Literacy Achievement and Retention Activity

Uganda School-Related Gender-Based Violence Longitudinal Study– Occasion 2

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ACRONYMS AND ABBREVIATIONS

ACASI	audio computer-assisted self-interviews
CAO	Chief Administration Officer
EGR	early grade reading
EGRA	Early Grade Reading Assessment
FGD	focus group discussion
LARA	Literacy Achievement and Retention Activity
MEL	monitoring, evaluation and learning
MoES	Ministry of Education and Sports
ORF	oral reading fluency
SEL	social and emotional learning
SEM	structural equation modeling
SRGBV	school-related gender-based violence
UKU	Uganda Kids Unite
USAID	US Agency for International Development
WPM	words per minute

1. INTRODUCTION

1.1 Background

The US Agency for International Development (USAID)/Uganda Literacy Achievement and Retention Activity (referred to either to as the Literacy Achievement and Retention Activity or the project) 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 project 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 Literacy Achievement and Retention Activity works with the MoES to strengthen early grade reading (EGR) pedagogy in 31 districts and 3,479 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.

The project'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.*

In 2018, the Literacy Achievement and Retention Activity embarked on a longitudinal study to better understand how the Journeys intervention positively shifts its intermediate results and the related retention and learning outcomes. This study was planned for and included in the project's 2015 Activity Monitoring, Evaluation and Learning Plan. As a longitudinal study, at occasion 1, occasion 2, and all subsequent years, data is collected from the same pupils. Specifically, at occasion 1, pupils were in Primary (P) 2, at occasion 2, they were enrolled in P3, and at occasion 3, the pupils will be in P4.

Occasion 1 data collection took place July 31 through August 15, 2018. See Section 1.2 for more information and refer to the occasion 1 report[1] for more in-depth background information. Occasion 2 data collection took place in July 22 through August 7, 2019, which was followed by a qualitative inquiry in November 2019.

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, E., Hoff, N., Cathcard, A., Heifner, A. Palmon, S. Peterson, R., & University of Nebraska-Lincoln. (2016, February). *School climate & culture* (Strategy brief). Retrieved from https://k12engagement.unl.edu/strategy-briefs/School%20Climate%20%26%20Culture%202-6-16%20.pdf

In this report we combine findings from occasion 2 analyses of the survey results with the qualitative findings. The presentation of quantitative findings focuses on the change scores, i.e., changes in student and staff survey responses from occasion 1 to occasion 2. For students, this includes Early Grade Reading Assessment (EGRA), SRGBV experiences, social and emotional learning (SEL), perceptions of school climate, gender

1 USAID/Uganda Literacy Achievement and Retention Activity (LARA). *The intersection of school climate, social and emotional learning, and emerging reading: 2018 longitudinal study baseline report*. (2019). Kampala, Uganda.

attitudes surveys, and reading outcomes. For staff, this includes perceptions of school climate and gender attitudes.

Occasion 2 findings are summarized as follows:

- EGRA results show that the number of correct words per minute (cwpm) are almost double for pupils in treatment schools compared to controls schools (21.4 cwpm versus 12.9). More pupils moved to a higher reading proficiency level between then end of P2 to the end of P3 (from 0 or low to emergent or fluent readers) in treatment than control school (52% versus 39%). There was also a greater number of emergent readers in treatment than control schools (18.4% versus 8.2) and greater strides in oral reading fluency (ORF) gains in treatment than control schools (10.7 cwpm versus 6.4 cwpm).

- Although pupils' views about school climate in general were positive, with approximately 80% of responses reflecting a positive attribute of the school on the general school climate subscale, pupils still view their schools as places to be feared due to persistent bullying and corporal punishment. Even so, the qualitative findings showed that pupils and teachers participating in the Journeys program report increased trust in teachers and more friendliness and kindness between pupils resulting from the Journeys Program. Though these qualitative findings are promising, the quantitative results suggest there is room for further progress in addressing SRGBV.

- Pupils' social and emotional (SE) competency develops in childhood and the findings confirmed these age-related gains in SE competency for pupils in both treatment and control schools Occasion 2 findings found slightly greater gains in social and emotional learning scores for treatment versus control groups, but the effect size was small and thus non-conclusive evidence of Journeys impact on SEL. However, the qualitative findings point to some important shifts, including improved interpersonal interactions and pro-social behaviors (e.g., improved cooperation among pupils, reduced bullying, better expressions of caring and kindness, and more open expression of ideas) and increased trust in teachers (e.g., increased disclosure of personal problems with teachers and participation in class and higher reporting of violence incidents experienced or witnessed). Teachers commented that they feel they are more approachable, friendly, and understanding, which, they said, has led to improved relationships with students; that there is more respect and cooperation between teachers; and that they are less inclined to use corporal punishment, opting to use alternative methods.

- With regard to gender attitudes, for pupils, neither education- nor home-related gender norms data showed treatment and control differences. For pupils, improvement is needed in attitudes about education-related gender norms, in which the majority of responses are unfavorable toward gender equality. The differences in gender attitudes between staff and pupils were notable and significant; staff consistently demonstrate attitudes that are more favorable to gender equality than pupils

- Though reported incidents of all forms of SRGBV dropped from occasion 1 to occasion 2, pupils' reported SRGBV experience continues to reflect high levels of exposure to all forms of SRGBV among young children, in treatment and control schools. Nevertheless, the data shows that significantly more treatment schools than

control schools demonstrated a decline in corporal punishment (47.8% versus 25.6%; p <.016). Although the difference in differences analysis, based on the index score, yielded a small effect size (d=0.16), the school-level data combined with the qualitative data suggest that exposure to Journeys does reduce corporal punishment beyond age effects alone. There was also a larger decrease in the corporal punishment prevalence (based on multiple-times experience) in treatment schools versus control schools. The prevalence of boys' experience of bullying multiple times dropped significantly, but not for girls. Boys in treatments schools reported higher prevalence of sexual violence than girls.

These finding highlight important programmatic opportunities and challenges.

2 METHODOLOGY

The overall methodology for this study is the same as that for the occasion 1 study and can be found in detail in the Methodology section of the occasion 1 report. An excerpt from the Methodology section of the report (pgs 4–5), e.g., the general study design, purpose, and research questions, are presented in the text box to the right.

Between occasion 1 and occasion 2, the project team conducted additional psychometric assessments of the survey instruments to evaluate the "dimensionality" or underlying factor structure of the survey instruments.[2] The final solutions and the resulting metric or index for each scale or subscale are provided for in Section 2.3. For the most part, the results were encouraging. The one exception was that of the Gender Attitudes Survey.

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 three occasions, from P2, Term 2 to P4, 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.

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 Factor analysis is a statistical technique used to reduce variables (e.g., items on a survey) into one or more subsets of variables or survey items that are correlated with each other and make up one or more meaningful dimensions of the survey. These different subsets of items are referred to as factors. The factors that constitute a survey are called the factor structure of the survey. These different factors are often treated as sub-scales. An index score can be generated for each sub-scale to analyze the data.

First, in the initial psychometric findings, the reliability estimates for the student data for the Gender Attitudes Survey was 0.35: below what is considered to be acceptable.[3] Second, the factor structure determined for the Gender Attitudes Survey at occasion 1 (i.e., when students were in P2) did not sufficiently align with that identified for the occasion 2 data. Considering the unacceptable reliability and unstable factor structure, the project team focused on descriptive analyses of the data when evaluating and reporting findings from the Gender Attitudes Survey.

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).

2.1 Overview of Sampling, Data Collection and Assessor Training for Occasion 2

The project team selected the same schools for occasion 2 data collection as it selected at occasion 1. See the sub-sections below for more details.

2.1.1 Sampling

Like the methodology, the selection procedures for occasion 2 are the same as occasion 1 and can be found in detail in said report. However, an excerpt on selection procedures from the occasion 1 report (pg. 5) is presented in the text box to the left.

For occasion 1, from within the 87 schools selected, we randomly chose a total of 1,277 P2 pupils (588 pupils from the comparison schools and 689 pupils from the treatment schools). For occasion 2, we assessed 944 pupils (439 pupils from the comparison schools and 505 pupils from the treatment schools) out of the original sample of 1,277 pupils. We lost a total of 330 pupils to follow-up, equating to a 26% attrition rate. Pupil attrition was primarily due to pupils moving to another school, as shown in **Table 1**.The project team anticipated attrition, and there for accounted for it in the study design. Three students from two schools were removed from the midline analysis because those schools had fewer than seven pupils assessed at midline.[4]

Table 1. Reason for pupil attrition at occasion 2

Reason Why Pupil Was Not in occasion 2	Number of Pupils
Pupil was still in the same school, but absent days of data collection	49
Pupil moved to a different school	156
Pupil dropped out of school	53
Other	27
Don't know	45

The demographic data from the pupils who were not present at occasion 2 revealed interesting findings. For example, pupils who were not present at occasion 2 were, on average, older than those who were present, i.e., approximately 9.2 years of age versus 8.8 years of age. There was a higher percentage of females among those who were not present for the occasion 2 data collection than those who were present (e.g., 54.3% vs. 48.3%) and

3 A reliability estimates of 0.70 or generally considered to be in the acceptable range.
4 Three students from two schools were dropped because much of the analysis was conducted at the school level.

a higher percentage of orphans (19.2% vs. 11.8%). Another observation was that the pupils who were not present at occasion 2 had higher rates of absenteeism at occasion 1 than those that were present in the occasion 2 sample (16.8% vs. 10.2%). These observed differences in demographics were all statistically significant. In general, the demographics suggest that the missing pupils were more vulnerable, i.e., older, more girls, more orphans, and pupils who have higher rates of absenteeism.

2.1.2 Data collection

Data collection period and team

Occasion 2 data were collected from July 22–August 7, 2019. The research team was composed of 100 people (40 assessors, 20 Supervisors, 20 mobilizers, and 20 counselors) who were divided into 20 smaller teams. Each team comprised of five individuals: one supervisor (who also doubled as an assessor), two assessors, one mobilizer, and one counselor. Five staff from the project's monitoring, evaluation, and learning (MEL) team monitored data collection, guided the data collection teams, and facilitated daily debriefing meetings.

Data collection procedures

Before data collection in each district, the project's MEL staff assigned to a district visited the Chief Administration Officer (CAO) to brief him/her about the study. The staff provided the CAO an official letter from the MoES, which introduced the study. The CAO countersigned the letter as their approval for the study to be conducted in the district. Staff then shared copies of the letter with the district education officials and the mobilizers. The mobilizers handed copies of the letter to head teachers during the introductory meeting to brief the school administration about the study. Using a list of pupils who were selected from each school at occasion 1, the mobilizers worked with head teachers to invite the parents/guardians to be briefed about the study and its purpose, how their children were selected, and risks and benefits of the study. The team supervisors also took the parents/guardians through the consenting procedures. Pupils whose parents gave permission were also asked for their assent, after which (if assent was given), they were assessed at occasion 2 by the assessors. All respondents were informed about their rights, including voluntary participation in the study, confidentiality, and the right to opt out or decline to answer questions.

Data collection took two days at each school. The assessors conducted individual face-to-face interviews with pupils and school staff using quantitative surveys. The pupil assessments included gender attitudes; perception of school climate; family wealth; pupils' self-efficacy; experience of bullying, corporal punishment, and sexual violence; and an Early Grade Reading Assessment (EGRA). The assessors conducted the surveys for pupils in the local language (Luganda) and did the EGRA in both English and Luganda. The assessors also gathered pupil attendance data by reviewing pupil attendance records in the class registers. For school staff, the assessors gathered their gender attitudes and perceptions of the school climate. The surveys were in either Luganda or English, depending on the staff's preference. Assessors conducted all the interviews on the school premises but in separate, far-apart places to ensure privacy. The project's MEL team trained assessors to establish a good rapport with the respondents and a child-friendly atmosphere for pupils. Assessors also gave pupils breaks in between surveys to relax and provided a snack during one of the breaks. All the data were gathered via tablets using the TangerineTM application (an open-source electronic data collection software designed to collect data on mobile devices).

Data quality control

To ensure data quality, the project engaged experienced assessors who had either gathered occasion 1 data or participated in previous LARA EGRA and SRGBV data collection activities. The project team also trained supervisors to support data collection processes at the school. The MEL team organized daily debriefing meetings with the assessment teams to discuss any issues and to plan for the following day's work. After the daily debriefing meeting, team supervisors worked with the assessors to upload data to the server. One member of the project MEL team was responsible for checking uploaded data twice per week and sending feedback to the MEL team members in the field, who then relayed the feedback to the research teams during the debriefing meetings. Common data issues were shared during the debriefing meetings, while specific issues were discussed individually with the respective assessors. A statistician at RTI's home office also helped checked data and send feedback to the teams. The MEL team administered an inter-rater reliability test once during the assessor training to ensure reliable collection of the EGRA data. Similar to occasion 1, the inter-rater reliability analysis at occasion 2 had a 93% agreement average among assessors.

2.1.3 Assessor training

The project MEL team trained assessors from July 15 to 18, 2019 and the counselors from July 15 to 16, 2019. The MEL team is composed of skilled trainers who have experience in training assessors for comparable studies that the project has undertaken. The training mainly focused on sharpening assessors' skills in administering the surveys. For counselors, the training focused on strengthening their skills in providing on-site psychosocial support to distressed respondents and to make referrals as they deemed appropriate.

In addition to the surveys, the MEL team took the assessors through the background of the study, including its purpose and design, definitions of the forms of SRGBV, rapport building, consenting/assenting procedures, identification of signs of distressed respondents, and protocols for child protection. The MEL team gave assessors time to practice the protocols in pairs, observed them practicing, and gave them on-the-spot feedback. The MEL team also trained assessors on how to administer the EGRA, although it is worth mentioning that the majority of them were experienced EGRA assessors that had worked with the USAID/Uganda School Health and Reading Program since 2013 and with the Literacy Achievement and Retention Activity since 2016. In addition to the assessor training, the MEL team trained supervisors and mobilizers on July 19. The training was primarily on the roles of the supervisors and the mobilizers.

2.2 Interim Psychometric Analyses, Subscales, and Metrics

As mentioned, between occasion 1 and occasion 2, the MEL team conducted additional psychometric assessments of the instruments. The psychometric analyses involved structural equation modeling (SEM) techniques and were used to further analyze the survey instruments used in the longitudinal study. These interim analyses allowed us to determine the following for the Student Perceptions of School Climate Survey, Experiences of SRBV, and the SEL Survey: (1) underlying factor structure; (2) validity/stability of factor structure for occasion 1 and occasion 2 data; and (3) establish a single metric or index for each of the scales or subscales.[5] All of the final subscales and scales are in **Annex 1**.

5 Give a brief statement about the basis for the factor scores A factor score is an indirect measure of an outcome constructed from measures most strongly associated with that outcome. The factor scores are derived from the structural equation modeling results based on the relative strength of the relationship between the individual

2.2.1 Student perceptions of school climate

We adopted a two-factor solution for the Student Perceptions of School Climate Survey. The first factor, consisting of 21 survey items, represented a general school climate construct. The second factor, consisting of eight survey items, tapped into pupils' perceptions of the fears that pupils in their school have about violence and punishment.

The general school climate subscale assesses pupils' perceptions of school climate related to general friendliness among pupils, equal and kind treatment of all pupils, teacher responsiveness to pupils who report problems, and general pupil safety at school and traveling to and from school. For example, on one item in this subscale, pupils were asked about whether they felt boys and girls in their school were nice to each other and on another item, pupils are asked if pupils in their school treated students with disabilities kindly. In this subscale pupils were also asked how they perceive teachers' treatment of vulnerable children (e.g., pupils who were very poor, children with disabilities, or children who are orphans). The items in this subscale also asked about the fairness of rules and if most pupils had an adult to talk to about personal problems.

