USAID/Uganda Literacy Achievement and Retention Activity

The Intersection of School Climate, Social and Emotional Learning, and Emerging Reading: 2018 Longitudinal Study Baseline Report

January 1, 2019 to March 31, 2019

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ACRONYMS AND ABBREVIATIONS

CAO	Chief Administration Officer
EGR	early grade reading
EGRA	Early Grade Reading Assessment
LARA	Literacy Achievement and Retention Activity
M&E	monitoring and evaluation
MoES	Ministry of Education and Sports
N/A	not applicable
ORF	oral reading fluency
P	primary
SEL	social and emotional learning
SRGBV	school-related gender-based violence
UKU	Uganda Kids Unite
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VACiS	violence against children in schools

1. INTRODUCTION AND CONTEXT

1.1. Background

The US Agency for International Development (USAID)/Uganda Literacy Achievement and Retention Activity (LARA; also referred to as the Literacy Achievement and Retention Activity or Activity) supports the Government of Uganda, through the Ministry of Education and Sports (MoES), to improve reading outcomes in the early grades and increase retention throughout the primary cycle. The Activity places school culture and climate at the center of sustainable change, both in supporting the MoES to achieve system-wide improvements in the reading curriculum and pedagogy, as well as instilling a "no tolerance for violence culture" to eliminate school-related gender-based violence (SRGBV). The Activity works with the MoES to introduce the early grade reading (EGR) curriculum and pedagogy to improve reading instruction in 34 districts and 2,892 schools in Uganda. This is complemented by the Journeys intervention, an integrated approach to establish a positive school culture and climate that is violence free.

School culture has to do with the underpinning values and norms—either spoken or unspoken—that drive the way school personnel, managers, and students approach their responsibilities and the way in which they interact with each other. School climate is how these norms and values translate into behaviors that, collectively, characterize life at the school. When a school is positive, pupils feel cared about and encouraged and have a sense of belonging or "attachment" to their school. They are happy to come to school every day without fear of bullying or humiliation in the classroom and teacher satisfaction and wellbeing is high. Teachers may not have all the materials and resources they need, but they are committed to teaching and feel responsible for their students' learning and wellbeing. Teachers strive to have positive relationships with their students, understanding each child's special talents and encouraging them in their academic endeavors. When the school culture and climate of a school centers around caring for students' wellbeing and nurturing social and emotional learning (SEL), as well as their learning, violence against children in schools (VACiS) is not likely to survive or thrive.

LARA's theory of change is as follows:

> *If life at school is characterized by a positive and supportive school climate, a violence free environment, and effective instruction, then students enjoy learning and participate in class without fear of humiliation or punishment, remain in school throughout the primary cycle, and succeed in their schoolwork.*

As a dual purposed program, LARA is uniquely positioned to evaluate the tenability of its theory of change (above). This study was planned for and included in the Activity's Monitoring Evaluation and Learning Plan during the LARA's phase in 2015. The study, a quasi-experimental longitudinal design, was launched in 2018. Data from this longitudinal study will be used to assess the short- and medium-term benefits of the Journeys intervention and inform best practice in SRGBV prevention. The study provides a unique opportunity to test the logic model of the Journeys intervention (see **Figure 1**) by providing information about: (1) how successful the Journeys program is in improving school climate, fostering egalitarian attitudes,

strengthening student's SEL, and reducing all forms of SRGBV and (2) how progress in achieving these intermediate results serve to moderate progress in attendance, retention, and reading outcomes from Primary Class 2 (Primary [P] 2) to P5. The study will allow for an investigation of the growth trajectories of these variables across three primary school years and the inter-relations among these trends for schools participating in the Journeys and EGR interventions and schools that are not receiving support. The latter offers information about the growth trajectories of student perceptions of school climate, SEL, experience of SRGBV, gender attitudes, reading, and attendance that occur in a natural setting (i.e., in the absence of external inputs).

Figure 1. Logic Model for Journeys Program

Journeys implementation:
- School Staff
- Pupils (UKU)
- Community

Positive School Climate
- Positive and supportive school climate
- Physical, emotional, and social safety
- Inclusion and sense of belonging for all students
- Social and emotional learning in and outside the classroom

Improved Outcomes
- Achievement
- Retention
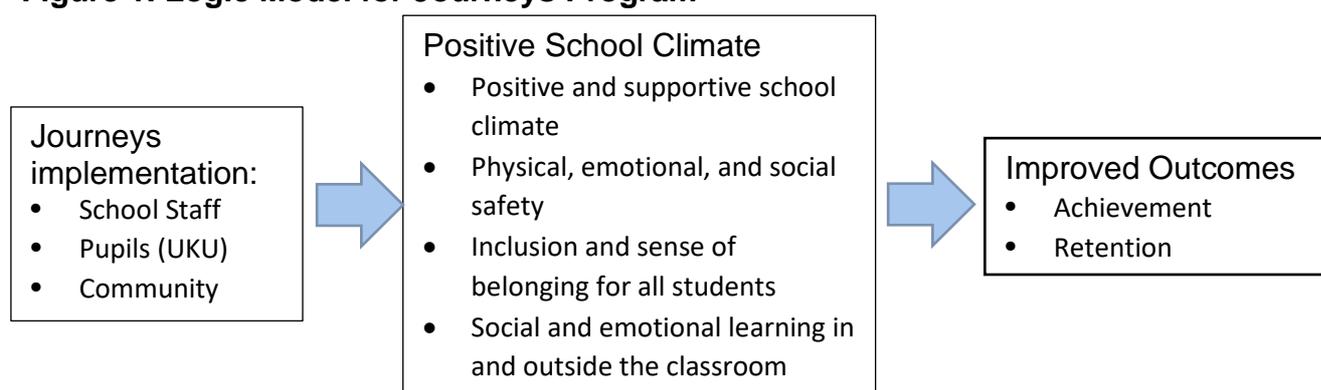
In this report we present the baseline findings. The primary objective of this report is to present findings from descriptive analyses conducted on the set of variables in which the Journeys program is designed to directly impact; the intermediate results listed in the middle box shown in **Figure 1**. We will also present the baseline findings on EGR (oral reading fluency [ORF] and reading comprehension) and attendance. Note that retention will be estimated based on the proportion of children from the original sample who are retained in primary school (including transfers to other schools) throughout the three years of this study. We also present findings that allow the reader to consider the differences on these measures in certain subpopulations as relevant, including boys and girls; staff and students; and treatment and comparison schools.

1.2   Limitations

Although the Journeys program was introduced in May 2017 for Cluster 1 schools, the approach and associated materials were improved and finalized in 2017 and rolled out to Cluster 2 schools in May 2018. Therefore, it was only possible to launch the longitudinal study in Cluster 2 schools where the finalized Journeys curriculum and related materials were applied.

The main limitation of this study is that some of the EGR and Journeys interventions started prior to baseline data collection. Teachers in P1 and P2 were trained in EGR methods and the sample of P2 pupils selected for the study had therefore benefited from EGR instruction from the beginning of their schooling in P1.

The Journeys program is made up of three integrated components, one for school staff, one for students, and one for community members. Given the rollout schedule, the Journeys for school staff and Journeys for community members had been

initiated prior to the collection of baseline data. At the time of the baseline in July and August 2018, sampled treatment schools had conducted different numbers of Journeys activities (i.e., dosages). The student program, or the Uganda Kids Unite (UKU) element of Journeys, had only just been introduced at the time of data collection.

As a result of this, baseline findings show some predictable differences between the treatment and controls, which would not be expected in a baseline where none of the implementation had not begun.

1.3 Context

For many young children around the world, the primary school experience is traumatizing and demeaning. The school climate is not positive, nor supportive and there is often a high prevalence of SRGBV, which includes bullying, corporal punishment, and sexual violence. (SRGBV and the various forms of SRGBV are defined in Section 3.5 of this report). Not only does SRGBV negatively impact learning outcomes, but pupils are also more likely to leave school altogether—fearing violence, humiliation, discrimination, and the real possibility of retaliation associated with being a victim of or witness to violence at school. (UNESCO/UNGEI, 2015).[1]

The situation described in the preceding paragraph has largely been the norm in Uganda's primary and secondary schools. In 2012, the MoES, in partnership with the United Nations Children's Fund (UNICEF), completed a nationwide study to collect data on the prevalence of bullying, corporal punishment, and sexual violence in Uganda's government schools. Findings from this study suggested that more than 80% of children experienced some form of corporal punishment and 80% witnessed or personally experienced some form of bullying. Perhaps the most alarming finding of the 2012 study was that 78% of primary school pupils reported they had experienced some form of sexual violence at school; 51% of which were children between the ages of 10 and 13. Among the children reporting experiences of sexual violence, 67% of the pupils stated that male teachers were the perpetrators of direct sexual abuse.[2]

More recent findings from primary school data collected in 2014 and 2016 indicated that between 90% and 95% of children experience some form of bullying during a school term (Devries, 2015; RTI International, 2018). Baseline data collected in 2016 suggested that approximately 88% of P3 and P5 children experienced some form of corporal punishment, including physical punishment, humiliation, or subjection to labor. Boys and girls alike experience sexual harassment and sexual assault. According to this same study, in 2016, between 38% (boys) and 45% (girls) of P3 pupils reported experiencing sexual harassment or assault in the school term, as did P5 pupils (48% [boys] and 53% [girls]). The different types of sexual violence included verbal harassment, physical harassment, such as "bad touching," forced

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[1] UNESCO/UNGEI (2015) Policy Paper 17: School-related gender-based violence is preventing the achievement of quality education for all. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000232107
[2] Acts of sexual abuse in the 2012 MoES/UNICEF study included "sexual contact with a child, such as sexual touching and fondling, kissing, and penetrative sex or defilement, as well as engaging a child in other sexual behavior that she or he does not comprehend or give consent to, such as indecent exposure of sexual objects, engaging in sex in front of a child, encouraging children to engage in prostitution, or sharing pornography with a child."

kissing, or forced exposure of the body, such as showing their buttocks or private parts or forced exposure to sexual pictures or videos.

Findings from a qualitative study on SRGBV in Uganda, conducted under LARA in 2015, provided insight into how all forms of SRGBV are often normalized in schools, reinforcing the societal gender norms and hierarchical power relations that produce and perpetuate SRGBV. Although corporal punishment—referred to as being "beaten" by pupils—is feared by pupils and may cause them to stay home from school, most pupils will report that beating is done by teachers because this helps them to learn. The large majority of teachers and parents interviewed in this study endorsed corporal punishment as being the most effective means of child discipline. The majority of pupils interviewed (85%) reported that they did not report cases of violence they witnessed or personally experienced for fear of being blamed, discriminated against, or ostracized by their peers and family, or fear of retaliation by the perpetrator. For those that did seek assistance and report the violence they witnessed or experienced, 90% expressed that they were not satisfied with the way their cases were handled. Considering that so much violence is not considered "violent" and a normal part of school life, in addition to the high level of non-reporting in Uganda, violence goes unchecked in spite of Ugandan legislation, which bans any form of violence against children (2015 Amendment to the Uganda Children's Act).

1.4 Response

In 2015, the MoES finalized the National Policy Framework and Action Plan for VACiS. The Journeys initiative, developed under LARA, in partnership with the MoES, is one of the nation's key instruments for implementing the National Policy on VACiS. Journeys is designed to inspire the individual and collective will and agency of school staff, pupils, and community members to establish a caring, inclusive, and violent-free school culture that fosters pupils' SEL; promotes gender equality in and outside the classroom; and adheres to a "no tolerance policy" for bullying, corporal punishment, and sexual violence. In addition, the Journeys student program directly strengthens pupils' social skills and agency so that they will be in a better position to navigate their world every day and deal with the many challenges they face—both socially and academically—and the very real possibility of witnessing or experiencing SRGBV. The SEL component of Journeys is supported within a mixed sex, mixed grade, inclusive school club environment. The student program is referred to as the UKU program. All pupils from P4 to P7 participate in a UKU group. The UKU teams meet during a regular session on the school timetable and is facilitated by a trained teacher patron. All teachers in the school receive training each term on how to facilitate the Journeys UKU activities.

2. METHODOLOGY

2.1 Study Design and Research Questions

In this study we applied a quasi-experimental design with repeated measures, based on four occasions of data collection across three school years. Data are collected annually from the same pupils at baseline and three additional occasions, from P2, Term 2 to P5, Term 2. The primary objective of the study is to evaluate the success of the Journeys intervention in improving school climate; shifting gender attitudes toward more gender equality; strengthening student's SEL; and reducing the

prevalence and extent that pupils experience bullying, corporal punishment, and sexual violence. A second objective of this study is to evaluate how progress on the intermediary variables of school climate, gender attitudes, and violence impacts improvements in attendance and reading outcomes.

2.2 Research Questions

- Does the Journeys intervention lead to a more positive school climate?
- Does the Journeys intervention foster more egalitarian gender attitudes among pupils and school staff?
- Does the Journeys intervention strengthen pupils' SEL skills?
- Does the Journeys intervention serve to reduce the prevalence and frequency that pupils experience bullying, corporal punishment, and sexual violence?
- Taken together, do gender attitudes, school climate, and SRGBV predict learning outcomes and school attendance?

2.2 Sampling

The treatment population of interest included all primary government schools that instructed in the Luganda language, entered the second cohort of the Journey's intervention program in May 2018, and were not located in the Kalangala District (n = 395 schools). The comparison population of interest included all primary government schools that instructed in the Luganda language, did not have any involvement in LARA's EGR and Journeys program, and were not located in the Kalangala District (n = 69 schools).

A total of 87 schools were randomly sampled from the defined population of interest for this study, including 40 comparison schools (schools not in the EGR nor the Journeys program) and 47 treatment schools (schools in both the EGR and the Journeys program). Within each selected school, 15 P2 pupils and 10 staff members were selected at random. If there were fewer than 15 P2 pupils present, all pupils present were automatically selected to participate in the assessment. A total of 1,277 P2 pupils (588 pupils from the comparison schools and 689 pupils from the treatment schools) completed the Early Grade Reading Assessment (EGRA), as well as the attitudes, school climate, SEL, and SRGBV experiences questionnaires. A total of 815 staff members (382 from the control schools and 433 from the treatment schools) completed the attitudes and school climate questionnaires. For more details on the population of interest and the sample methodology, please see Annex A.

Description of the sample

As mentioned earlier, the treatment and control populations are staff and P2 pupils from government primary schools that instruct in the Luganda language (excluding the Kalangala District). The treatment population came from schools that entered the second cohort of the Journey's intervention program, while the control group did not have any involvement in the LARA EGR nor the Journey's program. Below we present the demographic composition of the P2 pupils attending the treatment versus the control schools. Ideally, we achieve a match of demographics for the pupils attending the treatment and control schools. Analysis of these findings demonstrated that there were no statistically significant differences between the treatment and control group on the average age, distribution across sex, or the number of orphans and pupils with disabilities The number of days absent from school were similar

across the treatment and control groups, as well as the percent of pupils who reported having someone read to them at home. (See **Table 1**). Further, **Table 2** demonstrates that the distribution of pupils falling in the low, mid-low, mid-high, and high family wealth quartiles was also similar for pupils from treatment and control schools.

Table 1. Pupil Demographics

Pupil Demographics	Control		Treatment	
	Mean	95% Confidence Interval	Mean	95% Confidence Interval
Mean Age	8.8	8.7–8.9	8.9	8.7–9.1
Pupil Demographics	**Control**		**Treatment**	
	Percent (n = 588)	95% Confidence Interval	Percent (n = 689)	95% Confidence Interval
Proper age for P2: 7–8 years	45.6	39.5–51.7	42.6	36.6–48.6
Over age P2: 9+ years	52.7	46.8–58.6	56.0	50.0–62.0
Female	50.0	47.7–52.3	49.6	47.6–51.6
Absent at least one day in the past 20 days of school	59.8	53.0–66.6	63.0	55.2–70.8
Absent 5 days or more in the past 20 days of school	9.7	6.8–12.6	12.1	7.9–16.3
Average days absent out of the past 20 school days	1.8	1.5–2.1	1.9	1.5–2.3
Is an orphan (as reported by the teacher)	11.4	8.7–14.1	13.9	10.2–17.6
Has a disability (as reported by the teacher)	0.5	-0.2–1.2	0.7	-.01–1.5
Someone reads to them at home	60.6	56.2–65.0	62.5	57.2–67.8
Has electricity at home	41.5	36.4–46.6	43.5	38.5–48.5

Table 2. Percent of Pupils in Each Wealth Index Quartile by Treatment Group

Wealth Index (Quartile)	Control		Treatment	
	Percent (n = 574)	95% Confidence Interval	Percent (n = 674)	95% Confidence Interval
Low	25.7 n = 151	21.5–29.9	24.0 n = 167	19.9–28.1
Mid-low	26.0 n = 151	22.3–29.7	24.2 n = 156	20.1–28.3
Mid-high	25.1 n = 140	21.1–29.1	25.9 n = 174	21.5–30.3
High	23.3 n = 132	18.0–28.6	25.8 n = 177	20.1–31.5

There was, however, a difference in the distribution of treatment and control schools across the seven participating districts. This can be seen in **Table 3**. The control schools were only found in Kalungu, Mityana, and Sembabule districts, and majority (23 out 40) of the control schools were from Kalungu District. The treatment schools were from six districts (Bukomansimbi, Kalungu, Luwero, Lyantonde, Masaka, and Mityana), in which only two overlapped with the control schools. Even though the student demographics were similar for pupils in the treatment and control schools (see **Table 1** and **Table 2** above), it is possible that distribution imbalance of treatment and control schools across participating districts could impact findings. For example, there could be district policies that might result in control schools reinforcing some of the same philosophies and practices that are promoted in the treatment intervention, such as no tolerance of corporal punishment. On the other hand, there may be districts where treatment schools were selected that failed to encourage and support their schools to implement the treatment.

Table 3. Percent of Schools in each District by Treatment Group

District	Control		Treatment	
	Percent (n = 40)	95% Confidence Interval	Percent (n = 47)	95% Confidence Interval
Bukomansimbi	0	Not applicable (N/A)	8.5	0.4–24.6
Kalungu	57.5	59.2–78.4	10.6	0.8–24.2
Luwero	0	N/A	25.5	14.3–41.9
Lyantonde	0	N/A	4.3	-4.2–20.6
Masaka	0	N/A	21.3	6.8–28.8
Mityana	32.5	15.6–32.8	29.8	9.8–32.2
Sembabule	10	1.7–12.3	0	N/A

2.3   Data Collection

Data collection period and team

Data were collected from July 31–August 10, 2018 by a research team composed of100 individuals. The team was divided into 20 smaller teams, each comprising five people: one supervisor (who also doubled as an assessor), two assessors, one mobilizer, and one counselor. The supervisor managed and supervised the team, filled in the pupil tracking form,[3] and administered some pupil surveys. Assessors administered the pupil surveys. Each team also had a mobilizer who visited the target schools a day before data collection to brief the school administration and work with the head teacher to mobilize parents. In addition, the mobilizer sampled pupils and school staff[4] and interviewed school staff and some pupils. The counselor on each team offered responsive psychosocial support for study participants (including researchers) who experienced distress at any time during the course of the study. Five LARA monitoring and evaluation (M&E) staff performed the role of data quality assurance, monitored data collection, and provided guidance to the data collection teams.

