



TUKOMYE OKUTUNTUZA SBCC TOOL KIT

*Elimination of Corporal Punishment in Primary Schools Campaign Toolkit
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Acronyms:

BTL—Below-the-line communication

IPC – Interpersonal communication

MoES – Ministry of Education and Sports

SBCC – Social and behavior change communication

SRGBV - School related gender-based violence

TV—Television

USAID – United States Agency for International Development

Introduction:

The USAID|Uganda Literacy Achievement and Retention Activity was a five-year project funded by the United States Agency for International Development (USAID). The project was implemented by RTI International in partnership with the Government of Uganda, Ministry of Education and Sports (MoES) and focused on two overarching objectives or expected results. These were: Result 1, improved institutional capacity to deliver early grade reading; and, Result 2, improved pupil retention in primary school.

To achieve these objectives, RTI International in partnership with the Government of Uganda, MoES, carried out two social and behavior change communication (SBCC) activities.

One was a pilot SBCC campaign, encouraging parents of children in early grades (primary 1 to 4) to read with their children at home to improve early grade reading. Similar campaigns were tested in Malawi and Senegal by RTI International, and they proved successful.

The second SBCC activity was a proof of concept campaign. It focused on school-related gender-based violence (SRGBV) as a key barrier to keeping learners in school. It singled out one aspect of SRGBV—corporal punishment of learners by teachers and headteachers. This proof of concept/pilot campaign set out to verify whether the attitudes, social norms, beliefs, self-efficacy issues, myths and misconceptions that influence teachers and headteachers to use corporal punishment can change once they are exposed to an SBCC campaign. It aimed at testing whether an SBCC intervention can change teachers' and headteachers' behavior to stop using corporal punishment.

To avoid contamination of the campaign results, a treatment zone and control zone were determined. The treatment zone was Kiyumba Coordinating Center in Masaka district. This center covers 20 primary schools in the following parishes: Buyaga, Kasaka, Ssunga, Mazinga, Kalagala, Katwadde, Makonzi, Kamwozi, Buwunga, Kanywa, Bulayi, and Bukibonga. These parishes are found in Bukoto East and Central counties, Masaka district.

The treatment zone was selected from Masaka district because its population is representative of the larger Ugandan population.

The campaign control zone was Ssekanyonyi Coordinating Center, found in Mityana district. This district is far away from Masaka district. Therefore, there was no contamination. The districts have a similar population composition.

This pilot campaign was implemented from June to July, 2018.

This tool kit is about the second SBCC activity.

Why Tukomye Okutuntuza! Tekugunjula?

Tukomye Okutuntuza! Tekugunjula. Or **“Let’s End Corporal Punishment! It Doesn’t Discipline”** is a slogan that MoES adopted during the pilot.

People, especially adults, do not want to be preached to, commanded and told what to do. They believe that they are intelligent enough and know what is right and wrong. They have the “I know. I know” mindset. Therefore, a conversation-driven, two-way, interactive approach had to be utilized in order to have an impact on teachers and head teachers. That’s how this campaign slogan came about.

“Tukomye Okutuntuza! Tekugunjula.” is not commanding. It is suggestive. It is inclusive and calls for a collective effort to eliminate corporal punishment.

It engages teachers and headteachers in a conversational approach about their barriers to change, de-normalizes corporal punishment and suggests the alternative action.

The MoES is to scale up the minimum package from the pilot across the country.

The campaign target audience

Although teachers’ behavior is the focus of this intervention, corporal punishment of school going children also occurs in the community and at home. In the community and at home, corporal punishment is commonly practiced and accepted, even though many adults recognize its physical, social and emotional harms. Therefore, the primary target audience for this campaign is teachers of primary school. The second target audience includes: parents/caretakers of primary-school age children, school officials, local leaders (political, cultural, religious and other community influencers) and primary school children.

However, for the campaign to have a substantial impact at the pilot stage, it had to focus on only teachers and head teachers of primary schools.