The fearfulness and punishment subscale assesses students' perceptions about the fears students in their school have of violence in school, either threats or bullying by students or harsh punishment by teachers. For example, pupils are asked questions about whether the pupils in their school are afraid of their teachers, afraid they will be threatened or teased by their peers, or if pupils are fearful of unjust punishment

2.2.2 SEL and agency

The SEM analysis for the SEL and Agency Survey yielded one underlying construct for the SEL and Agency Survey, which aligned with the intended purpose of the SEL survey. The SEL survey was designed to assess the SEL competencies pupils need to build support networks, a sense of self and confidence, social awareness, and agency, which combined help them to avoid violence and seek assistance if witnessing or experiencing violence perpetrated against them. The final SEL and Agency Scale consisted of 25 items, which are listed in **Annex 1**.

2.2.3 Gender attitudes

The Literacy Achievement and Retention Activity team was not able to identify a stable factor structure for the gender attitudes scale from occasion 1 to occasion 2, which precluded the team's ability to generate a metric or index score for gender attitudes. This challenge was expected given the age-related factors associated with measuring gender attitudes among youth. At a young age, children respond to questions related to gender norms based on their direct experiences, mostly from the home. Thus, responses are nuanced by individual experience and do not necessarily reflect an underlying attitude about gender. Therefore, similar to reporting of occasion 1 findings, the team calculated the percent of item responses that reflected a favorable attitude toward gender equality. For occasion 2, the team organized the gender attitude items according to two sets of items: (1) items that measured attitudes about more education-related gender norms such as "Boys are better at mathematics and science than girls" or "It is more important for boys than girls to perform well in school," and (2) items that measured attitudes about more home-related gender norms such as "It is acceptable for a woman to disagree with her husband," or "If the father

variables that make up a construct such as the relative relationship between the item on a subscale and the subscale overall.

and mother both work, fathers should share in the cooking and cleaning These items are in **Annex 1**.

2.2.4 Survey of students experience of SRGBV

A separate index for bullying, corporal punishment, and sexual violence were generated as a result of the follow-on psychometric analyses. The index scores for the SRGBV subscales reflect the extent or frequency that a student reported experiencing the different forms of SRGBV, based on their response to the question, "How many times did this happen to you in this term?" (never = 0, once = 1, a few times = 2, and many times = 3.). Ultimately, the end goal, and the project team's prediction, is that pupils will experience fewer incidents of violence as a result of Journeys. The index score, which is derived from responses reflecting the reported frequency that pupils experienced different acts of violence, is more sensitive to depicting gradual change in a pupil's SRGBV experience than prevalence. Prevalence is a measure of the proportion of pupils who reported experiencing *any* act of the different forms of SRGBV (e.g., bullying, corporal punishment, or sexual violence) at least once in a term. For example, bullying prevalence is the proportion of pupils who experienced any act of bullying (out of the nine acts in the bullying subscale) in the school term. Prevalence does not take into account the extent or frequency of the violence acts a pupil experienced and therefore is less sensitive to incremental change or group differences. The specific items for each of the SRGBV subscales are in **Annex 1**.

3. QUANTITATIVE FINDINGS

3.1 Focus on change from occasion 1 to occasion 2: accounting for age-related effects

Data collection for occasion 1 took place in July 2018 when pupils were finishing their P2 school year and in July 2019 for occasion 3 when pupils were finishing their P3 school year. Given the longitudinal design where the same pupils are assessed at each occasion of data collection, the team anticipated age-related effects in all the measurements. Therefore, when evaluating progress attributable to the intervention, the team analyzed the differences between within group (treatment and control) difference scores from occasion 1 to occasion 2. That is, the analysis was based on the difference between the changes from occasion 1 to occasion 2 for the treatment group compared to the changes from occasion 1 to occasion 2 for the control group. For example, if the intervention is successful in improving students' social and emotional learning (SEL), one would expect to see higher gains in the SEL index from occasion 1 to occasion 2 for the treatment compared to the control group. It is only by analyzing the difference between treatment and control differences from occasion 1 to occasion 2 that one can account for age effects. All occasion 1 and occasion 2 analyses included in the report are from pupils who were assessed at both time points.

For evaluating the relative shifts in school climate perceptions, SEL, and violence experience for pupils, the project used the newly derived index scores based on pupil data (see Section 2.2). The analyses of staff perceptions of school climate and staff attitudes about gender norms are based on the percentage of survey items that depicted a positive attribute of the school or a favorable attitude toward gender equality, respectively.

The team analyzed the relative shifts in the percent of school climate survey items reflecting a positive attribute of the school from occasion 1 to occasion 2 for staff in the treatment versus the control groups and for staff versus students. The team also analyzed the relative shifts in the percent of gender attitude survey items reflecting a favorable attitude toward

gender equality from occasion 1 to occasion 2 for staff in treatment and control groups and for staff versus students.

3.2 The intervention's influence on violence reporting

Violence prevention interventions often result in reporting increases. A survivor's likelihood of reporting such incidents, especially the most sensitive and taboo types of violence such as sexual violence, is influenced by their level of comfort in disclosing their personal experiences. One objective of any violence prevention intervention is for beneficiaries to become more knowledgeable about different acts of violence and more comfortable talking about violence. The Journeys intervention, by design, helps pupils and teachers become more knowledgeable and comfortable speaking about bullying, corporal punishment, and sexual violence and as a result, one expects increased reporting of violence experience in the initial period of the intervention. It is not possible to know from these data if pupils from the treatment schools report more because of an increased comfort level in reporting or if increased reporting is an actual reflection of increased experience of violence. The qualitative study included remarks from teachers and pupils about the increased trust between teachers and pupils. Some remarks suggest that pupils may be reporting more as a result of the intervention. Pupil comments in the qualitative interviews pointed to their increased ability to talk to teachers about personal matters. There were also remarks from teachers that pupils were reporting incidents of violence more to teachers, which they perceived as a positive change; however, to one teacher this was "overwhelming" as she expressed having some difficulty managing all the reported cases.

3.3 EGRA

The Literacy Achievement and Retention Activity posits that schools with improved instruction and a positive school climate - schools characterized by equitable treatment of all pupils, low tolerance of SRGBV, and one that nurtures pupils' SEL skills - have improved learning outcomes and retention. This longitudinal study will enable the project to evaluate the relative impact of these mediating factors on emerging literacy and answer the question, "Do improvements in school climate and pupils' social and emotional skills and reduced violence improve reading outcomes?"

EGRA is a key component of the longitudinal study design. At occasion 2, the EGRA was composed of a P2-level reading passage in Luganda and five comprehension questions. Each pupil was given 60 seconds to read the 46-word passage out loud, after which they were asked comprehension questions. The number of questions a pupil was asked depended on how far in the passage the pupil read, with a maximum of five reading comprehension questions.

Table 2 presents the occasion 2 group findings for the P3 pupils in the control and treatment schools along four different EGRA measures obtained on the EGRA: (1) percentage of pupils who could not read a single word, (2) percentage of pupils who could not answer one comprehension question correctly, (3) group mean for oral reading fluency (ORF; i.e., correct words per minute [wpm], including zero scores), and (4) group mean percentage of correct responses to comprehension questions (out of 5 [i.e., including zero scores]).

Table 2. EGRA results: treatment versus control

EGRA Measure	Control		Treatment	
	Percent/ Mean (n = 441)	95% Confidence Interval	Percent/ Mean (n = 510)	95% Confidence Interval
Percentage of P3 pupils who could not read a single word*	40.5%	33.0–48.0	21.9%	15.6–28.2
Percentage of P3 pupils who could not answer one question correctly*	56.3%	48.2–64.4	33.9%	27.7–40.1
Mean ORF (correct wpm, including zero scores)*	12.9%	10.3–15.5	21.4%	19.2–23.6
Mean percent of comprehension questions correct out of 5 (including zero scores)*	23.2%	17.9–28.5	39.8%	35.2–44.4

*The difference between the treatment and control group means was statistically significant ($p < 0.001$).

As shown in **Table 2**, the performance of P3 pupils in the treatment group was higher than that of their counterparts in the control group for all four EGRA measures. This suggests that the pupils receiving EGR and Journeys interventions are more likely to have better reading proficiency than other pupils receiving none of the interventions above.

Table 3 shows the percentage of pupils who made shifts in reading proficiency levels[6]. In Table 3, the blue-shaded cells indicate the percentage of pupils who increased their proficiency level (e.g., from a low reader to an emergent reader or fluent reader). The red-shaded cells indicate the percentage of pupils who had a decrease in their proficiency level (e.g., from an emergent reader to a low reader). The grey-shaded cells indicate no change in the pupil's proficiency level from occasion 1 to occasion 2. The findings show that a larger percentage of pupils from the treatment group than the control group made positive shifts in reading proficiency from occasion 1 to occasion 2. By summing the percentages in the blue-shaded cells, approximately 52% of the pupils in the treatment group made a positive shift in their proficiency level, compared to 39% of pupils in the control group. This is particularly apparent when observing the shifts in proficiency levels for pupils who were assessed as low readers at occasion 1. For the treatment group, 25.9% of the pupils who were low readers at occasion 1 were either an emergent or fluent reader at occasion 2. Only approximately 14.6% of the low readers in the control group were an emergent or fluent reader at occasion 2. Though there was a lower percent of pupils in the treatment versus the control group who had zero scores at occasion 1 (38.9% for the treatment versus 60.3% for the control group – the total percent given for zero score in the right-hand column), the percentage of pupils that made positive shifts from a zero score at occasion 1 to occasion 2 were somewhat similar for the treatment and control groups (18.4 for treatment versus 21.2 for control). This speaks to the importance of ensuring pupils are reading some words by the end of their second year in primary school. Non-readers in P2 are less likely to make positive shifts in proficiency levels than low readers by the end of P3.

Table 3. Shifts in proficiency levels: treatment versus control

Treatment ORF levels: Changes from occasion 1 to occasion 2 (percentages)						
Occasion 2						
		Zero score	**Low reader**	**Emergent reader**	**Fluent reader**	**Total**
	Zero score	20.6	12.9	4.7	0.8	38.9

[6] The reading proficiency levels include: Zero Score: orf=0;Low Reader: orf >0 and orf <21;Emergent Reader: orf>20 & orf<41; Fluent Reader: orf>40

Treatment ORF levels: Changes from occasion 1 to occasion 2 (percentages)						
Occasion 2						
		Zero score	**Low reader**	**Emergent reader**	**Fluent reader**	**Total**
Occasion 1	Low reader	2.4	12.9	22.5	3.4	41.1
	Emergent reader	0	0.8	9.9	7.7	18.4
	Fluent reader	0.2	0.2	0.6	0.6	1.6
	Total	23.1	26.7	37.8	12.5	100
	Overall positive shifts in proficiency levels	—	12.9	27.2	11.9	52

Control ORF levels: Changes from occasion 1 to occasion 2 (percentages)						
Occasion 2						
		Zero score	**Low reader**	**Emergent reader**	**Fluent reader**	**Total**
Occasion 1	Zero score	38.8	17.1	4.1	0.2	60.3
	Low reader	5.3	11.0	13.0	1.6	30.8
	Emergent reader	0	0.9	4.8	2.5	8.2
	Fluent reader	0	0	0.5	0.2	0.7
	Total	44.1	29.0	22.4	4.6	100
	Overall positive shifts in proficiency levels	—	17.1	17.1	4.3	38.5

Key:

	Percentage of pupils who had a decrease in their proficiency level		Percentage of pupils who increased their proficiency level		Percentage of pupils who had no change in their proficiency level

Figure 1 and **Table 4** present the change in the mean ORF scores (cwpm) for the control and treatment groups from occasion 1 to occasion 2. The change in the mean ORF scores for pupils in the treatment schools was greater than the change in the control schools: 10.7 versus 6.44, respectively. The difference in differences 4.22 (See Table 4) yielded a medium effect size of 0.39. This finding was statistically significant ($p < 0.001$).

Figure 1. Change in mean ORF scores

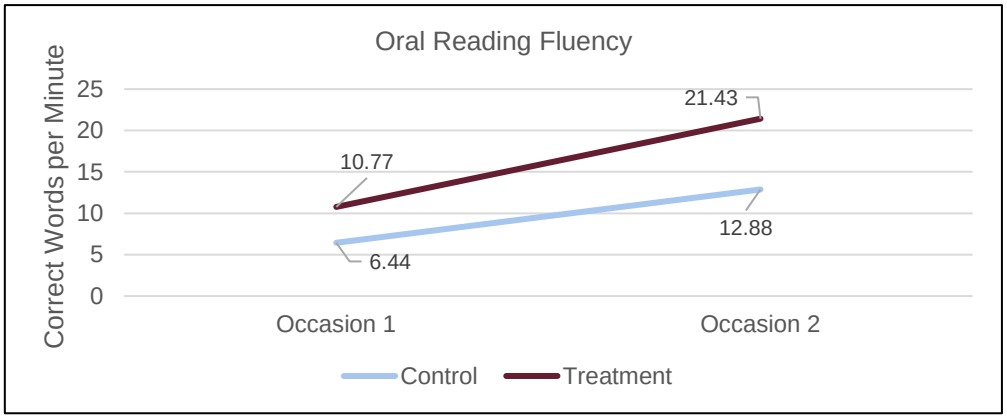


Table 4. Change in mean ORF scores

ORF	ORF Occasion 1	ORFx Occasion 2	ORF Change	Differences in Differences*	Effect Size
Control	6.44	12.88	6.44	—	—
Treatment	10.77	21.43	10.66	4.22	0.385

*p < 0.001

3.4 Perceptions of School Climate

The role of the school and classroom climate is central to a pupil's success in school and their SEL. Furthermore, school climate is a central factor in violence tolerance. A more detailed discussion of this can be found in the Occasion 1 Report.[7] At occasion 1, the perceptions of school climate were not different for pupils in the treatment schools compared to those in the control schools. Nor were there significant differences in perceptions of school climate between boys and girls. The project team also learned from the occasion 1 data that staff and students perceived the climate of their schools differently, i.e., staff had more favorable views than students.

As mentioned in Section 2.2, the confirmatory factor analyses conducted in between occasion 1 and occasion 2 identified two underlying school climate constructs and related subscales: (1) the general school climate subscale and (2) the fearlessness and punishment subscale. The Team generated an index score for each subscale. The higher the value of the index score, the more positive pupils' perception of the school climate is, based on the two subscales: the general school climate subscale and fearfulness and punishment subscale. As discussed earlier, we present findings on the shift in perceptions from occasion 1 to occasion 2 and compare the treatment and control groups on these changes over time. This is referred to in **Table 5** and **Table 6** as "difference in differences."

Analysis of staff data from the Staff Perceptions of School Climate Survey also focuses on group changes from occasion 1 to occasion 2 for each school climate subscale; however, the project team did not generate a separate index for the staff data. Therefore, analyses of staff data and comparisons between staff and student school climate perceptions is based on the percentage of item responses in the subscale that reflect a positive characteristic of the school climate.

3.5 General School Climate Subscale

As mentioned above the general school climate subscale assesses student perceptions related to general friendliness among pupils, equal and kind treatment of all pupils, and general safety. **Figure 2** presents the mean percent of pupils' item responses (out of 21 items) that reflect a positive attribute of the school in the treatment and control schools at occasion 1 and occasion 2. Overall, for the general school climate subscale, pupils' views about school climate were relatively positive, with approximately 80% of responses reflecting a positive attribute of the school.

7 USAID/Uganda Literacy Achievement and Retention Activity (LARA). (2019). *The Intersection of School Climate, Social and Emotional Learning, and Emerging Reading: 2018 Longitudinal Study Baseline Report*. (2019). Kampala, Uganda, 18–23.

