the teachers in Uganda have some tertiary education and a teaching certificate due to the more stringent teacher qualification requirements in Uganda.

**Table 4: Country and gender differences among teachers**

Variable	UGA	SSD	Male	Female
Female (prop.)	0.21	0.15	0.00	1.00
Age (mean)	31.58	41.10	35.69	40.00
Years in location	9.42	19.80	14.90	14.00
Moved due to conflict (prop.)	0.00	0.20	0.09	0.14
Moved due to family (prop.)	0.05	0.05	0.03	0.14
Moved due to job (prop.)	0.00	0.20	0.09	0.14
Moved other (prop.)	0.00	0.20	0.09	0.14
Live with a child (prop.)	0.21	0.55	0.41	0.29
Live alone (prop.)	0.42	0.00	0.22	0.14
Trainings attended (prop.)	0.92	0.84	0.86	0.95
Satisfied with TEPD (prop.)	0.84	0.95	0.88	1.00
Teach primary also (prop.)	0.16	0.95	0.56	0.57
Years teaching (mean)	10.74	13.80	12.16	13.00
Certified as a teacher (prop.)	1.00	0.90	0.94	1.00
Completed secondary (prop.)	0.00	0.20	0.03	0.43
Completed some tertiary (prop.)	1.00	0.50	0.78	0.57
AEP level taught (mean)	1.53	1.58	1.61	1.29

### Descriptive comparison of teachers by gender

**Teacher age and location (by gender).** We now summarize differences by gender among teachers in our sample. Female and male teachers are similar in age and the number of years they have lived in the location (see Table 4).

### Teacher displacement and households (by gender).

Female teachers (14.29%) are more likely than male teachers (9.38%) to have reported moving due to conflict, less likely to live with children (females = 28.57%; males = 40.62%), and less likely to live alone (females = 14.29%; males = 21.88%).

### TEPD experience and satisfaction (by gender).

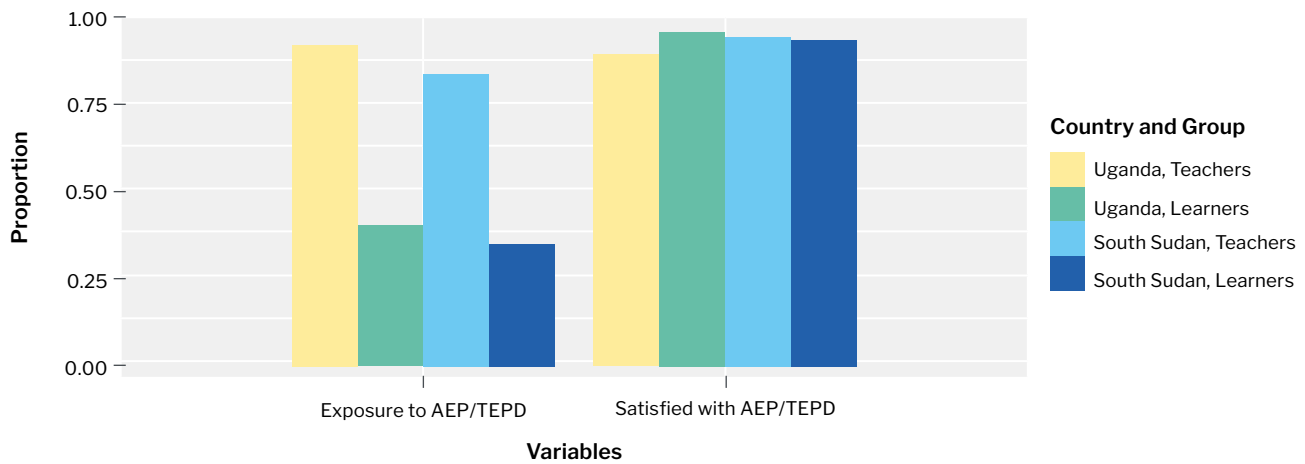
Female teachers are more likely to have attended all of the available training (females = 95.24%; males =

86.46%) and female teachers are more satisfied with the TEPD than male teachers (females = 100.00%; males = 87.50%) (see Table 4 above and Figure 5 below).