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3 The pupil tracking form was used to gather pupil background information that will be used to track and mobilize parents and pupils during subsequent follow-ups. The form was also used to gather pupil attendance data.
4 School staff sampling was only when there were more than 10 school staff (teaching and non-teaching staff). In schools that had 10 staff or fewer, all teachers/staff were automatically included in the sample.

Data collection procedures

In each target district, a LARA M&E staff was assigned to visit the Chief Administration Officer (CAO) to brief him/her about the study. The CAO was informed about the aim of the study, districts where data collection was going to take place, the data collection period, category of participants, and the number of schools in the study. The CAO was also provided an official letter from the MoES that introduced the study. After the CAO endorsed the letter, the M&E staff made and shared copies with the District Education Officer. Copies were also given to each mobilizer to share with the head teachers of the study schools. A day before actual data collection in each school, the mobilizer briefed the head teacher about the study and selected 10 school staff who participated in the interviews. If there were fewer than 10 staff in a school, all staff were invited to participate in the interviews. The mobilizer also sampled 21 pupils (6 out of the 21 pupils were replacements) in P2. All sampled pupils were given a letter inviting their parents/guardians to come to school the following day to be briefed about the study and give parental permission for their children to participate.

On the day of actual data collection, the research team in each school briefed the parents/guardians about the study and its purpose, the sample selection processes, and risks and benefits of the study. The parents/guardians were also taken through the consenting procedures by the team supervisor. Pupils whose parents gave parental permission were collected - one by one - from their class by the assessors, individually briefed about the study, taken through the assenting process, and asked if they were willing to participate or not, and requested to indicate their decision and signature on the assent form. Those unwilling were replaced (since supervisors oversampled by six pupils) and the willing pupils were interviewed. School staff were also individually briefed about the study and taken through the consenting process and those willing to participate were interviewed.

Actual data collection took two days in each school and mainly involved individual face-to-face interviews with pupils and school staff using quantitative surveys. Data gathered from pupils included gender attitudes; perception of school climate; family wealth; pupils' self-efficacy; and experience of bullying, corporal punishment, and sexual violence. The interviews were done in the local language (Luganda). EGRA tools were used to collect data on pupils reading achievement. Each pupil was assessed on both English and local language ORF and comprehension. Pupil attendance data were also collected by reviewing pupil attendance records in the class registers. For school staff, data were only gathered on their gender attitudes and perceptions of the school climate. School staff interviews were done in either the local language or English, depending on the respondent's preference.

Assessors conducted interviews on the school premises but in separate places that were far apart to ensure privacy of responses. Before the interviews were administered, assessors were required to establish good rapport with the respondents and a child-friendly atmosphere for pupils. To this end, as part of the survey of pupils' experiences of SRGBV, icebreakers in the form of stories were used to discuss different SRGBV scenarios informally in the one-on-one setting with the assessors. The story scenarios were not personalized so they provided a non-threatening environment before assessors started asking questions about the pupil's personal experience of various acts of SRGBV. Pupils were also given breaks in between surveys to relax and were served with a snack during one of the breaks.

During rapport building, respondents were informed that all information they shared was entirely voluntary and they were assured that their responses would be treated in confidence throughout the study. The respondents were also informed that they could opt out of the study at any time and that a professional counselor was available and they could visit for any reason and at any time during the data collection period. Unselected pupils and all school staff were kept away from the interview areas. All the data was gathered via tablets using the Tangerine™ application (an open-source electronic data collection software designed to collect data on mobile devices).

Data quality control

Before the longitudinal study protocol was implemented, it went through rigorous approval mechanisms, which involved RTI International's Institutional Review Board in North Carolina, USA and The AIDS Support Organization Research Ethics Committee in Mulago, Uganda. Selection of the assessors was also carefully done to ensure we had experienced teams to undertake data collection. Each team was assigned a supervisor who supervised data collection processes at the school and resolved all emerging challenges—as much as possible—before, during, or after data collection. The LARA M&E staff provided overall oversight and guided the data collection processes. Daily debriefing meetings (attended by all assessors, supervisors, mobilizers, counselors, and LARA M&E staff) were held each evening and used as avenues to discuss any issues that arose during the day and to plan for the following day's work. The LARA M&E team also used the debriefing meetings to check-in with supervisors to ensure all targeted schools and participants for the day had been covered. After the daily debriefing meeting, assessors would upload data onto the server. Each supervisor was responsible for checking to ensure every assessor on their team uploaded data. One M&E staff was responsible for checking uploaded data twice a week and sending feedback to the M&E team members who were overseeing data collection in the field. Common data issues were shared during the debriefing meetings, while specific issues were discussed individually with the respective assessors. Data quality checks were also carried out twice by a team of two statisticians at RTI's home office, who also sent feedback to the teams. Assessors were subjected to the inter-rater reliability test once to ensure reliable collection of the EGRA data. The inter-rater reliability analysis findings showed an average of 93% agreement among assessors.

2.4 Assessors Training

A total of 80 experienced assessors were trained for four days (July 23–26) to strengthen their competencies in conducting the data collection activities of this study. The majority of the assessors were drawn from a pool of assessors previously trained by LARA to gather data for various studies the program has undertaken. These studies include the SRGBV formative assessment (November–December 2015); SRGBV baseline (March–June 2016); EGRA baseline (March 2016); and EGRA follow-up (October 2016 and October 2017). During the training, assessors were taken through the background, purpose, and the design of the study; definitions of the three main forms of violence (bullying, corporal punishment, sexual harassment, and assault); and various acts of violence within each form. The assessors were also trained on rapport building, the consenting/assenting procedures, identifying signs of distressed children, and protocols for child protection. A big part of the training, however, focused on orienting assessors on the different

surveys and the protocols for administering the surveys using tablets. After presenting each survey, assessors were given time to practice administering the survey through pair practice. Trainers observed the pair practice and gave verbal feedback to the assessors. The training involved ice breakers (e.g., personal reflection on SRGBV and images of violence) to help assessors evaluate their experiences, learn from them so as to be effective and mindful when interacting with pupils, and to be more aware of the different types of violence that happen at school and when children are walking to and from school. Assessors were also trained on how to administer the EGRA subtasks (ORF and comprehension).[5] The assessor training was facilitated by the LARA M&E staff who have a valuable skill mix and experience from similar trainings for comparable studies that LARA had previously undertaken.

Out of the 80 assessors, 20 were selected to take on an additional role of team supervisor; these assessors underwent one extra day (July 27) of training for this role. LARA also recruited 20 counselors for this study and the M&E team trained them for three days (July 23–25). The counselors' training focused on equipping them with skills to identify signs of distress among the study participants using a counselor's flow chart, the specific actions that counselors could take to comfort distressed pupils, and the protocols for child protection. The training involved practice sessions using scenarios to allow counselors to apply the knowledge they acquired in the training. Counselors were also trained on a reporting tool to collect data on pupils who showed signs of distress during the study.

2.5 Instruments

The set of instruments used for this study are summarized in **Table 4**. Together there are seven different tools: EGRA, Experiences of SRGBV Survey, Perceptions of School Climate Survey, Gender Attitudes Survey, Student SEL Survey, the Demographics and Family Wealth Survey, and attendance. Each instrument is described in more detail in sub-sections 2.4.1–2.4.7.

Table 4. Summary of Instruments

Instrument	Survey Themes	Estimated Duration	Number of Items	Respondent Groups	
				Student	School Staff
EGRA	• Passage reading • Passage comprehension	5 minutes	• One P2-level passage • 5 comprehension questions	X	
SRGBV Experiences Survey	• Bullying • Corporal punishment • Sexual violence	45–60 minutes	• Bullying – 9 items • Corporal punishment – 7 items • Sexual violence – 7 items	X	
Perceptions of School Climate Survey	• Inclusion • Peer relations • Teacher-pupil relations	15 minutes	29 items	X	X

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5 Most of the assessors had been trained and participated in LARA EGRA data collection before. Therefore, they were familiar with the EGRA administration procedures.

Instrument	Survey Themes	Estimated Duration	Number of Items	Respondent Groups	
				Student	School Staff
	• Safety				
Gender Attitudes Survey	• Gender traits • Power relations • Gender roles	15 minutes	14 items	X	X
Student SEL Survey	• Personal relations • Emotional processes • Sense of self and agency	35–50 minutes	26 items	X	
Demographics and Family Wealth Survey	• Demographics • Household attributes	15 minutes	13 items	X	
Attendance	• Number of days attending out of 20 randomly selected days in term	30 minutes	N/A	N/A	N/A

EGRA

The EGRA measures reading fluency and comprehension by providing pupils with a short passage and set of related comprehension questions. For the baseline study, the sampled P2 pupils were given 60 seconds to read aloud a 43-word passage in Luganda to an assessor. The assessor followed along on a tablet and marked words that were pronounced incorrectly or skipped by the pupil. The time was tracked on the tablet so a calculated metric of correct words per minute (wpm) could be derived as the scoring variable for ORF. Once the pupil completed the 43-word passage or the 60-second time limit was up (whichever came first), the passage stimulus sheet was returned to the assessor.

The second subtask consisted of five reading comprehension questions about the passage that the assessor would ask the pupil. The number of questions that the pupil received depended on how far in the passage the pupil was able to read. The ORF passage and the associated cut-off points for each of the five reading comprehension questions is shown in **Table 5**. For example, the pupil must be able to read to the 20th word within the 60 second time limit to receive reading comprehension questions 1 through 3. For each question that the pupil was asked, the assessor marked the answer as correct or incorrect on the tablet.

An auto-stop rule of eight words was programmed into the assessor tablets. If the assessor marked the first eight words of the passage as incorrect, the timing mechanism was stopped, the oral reading score was marked as zero, the pupil was not asked any reading comprehension questions, and the assessment was concluded.

Table 5. Reading Passage with Cut-Off Points for Reading Comprehension Questions

Oral Reading Passage	Number of Words (Cumulative)	Reading Comprehension Questions
Mutebi alina emyaka mukaaga.	4	1
Bazadde be baamutwala ku sommero. Baamugulira yunifoomu.	11	2
Ya bbululu. Yamunyumira nnyo. Ku lunaku olwasooka, teyatwala kyakulya.	20	3
Enjala yamuluma nnyo. Omusomesawe yali wa kisa. Yamuwa amenvu.	29	4
Kussomero waliyo ebitabo bingi. Omusomesa amuyamba okuyiga okusoma. Mutebi ayagala nnyo okugenda ku ssomero.	43	5

Perceptions of School Climate Survey

For the Perceptions of School Climate Survey, pupils and school staff were asked if they agreed or disagreed that statements describing different dimensions of school life were true for their own school. For example, pupils and teachers were asked statements, such "In this school, teachers treat boys and girls equally," "In this school, violence is a problem," or "In this school, pupils are punished too much for little things."

The exact same set of 29 school climate statements were used to assess pupils and the school staff for their perceptions of the climate for their school.

Using a staged approach, respondents were initially asked if they "agreed" or "disagreed" that the statement read to them was true for their school. The respondent could either respond verbally or point to the appropriate response card. Once they selected the first response, they were then asked if they "agreed," "strongly agreed," "disagreed," or "strongly disagreed" with the statement.

This staged approach was introduced to encourage increased variation in the responses. The data collectors displayed only the two appropriate cards for the initial step and then only the two cards (e.g., Agree and Strongly Agree or Disagree and Strongly Disagree, see **Figure 2**) for the second step. The data collectors recorded only the final answer.

Figure 2. Response Cards used for the Perceptions of School Climate and Gender Attitudes Surveys

Agree	Disagree
✓	X

Agree	Strongly Agree	Disagree	Strongly Disagree
✓	✔	x	X
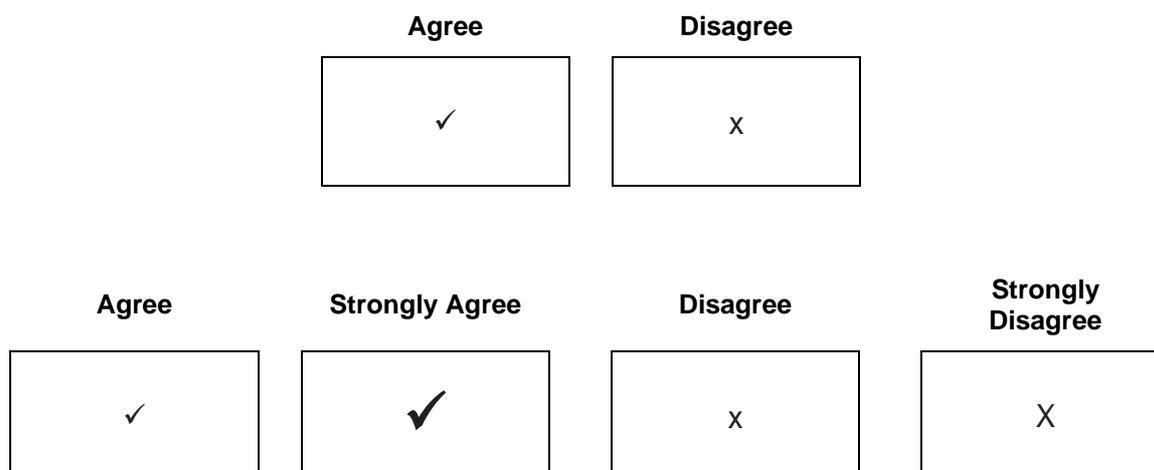
Each of the 29 survey items that constituted the Perceptions of School Climate Survey were scored as reflecting a positive or negative perception of the school. For example, if a pupil indicated that they "agreed" or "strongly agreed" with the statement, "In this school, teachers treat boys and girls equally," these responses were scored as a positive response (a value of "1") because treating pupils equally in the classroom is a characteristic of a positive school climate. On the other hand, if a pupil agreed or strongly agreed to the statement, "In this school, violence is a problem," this was scored as a negative response (a value of "0") because when violence is perceived as a problem, this reflects a negative characteristic of the school climate.

A total positive school climate index was calculated for each pupil, based on the sum of responses that reflected a positive characteristic of the school. The percentage of responses that reflected a positive school quality, out of the 29 survey items, was also calculated. The Survey of Pupil Perceptions of School Climate yielded an acceptable internal consistency reliability quotient of 0.76 (Cronbach's Alpha).

Gender Attitudes Survey

Gender discriminating norms, combined with the hierarchical power structures that reinforce these norms, are some of the root causes of SRGBV and enable all forms of SRGBV to go unchecked in and around schools. The eventual goal of eliminating SRGBV requires a shift in gender attitudes to be more favorable toward gender equity and toward more balanced power relations. The Gender Attitudes Survey provides a mechanism to track changes in gender attitudes as a result of the Journeys intervention.

Like the Perceptions of School Climate Survey, both pupils and school staff participated in the Gender Attitudes Survey. Student and staff respondents were asked if they agreed or disagreed with different statements that reflected common gender roles and stereotypes, including **gendered behavior traits,** such as "boys should not cry" and "girls should be quiet and shy," **gender roles,** such as "women should not disagree with their husbands," **gendered education expectations** for boys and girls, such as "it is more important for boys than girls to perform well in school," and **hierarchical power structures** reinforcing male aggression against women, such as "there are times when it is acceptable for a man to beat his wife."

The exact same set of 14 gender norms statements were used to assess the attitudes of both pupils and school staff.

Pupils and school staff were asked to agree or disagree with each gender attitude statements presented to them by the survey administrator. Using a staged approach, respondents are initially asked if they "agreed" or "disagreed" with the statement. The respondent either responded verbally or pointed to the appropriate response card. Once they selected the first response, they were asked if they "agreed," "strongly agreed," "disagreed," or "strongly disagreed" with the statement.

The schematic for this staged approach is shown in **Figure 2** above.

The reliability for the Gender Attitudes Survey failed to reach the acceptability criteria of a Cronbach's alpha equal to or greater than 0.70. The student population final survey yielded an alpha of 0.35 from the baseline data. To address this, the team will undertake further psychometric evaluation of the gender survey in order to determine the underlying dimensionality of the survey and evaluate the item-scale correlations in order to achieve improved scale reliability.

Student SEL Survey

The Student SEL Survey was designed to track the benefits of the Journeys for Pupils component of the integrated three-component Journeys intervention. Journeys for Pupils is aimed at strengthening pupils' social and emotional skills. At the same time, the program provides exposure to content that promotes a consciousness about contributing to a positive school culture and climate and preventing SRGBV. This survey was not meant to comprehensively assess all aspects of SEL, but rather to assess the social and emotional skills that best serve pupils' ability to successfully navigate their world, avoid violence, and seek assistance when they do witness or experience violence.

In this survey, pupils were asked to listen to a variety of statements depicting different behaviors representing certain social skills. For each statement pupils were asked to think about how true this is for them. They were asked (and trained with practice items) to respond by saying and/or pointing to one of four response choices. These are shown below in **Figure 3**.

Figure 3. Response Cards Used for SEL Survey

| Never True for Me | Rarely True for Me | Sometimes True for Me | Always True for Me |
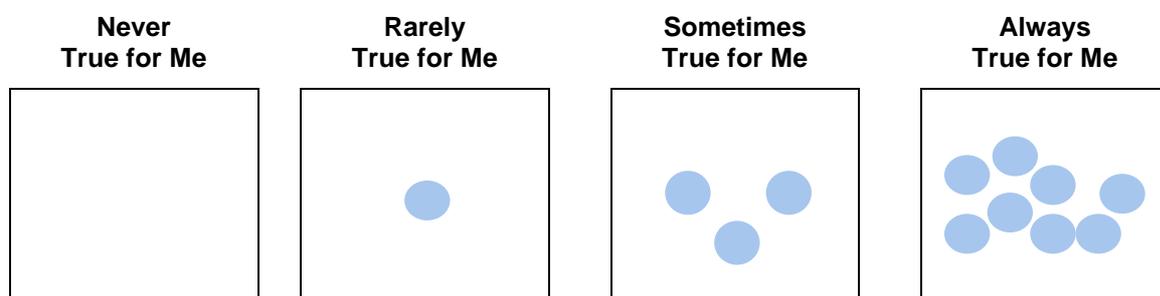
The internal consistency reliability for the SEL Survey was 0.76, which is within the acceptable range.

SRGBV Experiences Survey

The SRGBV Experiences Survey consists of three subscales: (1) bullying, (2) corporal punishment, and (3) sexual violence. Due to the sensitive nature of this

survey, it is critical that the survey administrator develop a safe and trusting environment for collecting data. To this end, the set of questions for each subscale (i.e., bullying, corporal punishment, and sexual violence) is preceded by an ice-breaker activity.

Building Rapport

In this activity, the survey administrator read a story scenario related to the type of violence being questioned (e.g., bullying, corporal punishment, or sexual violence). See the example for bullying in

> Mary and Rachel are good friends because they live in the same village. Rachel is one year younger than Mary and just started P4. At first, Rachel liked her new class and told her friend Mary how happy she was to be in P4. Now, Rachel does not like school very much. Every day after school when the two friends walk home together, Rachel tells Mary how mean the girls in her class are. Puplis in Rachel's class sometimes call her mean names, such as "stupid" and "ugly." Sometimes, children on the playground grab at her book pack. Today, Rachel told Mary that the other girls will not let her play with them at break. She said to Mary, "If I try to play with them, they just ignore me." Rachel cried when she told her friend Mary this.

the text box. After the scenario is presented, the examiner facilitates an informal discussion about the story, which serves to both introduce the SRGBV topic and help establish that critical trust between the pupil and survey administrator.

