



Supporting SEL in Uganda Primary Schools

What we learned after one year

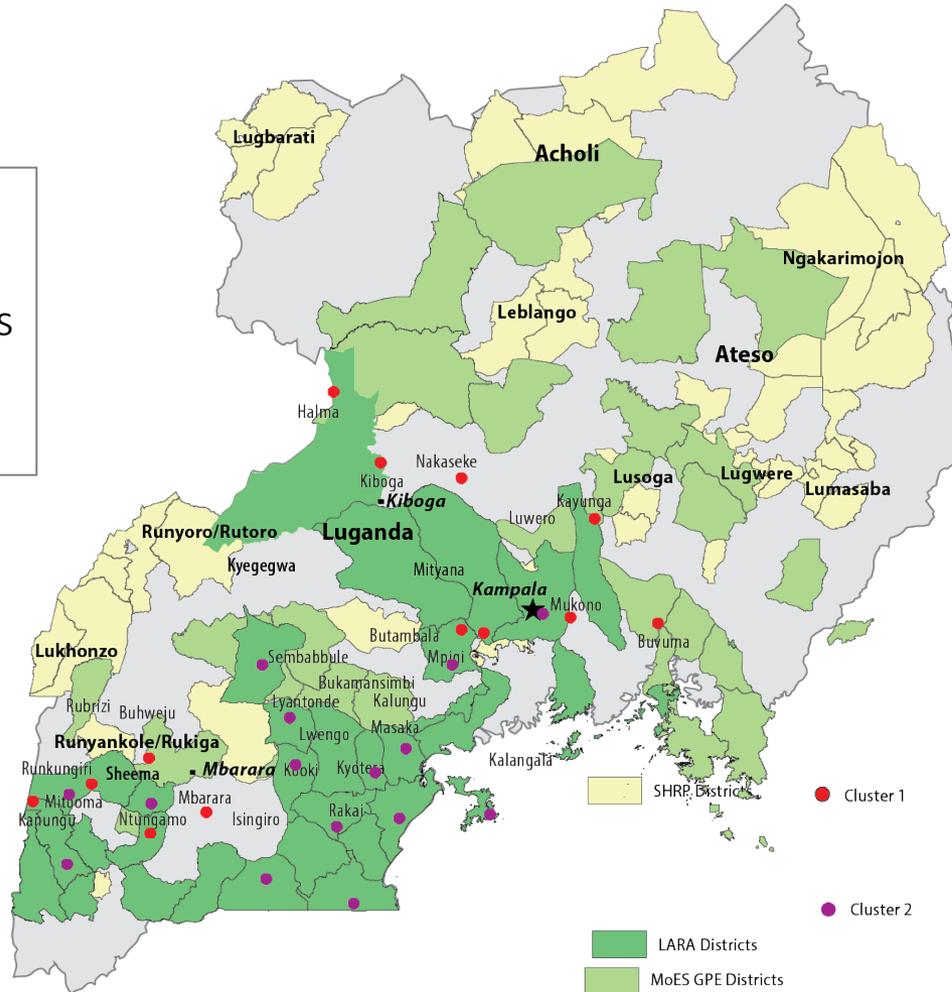
Elizabeth Randolph and Peter Musingo, RTI International