Below is a detailed description of the target audience (teachers/head teachers):

Brief Description

- **Age:** 30 years old
- **Sex:** Male
- **Education level:** Certificate in Education from a Teachers' Training College
- **Lives in:** Masaka
- **Occupation:** Primary School Teacher
- **Additional source of income:**
 - SACCO (savings and credit co-operative) group
 - Salary loan
 - Sells seasonal produce
- Marital Status: Co-habiting
- Children: 4

Key Influencers

- Fellow teachers (peers)
- Head teacher
- Successful individuals in his village, parish and sub-county
- Religious leaders
- Political leaders
- Spouse

Norms

- It's normal to punish children/learners.
- I was punished as a child and learner. I also have to punish my learners.
- I became a responsible and disciplined person because I was punished.
- Corporal punishment is the only effective way to discipline learners.
- The cane is the only language children/learners understand.
- The ears of an African child are on the buttocks.
- Even the bible says "drop the cane, spoil the child".

Attitudes

- If I don't punish learners, they will stop fearing me and start disrespecting me.
- If I stop punishing learners, I will lose authority in the classroom.
- Positive discipline will spoil learners, make them wild and unruly.
- The government's enforcement of child rights will turn learners into "untouchables".
- Using positive discipline to discipline learners takes a lot of time.
- Corporal punishment is simple and fast.
- Corporal punishment gives quick results.
- Positive discipline is a longer route to mold the learners' behavior.
- I have been using corporal punishment for years. My fellow teachers have been using it for decades. It is tested and proven.
- Positive discipline will not work. It is not effective.

Current Behaviour

- Canes learners who misbehave.
- Slap, poke, shake and pinch learners who misbehave and pull their ears.
- Makes learners who misbehave do heavy work, like digging, slashing, fetching water, splitting firewood, sweeping, uprooting tree stumps, etc.
- Makes learners who misbehave kneel down, carry bricks, put up hands while facing the wall, stand in front of the classroom, lie on ground face-down, etc.
- Ignores learners who misbehave and teaches those who are interested in learning.
- Brings a stick to the classroom to scare learners.
- Sends those who misbehave out of the classroom, especially grown up learners.
- Sends learners who misbehave to the headteacher (expel them).
- Makes male learners who misbehave to remove their shirts.
- Makes learners who misbehave stay at school for some time when the rest leave.

Barriers

- He lacks a thorough understanding of positive discipline.
- He doesn't know how to use positive discipline.
- He lacks self-efficacy and confidence to use positive discipline.
- Normality of corporal punishment.

- Heavy workload.
- Huge numbers of learners in each classroom.
- Absence of cooperation between teachers and parents/guardians.
- He doesn't know that the development and age of learners heavily influences their behavior.
- His misconceptions and myths about positive discipline.

Key actions for the target audience (desired behavior)

- Appreciate the horrible effects of corporal punishment on children.
- Use positive discipline to discipline learners despite his heavy workload and huge numbers of learners in the classroom.
- Believe that he can discipline learners without using corporal punishment.
- Understand his learners.
- Listen to his learners, bring them closer and understand their problems.
- Develop a classroom code of conduct with his learners.
- Befriend his learners—always smile and use a friendly voice when interacting with his learners.
- Always call his learners by their names.
- Ask his learners about their lives. Listen to them when they have problems and help them to get solutions.
- Believe that positive discipline is effective.

- Start practicing positive discipline.
- Cooperate with parents to discipline learners using positive discipline.
- Where possible, visit homes of his learners.
- Set a good example. Be consistent.

Purpose of the SBCC Tool Kit

The purpose of this tool kit is to introduce the Elimination of corporal punishment Campaign, **TUKOMYE OKUTUNTUZA! TEKUGUNJULA**, to education stakeholders and partners. It gives details of the various interventions in the campaign and how partners can be involved in rolling out the campaign in their areas of operation.

The Tool Kit includes:

1. What is the content of the Elimination of corporal punishment Campaign (goal, objectives, thematic areas and key messages)?
2. What activities are happening under the campaign?
3. What is the role of MoES and how can partners get involved in the campaign?
4. Why do all materials/messages need the same branding?
5. What materials or tools are available for partners to use and how do they work?
6. What are the cost projections for scaling up the campaign minimum package by partners in their areas of operation?
7. Who can partners contact for more information and inquiries?
8. An appendix with samples of campaign materials, tools, and other resources.

