Establishing a Positive and Supportive School Climate for Learning in Uganda

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Problem
Violence against Children in Schools

- Emotional Abuse & Bullying: 46%
- Physical Abuse & Corporal Punishment: 74.3%
- Sexual Abuse: 77.7%

## Baseline Results: Contextualizing LARA

### LARA Baseline: School-Related Gender-Based Violence

<table>
<thead>
<tr>
<th>Type of Violence</th>
<th>Experience of SRGBV: LARA Baseline Study</th>
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<tbody>
<tr>
<td></td>
<td>Girls</td>
</tr>
<tr>
<td>Bullying</td>
<td>96.3%</td>
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<tr>
<td>Corporal Punishment</td>
<td>87.2%</td>
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<tr>
<td>Sexual Harassment and Abuse (P3 Only)</td>
<td>44.5%</td>
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<tr>
<td>Sexual Harassment and Abuse (P5 Only)</td>
<td>52.9%</td>
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USAID/Uganda Literacy Achievement and Retention Activity
Uganda Government Aided Primary Schools Supported by USAID/Uganda Literacy Achievement and Retention Activity (LARA)

Reference
- 1,604 Cluster 1 Primary Schools
- 1,593 Cluster 2 Primary Schools
Improved Reading Skills for 1.3 Million Children

Result 1
Increased capacity to deliver early grade reading

1.1: Improved planning and management of early grade reading
1.2: Improved reading instruction in P1 to 4 classrooms
1.3: Increased community and household level involvement in promoting literacy

Result 2
Improved retention in primary grades.

2.1: Improved capacity of education system to implement SRGBV-related policies
2.2: Schools strengthened to provide a positive and supportive school climate for learning
2.3: Strengthened community commitment and capacity to support SRGBV prevention and response programs

Positive and Supportive School Environment

Working through and supporting existing MoES systems
The Theory of Change

**IF** at school is characterized by:

- A positive and supportive school climate
- A violence-free environment
- Effective instruction

**THEN** pupils:

- Enjoy learning
- Participate in class without fear of humiliation and punishment
- Stay in school throughout the primary cycle, and
- Succeed in their schoolwork
THE APPROACH

• Strengthen MoES Strategy and Action Plan on Violence Against Children in Schools

• **Journeys Intervention**

• Social Behaviour Change Communication: Positive Discipline
Our Inspiration for Journeys

The Journey towards building a Positive and Supportive School Climate

1. Data on gender and gender-based violence
2. SRGBV Prevention Interventions
3. Ugandan educationalist views and expertise
4. Research on school climate
5. Research and studies on Social and Emotional Learning
6. U Model, Presencing Institute (MIT)
7. Adult-based and Experiential Learning
Our Innovation

Three Journeys Activity Handbooks

- Teachers and School Staff
- Community Members
- Learners
Five Thematic Areas:
Teachers and Community Members

1. Understanding Positive and Supportive Schools
2. Barriers to Positive and Supportive Schools
3. Child Protection Basics
4. Violence Against Children in Schools
5. Response to Violence against Children in Schools
Journeys Activity Handbook for Pupils

Strengthen Social and Emotional Competencies
Underlying Assumptions

- Focus on positive and supportive schools not violence
- Address the sources of violence
- Reach a critical mass
- Build will and agency to build a positive school and eliminate violence
- Support collective action in schools, communities and in pupil groups
Training of Change Agents

- Adult Learning Principles
- Practice
- Plan activities
- Self-evaluation
- Guide discussions
Five – Step Process for Inspiring Change

1. Decide
   Decide on a key issue

2. Understand
   Learn about the issue
   Observe, Interview, Discuss

3. Reflect
   Think about what action(s) should be taken

4. Design
   Develop a Simple, Practical Low-Cost Action(s)

5. Adapt
   Are the actions working?
   Adapt and improve

Source: Presencing Institute, www.presencing.com
Five – Step Process for Inspiring Change

**The Five-Step Process for Inspiring Change**

**Kagamba Primary School**

1. **Identify**
   - Key people: SMC Members, PTA Officers, Teachers, Religious Leaders, Support Staffs
   - Core Team: SMC Chairperson, PTA Chairperson, Religious Leader, Prefects

2. **Reflect**
   - What actions should be taken?
   - Interviews teachers/pupils, parents, discuss with parents.
   - Field observation, Home visits.

3. **Adapt**
   - Reduced number of theft cases.
   - Improved care for property.
   - More parental engagement.

4. **Plan**
   - There is stealing in class, at the food stall.
   - Some learners were lunch.
   - Some learners slept in class after lunch.
   - Some families were not fed due to family not pack lunch.
   - Some parents do not provide for their children.

5. **Act**
   - Enforcing government policies.
   - Conducting workshops and seminars on positive and supportive school.

**Step 1: Getting Started**

- Core Team: Headteacher, SMC Chair, D.A.S.
- PTA Chair, Deputy Chair, Senior Male and Female Teachers, Head Prefect, Chaplain
- Issue: Corporal Punishment

**Step 2: Understanding**

- Activities: Planning meetings, Identifying target groups, Sensitization of community, Creation of working committees, Identifying alternatives to corporal punishments, Review meetings, Interact with learners and teachers

**Step 3: Individual Reflection**

- Corporal punishment still on.
- "I still believe it is the only way of disciplining children."
The Activities

- Participatory Activities
- Art Work and Drama
- Dialogue around SRGBV Scenarios
- Guided Reflection
Participatory Activities

Breaking the Cycle of Violence
Status Game
Vote with your Feet

What do you think?

agree
disagree
not sure
Gender Box
Art Work and Drama
Dialogue on SRGBV Scenarios
Guided Reflection
What have we learned

Onus of protection falls on the child
How do we shift such deep-seated beliefs and practices

Assumptions:
• Heartfelt individual shifts in thinking in a critical mass
• Collective actions to promote social change

Ensure Journeys Facilitation Principles are upheld. In this situation, these are:
• Understanding versus judging
• Allowing participants to make meaning for themselves versus telling
The Challenge

Expectations

Reality
Thank you!