Figure 2. Student perceptions of general school climate

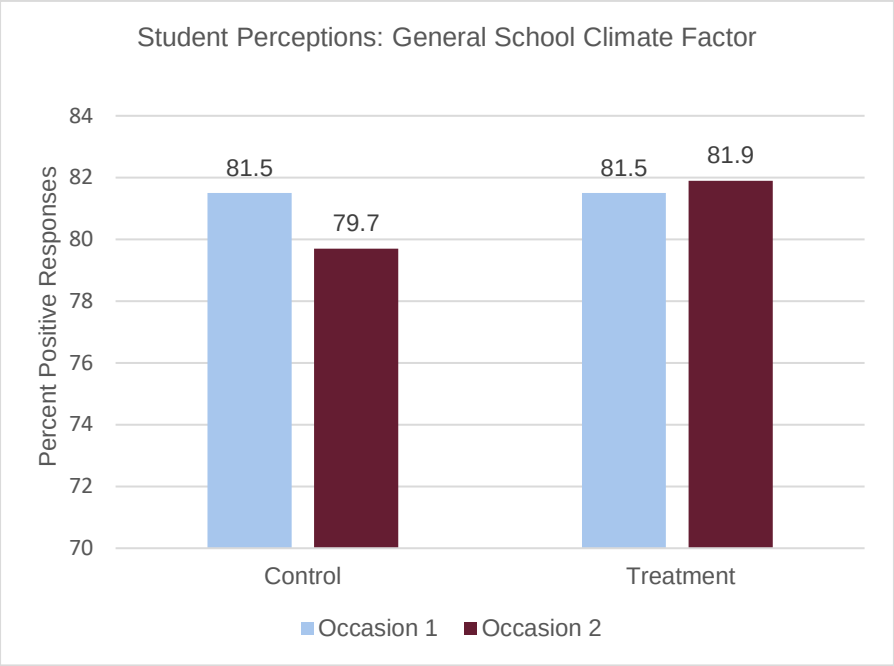


Figure 3 and **Table 5** show the findings based on the General School Climate Index Score. On average, slight increases were observed in pupils' perceptions of school climate, based on the General School Climate Subscale, for the treatment and the control groups, with a slightly greater gain observed for the treatment group. The difference in differences analysis yielded an effect size of 0.137, which is small and the difference in differences was not statistically significant. These findings combined with qualitative results that point to improved pupil relationships, improved teacher relationships and cooperation, improved relationships between teachers and pupils as well as reports of reduced bullying and use of. corporal punishment (See Section 4,1) may suggest emerging advantage in the school climate improvements attributable to the intervention. At this stage, however, this finding is non-conclusive (see **Table 5**).

Figure 3. School Climate Index: General School Climate Scale

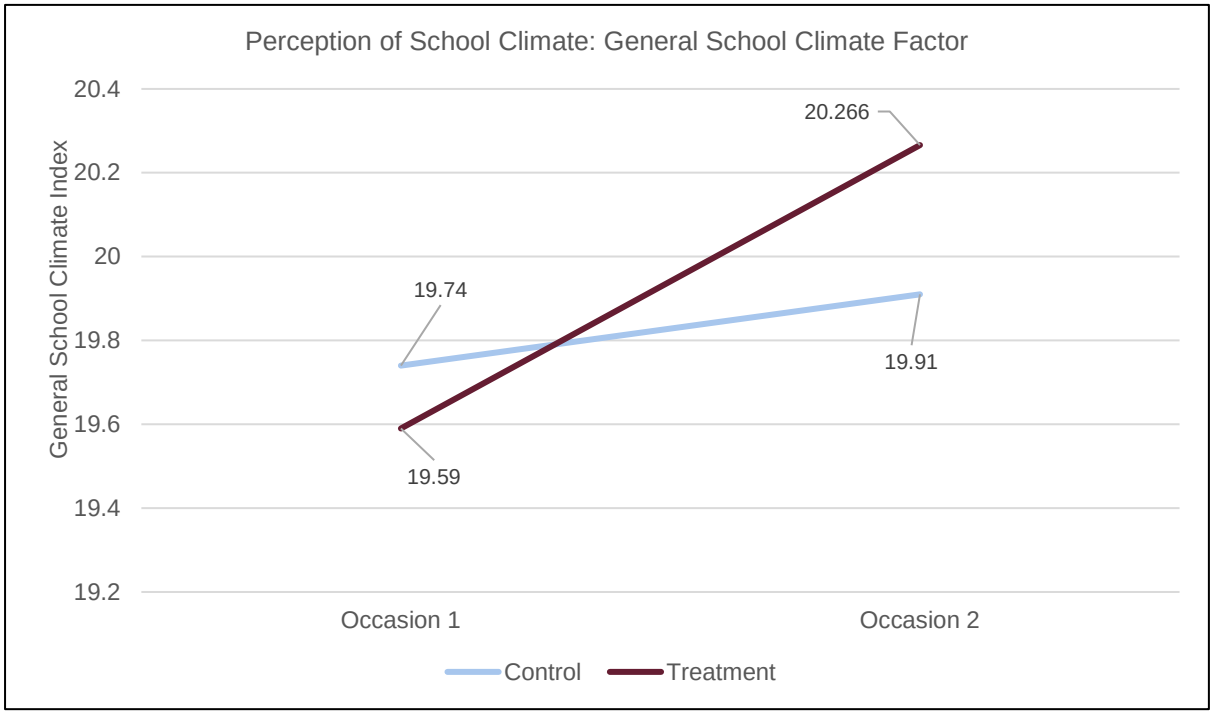


Table 5. Difference in Differences Analysis: General School Climate Subscale

Factor 1: General School Climate	Occasion 1	Occasion 2	Change	Difference in Differences	Effect Size
Control	19.74	19.91	0.17	—	—
Treatment	19.59	20.27	0.676	0.506	0.137

3.5.1 Fearfulness and punishment subscale

Figure 4 and **Table 6** show the findings based on the Fearfulness and Punishment Index Score. There were slight improvements in the perceptions of school climate based on the fearfulness and punishment subscale for both the treatment and control groups, but these changes were not statistically significant. The positive shift in pupil perceptions from occasion 1 to occasion 2 was greater for pupils in the control schools than for pupils in the treatment schools, but the difference in differences (0.17) was negligible, with an effect size of -0.067.

Figure 4. Difference in Differences Analysis: Fearlessness and Punishment Subscale

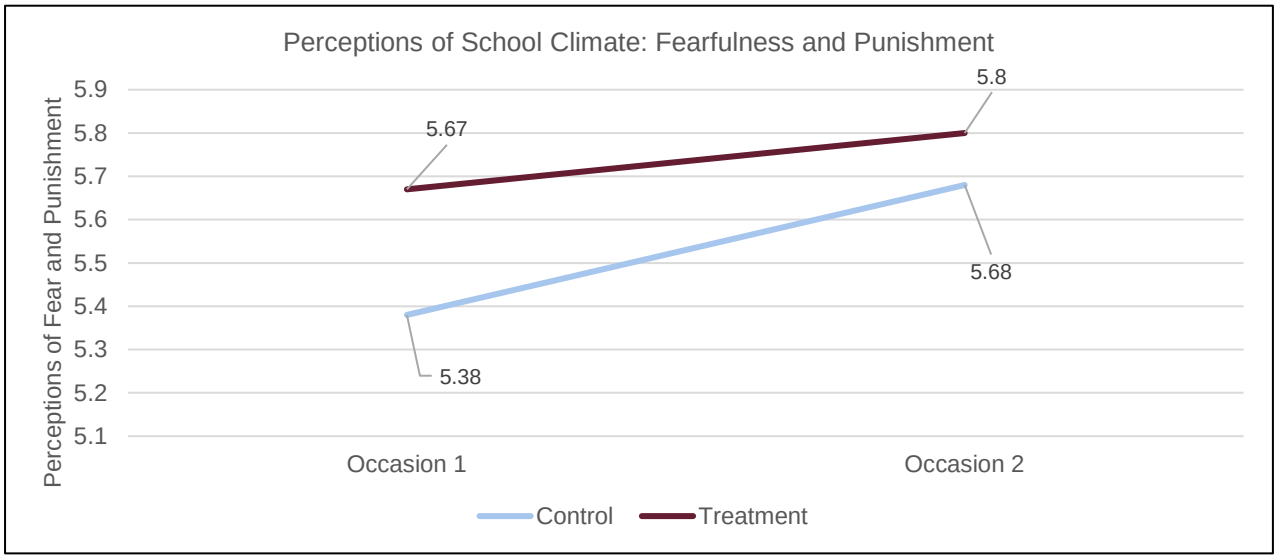
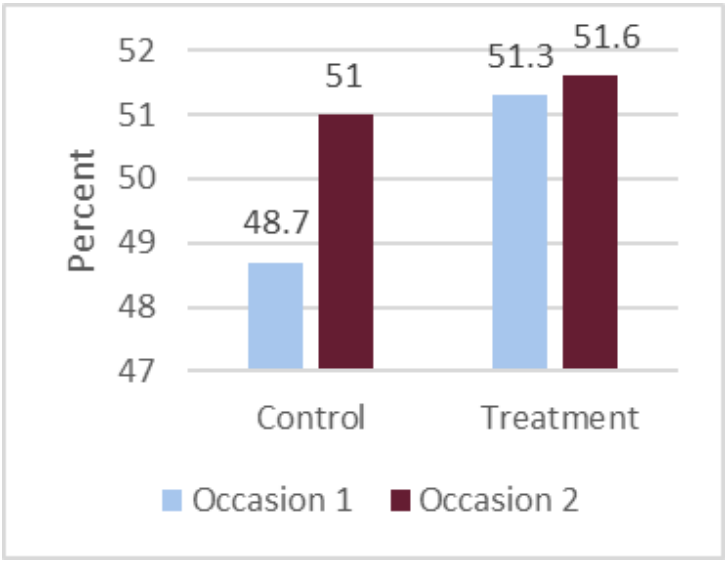


Table 6. Student perceptions: fearfulness and punishment

Factor 2: Fearfulness and Punishment	Occasion 1	Occasion 2	Change	Difference in Differences	Effect Size
Control	5.38	5.68	0.3	—	—
Treatment	5.67	5.8	0.13	-0.17	-0.067

Figure 5 shows the mean percent of item responses on the fearfulness and punishment subscale that reflected a positive attribute of the school climate based on the fearfulness and punishment subscale for occasion 1 and occasion 2 and for pupils in the treatment and control schools. This dimension of school climate needs to improve because, on average, only 50% of the pupil responses reflected a positive aspect of the school.

Figure 5. Student perceptions: fearfulness and punishment



3.5.2 Pupil and staff comparisons on their perceptions of school climate

As mentioned above, at occasion 1 staff had more favorable perceptions of school climate than pupils, based on group mean comparisons of the percentage of school climate items that depicted a positive attribute of the school. This occasion 1 finding was statistically significant ($p < .01$). At occasion 1, we analyzed the data based on all of the school climate items, not subsets of items or subscales. The findings presented in **Figure 6** and **Figure 7** are based on separate analyses of the two school climate subscales.

The figures below present findings for treatment school pupils and staff, based on the mean percent of responses that reflected a positive attribute of the school climate for the general school climate and the fearfulness and punishment subscales, respectively. For both subscales, staff had more positive perceptions of the school than the pupils; this finding was true for occasion 1 and occasion 2. These findings were statistically significant.

However, both pupil and staff school climate perceptions were less positive for the fearfulness and punishment subscale than for the general school climate subscale.

Furthermore, a greater discrepancy between pupil and staff climate perceptions was seen for the fearfulness and punishment subscale than the general school climate subscale. For the general school climate subscale (**Figure 6**), 10% more of the staff responses reflected a positive attribute of the school than the pupil responses. For the fearfulness and punishment subscale (**Figure 7**), 20% more of the staff responses reflected a positive attribute of the school than the pupil responses.

Note that the pupils' perceptions of school climate did not change from occasion 1 to occasion 2, although staff perceptions increased very slightly (more so for the fearfulness and punishment subscale). The shifts in the staff perceptions of school climate from occasion 1 to occasion 2 were statistically significant.

Figure 6. Student and staff perceptions: General school climate subscale

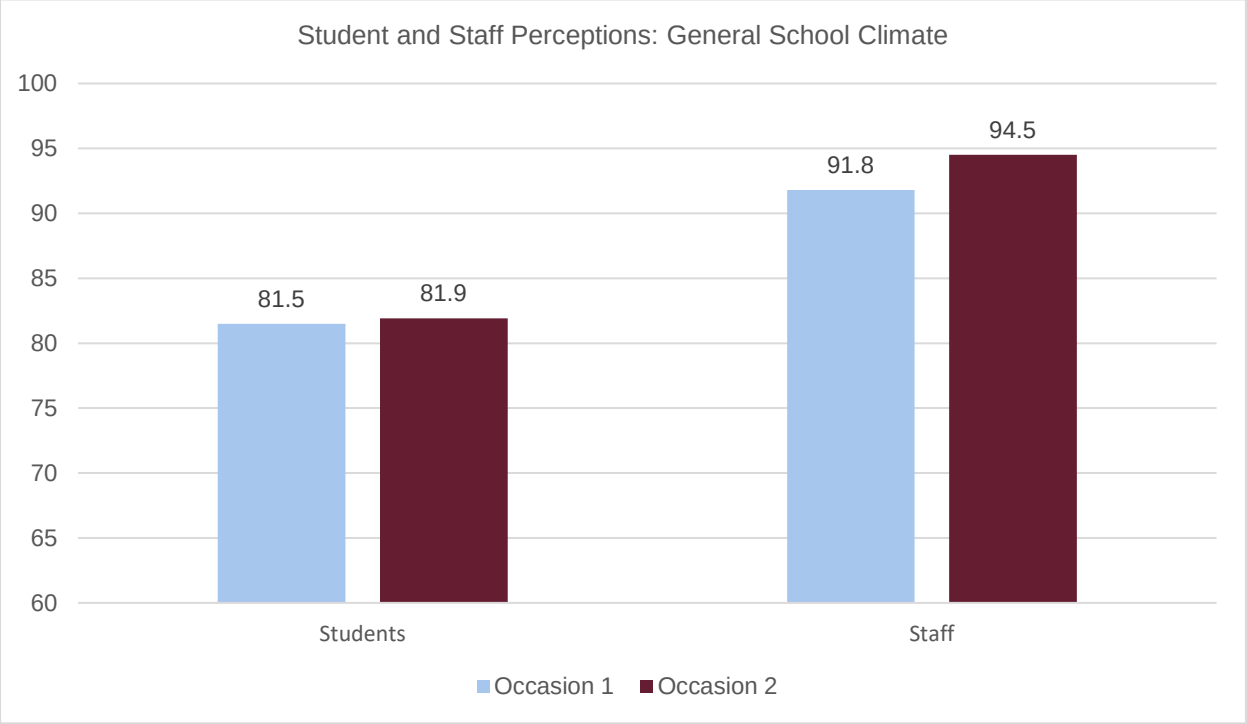
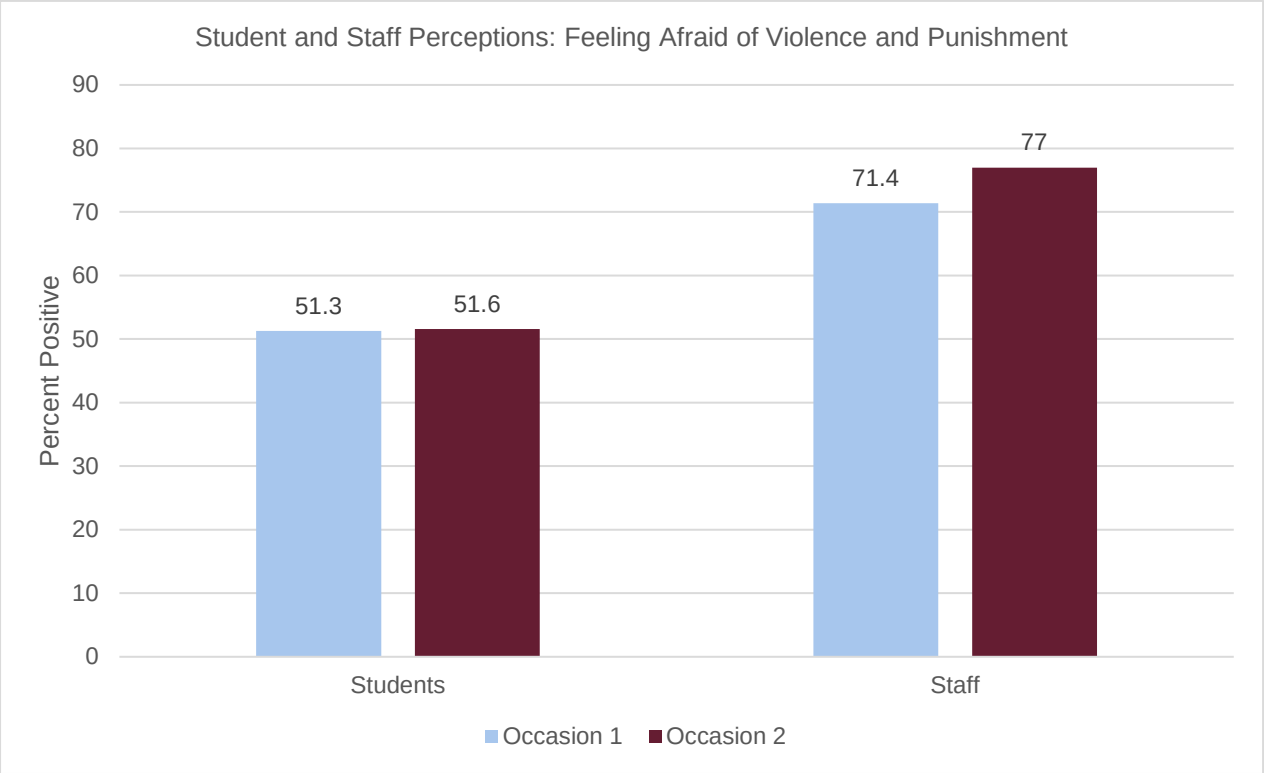


