

The intersection of Violence and SEL

Implications for Equity

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Context

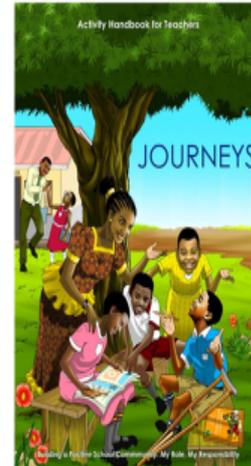
Context: Prevalence of SRGBV is High

| Prevalence of Gendered Violence in School: Uganda Grade 3 and Grade 6 Students* | | | | | | |
|---|----------------|-----------|----------------|-----------|----------------|-----------|
| Acts of Violence** | Girls | | Boys | | All Students | |
| | This Past Term | Past Week | This Past Term | Past Week | This Past Term | Past Week |
| Bullying | 96.3 | 39.6 | 94.9 | 42.2 | 95.6 | 40.9 |
| Corporal punishment | 87.2 | 29.7 | 89.4 | 33.4 | 88.3 | 31.5 |
| Sexual harassment and assault (Grade 3 Only) | 44.5 | 19.4 | 37.9 | 17.2 | 41.2 | 18.3 |
| Sexual harassment and assault (Grade 5 Only) | 52.9 | 18.1 | 47.7 | 16.4 | 50.1 | 17.3 |
| *Results from the USAID funded Literacy Achievement and Retention Activity baseline study of violence experience. | | | | | | |
| **Acts of violence combined both psychological and physical forms of violence. | | | | | | |

Journeys

Building a positive school,
free from violence

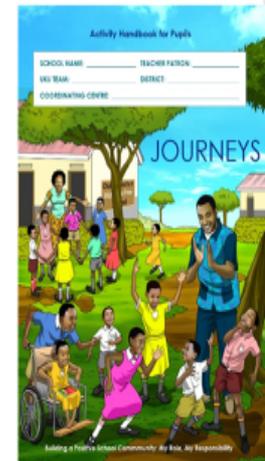
Teachers and
School Staff



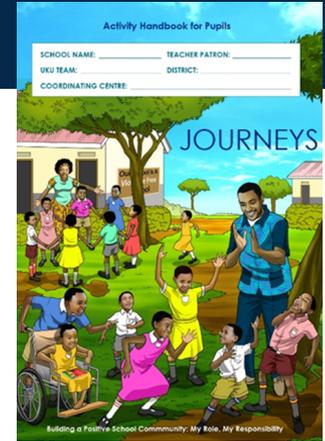
Community Members



Learners



Journeys for Students: Premise



Premise

- Students play an important role in preventing violence.
- With a strong sense of agency, students can do a lot to avoid, challenge and mitigate the impact of violence.
- **SEL competencies** are needed to build agency related to violence prevention.

Objectives

Strengthen SEL competencies and build agency related to education and violence.

- Build awareness about:
 - Gender norms and power relations and links to equal opportunity and experience of violence
 - Nature of violence
 - How to avoid and prevent violence
 - How to seek assistance when witnessing or experiencing violence
 - Join peers in making schools safe

Measures

- Experience of SRGBV
- Gender Attitudes
- Perception of School Climate
- SEL Competencies

Baseline data from 2015

- 216 schools
- 4835 students (F=2424, M=2411)

SEL: Preliminary findings from new pilot.

