USAID/Uganda Literacy Achievement and Retention Activity

Social and Behavior Change Communication to Reduce Primary Teachers' use of Corporal Punishment in School—Endline Report

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ACRONYMS AND ABBREVIATIONS

CI	confidence interval
DID	difference-in-difference
DLC	Development Links Consult
MoES	Ministry of Education and Sports
SBCC	social and behavior change communication
USAID	United States Agency for International Development

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ES 1. EXECUTIVE SUMMARY

The United States Agency for International Development (USAID)/Uganda-funded Literacy Achievement and Retention Activity designed an eight-week social and behavior change communication (SBCC) pilot to measure the efficacy of SBCC in reducing teachers' use of corporal punishment in schools. Corporal punishment is defined as any punishment in which physical force is used and intended to cause some degree of pain or discomfort. Conversely, positive discipline is defined as a form of discipline that focuses on promoting positive behavior without verbally or physically hurting a individual.

The SBCC intervention was based on SBCC theory and evidence to change teachers' knowledge, attitudes, norms, and behavior regarding corporal punishment and positive discipline in primary schools in Uganda.

The intervention exposed teachers to a number of tested communication messages constructed to shift the way they think and feel about corporal punishment and help teachers form the intention to stop using corporal punishment and attempt positive discipline practices. The goal, over time, is to shift social norms that perpetuate the use of corporal punishment and create new norms with teachers exclusively utilizing positive discipline. The SBCC intervention consisted of radio spots, posters, theater performances, and interpersonal communication at schools.

To measure the impact of the SBCC intervention, the project established a quasi-experimental evaluation design with the intervention group (teachers in Kiyumba Coordinating Center in Masaka District) matched with a control group (teachers in Sekanyonyi Coordinating Center in Mityana District). The project surveyed 350 teachers during the baseline, which was conducted in October 2017, and 293 teachers at the endline, conducted in August 2018.[1]

The results show that the SBCC intervention was effective in reaching the target audience. The percentage of teachers who could recall the intervention without prompting stood at 95 percent; similarly, 96 percent of the teachers could recall the intervention with prompting. Teachers, without prompting, cited hearing the messages on radio (61 percent), seeing posters (48 percent), or watching theater performances (41 percent) as the channels by which they remembered being aware of the campaign. Teachers that recalled the campaign after being prompted cited reading posters displayed at school (99 percent), attending interpersonal communication sessions at school (93 percent), theater performance at school (79 percent), and radio (75 percent).

Teacher self-reports in the intervention area show both their intent to change behavior and actual modification of behavior due to exposure to the SBCC messages. For example, they reported that the

- radio spot messages made them feel concerned about the way they discipline learners at school (98 percent),

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[1] The survey collected data from 350 teachers (179 teachers from intervention schools in Kiyumba and 171 from control schools in Sekanyonyi coordinating centers) at baseline and 293 teachers (136 in Kiyumba and 157 in Sekanyonyi) at endline.

- radio spot messages made them more likely to use alternatives to corporal punishment (99 percent),
- radio program messages made them discuss corporal punishment and positive discipline with fellow teachers (92 percent),
- radio program messages made them stop subjecting learners to corporal punishment (73 percent),
- theater performances made them concerned about the way they punish learners in school (98 percent),
- theater performances made them consider stopping the use of corporal punishment (96 percent),
- theater performances made them discuss corporal punishment and positive discipline with fellow teachers (97 percent), and
- theater performances made them stop using corporal punishment on learners (99 percent).

The high rate of SBCC pilot recall could be attributed to teachers being a discrete audience who were settled in one location (school) during the SBCC intervention.

ES 1.1 SBCC Pilot Effect on Teachers

The effect is measured in terms of changes in teachers' knowledge, attitudes, perception of self-efficacy, norms, and behavior regarding corporal punishment and positive discipline. We measured the SBCC pilot effect using the difference-in-differences (DID) analysis, which provides the net effect of the intervention after adjusting for the differences between the intervention and control groups.

Teacher knowledge: Concerning non-physical modes of punishment that adults may use, the number of teachers who cited "asking the child to apologize" increased by 8 percentage points in the intervention area (from 33 percent at baseline to 41 percent at endline). In contrast, the number of teachers in the control area who indicated the same discipline technique dropped by 11 percentage points (from 23 percent at baseline to 11 percent at endline). This indicates a 19 percentage point overall increase in the number of teachers who were aware of this way of disciplining learners (confidence interval [CI] = 6 percent – 3 percent; p = 0.005).

Regarding effective ways of child discipline, the number of teachers in the intervention area who considered "discussing the child's behavior with him or her" decreased by 4 percentage points from 51 percent at baseline to 48 percent at endline. There was a 22 percentage point reduction in the control area in the number of teachers who viewed the same discipline technique as effective (from 62 percent at baseline to 39 percent at endline). Therefore, the reduction in the number of teachers in the intervention area with this view would have been higher without the SBCC pilot. The SBCC pilot's effect on maintaining teachers' support of "discussing the child's behavior with him or her" as an effective child discipline technique was statistically significant with an 19 percentage point contribution (CI = 2.1 percent – 36 percent; P = 0.028).

Teacher attitudes: The increase in the proportion of teachers in the intervention area who agreed[2] that corporal punishment is unnecessary for parents to properly raise their children was three times higher than in the control area. The number of

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[2] In the survey narrative, the evaluation team merged the responses "agree strongly" with "agree" and "disagree strongly" with "disagree".

teachers with this view rose by 16 percentage points (from 75 percent at baseline to 91 percent at endline) in the intervention area compared to a 5 percentage point margin in the control area (from 80 percent at baseline to 85 percent at endline). Overall, the SBCC intervention caused a statistically significant, 0.41 point increase in the number of teachers who believed that corporal punishment is unnecessary for parents to properly raise children (CI = 0.092 — 0.735; p = 0.012). As a result of the SBCC pilot, more teachers disapproved of acts that they had previously condoned, possibly because they did not consider them corporal punishment prior to the SBCC pilot. The number of teachers who disapproved of putting children in stress positions rose by 9 percentage points (from 88 percent to 98 percent) in the intervention area, while in the control area it barely changed (a 0.6 percentage point reduction). The pilot impact was a 0.34 point increase in the number of teachers who disapproved of putting children in stress positions as corporal punishment (CI = 0.071 — 0.608; p = 0.013).