Figure 7. Student and staff perceptions: Fearfulness and punishment



3.4 Staff Perceptions of School Climate

Figure 8 and **Figure 9** present the staff perceptions of school climate for occasion 1 and occasion 2 by treatment group for the general school climate subscale (Figure 8) and the fearfulness and punishment subscale (Figure 9), respectively. For both the treatment and control schools, staff perceptions of the general school climate were considerably more positive than staff perceptions about the fearfulness of pupils toward violence and punishment. Although a slight improvement was seen in the staff perceptions on the general school climate subscale from occasion 1 to occasion 2 (for staff in treatment and control groups), these differences were minimal. There were also improvements in staff perceptions about pupils' fearfulness of violence and punishment. These improved perceptions on the fearfulness and punishment subscale were greater for school staff in the treatment compared to the control group. However, the difference in differences finding was not statistically significant.

Figure 8. Staff perceptions: general school climate

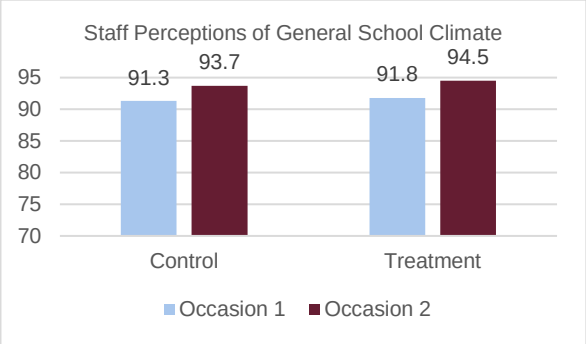
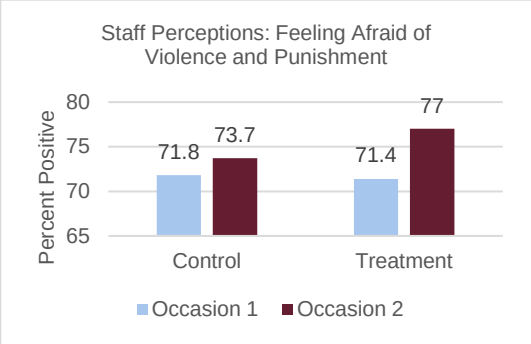


Figure 9. Staff perceptions: fearfulness and punishment



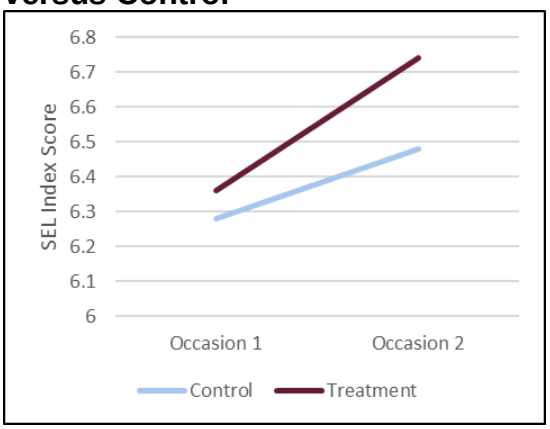
3.5 SEL

As mentioned earlier, the SEL survey assesses SEL competencies that are needed for students to build support networks and to strengthen their sense of self and confidence, social awareness, and agency to avoid violence and seek assistance when witnessing or experiencing violence perpetrated against them. The project team generated an SEL index score, which measures how pupils evaluate their own behavior relative to a variety of SEL competencies. Students reflect on how true certain behavioral statements that depict different SEL competencies are for them, by choosing a response scored from 0–3: “never true of me” = 0; “rarely true for me” = 1; “sometimes true for me” = 2; and “always true for me” = 3. The higher the SEL index score the more pupils identify with statements reflecting important SEL competencies such as those related to social support networks and communication, social awareness and the agency to report incidents of violence and seek assistance when needed.

Table 7 **and** Figure 10 **show that SEL improved from when pupils were in P2 at occasion 1 to occasion 2, when pupils were in P3. This was true for pupils in the control and the treatment schools and anticipated by the team. SEL competencies change in normal child development and age-related gains in the SEL Index were expected. The SEL score increased more for pupils from the treatment schools versus the control schools (See** Figure 10**). The larger increase in SEL for the treatment versus the control schools was small, based on the small effect size of 0.11 and was not statistically significant. However, it should be noted that effect sizes of 0.11 are not uncommon for SEL interventions (See Taylor, et al. 2013). Therefore, we would not disregard the finding, but remain cautious. This observation may represent an emerging advantage in SEL for pupils in treatment schools, yet this is non-conclusive based on the differences in differences analysis findings. Table 7. SEL Index: Difference in Difference Analysis**

SEL	Occasion 1	Occasion 2	Change	Difference in Differences	Effect Size
Control	6.28	6.48	0.2	—	—
Treatment	6.36	6.74	0.38	0.18	0.110

Figure 10. SEL Index Shifts: Treatment versus Control



Item score analyses identified two items in which pupils in the treatment schools made progress over and beyond pupils in control schools: (1) “I am able to tell a family member when I experience being touched inappropriately” and (2) “I am able to talk to unfamiliar people easily.” The Journeys Pupils program works directly on these particular SEL skills. Based on student and teacher comments during the qualitative study, students are having more trusting relationships with adults, speaking more freely about their personal challenges and reporting more violence as a result off the Journeys program (See Section 4.1). Building support networks and seeking assistance are some of the SE competencies directly supported by the Journeys program. These student and teacher comments from the qualitative study provide support for emerging evidence of Journeys’ impact on pupils’ SEL; however, no definitive conclusions can be made at this stage.

3.6 Attitudes about Gender Norms

Any intervention to reduce SRGBV requires directly addressing the gender norms and power relations that produce and maintain it (see report for occasion 1 for more details). An intervention that serves to shift the norm toward more egalitarian attitudes and more balanced power relations is taking an important step in reducing all forms of SRGBV.

This report presents findings on gender attitudes based on the clusters of items associated with education-related gender norms and home-related gender norms, based on occasion 1 exploratory factor analysis findings. Survey items about education-related gender norms included stereotypes about learning, such as “Boys are smarter than girls” or “It is more important for boys than girls to perform well in school.” Survey items about home-related gender norms included items such as “It is acceptable for women to disagree with their husbands” and “If the mother and father are both working, they should both share in cooking and the care of children.” Rather than comparing treatment and control groups using an index score, the report presents findings based on the percent of responses within each subgroup that were favorable toward gender equality.

3.6.1 Student attitudes about gender norms

Figure 11 and **Figure 12** compare the average percent of item responses that reflected attitudes that were favorable to gender equality for pupils in the control versus the treatment schools and the relative attitudinal changes from occasion 1 to occasion 2. The figures below show similar findings for pupils in the treatment and control groups. For pupils, the attitudes about home-related gender norms (Figure 12) were slightly more positive or favorable to gender equality than attitudes about education-related gender norms (Figure 11). Note, for adults the reverse was true. (See the following section, Section 3.6.3).

Figure 11. Pupil attitudes: education-related gender norms (mean percent favorable to gender equality)

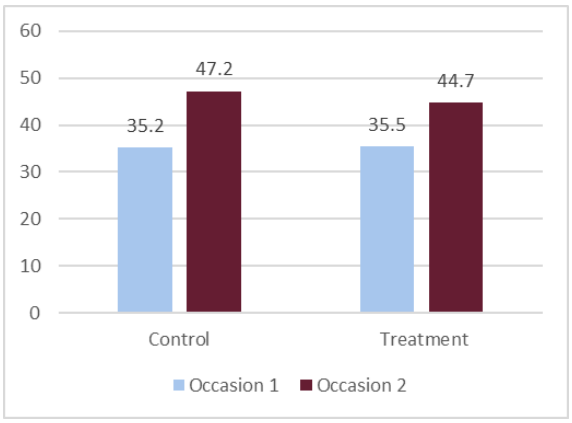
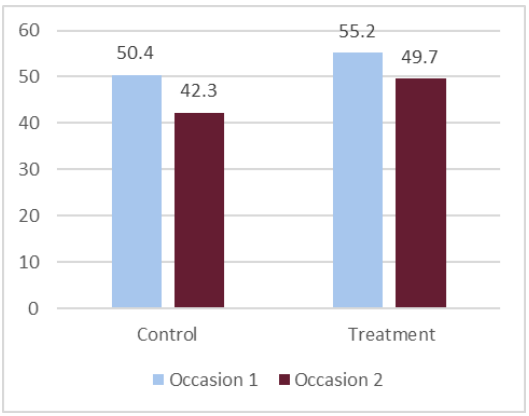


Figure 12. Pupil attitudes: home-related gender norms (mean percent favorable to gender equality)



In looking at the figures above, it can be observed that for both the treatment and control group there were noticeable shifts in the attitudes of pupils from occasion 1 to occasion 2. The attitudinal shifts were in opposite directions for education- versus the home-related norms. For attitudes about education-related gender norms, the percent of pupil responses favorable to gender equality increased from occasion 1 to occasion 2. Conversely, for attitudes about home-related gender norms, the percent of pupil responses that were favorable to gender equality decreased from occasion 1 to occasion 2. This was true for both control and treatment groups. The within group changes from occasion 1 to occasion 2 were statistically significant ($p < .01$). Considering that these shifts were observed for pupils in both the control and treatment groups, we conclude that the results reflect age-related attitudinal changes.

Even then, the findings are noteworthy. For pupils, attitudes about education-related gender norms, were generable not favorable toward gender equality, with less than 40% of the pupils' responses reflecting attitudes favorable to gender equality in education. Attitudes about gender norms in the home were also low and become less favorable to gender equality from P2 to P3. There needs to be more emphasis on addressing pupil attitudes toward gender norms to promote more gender equality in education. Findings from the Literacy Achievement and Retention Activity's SRGBV Baseline Addendum demonstrated that pupils' attitudes toward gender equality reflect those of their parents. Therefore, efforts to address attitudes toward gender stereotypes must always include the parents. In addition, differential approaches are needed for girls and boys as gender attitudes are more favorable in general for girls than boys (See gender analysis below).

3.6.2 Student and staff comparisons on attitudes about gender norms

The findings in **Figure 13** and **Figure 14** show that staff have more egalitarian attitudes about gender norms than pupils. This difference is more profound for attitudes about education-related gender norms than home-related gender norms. For education-related gender norms, staff had almost double (approximately 40% more) the responses that were favorable to gender equality than pupils. This was true for both occasion 1 and occasion 2. For attitudes related to gender stereotypes seen in the home, staff had about 20% more responses favorable to gender equality. These findings are also similar to the results

presented from the project's baseline for SRGBV,[8] which showed that pupils and parents demonstrated attitudes less favorable to gender equality than those of school staff. Another observation from the pupil and staff comparisons were the differences in the pupil versus staff responses to the education versus home related item clusters. A smaller percent of pupil responses on education-related questions were favorable to gender equality, than pupil responses on home-related questions. For staff the opposite was true—a larger percent of the staff responses on education-related questions were favorable to gender equality than staff responses on home-related questions.

Figure 13. Pupil and Staff Attitudes: Education-related gender norms (mean percent favorable to gender equality)

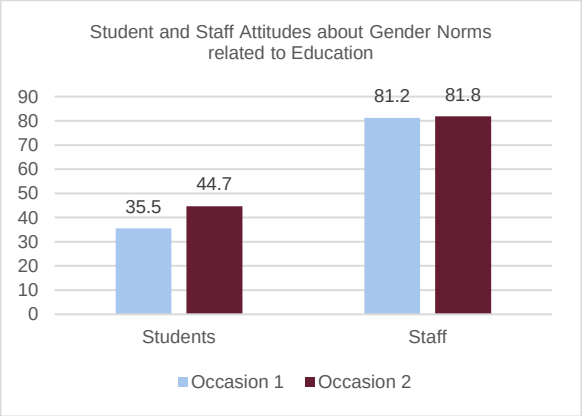
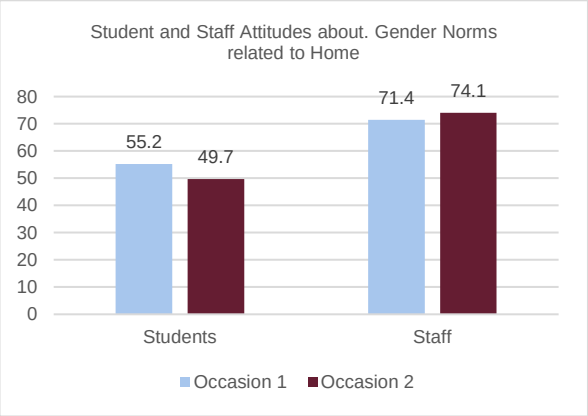


Figure 14. Pupil attitudes: home-related gender norms (mean percent favorable to gender equality)



3.6.3 Staff attitudes about gender norms

Figure 15 and **Figure 16** demonstrate that staff from treatment schools had a slightly higher percentage of responses that were favorable to gender equality than staff from control schools. This was true for both the education- and home-related gender norms.

For attitudes about education-related gender norms, there was no change from occasion 1 to occasion 2. The situation was slightly different for attitudes about home-related gender norms. For home-related gender norms (See **Figure 16**) there was a slight increase in the percent of responses favorable to gender equality from occasion 1 to occasion 2, slightly more so for staff from treatment schools. In both cases, the increase was small and not statistically significant. Thus, for staff, there is room for continued improvement in both attitudes about education- and home-related gender norms and should be continuously addressed in the SRGBV prevention intervention.

8 USAID/Uganda Literacy Achievement and Retention Activity (LARA). (2018). *Baseline Report – Addendum*. Kampala,Uganda: Author.