**Teaching experience (by gender).** Both female and male teachers are equally likely to teach primary

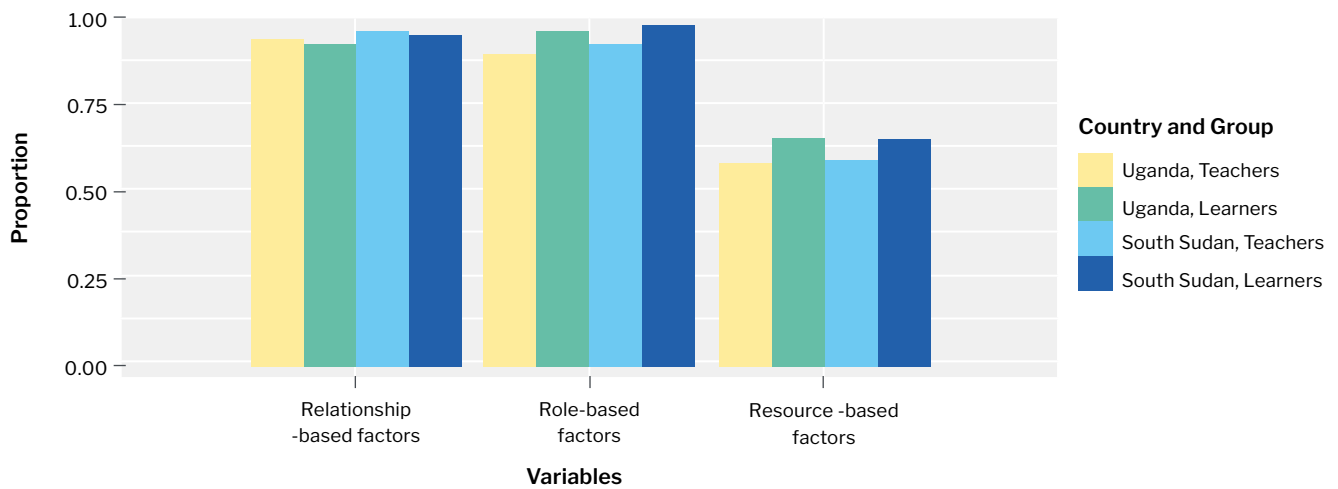
and have equivalent years of teaching experience (females = 13.00 years; males = 12.16 years). Female teachers are marginally more likely to have a teaching certificate (females = 100.00%; males = 93.75%); but less likely to have reached the tertiary level of formal education (females = 57.14%; males = 78.12%).

Figure 5: Exposure and satisfaction of learners and teachers by country



### Descriptive overview of learner well-being and resilience

Figure 6: 3R dimensions of learners and teachers by country



**3R Model:** In both countries—regardless of gender—learners have high levels of the relationship-based (93.52%) and role-based (96.77%) factors that support well-being, with the average level nearing the maximum possible score for each. However, resource-based factors are substantially lower (65.05%). For a comparison between learners and teachers in each country see Figure 6.

**1R, relationship-based factors:** Almost all learners report that their teachers teach them well (96.58%), that they have friends that they care about (93.06%), and that they have someone to ask for help or advice (88.36%). However, only 65.03% of learners report that their teachers help them with personal challenges, with this being lowest and less than half of all male learners (44.44%) in Uganda (compared

to 71.96% of all other learners). Meanwhile, when investigating differences by country and gender, female learners in Uganda are least likely to report that their teachers are kind to them (67.65%); however, male learners in Uganda are least likely to report feeling that their teachers respect them (77.14%). Taken together, these findings suggest that there are important gendered differences in the relationships between learners and teachers in Uganda. Through the open-ended survey responses, learners commented on how teachers make them feel good, primarily by encouraging them to study and stay in school, helping them understand what is being taught, offering good advice, and showing kindness. In another example, multiple female learners in one school also recounted an emotionally abusive teacher whom the research team reported and then learned was already under investigation for misconduct, which may also explain the lower survey results among female learners in Uganda. In two more positive examples, female learners, both young mothers, shared how supportive a female teacher had been when they returned to school and were struggling with the demands on their time and the need to care for their babies.

**2R, role-based factors:** Almost all learners report that their role as a learner makes them feel good (97.26%) and that they feel that they are making progress towards their goals (95.07%). However, male learners in Uganda report substantially lower agreement that their role at home contributes to their well-being (71.05%). In the open-ended survey responses, a number of learners shared challenges they face at home related to parents' alcohol abuse, lack of importance on education (particularly for older learners) by both families and community members, and constrained resources to purchase school uniforms and other school materials. All of these factors have a negative influence on learners.

**3R, resource-based factors:** The story is much different when turning to resource-based factors that contribute to learner well-being. Only two of the four items have more than half of the learners answering positively—and only marginally so in both cases. Half of all learners (52.41%) report having what they need for their personal hygiene, without substantive gendered

differences (females = 51.95; males = 52.94%). Half of all learners also report that they have enough food and water every day (50.34%), with this lower among male learners (44.74%). Lacking the financial resources needed to cover essential needs is the most broadly shared challenge learners face, with only 12.68% having enough money to cover basic needs. A lack of school supplies is the second most broadly shared challenge, with only 36.11% of learners reporting that they have the supplies and materials they need for their studies at school. Challenges meeting basic needs also emerged strongly in the open-ended survey responses. Learners shared that they faced challenges securing food, water, soap, clothes, and sanitary pads. They also talked about the inconsistency of basic needs. One learner in South Sudan shared: “Sometimes we had, and other times we didn’t. We lived aware of what we had and what we didn’t. There wasn’t anything we could do about it, so we continued living that way. Finding money is hard. If I get food and water, then I’m grateful to God. One day one thing is available and the next day the other is not. That’s how we have been living.”