Although the number of teachers in the intervention area who disapproved of subjecting children to hard labor increased marginally by 1 percentage points, those who recognized the same act in the control area reduced by 6 percentage points. This indicates that the overall pilot impact was a statistically significant 0.22 point increase in the number of teachers who disapproved of subjecting children to hard labor (CI = 0.061 — 0.438; p = 0.044). The above acts of corporal punishment do not involve teachers' use of their body parts (such as a hand) or an object to instill pain on a child. Given that acts that involve teacher's use of their body parts did not register statistically significant changes, it appears that the intervention had the effect of broadening teachers' understanding of other forms of corporal punishment besides those that involve using body parts.

Social norms: Discussing target behaviors with others is an important marker of potential changes in social norms; this intervention was successful at spurring such conversations. There was a 6 percentage point increase in the number of teachers in the intervention area who had ever discussed positive discipline with a fellow teacher (from 92 percent at baseline to 98 percent at endline). The number barely changed in the control area (0.1 percentage point increase). The effect of the pilot was a statistically significant: 7 percentage point increase in the number of teachers that discussed the advantages and disadvantages of corporal punishment of learners with fellow teachers (CI = 2 percent — 11 percent; p = 0.009). In addition, there was a reduction of 6 percentage points in the number of teachers in the intervention area who agreed that corporal punishment is common in their schools (from 14 percent to 7 percent). In contrast, the number of teachers in the control area with the same opinion increased by 2 percentage points. The intervention, therefore, led to a statistically significant 0.345 point reduction in the number of teachers who agreed that corporal punishment is common in their schools (CI = 4.9 — 69.2; P = 0.022). The number of teachers who agreed that fellow teachers would approve of them subjecting learners to corporal punishment reduced by 6 percentage points in the intervention area (from 17 percent at baseline to 12 percent at endline). Conversely, the number of teachers with the same view increased by 1 percentage point in the control area. This represents an overall intervention effect of 0.32 points (CI = 0.002 — 0.636; p = 0.048).

Teachers' behavior: The number of teachers who applied selected positive discipline techniques increased, and the results were statistically significant. For

example, those who "asked learners to apologize" increased by 22 percentage points in the intervention area (from 37 percent at baseline to 58 percent at endline). In contrast, the control area registered a reduction of 11.7 percentage points in the number of teachers who reportedly used the same technique. This indicates a statistically significant increase of 34 percentage points in the number of teachers who asked learners to apologize (CI = 17.4 — 51.2; P = 0.000). Regarding the number of teachers who "advised learners to behave better," there was a higher decline in the control area (23 percentage points, from 72 percent to 49 percent) than in the intervention area (4 percentage points, from 67 percent to 63 percent). This shows a positive impact of the pilot of 20 percentage points (CI = 15.4 — 38.9; P = 0.03).

Implications for scale-up

The SBCC intervention contributed to changing teachers' knowledge, attitudes, norms, and behaviors regarding corporal punishment and positive discipline in Ugandan primary schools. Radio spots, posters, theater performances, and interpersonal communication were effective in reaching teachers. SBCC theory suggests that continued and intermittent periodic messaging with continued refinement of messages is an effective methodology for changing behavior and, therefore, has potential to reduce corporal punishment of learners.

Structure of the Report

This report is organized into four chapters. Chapter 1 provides the background to the survey covering an overview of the USAID/ Uganda Literacy Achievement and Retention Activity and an overview of the SBCC pilot and the endline survey objectives. Chapter 2 covers the survey methodology, including the survey design and participants, data collection, management and analysis, quality assurance measures, and ethical considerations. In Chapter 3, we provide the results of the survey, and Chapter 4 outlines the conclusions and implications.

CHAPTER 1: BACKGROUND TO THE ENDLINE SURVEY

1.1 The United States Agency for International Development (USAID)/Uganda Literacy Achievement and Retention Activity

The USAID/Uganda Literacy Achievement and Retention Activity is a five-year (April 2015–April 2020) education intervention in 3,345 primary schools in 31 districts of Uganda. This project is implemented by RTI International in collaboration with the Government of Uganda's Ministry of Education and Sports (MoES).

The project aims to improve learners' retention in school by creating positive and supportive schools, free from violence. A high proportion of learners in government-aided schools experience corporal punishment. A baseline survey conducted by RTI in 2016 reported that 84 percent of pupils had experienced physical corporal punishment, 42 percent had experienced verbal corporal punishment, and 41 percent had faced labor corporal punishment.[3] In collaboration with the MoES, USAID/Uganda Literacy Achievement and Retention Activity piloted social and behavior change communication (SBCC) techniques to promote the use of positive discipline (alternatives to corporal punishment) by primary school teachers.

1.2 The SBCC Pilot

The project implemented the SBCC pilot in Kiyumba Coordinating Center in Masaka District. The SBCC slogan was *"Tukomye Okutuntuza! Tekugunjula,"* a Luganda phrase that means *, "Let's End Corporal Punishment! It Doesn't Discipline."* The pilot targeted primary school teachers and head teachers in 20 government primary schools. Although teachers' behavior was the focus of this intervention, it is worthwhile to note that corporal punishment of school-going children also occurs in the community and at home. In the community and at home, corporal punishment is commonly practiced and accepted, even though many adults recognize its physical, social, and emotional harm.

Aside from primary school teachers, the second target audience included parents or caretakers of primary school age children, school officials, local leaders (political, cultural, religious, and other community influencers), and primary school learners.

Through the SBCC intervention, RTI and the MoES sought to do the following:

1. Enable primary school teachers to question their deep-rooted norms, beliefs, and attitudes towards corporal punishment.
2. Encourage primary school teachers to stop using corporal punishment.
3. Support primary school teachers to learn how to use positive discipline.
4. Enable primary school teachers to believe that positive discipline works and encourage them to start using it.