- 118 students (M=59, F=59)

**What we know, need to know and
what we have learned.**

Violence against Children

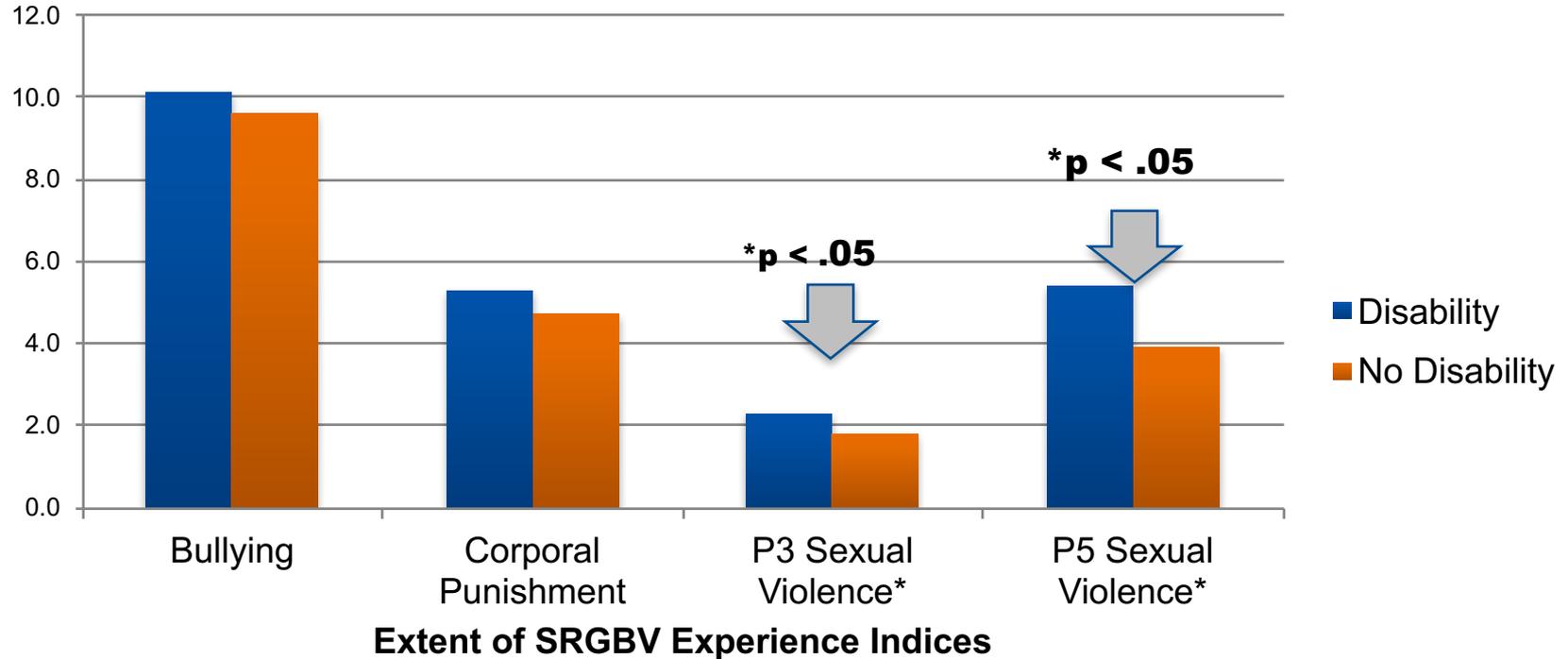
- Negatively impacts children's wellbeing and learning.
- Prevalence is higher in adverse and crisis contexts.

Experience of violence is not equal.

- At risk groups experience more violence
- Exposure differences lead to additional inequities in wellbeing and learning.