The campaign objectives

- Make primary school teachers and head teachers question their entrenched norms, beliefs and attitudes towards corporal punishment.
- Encourage primary school teachers and head teachers to stop using corporal punishment.
- Help primary school teachers and head teachers learn how to use positive discipline.
- Make primary school teachers and head teachers believe that positive discipline works and encourage them to start using it.

The campaign thematic areas

The three major barriers for teachers and headteachers to stop using corporal punishment and embrace positive discipline became the thematic areas for the campaign:

1. Skepticism towards positive discipline
2. Acceptance of corporal punishment
3. Teacher-Parent Relationship

All campaign materials were designed to address each of the three thematic areas above.

The campaign look and feel

Three key concepts guided the development of all the communication materials. These are: **Concern, Empathy and Empower.**

- All communication materials and messages were developed in a way that gets teachers and headteachers concerned about the horrible effects of corporal punishment on learners (**Concern**).
- The campaign tone and feel were designed in a way that touches the emotions of teachers and headteachers, gives them the desire to understand children, makes them compassionate towards learners, and moves them to care for learners, love them and guide them to behave instead of hurting them (**Empathy**).
- The campaign messages and communication materials were packaged to **empower** a teacher or headteacher who is biased towards positive discipline and feels that he/she cannot use it to discipline learners (**Self-Efficacy**). The campaign will build mainly teachers' skills and equip them with knowledge about positive discipline through "How-To" activities and materials.

Campaign key messages

- Understand your learners.
- Listen to your learners, bring them closer, know them and understand their problems.
- Develop a classroom code of conduct with your learners.
- Smile and use a friendly voice when interacting with learners.

- Call learners by their names.
- Guide your learners to behave better.
- Talk to each learner and show an interest in them.
- Ask your learners about their lives.
- Tell learners the exact behavior you expect from them and the behavior that is not permitted.
- Always make lessons interesting.
- Always keep the learners occupied in the classroom.
- Set a good example.
- Be consistent. Apply the same rules every day and to everyone.
- Involve the parents of your learners.
- Make learners think about their bad behavior.
- Help learners to understand the consequences of their bad behavior.

Activities that happened under the pilot campaign

Radio

- A campaign theme song/jingle, radio adverts and radio programs, that address the three (3) thematic areas of the campaign, were produced. All the audio and video communication materials had elements of this theme song in them. This was meant to achieve synergy and high recall of the messages.
- Two (2) radio stations (Buddu FM and CBS FM) that cover Masaka district were engaged during the pilot.

- The campaign theme song was played 5 times a day.
- Each of the 3 radio adverts was played 5 times a day.
- The 2 radio programs were played twice a month.
- The radio programs were played during weekends.
- Each radio program was followed by a “Call-In” talk show that engaged the listeners in a conversation about the elimination of corporal punishment and use of positive discipline.

Orientation of Interpersonal Communication (IPC) Team Members

- Two (2) retired teachers—a man and a woman—were recruited, oriented about the campaign and trained for a week to conduct IPC engagements with teachers and headteachers.
- Retired teachers were used because they have experience and command respect from other teachers and headteachers.

Rehearsals by the Drama Group

- A drama group of 8 members was trained for 2 weeks to perform drama skits for teachers and headteachers during Forum Theatre performances.

Forum Theatre

- Two types of drama skits were performed before audiences of teachers and head teachers at schools. Those that triggered a discussion, and those that modeled the desired behavior.
- These drama skits were followed by discussions that were facilitated by retired teachers/IPC facilitators.
- Teachers and head teachers shared their personal experiences about corporal punishment.

Mobile Cinema

- A 3-minute video portraying the impact of both corporal punishment and positive discipline on learners was screened on an LCD screen before audiences of teachers and head teachers at schools.
- This video was followed by discussions that were facilitated by retired teachers/IPC facilitators.