Description of the Survey

After the rapport building session for each subscale, pupils are instructed to think about different specific acts of violence related to the subscale theme (i.e., bullying, corporal punishment, and sexual harassment and assault) and to report how many times they experienced each act of violence during the school term. (Note, the data was collected at the end of the term and therefore the responses reflect how frequently that act of violence was experienced in one full term.) The pupils respond by choosing one of four responses represented on a response card, as shown in Error! Reference source not found.**.**

Figure 4. Response Card Used in Pupil Survey of Experiences of SRGBV

| **Never** | **Once** | **A Few Times** | **Many Times** |
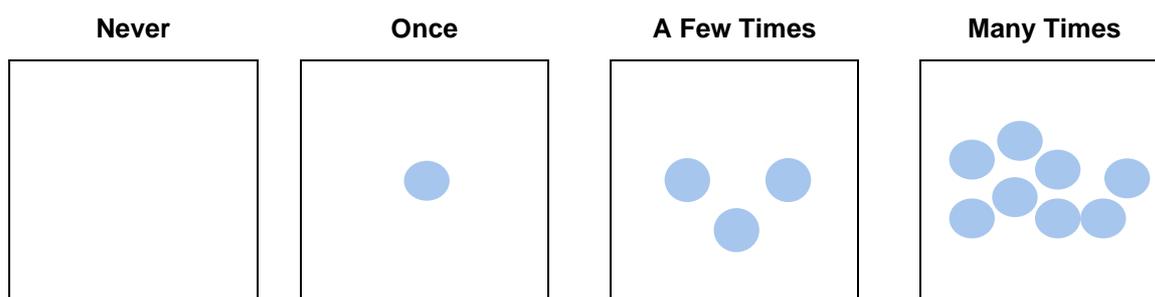
For example, in the bullying subscale, a pupil is instructed as follows: "I will ask you about different things that happen to pupils in school or traveling to and from school. Please listen carefully and tell me how many times these things happened to you during this school term. Here is the first one: 'Made fun of you and teased you.' Please tell me or indicate by pointing if this 'never' happened during the past school term, if it happened 'once', if it happened 'a few times', or if it happened 'many times.'"

Reliability of the SRGBV Subscales

Internal consistency reliability estimates using Cronbach's alpha were acceptable for all three subscales, ranging from an alpha coefficient of 0.76 for corporal punishment to 0.83 for sexual harassment and assault. These are presented below.

- Bullying subscale: 0.79
- Corporal punishment subscale: 0.76
- Sexual harassment and assault subscale: 0.83

Assessment of attendance

The logic model predicts that improved school climate; strengthened social and emotional skills; and reduced prevalence of bullying, corporal punishment, and sexual violence will serve to increase student attendance and improve retention. For this study, attendance was measured by counting the numbers of days that children attended in a random sample of 20 school days. This data was collected by reviewing the classroom registers for the term, randomly selecting 20 school days, and counting the number of days from the 20-day selection that the student was in attendance.

Retention in this study is the number of pupils from the sample who remained in school across the three consecutive years of the study. Pupils who have left the school will be tracked to ascertain if they transferred to another school or if they dropped out entirely. At the end of the study, the retention rate will be calculated by counting the proportion of pupils from the original sample of pupils who are still in school at the end of the study, in three years. Note, only pupils from the original sample who have been successfully traced across the three years will be included in this calculation. For example, if it cannot be determined if a child has either dropped out or transferred, this child will be dropped from the calculation of retention.

Demographics and Family Wealth Survey

The set of questions included in the Demographics and Family Wealth Survey focus on the pupil's home environment to better understand and control for socioeconomic factors. Pupils were asked whether they had a variety of household items in the home, their water source, source of heat for cooking, and sanitary facilities. Responses to the items were then combined using a principal component analysis to obtain factor loading coefficients for each item. This principal component analysis produced a Rho of 0.127. Refer to Table A-1 in Annex 1 for more details on this analysis.

3. FINDINGS

3.1 EGR

Research findings in the past decade demonstrate that school climate, pupils' SEL, and school violence mediate learning outcomes (Thapa et al., 2013; Kibriya, et al., 2016; Durlak et al, 2011). As discussed in the Section 1 of this report, the theory of change for LARA outlines a pathway to improved learning outcomes and retention that, in addition to improved instruction, involves the establishment of a positive school climate characterized by equitable treatment of all pupils, low tolerance of SRGBV, and that nurtures pupils' SEL (see **Figure 1**). By tracking the same children over time in this longitudinal study, we will be able to evaluate the relative impact of

these factors on emerging literacy; specifically, we will be able to evaluate the tenability of the hypothesized pathway to answer the question, "Do improvements in school climate and pupils' social and emotional skills and reductions in violence experience improve reading outcomes?"

Thus, the EGR assessment is a critical element of the study design. As discussed in sub-section 2.4.1, the EGRA consisted of a P2-level reading passage and five comprehension questions. The reading passage consisted of a 43-word story about a goat who ate a boy's homework. Pupils were given 60 seconds to complete the passage. Only 2% of the pupils were able to complete the passage.

Table 6 presents the group findings for the P2 pupils in the control and treatment schools along six different measures obtained on the EGRA: (1) percentage of pupils who could not read a single word (i.e., zero scores), (2) percentage of pupils who could not answer one comprehension questions correctly, (3) group mean for reading fluency (i.e., correct wpm, *including* zero scores), (4) group mean for reading fluency (i.e., correct wpm, *excluding* zero scores), (5) percentage correct comprehension questions (*including* zero scores), and (6) percentage correct comprehension questions (*excluding* zero scores).

As seen in **Table 6**, the EGRA results for pupils in the treatment schools were higher than those in the control schools and these results were statistically significant. This points to one of the limitations of the study. The P2 pupils from the treatment schools had been participating in the new EGR instructional program since entering school in P1, approximately five full terms (i.e., the baseline data was collected at the end of the second term in the pupils second year of school). Though this is not ideal for a baseline study, it is sensible in that the emerging reading skills of pupils from the treatment schools would be higher than those from the control schools.

Table 6. EGRA Results: Treatment versus Control

EGRA Measure	Control		Treatment	
	Percent/ Mean (n = 588)	95% Confidence Interval	Percent/ Mean (n = 689)	95% Confidence Interval
Percentage of pupils who could not read a single word	55.1	47.5–62.7	41.6	35.6–47.6
Percentage of pupils who could not answer one question correctly	68.7	61.5–75.9	51.1	45.2–57.0
Mean ORF (correct wpm, including zero scores)	6.0	4.5–7.5	9.6	8.2–11.0
Mean ORF (correct wpm, excluding zero scores)	13.3	11.5–15.1	16.4	15.1–17.7
Mean percent of comprehension questions correct out of 5 (excluding zero scores)	13.6	10.1–17.1	23.7	20.2–27.2
Mean percent of comprehension questions correct out of 5 (excluding zero scores)	43.4	39.0–47.8	48.4	45.7–51.1

To explain these findings, the illustrations in Figure 5 and Figure 6 present the cumulative distributions for ORF and comprehension, respectively. Figure 5 presents the ORF distribution (i.e., measured as correct wpm), the flat line along the x-axis

shows the percentage of pupils who were unable to correctly read a single word in the passage (55% for the control group and 42% for the treatment group). The figure also shows that the treatment and control groups for those pupils who are able to read at least a single word follow similar distributions. The main difference in ORF performance between the two groups, therefore, is in the proportion of pupils with zero scores.

Figure 5. Cumulative Distribution for ORF by Treatment Group

Percent able to correctly read at least one word:
Control: 44.9% [±7.6]
Treatment: 58.4% [±6.0]

—— Comparison (6 wpm)
—— Treatment (9.6wpm)

Source: LARA Longitudinal SRGBV Survey. Baseline 2018. n = 1,277 P2 pupils
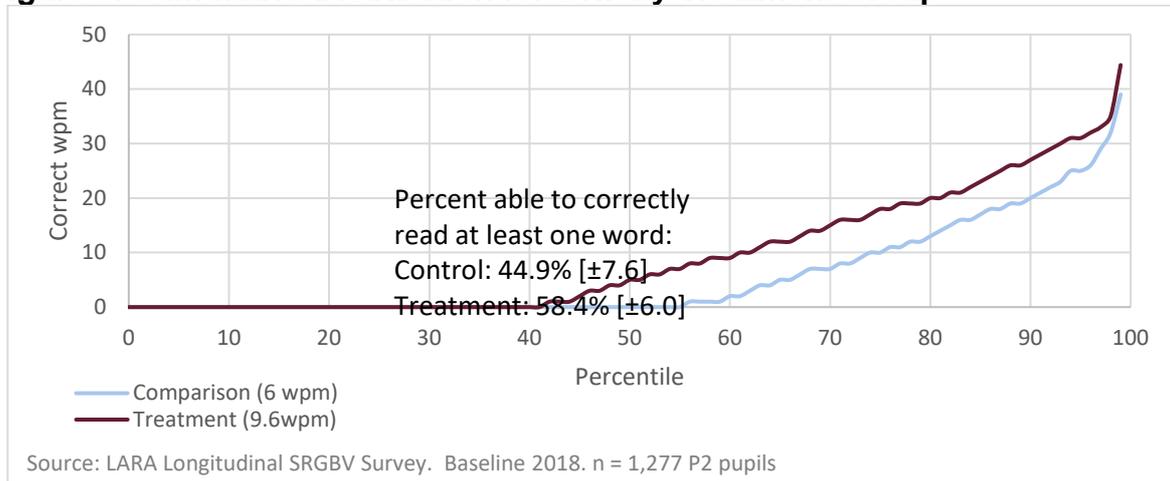
Figure 6 shows the step-wise cumulative distribution for reading comprehension percent correct score by treatment group. The percent correct score is derived by calculating the percentage of questions answered correctly out of a total of five questions for the passage. The flat line following the x-axis in **Figure 6** represents the percentage of pupils that scored zero on the reading comprehension subtask (69% for the control group and 51% for the treatment group). The distribution is step-wise based on each incremental question answered correctly from 20% (see y-axis), which represents one question to 100%, which represents five questions answered correctly. As you can see, 48% of the pupils in the treatment group answered at least one question correctly compared to 30% in the control group.

Figure 6. Cumulative Distribution for Reading Comprehension by treatment Group

Percent able to correctly answer at least one reading comprehension question:
Control: 31.3% [±7.2]
Treatment: 48.9% [±5.9]

—— Comparison (13.6%)

Source: LARA Longitudinal SRGBV Survey. Baseline 2018. n = 1,277 P2 pupils
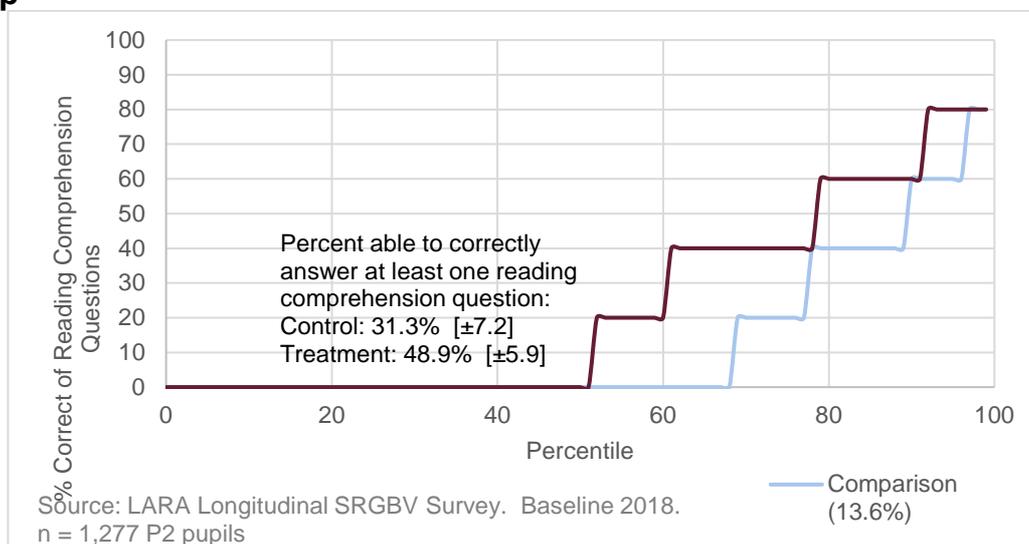
3.2 Perceptions of School Climate

The role of the school and classroom is central to a student's success in school. A positive school culture and climate supports student's wellbeing and positive social and emotional development and has been associated with higher learning outcomes. School culture and school climate are not interchangeable terms. School culture has to do with the underpinning values and norms of the school, spoken or unspoken, which drive the ways that school personnel, managers, and pupils approach their responsibilities and the ways that they interact with each other. School climate refers to how the behaviors and relationships of individuals in the school and community translate into the "feel" of being in the school, or the characterization of life at school (Kane et al., 2016).

Some of the characteristics of a positive school climate that have been shown to support pupils' social and emotional and academic learning include positive and trusting relations, encouraging and appreciative classrooms, feeling protected and safe, both emotionally and physically, responsiveness to diverse student needs, and compelling instruction (Berg et al., 2017; Garibaldi et al., 2015; Thapa et al., 2013; Randolph, et al., 2019).

Findings from this baseline study provide evidence for the key role of school climate in fostering SEL, progress in reading development, and violence prevention. Based on aggregated data for a total of 100 schools (i.e., 40 control schools, 47 treatment schools and an additional 13 schools that participated in the EGR intervention only and did not participate in the Result 2/Journeys interventions[6]), a series of correlation analyses, showed that school means for student perceptions of school climate[7] were positively correlated with school means on ORF and SEL and these results were statistically significant (p <.01). Furthermore, school means for student perceptions of school climate were negatively correlated with school means for student experience of bullying, corporal punishment, and sexual violence and these results were statistically significant (p <.01). The partial correlations in these analyses were not large, ranging in absolute value from 0.275 to 0.520. Yet, the scatterplots, shown in **Figures 7–11**, help clarify the nature of these bivariate relationships. In the sections following Figures 7-11, we present group comparisons (treatment versus control and males versus females) for student and staff perceptions of school climate. Finally, we present findings that compare staff perceptions of school climate to that of the P2 pupils.

School climate is at the center of pupils positive social and emotional growth; emerging reading; and experience of bullying, corporal punishment, and sexual violence

In each of the scatterplots below, the school means for school climate, presented on the x-axis, is plotted against one of the following school aggregate/school means, presented on the y-axis for each scatterplot: ORF, SEL, bullying, corporal punishment, and sexual violence.

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6 These additional 13 schools were selected for a special small study different from the longitudinal study.
7 The school climate was calculated for each P2 pupil based on the percentage of school climate survey items out of a total of 29 that were judged to reflect a positive characteristic of the school.

Figure 7 presents the school aggregates/means for school climate plotted against the school means for P2 ORF (wpm). In this figure, we focus on the shaded quadrant that is marked by the horizontal line set at a mean ORF score of 10 wpm and the vertical line which marks the 25th percentile for school climate, based on the school means. Thus, the dots within the shaded quadrant represents the schools that had, on average, ORF scores below 10 wpm and that fell below the 25th percentile on school climate. It can be seen that only one of the schools that fell below the 25th percentile on school climate had a mean P2 ORF score that was above 10 wpm. This is noteworthy when considering the relatively equal distribution of schools that had mean ORF scores equal or above 10 wpm for schools that were **above** the 25th percentile on school climate. Results from a Chi-square analysis comparing the percentage of schools with a mean ORF score equal or greater than 10 across schools falling in the low, medium, and high school climate quadrants reconfirmed the imbalance, highlighting the finding that emerging reading is slower for pupils attending schools that have poor school climates. (Chi-square = 8.57; p <.04)

Figure 7. Scatterplot of School Means for P2 Student Perceptions of School Climate against School Means for P2 ORF
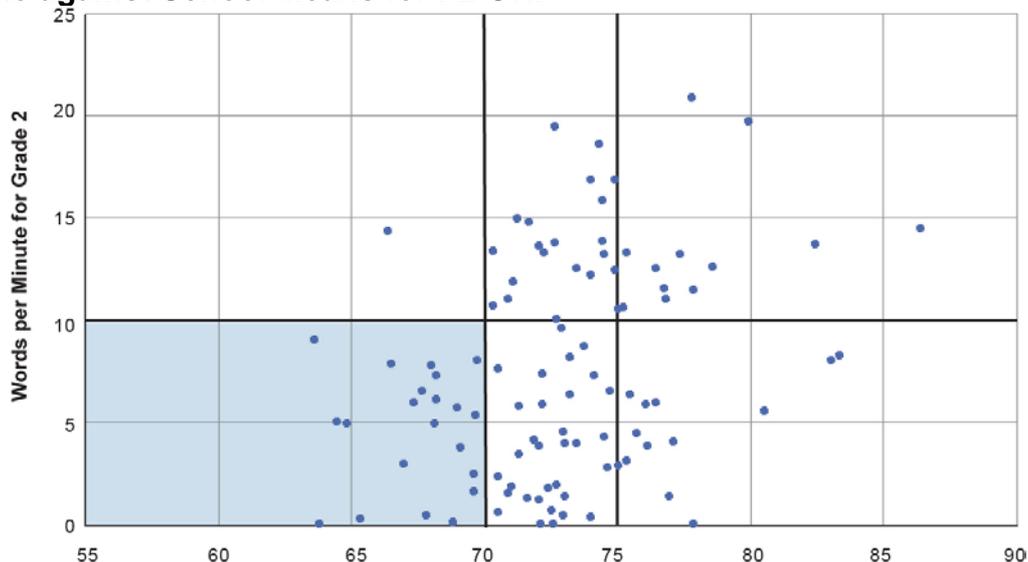
Chi-square = 8.57; p <.04. Note that on the x-axis, the 25th percentile (70% positive) and 75th percentile (75% positive) for the school means for student perceptions of school climate are marked with vertical lines. On the y-axis, the ORF score of 10 wpm is marked with a horizontal line.