Teachers, parents, and learners identified the following obstacles to the use of positive discipline:

1. Teachers' acceptance of corporal punishment as an effective method to guide children's behavior and promote good academic performance.
2. Teachers' distrust of positive discipline.

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[3] Prevalence data provided information on the proportion of children that experienced any of the acts of violence just one time during the most recent school term.

3. Lack of cooperation between teachers and parents in eliminating corporal punishment and embracing positive discipline.

The project developed communication messages to address these obstacles, disseminating them through five channels, as described in Table 1.

Table 1: SBCC Channels and Messages

THEATER PERFORMANCES	The SBCC pilot team performed theater skits before audiences comprising teachers, head teachers, and parents at schools to model the desired behavior and trigger discussions. Teachers and head teachers shared their personal experiences about corporal punishment. These theater skits were followed by discussions that were facilitated by retired teachers or interpersonal communication facilitators.
MOBILE CINEMA	The pilot team screened a 3-minute video portraying the impact of both corporal punishment and positive discipline on learners for audiences comprising teachers, head teachers, and parents at schools.
INTERPERSONAL COMMUNICATION	The facilitators engaged teachers and head teachers on the following: effects of corporal punishment on learners, why they should stop using it, why they should use positive discipline, and how to use positive discipline. The team also encouraged teachers and head teachers to share their personal stories about corporal punishment. Teachers and head teachers also discussed how they can end corporal punishment and start using positive discipline.
PRINT MATERIALS	The pilot team distributed booklets containing techniques of positive discipline, as well as branded T-shirts, to teachers and head teachers at every school pocket. Additionally, the team pinned up wall charts in every school illustrating to teachers how to use positive discipline and posters.
RADIO	The project ran radio advertisements and radio programs.

The project selected Sekanyonyi Coordinating Center in Mityana District to measure the impact of the SBCC pilot and to inform scale-up; it was used as the control, or comparison site, for this intervention. This approach enabled RTI to compare the corporal punishment-related knowledge, attitudes, perceptions, norms, and behavior of teachers exposed to the intervention and of those not exposed to the SBCC messages.

1.3   The SBCC Theory

This SBCC pilot was informed by the integrative model of behavior change proposed by Fishbein (2000)[4] and refined by Fishbein and Cappella (2006).[5] The interrelationships among the components of the model are illustrated in Figure 1.

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[4] Fishbein, M. (2000). The role of theory in HIV prevention. *AIDS Care, 12*, 273–278.

[5] Fishbein, M., & Cappella, J. N. (2006). The role of theory in developing effective healthcommunications. *Journal of Communication, 56,* S1-S17. https://dx.doi.org/10.1111/j.1460-2466.2006.00280.x

Figure 1: Integrative Model of Behavior Change[6]
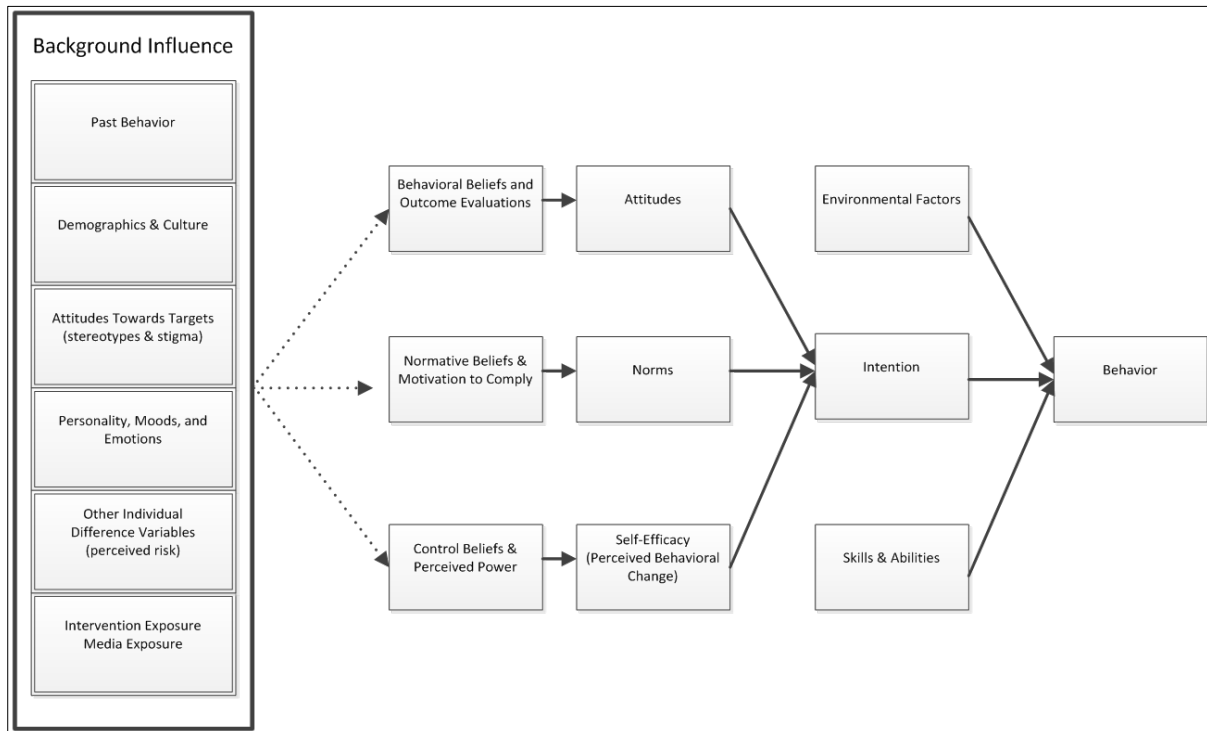
The purpose of the SBCC pilot was to alter teachers' behavior to increase their use of positive discipline in school. This change of behavior is influenced by environmental factors, skills, and abilities, as well as intention. However, in this model, communication primarily affects three factors that influence intention:

1. Attitudes (a person's overall favorable or unfavorable feelings toward the behavior).
2. Norms (perceptions of what others think and perceptions of what others are doing).
3. Self-efficacy (confidence in one's ability to perform the behavior, even under difficult circumstances).