IPC

- The facilitators engaged teachers and head teachers on the following: effects of corporal punishment on learners, why they should stop using it, why they should use positive discipline, how to use positive discipline, etc.
- The teachers and head teachers were also given a platform to share their personal stories about corporal punishment.
- Teachers and head teachers also discussed how they can end corporal punishment and start using positive discipline

Print

- Three poster artworks were produced: Two (2) addressing the “Skepticism towards positive discipline” and “Acceptance of corporal punishment” thematic areas; and one (1) addressing the “Teacher-Parent Relationship” thematic area.
- Pocket booklets, containing techniques of positive discipline, were produced for teachers.
- Wall charts, illustrating to teachers how to use positive discipline, were also produced.

- The posters, wall charts and pocket booklets were given to teachers and headteachers.
- The posters and wall charts were pinned in classrooms, staff rooms and headteachers' offices.

Pilot Campaign Monitoring

- The monitoring activities for the pilot campaign were guided by a monitoring tool developed prior to the campaign launch.
- The airing of the campaign jingle, radio adverts and radio programs was monitored through station logs. These logs were shared monthly with the MoES CIM Division and USAID Uganda Literacy Achievement and Retention Activity.
- Other campaign activities were monitored routinely by officials from RTI International, USAID and MoES.
- In addition, Collaborative Learning and Adaptation (CLA) reports were shared with the USAID/Uganda Literacy Achievement and Retention Activity.

What is the role of MoES and how can partners get involved in the Elimination of Corporal Punishment campaign?

Throughout the process of implementing the Elimination of corporal punishment campaign, MoES CIM Division will provide on-going technical assistance to partners in the following ways:

- Coordinate media engagement activities.
- Orient partners, districts and champions on the use of the campaign communication materials and tools developed.
- Provide seed copies and samples of standardized materials and tools to partners and districts.
- Document and share lessons learnt in designing, implementing, monitoring and evaluating such communication interventions.
- Provide guidelines and standards to support education communication interventions.
- Trouble shoot emerging issues in planning, implementing, monitoring, documenting and evaluating the Elimination of corporal punishment campaign.

The **“Tukomye Okutuntuza! Tekugunjula.”** campaign communication materials were designed specifically to ease translation into different languages. The strategies and interventions were designed in a way that they should be easily implemented in any society across Uganda.

The table below shows how partners can use different channels, tools and strategies to scale up the campaign in their respective areas of operation:

CHANNEL & TOOLS	MINIMUM PACKAGE (REACH & INTENSITY)	WHAT PARTNERS CAN DO	RATIONALE	UNIT COST
Radio:	At least 2 radio stations per district (e.g. Ntungamo).	<p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> • Secure the 2 most listened to radio stations in your region. • The radio adverts, jingle and programs are already produced in Luganda, Runyankore-Rukiga and Runyoro-Rutooro. • Engage IPSOS (Synnovate, to monitor radio station broadcasts in your area. • Share the pre-recorded, approved radio adverts and jingle from MoES CIM Division with the radio stations. 	<ul style="list-style-type: none"> • Radio adverts create high recall of the messages among the target audience. • The jingle appeals to the target audience emotionally and induces them to adopt the desired behavior. • Radio has a high reach, coverage and frequency. • Radio has 93% usage across the country compared to other mediums. 	UGX100,000 per exposure (average)

Radio adverts	At least 4 exposures per ad every day for 9 weeks.			
Radio jingle	At least 4 exposures every day.			
Radio program	One program, (exposure per week).	Share the pre-recorded, approved programs from MoES CIM division with the radio.	<p>These equip teachers and headteachers with skills about using positive discipline.</p> <p>They give teachers and headteachers alternatives to corporal punishment.</p> <p>They portray vividly the horrors of corporal punishment on learners.</p>	UGX1,500,000 per exposure (average).
Posters	At least 6 posters per school.	<p>Pin up the posters in the headteacher's office and staffroom.</p> <p>[These are A2, self-adhesive posters. Paper type-190gsm].</p>	They promote the benefits of using positive discipline and portray the negative effects of corporal punishment.	UGX1,830 per poster.