In **Figure 8** the school means for P2 perceptions of school climate are plotted against the school means for student SEL, based on the total SEL score for P2 pupils. Schools that fell below the 25th percentile for school climate were more likely to have, on average, an SEL score that was below the school median for SEL (49.4). Schools that were above the 75th percentile for school climate were more likely to have, on average, an SEL score that was above the school median for SEL. These results suggest that pupils' development of social and emotional skills is negatively impacted when the school climate is not positive and that a positive school climate promotes SEL. These results were statistically significant (Chi-square = 12.24; p <.003).
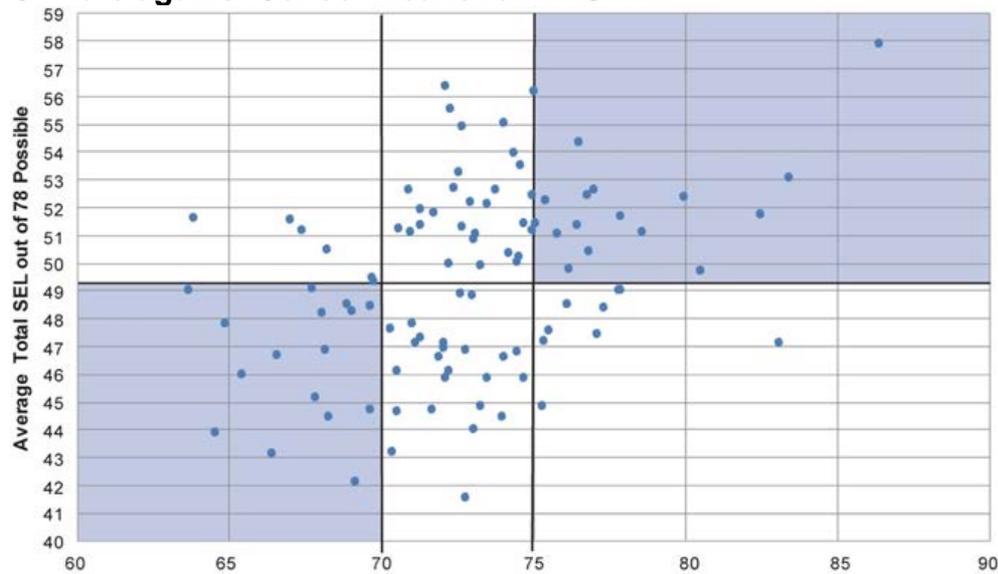
Figure 8. Scatterplot of School Means for P2 Student Perceptions of School Climate against School Means for P2 SEL

Chi-square = 12.24; p <.003. Note that on the x-axis, the 25th percentile (70% positive) and 75th percentile (75% positive) for the school means for perceptions of school climate are marked with vertical lines. On the y-axis, the median of the school means for P2 SEL (49.4 out of a total of 78) is marked by a horizontal line.

In **Figure 9**, **Figure 10**, and **Figure 11**, the school means for P2 perceptions of school climate are plotted against the school means for the SRGBV subscale indices for bullying, corporal punishment, and sexual violence, respectively. Note that the higher the SRGBV subscale index score (i.e., the bullying subscale, corporal punishment subscale, and sexual violence subscale) the more frequent pupils experience that form of SRGBV. Viewing the shaded quadrants in these scatterplots (i.e., marked by the horizontal line for the median subscale index score and the vertical lines marking the 25th and 75th percentiles for school climate), it can be seen that schools are more likely to have high levels of all forms of SRGBV (above the school median index) if the school falls below the 25th percentile on school climate. Schools are more likely to have lower levels of SRGBV (below the median index) when schools sit above the 75th percentile for school climate. These findings suggest that when schools have a positive school climate, the levels of all forms of SRGBV is lower and when schools are not positive the levels of SRGBV is higher. It is important to observe in these scatter plots that the levels of SRGBV appear to be impacted only in the extreme situations (e.g., very low or high perceptions of school climate) versus school climate that falls in the middle or between the 25th and 75th percentile. These findings were significant for bullying (Chi-square = 8.76; p <.03); corporal punishment (Chi-square = 17.58; p <.001); and sexual violence (Chi-square = 12.81; p <.004).

Figure 9. Scatterplot of School Means for P2 Student Perceptions of School Climate against School Means for the Bullying Index, Measuring the Extent of Bullying Experienced by P2 Pupils
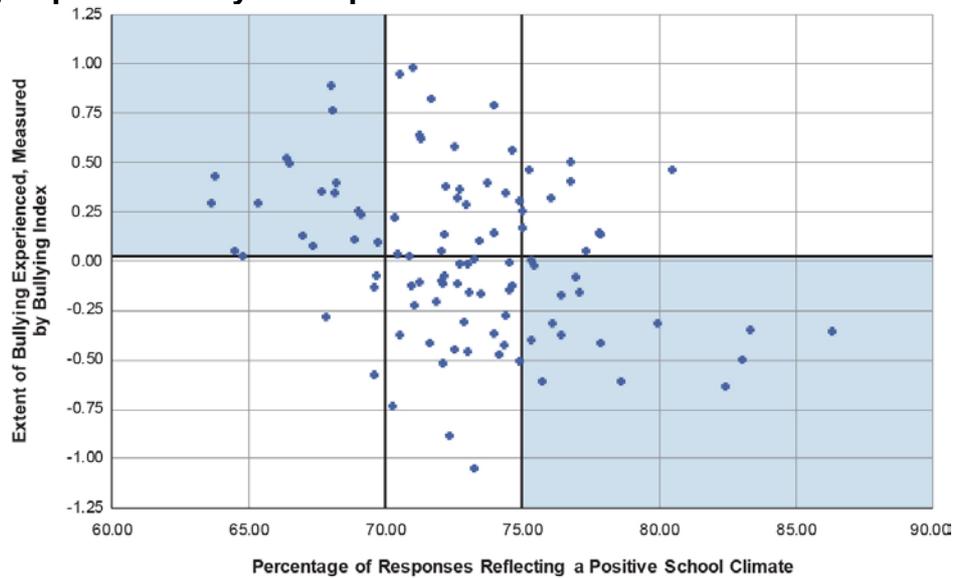
Chi-square = 8.76; p <.03. Note that on the x-axis, the 25th percentile (70% positive) and 75th percentile (75% positive) for the school means for perceptions of school climate are marked with vertical lines. On the y-axis, the median of the school means for the experience of bullying index (0.009) is marked by a horizontal line.

Figure 10. Scatterplot of School Means for P2 Student Perceptions of School Climate against School Means for the Corporal Punishment Index, Measuring the Extent of Corporal Punishment Experienced by P2 Pupils
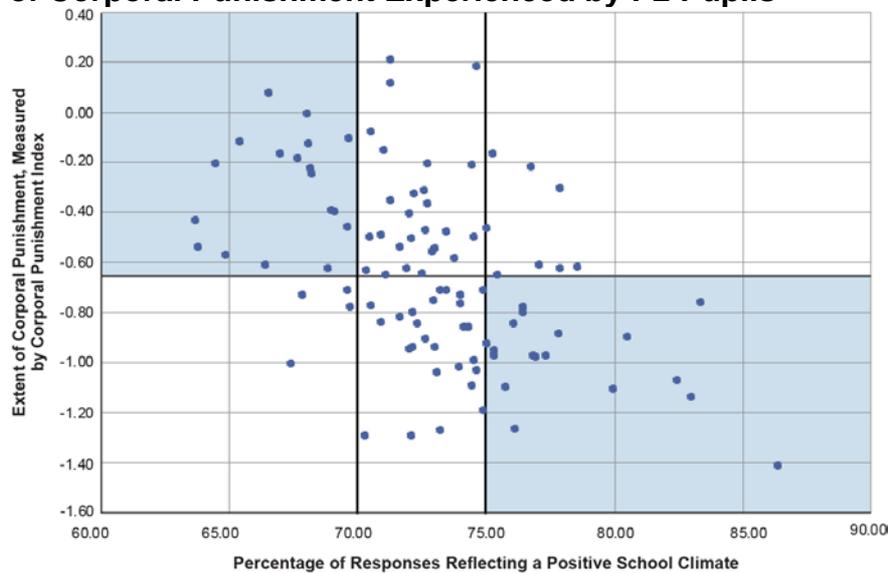
Chi-square = 17.58; p <.001. Note that on the x-axis, the 25th percentile (70% positive) and 75th percentile (75% positive) for the school means for perceptions of school climate are marked with vertical lines. On the y-axis, the median of the school means for the experience of corporal punishment index (-0.6534) is marked by a horizontal line.

Figure 11. Scatterplot of School Means for P2 Student Perceptions of School Climate against School Means for the Sexual Violence Index, Measuring the Extent of Sexual Violence Experienced by P2 Pupils

Chi-square = 12.81; p <.004. Note that on the x-axis, the 25th percentile (70% positive) and 75th percentile (75% positive) for the school means for perceptions of school climate are marked with vertical lines. On the y-axis, the median of the school means for the experience of sexual violence index (-1.31) is marked by a horizontal line.
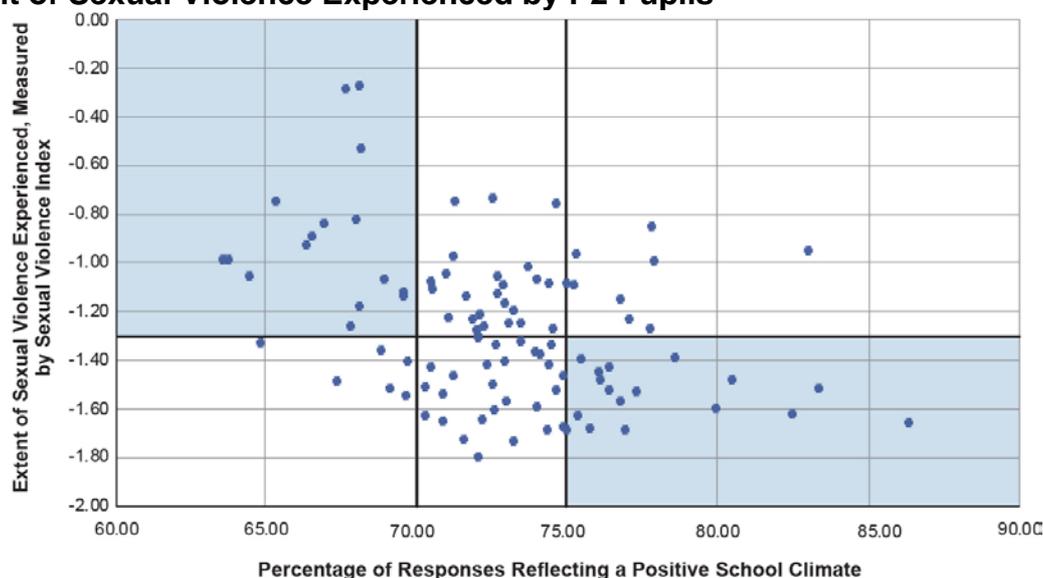
Group comparisons for student and staff perceptions of school climate: treatment versus control and males versus females

Reviewing the description of the school climate survey provided earlier, pupils and staff were asked if they agreed or disagreed that the 29 school climate statements were true for their school. The respondent indicated whether they strongly disagreed, disagreed, agreed, or strongly agreed. A percent positive score was derived for each staff or student. The percent score is the percent of the 29 school climate questions in which the staff or student gave a response that reflected a positive characteristic of the school. For example, by disagreeing with the statement, "In my school violence is a problem" a pupil is suggesting that violence is not a problem in the school, which reflects a positive school characteristic and would be counted in the percentage calculation. If a staff or student said they disagreed with the statement, "Boys feel safe at this school" this reflects a negative characteristic of the school and would not be counted in the percentage calculation. Thus, each of the 29 school climate statements would be scored as positive or negative and a percentage of positive responses is calculated for each respondent, student, or staff.

The group means for these percent positive scores by sex and by treatment are presented in **Table 7** and Error! Reference source not found., respectively. Group comparisons were conducted separately for the staff and the pupils, for sex, and for treatment groups. The findings presented in Table 7 show that, on average, there were no statistically significant mean differences at baseline between male and female staff nor male and female pupils. The findings presented in Table 8 show that there were also no statistically significant differences for staff in the treatment versus comparison schools nor between pupils in the treatment versus comparison schools. However, one can observe from the findings presented in these tables, that the staff consistently have more positive views of the school climate than the pupils. This is discussed further in the "Making Sense" sub-section below.

Table 7. Group Comparisons on the Total School Climate Score by Sex

Mean Percent Responses Favorable Positive School Climate	Females			Males			Group		
	Mean (N)	Standard Deviation	Confidence Interval	Mean (N)	Standard Deviation	Confidence Interval	Mean (N)	Standard Deviation	Confidence Interval
Staff perceptions	86.54 (459)	10.0	85.09–87.98	85.77 (355)	10.2	84.21–87.34	86.19 (815)	10.1	84.91–87.47
Student perceptions	72.15 (650)	13.3	70.49–73.81	73.99 (627)	11.9	72.64–75.35	73.08 (1277)	12.7	71.99–74.16

Table 8. Group Comparisons on the Total School Climate Score by Treatment

Mean Percent Responses Favorable Positive School Climate	Treatment			Control			Group		
	Mean (N)	Standard Deviation	Confidence Interval	Mean (N)	Standard Deviation	Confidence Interval	Mean (N)	Standard Deviation	Confidence Interval
Staff perceptions	86.23 (459)	8.0	84.73–87.73	85.96 (355)	18.1	84.81–87.12	86.19 (815)	10.1	84.91–87.47
Student perceptions	73.18 (650)	10.3	71.91–74.45	72.50 (627)	19.3	71.29–73.72	73.1 (1277)	12.7	71.99–74.16

The above group comparisons are helpful in understanding whether there are group differences at baseline to ensure these are taken into account when analyzing the relative changes in the perceptions of school climate over time. The composite findings and group comparisons using the "mean percent positive" school climate scores are limited in providing the reader with meaningful information about how pupils and staff perceive different aspects of school climate. Comparing the staff and student distributions of percent positive scores and comparing staff and student responses on the different survey items are helpful. These findings are presented below.

Making sense of the differences between student and staff perceptions of school climate

In **Figure 12**, we present the distribution of the staff and student "percent positive scores." The derivation of this score is described above. The percentiles on the x-axis represents the student and staff percentiles for each of the percent positive scores presented on the y-axis. The staff had more favorable perceptions of school climate than pupils.

The majority of staff gave responses reflecting a positive school climate for 88% or more of the 29 items, while the majority of pupils gave responses reflecting a positive school quality for 75% or more of the 29 questions. Few of the staff (less than 25%) judged less than 80% of the items as a positive for their school. This was considerably different for pupils, in which few of the pupils (only about 28%) judged as many as 80% of the items to reflect a positive characteristic of the school.

Figure 12. Distribution of Student and Staff Scores Based on Percent of School Climate Items Perceived to Reflect a Positive Characteristic of the School

Group	Mean	Median
Staff	86.2	88.5
Student	73.1	75.0
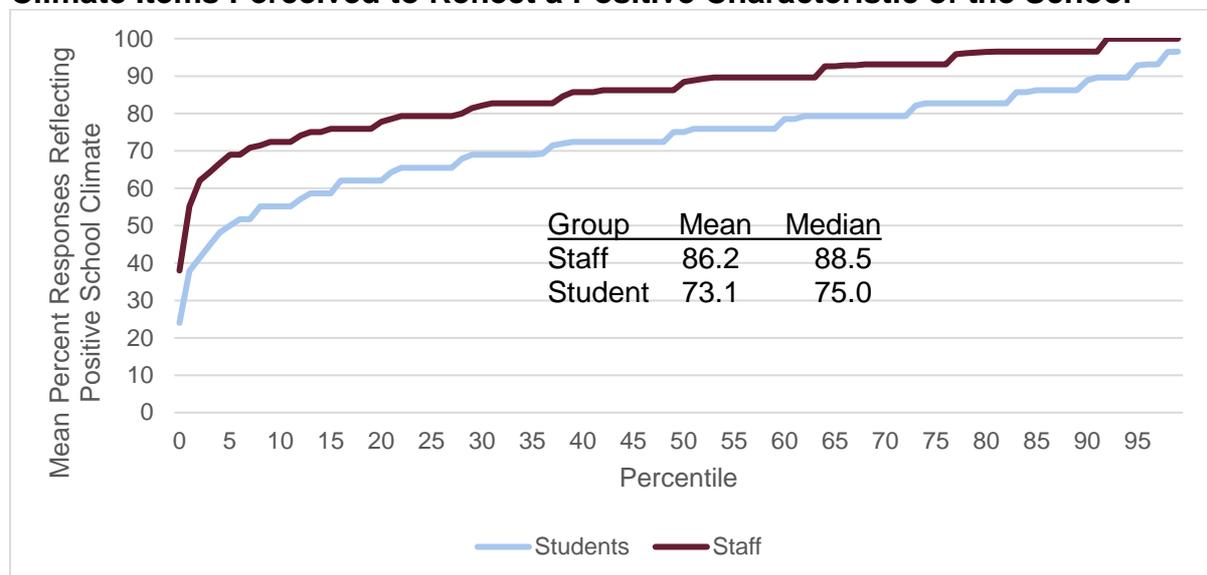
Figure 13 presents the individual responses to all 29 school climate items, comparing the staff and pupils. In this illustration, student and staff responses to each item were assigned a value of +1 if the response reflected a positive school quality and a value of -1 if the response reflected a negative school quality. The scores on each item were averaged for pupils and staff and these averages were plotted in the figure. To further explain, average item scores that were close to the midline (i.e., zero point on the y-axis) represent a relatively even split of positive

versus negative responses. When the average item scores are above the midline, then more of the respondents gave responses that reflected a positive school quality of the school than a negative school quality. The reverse is true if the average item score falls below zero. The actual school climate questions are provided below the illustration. Any differences that are statistically significant have been flagged with an asterisk or a double asterisk. Though most of the average item scores for staff were more positive than that of the pupils, some of the items were particularly discrepant. These were in three different general categories. First, school climate items 17 and 18 show that staff perceived the school to be safer for pupils than the pupils themselves (see items 17 and 18). Second, staff were more likely to agree that pupils report cases of physical and sexual violence than pupils did (see items 19 and 28). Finally, staff perceived practices related to punishment in a much more positive light than pupils and these differences were noteworthy. Staff were much more likely to disagree with a statement depicting harsh and unfair punishment, such as item 14, "The consequences of breaking school rules are fair," item 22, "There are many pupils who fear their teachers," item 23, "Pupils are punished too much for small things," item 24, "Pupils are afraid to go to school for fear of punishment," or item 25, "Use of the stick/cane or other forms of physical discipline (e.g., pulling ears, kicking, slapping, standing in sun) is common."

Figure 13. Mean Staff versus Student Responses to Individual School Climate Statements

1. Teachers often help pupils individually with their class work.*
2. Boys and girls are generally very nice to each other .**
3. Pupils generally treat disabled pupils kindly.**
4. Pupils treat orphans the same as other pupils.*
5. Pupils treat pupils who are very poor the same as other pupils.**
6. Pupils from different tribes get along very well.**
7. Most teachers are very kind to children who have a disability.**.
8. Teachers treat girls and boys equally.**
9. Teachers generally give orphans a chance to participate in class.**.
10. Teachers generally give very poor pupils a chance to participate in class.**
11. Teachers treat pupils from different tribes the same.**
12. Pupils know what the rules are in class and school.
13. Boys feel safe traveling to school.**
14. The consequences of breaking school rules are fair.**.
15. Girls feel safe traveling to school

16. Pupils are taught they should care about how others feel.**
17. Girls feel safe at school.**
18. Boys feel safe at school.**
19. Pupils usually report incidences of physical violence they experience or witness.**
20. Teachers or school officials immediately take action when pupils report violence.**
21. Most pupils have an adult they can talk to if they have a problem.**
22. There are many pupils who fear their teachers.**
23. Pupils are punished too much for little things.**
24. Pupils are sometimes afraid to go to school for fear of punishment.**
25. Use of the stick/cane or other forms of physical discipline (e.g., pulling ears, kicking, slapping, standing in sun) is common.**
26. Pupils often worry that other pupils might be mean to them.**
27. Pupils often threaten and call other pupils names.**
28. Pupils are afraid to report incidences of sexual harassment or sexual violence.**
29. Pupils might embarrass or harm a boy if he behaves more like a girl.

