

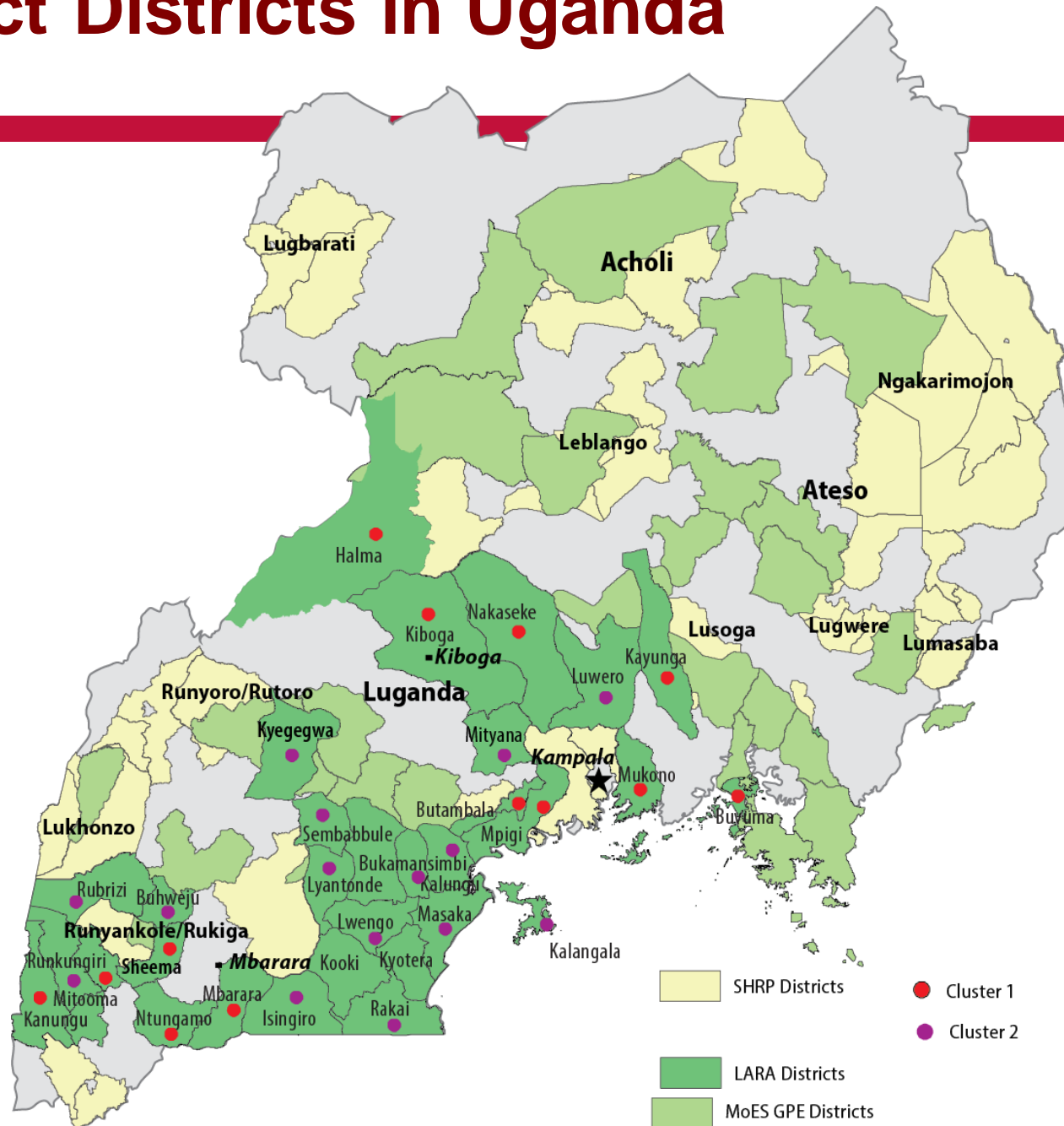


# Uganda Literacy Achievement and Retention Activity

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# Project Districts in Uganda



# Theory of Change

**IF** life at school is characterized by:

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

**THEN** pupils:

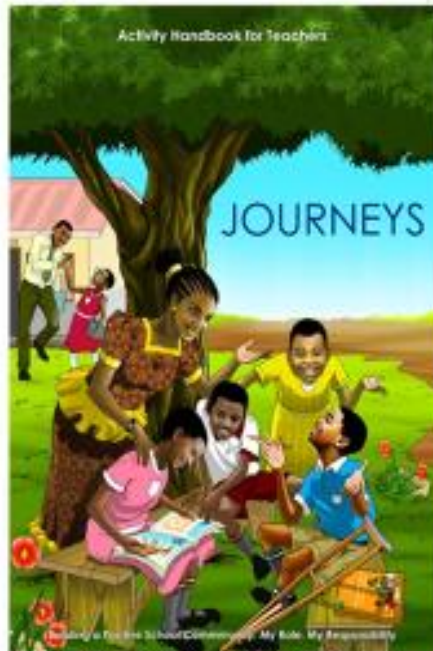
- Enjoy learning
- Participate in class without fear of humiliation and punishment
- Stay in school throughout the primary cycle, and
- Succeed in their schoolwork.