“*One day one thing is available and the next day the other is not. That’s how we have been living.*”

– Learner, South Sudan

**Well-being v1:** School-based well-being as measured by an adaptation of the scale by McLellan and Steward (2015) is relatively high, measured as being 81.64% of the maximum possible score. This is impressive considering the conditions experienced by participants leading up to this survey (including both conflict-based displacement and a global pandemic). For a comparison of learners and teachers in each country see Figure 7.

**Well-being v2, Cantril’s Ladder:** Well-being as measured by Cantril’s ladder is substantially lower, at 58.25% of the maximum possible score. It is important to note that the measure includes a

question about the present state of someone's well-being and their expected future well-being in five years, and these differ. Learners have much more positive views about their future well-being (74.48%) than their current well-being (42.12%). For a comparison of learners and teachers in each country see Figure 7.

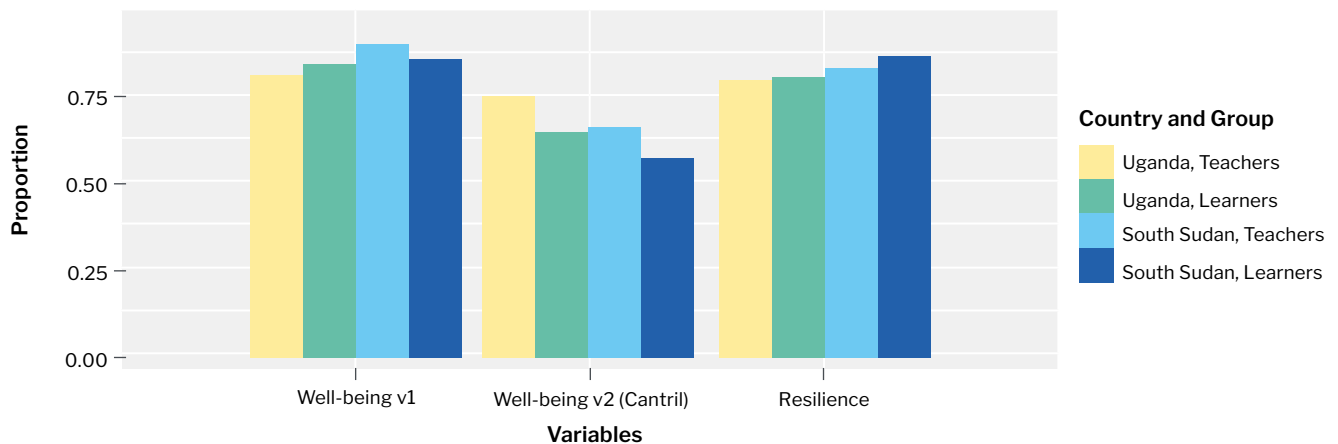
**Resilience:** Learners resilience is also relatively high, at 80.27% of the maximum possible score. It is noteworthy that male learners in South Sudan have substantially higher levels of resilience (86.67%) than the average for males in Uganda and females in both countries (see Table 4). For a comparison of learners and teachers in each country see Figure 7.

**Table 5. Dependent variables for learners by country and gender**

Variable	Uganda		South Sudan	
	Male	Female	Male	Female
3R Model	0.85	0.85	0.85	0.87
Well-being v1	0.81	0.81	0.83	0.82
Well-being v2 (Cantril)	0.61	0.63	0.50	0.60
Resilience	0.77	0.78	0.87	0.79
1R, relationships	0.92	0.93	0.94	0.96
2R roles	0.95	0.97	0.97	0.98
3R resources	0.67	0.63	0.64	0.66

## Descriptive overview of learner well-being and resilience

Figure 7: Well-being and resilience of learners and teachers by country



For teachers' well-being and resilience, differences by country or gender are not large enough to note for most individual variables. While the differences are individually small for each variable, the pattern is largely consistent. Teachers in Uganda have marginally lower levels of well-being and resilience compared to teachers in South Sudan. Likewise, male teachers have lower levels of well-being and resilience than female teachers (see Table 5).

**3R Model:** Teachers relationship-based factors supportive of well-being are the highest of the three factors (for both countries and both genders), reaching 94.87% of the maximum possible score. This is followed closely by role-based factors supportive of teacher well-being, which also approach the maximum possible score at 90.95%. However, teachers struggle with having sufficient resources to cover their basic needs and their teaching needs, with resource-based factors only reaching 58.55% of the maximum possible score. For a comparison between learners and teachers in each country see Figure 6.

**1R, relationship-based factors:** Among the three relationship-based factors, teachers are most likely (94.74%) to report that their interactions with learners are supportive of their well-being. This was followed by their relationships with teachers (89.74%), and lastly only 69.23% reported having someone they can ask for advice—with this factor being markedly lower in Uganda, especially among males. Teachers' relationships with their learners emerged strongly as a factor that enhanced their well-being in the open-ended responses, with the majority of teachers describing how their learners made them feel good especially when they saw their learners succeed. Learners' accomplishments that made teachers feel happy included a young mother returning to school after giving birth and learners getting promoted to the next class. Teachers also shared how their learners' resilience helped contribute to their own resilience.