Each of these three factors is influenced by the person's beliefs, which are the most effective target for persuasive communication[7]. For example, a belief that influences attitudes might be, "When I listen to a learner and guide him or her to behave better, he or she is likely to do so;" or, "If I spare the rod, I will spoil the child." Alternatively, a normative belief would be, "My fellow teachers will think I am a bad teacher if I don't subject learners to corporal punishment," while a self-efficacy belief might claim, "I don't like the use of corporal punishment, but I don't have any alternative to make my

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[6] Fishbein, M., & Cappella, J. N. (2006). The role of theory in developing effective healthcommunications. *Journal of Communication, 56,* S1-S17. https://dx.doi.org/10.1111/j.1460-2466.2006.00280.x

[7] *ibid*

learners behave well." Influencing these types of beliefs was the primary aim of the intervention.

1.4   Objective and Scope of the Endline Survey

The purpose of this survey was to assess the impact of the pilot on the targeted teachers with respect to

1. Exposure to the SBCC pilot.
2. Changes in knowledge about corporal punishment and positive discipline.
3. Changes in attitudes towards corporal punishment and positive discipline.
4. Changes in norms regarding corporal punishment and positive discipline.
5. Changes in perceptions of the effectiveness of positive discipline and of self-efficacy to use positive discipline.
6. Changes in behavior related to corporal punishment and positive discipline.

The survey questions that were considered in the analysis of the pilot's impact focused on knowledge, norms, perceptions, attitudes, and behavior associated with the communication messages.

CHAPTER 2: SURVEY METHODOLOGY

2.1 Endline Survey Design, Data Collection, and Analysis

The research design for this survey was quantitative and involved the collection and analysis of data to provide statistical information on the knowledge, attitudes, norms, perceptions of self-efficacy, and behavior of teachers regarding corporal punishment and positive discipline. As already indicated in subsection 1.2, the survey covered an intervention site and a control site.

The interviews targeted all teachers in the 20 intervention schools and the 20 control schools. The survey team administered a structured questionnaire before and after the SBCC intervention to explore teachers' knowledge, attitudes, norms, perceptions, and behavior regarding corporal punishment and positive discipline. To collect data, the interviewers administered electronic questionnaires (uploaded on tablet computers) through face-to face interview with the respondents. The interviewers mostly administered the questionnaire in English, but some teachers preferred Luganda, the most-spoken local dialect at the survey sites.

40 schools — Structured questionnaire: Knowledge, attitudes, norms, perceptions, and behavior regarding corporal punishment. Quantitative data.
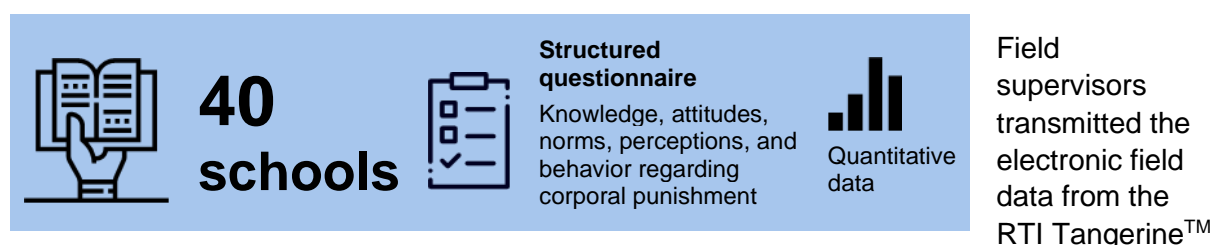
Field supervisors transmitted the electronic field data from the RTI Tangerine™ data collection program directly to a central server. The survey team downloaded, cleaned, and analyzed the data using the Stata statistical package. Where relevant, the survey team used Microsoft Excel to generate charts. The survey findings are descriptive statistics (percentage points, percentages, averages, and absolute points), which are presented in narrative summaries, figures, and tables. Where applicable, results in the Likert scale are presented as percentages; responses for "agree strongly" and "agree" were merged into one category, as were responses for "disagree strongly" and "disagree". For every table, the denominator (study sample, i.e. the "n") that responded to the question is indicated and skipped questions are noted. Statistically significant results (with a p-value below 0.05) are highlighted in the tables using an asterisk symbol (*) and presented in the narrative. All of the results presented in the narrative are statistically significant unless otherwise noted.

The evaluation design for this SBCC pilot is a quasi-experimental design with a matched control group at the baseline, specifically, a pre-/post-test control group design. The analytical approach used is the "difference-in-differences (DID) analysis," which compares the changes in the intervention area relative to the changes in the control area.

We collected data from teachers who received the SBCC pilot messages[8] ("with the intervention") and those who did not ("without the intervention"). This enabled us to capture the effects that emerged over time in addition to the effects attributable to the SBCC intervention.

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[8] For this analysis, it is assumed that all the teachers interviewed at the endline in Kiyumba received the intervention, although 4 percent did not.

Table 2 illustrates how the DID method works. The columns distinguish between groups of teachers with and without the SBCC intervention, that is, the intervention and control groups. We denote the group that received the intervention Group K (K for Kiyumba) and the one that did not receive (without) the intervention as Group S (S for Sekanyonyi).

The rows distinguish before and after the intervention (denoted by subscripts 1 and 2). Before the intervention began, the difference in outcomes between the two groups is given by $(K_1 - S_1)$. Observing teachers after the intervention gives us the difference between the two groups as $(K_2 - S_2)$. The DID estimate is obtained by subtracting the pre-existing differences between the two groups, $(K_1 - S_1)$, from the difference after the SBCC intervention had been implemented, $(K_2 - S_2)$. For responses computed as proportions, the survey team converted the DID results to percentages, specifically, a percentage point change.[9] A percentage point change is the arithmetic difference of two percentages. For example, moving up from 40 percent to 50 percent is a 10-percentage point increase. To measure the impact of the SBCC pilot for variables with Likert scale response options, we used the analysis model to (1) compute the averages of the responses (which could fall anywhere between 1 and 5) for the intervention area and control area at both baseline and endline and (2) obtain the DID value (difference in the intervention minus difference in the control) and the associated confidence interval (CI) and p-value.