* p <.006; ** p <.001

In summary, findings presented above showed that schools, which were perceived by pupils to be relatively low on a measure of school climate (< 25th percentile), were associated with lower levels of emerging reading, lower student SEL, and higher levels of violence experience. Schools which were perceived by pupils to be relatively high on a measure of school climate (>75th percentile) were associated with higher student SEL and lower levels of violence experience. Thus, investments in establishing schools that are more positive and supportive of pupils hold the potential of enhancing pupils emerging reading skills and positive social and emotional growth, as well as reducing the experience of bullying, corporal punishment, and sexual violence.

Overall, school staff have much more positive views of all aspects of school life than pupils. Staff may not be aware that many pupils do not view life at school to be safe for boys and girls and may not be aware of pupils' fears of experiencing harsh forms of punishment, nor their sense of unfairness and injustice related punishment. This is a good entry point for intervention.

3.3 Gender Attitudes

SRGBV is a complex social behavior that has its roots in the gender discriminatory norms that reinforce the dominance of men in society and subservience of women and girls. These norms serve to deny women and girls access to the same opportunities that men and boys enjoy, including education, health, and employment. Where gender inequity is the norm, well before entering school, boys often learn the importance of expressing their masculinity through dominant and aggressive behavior and girls learn that their role is to be passive and submissive. This is exacerbated by the authority vested in teachers, which serves to reinforce and maintain these societal norms, where violence is often used as a way to maintain control and authority. As a result, all forms of SRGBV go unchecked and is perpetuated generation after generation.

Understandably, any intervention to reduce SRGBV requires direct address of the gender norms and power relations that produce and maintain it; that is, an intervention that serves to shift the norm toward more egalitarian attitudes and more balanced power relations. One aspect of building a positive school culture and climate is to improve gender attitudes and reduce the unhealthy power dynamics that exist and perpetuate VACiS and in the community.

As a key element of the Journeys intervention, we focus on making these attitude shifts in the school and the community. The following sections provide the baseline findings, which compare male and female staff and pupils, and treatment versus control on their attitudes and beliefs related to gender equality and power dynamics in the school and home. To this end, we use a calculation of the percent of the 14 attitude statements for which respondents gave a positive response; that is, a response that represented a favorable attitude toward gender equality.

Group comparisons for gender attitudes: males versus females

Findings for group comparisons for sex, based on staff and student data, are presented in **Table 9**. For staff and pupils, there were statistically significant mean differences in the composite attitude score based on the percentage of responses out of the 14 attitude survey questions that were favorable to gender equality. Thus, for each student or staff surveyed, a "percent positive responses" was calculated,

which was entered into the calculation of the mean "percent items judged favorable to gender equality" score for each group.

Although the difference between the female and male pupils was statistically significant, the actual difference in the means scores was not large (e.g., 42% versus 40%, respectively) and not particularly meaningful given the small number of attitude questions in this survey. What is noteworthy about the findings **for the pupils** is that both male and female pupils responded to more than 60% of the gender questions in a way that supports common gender discriminatory norms. One of the goals of the Journeys program is to shift these attitudes away from the conventional stereotypes toward more egalitarian attitudes. For the pupils, there is considerable room to shift toward the more positive.

The difference between male and female staff, also statistically significant, was slightly higher, with male staff, on average, giving a response favorable to gender equality on 5% more of the questions than did the female staff (e.g., 79% for males versus 74% for females). This 5% favoring the male staff, however, represents a difference of only one attitude question, which is not a substantial gain. What is remarkable about the staff data is that, unlike the student data, the majority of the responses by male and female staff were **not** in line with common gender discriminatory norms. The majority of the staff responses reflected more egalitarian attitudes.

Table 9. Group Comparisons on Percent Items Favorable to Gender Equality by Sex

Mean Percent Responses Favorable to Gender Equality	Females			Males			Group		
	Mean (N)	Standard Deviation	Confidence Interval	Mean (N)	Standard Deviation	Confidence Interval	Mean (N)	Standard Deviation	Confidence Interval
Staff gender attitudes*	74.75 (459)	15.81	72.93–76.56	79.28 (355)	14.35	77.34–81.22	76.69 (815)	15.37	75.30–78.08
Student gender attitudes**	42.8 (650)	14.14	41.04–44.54	39.3 (627)	12.75	38.03–40.55	41.03 (1277)	13.56	39.86–42.21

* Significant differences on gender attitudes between male and female **staff** (<.001)

Significant differences on gender attitudes between male and female **pupils: (p <.005)

Group comparisons for gender attitudes: treatment versus control

One of the limitations of this baseline study is that certain aspects of the Journeys intervention had been initiated prior to the baseline data collection. Schools in the treatment group had implemented varying numbers of school staff activities, although few schools had launched the student activities. Baseline findings showed that staff and pupils from the treatment schools had attitudes more favorable to gender equality than staff and pupils from the control schools. These results were statistically significant for both the staff and student data. It could be that attitudes of staff and pupils in the treatment schools were simply more egalitarian than the attitudes of staff and pupils in the control school at baseline; however, it is possible that the first four months of staff activities in the treatment schools may have impacted gender attitudes in a positive direction.

Table 10 presents the findings for the group comparisons, presented separately for staff and pupils. The findings suggest one of two things:

1) The attitudes of staff and pupils in the treatment schools are more positive regardless of the Journeys intervention.

2) Gender attitudes were positively impacted by the first four months of Journeys for School Staff and that this shift towards attitudes more favorable to gender equality.

Although the difference between the treatment and control groups based on student data was statistically significant, the mean difference was small (e.g., only about 2.5% or less than one question different). However, the finding triggers some important questions. Even though it is much too early to make any definitive conclusions, it may be worth considering the following questions, "Is there a possibility that teachers in the treatment group shared some of their learnings from the Journeys activities and began to help their pupils reflect and discuss gender stereotypes?" If so, "How can the teachers' role in helping build more egalitarian gender attitudes among pupils be recognized and leveraged now and in the future?"

Table 10. Group Comparisons on Percent Items Favorable to Gender Equality by Treatment

Mean Percent Responses Favorable to Gender Equality	Treatment			Control			Group		
	Mean (N)	**Standard Deviation**	**Confidence Interval**	**Mean (N)**	**Standard Deviation**	**Confidence Interval**	**Mean (N)**	**Standard Deviation**	**Confidence Interval**
Staff perceptions*	77.32 (433)	12.15	75.72–78.92	73.22 (382)	26.36	71.50–74.93	76.69 (815)	15.37	75.30–78.08
Student perceptions**	41.51 (689)	10.93	40.13–42.89	38.46 (588)	21.72	37.31–39.60	41.03 (1277)	13.56	39.86–42.21

* Significant differences on gender attitudes between treatment and control groups for staff: $F = 12.05$, $p < .001$

**Significant differences on gender attitudes between treatment and control groups for pupils: $F = 11.46$, $p < .0$

To understand what aspects of the Gender Attitude Survey staff from treatment and control schools differed on, findings from an item analysis are presented in the dot plot in **Figure 14**. Figure 14 also presents the individual responses to all 14 gender attitude items, comparing the treatment and control groups, based on staff data. As described above, to develop the dot plot, staff responses to each item were assigned a value of +1 if the response reflected an attitude favorable to gender equality and a value of -1 if the response did not reflect an attitude favorable to gender equality. The scores on each item were averaged for the treatment and the control group and these averages were plotted. As above, average item scores that were close to the midline (i.e., zero point on the y-axis) represent a relatively even split of responses favorable or not favorable toward gender equality. When the average item scores was above the midline, then more of the respondents gave responses that were favorable to gender equality than unfavorable. The reverse is true if the average item score falls below zero. The actual attitude questions are provided below the illustration. Any differences that are significant have been flagged with an asterisk or a double asterisk.

Figure 14. Item Comparisons on the Gender Attitude Survey: Staff Treatment versus Staff Control

Control: Mean Percent Positive=73.2%**
Treatment: Mean Percent Positive: 77.3%
**Significant mean differences (p < .001)

1. If the father and mother both work, fathers should share in the cooking and cleaning.
2. In a home, the wife should help make decisions on spending money.
3. Girls should continue in school if they get married.
4. It is acceptable for a woman to disagree with her husband.
5. It is acceptable for boys to cry.*
6. It is acceptable for pupils to report their teacher for caning.**
7. Only men should work for pay outside the home.**

8. Girls are smarter than boys.*
9. Boys are better at mathematics and science than girls.
10. It is better for a girl to be quiet and shy.
11. Girls are better at mathematics and science than boys.
12. Boys are smarter than girls.
13. It is more important for boys than girls to do well in school.
14. Teachers should cane pupils because it helps them learn better.**

Significant differences between treatment and control; * p <.006; **p =.000

As previously discussed, staff from the treatment schools tended to respond with a more favorable gender attitude than staff from the control schools. An item analysis helps to explain these differences. On questions 6 and 14 about caning, teachers from treatment schools were more likely to provide a positive response than those in the control group. Journeys activities do help build understanding about the impact of corporal punishment on the wellbeing and learning outcomes of boys and girls and, therefore, this would be an area where one might expect some attitude shift. Gender equity is also a large part of the Journeys content. If there were not intrinsic differences between the treatment and control schools at baseline, it is possible that during the early stages of Journeys implementation, teachers are beginning to shift their thinking about gender norms, particularly around attitudes toward disciplinary practices.

Group comparisons for gender attitudes: staff versus pupils

Overall, the gender attitudes of staff were consistently more favorable toward gender equality than those of pupils. These results, shown in **Table 11**, were statistically significant.

Table 11. Group Comparisons on Percent Items Favorable to Gender Equality: Staff versus Pupils

Mean Percent Responses Favorable to Gender Equality*	Staff			Student		
	Mean (N)	Standard Deviation	Confidence Interval	Mean (N)	Standard Deviation	Confidence Interval
	76.69 (815)	15.37	75.30–78.08	41.03 (1,277)	13.56	39.86–42.21

*Significant differences on gender attitudes between staff and pupils: F = 805.05, p <.001

The distributions of the 2018 pupil and staff data, based on the percentage of items out of the total of 14 attitude questions favorable to gender equality, are presented in **Figure 15**. The distributions for staff compared to pupils showcase the difference in the attitudes they have related to gender norms, with staff attitudes being more positive or "favorable toward gender equity." For example, 50% or more of the staff gave responses that were favorable to gender equality on at least 78 percent (approximately 11/14) of the questions on this survey. Not even one of the pupils gave responses that were favorable to gender equality on that many items (i.e., 78 percent). Indeed the 50th percentile for pupils represented pupils who gave responses favorable to gender equality on 42% of items or about 6 out of 14 questions). The maximum number was 71% (i.e., 10/14 questions), in which only 3% of the pupils achieved.

Figure 15. Distribution of Staff and Student Responses, Based on the Percentage of Responses Favorable to Gender Equality
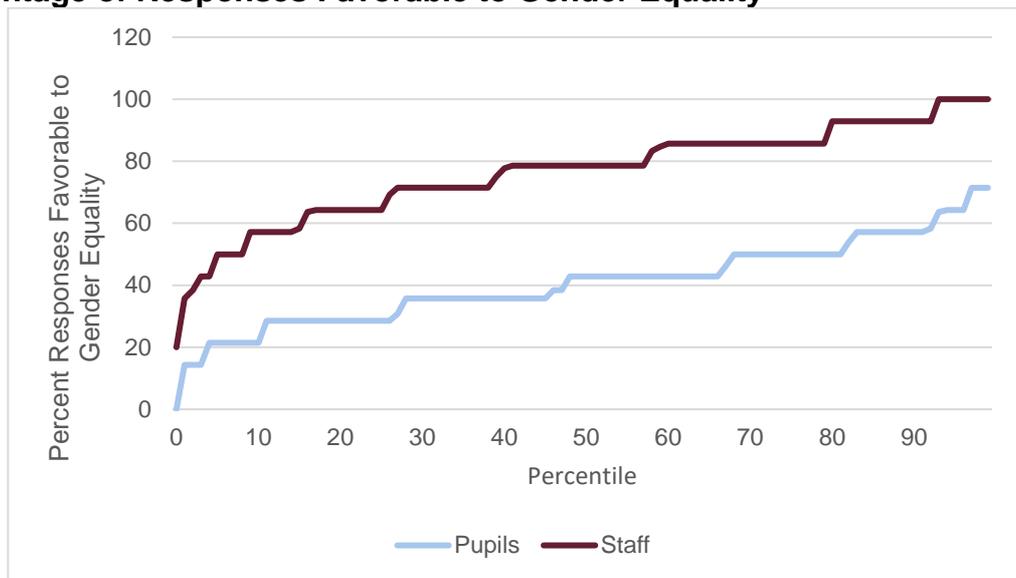
To understand this more clearly, findings from an item analysis are presented through a dot plot comparing staff and pupils on each attitude question in **Figure 16**. To develop the dot plot, student and staff responses to each item were assigned a value of +1 if the response reflected an egalitarian attitude (e.g., favorable to gender equality) and a value of -1 if the response did not reflect an egalitarian attitude. The scores on each item were averaged for the student group and the staff group and these averages were plotted. To further explain, average item scores that were close to the midline (i.e., zero point on the y-axis) represent a relatively even split of responses favorable or not favorable toward gender equality. When the average item scores sat above the midline, then more of the respondents gave responses that were favorable to gender equality than unfavorable. The reverse is true if the average item score fell below zero. The actual attitude questions are provided below the figure. Any differences that are significant have been flagged with an asterisk or a double asterisk.

Figure 16 shows that responses to most of the gender attitude survey questions were markedly different for staff compared to pupils, with the staff consistently demonstrating attitudes that were positive, i.e., favorable toward gender equality. Item scores for staff were above the zero-score midline and were, on average, favorable toward gender equality. This chart shows that student responses, on average, tended to be more unfavorable to gender equality because the mean item scores for pupils generally fell below the zero-score midline. For pupils, only one of the item means was noticeably above the midline— item 2, which states, "In a home, the wife should help make decisions on spending money." Furthermore, with the exception of item 1, which states, "If the father and mother both work, fathers should share in the cooking and cleaning" and item 4, which states, "It is acceptable for a woman to disagree with her husband," the mean differences between the staff and student responses for the remaining questions were statistically significant ($p < .001$), with the staff attitudes being consistently more positive, on average, than the student attitudes.

Figure 16. Item Comparisons on the Gender Attitude Survey: Staff versus Pupils

Staff: Mean Positive = 76.7%**
Pupil: Mean Positive = 41.0%
**Significant mean differences (F = 1,521; p = .000
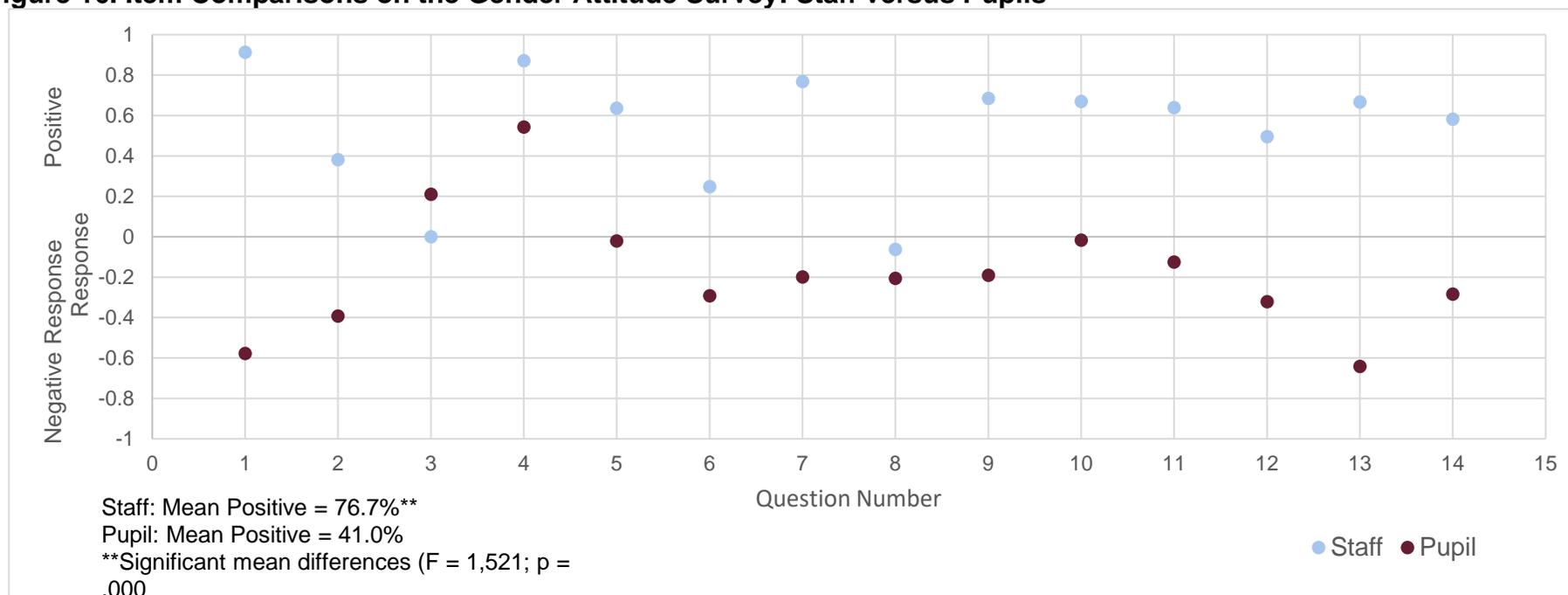
1. If the father and mother both work, fathers should share in cooking and cleaning.
2. In a home, the wife should help make decisions on spending money.**
3. Girls should continue in school if they get married.**
4. It is acceptable for a woman to disagree with her husband.
5. It is acceptable for boys to cry.**
6. It is acceptable for pupils to report their teacher for caning.**
7. Only men should work for pay outside the home.**

8. Girls are smarter than boys.**
9. Boys are better at mathematics and science than girls.**
10. It is better for a girl to be quiet and shy.**
11. Girls are better at mathematics and science than boys.**
12. Boys are smarter than girls.**
13. It is more important for boys than girls to do well in school.**
14. Teachers should cane pupils because it helps them learn better.**

** Item score mean differences were statistically significant (p <.001)

In summary, staff attitudes about gender norms are much more favorable toward gender equality than the attitudes of pupils. Given the more egalitarian attitudes of the staff, it is worth considering how school staff could help pupils build more understanding about the gender norms and power dynamics in society and the potential of these gender roles to impede their potential for success in education, wellbeing, and ability to realize their dreams for adulthood.

3.4   SEL

SEL plays an important role in pupils' school performance (Durlak et al., 2011; Taylor et al., 2017). Social and emotional skills are also important in order for pupils to navigate their world every day to avoid and challenge SRGBV. Social and emotional skills also help build agency, which is needed for pupils to seek assistance from a trusted adult when they witness or personally experience violence perpetrated against them. As such, pupils play an important role in preventing SRGBV. Social and emotional skills of pupils and teachers also contribute to establishing and sustaining a positive school climate. Findings presented in **Figure 8, page 21** provides evidence that a positive school climate fosters SEL. Thus, the school climate and SEL are interdependent and both are important to achieve LARA's goals. This interrelationship between the school climate and SEL is nicely described in the following quotation from Berg and colleagues (2017):

> *Social and emotional learning cannot flourish in a school independent of positive and supportive school and classroom climates, just as systematic efforts to build student and adult social and emotional competencies contribute to nurturing classroom and school climates. (p. 4)*

One of the three components of the Journeys program, the Journeys for Pupils, also known as the UKU program, is dedicated to building social and emotional skills. The SEL Survey was designed to evaluate the social and emotional skills that are most needed by pupils to effectively deal with the social challenges they face every day at school and traveling to and from school, including but not limited to challenges related to SRGBV. Although the survey does touch on all aspects of SEL (e.g., in the Coalition for Academic and Social Emotional Development [CASEL] framework, https://casel.org/core-competencies/), the survey was not designed to evaluate these different social and emotional skills equally. In addition to interpersonal skills, emotional processes, and social awareness, the survey evaluates pupils' sense of agency and self-efficacy in responding to violence they witness or experience.