Wall Charts	At least 10 wall charts per school.	<p>Work with teachers and headteachers at each school to decide where to pin up these wall charts. They should be pinned up in classrooms and staffroom. Help the teachers and headteachers to pin them up.</p> <p>[These are A2 wall charts. Paper type-300gsm Artmatt.]</p>	<p>These equip teachers and headteachers with techniques of using positive discipline.</p> <p>They give teachers and headteachers alternatives to corporal punishment.</p>	UGX1,560 per wall chart.
Pocket Booklets	One pocket booklet per teacher and headteacher at each school.	<p>Give one pocket booklet to each teacher and headteacher at each school.</p> <p>[These are A7 booklets with 28 pages-including the cover. Type of binding-saddle stitch. Paper type-200gsm Artmatt.]</p>	<p>These equip teachers and headteachers with techniques of using positive discipline.</p> <p>They give teachers and headteachers detailed alternatives to corporal punishment.</p>	UGX1,830 per pocket booklet.

Talking Points Booklets	One talking points booklet per IPC facilitator.	<p>Recruit and orient at least 2 retired teachers (female and male teachers) IPC facilitators to conduct IPC engagements at schools.</p> <p>Give each one of them one talking points booklet to use while conducting IPC engagements at schools.</p>	<p>These booklets contain all the facts about the campaign.</p> <p>They have all the techniques of using positive discipline and effects of corporal punishment.</p> <p>They are guiding tools for IPC facilitators during IPC engagements.</p> <p>[These are A5. Paper type-250gsm. Each has 20 pages- including the cover.]</p>	UGX12,033 per talking points booklet.
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TV Drama Skit	Play this drama skit for teachers and headteachers at each school at least 2 times.	<p>You can group teachers in smaller groups and play the drama skit for each group on a laptop. You need at least 2 laptops. If you have a projector, you can use it instead.</p> <p>(There are two copies of the TV drama skit. The 1-minute version for airing on TV and the 3-minute for playing during school-based engagements).</p>	It contains messages that encourage teachers and headteachers to stop using corporal punishment and embrace positive discipline.	Costs not applicable. Project laptops can be used.
Forum Theater Drama Skits/ Performances	Perform 3 drama skits at each school.	<p>Recruit, contract and train a local drama group.</p> <p>The drama group should rehearse for at least 3 weeks.</p> <p>There are 3 drama skit scripts in English. The drama group should use them to rehearse.</p> <p>The drama group should perform all the 3 drama skits before a live audience of teachers and the headteacher at each school.</p>	Each drama skit, first portrays the headteachers and teachers' current behavior (using corporal punishment). This is meant to make the teachers question their current norms, beliefs and attitudes about using corporal punishment. Then, it models the ideal behavior (shows teachers using positive discipline), provides alternatives to corporal punishment and a counterargument to corporal punishment.	<p>UGX5,546,000 cost for fully training a drama group of 6 performers and 2 IPC facilitators.</p> <p>UGX625,400 cost for a full performance of all the 3 drama skits and an IPC engagement by 2 IPC facilitators at each school.</p>

Why do all materials need the same branding?

In order to be consistent in our communication and avoid confusing audiences with different and competing messages, partners must ensure that re-prints, adaptations, translations and use of the attached materials follows the same branding, audio sign outs, color and appearance to make all materials look and sound the same to the target audiences. This should be done through:

- Using the attached ***“Tukomye Okutuntuza! Tekugunjula.”*** standardized materials that are well-branded and have the same ‘look and feel’.
- Re-printing additional copies of the attached materials and tools for use in partner areas and activities.
- Partners are free to add their organization logo but must follow the following guidelines:
 - > Where a partner’s logo is added, it must not replace any of the existing logos on the materials both in appearance and order. Instead, it should appear right before the RTI International logo, after the MoES logo. It should be smaller in prominence relative to the other logos.
 - > For any changes in the campaign materials, partners implementing USAID-funded projects must seek prior approval from the USAID DOC team before materials reproduction.
 - > The ***“Tukomye Okutuntuza! Tekugunjula.”*** icon should always appear on top of the material.