Figure 15. Staff attitudes: education-related gender norms

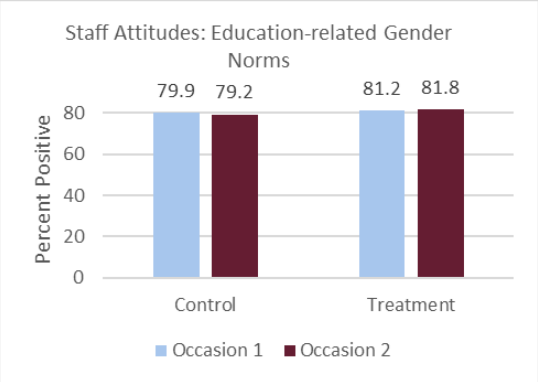
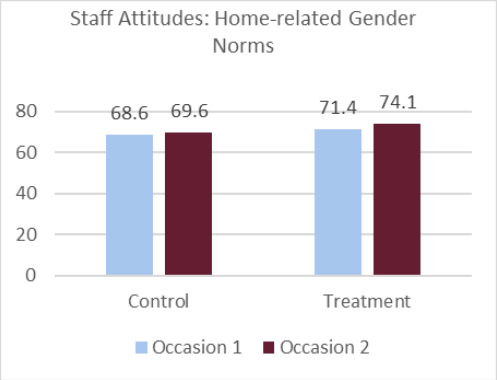


Figure 16. Staff attitudes: home-related norms



3.7 Experiences of SRGBV

This section provides a discussion on the findings for pupil experiences of bullying, corporal punishment, and sexual violence. These findings are based on pupils' reports of the frequency in which they experienced any of the nine different acts of bullying, seven acts of corporal punishment, or seven acts of sexual violence.[9] In interpreting these findings, one should be mindful of the following. First, changes occurring from occasion 1 to occasion 2 should not be considered to reflect the longitudinal trends. Minimally, one would need to have three data points over time—ideally four to five—to draw conclusions about trends in reported experiences of SRGBV. Second, reporting behaviors are subject to a variety of influences that impact the comfort levels pupils have in reporting, including family background and openness to talking about violence; sense of responsiveness that pupils expect when they report cases of violence to teachers; fear of being blamed, discriminated, or punished for talking about violence; fear of retaliation if the perpetrator learns of the pupil's report; and trust that the pupil will remain anonymous.

Pupils are particularly careful in reporting experiences of sexual violence because it is often a taboo topic in the culture, i.e., one that is not to be talked about openly. Findings from a recent study in Uganda[10] indicated that when comparing face-to-face interview with a survey administrator and audio computer-assisted self-interviews (ACASI), at least double the

9 The nine acts of bullying are: (1) Make fun of you and tease you; (2) Say mean things to you or called you names that you did not like; (3) Leave you out of your group of friends, games, or activities; (4) Steal something from you; (5) Brake or ruin something of yours on purpose; (6) Physically hurt you on purpose by pushing you down, kicking you, or hitting you with a hand, clenched fist, object or weapon; (7) Threaten to hurt you or your family, but did not do it; (8) Force you to do something you did not want to do such as joining a group in making fun of or hurting another students; and (9) Tell lies about you or spread rumors or stories to other students or a teacher that were not true. The seven acts of corporal punishment are: (1) Shouted things at you in front of your classmates that humiliated you; (2) Hit you with a hand or closed fist on any part of your body including your head, face, hand, chest or leg. (3 Hit you with any type of object such as a cane, stick, belt or book; (4) Pulled or twisted your ear; (5) Made you stand or kneel in a way that hurts or for a long period of time; (6) Made you work at the school as punishment; (7) Made you work at the teacher's house as punishment. The seven acts of sexual violence are: (1) Spy on you when you were not fully dressed; (2) Force you to look at their butt, breasts, or private parts; (3) Pull at your clothing to see your underwear or your body; (4) Force you to kiss them and you didn't want to; (5) Touch, grab, or pinch your butt, breast or private parts; (6) Try to get you to touch their private parts but you didn't do it; and (7) Force you to touch their private parts.

10 Punjabi, M., Edwards, L., & Norman, J. (forthcoming). Audio Computer-Assisted Self-Interview: Surveys of a sensitive nature require a sensitive method of data collection.

number of P3 pupils reported experiencing different acts of sexual violence.[11] Another potential influence on pupils' comfort level in reporting is exposure to a violence prevention intervention. As discussed earlier, one of the goals of any violence prevention program is to familiarize participants with the different acts of violence and to help them become more comfortable talking about and reporting them. Part of violence prevention is to ensure that violence does not go unchecked. Reporting is the first step in holding perpetrators accountable. Therefore, pupils who have exposure to the Journeys program are expected to have higher levels of reporting as a result of their exposure to the intervention and more comfort reporting—especially in the initial period of the intervention. However, there is no way to know if the shifts in the pupils' comfort levels influenced their reporting behavior after one year of exposure to Journeys. Some teachers interviewed during the qualitative study (see **Section 4)** mentioned that one result of Journeys was that pupils expressed themselves more freely, shared personal problems with teachers, and reported more.

The Experiences of SRGBV Survey metrics are the indices calculated for each subscale: bullying, corporal punishment, and sexual violence. The index takes into consideration the frequency of incidents of each form of violence that the pupil experienced in the school term. For each act of bullying, corporal punishment or sexual violence, the pupil is asked, "How many times did this happen to you?" The responses and values are as follows: never = 0; once = 1; a few times = 2; and many times = 3. The higher the index, the more frequent pupils experienced each form of SRGBV. The index is a more sensitive to detecting changes in the extent of SRGBV experience over time.

The sections that follow present findings for each form of SRGBV from an analysis of "difference in differences". Using the SRGBV subscale index scores, the project team compared the changes from occasion 1 to occasion 2 for the treatment group to the changes from occasion 1 to occasion 2 for the control group.

Below, we also provide descriptive statistics on the prevalence of each form of SRGBV, including both prevalence based on the proportion of pupils who experienced the form of violence "at least once" and prevalence based on the proportion of pupils that experienced the form of violence "multiple times" in a school term (I..., one-time prevalence and multiple-times prevalence, respectively).

3.7.1. Bullying

Difference in differences

Table 8 presents the corporal punishment index score obtained for pupils in the treatment and control schools at occasion 1 and occasion 2. The findings are followed by a calculation of the changes from occasion 1 to occasion 2 for the treatment and control group (i.e., change score) and the difference between the change scores for the two groups (i.e., the difference in differences score). The effect size estimate is based on the difference in differences result.[12]At both data collection occasions there were more incidents of bullying reported by pupils in the treatment schools than by pupils in the control schools (see **Table 8** and **Figure 17**). Additionally, a decrease in the extent of bullying is apparent for pupils from both the control schools and the treatment schools. No difference was observed between the

11 The pupils that participated in the ACASI study were randomly sampled from P3 classrooms in the same control schools participating in the longitudinal study. Therefore, the pupils in this study were selected from the same class and schools as those in the longitudinal study and had no prior exposure to the Journeys program.
12 The effect size is calculated by dividing the difference in differences score by the standard deviation of the index score for each form of violence given at occasion 1.

control group changes and the treatment group changes from occasion 1 to occasion 2, which is confirmed by a negligible difference in differences score and negligible effect size.

Table 8. Bullying

Bullying Index	Occasion 1	Occasion 2	Change Score	Difference in Differences	Effect Size
Control	5.55	4.81	-0.737	—	—
Treatment	6.16	5.35	-0.8095	-0.073	-0.024

Gender analysis based on multiple-times prevalence data

Figure 17. Bullying Index; Treatment versus control

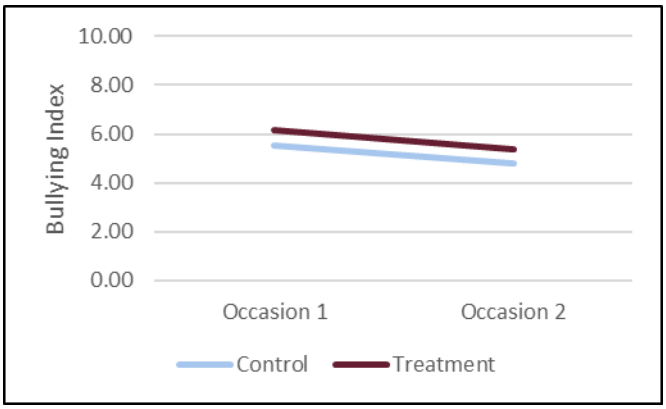


Table 9 presents the percent of pupils who experienced any act of bullying at least once in the school term. **Table 10** presents the percent of pupils who experienced any act off bullying multiple times in the school term (i.e., multiple-times bullying prevalence). The project team chose to use the multiple-times his prevalence measure because of the high levels of bullying prevalence based on the proportion of pupils who experienced any form of bullying at least once in a school term (I.e., one-time prevalence). The one-time prevelance is almost at ceiling levels (**See Table 9**); thus, it is difficult to detect change. The proportion of students who experience any act of bullying multiple times (I.e., multiple-times prevalence) is also high, but the prevalence levels do not reach a ceiling and therefore more senstive to group differences.

The multiple-times prevalence data in **Table 10** is consistent with the findings for the bullying index (see **Figure 17**). For boys and girls combined, there was a reduction in the reported experience of bullying from occasion 1 to occasion 2, although these differences were not statistically significant. Furthermore, there was no difference between bullying prevalence of girls and boys at either occasion 1 or occasion 2. However, for boys (not girls) in the treatment schools only, there was a notable drop in the mulitple-times bullying prevalence from occasion 1 to occasion 2. At occasion 1, 92.68% of boys in the treatment group reported experiencing bullying multiple times in the school term compared to 84.13% at occasion 2. This drop was statistically significant ($p < 0.008$).

Table 9. Bullying Prevalence: One time in a term

Prevalence		Experienced Once in Term						
		Occasion 1		Occasion 2		Change Score		Treatment vs Control Differences in the Change Scores
Sex	Statistics	Treatment	Control	Treatment	Control	Treatment	Control	
Male/Boy	Mean	97.54	94.98	97.35	95.23	-0.19	0.25	-0.44
	N	*256*	*224*	*256*	*224*	*256*	*224*	—
Female/Girl	Mean	97.55	98	96.62	96.81	-0.93	-1.19	0.26

Prevalence		Experienced Once in Term						
	N	*254*	*217*	*254*	*217*	*254*	*217*	—
Total	Mean	97.55	96.43	96.99	96	-0.56	-0.43	-0.13
	N	*510*	*441*	*510*	*441*	*510*	*441*	—

Table 10. Bullying Prevalence: Multiple-times in a term

Prevalence		Experienced Multiple Times in a Term						
		Occasion 1		Occasion 2		Change Score		Treatment vs. Control Differences in the Change Scores
Sex	Statistics	Treatment	Control	Treatment	Control	Treatment	Control	
Male/Boy	Mean	92.68	87.12	84.13	83.07	-8.55	-4.05	-4.5
	N	*256*	*224*	*256*	*224*	*256*	*224*	—
Female/Girl	Mean	88.86	86.68	84.92	80.4	-3.94	-6.28	2.34
	N	*254*	*217*	*254*	*217*	*254*	*217*	—
Total	Mean	90.84	86.91	84.51	81.79	-6.33	-5.12	-1.21
	N	*510*	*441*	*510*	*441*	*510*	*441*	—

One of the most frequently mentioned school changes attributed to the Journeys for Pupils (UKU) by pupils was that they fought less and were kinder to their fellow classmates, refraining from name-calling and using abusive language with each other. The pupils pointed out that there were especially improved relationships between older and younger pupils. (See Section 4.1). Thus we would expect a greater reduction in bullying among pupils participating in Journeys programs. It could be that the decreases mentioned in the focus group discussions are particular to the male pupil population.

3.7.2 Corporal punishment

Difference in differences

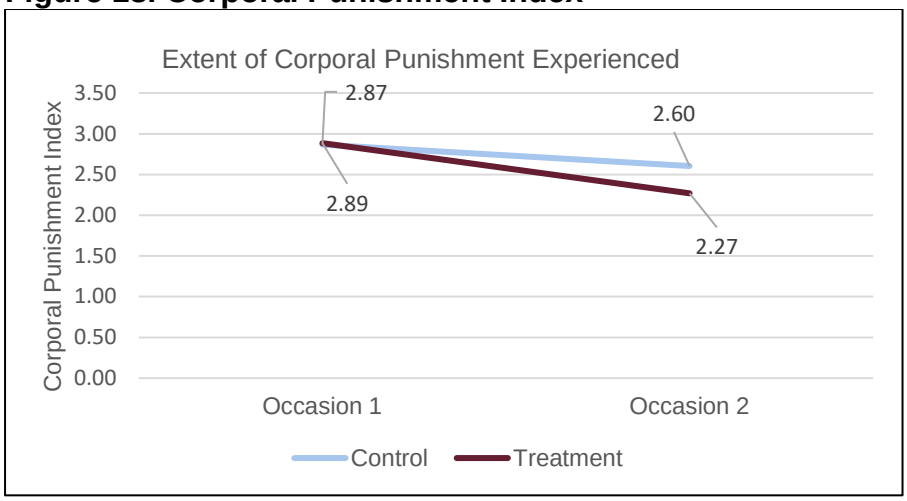
Table 11 and **Figure 18** present the corporal punishment findings based on the corporal punishment index score. At occasion 1, the level of reported corporal punishment experience for pupils in the control and treatment schools was equal. For both groups, there was a drop in reported corporal punishment experience from occasion 1 to occasion 2. The findings show that the decrease in the level of corporal punishment, based on the index score, was greater for the treatment compared to the control group. The effect size of 0.159 was small. The difference in differences was not statistically significant at the 0.05 level ($p = 0.059$ or $p < 0.06$). However, in combination with school-level findings and findings from the qualitative study, the team concludes that the difference in differences finding provides emerging evidence that participation in the Journeys program leads to a decrease in corporal punishment.

