**Grant ES/M004732/1 Geocode Codebook**

This codebook describes the dataset provided to the UK Data Service containing data collected under ESRC/DfID grant ES/M004732/1. This grant primarily funded secondary data analysis of data from a large-scale, cluster-randomized, school-based intervention program (hereinafter referred to as “Healing Classrooms”) undertaken in the Democratic Republic of the Congo (DRC) between 2011 and 2014.[[1]](#footnote-1) Specifically, The Healing Classrooms initiative is an integrated teacher training/curricular intervention that targeted 353 primary schools and approximately 480,000 children in three eastern provinces of the DRC (Katanga, South Kivu, North Kivu) in order to improve children’s academic and social-emotional outcomes. Though the data collection for the impact evaluation finished in 2013, the ESRC/DfID funding provided an opportunity to collect a small amount of additional data – geographic (GIS) coordinates of schools in the South Kivu province – that would allow for consideration of how community spatial and conflict variables moderate the treatment impact on children’s learning and well-being outcomes. This is the data we provide here.

**Data Collection Procedure**

In order to collect the GPS data, we trained 10 enumerators in Bukavu, South Kivu to collect geospatial data using the Garmin 72H Hi Sensitivity receiver. Enumerators then visited 39 schools in South Kivu and recorded the coordinates in degree, minutes, and seconds format using the WGS 84 map datum. Data were downloaded from the devices and shared with NYU via secure transfer, at which point the data were converted into decimal format.

Because this data could potentially allow for direct identification of schools in our sample – a violation of our Internal Review Board (IRB) agreement as well as a potential safety risk – we have limited the precision of the latitude and longitude coordinates we provide to the provincial level. We have also redacted any information about the subdivision level that could allow for triangulation of school location. Should parties be interested in the sensitive data, we ask that they contact Shirley Archer-Fields at [saf8@nyu.edu](mailto:saf8@nyu.edu).

**Variables in Dataset**

|  |  |  |
| --- | --- | --- |
| Variable Name | Label | Value/Notes |
| Cod\_ecol | School ID | Unique school ID, the first three digits of which are comprised of the cluster ID |
| Cluster\_ID | Cluster ID | These digits should match the  first three of the school ID. The intervention was implemented in geographically proximal clusters containing 2-6 schools; the evaluation sampled either 1 or 2 schools from each cluster. |
| Subdivision | Subdivision ID | All schools are in subdivision 9, the name of which has been redacted. |
| Cluster | No. of schools in cluster | 0 = 1 school  1 = 2 schools |
| Cohort | Allocation to cohort based on timing of roll-out, geographic location, and program offered | 0 = Cohort 1  1 = Cohort 2 |
| Latitude | Latitude of school in decimal degrees |  |
| Longitude | Longitude of school in decimal degrees |  |

For additional information on this study, please see:

Aber, J. L., Torrente, C., Starkey, L., Johnston, B., Seidman, E., Halpin, P., . . . Wolf, S. (2016, 09). Impacts after one year of “Healing Classroom” on children's reading and math skills in DRC: Results from a cluster randomized trial. *Journal of Research on Educational Effectiveness,* 1-23. doi:10.1080/19345747.2016.1236160

Aber, J. L., Tubbs, C., Torrente, C., Halpin, P. F., Johnston, B., Starkey, L., . . . Wolf, S. (2016, 11). Promoting children's learning and development in conflict-affected countries: Testing change process in the Democratic Republic of the Congo. *Development and Psychopathology,* *29*(01), 53-67. doi:10.1017/s0954579416001139

Global TIES for Children & International Rescue Committee. (2016). *Improving Children’s Learning and Development in the Democratic Republic of the Congo.* Retrieved from http://steinhardt.nyu.edu/scmsAdmin/media/users/eez206/OPEQPolicyBrief\_FINAL-1\_050216.pdf

Torrente, C., Johnston, B., Starkey, L., Seidman, E., Shivshanker, A., Weisenhorn, N., ... & Aber, J. L. (2015). Improving the quality of school interactions and student well-being: impacts on one year of a school-based program in the Democratic Republic of Congo. *Journal of Education in Emergencies*, *1*(1), 48-91.

1. The program was implemented by the International Rescue Committee, in partnership with Research Triangle Institute (RTI), the Flemish Association for Development Cooperation and Technical Assistance (WOB) and the Institute of Human Development and Social Change (IHDSC) at New York University (NYU), and data collection funded by USAID under an initiative entitled *Opportunities for Equitable Access to Quality Basic Education* (OPEQ). [↑](#footnote-ref-1)