Below, we report the results from baseline findings, which include group comparisons by sex and treatment. We also present the distribution of responses for each of the 21 survey items for the full sample of pupils (i.e., boys and girls in the treatment and control schools combined).

SEL group comparisons for sex and treatment, based on the total SEL score

As discussed earlier, pupils were asked to listen to 26 statements that represent a variety of social and emotional skills and to respond according to how true the statement was for them. A total score was derived by summing student scores across all 26 survey items (i.e., Never true for me = 0, Rarely true for me = 1, Sometimes true for me = 2, and Always true for me = 3) out of a maximum score of

78. Group comparisons showed that there were no significant differences between the total SEL scores for boys and girls or between the treatment and control groups. Therefore, the findings for treatment and control and males and females combined best represent the baseline status of P2 pupils on the SEL Survey. These findings are presented in **Table 12**. Both the mean of the total scores and mean percent (out of 78 possible) are given.

Table 12. SEL: Total SEL Score and Percentage of Maximum

	All Pupils Combined		
	Mean (N)	**Standard Deviation**	**Confidence Interval**
Total SEL out of 78 possible	49.66 (1273)	10.51	48.79–50.54
Total SEL as a percent of maximum (78)	63.67 (1273)	13.48	62.55–64.79

On average, pupils obtained a total SEL score of about 50, which is around 60% of the maximum score possible (78). P2 pupils have made progress in developing a variety of social and emotional skills, but will often vary in the degree that a response is true for them. For example, approximately 65%–75% of pupils mentioned that many of the skills are true for them, but reported that the skill is only true for them some of the time versus all of the time. This positive start for the P2 pupils is an excellent foundation for the UKU program, but there is room to grow. To look more deeply into the pupils' baseline status for the social and emotional skills measured in this survey, we provide the distribution of student responses across the 26 SEL Survey items in the following pages.

Analysis of the pupil responses to individual items on the SEL Survey

In this section we present the distribution of responses to SEL Survey items organized according to five different social and emotional skill areas.[8] These are (1) communication, (2) assistance seeking behavior and agency, (3) relationship skills, (4) self-management, and (5) emotional processes. Considering that there were no differences between boys and girls or between pupils in the treatment and control groups, the responses of all pupils in the baseline study are combined for the item analysis findings and bar graphs presented in **Figure 17** through **Figure 21.**

The items presented in **Figure 16** are related to interpersonal skills. This was the strongest of the five item categories. Approximately 75%–80% of the pupils reported that that they felt they were liked by other pupils, interacted positively in games, made new friends easily, and felt good in new situations, either all the time or some of the time.

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8 These social and emotional skill areas do not map onto any particularly SEL framework (e.g., CASEL),but cover all of the social and emotional skills of this framework.

Figure 17. Interpersonal Relationship Skills
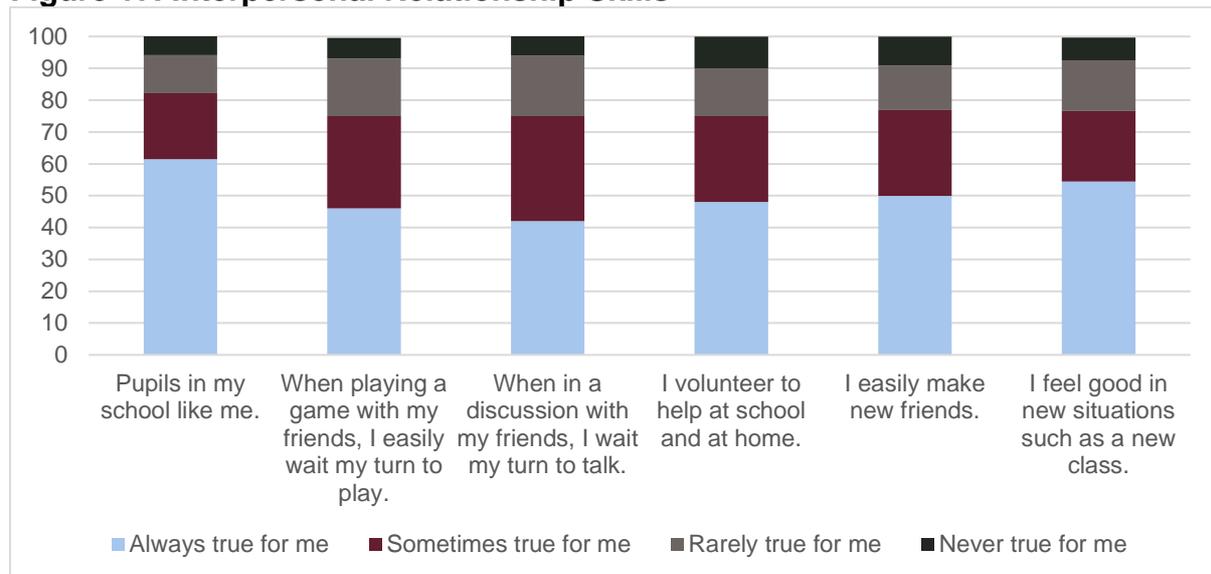
Figure 18 includes items related to a student's ability to communicate and seek assistance from their peers and adults. This is the aspect of the survey that reflects a pupil's ability to recognize the need to communicate an experience or seek assistance and to follow through by reaching out to a friend or trusted adult. This set of items taps into the student's agency. The majority of pupils (i.e., from about 55% to 75%) reported that they tell someone if they have witnessed some form of violence, either a friend being hurt by a peer, unfair punishment, or inappropriate touching, either some of the time or all of the time. Pupils were more likely to talk to their friends than adults about punishment that was considered to be unfair. Incidents of inappropriate touching were more likely to be reported to a head teacher or family member than a peer. Although there is room for improvement, it is encouraging that such a large proportion of P2 pupils communicate experiences of SRGBV, such as unfair punishment, inappropriate touching, and witnessing bullying between pupils.

Figure 18. Reporting and Seeking Assistance
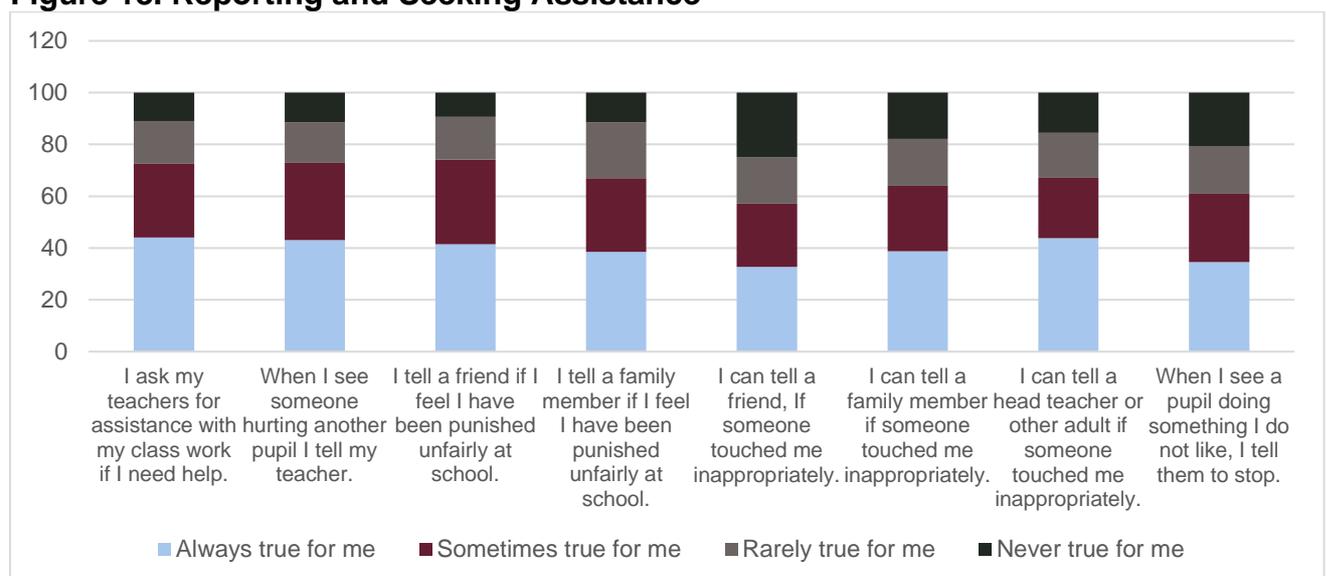
The bar graphs in **Figure 19** present responses to items that measure certain aspects of emotional processing, including the recognition and avoidance of danger, ability to manage emotional discomfort, and make responsible behavioral decisions when faced with something that may be emotionally challenging (e.g., telling the truth when it feels emotionally risky). These survey items measure certain aspects of emotional processing and also agency. For example, by responding in a positive way to the survey item, "I avoid people at school or on the way to school who might hurt me," pupils demonstrate that they first *recognize* potential danger that some persons present and that they take action to avoid these persons. About 65% of the pupils reported that they avoided people and places at school or on the way to school some of the time or all of the time. About 70% were able to become happy again after being upset, either some of the time or all of the time, and approximately 70% of the pupils reported that they were able to tell the truth even when it is not easy to do so, either some of the time or all of the time.

Figure 19. Self-Management
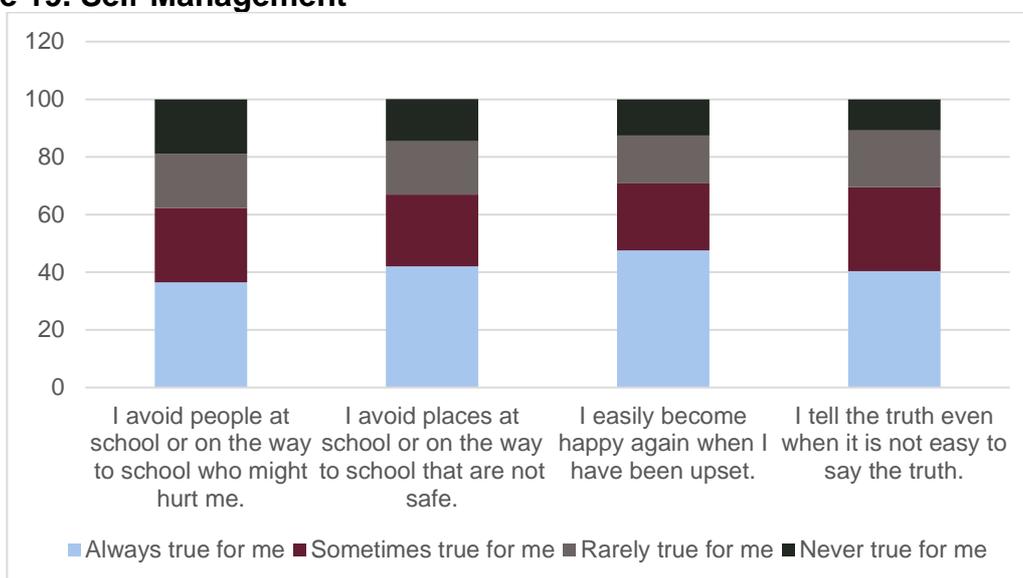
Awareness of other persons emotions appeared to be developing for the P2 pupils in this study, which is to be expected. It can be seen in **Figure 20** that approximately 40% of the pupils reported that they were rarely or never aware of the feelings of the persons around them. Social awareness in general and awareness of the feelings of others in particular are important in violence prevention. It is important for pupils to "pick up" on times when a fellow pupil is angry and may put them at risk for being harmed in some way. The role of pupils in supporting each other is another avenue toward SRGBV prevention. For example, pupils will be more likely to report an incident of SRGBV if they feel supported by a friend who is compassionate, understanding, and willing to assist. For pupils to effectively comfort and support each other, they need be aware of each other's emotional state.

Figure 20. Awareness of Another Person's Feelings
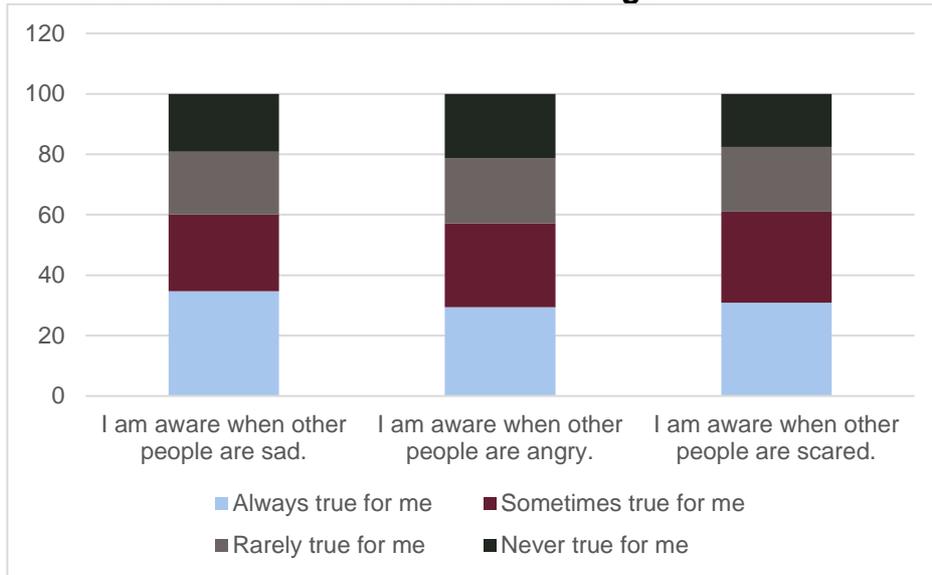
Communication about self (e.g., communicating thoughts and opinions, feelings, and experiences) was more difficult for the P2 pupils in this study than any of the other social and emotional skills (**Figure 21**). Understandably for this young age group, the majority of pupils were not comfortable sharing their personal thoughts in the face of disagreement. The UKU program engages pupils in a lot of discussion about social matters in a group setting, with a teacher patron to offer support and ensure a safe place for pupils to talk freely. Thus, one would expect these skills to develop and improve in future data collection occasions, both as a product of normal growth and development, as well as a result of the UKU program.

Figure 21. Self-Awareness and Communication
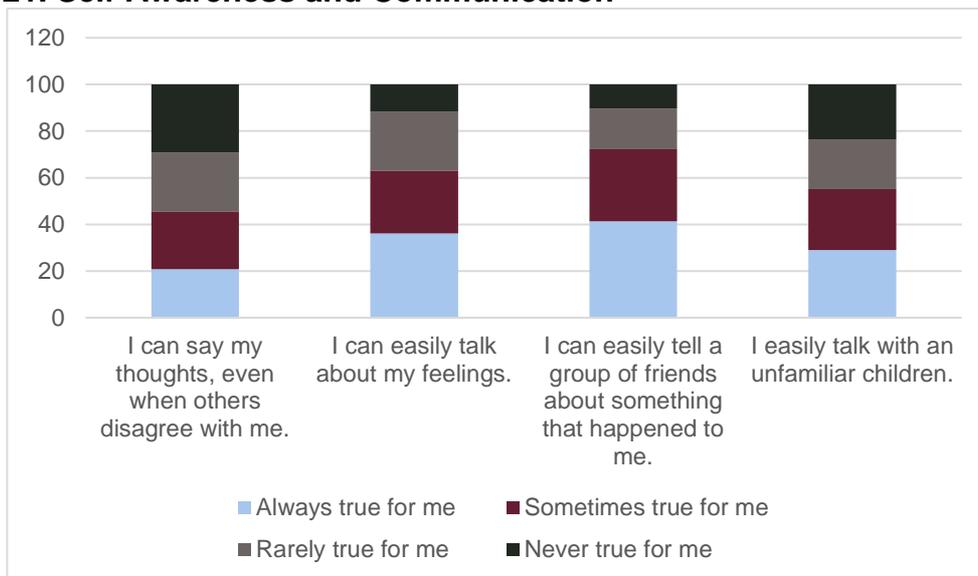
3.5 Experience of SRGBV

Article 29 of the United Nations Convention on the Rights of the Child (1989) states that it is a fundamental right of children to receive an education in an environment that is free from violence. When the school environment is positive—i.e., when it is safe and nurturing for children, when instruction is effective, and teachers are also supported—children's potential for cognitive and social and emotional development is maximized. However, the school experiences of children are not always positive, and the school environment is not always safe.

> **SRGBV**
>
> SRGBV includes physical, sexual, or psychological violence or abuse that is based on gendered stereotypes or that targets pupils on the basis of their sex, sexuality, or gender identities. SRGBV and abuse reinforce gender roles and perpetuate gender inequalities. It includes rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and other forms of non-sexual intimidation or abuse, such as verbal harassment or exploitative labor in schools. Unequal power relations between adults and children and men and women contribute to this violence, which can take place in the school, on school grounds, going to and from school, in school dormitories, in cyberspace, or through cell phone technology, and may be perpetrated by teachers, pupils, or community members. Both girls and boys can be victims, as well as perpetrators.
>
> *RTI International, 2016b*

Many pupils, as young as seven years of age, face the possibility of being a victim of some form of SRGBV at school or while traveling to and from school and may not have the social support to talk about their fears or seek assistance when witnessing or experiencing violence. This is stressful and when it is chronic, can be toxic. Chronic toxic stress, in the absence of avenues for support from a trusted adult, interferes with children's ability to concentrate on their studies, impedes executive function, and will ultimately negatively impact their school performance (Harvard University Center on the Developing Child, n.d.).

SRGBV consists of bullying and other forms of non-sexual intimidation, harsh use of punishment and sexual violence that takes place at school or traveling to and from school (see definition in text box above). SRGBV is a complex social phenomenon sourced from longstanding gender norms that define differential behavioral expectations and opportunities for boys versus girls. These norms are reinforced by the hierarchical power relations that often exist in societies around the world, where boys learn the importance of expressing their masculinity through assertive, if not aggressive behavior, while girls learn to be quiet and subservient, especially toward older boys and men. This is exacerbated in schools that often shadow these societal norms and power relations, where the authority vested in teachers may be abused and give rise to harsh punishment or sexual exploitation by teachers against pupils.

The Experiences of SRGBV Survey was designed to gather information on the nature and extent of pupils' SRGBV experiences. The survey is made up of three subscales: (1) bullying, (2) corporal punishment, and (3) sexual violence. As discussed previously, children taking this survey are asked, "How many times did this happen to you this school term?" (see the textbox for some example acts related to each form of SRGBV). The P2 pupils in the baseline sample[9] pointed to prompt cards to indicate their responses, choosing from the following choices: never, once, a few times, and many times. The following scores are assigned to each response: never = 0, once = 1, a few times = 2, and many times = 3.