USAID/Uganda Literacy Achievement and Retention Activity



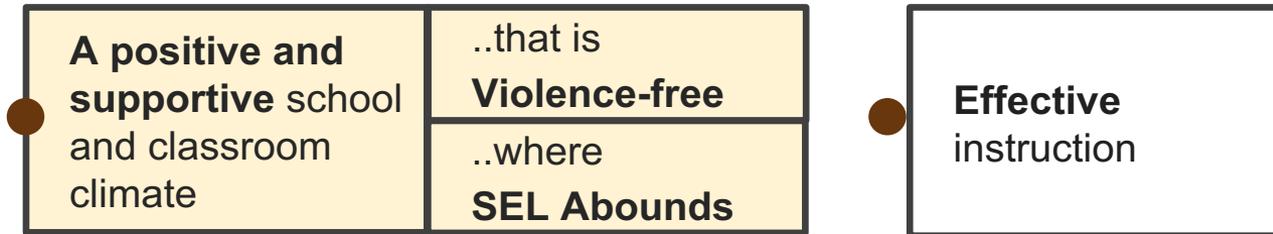
Coverage

- 43 districts
- 3745 schools
- 3 languages

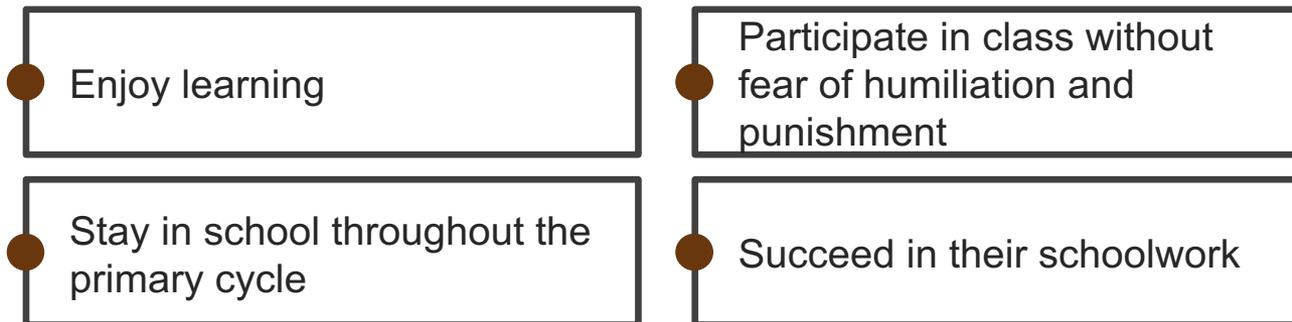


Theory of Change

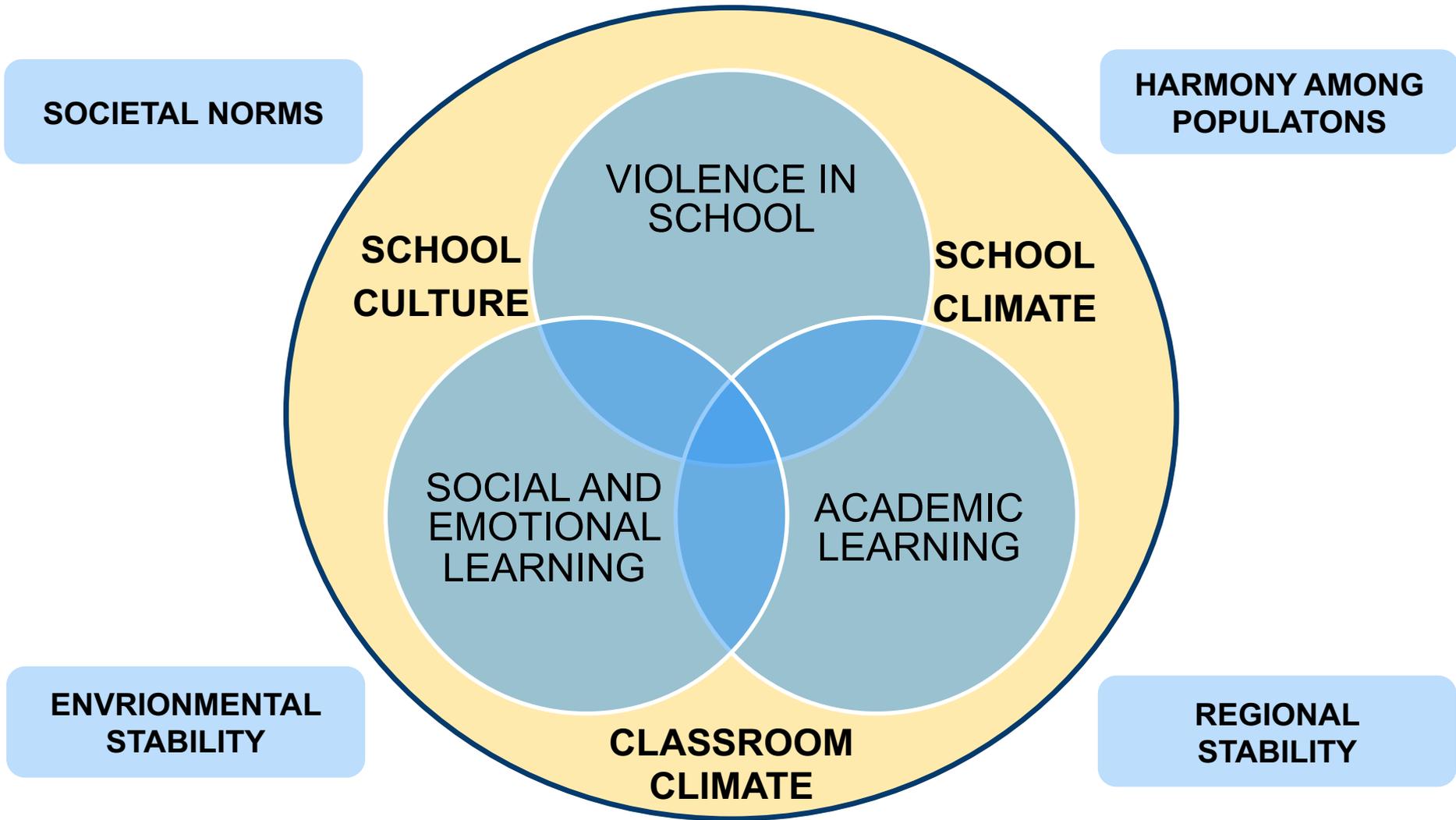
IF life at school is characterized by:



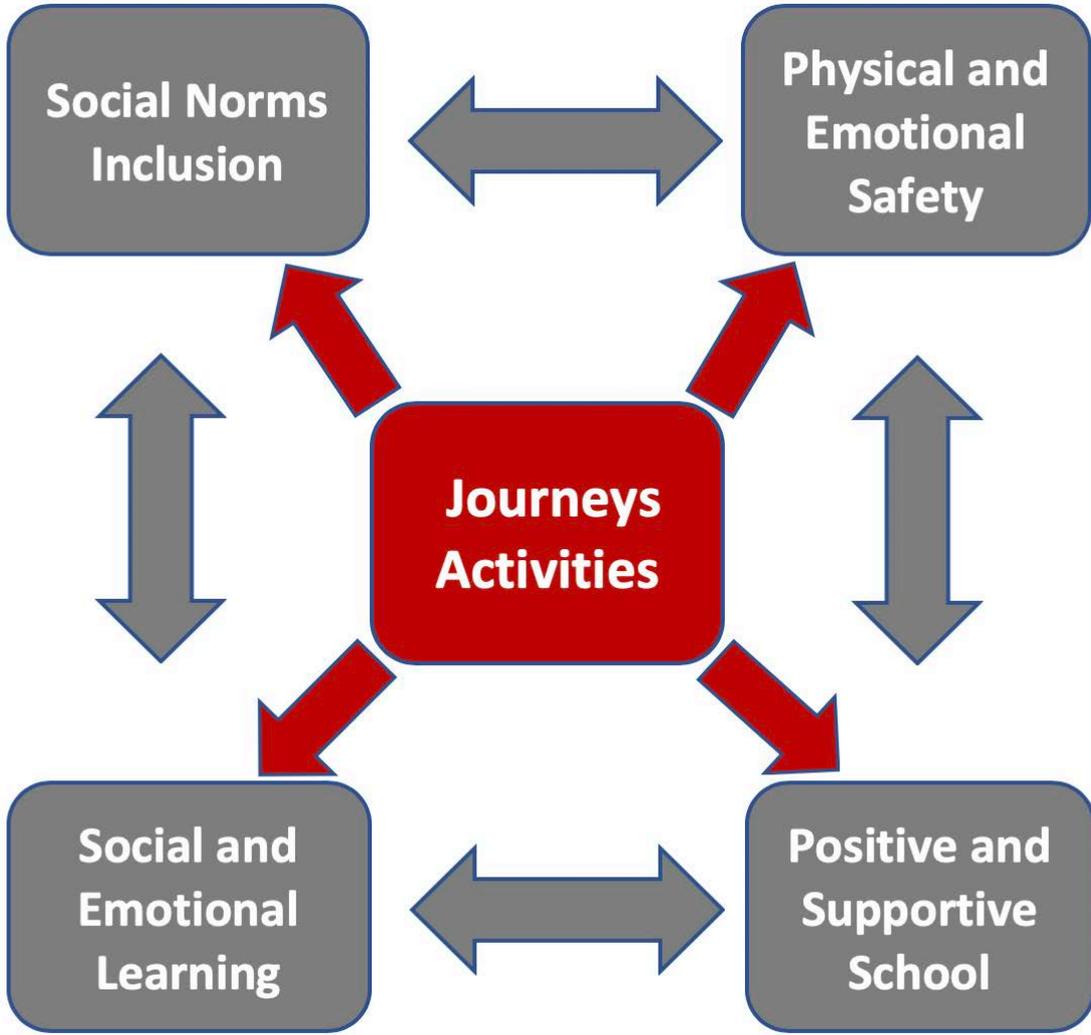
THEN pupils:

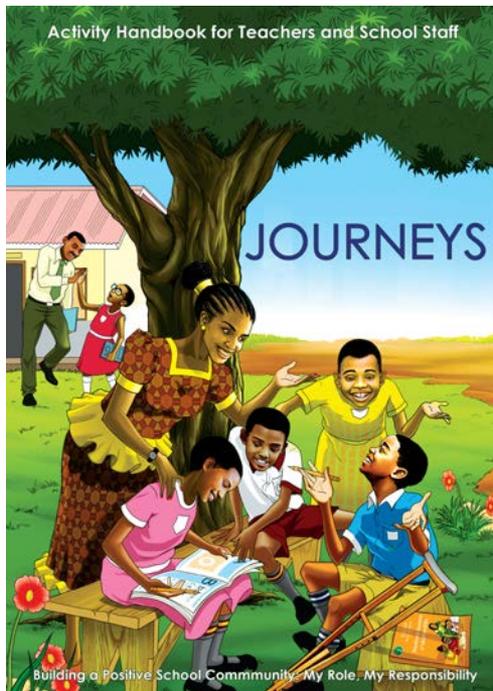


Focus on School and Classroom Culture and Climate is Multi-dimensional

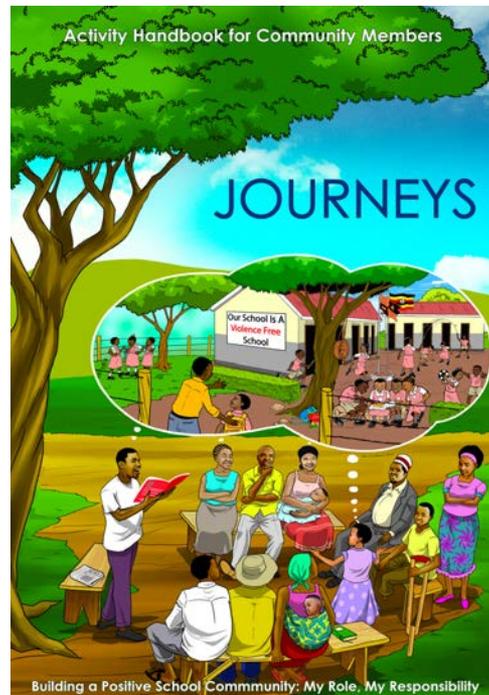


Journeys

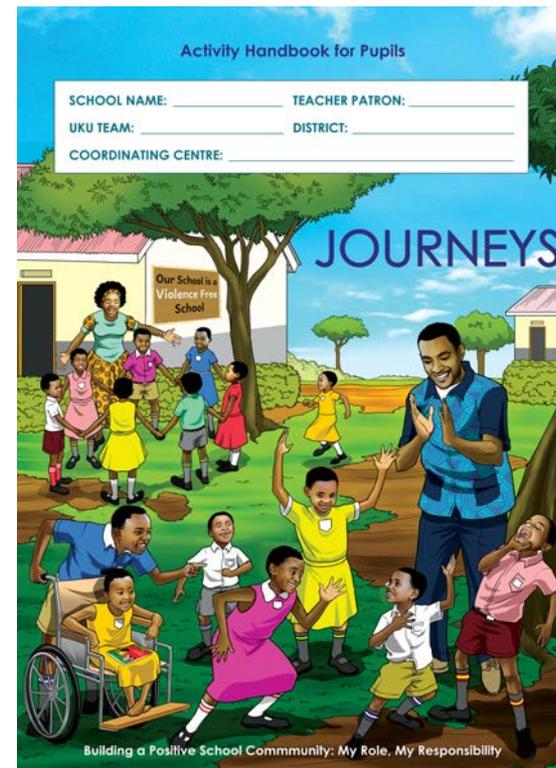




TEACHING AND
NON-TEACHING
STAFF



COMMUNITY
MEMBERS



PUPILS
UGANDA KIDS
UNITE (UKU)

Technical Approach principled in Awareness Based Systems Change



REFLECTION

Awareness- building Social Technologies



**INTERACTIVE
GAMES**



**ART
DRAMA**



DIALOGUE



**School,
Community,
Pupil Action**

Introduction to the Study Design

Overall Design

- Longitudinal, mixed methods
- 47 treatment, 40 control schools
- Pupils, P2 – P5

Variables

- Perceptions of School Climate
- Violence Experience
- SEL
- Reading fluency, comprehension
- Attendance
- Attitudes about Gender Norms

▪ **Qualitative Study**

9 Schools

36 Teachers

9 Head teachers

18 Journeys Facilitators/Teachers

54 Grade 5-6 pupils.

▪ **Field Assistant Study**

47 Schools

94 teacher interviews
(approximately)

What has changed in your school since Journeys started?

Distribution of references across across all comments

Qualitative Findings: Reported Changes attributed to Journeys				
Description	Pupils Comments	Teachers Comments	Total	
Teacher Changes 22%	Good teacher relations	0%	3%	2%
	Improved teacher-pupil relationships	7%	17%	14%
	Improved teacher-parent relationships	2%	2%	2%
	Teachers have learned teamwork	2%	4%	4%
Pupil Changes 32%	Improved pupil relationships	16%	5%	8%
	Pupils love their school	2%	1%	1%
	Pupils now trust teachers	5%	8%	7%
	Students cooperate/work with each other	7%	2%	3%
Reduced Violence 40%	Students express themselves more, report more, and participate more in class	8%	13%	12%
	Uses positive discipline	2%	6%	5%
	Reduced harsh punishment	8%	18%	16%