Table 2: Formula for the DID Estimation

Survey period	Intervention group (Kiyumba–K)	Control group (Sekanyonyi–S)	Difference across groups
Endline	K_2	S_2	$K_2 - S_2$
Baseline	K_1	S_1	$K_1 - S_1$
Difference across time	$K_2 - K_2$	$S_2 - S_1$	$(K_2 - S_2) - (K_1 - S_1)$

We modelled the study outcome indicator Y_i using the model:

$$Y_i = a + \beta I_i + \gamma t_i + \delta(t_i . I_i) + E_i$$

Where

I = allocated to be exposed to the intervention (0 = control and 1 = intervention)

t = time period indicator (0 = baseline and 1 = endline)

The above is a regression model formulation of a "DID estimator" that we used in the analysis. The parameter δ is a causal effect of exposure to the project interventions. The statistical significance of the results is based on a CI of 95 percent and a p-value below 0.05 associated with parameter δ, which is the causal effect of exposure to the intervention.

From a geometrical point of view, this model recreates what is in Figure 2, where δ is estimated as an effect size.

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[9] Percentage point change is also known as percent difference.

Figure 2: Graphical Illustration of the DID Analysis
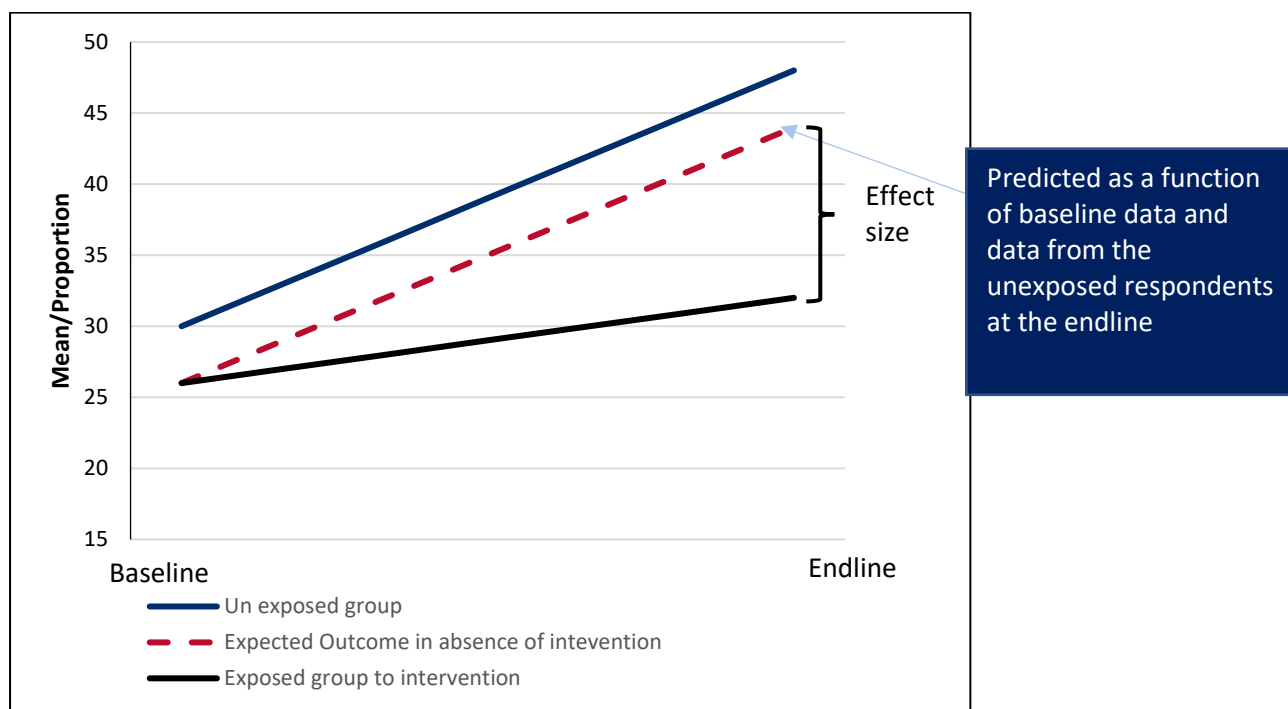
In Figure 2, the changes attributable to the effect of time are shown by the upward movement in both the control and intervention groups. The black and solid green lines represent the unexposed teachers and the exposed teachers, respectively. In this example, the distribution of the outcome indicator in the two groups differs prior to the SBCC intervention. The dashed red line represents the counterfactual case. The difference between the counterfactual case and the treatment group is the effect of the SBCC intervention. Thus, the effect size is interpreted as the change in the outcome indicator due to exposure compared to the expected outcome had there been no exposure (the counterfactual outcome).

The survey also intended to compare the results of teachers with high and low exposure to the SBCC intervention. However, this was not statistically feasible because the majority of the target audience was exposed to the SBCC intervention; 86 percent were exposed to three or four channels (see Table 5.)

Unless otherwise stated, the results of this survey are based on unprompted responses; that is, the interviewers did not read the answer options to the respondents. Where applicable, the survey team also indicates that respondents provided multiple responses, implying that the total percentages may be above 100 percent.

2.2   Quality Assurance Procedures and Ethical Considerations

The survey team applied various quality assurance measures. During the design of the electronic questionnaire in RTI's Tangerine™ software, the design team validated the data entry screen to eliminate the possibilities of erroneous entries. The survey team used feedback from the field pre-test to improve question wording and survey instructions. Additionally, the Research Ethics Committee of the AIDS Support Organization reviewed and approved the survey protocol, including the consent forms and questionnaires.