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Examples of Items on the SRGBV Subscales

Bullying

- Make fun of you and teased you
- Leave you out of your group of friends or during games or activities

Corporal Punishment

- Shouted at you in front of your classmates that humiliated you
- Hit you with any type of object such as a cane, stick, or book

Sexual Violence

- Pull at your clothing to see your underwear or your body
- Touch, grab, or pinch your buttocks, breast, or private parts

</div>

In the following sections we provide three sets of findings, which provide information on the baseline status of P2 pupils, with regard to their experience of SRGBV. This includes the prevalence for bullying, corporal punishment, and sexual violence for two reference time frames: the school term and past week. We compare the overall prevalence rates for treatment and control groups at baseline and for girls and boys.

By definition, prevalence rate is a measure to determine the proportion of the population that has experienced a disease or social phenomenon in a predetermined period of time. For example, the proportion of pupils in the population that experienced at least one act of bullying during the reference time frame of the school term.

Prevalence findings have limitations, however. Prevalence does not provide information on the extent that children actually experience the different forms of SRGBV in the reference time frame (i.e., school term, past week). In the sections below provide information on the extent of bullying, corporal punishment, and sexual violence pupils experienced during the school term versus prevalence findings only. As well as provide findings specific to the different acts of bullying, corporal punishment, and sexual violence.

Prevalence of SRGBV

Prevalence is based on the proportion of a population that had a disease or experienced a social phenomenon (e.g., adverse event, act of bullying) in a given time frame (see text box) For this study we will provide information on prevalence of each form of SRGBV based on two reference time frames, the school term and the past week. We also provide information on the

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Definition of Prevalence

Prevalence is the proportion of a population who have a specific characteristic in a given time period.

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9 Note that as a longitudinal study, data is collected from the same children every year. At baseline these children were in P2. During the Occasion 2 data collection, scheduled for July 2019, the children will have progressed to P3.

percentage of pupils who experienced each form of violence multiple times in the school term.

Table 13 and **Table 14** provide the prevalence rates for bullying, corporal punishment, and sexual violence for P2 pupils from the 87 schools sampled in this study. This is given by the percentage of pupils who experienced any of the assessed acts of violence in the subscale at least once in the term (term prevalence) and in the week prior to the study (past week prevalence). Thus, for the bullying subscale, a pupil is counted in the percentage calculation if he or she had experienced any of the nine acts of bullying that are assessed in the bullying subscale at least once.

These tables also provide information about the percentage of pupils that experienced any of the acts of bullying, corporal punishment, or sexual violence multiple times in the school term (as opposed to at least one time). With this information we are able to get a general picture about the experience of SRGBV among P2 pupils.

In **Table 13** we present the prevalence rates for the three forms of SRGBV by treatment group. No statistically significant differences in the prevalence of bullying, corporal punishment, and sexual violence was found for P2 pupils attending the treatment schools versus the control schools.

Table 13. Prevalence of Bullying, Corporal Punishment, and Sexual Violence among P2 Pupils by Treatment

Form of SRGBV	Treatment		Control		All Pupils	
	Percent (Confidence Interval)	Percent (Confidence Interval)	Percent (Confidence Interval)	Percent (Confidence Interval)	Percent (Confidence Interval)	Percent (Confidence Interval)
	This Term	Past Week	This Term	Past Week	This Term	Past Week
Bullying experienced at least once	97.4 (95.7–99.0)	39.9 (35.7–44.1)	96.2 (94.7–97.7)	35.9 (31.6–40.2)	97.2 (95.7–98.6)	39.3 (35.7–42.9)
Bullying experienced multiple times	90.2 (87.0–93.4)	—	86.2 (83.1–89.3)	—	89.6 (86.8–92.4)	—
Corporal punishment experienced at least once	88.8 (84.8–92.9)	29.1 (24.2–33.9)	93.1 (90.6–95.6)	24.7 (20.6–28.8)	89.5 (86.1–93.0)	28.4 (24.3–32.5)
Corporal punishment experienced multiple times	65.4 (59.9–71.1)	—	66.8 (62.6–71.0)	—	65.7 (60.9–70.5)	—
Sexual violence experienced at least once	53.0 (47.7–58.3)	18.3 (13.2–23.4)	52.0 (47.1–56.9)	16.9 (11.7–22.1)	52.9 (48.3–57.4)	18.1 (13.7–22.5)
Sexual violence experienced at multiple times	28.3 (23.0–33.7)	—	25.3 (21.3–29.3)	—	27.8 (23.3–32.4)	—

Note: The bullying subscale has a total of nine acts of bullying. The corporal punishment subscale has seven acts of corporal punishment and the sexual violence subscale has seven acts of sexual violence.

In **Table 14** below, we present the prevalence rates for the three forms of SRGBV by sex. For P2 pupils, there were no statistically significant differences between the SRGBV prevalence rates of male and female pupils, whether it be bullying, corporal punishment, or sexual violence. That is, there was no difference in the percentage of girls, as compared to boys, who experienced any of the assessed acts of bullying, corporal punishment, or sexual violence ***at least once*** in the school term. However, the percentage of P2 pupils that experienced corporal punishment ***multiple times*** during the school term was higher for boys than for girls and this difference was statistically significant.

Table 14. Prevalence of Bullying, Corporal Punishment, and Sexual Violence among P2 Pupils by Sex

Form of SRGBV	Girls		Boys		All Pupils	
	Percent (Confidence Interval)	Percent (Confidence Interval)	Percent (Confidence Interval)	Percent (Confidence Interval)	Percent (Confidence Interval)	Percent (Confidence Interval)
	This Term	Past Week	This Term	Past Week	This Term	Past Week
Bullying experienced at least once	97.8 (96.4–99.2)	37.6 (32.9–42.4)	96.6 (94.6–98.5)	40.9 (35.4–46.3)	97.2 (95.7–98.6)	39.3 (35.7–42.9)
Bullying experienced multiple times	88.7 (85.5–91.9)	—	90.5 (87.4–93.7)	—	89.6 (86.8–92.4)	—
Corporal punishment experienced at least once	88.2 (84.4–92.0)	24.5 (20.0–29.0)	90.8 (86.4–95.2)	32.1 (26.3–37.8)	89.5 (86.1–93.0)	28.4 (24.3–32.5)
Corporal punishment experienced multiple times*	60.9 (55.1–66.7)	—	70.4 (65.2–75.6)	—	65.7 (60.9–70.5)	—
Sexual violence experienced at least once	51.9 (46.4–57.4)	15.3 (9.2–21.5)	53.8 (48.1–59.5)	20.7 (15.1–26.3)	52.9 (48.3–57.4)	18.1 (13.7–22.5)
Sexual violence experienced at multiple times	27.3 (21.5–33.0)	—	28.4 (23.0–33.9)	—	27.8 (23.3–32.4)	—

Note: The bullying subscale has a total of nine acts of bullying. The corporal punishment subscale has seven acts of corporal punishment and the sexual violence subscale has seven acts of sexual violence.

* A higher proportion of boys than girls experienced corporal punishment multiple times in the term (p <.001).

The prevalence tables above show that the levels of violence P2 pupils experience in school is very high, for all forms of SRGBV (**Figure 21**). Almost all of the P2 pupils experienced bullying and corporal punishment during the school term, and the majority of pupils reported experiencing bullying and corporal punishment multiple times in a school term. By its nature, even by definition,

Figure 22. P2 Prevalence of Any Act of SRGBV
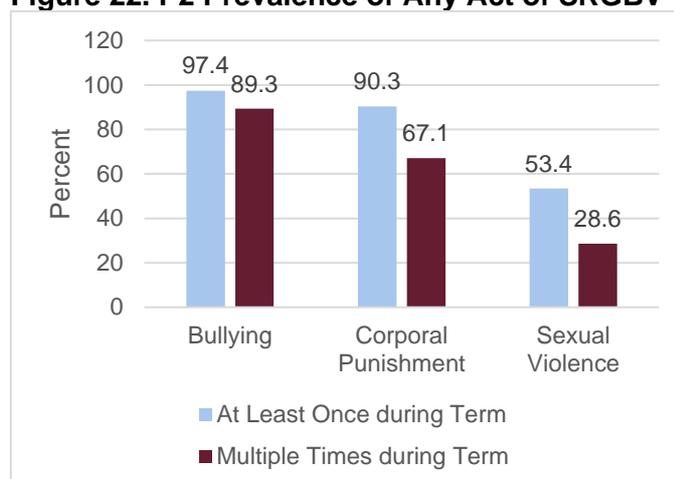
bullying is an act of violence that is perpetuated repeatedly, usually by a person that is in a higher power relationship to the victim (e.g., older male or female versus a younger male or female, a boy versus a girl, or majority versus minority status). Thus, the fact that bullying is experienced multiple times by most pupils is not surprising. However, given the young age of these pupils, the prevalence of sexual violence is alarming. More than half of the P2 girls and boys reported experiencing some act of sexual violence in the school term and almost one-third of pupils reported experiencing some act of sexual violence multiple times in the school term. These rates are similar to what was observed for P3 pupils in the LARA baseline study, which took place in 2016 (RTI International, 2018).

Extent of SRGBV

In this section we present findings on the extent that pupils experienced the different forms of SRGBV, based on the subscale total score, which is calculated by adding the values for responses across all of the acts of violence assessed for each form of SRGBV (e.g., bullying, corporal punishment, and sexual violence). This is based on the assigned value for the following response choices, never = 0, once = 1, a few times = 2, and many times = 3. The minimum possible for bullying, with nine bullying acts, is 0 (i.e., if a pupil gave the response "never" to all nine acts of violence) and the maximum score is 27 (i.e., if a pupil gave the response "many times" for all nine acts of violence). With only seven corporal punishment acts and seven sexual violence acts assessed, the maximum possible for corporal punishment and sexual violence is 21.

Table 15 and **Table 16** give group comparisons based on these total scores by sex and by treatment, respectively. Male pupils in P2 reported more frequent experiences of corporal punishment than female pupils, and this difference was statistically significant (p<.001). However, bullying and sexual violence were not different for male and female pupils in P2 (**Table 15**). P2 pupils in the treatment groups reported more frequent experiences of bullying at baseline and this difference was statistically significant. This is not ideal for the baseline study because we assume with random school sampling that there will be a match on baseline measures. No significant differences between the treatment and control groups were identified for the experience of corporal punishment and sexual violence, based on the total scores.

Table 15. Extent of Violent Experiences based on Total Subscale Score by Sex

Form of SRGBV	Girls			Boys			All Pupils		
	Mean (Number)	Standard Deviation	Confidence Interval	Mean (Number)	Standard Deviation	Confidence Interval	Mean (Number)	Standard Deviation	Confidence Interval
Bullying	11.2 (650)	5.7	10.4–11.9	11.5 (627)	5.8	10.7–12.3	11.4 (1,277)	5.7	10.6–12.1
Corporal Punishment*	4.9 (650)	4.2	4.3–5.4	5.7 (627)	4.2	5.1–6.3	5.3 (1,277)	4.2	4.8–5.8
Sexual Violence	2.3 (650)	3.6	1.8–2.7	2.2 (627)	3.3	1.7–2.6	2.2 (1,277)	3.5	1.9–2.6

p <.001

Table 16. Extent of Violent Experiences based on Total Subscale Score by Treatment

Form of SRGBV	Treatment			Control			All Pupils		
	Mean (Number)	Standard Deviation	Confidence Interval	Mean (Number)	Standard Deviation	Confidence Interval	Mean (Number)	Standard Deviation	Confidence Interval
Bullying*	11.5 (689)	4.6	10.7–12.4	10.3 (588)	6.2	9.8–10.8	11.4 (1,277)	5.7	10.6–12.1
Corporal Punishment	5.3 (689)	3.4	4.8–5.9	5.0 (588)	4.9	4.6–5.4	5.3 (1,277)	4.2	4.8–5.8
Sexual Violence	2.3 (689)	2.8	1.9–2.7	2.0 (588)	3.7	1.7–2.3	2.2 (1,277)	3.5	1.9–2.6

p <.001

Exploring responses to the different acts of bullying, corporal punishment, and sexual violence

In this section we provide findings from descriptive analyses that provide information on the extent to which pupils experience the various acts of violence assessed in each SRGBV subscale (i.e., bullying, corporal punishment, and sexual violence).

Bullying

Children experience all kinds of bullying, which includes but is not limited to verbal teasing, name calling, or physical bullying, all of which are perpetrated as intimidation. Other types of bullying include petty theft or destruction of personal belongings and relational bullying, which takes place when children are left out of their group of friends or intentionally left out of games or other activities at school. In this section we present findings on reported experience of each of the nine acts of bullying that were assessed (see definition of "bullying" in the text box).

> **Definition and Types of Bullying**
>
> Bullying is defined as any non-sexual form of intimidation that is perpetrated with intention to harm, either physically or psychologically. The act of bullying is grounded in the power differential that exists between the perpetrator and the victim. Excluding corporal punishment, acts of physical bullying range from severe acts of physical violence, such as beatings, to less harsh acts of violence, such as pulling at someone's clothes or hair or grabbing a pupils' belongings. Acts of psychological bullying include name calling, public humiliation, and other forms of teasing, excluding sexual harassment. Intentional exclusion of a peer from social circles (sometimes referred to as "relational bullying") and theft are also types of bullying, as is intimidating pupils via text messaging or on social media sites, which is referred to as cyberbullying. Bullying and other non-sexual forms of intimidation can be perpetrated by peers, teachers, other school staff, and persons encountered on the way to and from school.
>
> *RTI International, 2016b*

Figure 23 presents findings on the frequency of bullying experience. The figure shows that among all the pupils who experienced bullying, one-half to one-third of the pupils reported that they experienced the bullying acts multiple times (i.e., reported experiencing the act of bullying either "a few times" or "many times"). Physical bullying was the most prominent type of bullying experienced. Between 10%–20% more pupils reported that they experienced physical bullying "many times" in the school term, compared to the other acts of bullying. Pupils also experienced verbal bullying at high rates, particularly verbal teasing, name calling, and rumor spreading. Petty theft, such as food being stolen, was also experienced at high rates.

Figure 23. Distribution of Responses to Each Bullying Act among Pupils Who Experienced the Act at Least Once
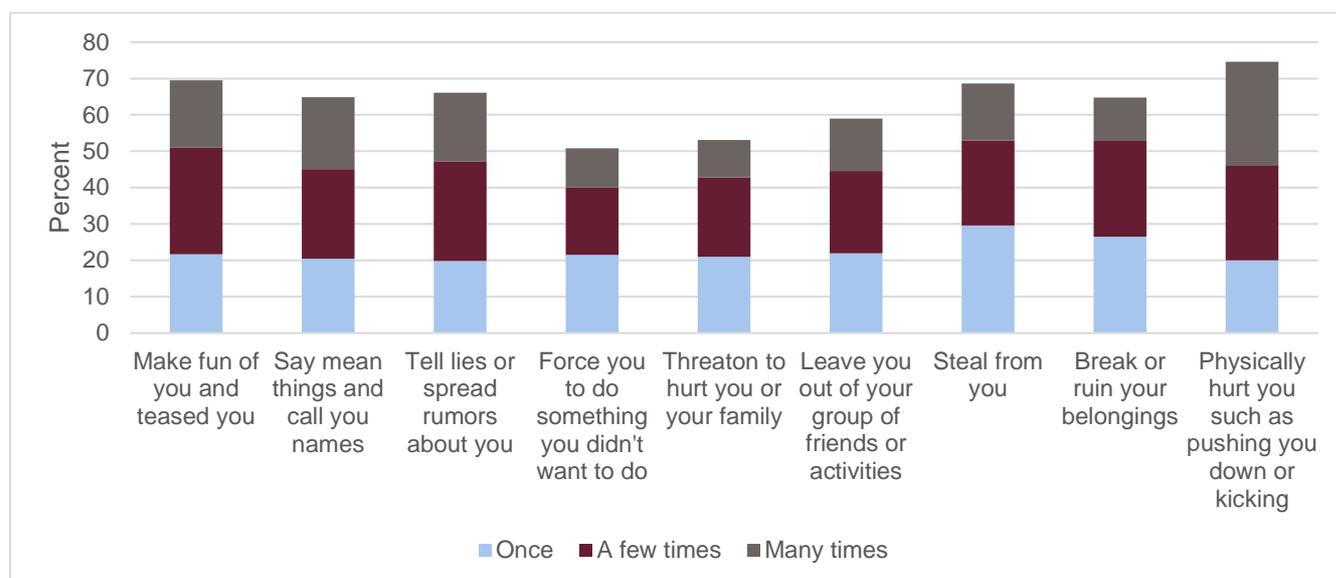
These different acts of bullying can be organized into four different categories: (1) verbal bullying, (2) relational bullying, (3) stealing or ruining belongings, and (4) physical bullying. When combined into these groups, as can be seen below and in **Figure 24**, verbal bullying is the most common.

Figure 24. P2 Experience of Different Types of Bullying by Sex

1. Verbal Bullying

   • Make fun of you and tease you

   • Say mean things to you or call you names

   • Threaten to hurt you or your family but did not do it

   • Forced you to do something you did not want to do, such as joining a group in making fun of or hurting another pupil

   • Tell lies about you or spread rumors or stories to other pupils or a teacher that were not true
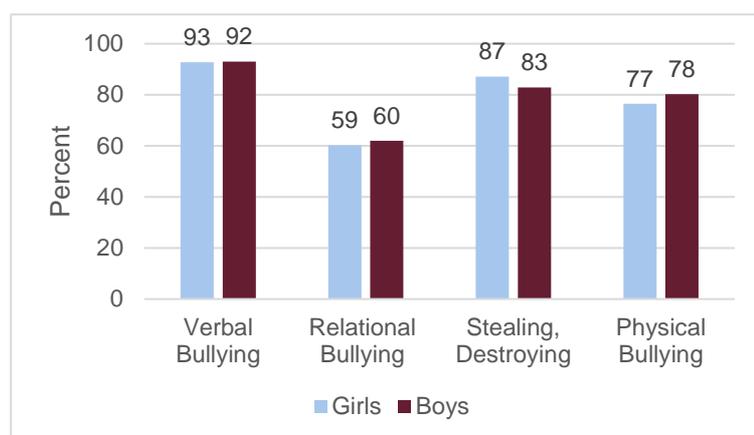
2. Relational Bullying

   • Left you out of your group of friends or during games or activities

3. Stealing or Damaging Belongings

   • Stole something from you

   • Broke or ruined something of yours on purpose

4. Physical Bullying

- Physically hurt you on purpose by pushing you down, kicking you, or hitting you with a hand, clenched fist, object, or weapon

Corporal Punishment

As discussed earlier, the prevalence rates for corporal punishment in Uganda are high, with approximately 90% of P2 pupils experiencing at least one act of corporal punishment in the school term and more than half the pupils experiencing some act of corporal punishment multiple times. Teachers use a variety of violent acts as a way to punish pupils, including physical punishment, shouting and humiliating pupils in the classroom, exposure to harmful physical tasks, such as kneeling in gravel or in the sun for long periods of time, and physical labor. (See the definition of corporal punishment in the text box.)

For pupils who experienced the acts of corporal punishment shown in **Figure 25**, we present the distributions of pupils' responses across the seven acts of punishment assessed.