	Reduced bullying, fighting and stealing	39%	13%	19%
Attendance Dropout Learning 6%	Improved pupil attendance	2%	2%	2%
	Improved academic performance	0%	2%	1%
	Increased enrolments	0%	2%	1%
	Reduced dropout	2%	2%	2%
	Total	100%	100%	100%

Comments about changes in teachers

Percent of all references:
26% teachers
7% pupils

Reported Changes Attributed to Journeys		
Improved Teacher SEL	Pupils	Teachers
Good teacher relations	0%	11%
Improved teacher-pupil relationships	100%	65%
Improved teacher-parent relationships	25%	9%
Teachers have learned teamwork	25%	16%
Total	100%	100%

Teacher-pupil relationships

Listen to pupils

Know their pupils as individuals

Being approachable

Care about and help pupils

Teacher relationships

Harmonious teacher relations

Help each other work out discipline challenges

Develop the workplan for Journeys together

Special teacher projects

Voices about Changes in Improved Teacher Social and Emotional Learning

All staff can care for a child.
In the past if a child was sick or found crying in the school they would send the child to look for the deputy or head teacher to help find a solution for the child, but after the introduction of journeys teachers learnt that it was a collective effort to care for their learners, today both teaching and non teaching staff show concern and always try to talk their learners if they are stressed, sad or depressed (Teacher)

Approachable *“Not all of us were able to talk to our children and consider that they also have problems. But today, any child can go to any teacher they feel comfortable with. I myself am a case in point because I was a harsh person, for every issue I would be tough but am now a convert.” (Deputy Head Teacher)*
Teachers are more approachable and friendly with pupils (Pupil)

Comments about changes in pupils?