The survey team deployed field supervisors and interviewers who each had a minimum of a bachelor's degree in a relevant field and substantial experience in data collection. The data collection team participated in a three-day training before the baseline and a two-day refresher training before the endline to improve their understanding of the purpose of the SBCC survey, master the survey questionnaire, understand the electronic data collection program, and improve their skills in questionnaire administration and ethical practice in data collection. Further, the survey team contacted district officials and school head teachers prior to the survey activities to facilitate goodwill and acceptance in schools, as well as facilitate survey completion.

The survey team effectively supervised interviewers through on-site observation and from the consultant's offices to ensure adherence to the data collection procedures and to address emerging data quality challenges.

CHAPTER 3: FINDINGS OF THE ENDLINE SURVEY

3.1 Background Characteristics of the Teachers

Table 3 outlines the key socio demographic characteristics of the teachers. More women than men participated in the survey, with the gender difference higher in Kiyumba than in Sekanyonyi. The distribution of men and women teachers is a reflection of the deployment pattern of the MoES. The majority of the teachers interviewed had more than two years of teaching experience and had been at their current school for more than two years.

Table 3: Percentage Distribution of Teachers, by Socio demographic Characteristics

Respondents' characteristics	Kiyumba		Sekanyonyi	
	Baseline (n = 179)	Endline (n = 136)	Baseline (n = 171)	Endline (n = 157)
Gender				
Men	43.0	39.0	46.4	44.6
Women	57.0	61.0	53.6	55.4
Age group				
<=30 Years	41.3	19.9	24.4	29.9
31–40 Years	30.2	36.8	33.9	29.9
41–50 Years	13.4	33.1	33.9	31.8
>=51 Years	15.1	10.3	7.7	8.3
Educational attainment				
University	16.3	14.7	6.5	10.8
Tertiary[10]	69.8	80.1	73.8	72.6
Lower than tertiary	13.9	5.1	19.6	16.4
Years of teaching experience				
Up to 2 years	2.9	5.2	8.4	10.2
More than 2 years	97.1	94.9	91.7	89.8
Years spent at their current school				
More than 2 years	49.4	52.2	63.1	67.5
1–2 years	23.3	26.5	23.2	19.1
Less than 1 year	27.3	21.3	13.7	13.4

3.2 Teachers' Recall of the SBCC Pilot

Overall recall of the SBCC pilot

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[10] Tertiary education in this survey includes a certificate or diploma qualification obtained after pursuing a post-secondary (Senior Four or Senior Six) course. The minimum requirement for a primary school teacher in Uganda is a Grade III teaching certificate pursued after Ordinary Level.

The SBCC intervention was effective in reaching the target group. Ninety-five percent of teachers in the intervention area (Kiyumba) could recall the intervention without prompting, as reported in Table 4.

The survey asked those who could recall the intervention, without prompting, to mention the sources of the messages or adverts. Radio was the most cited source of messages (61 percent), followed by posters (48 percent), and theater performance (41 percent).

The overall prompted recall rate was 96 percent. Of these, 92 percent of teachers recalled the intervention when described to them and an additional 4 percent could recall the campaign when they were shown the SBCC pilot logo.

Table 4 shows that three-quarters or more of the teachers received messages from each of the SBCC pilot channels. In the prompted recall category, the most effective channels in reaching the target audience were posters (99 percent) and interpersonal communication (93 percent).

Table 42: Percent of Teachers That Could Recall the SBCC Pilot, Prompted and Unprompted (n = 136)

Communication channel	Unprompted recall		Prompted recall	
	Number	Percent	Number	Percent
Recall (general)	129	94.9	130	95.6
Television set at school	40	31.0	na#	na#
Radio	79	61.2	98	75.4
Posters	62	48.1	129	99.2
Theater performance at school	53	41.1	103	79.2
Wall charts	6	4.7	na#	na#
Interpersonal communication[12]	13	10.1	121	93.1
None	57	44.2	6	4.4

na# denotes that these were not answer options in the prompted recall question.

Reach of the SBCC pilot channels

The survey analyzed the extent to which teachers received messages from the various communication channels. Here, 96 percent of the teachers were exposed to one or more of the four communication channels in the prompted recall category and 86 percent were exposed to three or four of the channels (Table 5).

Table 5: Distribution of Teachers, by Number of SBCC Pilot Channels through Which They Received Messages

Level of exposure	Number	Percent
No exposure	6.0	4.4

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[11] For the specific communication channels, teachers could provide multiple responses.

[12] Interpersonal communication, as used in this pilot, includes one on-one meetings at school.

Level of exposure	Number	Percent
Exposed to 1 channel	2.0	1.5
Exposed to 2 channels	11.0	8.1
Exposed to 3 channels	41.0	30.2
Exposed to all 4 channels	76.0	55.9
Total	136.0	100.0

The intervention's high level of effectiveness in reaching the target audience could be attributed to teachers being a discrete audience who were settled in one location (i.e., school) during the SBCC intervention period.

Unprompted recall of SBCC pilot messages

When the interviewers asked teachers to spontaneously recall the SBCC intervention messages, teachers mentioned all eight SBCC messages (Table 6). The most recalled messages were that corporal punishment does not make learners behave well (58 percent) and corporal punishment makes learners fear teachers (44 percent). The recall level of each of the messages is indicated in Table 6.

Table 3: Percentage Distribution of Teachers, by SBCC Pilot Messages They Could Recall unprompted (n = 129; multiple responses)

SBCC messages	Percent
Using corporal punishment does not make learners behave well	58.1
Corporal punishment makes learners fear us	44.2
Positive discipline makes learners love studying	34.9
Let us listen to our learners	29.5
Positive discipline makes learners respect teachers	27.1
Positive discipline prevents school dropouts	22.5
Corporal punishment turns learners into violent adults	12.4
Recognizing and rewarding learners inspires them to continue behaving well	11.6

Recall of the SBCC intervention messages on the radio

Out of the 98 teachers who heard the SBCC pilot messages on the radio, 74 percent heard the advertisement or radio spot and 61 percent listened to the radio program (Table 4). Thirty percent of the teachers heard the SBCC pilot song. When the interviewers asked these to cite the radio station, 88 percent mentioned Central

Broadcasting Services (CBS) 89.2 FM and 14 percent mentioned Buddu FM.[13] These were the two radio stations used during the pilot. The remainder (7 percent) of the teachers could not recall the radio station on which they heard the SBCC pilot messages.