**2R, role-based factors:** Regarding role-based factors, the item that almost all teachers agree that they had in their lives is that their care-giving role (97.37%) with learners is supportive of their well-being. The least common factor, which only 58.97% reported, is related to their role at home. This factor is extremely

low in Uganda (26.32%) and notably lower among female teachers (42.86%). However, the other three (of four) items relating to role-based factors are lower among males. Concerning their care-giving role with learners, teachers described in more detail how these interactions—particularly providing guidance and counseling to their learners—enhanced their well-being in their open-ended responses. For example, one South Sudanese male teacher in Juba shared the the rewarding experience of contributing to his learners personal development:

*When I talk, when I interact with them, I feel good...When you interact with them, you are molding someone. You will always be proud of yourself because you are molding a human being who will be a human being in the future...So you are molding somebody to be a better person in the future so you feel happy when you see the outcome is good, when you see there is a change due to your efforts, your efforts have rendered some change in personalities.*

**3R, resource-based factors:** Very few teachers have enough money for their basic needs (5.71% overall): none in Uganda (0.00%) and only 3.45% of males across both countries report enough. Only 13.51% have enough food and water and only 28.95% have enough materials to do their job as a teacher. In the open-ended responses, nearly all teachers shared that they were not able to cater to their own and their families' basic needs, with many teachers explaining how COVID-related lockdowns and restrictions, rising prices of consumer goods, low or delayed salary, having to support additional family members, and unstable weather conditions that damaged the crops, prevented them from meeting their basic needs. Food insecurity in particular impacted teachers in their schools and communities (a challenge that arose throughout different phases of this study).

**Well-being v1:** Despite the challenges noted above, the first measure of teacher well-being (using a single item that assesses subjective well-being) indicates that teachers show high levels of well-being, reaching 82.24% of the maximum possible score. Well-being is lower among teachers in Uganda, at 77.63% of the maximum score, compared to 86.61% in South Sudan.

Well-being is also lower among males (80.69%) compared to females (89.29%) collectively across countries. For a comparison of learners and teachers in each country see Figure 7.

**Well-being v2: Cantril's Ladder:** When measuring well-being using Cantril's ladder, well-being is also very high at 67.56% of the maximum possible score. There are no noteworthy differences between countries, but male teachers do have lower levels of well-being (66.56%) using this measure compared to

females (72.14%). For a comparison of learners and teachers in each country see Figure 7.

**Resilience:** Although lower than the well-being measures, the level of resilience of teachers is also considerably high, at 78.05% of the maximum possible score. Resilience is about 4 percentage points lower in Uganda (76.32%) compared to South Sudan (79.70%), but there are no substantive gender differences. For a comparison of learners and teachers in each country see Figure 7.

**Table 5: Teachers' well-being and resilience by country and by gender**

Variable	Uganda		South Sudan	
	Male	Female	Male	Female
3R Model (prop. max)	0.82	0.84	0.82	0.86
Well-being v1 (prop. max)	0.78	0.87	0.81	0.89
Well-being v2 (prop. max)	0.72	0.64	0.67	0.72
Resilience (prop. max)	0.76	0.80	0.78	0.76
Relationships (prop. max)	0.94	0.96	0.94	0.98
Roles (prop. max)	0.89	0.92	0.91	0.93
Resources (prop. max)	0.58	0.59	0.58	0.61
Home-based learning visit frequency	2.95	1.92	2.45	2.29
Counseling and guidance frequency	1.53	1.61	1.47	2.00

### Priority dimensions affecting well-being and resilience

We now turn to provide additional substantiation for the relevance of the 3R Model and the importance of relationships, roles, and resources for predicting learner and teacher well-being. In order to increase the ability for policies and programs to prioritize key areas of support, we have identified which of these three dimensions have the strongest relationship with different aspects of the well-being and resilience of both learners and teachers.

We find strong evidence that all three dimensions are important for learner and teacher well-being, thus providing support for the model. However, we also find important nuances about what dimensions are

most important for well-being and what factors are most important for resilience when looking into an uncertain future.

The size of the association between variables is always presented in parentheses with the average effect size presented as "d = X" so that the size of effects can be compared. This average effect is followed by the 95% confidence interval which represents that we are 95% certain the effect falls between the lower and higher numbers in square-brackets. Due to the smaller sample size of teachers, we report 90% confidence intervals thus incorporating marginally significant findings in which we are 90% certain the association is in the reported direction.

## Learners' well-being and resilience

Higher reported levels of learners' relationships, roles, and resources are all three associated with higher levels of learner well-being, but the effect of resources was the strongest. In Uganda, roles and resources were most important. Meanwhile, in South Sudan, relationships and resources were most important. Combining data from both countries, an increase in learner relationships ( $d = 0.25$ ; 95% CI [0.10,0.42]), roles ( $d = 0.30$ ; 95% CI [0.15,0.46]), and resources ( $d = 0.41$ ; 95% CI [0.26,0.56]) all predicted increases in learner well-being v1. These changes were significant despite controlling for gender, age, and having been displaced due to conflict and violence. In their open-ended responses, learners often commented about who was able to provide the things they needed or wanted (for school or otherwise) and how that made them feel good.