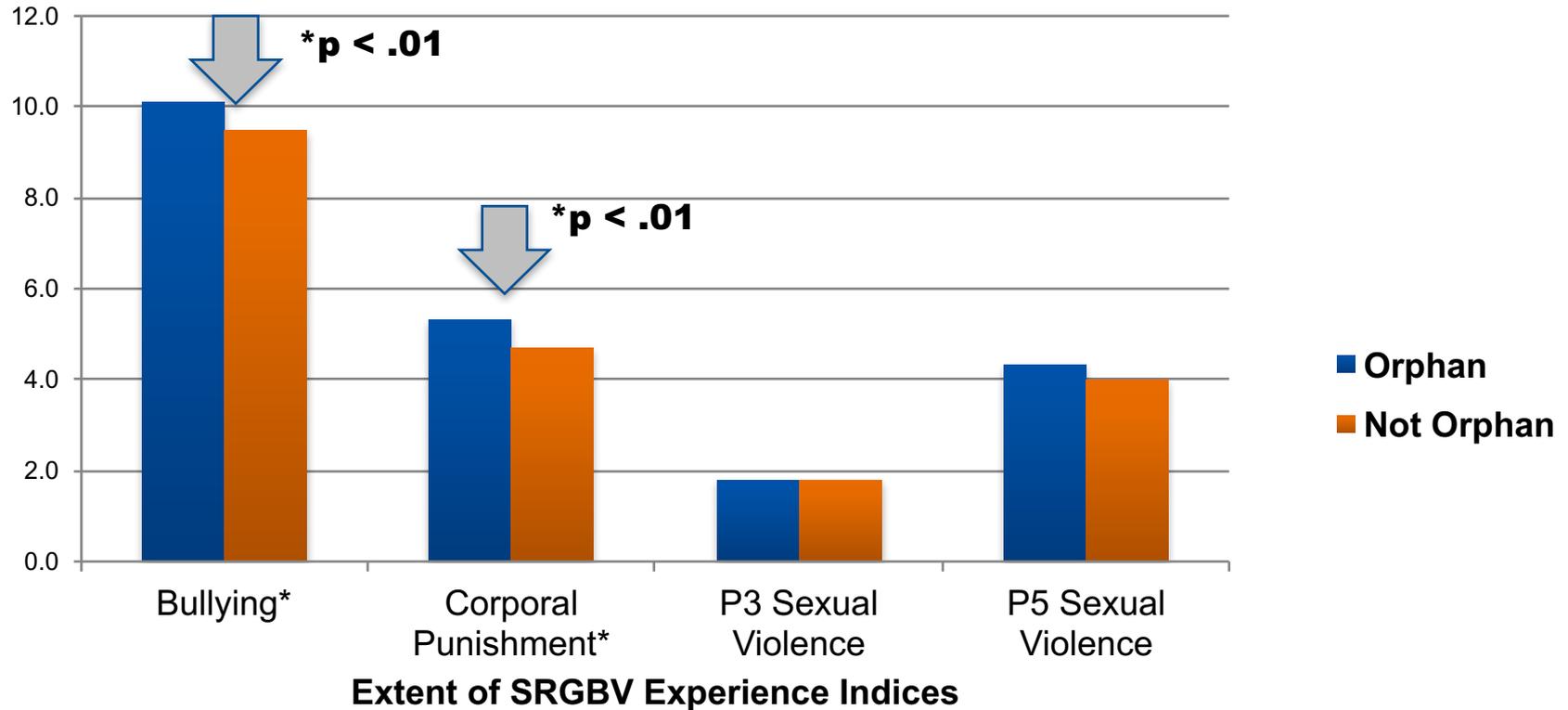
Differential risk: Children with disabilities