These outcomes are not so straight forward. We believe that the **SEL** competencies and **agency** of the student play an important role in realizing these outcomes.

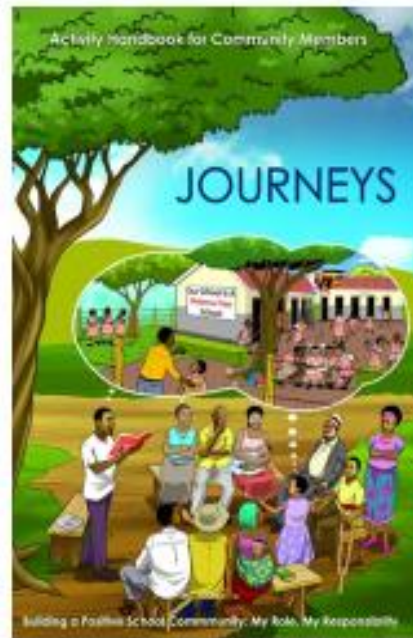
# The Journeys Program

An Integrated program to build a positive and supportive school that is free from violence

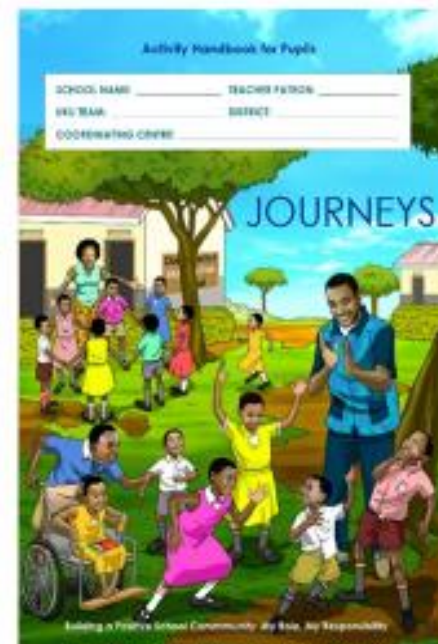
**Teachers and  
School Staff**



**Community Members**



**Learners**



# The Student Program

Strengthens **SEL** competencies and agency so that students are in a better position to navigate their world every day and avoid, challenge and seek assistance when experiencing violence perpetrated against them or their peers.



# Indicators

- Oral Reading Fluency and Reading Comprehension
- **Students' Perception of School Climate**
- Students' Experience of violence
- Attitudes about Gender: Student, Staff, Parents
- **Social and Emotional Learning Competencies**

# Student Perceptions of School Climate: Purpose

**Purpose:** To measure the characteristics of school life or 'school climate', emphasizing:

- Emotional and physical safety
- Equal treatment of all children
- Violence prevention

Definition: Positive school climate ...*positive school climate includes norms, values and expectations that support people feeling socially, emotionally and physically safe* (NSC Council, 2007)

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Source: United States National School Climate Council, 2007.

# Student Perceptions of School Climate: Method

## Method

- Listen to statements about school life and - through a **staged procedure** - indicate a response from the following choices:

**Strongly Agree – Agree – Disagree – Strongly Disagree**

- Data collected on tablets.
- Focus students' attention on the school by prefacing each statement with *In this school.....*

# Student Perception of School Climate Survey

IN THIS SCHOOL.....		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Pupils often threaten and call other pupils names.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Teachers often help pupils individually with their class work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Pupils often worry that other pupils might be mean to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Pupils treat orphans the same as other pupils.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Pupils are punished too much for little things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Survey of SEL Competencies: Purpose

**Purpose:** To Measure SEL competencies, emphasizing **students' sense of agency and ability to express agency in their everyday life.**

- SEL Competencies supported: self-awareness, social awareness, self management, relationship skills, and responsible decision-making (**Casel, 2017**)
- Agency: 'Capacity to make decisions about one's own life and act on them to achieve a desired outcome, free of violence, retribution, or fear.'  
(**Klugman, 2014**)

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

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

# Survey of Social and Emotional Learning Competencies: Method

## Method

Students reflect on statements depicting behaviors representing social skills and choose from 4 options:

- Never true for me
- Rarely true for me
- Sometimes true for me
- Always true for me.