Measuring well-being using Cantril's ladder confirms these results with relationships, roles, and resources all predicting positive increases in well-being. However, the predictive association is only marginal for roles. In Uganda and South Sudan, resources have the biggest association with this second measure of well-being. However, in South Sudan, improvements in roles are not associated with well-being as measured by Cantril's ladder. An increase in relationships predicts a similar sized increase in this second measure of well-being using Cantril's ladder ( $d = 0.25$ ; 95% CI [0.10,0.40]). However, the same increase in learners' sense of their roles only produces a marginally significant increase ( $d = 0.15$ ; 95% CI [0.00,0.30]). Meanwhile, the same increase in resources once again predicts the largest increase in well-being v2 (Cantril's ladder) ( $d = 0.52$ ; 95% CI [0.38,0.65]). These effects control for gender, age, and displacement due to the conflict.<sup>20</sup>

When looking at learners' resilience as operationalized in this study, none of the three constructs (relationships, roles, or resources) have a statistically significant association with learner resilience. These findings are also confirmed using a binary version of the dependent variable, with the

exception of a marginally significant influence of relationships on resilience ( $p = 0.08$ ). However, when looking at differences by country, relationships do have a significant effect on learners' resilience in the context of Uganda ( $d = 0.25$ ; 95% CI [0.03,0.47]). In addition, although not the primary focus of our models, the analysis reveals higher levels of resilience among older learners. Due to our use of the 2-item version of the construct of resilience for learners, we may have lacked sufficient conceptual breadth to detect all relevant effects on resilience.

## Teachers' well-being and resilience

For teachers, better relationships are associated with better well-being v1 using a single item subjective measure ( $d = 0.29$ ; 90% CI [-0.02,0.60]). Neither roles ( $d = 0.14$ ; 90% CI [-0.18,0.46]) nor resources ( $d = 0.10$ ; 90% CI [-0.22,0.42]) have a significant association with well-being. The relationship effect also disappears when controlling for gender, age, and displacement due to conflict ( $d = 0.13$ ; 90% CI [-0.17,0.43]).

For teachers' well-being as measured by Cantril's ladder, only resources had an association with well-being ( $d = 0.39$ ; 90% CI [0.14,0.63]), associations with both relationships ( $d = 0.11$ ; 90% CI [-0.15,0.37]) and roles ( $d = 0.02$ ; 90% CI [-0.25,0.27]) were not significant. The difference between this measure of well-being (v2) and the former (v1) may be due to the fact that the second measure incorporates a more holistic sense of well-being including both feeling and functioning; meanwhile, the first measure for teachers only taps into the teachers' feelings of happiness.

For teachers' resilience as measured in this study, both roles ( $d = 0.31$ ; 90% CI [0.00,0.61]) and resources ( $d = 0.30$ ; 90% CI [-0.01,0.61]) are associated with better resilience. While there is no statistically significant association with relationships ( $d = 0.24$ ; 90% CI [-0.07,0.55]), the trend is in the same direction—with higher relationships associated with better resilience.

20 The findings regarding both measures of well-being are also confirmed using a binary version of the dependent variable within a binomial mixed-effects model.



Taken together, these findings among teachers suggest that relationships and resources are the most reliable predictors of teacher well-being at a given moment in time, but role fulfillment and resources are important for continued resilience as new risks are faced going forward. Open-ended responses reinforce these findings while also pointing to the interconnected nature of relationships, roles, and resources and how imbalances across these three components can impede one another and ultimately constrain well-being. For example, one South Sudanese male teacher in Juba described how his inability to access resources—due to low salary and insecurity, among other factors—prevents him from meeting his role as provider for his family:

*The salary we are getting here is not supportive, the salary we are getting here cannot help you overcome all these challenges. I told my wife to do some business making pancakes. When I don't have, she has, when she doesn't have, I have. My children are learning in Uganda and we pay (school fees) in dollars. Luckily enough when I was in Uganda I planted fig trees in my village, I will sell them but now due to this kind of insecurity nobody can access where I planted my figs. This is now the problem I am facing. Feed those children there and feed those who are here. This salary of mine is just...in two days meal, it is finished. I can try here and there, scramble here and there to make both ends meet.*

As teachers look for additional income-generating activities to support themselves and their families, it inevitably affects their abilities to do their work as teachers. However, it is important to note that given our small sample size, more research is needed to confirm these preliminary results.

### **Project activities contributions to well-being and resilience**

Because our quantitative data are only from a single point in time<sup>21</sup> and without a comparison group we are unable to make causal claims. However, we are able to identify areas in which exposure to program implementation is correlated with higher levels of well-being and resilience among learners and teachers.