Experience of Violence in School
Children with Disability and No Disability



Differential risk: Orphans

Experience of Violence in School Orphans and Non-Orphans



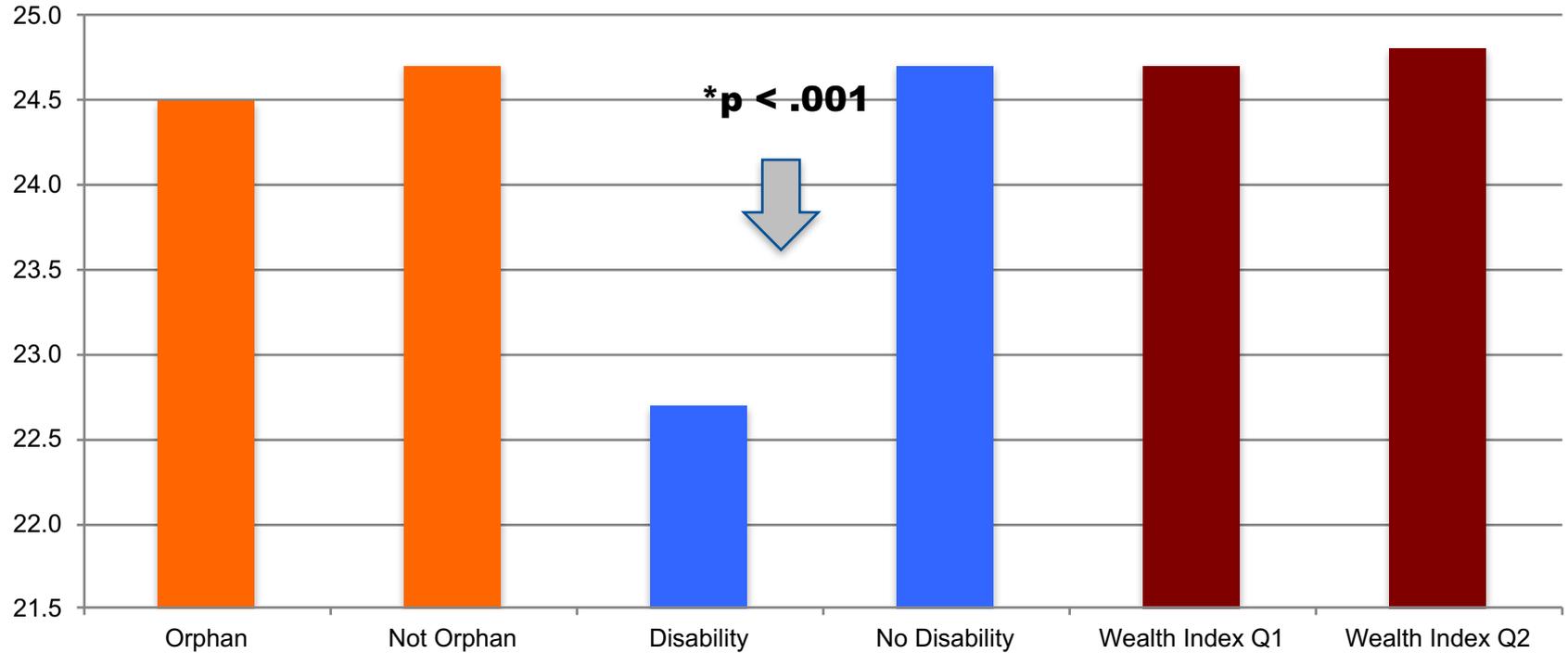
A deeper understanding about the differential risk of experiencing violence.

- How do social structures shape the beliefs, aspirations and agency of at risk girls and boys?
- How do the differential perceptions of children influence the nature and extent of violence they experience?
- How do these perceptions contribute to a child's ability to avoid and challenge violence and seek assistance if needed?