The endline survey measured the level of recall of the six SBCC messages communicated through radio. Forty-five percent of the teachers spontaneously recalled the message that "corporal punishment does not make learners behave well." The unprompted recall rate of all the radio messages is presented in Table 7.

Table 4: Percentage Distribution of Teachers, by SBCC Pilot Messages They Spontaneously Recall from the Radio (n = 98)

Messages	Percent
Using corporal punishment does not make learners behave well	44.9
Corporal punishment makes learners fear us	33.7
Positive discipline makes learners love studying	31.6
Let us listen to our learners	26.5
Recognizing and rewarding learners inspires them learners to continue behaving well	10.2
Corporal punishment turns learners into violent adults	9.2

Nearly all the teachers who heard the pilot radio messages agreed that the messages were useful. The proportion of teachers who agreed with each of the four statements communicating the utility of messages ranged between 94 percent and 99 percent (Table 8).[14]

Besides learning from the radio program messages, 92 percent [15] of the teachers reported that the messages made them discuss the messages with fellow teachers and 73 percent of them reported that the messages made them stop the use of corporal punishment on learners (Table 9).

SBCC theory suggests that communication that enables the target to ask questions and explore the opinions of others supports a shift in intention and, ultimately, in behavior.

Table 5: Percentage Distribution of Teachers, by Their Level of Agreement with Statements about the Radio Messages (n = 97)

Message	Agree strongly	Agree	Not sure	Disagree	Disagree strongly
The messages were easy to understand	52.6	41.2	1.0	5.2	0.0
I learned something new from the messages	49.5	48.5	1.0	1.0	0.0

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[13] A teacher could mention both radio stations, making the total percentage exceed 100 percent

[14] These percentages were obtained by adding the percentage of teachers who "agreed strongly" and "agreed"

[15] Ibid

Message	Agree strongly	Agree	Not sure	Disagree	Disagree strongly
The messages made me feel concerned about the way we discipline learners at school	49.5	48.5	1.0	0.0	1.0
The messages made me more likely to use alternatives to corporal punishment	55.7	43.3	1.0	0.0	0.0

Table 6: Percentage Distribution of Teachers, by Their Level of Agreement with Statements about the SBCC Radio Programs (n = 97)

Messages	Agree strongly	Agree	Not sure	Disagree	Disagree strongly
I mastered the techniques of positive discipline	41.2	49.5	4.1	5.2	0.0
The techniques of positive discipline are easy to use	39.2	52.6	2.1	5.2	1.0
The messages made me concerned about the way we punish learners in our school	38.1	58.8	1.0	1.0	1.0
The messages made me consider stopping the use of corporal punishment	30.0	43.9	0.8	0.0	0.0
The messages made me discuss corporal punishment and positive discipline with my fellow teachers	39.2	52.6	2.1	5.2	1.0
The messages made me stop using corporal punishment on my learners	33.9	39.2	0.8	0.8	0.0

Recall of the SBCC pilot poster messages

Out of the 129 teachers who saw the campaign posters at school (Figure 3), the majority saw the posters in classrooms (85 percent), followed by in the headteachers' office (68 percent).

Figure 3: Percentage Distribution of Teachers, by School Locations in Which They Saw the SBCC Pilot Posters (multiple response, n = 129)
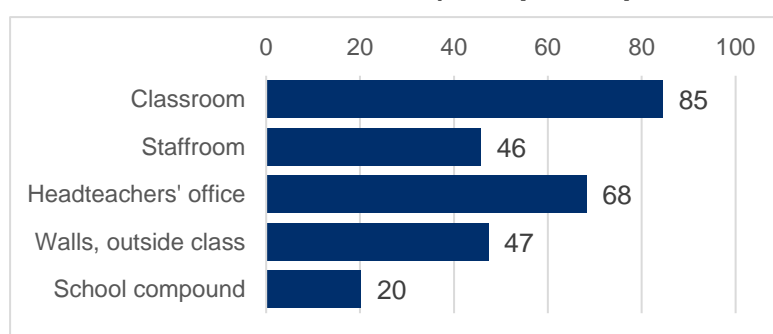
Out of the teachers who reported that they saw the SBCC posters, 51 percent of them recalled the message that "stopping the corporal punishment of learners makes learners behave better." Table 10 shows the unprompted recall rate for each of the messages on the posters.

Table 7: Percentage Distribution of Teachers, by Poster Messages They Spontaneously Recall (multiple response, n = 129)

Messages	Percent
Since I stopped using corporal punishment on my learners, they behave better	50.8
Let's work together as parents and teachers to discipline our learners positively	39.2
Since I started listening to the learners, they now behave and perform better	33.9
Parents, going to school and interacting with teachers will enable us to guide our learners without using corporal punishment	16.2

With regard to the messages on the SBCC posters, the survey asked teachers to indicate the degree to which they agreed or disagreed with four statements (Table 11). Almost all the teachers agreed with the four statements about the positive influence of the messages communicated through posters. The proportion of teachers who agreed with each of the four statements ranged between 91 percent [16] and 97 percent (Table 11).

Table 8: Percentage Distribution of Teachers, by Their Level of Agreement with Statements about Messages on the SBCC Pilot Posters (multiple response, n = 129)

Messages	Agree strongly	Agree	Not sure	Disagree	Disagree strongly
The messages were clear	51.2	39.5	3.1	4.7	1.6
I learned something new	44.2	50.4	0.8	2.3	2.3
They made me feel concerned about the way we discipline learners at school	41.9	53.5	0.8	3.1	0.8
They made me more likely to use alternatives to corporal punishment	49.2	47.7	0.0	2.3	0.0

Recall of the messages communicated in the SBCC theater performances

The endline assessed the extent to which teachers could recall the messages in the SBCC theater performance. The messages in the theater performance that the teachers recalled most were "let us listen to our learners" (55 percent), "using corporal punishment does not make learners behave well" (53 percent), and "corporal punishment makes learners hate school" (51 percent). The unprompted

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[16] These percentages were obtained by adding the percentage of teachers who "agreed strongly" and "agreed"

recall rate for each of the messages in the theater performances are indicated in Table 12.