- The order of the USAID, Ministry of Education and Sports, and RTI International should never be changed.
- All relevant print-ready logos can be obtained from MoES Communications and Information Management Division.

For more information on branding and other inquiries, please, contact: Mr. Patrick Muinda, Assistant Commissioner, MoES CIM Division, Email: muinda@education.go.ug, Telephone: +256 772 423377.

What materials or tools are available to partners and how do they work?

These include:

1. Radio adverts
2. Radio jingle
3. Radio programs
4. Posters
5. TV drama skit
6. Talking points booklets
7. Wall charts
8. Pocket booklets
9. Forum theater drama skits scripts
10. Campaign monitoring report

RADIO ADVERTS

- These are 45-second audio skits. There are 3 radio adverts, each for a given thematic area.
- They contain messages that encourage teachers and headteachers to stop using corporal punishment and embrace positive discipline.
- These should be aired on radio stations and played during activities at schools, like IPC engagements and forum theatre performances. (See copies on the attached DVDs.)

RADIO JINGLE

- This is a 45-second song. It is the theme song for the campaign.
- It should be the music bed for the radio adverts, radio programs and TV drama skit.
- It contains messages that encourage teachers and headteachers to stop using corporal punishment and embrace positive discipline.
- It should be aired on radio stations and played during activities at schools, like IPC engagements and forum theatre performances. (See copies on the attached DVDs.)

RADIO PROGRAMS

- These are 30-minute host-driven, audio programs. There are 2 radio programs: One addressing the skepticism towards positive discipline and acceptance of corporal punishment thematic areas; one addressing the teacher-parent relationship thematic area.

- They contain messages that encourage teachers and headteachers to stop using corporal punishment and embrace positive discipline.
- These should be aired on radio stations and played during activities at schools, like IPC engagements and forum theatre performances. (See copies on the attached DVDs.)

TV DRAMA SKIT

- There are two copies of the TV drama skit. The 1-minute version for airing on TV and the 3-minute for playing during school-based engagements.
- It contains messages that encourage teachers and headteachers to stop using corporal punishment and embrace positive discipline.
- The 3-minute version should be played during activities at schools, like IPC engagements and forum theatre performances. (See copies on the attached DVDs.)

POSTERS

- These are full color, self-adhesive, A2 posters.
- There are 3 posters (2 addressing the skepticism towards positive discipline and acceptance of corporal punishment thematic areas; and one addressing the teacher-parent relationship thematic area).
- They contain messages that encourage teachers and headteachers to stop using corporal punishment and embrace positive discipline.
- They should be given to teachers and headteachers to pin in classrooms, staff rooms and headteachers' offices. (See copies on the attached DVDs.)

TALKING POINTS BOOKLETS:

- These are A5, portrait, 18-page booklets.
- These booklets contain all the facts about the campaign.
- They should be used by IPC team members as guiding tools during their engagements with teachers and headteachers. (See copies on the attached DVDs.)

WALL CHARTS

- These are colored, A-2 charts.
- They contain tips on using positive discipline.
- There are 5 artworks. Each containing a given set of tips.
- They should be given to teachers to pin them up in their classrooms. See copies on the attached DVDs.

POCKET BOOKLETS

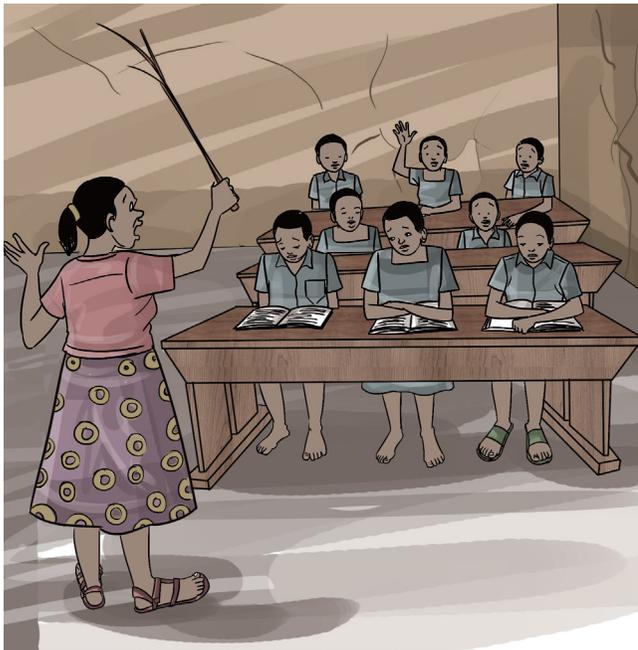
- These are A7, 20-page, colored booklets.
- They contain tips on using positive discipline.
- They should be given to teachers and headteachers. (See copies on the attached DVDs.)