What we have learned: Perceptions of school climate

Stigma and Discrimination at School

**Perceptions of School Climate:
Mean Comparisons on Total Positive School**

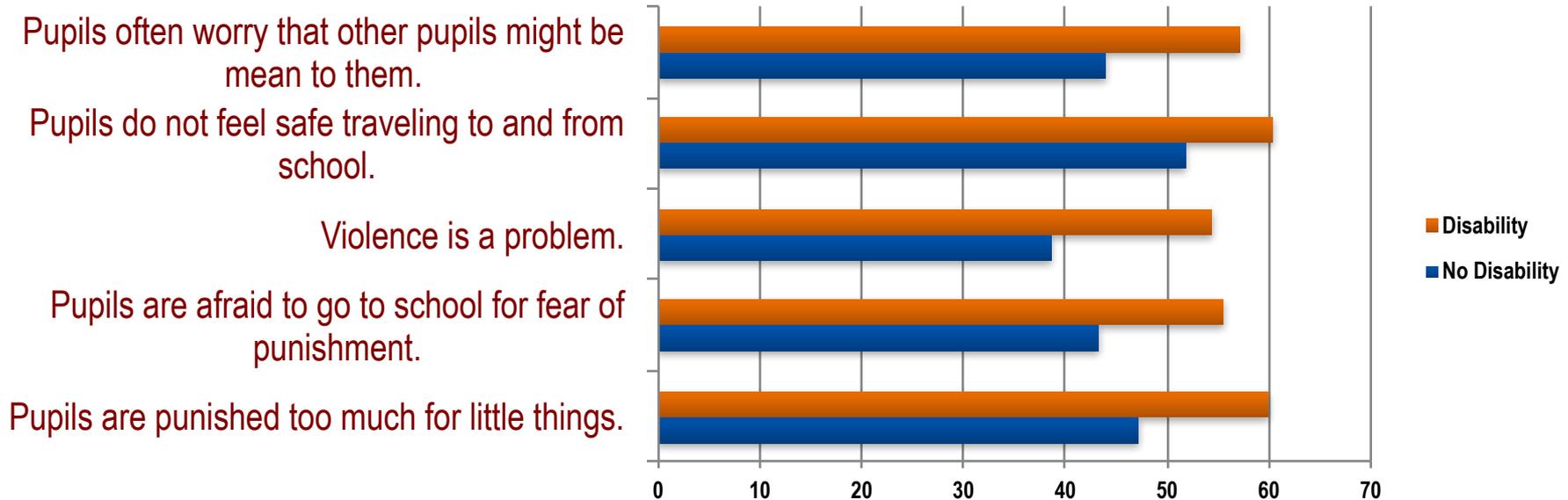


Children with Disabilities: Perception of School Climate

Children with a disability - compared to pupils without a disability – perceive school to be less friendly, less safe and less trusting than do children who do not have disabilities.

Children with Disabilities: Perceptions of School Climate

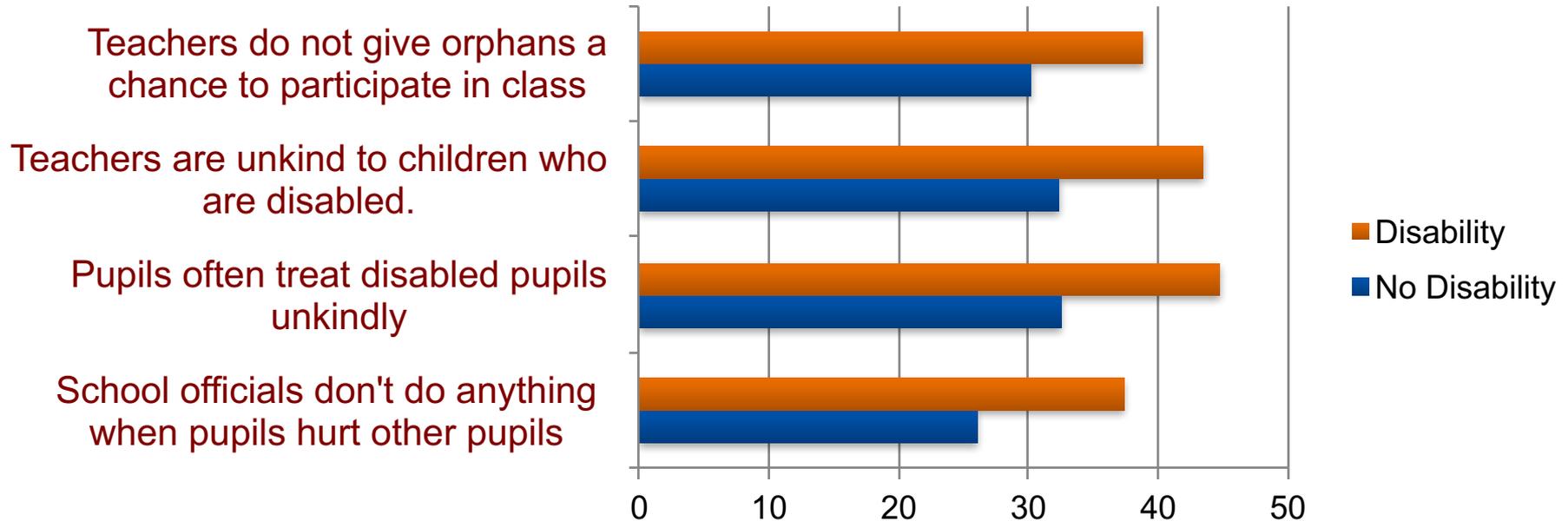
**Students with disabilities are more likely to agree with these statements:
In this school.....**