> **Corporal Punishment**
>
> Corporal punishment is rooted in the power given to authority. It is perpetrated differently against boys and girls and is, thereby, a gendered practice. Perpetrators are teachers or other school officials who use this punishment on pupils. Corporal punishment is a form of physical or psychological violence that involves the deliberate infliction of physical pain or humiliation to discipline or reform a pupil or to deter attitudes or behaviors deemed unacceptable or inappropriate. This may involve physical violence, such as striking a pupil with an object like a cane, stick, slung book, or piece of chalk; directly striking a pupil; boxing/pulling a pupil's ears; or forcing a pupil to adopt uncomfortable positions or humiliating postures for long periods of time. Public humiliation or exploitative labor, such as lifting heavy packages or cooking or cleaning perpetrated as a form of discipline is also considered corporal punishment.
>
> RTI International, 2016b

Figure 25. Distribution of Responses to Each Corporal Punishment Act among Pupils Who Experienced the Act at Least Once
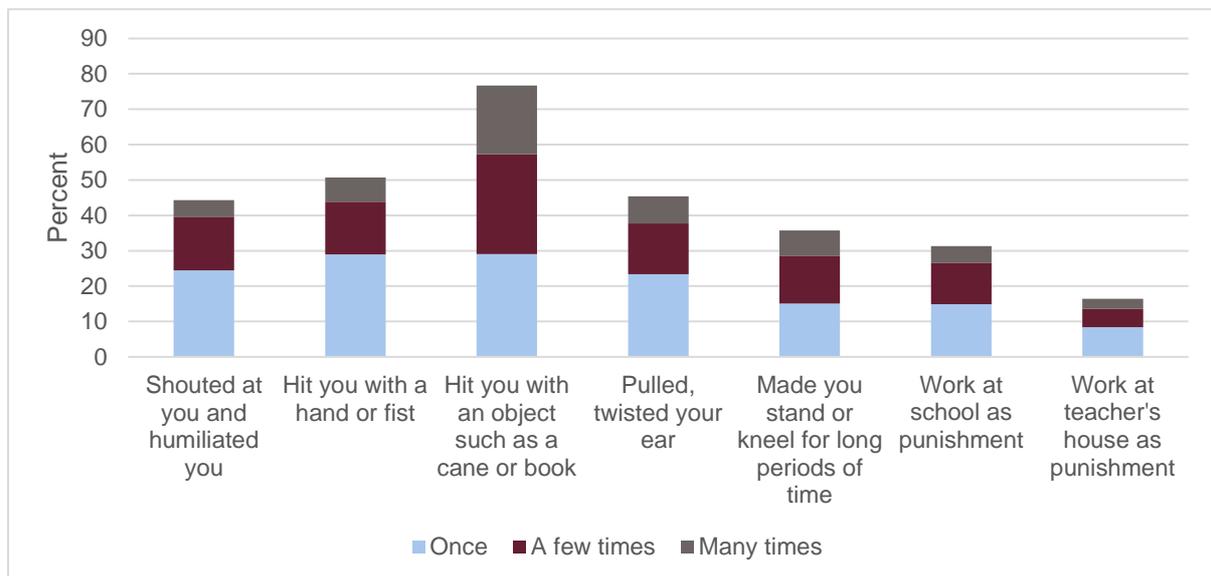
These different acts of corporal punishment can be organized into three different categories: (1) verbal punishment, (2) physical punishment, and (3) labor used for punishment.

1. Verbal

- Shouted things at you in front of your classmates that humiliated you

2. Physical

- Hit you with a hand or closed fist on any part of your body, including your head, face, hand, chest, or leg

- Hit you with any type of object, such as a cane, stick, belt, or book

- Pulled or twisted your ear

- Made you stand or kneel in a way that hurt or for a long period of time

3. Labor

- Made you work at the school as punishment

- Made you work at the teacher's house as punishment

The specific acts of corporal punishment are verbal, physical and labor. The prevalence of each category is shown in **Figure 25.**

Figure 26. P2 Experience of Different Types of Corporal Punishment by Sex
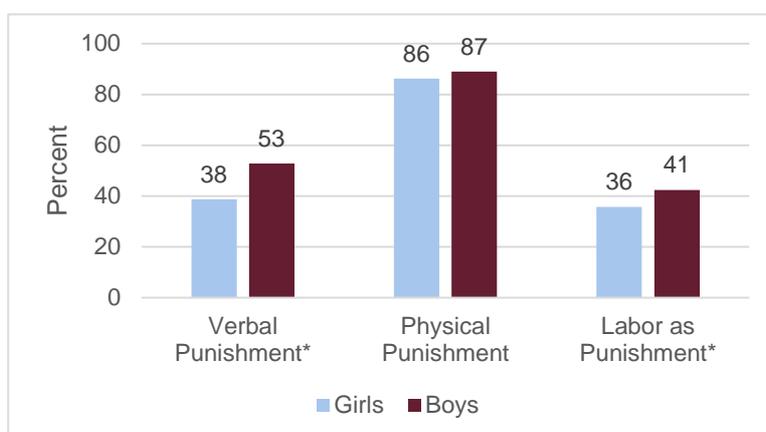
Sexual Violence

Although the prevalence of sexual violence is small (below 50%) compared to bullying and corporal punishment, considering the age of the pupils in this baseline study (i.e., P2 pupils between the age of 7 and 9), the prevalence rates of sexual violence are disturbingly high. As seen in **Figure 27**, the most common experience of sexual harassment that P2 pupils reported experiencing was someone spying on them when they were not fully clothed (e.g., when they are in the latrines at school), while the second most frequent experience was someone pulling on their clothes to look at their body. More than 25% of the pupils reported experiencing these acts of sexual violence at least once in the school term, 10% of which
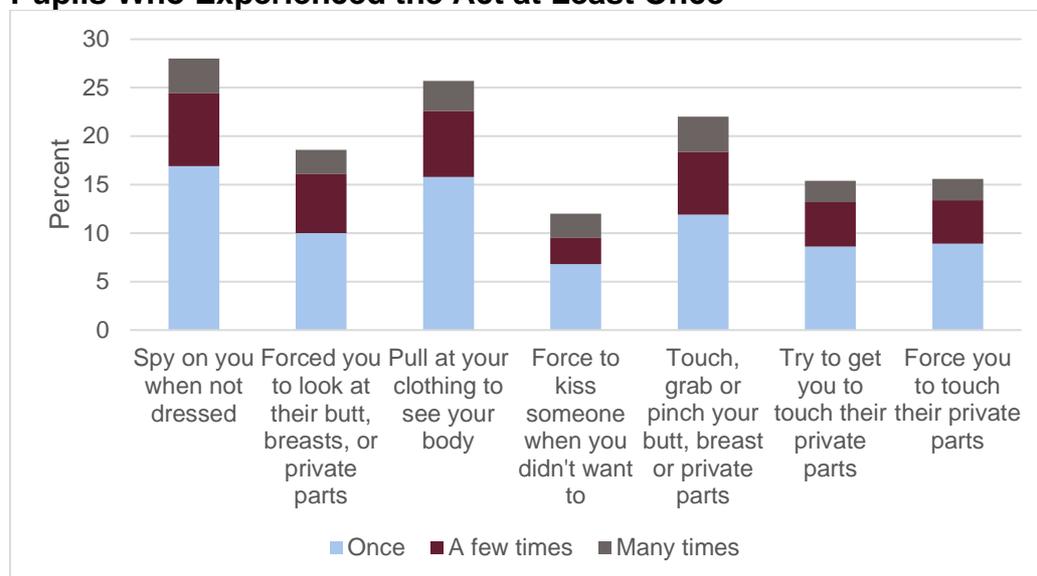
Sexual Violence

Sexual harassment and assault involve physical or psychological acts of violence or abuse by an adult or another child through any form of forced or unwanted sexual activity where there is no consent, consent is not possible, or power and intimidation is used to coerce a sexual act. Transactional sex (i.e., sex that is given in exchange for something, such as transportation, airtime for a cell phone, or for a better mark in a class) is an example of sexual violence and abuse in which consent may be given, but the power differential given by age, authority, and gender or intimidation is used to coerce the sexual act. Sexual violence and abuse includes unwanted touching of any kind or rape, including the use of children in commercial sexual exploitation or in audio and visual images. Regardless of the legal age of consent, sexual activity between teachers or other school personnel and pupils is considered to be sexual violence and abuse. Sexual violence can be perpetrated verbally, through any repetitive, unwanted sexual attention, such as requests for sexual favors, teasing or taunting about dress or personal appearance, or if the pupils are forced to watch pornography or listen to sexually explicit language.

RTI International, 2016b

experienced them multiple times. The third most common sexual violence experience reported by the P2 pupils in this study was that of someone touching, grabbing, or pinching their butt, breast or private parts. More than 20% of the pupils reported experiencing this act of sexual violence at least once in the school term, while 10% experienced this act of violence multiple times.

Figure 27. Distribution of Responses to Each Act of Sexual Violence among Pupils Who Experienced the Act at Least Once

The seven different acts of sexual violence assessed in this study can be organized into two categories: (1) body exposure and (2) physical sexual violence (**Figure 28**).

1. Body Exposure

    • Spy on you when you were not fully dressed, such as when you were changing clothes or in the toilet at your school

    • Forced you to look at their buttocks, breasts, or private parts and you did not want them to?

2. Physical Sexual Violence

    • Pull at your clothing to see your underwear or your body

    • Force you to kiss them and you didn't want them to

    • Touch, grab, or pinch your butt, breast, or private parts

    • Try to get you to touch their private parts, but you didn't do it

    • Force you to touch their private parts

Figure 28. P2 Experience of Different Types of Sexual Violence by Sex
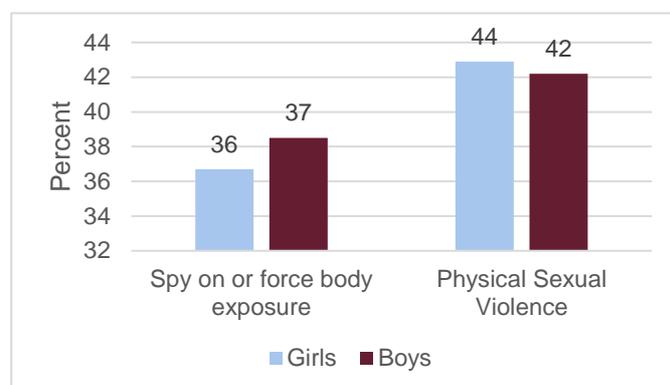
4. SUMMARY AND CONCLUSIONS

The findings from this baseline study provide a background of information on the following:

- EGR of pupils taken at the end of the second school term in Primary Class 2;
- student experiences of bullying, corporal punishment, and sexual violence;
- student SEL and agency;
- student and staff attitudes about gender norms in the school and home; and
- student and staff perceptions of the school climate.

Data was collected from P2 pupils and all teachers in 47 treatment schools (i.e., schools that are participating in both the EGR and the Journeys intervention) and 40 control schools. The baseline data will be used as the base from which to measure progress over time—on all of these variables—and to compare these growth trajectories in the context of the EGR and Journeys interventions and in the absence of external inputs. Given that the data will be collected from the same pupils each year, it will be possible to evaluate the inter-relations of the student variables.

The baseline findings provide important information related to the following:

- Are the staff and student populations in the treatment and control schools similar in demographics?
- Are the baseline measurements of all the key variables similar for staff and pupils in the treatment and control schools?
- What are important descriptive findings for all of the key variables?

These findings are summarized below.

4.1. Baseline comparisons for treatment and control groups

Pupils from the treatment and control groups were not different along the following dimensions: age, sex, and wealth quartile. At the time of baseline collection, the treatment schools in this study had been implementing EGR instruction for pupils in P1 and P2 for varying lengths of time: the P2 pupils in the treatment school had benefited from the EGR program for all of P1 and two school terms in P2. Therefore, pupils from the treatment schools outperformed the pupils in the control schools on the EGRA measurements, reading approximately three more wpm.

Attitudes toward corporal punishment were also more positive among staff from the treatment versus the control schools. For example, staff from the treatment schools were more likely than those from the control schools to agree with the following statement, "It is acceptable for pupils to report their teacher for caning." While staff from treatment schools were more likely than those from control schools to disagree with the following statement, "Teachers should cane pupils because it helps them learn better." Although the Journeys program for staff was initiated prior to the data collection, it is premature to attribute these differences to the treatment. Even though the schools were randomly selected, the distribution of schools across districts was not balanced and, therefore, the more favorable attitudes may have been a product of district differences. The occasion 2 data collection findings, which will take place

after there has been one full year of the Journeys implementation, should help resolve this question.

Composite scores for staff and student perceptions of school climate were not significantly different for the treatment and control groups. Pupils from the treatment and control groups were similar on the measure of SEL and agency.

In addition, the prevalence of bullying, corporal punishment, and sexual violence did not differ between pupils in the treatment and control groups. However, the total score for the different forms of SRGBV, which measures the frequency or extent of each form of SRGBV experienced, reflected a higher level of bullying experience for pupils from the treatment group compared to pupils from the control group. Thus, even though bullying prevalence was similar for pupils from treatment and control schools (i.e., the proportion of pupils that experienced at least one act of bullying once in a school term), pupils from treatment schools experienced bullying more frequently than pupils from control schools.

4.2   Descriptive analysis findings on key variables

EGRA. Reading skills were just emerging in the P2 pupils at the time of the baseline study. We found that between 45% (control) to 58% (treatment) of pupils could read at least one word. For pupils who could read at least one word, the average correct wpm was still low, ranging from 13.6 wpm (control) to 16.4 wpm (treatment).

School climate. Study findings provided evidence for the central role that school climate plays in supporting emerging literacy, fostering SEL, and preventing all forms of SRGBV, most notably in the extremes. For example, when student perceptions of school climate fell below the 25th percentile, school aggregates/mean scores for ORF fell below 10 wpm.

School climate scores in the extremes (i.e., below the 25th percentile and above the 75th percentile) were associated with lower student SEL scores and higher SEL scores, respectively. And the same trends were seen for the relationship between school climate and all forms of SRGBV. Bullying, corporal punishment and sexual violence was significantly higher where school climates were perceived by pupils to be low (i.e., below the 25th percentile), and bullying, corporal punishment and sexual violence was significantly lower where school climates were perceived by pupils to be high (i.e., above the 75th percentile).

Finally, the baseline findings showed that school staff had more positive perceptions of the school climate than did pupils and these differences were significant. Item comparisons across staff and pupils showed that the largest discrepancies were related to disciplinary practices and school safety. On discipline, teachers were much more likely than pupils to **disagree** with the following statements:

- There are many pupils who fear their teachers.
- Pupils are punished too much for little things.
- Pupils are sometimes afraid to go to school for fear of punishment.
- Use of the stick/cane or other forms of physical discipline (e.g., pulling ears, kicking slapping, standing in sun) is common.

Teachers were much more likely than pupils to **agree** with the following:

- The consequences of breaking school rules are fair.

- Girls feel safe at school.
- Boys feel safe at school.
- Pupils usually report incidences of physical violence they experience or witness.

Gender attitudes. School staff from both treatment and control schools had much more favorable attitudes toward gender equality than did the pupils, and this was true for almost all of the items on the gender attitude scale. These results were statistically significant. Given the more egalitarian attitudes of the staff, as compared to the pupils, it is worth considering how school staff could help pupils build more understanding about the gender norms and power dynamics in society.

The baseline findings also showed that male staff tended to have attitudes more favorable to gender equality than did the female staff.

SEL. Neither P2 pupils in the treatment and control schools nor pupils of either gender differed in their overall item scores on the Student SEL Survey. For all P2 pupils, the average total SEL score was 49.7 out of 78 possible, or 63.7% of the maximum possible. Thus, there is room for growth. The baseline findings provided some insight into relative areas of strength in social and emotional skills and areas where there is more room for growth.

Interpersonal relationship skills were the strongest of the SEL competencies assessed. Almost 80% of the pupils reported that statements depicting positive relationship skills were "always true for them" or "sometimes true for them." Approximately 70% of the P2 pupils indicated that they sought assistance either "all the time" or "some of the time" when they need help with their class work, when they witness bullying, or when they feel they have been punished unfairly. Only about 60% of the pupils were able to tell someone if they have been touched inappropriately. Awareness of others' feelings, self-awareness, and communication skills were social and emotional skill areas of relative weakness and areas that the Journeys UKU activity should help pupils develop further.

SRGBV. P2 pupil experience of all forms of SRGBV is very high. Most P2 pupils, males and females alike, experience bullying and corporal punishment at least once during a school term, and the majority of pupils experience these forms of SRGBV multiple times. Given the young age of the pupils who participated in the baseline (in P2, from 7 to 9 years of age), the prevalence of sexual violence is alarming. Over half of all the P2 pupils reported experiencing some act of sexual violence at least once in the school term and almost a third of pupils reported experiencing some act of sexual violence multiple times in the school term.

ANNEX 1. HOUSEHOLD ITEMS AND RESPONSES BY PRIMARY 2 PUPILS WITH THE PRINICPAL COMPONENT FACTOR COEFFICIENTS

Table 1-1. Household Items and Pupil Responses

Household Items	Total Number of Missing or "No Response"	% Missing or "No Response"	% Responding "Yes"	Factor Coefficients
Uses charcoal burner to prepare meals at home	0	0%	9.1	0.479033
Television	2	.2%	18.7	0.38010
Electricity	0	0%	41	0.32690
Computer	2	.2%	1.8	0.22941
Refrigerator	3	.2%	3.9	0.22247
Motor vehicle	2	.2%	9	0.21432
Gets water from a water pipe/tap in the house (for washing and bathing)	8	.600%	4	0.17418
Gets water from a water truck or tank (for washing and bathing)	8	.600%	1.7	0.17036
Mobile phone	8	.600%	5.1	0.14732
Gets water from a communal tap (for washing and bathing)	4	.3%	89.1	0.12635
Kitchen inside the home	5	.4%	21.4	0.09901
Someone reads to pupil at home	0	0%	60.2	0.09346
Radio	0	0%	56.7	0.06572
Bicycle	5	.4%	75.7	0.04331
Uses a shared/communal pit latrine at home	4	.3%	79.3	0.02972
Gets water from a well or borehole (for washing and bathing)	8	.600%	10.3	-0.03514
Gets water from a protected spring (for washing and bathing)	4	.3%	16.5	-0.04198
Uses a private pit latrine at home	8	.600%	59	-0.07708
Gets water from a river, stream, or lake (for washing and bathing)	8	.600%	19.8	-0.09780
Uses firewood to prepare meals at home	0	0%	88.8	-0.47956

Wealth Index Equation for Primary 2 Pupils:

Using the factor loading coefficients seen in Table 1-1, a wealth index was produced for all pupils who responded with either "yes" or "no" for all items, which was about 97.9% of the sample. The final equation can be found in the textbox. Variables in the equation below will have a value of one if the pupil responded with "yes" and a value of zero if the student responded with "no".

Wealth Index Equation

wealthindex =.3269016743669426*electricity + -.0419846707358314*shared_latrine +.029722581945677*own_latrine +.0433107209308891*radio +.1263516614985298*phone +.3800996056919319*television +.2294145408798784*computer +.222466592735549*refrigerator +.065720974206659*bicycle +.2143209284708054*vehicle + -.0978045719681801*river + -.0770761614438179*well +.1473233247967098*communal_tap +.1741824132597802*water_pipe +.1703549132114322*water_truck + -.0351396115275252*spring +.0990127590898545*kitchen + -.479563771819165*firewood +.4790333997177457*charcoal +.0934563417869002*read

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