FORUM THEATER DRAMA SKITS SCRIPTS

- There are 3 drama skit scripts, each for one of the three thematic areas.
- They contain messages that encourage teachers and headteachers to stop using corporal punishment and embrace positive discipline.
- They should be used by the drama group to rehearse and train for the forum theatre performances at schools. (See copies on the attached DVDs.)

ATTACHMENTS (DVDs)

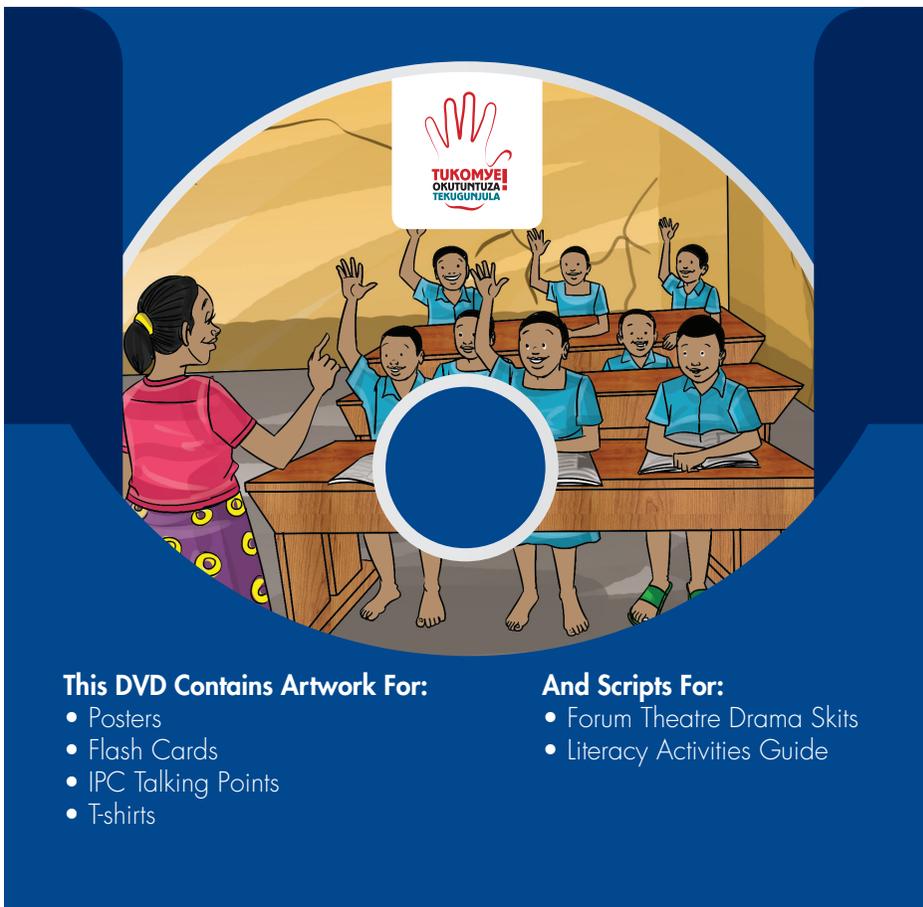
Please, see attachments for each of the above materials and tools.





This DVD Contains:

- Radio Jingle
- Radio Adverts
- Radio Programs
- TV Drama Skit



This DVD Contains Artwork For:

- Posters
- Flash Cards
- IPC Talking Points
- T-shirts

And Scripts For:

- Forum Theatre Drama Skits
- Literacy Activities Guide

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