Table 11. Corporal Punishment

Corporal Punishment Index	Occasion 1	Occasion 2	Change Score	Difference in Differences	Effect Size
Control	2.87	2.60	-0.26	—	—

Corporal Punishment Index	Occasion 1	Occasion 2	Change Score	Difference in Differences	Effect Size
Treatment	2.89	2.27	-0.62	-0.35	-0.159

Figure 18. Corporal Punishment Index



School Analysis

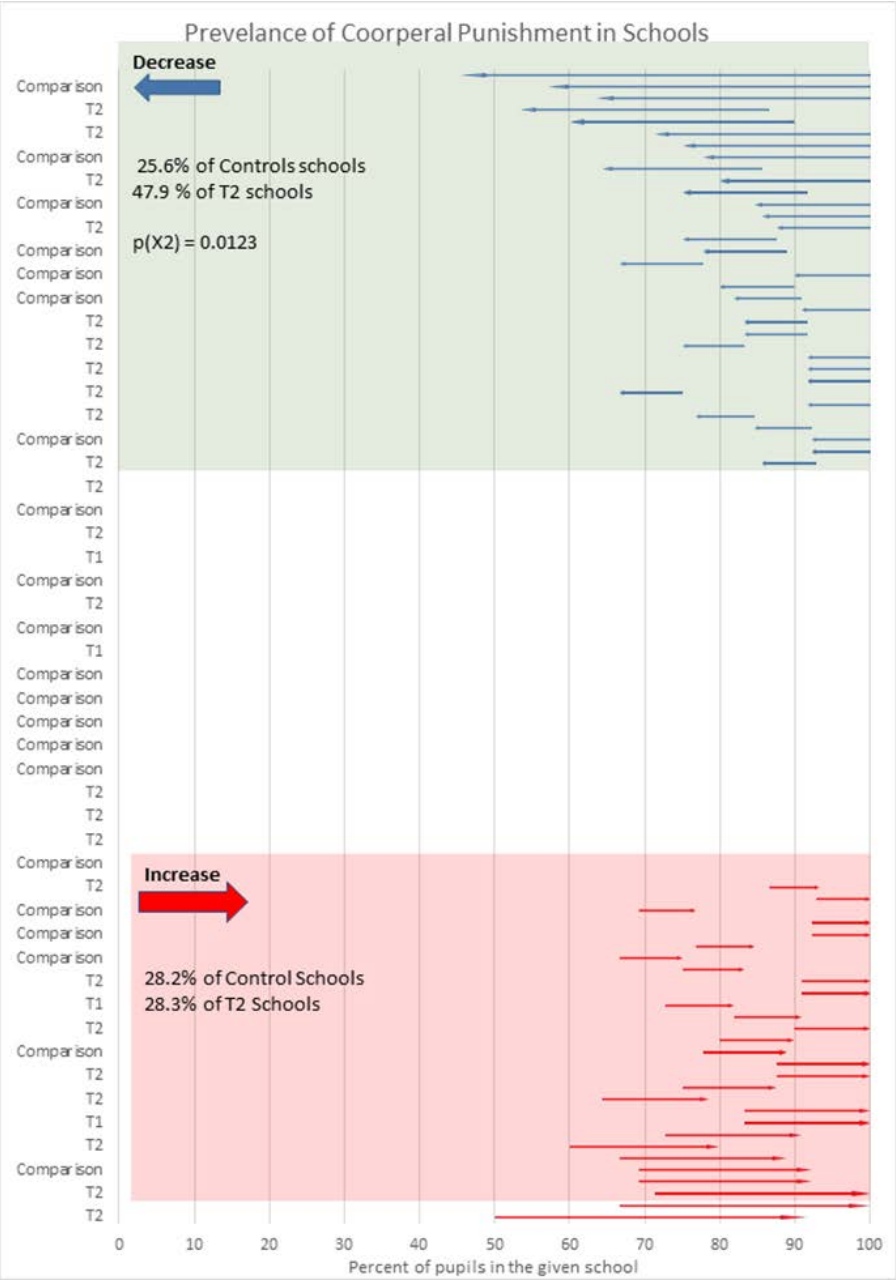
The analysis of data aggregated to the school level supports the findings above. **Table 12** and **Figure 19** show that there were a greater percentage of treatment schools than control schools that had a decline in corporal punishment from occasion 1 to occasion 2. This finding was statistically significant ($p < 0.015$). Pupils from the treatment schools were 45% less likely to report a corporal punishment event at occasion 2 than pupils from the control schools. Approximately 48% of the treatment schools showed a decrease in corporal punishment compared to 26% of the control schools and this comparison was also statistically significant ($p < 0.02$; See Figure 19).

Table 12. School level changes in reported corporal punishment experience

	Decrease	No Change	Increase	Total
Control	25.60%	46.20%	28.20%	100.00%
Treatment	47.80%	23.90%	28.30%	100.00%
Total	44.50%	27.20%	28.30%	100.00%

Chi-square = 3.14, p<0.015

Figure 19. Prevalence of corporal punishment in schools



Gender analysis based on prevalence data

Like bullying, the multiple-times prevalence data for corporal punishment is a better prevalence measure than the one-time prevelance measure (**Table 13**) because of the almost ceiling levels of prevalence based on pupils experience of any act of corporal punishment once in a term (i.e. one-time corporal prevalence).

Consistent with the above findings, the mulitple-times prevalence data shown in **Table 14** reveals a decrease in corporal punishment prevalence for the combined sample (boys and girls). This was true for the treatment and control groups. However, the results are different when looking at the data seperately for boys and girls. Analyzed seperately, both boys and girls from treatment schools showed a statistically significant decrease in multiple-times

corporal punishment prevalence from occasion 1 to occasion 2 (Girls, p<0.02; Boys, p<0.003). This was not true for boys and girls from the control schools.

Comparisons of corporal punishment prevalence by sex revealed significant differences in the percent of boys (compared to girls) who reported experiencing corporal punishment multiple times in a school term. For the treatment schools only, a larger proportion of boys than girls reported experiencing corporal punishment multiple times in the school term—both for occasion 1 data and the occassion 2 data. These differences between boys and girls were statistically significant (p<0.05).

Table 13. Corporal Punishment: At-Least-Once-in-Term Prevalence

Prevalence		**Experienced Once in Term**						
—	—	**Occasion 1**		**Occasion 2**		**Change Score**		**Treatment vs. Control Differences in the Change Scores**
Sex/Gender	Statistics	Treatment	Control	Treatment	Control	Treatment	Control	
Male/Boy	Mean	91.54	94.48	87.82	92.53	-3.72	-1.95	-1.77
—	N	256	224	256	224	256	224	—
Female/Girl	Mean	87.82	92.42	86.13	93.11	-1.69	0.69	-2.38
—	N	254	217	254	217	254	217	—
Total	Mean	89.75	93.49	87	92.81	-2.75	-0.68	-2.07
—	N	510	441	510	441	510	441	—

Table 14. Corporal Punishment Prevalence: Multiple-Times prevalence in a Term

Prevalence		**Experienced Multiple Times in a Term**						
—	—	Occasion 1		Occasion 2		Change Score		Treat vs Control Differences in the Change Scores
Sex/Gender	Statistics	Treatment	Control	Treatment	Control	Treatment	Control	
Male/Boy	Mean	70.02	73.96	58.05	67.14	-11.97	-6.82	-5.15
—	*N*	*256*	*224*	*256*	*224*	*256*	*224*	—
Female/Girl	Mean	59.65	64.07	50.2	54.97	-9.45	-9.1	-0.35
—	*N*	*254*	*217*	*254*	*217*	*254*	*217*	—
Total	Mean	65.02	69.22	54.26	61.29	-10.76	-7.93	-2.83
	N	*510*	*441*	*510*	*441*	*510*	*441*	—

3.7.3 Sexual violence

Differences in Differences

Table 15 presents the sexual violence index score for pupils in the treatment and control schools at occasion 1 and occasion 2. The findings are followed by a calculation of the changes from occasion 1 to occasion 2 for the treatment and control group (i.e., the change

score) and the calculation of the difference between the change scores for the control group and the treatment group (i.e., the difference in difference score). The effect size estimate is based on the difference in differences result. The findings in **Table 15** show that the frequency that pupils reported experiencing sexual violence dropped from occasion 1 to occasion 2, with a slightly higher decrease for pupils in the control than in the treatment schools. However, the difference between these change scores (see Difference in Difference, 0.054) was negligible (**Figure 20** and **Figure 21**), which is supported by the unremarkable effect size (0.054).

Table 15. Sexual Violence

Bullying Index	Occasion 1	Occasion 2	Change Score	Difference in Differences	Effect Size
Control	1.34	0.82	-0.52	—	———
Treatment	1.32	0.86	-0.47	0.054	0.026

Figure 20. Extent of Sexual Violence Experienced

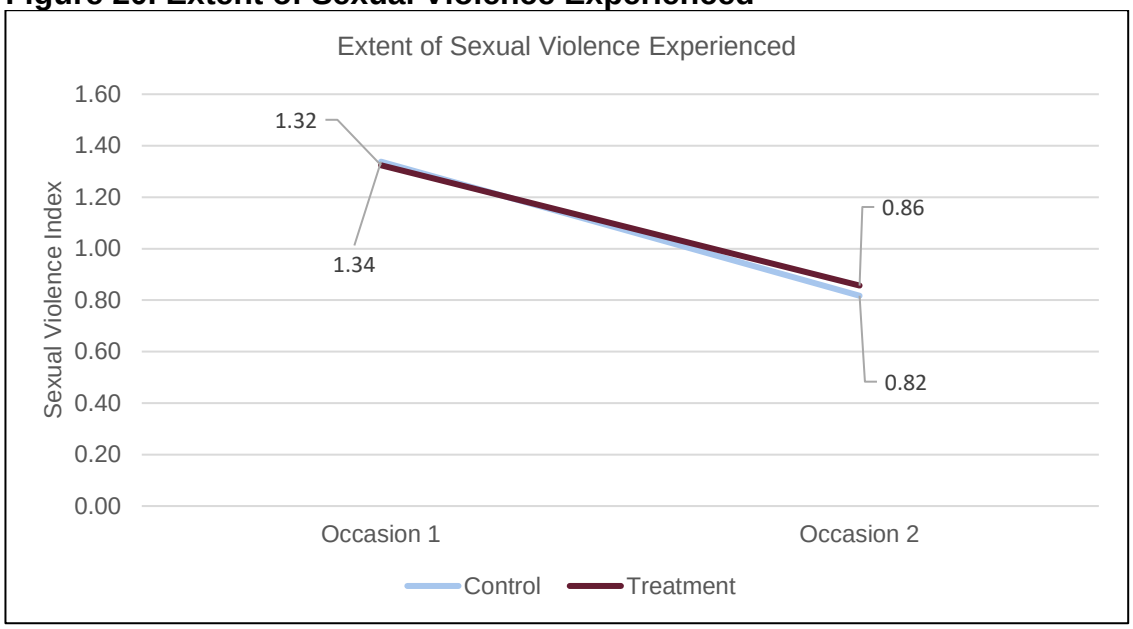
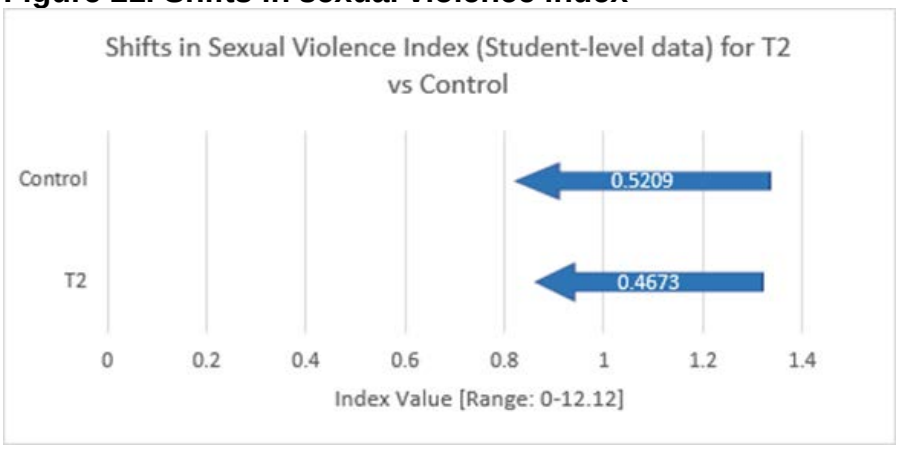


Figure 21. Shifts in sexual violence index



School analysis

The team's analysis of sexual violence data aggregated to the school level supports the overall findings above. Based on school averages for the sexual violence index, **Table 16** shows that for both treatment and control groups, there were more schools that had, on average, a decline in sexual violence incidents than schools that had no change or increases in reported incidents. The distribution of schools demonstrating a decrease, no change, and increase in sexual violence was not different for the treatment and control schools.

Table 16. School level changes in reported sexual violence experience

	Decrease	No Change	Increase	Total
Control	61.50%	15.40%	23.10%	100%
T2	58.70%	10.90%	30.40%	100%
Total	59.10%	11.50%	29.30%	100%

Chi-square = 0.4024, p = 0.56

*G*ender analysis based on prevalence data

Table 17 presents the percent of pupils, disaggregated by sex, that experienced any act of sexual violence at least once in the school term. **Table 18** presents the percent of pupils that experienced any act of sexual violence multiple times in the school term. The prevalence of sexual violence for girls decreased for both the treatment and control groups. This was true for both one-time (**Table 17**) and multiple-times (**Table 18**) prevalence measures. For boys, a decrease in prevalence of sexual violence was observed only for multiple-times prevelance. Consistent with the findings reported above, there was a decrease in prevalence rates of sexual violence for male and female pupils in both the treatment and control schools, and these drops in prevalence were statistically signifiant ($p < 0.03$). Girls in both treatment and control groups had larger decreases in sexual violence prevalence than boys, for both one-time and multiple-time prevalence measures.

Comparisons of sexual violence prevalence by sex revealed that boys in the treatment group (not the control group) reported signficantly higher rates of sexual violence than girls at occasion 2. ($p < .007$). . The one-time and multiple-times prevalence for boys in treatment schools at occasion 2 was 51.8% and 20.8%, respectively, compared to 39.3% and 12.9% for girls.

Table 17. Sexual Violence: At-Least-Once-in Term Prevalence

Prevalence		Experienced Once in Term						
		Occasion 1		Occasion 2		Change Score		Treatment vs. Control Differences in the Change Scores
Sex/Gender	Statistics	Treatment	Control	Treatment	Control	Treatment	Control	
Male/Boy	Mean	56.59	53.56	51.8	47.81	-4.79	-5.75	0.96
	N	*256*	*224*	*256*	*224*	*256*	*224*	
Female/Girl	Mean	49.31	54.47	39.3	37.7	-10.01	-16.77	6.76
	N	*254*	*217*	*254*	*217*	*254*	*217*	
Total	Mean	53.08	53.99	45.77	42.96	-7.31	-11.03	3.72
	N	*510*	*441*	*510*	*441*	*510*	*441*	

Table 18. Sexual Violence Prevalence: Multiple-Times prevalence in a term

Prevalence		Experienced Multiple Times in a Term						
		Occasion 1		Occasion 2		Change Score		Treat vs Control Differences in the Change Scores
Sex/Gender	Statistics	Treatment	Control	Treatment	Control	Treatment	Control	
Male/Boy	Mean	30.58	27.28	20.77	18.47	-9.81	-8.81	-1
	N	*256*	*224*	*256*	*224*	*256*	*224*	
Female/Girl	Mean	23.26	29.18	12.9	12.09	-10.36	-17.09	6.73
	N	*254*	*217*	*254*	*217*	*254*	*217*	
Total	Mean	27.05	28.18	16.97	15.41	-10.08	-12.77	2.69
	N	*510*	*441*	*510*	*441*	*510*	*441*	

4. QUALITATIVE FINDINGS

School selection criteria

- High performing: Schools performed above the 25th percentile on 5 of the 8 scales/subscales
- Mid performing: Schools that did not fall in the high or low performance categories
- Low performing: Schools performed below the 25th percentile on 5 of the 8 scales/subscales

In November 2019 the research team visited nine project-supported schools to learn about the successes and challenges implementing Journeys and to understand what changes staff and pupils had observed since Journeys started. The school sample was purposeful; it was based on data collected at occasion 2. The team selected three schools from each off the following categories: (1) high performing; (2) middle performing; and (3) low performing (see text box for criteria for each category).

The head teacher at each school was interviewed individually and teachers were interviewed in groups of two or three. The research team also held a focus group discussion (FGD) with a group of six P5 and P6 pupils in each of the schools visited. Pupil FGDs were conducted in the local language, Luganda. The research team asked the following questions.

Interviews with head teachers and teachers

1. What went well in the implementation of Journeys for School Staff and what contributed to these successes?
2. What did not go well in the implementation of Journeys for School Staff and what impeded its success?
3. What went well in the implementation of Journeys for Pupils (the Uganda Kids Unite [UKU] Program) and what contributed to these successes?
4. What did not go well in the implementation of Journeys for Pupils (UKU) and what impeded its success?
5. What changes have you noticed since the introduction of Journeys in your school?

FGDs with P5 and P6 pupils

1. What have you enjoyed about the UKU Program in your school?
2. What have you not enjoyed about the UKU Program in your school?
3. What has changed in your school since you started the UKU Program?

The project's Field Assistants also interviewed change agents and teacher patrons at all 47 treatment schools. Participants were asked the same questions as the ones listed above; however, Field Assistants did not hold FGDs with pupils. For analysis, the data from the qualitative study by the Kampala office M&E team were combined with data collected by the Field Assistants and analyzed with support from qualitative analysis software. The findings are presented below.

4.1 Reported Changes in the School as a Result of Journeys

The findings presented in **Table 19** summarize the reported changes that participants observed as a result of Journeys. It includes comments from teachers, head teachers, and pupils in response to questions about changes in the school as a result of the Journeys program. The table also shows the distribution of comments made based on the different data sources.