We therefore implemented an analysis of this contribution by measuring the program exposure variables for learners and teachers (see Table 6 below) and then determining their relationship with two measures of well-being and one measure of resilience for learners and teachers. Finally, we measure the relationship between these variables of program exposure and the three factors in our 3R Model developed based on the words and perspectives of learners and teachers (1R: relationships, 2R: roles, and 3R: resources), see Table 5 above.

21 We had hoped to collect data at two points in time to detect changes but this was not possible during COVID-19.

**Table 6: Variables of AE/TEPD exposure and satisfaction for learners and teachers**

Variable	Question Item	Answer Options (Quantification)
Exposure (Learners)	How many years have you been attending [AEP/ALP] at this school?	Less than 1 (1) 1 Year (2) 2 Years (3) 3 Years (4) 4 Years (5) More than 4 Years (6) Unsure (NA)
Satisfied (Learners)	In your opinion, how good has your experience of the AEP/ALP program been?	Very good (5) Good (4) Average (3) Bad (2) Very Bad (1) Unsure (NA)
Exposure (Teachers)	How many BRICE teacher trainings have you attended in the past 4 years in this program?	0 (0) 1 (1) 2 (2) 3 (3) 4 (4) More than 4 (5) Unknown (NA)
Satisfaction (Teachers)	Were you satisfied with the training and support that the BRICE program provided to you during the past 4 years?	Yes (2) Sometimes (1) No (0) Unsure (NA)

### Learners exposure and satisfaction as predictors of well-being and resilience

Combining data for learners in both countries we find no relationship between program exposure (i.e., their number of years in AE) or their satisfaction with the program and their well-being or resilience. There are no meaningful differences in these effects between countries. It is worth noting that it is difficult to detect the influence of satisfaction on other variables because of the lack of variation in the measure because most learners and teachers reported being satisfied with the AEP.

Being in a school and level where teachers conducted more frequent guidance and counseling visits is associated with increased learner well-being v1 ( $d = 0.25$ ; 95% CI [0.05,0.46]) and increased learner resilience ( $d = 0.24$ ; 95% CI [0.01,0.46]), using Model 1 without covariates. These effects are marginally

higher when controlling for covariates (well-being v1  $d = 0.28$ ; resilience  $d = 0.25$ ). However, effects differ slightly in the two countries. In Uganda, increased guidance and counseling visits are associated with increases in learner well-being v1 ( $d = 0.31$ ; 95% CI [0.07,0.52]), and in South Sudan, more frequent guidance and counseling visits are associated with increased learner resilience ( $d = 0.30$ ; 95% CI [0.04,0.57]).

There is little evidence of gendered differences in the results with the exception that increased years in AEP is associated with lower well-being v2 for female learners ( $d = -0.34$ ; 95% CI [-0.64,-0.05]). This worrying trend cannot be explained by either age or having a child. While this may not be easily explained through the quantitative data, the open-ended responses seem to allude to a lack of support or encouragement for female learners, and particularly older female learners, as they progress through AEP.

## Teachers' exposure and satisfaction as predictors of well-being and resilience

Combining data for teachers in both countries we find no relationship between program exposure (i.e., the number of trainings attended) or their satisfaction with the program and their well-being or resilience. This lack of correlation remains when controlling for gender, age, and conflict-based displacement.

Despite these quantitative findings, teachers did express their appreciation for program staff and the TEPD activities in the open-ended responses. In South Sudan, teachers shared that Oxfam made them feel good through the provision of learning materials, teaching supplies, compensation, and food. One teacher elaborates:

*The year past, what has made us feel very good is...Oxfam, because they give us the money on time and even all the scholastic materials for schooling. That makes us happy as a teacher, because we are given professional goods, we are given a pen, sometimes something good, like... food even.*

Neither teachers' well-being nor resilience are related to the frequency of guidance and counseling visits or the frequency of home learning visits undertaken by teachers. This was investigated because our qualitative analysis indicates teachers have an enhanced sense of vocation through providing guidance and counseling along with home-based learning visits; however at the same time this added role sometimes burdened teachers and amplified their stress.

## Teacher and learners well-being interactions

### Influence of teachers on learners

Learners' well-being v1 is increased when they have teachers who themselves have higher levels of well-being v1 ( $d = 0.23$ ; 95% CI [0.02,0.45]). However, this association disappears in the covariate adjusted model (Model 2) and there are no associations between teachers' well-being or resilience and the other measure of learner well-being (Cantril's ladder). In addition, learners' resilience is enhanced when their teachers had higher levels of resilience ( $d = 0.29$ ; 95% CI [0.08,0.50]). This association between the resilience of learners and teachers remains in all models. These effects were larger in Uganda than in South Sudan, this larger effect in Uganda could be due to teachers and learners living under similar conditions in the settlement for at least two of the three schools.

### Influence of learners on teachers

For teachers a similar pattern emerged; however, our sample size limited the ability to detect statistically significant effects with the exception of the relationship between learner resilience and teacher resilience. Teachers' resilience appears to be enhanced when their learners have higher well-being v1 ( $d = 0.28$ ; 90% CI [0.01,0.55]) and resilience ( $d = 0.34$ ; 95% CI [0.02,0.65]). However, there are no other associations, and even these associations with resilience are not robust to the inclusion of covariates (gender, age, and conflict displacement).