***p < .05**

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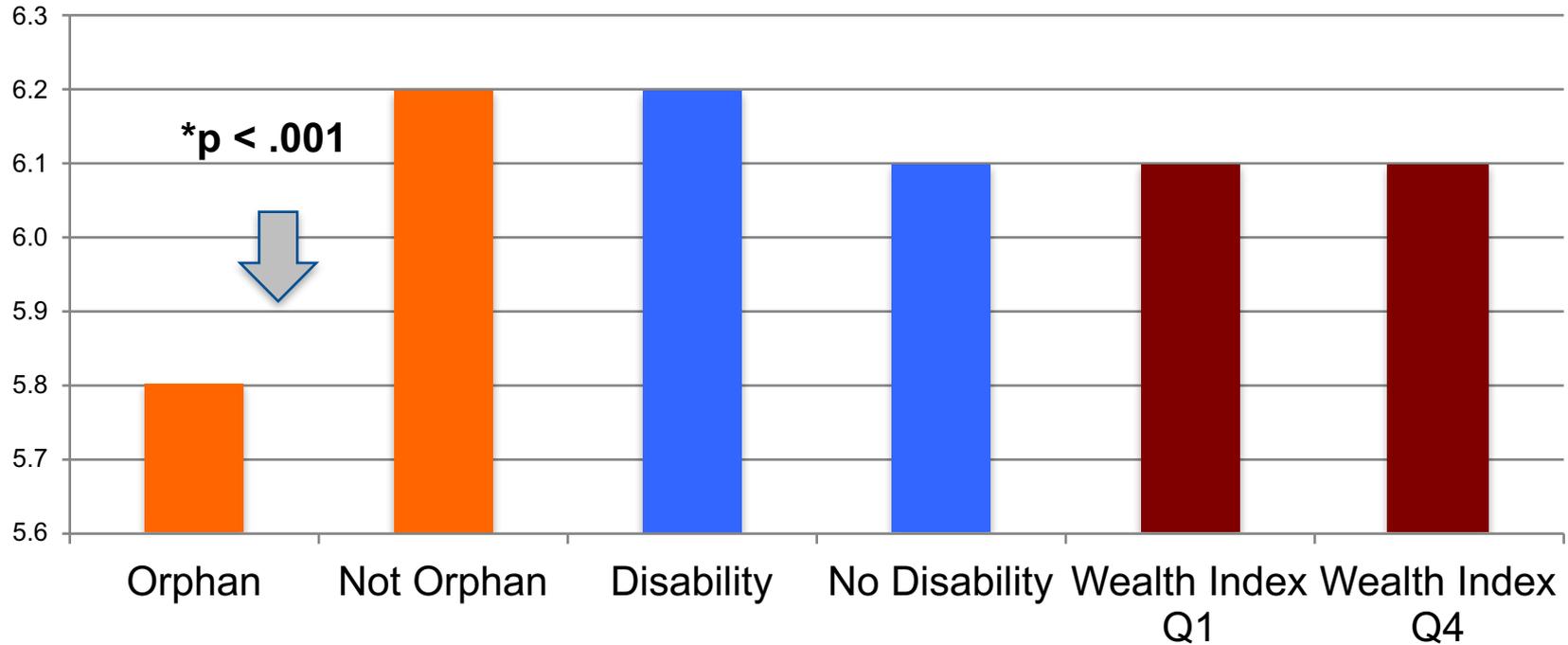