4.1.1 Changes attributed to the Journeys for Staff Program

The majority of reported changes attributed to the Journeys for Staff program were in three areas:

1. Improved teacher relationships with pupils and pupil trust that teachers will be kind/not beat them
2. Reduced use of harsh punishment and increased application of positive discipline methods as an alternative to corporal punishment.
3. Increased respect, cooperation, and teamwork among teachers across grades, which was lacking before.

4.1.2 Changes related to Journeys for Pupils (UKU)

The most frequently mentioned changes attributed to the Journeys for Pupils (UKU Program) were the following:

- Reduced bullying and fighting
- More love and kindness, cooperation and pupils helping each other; especially between boys and girls and between older and younger pupils, which was not common before the Journeys for Pupils (UKU program).
- Pupils express themselves more, report incidents of violence more, and participate more in class
- Pupils trust their teachers more and teachers are more approachable and friendly with pupils
- Pupils reported that teachers used less beating, and this was reinforced by teacher and head teacher reports of less use of harsh punishment and more use of positive discipline (See above under *Changes attributed to Journeys for Staff program*)

4.1.3 Comments related to both the Journeys for Staff and Journeys for Pupils (UKU)

Both pupils and staff reported

- Higher pupil attendance
- Higher enrollments (some schools even reported that enrollment had doubled)
- Fewer pupils dropping out of school

Table 19. School changes attributed to the Journeys Program

Codes	Field Assistant Data from Teachers: Journeys for Pupils (UKU)	Field Assistant Data from Teachers: Journeys for Staff	Pupils Comments on Journeys for Pupils (UKU)	Teacher/Head Teacher FGD: Both Journeys for Pupils (UKU) and Journeys for Staff
Used positive discipline as an alternative to corporal punishment	0.0%	14.7%	1.6%	4.1%
Reduced bullying, fighting, and stealing	31.7%	0.0%	38.7%	10.2%
Improved teacher relations across grades	0.0%	5.9%	0.0%	1.0%
Improved kindness between girls and boys	3.3%	0.0%	0.0%	0.0%
Improved pupil attendance	1.7%	0.0%	1.6%	3.1%
Improved teacher attendance	0.0%	0.0%	0.0%	1.0%
Improved teacher-pupil relations	6.7%	16.2%	6.5%	14.3%
Improved teacher relationships with parents	0.0%	0.0%	1.6%	5.1%
Improved pupil academic performance	1.7%	1.5%	0.0%	2.0%
More inclusion	3.3%	0.0%	0.0%	0.0%
Increased enrollments	0.0%	1.5%	0.0%	3.1%
Older pupils now play with younger pupils	5.0%	0.0%	4.8%	0.0%
Over time attitudes have become favorable	0.0%	0.0%	0.0%	1.0%
Pupils love self and friends and help each other	5.0%	0.0%	11.3%	3.1%
Pupils love their school	3.3%	0.0%	1.6%	0.0%
Pupils trust teachers now	6.7%	5.9%	4.8%	9.2%

Codes	Field Assistant Data from Teachers: Journeys for Pupils (UKU)	Field Assistant Data from Teachers: Journeys for Staff	Pupils Comments on Journeys for Pupils (UKU)	Teacher/Head Teacher FGD: Both Journeys for Pupils (UKU) and Journeys for Staff
Reduced dropout	1.7%	0.0%	1.6%	4.1%
Reduced tardiness	1.7%	0.0%	0.0%	0.0%
Reduced harsh punishment	1.7%	41.2%	8.1%	10.2%
Students cooperate and work together	3.3%	0.0%	6.5%	2.0%
Students express themselves more, report more, and participate more in class	23.3%	2.9%	8.1%	13.3%
Teacher behavior improved and is friendlier	0.0%	0.0%	0.0%	7.1%
Teachers have learned teamwork	0.0%	4.4%	1.6%	6.1%
Teachers now care and respond to their pupils	0.0%	5.9%	1.6%	0.0%
Total	100%	100%	100%	100%

Key:

	Above 30% of references in the column.		Between 10% and 30% of the references in the column.		Between 5% and 10% of the references in the column.

Qualitative findings indicate that the Journeys Program for Pupils (in UKU platforms) have benefitted pupils (see participant comments below).

> *"The pupils got interested in the UKU program, they love it and they can demand for UKU activities because it's full of games and taught in their local language." (Deputy Head Teacher)*
>
> *"Ever since the case register was introduce[d], bullying, fighting and abusive language has reduced." (Pupil)*
>
> *"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)*
>
> *"Before it was very hard to get words out of children but now it is easy to get children talking." (Teacher)*
>
> *"As a punishment, the teachers used to send us to pick firewood from the forest but after mapping our danger zones, the school now buys the firewood instead of sending us to the unsafe forest." (Pupil)*

4.2 Reports on What Went Well in the Staff Journeys Program

The findings presented in **Table 20 summarizes** the teacher and head teacher comments about what went well in the Journeys for Staff program and what led to these successes. In the far-left column of the table is a list of all the different comments that teachers and head teachers made when asked, “What went well in the Journeys for Staff program?” and “What led to these successes?” The subsequent columns represent the distribution of comments made based on the different data sources.

What went well

What teachers and head teachers highlighted the most about what went well during the implementation of the Journeys for Staff activities was the improvement of teachers’ attitudes about the activities and that teachers have developed an interest for and enjoy the Journeys for Staff meetings. Teacher cooperation and teamwork were also spotlighted as something that is special about the staff activities.

Factors leading to the successful implementation of Journeys for Staff

The most frequently mentioned factors that led to the successful implementation of the Journeys for Staff, according to the school change agents and head teachers, were

1. Early communication about the Journeys for Staff meeting, the topic of the activity, and deliberate mobilization of teachers
2. Journeys for Staff activities scheduled on the teachers’ timetable and per term’s work plan
3. Support from Field Assistants or the Coordinating Center Tutors
4. Collaboration with other teachers to developing the work plan
5. Support from head teacher

Table 20. What went well in the Journeys for Staff

Codes	Field Assistant Data from Teachers Data	Teacher/Head FGDs
Teachers attend well	0.0%	6.5%
Staff attitudes became positive	0.0%	6.5%
Change agents work closely with teachers	0.0%	9.7%
Early communication to staff about meetings	21.8%	0.0%
Field assistant and Coordinating Center Tutor support	1.8%	9.7%
Head teacher support	10.9%	6.5%
Materials available	0.0%	3.2%
All staff develop the work plan	9.1%	3.2%
Scheduled on a timetable & work plan	27.3%	22.6%
Teachers share the facilitation	1.8%	3.2%
Teacher cooperation and teamwork	20.0%	19.4%
Teachers interested, enjoy activities	7.3%	9.7%
Total	100.0%	100.0%

Key:

	Above 20% of the references in column 1.		Between 10% and 25% of the references mentioned in the column.		Between 5% and 10% of the references made in the column.

Following are comments from teachers and headteachers who have experienced personal and collective behavior change:

> *"At first, we didn't pick the program. We had developed a negative attitude because we thought it will lead to misbehavior of children since it insisted children shouldn't be punished, instead they should just be talked to. As teachers who had stuck with caning, we had an African attitude that if you don't cane a child, he/she may go astray but as we got training from LARA programs, the Journeys for staff and the UKU, we changed the attitude and we are still changing." (Deputy Head Teacher)*

> *"Previously, the school had many violence problems, like teachers punishing learners anyhow, but when we got this program, where there is a theme called 'positive and supportive school,' it has helped make the school environment positive to learners, whereby the violence cases like corporal punishments, some teachers using abusive language on parade, and some teachers abusing parents have been aired out." (Head Teacher)*

> *"The teachers used to complain about absenteeism of pupils but now it has reduced because of a supportive and positive school environment created by the program, which has made the teachers' work easier." (Teacher and School Change Agent)*

> *"Fellow teachers used to undermine me, yet am a DHT. They would gossip and backbite, but the Journeys program has empowered me to be assertive and talk to teachers, counsel them, and correct their behavior." (Deputy Head Teacher)*

> *"The program has changed me and my life. Before the program, I used to punish the learners whenever they were late or absent but after the program I discovered the many challenges learners have." (Deputy Head 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." (Deputy Head Teacher)*

> *"Depending on the offence committed, I make sure that the punishment matches the gravity of the offence. We no longer kill mosquitos with guns." (Teacher)*

> *"During the time I used to cane learners, they used to fear me, but now they volunteer to help with work, like cleaning classrooms, bring me gifts like sugarcanes, and they no longer hide from me." (Teacher and School Change Agent)*

> *"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)*

4.3 Impediments to the Successful Implementation of the Journeys for Staff Program

The findings presented in **Table 21** summarize the teacher and head teacher comments about what impedes the successful implementation of Journeys for Staff. In the far-left column of the table is a list of the different comments that teachers and head teachers made when asked, “What did not go well in the Journeys for Staff program?” and “What impeded its success?” The subsequent columns represent the distribution of comments made based on the different data sources.

*4.3.1 Impediments to the successful implementation of Journ*eys for Staff

The most frequently mentioned impediments to the successful implementation of the Journeys for Staff program are listed below, with the first being the most challenging constraint.

1. Competing activities that arise unexpectantly and take over the Journeys time slot
2. Teacher workload and personal commitments that interfere with their attendance
3. Lack of materials
4. Negative teacher attitudes, especially when the Journeys program just started

Table 21. What Impedes Successful Implementation of Staff Journeys

Codes	Field Assistant Data from Teachers	Teacher/Head Teacher FGDs	Total
Change agent not active	0%	2.5%	1.02%
Competing activities	60.34%	22.5%	44.9%
Heavy teacher workload, personal responsibilities	13.79%	0%	8.16%
Lack of head teacher support	0%	2.5%	1.02%
Lack of materials	1.72%	17.5%	8.16%
Limited support and supervision	0%	2.5%	1.02%
Not enough time in session	12.07%	10%	11.22%
Parents want their children to be caned	0%	12.5%	5.1%
Some teachers have negative attitudes	8.62%	15%	11.22%
Teacher absenteeism or late to meeting	3.45%	7.5%	5.1%
Transfer of change agents to different school	0%	2.5%	1.02%
Want money	0%	5%	2.04%
Total	100%	100%	100%

Key:

	More than 50% of references in column 1.		Between 15% and 25% of references in column 2.		Between 10% and 15% of references in the column.

4.4 Reports on What Went Well in the Journeys for Pupils (UKU)

Differentiated data about the Journeys for Pupils Program (UKU) were only collected during the qualitative study in the nine schools sampled. The Field Assistants did not collect this data in their data collection exercise.

The findings presented in **Table 22** summarize the teacher and head teacher comments about what went well in the Journeys for Pupils (UKU). In the far-left column of the table is a list of all the different comments that teachers and head teachers made when asked, "What went well in the UKU program?" and "What led to these successes?" The second column represents the distribution of the teacher comments collected by the project's researchers in the nine schools during the qualitative study; the percentage of comments made for each of those listed in the far-left column.

4.4.1 What went well in the Journeys for Pupils (UKU) program?

The most overwhelming response was "Pupils love it!". Teachers mentioned the way the program helps pupils interact with their peers and teachers, and the openness and freedom that pupils feel to express themselves. Teachers also noted the opportunity Journeys gives pupils to develop leadership by helping the teacher patron co-facilitate the program.

Factors that support the successful implementation of the UKU program

Three main factors that support implementation are listed in order of importance below.

1. Placing the Journeys for Pupils (UKU) program on the school timetable.
2. Ensuring space is available for the Journeys for Pupils (UKU) meetings.
3. Conducting the Journeys for Pupils (UKU) team meetings in the local language.

Table 22. What went well in the Journeys for Pupils (UKU)?

Codes	Teacher/ Head Teacher Interviews and FGDs
Conducted in local language	4.9%
Cooperation between teachers and pupils	9.8%
Develop leadership through co-facilitation	7.3%
Pupils develop confidence and self-belief	2.4%
Develop entertainment and projects	4.9%
Express themselves openly	2.4%
Journeys handbooks very helpful	4.9%
Pupils learn to help their peers	2.4%
Program is on the timetable	7.3%
Pupils love it	31.7%
Regular training of teacher patrons	2.4%
Pupils can relate to their peers	9.8%
Pupils can relate to their teachers	2.4%
Ensure there is a good space available for the UKU meetings	2.4%
Happy teacher patrons	4.9%
Total	100.0%

Key:

	More than 25% of the references		Between 8% and 20% of references		Between 5% and 8% of the references

4.5 Pupil reports on what they have learned from the UKU program

The findings presented in **Table 23** summarize what pupils learned from the UKU program. In the far-left column of the table is a list of the different pupil comments about what they learned. The second column shows the distribution of pupil comments collected by the project's researchers in nine schools.

What pupils have learned

The list below provides what pupils reporting learning the most about from the UKU program.

1. Helping friends and sharing (i.e., pro-social behaviors)
2. Not bullying or insulting their peers
3. Not excluding some children from games.
4. Learning to avoid bad people and places
5. Respecting their teachers
6. Making good decisions
7. Stating their opinions
8. Expressing themselves

Table 23. What pupils report that they have learned

Pupils have learned.....	Pupils Comments
About equal opportunities	2.9%
About what fellow learners like and don't like	2.9%
To avoid bad people and places	8.6%
To refrain from excluding pupils in games	2.9%
Good listening	2.9%
About helping friends, sharing, and caring for the needy	31.4%
To make good decisions	5.7%
To not be given harsh punishment	2.9%
Not to bully, steal, fight with, insult, and tease other	25.7%
To respect teachers	8.6%
State my opinions and express myself	5.7%
Total	100%

Key:

	More than 25% of the references		Between 6% and 10% of references

4.6 Reports on What Impedes Successful Implementation of Journeys for Pupils (UKU)

Differentiated data about the Journeys for Pupils Program (UKU) was only collected during the qualitative study in the nine schools sampled. The Field Assistants did not collect this data in their data collection exercise.

The findings in **Table 24** summarize the teacher and head teacher comments about what impedes the successful implementation of Journeys for Pupils (UKU). In the far-left column of the table is a list of all the different comments that teachers and head teachers made when asked, "What did not go well in the UKU program?" and "What impeded the successful implementation of the Journeys for Pupils Program?" The second column represents the distribution of the teacher comments collected by the project's researchers in nine schools during the qualitative study. The percentage of comments made for each of those is listed in the far-left column of the table.

What impedes the successful implementation of the UKU Program

Although there were a number of challenges in UKU implementation, there was no single factor that stood out as the most serious. The following were the problems teachers mentioned most frequently:

1. Lack of materials
2. Teacher patron missing the meeting and not being motivated
3. Difficulty of some activities
4. Teachers' heavy workloads

A lesser mentioned challenge, but still important, was that of having too many UKU activities to cover. Similar to the Journeys for Staff, competing activities sometimes presented a problem, but this was a larger constraint for the Journeys for Staff program than the UKU program.

Table 24. What impedes the successful implementation of Journeys for Pupils (UKU)

Codes	Teacher/Head Teacher Interviews and FGDs
Children are hungry	2.6%
Competing activities	5.3%
Gender is not balanced	2.6%
Lack of materials	15.8%
Teacher Patron is missing	10.5%
Teacher Patron motivation is lacking	15.8%
Pupil absenteeism	10.5%
Some activities difficult for young pupils	15.8%
Teachers overworked	10.5%
Too many pupils	2.6%
Too much paperwork	2.6%
Too many UKU activities	5.3%
Total	100.0%

Key:

	More than 15% of the references		Between 8% and 15% of the references		Between 5% and 8% of references

5. CONCLUSIONS

This report has focused on the changes in survey results that occurred from occasion 1 to occasion 2. During the interim of occasion 1 and occasion 2 data collection, the project team conducted a series of psychometric analyses to assess the underlying dimensions of the surveys. Based on these analyses, the team established a final set of scales and subscales for the survey instruments and derived index scores for each. The major findings are summarized below, with more detailed conclusions in the sections that follow.