Percent of all references:
29% teachers
38% pupils

Reported Changes Attributed to Journeys		
Improved Pupils SEL	Pupils	Teachers
Improved pupil relationships	43%	19%
Pupils love their school	4%	3%
Pupils now trust teachers	13%	27%
Students cooperate/work with each other	17%	6%
Students express themselves more, report more, and participate more in class	22%	45%
Total	100%	100%

Pupil relations/Cooperation

Love self and others

Help other pupils with schoolwork

Boys and girls are now kind to each other

Older younger pupils are friends now, not like before

Trust their teachers

Not afraid

Can tell teachers anything

Express themselves more

Participate more in class

Talk about personal things

Ask for help

Voices about Changes in Pupil Social and Emotional Learning

Pupil Relationships.

“...teachers at school started to notice that learners of the early grade class started to make friends with learners in the higher classes which was rather very rare until journeys was introduced.”

(Teacher)

“Before, UKU learners were very stingy and would even eat [inside] the toilet so that they wouldn't have to share their food but now they help each other and share.” (Pupil)

“Before UKU, learners did not support each other because if you were a smart learner you didn't want others to be as smart as you but now they help others.” (Pupil)

Trust and Freedom to Speak Openly

“Before Journeys pupils in the school used to fear their teachers. If they had an issue, they would keep it to themselves. Even in class few children participated actively but after Journeys children gained confidence and are more free with their teachers. Participation in class has increased” (Teacher)

Not all of us were able to talk to our children and consider that they also have problems. But today, any child can go to any teacher they feel comfortable with. I myself am a case in point because I was a harsh person, for every issue I would be tough but am now a convert.” (Teacher)

Comments about Violence

Percent of all references:
40% teachers
38% pupils

Reported Changes Attributed to Journeys		
Reduced Violence	Pupils	Teachers
Uses positive discipline	3%	17%
Reduced harsh punishment	17%	49%
Reduced bullying, fighting and stealing	80%	35%
Total	100%	100%

Corporal Punishment

Shifted from resistance to embracing it

Pupils are no longer afraid of their teachers

Teachers help each other how to handle discipline

Talk to and help them see their mistakes

Bullying

Pupils most frequent comment was that they love their fellow classmates and don't:

- Steal
- Fight
- Bully

Voices about Changes in Violence in the schools

Harsh Punishment

“I always used to walk with a cane, bark [at], and threaten children which was causing a lot of fear among the learners. But now with Journeys, I counsel and guide them and now am looked at [like a] father and they are now open to tell me their problems, which we solve together.” (Teacher)

Teachers attend and act like their friend; when she beat them previously, they would miss lessons because she would beat them when she marked the books and there is a zero they get beaten; now they don't runaway not afraid

Bullying

Before the introduction of journeys program learners at this school used to fight regularly, in a term the school would receive more than 20 cases of children fighting amongst themselves but after the implementation of journeys these cases of children fighting have greatly in this term alone they have received about only 3 cases of children fighting. (Teacher)

A boy who was disturbing me and didn't want to come to school. He was bullying me, kick my bag when UKU started; this boy stopped bothering me because the people were talking about their fears and I think this is because of the UKU

Comments about changes in participation and performance

Percent of all references:
8% teachers
3% pupils

Reported Changes Attributed to Journeys		
Improved Participation and Performance	Pupils	Teachers
Improved pupil attendance	50%	24%
Improved academic performance	0%	24%
Increased enrolments	0%	24%
Reduced dropout	50%	29%
Total	100%	100%

Comments about participation

Head teachers in most schools talked about increased enrolments and reduced dropouts

Comments about performance

A few teachers talked about improved performance, attributing this to pupils working together.