Sources of original items: RTI Project Measurement Team; Adaptations of selected items from the Muris (2001) Self-efficacy Questionnaire for Children(SEQ-C)

Source of original items and administration approach: RTI (2016) Conceptual and Measurement Framework for SRGBV

- Bear, et al. 2014. Delaware School Survey: Scales of School Climate

# Social and Emotional Learning Survey

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

# Adaptation Process

- **Local and expert review** of surveys for cultural relevance and alignment with Journeys expected outcomes.
- Two to three rounds of **cognitive interviewing**
- **Pilot and Analyses**, including:
  - Item Analyses
  - Principle Component Analysis
  - Survey Reliability
- **Revise and re-pilot**
- **Finalize** the instrument.

# Challenges with Terminology and Translations: School Climate & SEL Surveys

**Preliminary review and cognitive interviewing surfaced issues of terminology and translation.**

- School work - Class work
- Races – Tribes
- Minor – Little
- Humiliate – Embarrass
- Disability – local language equivalent is always misinterpreted to mean physical disability.
- mean – no local language equivalent
- program – no local language equivalent

# Challenges: School Climate & SEL Surveys

## Questions that re-frame norms taught at home:

- 'Pupils care about each other.' 91% agree
- 'Teachers like their pupils.' 98% agree
- I share my things with others. Removed after cognitive interviewing

**Items that don't re-frame such norms**, requiring more thoughtful attention perform better, such as:

- 'Pupils often worry that other pupils might be mean to them.' 43% agree
- 'Pupils are often afraid to go to school for fear of punishment.' 42% agree

# Challenges: School Climate & SEL Surveys

## Negatively Stated Items\*

- Boys and girls are not very nice to each other.
- Pupils do not feel safe traveling to and from school

## Number of Response Choices\*\*

- Agree versus Disagree
- Strongly Agree – Agree – Disagree – Strongly Disagree
- True for me/Not true for me
- Never true for me – Rarely – Sometimes – Always

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\*Borgers, et al. 2000. Children as respondents in survey research: Cognitive Development and Response Quality. Bulletin de Methodologie Sociologique, no.66, p.60-75.

\*\*Borgers, et al. 2004. Response effects in surveys on children and adolescents: The effect of number of response options, negative wording and neutral mid-point. Quality and Quantity 38: p. 17-33, Kluwer Academic Publishers.

# Key Modifications

## Modifications following cognitive interviewing and pilot analyses

- Corrected terminology and translations
- Improved content to be more specific, requiring a thoughtful response.
- Adjusted content to align with Journeys interventions.
- Removed poorly performing items (poor distributions)
- Changed negatively to positively stated questions.
- Increased response choices to four, improving instructions.

**Result: Improved distribution of responses, construct validity, reliability.**

# Review of Purpose: Student Perceptions of School Climate

Measure overall school climate, emphasizing characteristics related to emotional and physical safety and equality treatment of all children.

# Factor Analysis: School Climate Survey

## Initial Pilot - Structural Equation Modeling

- Considering many negatively stated items the initial Factor Analysis returned a 2-factor solution
- Items loaded on a 'negative factor' and a 'positive factor'.
- SEM including these factors not easily interpretable.

**Modifications made between 1<sup>st</sup> and 2<sup>nd</sup> pilots (discussed)**

## Second Pilot – Factor Analysis

- Items loaded primarily on two factors representing emotional and physical safety and equality of treatment, confirming the validity of the intended measurement constructs.

# Review of Purpose: Survey of SEL Competencies

Measure SEL competencies, emphasizing students' sense of agency and ability to express agency in their everyday life.

# Exploring the Factor Structure

Confirmatory Factor Analysis confirmed an underlying construct best explained as:

**General measure of self-efficacy and sense of agency:**

- *I can easily talk about my feelings.*
- *I easily make new friends.*

**Measure of the expression of agency**

- *I ask my teachers for assistance with my class work if I need help.*
- *I avoid people at school or on the way to school who might hurt me.*
- *If someone at school or on the way to school touched me inappropriately, I would tell an adult at school.*

# Final Reliability

## Survey of Student Perceptions of School Climate

- Acceptable Internal Consistency Reliability
- **Cronbach's Alpha = 0.763**

## Survey of Social and Emotional Learning Competencies

- Acceptable Internal Consistency Reliability
- **Cronbach's Alpha = 0.767**

**Thank You!**