First, a higher percentage of pupils in the treatment versus the control schools demonstrated shifts from low reading proficiency at end of P2 to emergent and fluent reading proficiency at the end of P3. Increases in ORF from P2 to P3 were almost double for pupils in treatment versus the control group.

Although age-related changes in social and emotional learning, attitudes about gender norms, and experience of SRGBV were observed, on some measures the desirable shift in responses was greater for pupils in treatment versus control schools.

P3 pupils in both the control and treatment schools reported fewer incidents of all forms of SRGBV than they reported in P2, which suggests age is a mediating factor in reported experience of bullying, corporal punishment and sexual violence. For corporal punishment, based on school level findings combined with pupil reports, it was observed that there was a greater drop in experience of corporal punishment in the treatment versus control group and this was considered to be over and beyond what one could expect due to age-related change alone.

SEL survey results showed a higher gain for the treatment versus the control group, but the difference was small and yielded a very small effect size. However, this finding, combined with the qualitative data, suggests that there may be an emerging advantage in SEL for pupils who are exposed to the Journeys program. Pupils and teachers interviewed during the qualitative study pointed to improved interpersonal relationships, more trust and positive interactions with teachers, more open expression, and pro-social behavior as a result of Journeys.

Pupil attitudes toward education- and home-related gender norms persist in being unacceptably poor—i.e., unfavorable toward gender equality. This was equally true for pupils in treatment and control schools.

5.1 Early Grade Reading

Pupils from the treatment schools were exposed to three years of EGR instruction at the time of the occasion 2 data collection. At occasion 2, pupils from the treatment schools obtained higher reading outcomes overall, compared to the control schools. On average, the number of correct words per minute that P3 pupils in the treatment schools were able to read was almost double the number for pupils in the control schools (i.e., 21.4 words per minute versus 12.9).

A higher percentage of pupils from the treatment schools compared to the control schools made positive shifts in reading proficiency from P2 to P3. Overall, 52% of the pupils in the treatment schools made positive shifts in reading proficiency levels compared to 39% of pupils in the control group. Sixty-three percent (63%) of low readers in P2 exposed to the EGR initiative advanced to an emergent or fluent reader at P3, compared to 48% of the P2 low readers in the control group.

In addition, the “difference in differences” ORF analysis showed that pupils in the treatment schools made greater strides from occasion 1 to occasion 2. On average, pupils from the treatment schools read 10.7 more words per minute at occasion 2, compared to a 6.4 gain in ORF for the control group. The difference in gain scores was statistically significant and yielded an effect size of 0.39, i.e., a medium effect size.

5.2 Perceptions of School Climate

The analyses of pupil and staff perceptions of school climate were based on results from two school climate subscales: (1) the general school climate subscale and (2) the fearfulness and punishment subscale. There were no significant changes in pupil data from occasion 1 to occasion 2 for either subscale (for either the treatment or control groups).

Pupil perceptions of school climate based on the general school climate subscale were relatively high, with approximately 80% of the item responses reflecting a positive attribute of the school climate. School climate perceptions based on the fearfulness and punishment subscale were much less positive. Only about half of the item responses on the fearfulness and punishment subscale reflected a positive attribute of the school climate; this was consistent across occasions and for pupils in the treatment and control groups. This suggests that pupils in the study still view their schools as places to be fearful of, which may be related to their fears of being bullied or fears of harsh forms of punishment. Notably, this finding was true for pupils in the treatment schools as well as the control schools. Given the reductions in corporal punishment and bullying, as well as qualitative findings about the increased trust in teachers, friendliness, and loving pupil relationships, the project expected pupils in treatment schools to perceive this dimension of school climate more positively at occasion 2 compared to occasion 1.

Similar to occasion 1 findings, at occasion 2, pupils perceived their schools less positively than staff; these pupil-staff differences were statistically significant at occasion 1 and occasion 2. Such findings could and should be leveraged to help teachers understand the experience of school through the point of view of their pupils. It could also further mobilize teachers to see the need and advocate for further reduction of violence in the school and classroom.

5.3 Social and Emotional Learning

On average, students in both the treatment and control schools had improved SEL from occasion 1 to occasion 2. These gains in SEL were statistically significant and likely reflect the improved SEL competencies that normally occur in child development. The SEL gains were slightly higher, on average, for pupils in the treatment group compared to the control group. However, the effect size for the difference in differences analysis was low (0.11) and based on these quantitative findings, no conclusive findings can be made about the impact of Journeys on SEL. Item analyses showed that pupils from the treatment group versus the control group improved on their response to “I am able to tell a family member when I experience being touched inappropriately” and “I am able to talk to unfamiliar people easily.” These are both areas of focus in the Journey’s for Pupils’ program. The qualitative findings point to some important shifts in both students’ and teachers’ social and emotional competencies, which according to teacher and pupil reports, were a direct result of Journeys. For pupils these included (1) improved interpersonal interactions and relationships, such as reduced bullying and fighting, more kindness and pro-social behavior among pupils, and improved cooperation among pupils, especially between boys and girls and between older and younger pupils; (2) increased trust in teachers and, consequentially, more open expression of ideas in and outside of the classroom, increased participation in

class, and increased reporting of violence experienced or witnessed. For teachers these included (1) improved relationships with pupils based on being more approachable and friendly with their pupils and understanding pupils more personally, (2) increased respect and cooperation with other teachers, i.e., teamwork, (3) less inclination to be reactive and beat pupils and higher inclination to use alternatives to corporal punishment.

5.4 Gender Attitudes

The project's analyses of pupil and staff attitudes about gender norms were based on results from two item clusters: one that assesses respondents' attitudes towards education-related gender norms and a second that assessed respondents' attitudes toward home-related gender norms. Overall, pupils' attitudes toward gender norms were low. On both the education-related gender norms and the home-related gender norms subscales, less than half of the pupil responses were favorable toward gender equality. Pupils responses improved slightly from occasion 1 to occasion 2 in their attitudes on education-related gender norms; however, there were no treatment versus control group differences in these shifts. This shift in attitudes about education-related gender norms was considered to be age related.

Girls had more favorable attitudes related to gender norms than boys—this was true for both education- and home-related gender norms and the sex differences were statistically significant. Furthermore, pupils consistently demonstrated attitudes that were less favorable to gender equality than staff members. The gap between pupil and staff attitudes were notable and statistically significant, particularly for education-related norms. These findings have important implications for programming. Teachers should be empowered to promote more egalitarian attitudes among their pupils through, for example, having open dialogue about gender roles, modeling equal treatment of girls and boys, and providing opportunities for students to meet men and women who have employment in non-traditional roles.

5.5 SRGBV Experience

Pupils reported less frequent experience of all forms of SRGBV at occasion 2, when they were in P3, than when they were in P2 (occasion 1). This finding is consistent with findings from the Literacy Achievement and Retention Activity Baseline on SRGBV, which showed that, on average, P3 pupils in the baseline sample experienced higher levels of all forms of SRGBV than the P5 pupils in the study. Thus, age-related effects in Uganda are consistent and speak to the high risk that young children have to exposure to all forms of violence in schools. Chronic exposure to adverse events at a young age can have a debilitating impact on a child's growth and development.[13] Therefore, early and successful interventions to prevent and eliminate SRGBV are urgently needed if children are expected to reach their potential in learning and life.

There was a larger decline noted in corporal punishment for pupils in the treatment versus the control schools. Although the effect size was small (0.16),[14] and the difference in

[13] Kostelny, K., & Wessells, M. (2010, September). *Psychosocial assessment of education in Gaza and recommendations for response.* Paris: UNESCO
Alexander, J., Boothby, N., & Wessells, M. (n.d.). *Education and protection of children and youth affected by armed conflict: an essential link.* Retrieved from http://www.cpcnetwork.org/wp-content/uploads/2017/03/Alexander-Boothby-Wessells-Education-and-Protection-of-Children-and-Youth.pdf

[14] There is insufficient research to determine the average effects that one can expect in violence prevention programs specific to SRGBV. However, a US-based meta-analyses of school-based violence prevention programs identified average effect sizes of 0.18. In addition, self-report measures used in the interventions reduced these effects to 0.16. Elementary school interventions resulted in even smaller effect sizes, which were 0.13, on average, compared to middle school (0.14) and secondary school interventions (0.21). Although these

differences was not statistically significant at the .05 alpha level (p = 0.59). However, this finding, combined with findings from school-level analyses and qualitative findings (see discussion in following paragraph), suggests that exposure to Journeys is resulting in a gradual drop in corporal punishment experience that is over and beyond what could be expected from age effects alone.

School level data suggested that pupils in treatment schools were more likely to report fewer incidents in corporal punishment at occasion 2 than occasion 1 than pupils in the control school. A higher proportion of pupils in treatment schools showed declines in corporal punishment experience from occasion 1 to occasion 2 than those in control schools; 47.9 % in treatment schools versus 25.6% in control schools. This finding was statistically significant (p <0.013) and supported by findings from the qualitative study. When project field assistants asked teachers, "What changes have you seen in you schools since the implementation of the Journeys program?," the most frequent response was "reduced use of corporal punishment," which made up 41% of the changes mentioned by teachers in the 47 treatment schools. The use of alternatives to corporal punishment were mentioned in 15% of the comments on Journeys-related change.

5.6 Gender Analysis of SRGBV Experience

There was no difference in the prevalence in which boys versus girls experienced ***bullying*** multiple times in the school term. This was true for occasion 1 and occasion 2 and for the treatment and control groups. However, boys (but not girls) in the treatment group only (not the control group) had a statistically significant drop in the multiple-times bullying prevalence from occasion 1 to occasion 2.

As mentioned earlier, for the combined pupil sample, there was an occasion 1 to occasion 2 decrease in the proportion of pupils who experienced ***corporal punishment*** multiple times in a term (multiple-times prevalence)—this was true for both the treatment and control group. However, when looking at the data for boys and girls separately, a different story emerges. When evaluating the shifts in prevalence for boys and girls separately, there were decreases in the prevalence of boys and girls experiencing corporal punishment multiple times from occasion 1 to occasion 2, but only for the pupils in the treatment group—not the control group. This reinforces the trends related to corporal punishment, which show a larger decline for pupils in the treatment group.

The prevalence of ***sexual violence*** was higher for boys than for girls in the treatment group at occasion 2 only; these sex differences were statistically significant. The one-time and multiple-times prevalence for boys in treatment schools at occasion 2 was 51.8% and 20.8%, respectively, compared to 39.3% and 12.9% for girls. Other sex-based comparisons did not yield statistically significant differences.

5.6.1 Note on measures and treatment versus control comparisons for SRGBV experience

Measurement of violence experience is, by necessity, based on self-reports, which presents a problem measuring the impact of violence prevention programs. The Journeys program is designed to help pupils be more knowledgeable about SRGBV and more comfortable reporting incidents of violence experience. As a result, pupils may report more after

findings are not directly comparable to interventions in this study, the findings help put the effects evaluation into context. In this study, the project saw effects comparable to those in the US-based study and, therefore, concluded that although the effect size, based on the difference in differences for corporal punishment, was small it was meaningful. (Wilson, S.J., & Lipsey, M.W. (2005). The effectiveness of school-based violence prevention programs for disruptive and aggressive behavior. Washington, DC: US Department of Justice)

participating the intervention. Therefore, pupils' increased knowledge and comfort in talking about SRGBV, as a result of Journeys, may have increased their reporting of violence at occasion 2. If this is true, this result can impact treatment and control comparisons.

ANNEX 1: GENDER ATTITUDES ITEM CLUSTERS, PERCEPTIONS OF SCHOOL CLIMATE, AND SOCIAL AND EMOTIONAL LEARNING SCALES

Gender attitudes: 2-item clusters

1. Attitudes about education-related gender norms cluster
   - Only men should work for pay outside the home.
   - Boys are better at mathematics and science than girls.
   - It is better for a girl to be quiet and shy.
   - Boys are smarter than girls.
   - It is more important for boys than girls to do well in school.
2. Attitudes about home-related gender norms cluster
   - If the father and mother both work, fathers should share in cooking and cleaning.
   - In a home, the wife should help make decisions on spending money.
   - Girls should continue in school if they get married.
   - It is acceptable for a woman to disagree with her husband.
   - It is acceptable for boys to cry.

Perceptions of school climate: Two factors and subscales

1. Gender school climate subscale
   - Teachers often help pupils individually with their class work.
   - Boys and girls are generally very nice to each other.
   - Pupils generally treat disabled pupils kindly.
   - Pupils treat orphans the same as other pupils.
   - Pupils treat pupils who are very poor the same as other pupils.
   - Pupils from different tribes get along very well.
   - Most teachers are very kind to children who are disabled.
   - Teachers treat girls and boys equally.
   - Teachers generally give orphans a chance to participate in class.
   - Teachers generally give very poor pupils a chance to participate in class.
   - Teachers treat pupils from different tribes the same.
   - Pupils know what the rules are in class and school.
   - The consequences of breaking school rules are fair.
   - Pupils are taught they should care about how others feel.

- Pupils usually report incidences of physical violence when they experience.
- Teachers or school officials immediately take action when pupils report.
- Most pupils have an adult at school they can talk to if they have a problem.
- Boys feel safe traveling to school.
- Girls feel safe traveling to school.
- Girls feel safe at school.
- Boys feel safe at school.

2. Punishment and Fear
   - There are many pupils who fear their teachers.
   - Pupils might embarrass or harm a boy if he behaves more like a girl.
   - 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 (for example pulling ears, kicking, slapping, and standing in the sun) is common.
   - Pupils often worry that other pupils might be mean to them.
   - Pupils often threaten and call other pupils names.
   - Pupils are afraid to report incidences of sexual harassment or sexual violence.

Social and Emotional Learning Scale

- I can say my thoughts, even when others disagree with me.
- I can easily talk about my feelings.
- I can easily tell a group of friends about something that happened to me.
- Pupils in my school like me.
- I ask my teachers for assistance with my class work if I need help.
- When I see someone hurting another pupil at school or on the way to school.
- I avoid people at school or on the way to school who might hurt me.
- I avoid places at school or on the way to school that are not safe.
- I tell a friend if I feel I have been punished unfairly at school.
- I tell a family member if I feel I have been punished unfairly at school.
- I can tell a friend if someone touched me inappropriately (such as on the breasts, buttocks, or private parts).
- I can tell a family member if someone touched me inappropriately (such as on the breasts, buttocks, or private parts).
- I can tell a head teacher or other adult if someone touched me inappropriately (such as on the breasts, buttocks, or private parts).
- When playing a game with my friends, I easily wait my turn to play.

- When in a discussion with my friends, I wait my turn to talk.
- I am aware when other people are sad.
- I am aware when other people are angry.
- I am aware when other people are scared.
- I easily become happy again when I have been upset.
- When I see a pupil doing something I do not like, I tell them to stop.
- I tell the truth even when it is not easy to say the truth.
- I volunteer to help at school and at home.
- I easily make new friends.
- I easily talk with unfamiliar children.
- I feel good in new situations, such as a new class.

Bullying Subscale and Structural Equation Modeling (SEM) Loadings

bv1	0.573
bv2	0.5455
bv4	0.4266
bv5	0.4715
bv6	0.4833
bv7	0.589
bv8	0.4856
bv9	0.5353
bv10	0.6071

Corporal Punishment Subscale and SEM Loadings

cp1	0.56
cp2	0.63
Cp3	0.47
cp4	0.54
cp5	0.60
cp6	0.58
cp7	0.42

Sexual Violence Subscale and SEM Loadings

sv8	0.49
sv10	0.65
sv11	0.62
sv12	0.63
sv13	0.61
sv14	0.71
sv15	0.69