# Study Implications

The study's findings have implications for educational programs, policies, and research, each of which will be discussed below.

## Programmatic Implications

- **Ensure teachers and learners are able to meet their and their families' basic needs.**

AE learners and teachers struggled to meet their and their families' basic needs (including housing, food, and water), representing a significant barrier to physical and emotional well-being as well as teaching and learning. Ensure adequate teacher salaries and provide learners with food, soap, school uniforms, and sanitary materials at school. Providing feeding programs at school also ensures that learners and teachers have access to food while in school, which increases learner attendance and supports the teaching and learning process.

- **Support teachers in their roles as educators, caretakers/counselors and nation-builders in ways that enhance their well-being.**

For example, by supporting learner academic achievement, promoting recognition and appreciation from current and former learners, and supporting teachers in their role as providers of guidance and counseling to their learners. Such support should include the provision of additional staff, such as social workers, to assist teachers in fulfilling these important roles.

- **Support teachers in a way that sensitizes them to their own biases and/or misperceptions of their learners.**

Teachers and school leaders need to support female learners (regardless of their age) as they progress through AE, encouraging them to persevere and complete their studies. Teachers need to support male learners equally, particularly those individuals who are displaced and may be experiencing undue scrutiny or trepidation among host community teachers about their intentions and future plans.

- **Support teachers facing contextual challenges in fulfilling roles as educators, caretakers/counselors and nation-builders.**

Understand that teachers' role fulfillment is threatened by the contextual realities of working in settings affected by conflict and displacement. Support teachers experiences of frustration, stress, and sadness as they try to overcome barriers, for example, in confronting barriers to learner learning (e.g., learner stress, misbehavior, language barriers, food insecurity, or illness) or learners facing large/overwhelming challenges (e.g., food insecurity, child headed households, early pregnancy).

- **Support teacher-learner relationships in ways that encourage positive effects on learners' well-being. Teacher-learner relationships play a central role in affecting learners' well-being.**

Positive relationships can be fostered by supporting teacher role-fulfillment (the degree to which the teacher is fulfilling their instructional responsibilities), care (the degree of kindness the teachers exhibits towards learners), respect (the degree to which learners receive and reciprocate "respect") and help-seeking (the facility with which learners approach teachers for scholastic and non-scholastic support).

## Policy Implications

- **Keep teachers and their well-being at the center of education policy.** Teachers play an unparalleled role in the lives of their learners and when teachers are not 'well', there are significant implications at the individual, school, and system level. Recognize teacher well-being as a core component of building resilient education systems that provide equitable education opportunities for all children and youth, and that ultimately contribute to quality education and stronger learning outcomes.

- **Address contextual realities, both inside and outside of the classroom and school, when designing educational policies concerning teachers and their well-being.** Well-being cannot be separated from its involvement in context, institutions, and relationships. In designing education approaches, consider the roles (i.e. professional and personal identities teachers and learners take on), relationships (i.e. individual and group networks, interactions, and bonds teachers and learners form), and resources (i.e. physical and financial capital that teachers and learners have access to) that intersect to influence teacher and learner well-being. Such approaches require inter-sectoral collaboration and thinking.
- **Examine teacher and learner relationships in context in order to identify best practices and models to improve learner learning and wellbeing.** Teacher-learner relationships emerge as salient factors affecting learners' well-being in the context of displacement and conflict in both positive and negative ways. Positive relationships can be fostered by policies that support teacher role-fulfillment (the degree to which the teacher is fulfilling their instructional responsibilities), care (the degree of kindness the teachers exhibits towards learners), respect (the degree to which learners receive and reciprocate "respect") and help-seeking (the facility with which learners approach teachers for scholastic and non-scholastic support).
- Include teachers as key stakeholders in the research design and implementation process. Incorporating teachers' knowledge and perspectives enables the contextual understanding of the challenges learners, teachers, and their communities face and facilitates relevant data collection that can improve teachers' self efficacy and wellbeing.
- Address contextual realities, both inside and outside of the classroom and school, when designing educational research concerning teachers and their well-being. Consider the ways in which teacher well-being is connected to surrounding institutions, relationships, and the three components of the proposed 3R Ecological Model (relationships, roles, and resources) across learners' and teachers' homes, schools, and communities.

## Conclusion

The findings of this research have expanded our understanding of the ways that AE and TEPD interventions impact refugees and internally displaced persons in Uganda and South Sudan, respectively. Through an examination of the ways in which learners and teachers contribute to one another's well-being, this study has provided the evidence for a conceptual framework, the *3R Ecological Model*, that illuminates the ways that their well-being interacts with, and is influenced by, the broader community and the realities of ongoing crises. By closely examining the well-being of learners and their teachers, the study's findings offer insights about opportunities and challenges to consider when implementing similar education programs in ways that contribute to individual and systemic resilience and how those implications differ through cross-border comparisons of findings.