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What we have learned: Beliefs about gender stereotypes

Differences in attitudes about gender stereotypes

**Beliefs about Gender Stereotypes:
Mean Comparisons on Total Positive Score**



Beliefs about Gender Stereotypes

- Overall, orphans are more prone to believe certain gender stereotypes than non-orphans.

Orphans: Beliefs about gender stereotypes.

Beliefs about Gender Stereotypes

Orphans were **more likely to disagree** with the following:

- **Girls continue in school if they get married.**
(62.8% versus 50.3%, $p < .005$)
- **It is acceptable for a woman to disagree with her husband**
(68.5% versus 57.3%, $p < .005$)
- **A pregnant girl should be allowed to go to school**
(88.7% versus 83.0%, $p < .001$)

Poor children: Beliefs about gender stereotypes

Poor children were **more likely to agree** with the following:

- It is more important for boys to do well in school
(72% in Q1 vs. 61 % in Q4, $p < .005$)
- There are times when a man needs to beat his wife
(45% in Q1 vs 31% in Q4), $p < .005$)
- It is acceptable for girls to have sex with older men if they want things such as a cell phone, money or jewelry.
(59% in Q1 vs 41% in Q4, $p < .04$)

What we have learned: Social and Emotional Learning

What we have learned: SEL Measurements

Purpose: Track improvements in SEL competencies, emphasizing students' sense of agency related to violence and education.

- SEL Competencies supported, from **Casel, 2017**
- Agency: 'Capacity to make decisions about one's own life and act on them to achieve a desired outcome, free of violence, retribution, or fear.' (**Klugman, 2014**)

CASEL, 2017 (<http://www.casel.org>)

Klugman, J., et al. 2014. Voice and Agency: Empowering Women and Girls for Shared Prosperity. Washington, DC: World Bank

What we have learned: SEL Measurements

| SURVEY ITEMS | | Never true for me | Rarely true for me | Sometimes true for me | Always true for me. |
|--------------|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | I can say my thoughts, even when others disagree with me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | When I see a pupil doing something I do not like, I tell them to stop. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | If someone at school or on the way to school touched me inappropriately (such as on the breasts, buttocks or private parts), I can tell the head teacher or other adult at school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 | I avoid people at school or on the way to school who might hurt me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | I tell a family member if I feel I have been punished unfairly at school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 | I feel good in new situations such as a new class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Acceptable Internal Consistency Reliability
Cronbach's Alpha = 0.767

What we have learned: Challenges in SEL Instrument Development

- Ground questions in real life events
- Intersect social skills being measured with program goals
- Maximize effectiveness of response choices in tracking change over time
- Anticipate extensive cognitive interviewing and piloting

Preliminary findings: SEL Competencies and Agency

Boys were more likely than girls to make pro-active and positive choices related avoiding, mitigating and reporting violence.

Preliminary findings: SEL Competencies and Agency

For example, boys were more likely than girls to agree with the following questions

- When I see a pupil hurting another, I tell someone.
- I avoid people who might hurt me.
- I avoid places that are not safe.
- If someone at school or on the way to school touched me inappropriately, I would tell a family member (staff member)
- When I see a pupil doing something I do not like, I tell them to stop.

Wrap up

THANK YOU!



<http://shared.rti.org/content/journeys-activity-handbook-pupils>

<http://shared.rti.org/content/journeys-activity-handbook-teachers-and-school-staff>

<http://shared.rti.org/content/journeys-activity-handbook-community-members>