## Research Implications

- Take caution transferring models (and related research instruments) of teacher-learner relationships to crisis- and/or conflict-affected settings. The context and nature of teacher-learner relationships affect learner well-being. It is important to examine the nature and dynamics of these relationships carefully and to make necessary adaptations to the research methodology.

# Outputs of the BRiCE Project

## Presentations

- Comparative and International Education Society (CIES) annual conference (2021)
- UKFIET annual conference (2021)
- World Education Research Association (WERA) annual conference (2021)
- Joint webinar with EU-BRiCE Research & Programs Teams

## Practice-oriented Publications & Reports

- Fieldwork Partner Feedback Reports (SSD x2, UGA x2)
- INEE TiCC Case Study on Teacher Well-being
- Methodological Reflections Brief
- COVID-19 Learnings Report
- Comparative Country Final Report

## Scholarly Publications

Two comparative and international education journal articles on learner and teacher well-being under review

- COMPARE: “My teachers make me feel alive”: The contribution of teacher-learner relationships to learner well-being in South Sudan and Uganda’
- International Journal of Educational Development: “I always take their problem as mine”: Understanding the relationship between teacher-student relationships and teacher well-being in crisis contexts”)

Book Project with EU-BRiCE Research Teams in development with Bristol University Press

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# Appendices <sup>22</sup>

## 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?

22 Translated versions of the instruments in Acholi and Juba Arabic can be shared upon request.

## 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?

#### 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?
  - 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?
4. What do you enjoy doing here at <<School\_Name>>?
  - a. Option for rephrasing: what is your favorite thing about school (or that you do in school)?
5. What do you dislike doing (or not like) at <<School\_Name>>?
  - a. Option for rephrasing: what is your least favorite thing about school (or that you do in school)?

**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?
- 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?
- 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?
- In what ways do you interact with the parents or families of your learners? Probe for positive and negative interactions.
  - 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.

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

- If you need help outside of school, who do you go to for help?
  - Can you share an example?
- When you are feeling bad, what helps you to feel better?
  - Can you share an example?
- What are the main challenges you face in Palabek/Juba? Can you describe a specific example of a challenge you faced?
- 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**

- If you think about the past month, how do you normally feel?
  - What makes you feel that way? Can you give me an example?
- What makes you feel proud?
  - For example, is there something you did in the past month that you feel really good about?

9. 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)

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?
2. Which of these [activities/responsibilities] would you like to see continue?
3. How has the pandemic changed your relationships/interactions with your learners?
  - 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?
- Yes, I am the head of my household.
  - No, I am not the head of my household.
    - 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.)
- Acholi
  - Arabic
  - English
  - Dinka
  - Nuer
  - Other:
    - If other, what other language are you most comfortable speaking:  
\_\_\_\_\_

How do you spell that?
- 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 ...
- What kinds of things do you do?
  - What makes it easier for you to complete these tasks/activities?
  - What makes it harder for you to complete these tasks/activities?
4. Think about the things you do in your home and/or community...
- What kinds of things do you do ?
  - What makes it easier for you to complete these tasks/activities?
  - What makes it harder for you to complete these tasks/activities?
5. Think about the last year/last 12 months...
- Have you been able to meet your basic needs? Why/why not?
  - Did you have the things you needed in school?
  - If yes, where did you get these things?
  - If not, what things (or what else) would have helped you in school?

## 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.

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

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.				
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. 5 to 7 days
  - b. 3 to 4 day
  - c. Less than 3 days
  - d. Unsure
3. During the past year, how many days did you usually spend studying your lessons each week at home or at school?
  - a. Level 1
  - b. Level 2
  - c. Level 3 (South Sudan only)
  - d. Level 4
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?

Now we will read you a series of statements about how you feel. 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.

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.				

## VI. Resilience

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?

*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
<b>Relationships</b>				
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.				
<b>Roles</b>				
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.				
<b>Resources</b>				
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
  - d. 3
  - e. 4
  - f. More than 4
  - g. Unsure
2. How many BRICE teacher trainings have you attended in the past 4 years in this program?
  - a. 0
  - b. 1
  - c. 2
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.

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

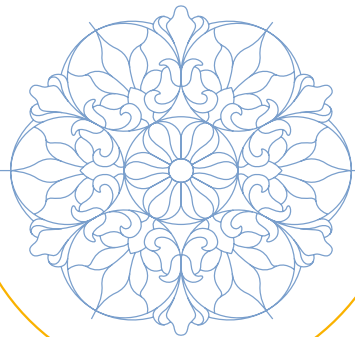


- a. On which step of the ladder would you say that you personally feel you stand at this time?
- b. On which step do you think you will stand about five years from now?

**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/>.





525 W 120th St, New York, NY 10027

+1 (212) 678 3184

Email: [iceinfo@tc.columbia.edu](mailto:iceinfo@tc.columbia.edu)

Website: <https://www.tc.columbia.edu/iced>