Table 9: Percentage Distribution of Teachers, by the Messages They Spontaneously Recall from the Theater Performances (n = 103)

Messages	Percent
Let us listen to our learners	55.3
Using corporal punishment does not make learners behave well	53.4
Corporal punishment makes learners fear us	50.5
Positive discipline makes learners love studying	44.7
Positive discipline makes learners respect teachers	31.1
Positive discipline prevents school dropouts	21.4
Corporal punishment turns learners into violent adults	18.5
Recognizing and rewarding learners inspires others to behave well	13.6

When prompted to indicate their level of agreement or disagreement with statements about the positive discipline techniques and messages in the theater performance, almost all the teachers agreed with the six statements about the positive influence of the techniques and messages. The proportion of teachers who agreed with each of the six statements ranged between 94 percent and 99 percent (Table 13).

Table 10: Percentage Distribution of Teachers, by Their Level of Agreement with Statements about Techniques and Messages in the Theater Performances (n = 103)

Techniques and messages	Agree strongly	Agree	Not sure	Disagree	Disagree strongly
The techniques were easy to understand	66.0	33.0	1.0	0.0	0.0
The techniques are easy to use	59.2	35.0	1.9	3.9	0.0
They made me concerned about the way we punish learners in our school	55.3	42.7	1.0	1.0	0.0
They made me consider stopping the use of corporal punishment	61.2	35.0	1.9	1.9	0.0
They made me discuss corporal punishment and positive discipline with my fellow teachers	64.1	33.0	0.0	2.9	0.0
They made me stop using corporal punishment	54.4	44.7	0.0	0.0	1.0

Recall of the SBCC interpersonal communication at school

All 121 teachers who reported that the intervention engaged them in an interpersonal communication session at school indicated that someone talked to them about stopping the use of corporal punishment and adopting the use of positive discipline.

The positive discipline techniques and elements of a supportive school environment that most teachers remember learning from the interpersonal engagements were "make the learner apologize" (64 percent), "be friendly to the learners" (62 percent), and "listen to the learners" (44 percent). All the techniques and school environment factors that teachers reported learning from the interpersonal engagements are shown in Table 14.

Table 11: Percentage Distribution of Teachers, by the Techniques They Recall from the School Meetings (multiple responses: n = 121)

Techniques	Percent
Make the learner apologize	63.6
Be friendly to the learners	62.0
Listen to the learners and guide them to behave better	43.8
Always smile and use a friendly voice	33.9
Always tell the learners the exact behavior you expect from them	24.8
Involve the parents of your learners in addressing learners' misconduct	20.7
Develop and utilize a classroom code of conduct with your learners	19.0
Recognize and reward learners who behave well	18.2
Always make lessons interesting	16.5
Deny learners some pleasures	16.5
Always call the learners by their names	14.1
Make the learners stay in class while others go for break time	11.6
Send the learners out of class for about 5 minutes	9.9

When prompted to indicate their level of agreement or disagreement with statements about the positive discipline techniques or the outcomes of their use at school, 98 percent[17] of the teachers did not only indicate that they can use the techniques, but that they had used them in class and made learning enjoyable (Table 15).

Table 12: Percentage Distribution of Teachers, by Level of Agreement about the Techniques They Were Taught at the School Meetings (multiple responses: n = 121)

Technique or message	Agree strongly	Agree strongly	Not sure	Disagree	Disagree strongly
They were easy to understand	59.5	38.0	0.8	1.7	0.0
I learned something new	57.9	40.5	0.0	0.8	0.8
I can use the techniques	57.0	41.3	0.0	1.7	0.0

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[17] These percentages were obtained by adding the percentage of teachers "who agreed strongly" and those who "agreed"

Technique or message	Agree strongly	Agree strongly	Not sure	Disagree	Disagree strongly
The use of positive discipline has made learners enjoy being in my class	61.2	36.4	1.7	0.8	0.0

3.3 SBCC Pilot Effects on Teachers

As explained in the survey methodology (subsection 2.1), we measured the effects of the pilot using the DID analysis, which demonstrates the change in the intervention area compared to the change in the control area. The change is computed as [(K2−S2)−(K1−S1)]. The effect is presented as a percentage point change (for proportions) or as absolute values (for Likert scale responses).

Knowledge of teachers about corporal punishment and positive discipline

The first level in the process of behavior change is an individual acquiring the requisite knowledge. For teachers to begin thinking of abandoning corporal punishment and using positive discipline, they must know what constitutes corporal punishment and positive discipline. The project was interested to learn if teachers knew that corporal punishment is prohibited by Uganda's legislation and education policy and if social norms help to maintain and guide teacher disciplinary practices. SBCC theory suggests that teachers need to know about different positive discipline techniques, how to use them, and how to be confident that using positive discipline techniques will lead to children exhibiting positive behavior and good academic performance.

The SBCC pilot, therefore, disseminated information about the harmful effects of corporal punishment, communicated positive discipline techniques, and facilitated dialogue on how teachers could apply positive discipline techniques. In the follow-up phases of the SBCC intervention, the SBCC implementation team discussed with teachers about their experiences and challenges regarding corporal punishment and identified solutions for the challenges.

This survey adopted the definition of corporal punishment used by the Global Initiative to End all Corporal Punishment of Children,[18] which defines corporal punishment as "any punishment in which physical force is used and intended to cause some degree of pain or discomfort." The range of acts covered in this definition included, among others

- Slapping/hitting/smacking with the hand
- Slapping/hitting with an object, such as a cane, whip, stick, belt, shoe, wooden spoon, and other item
- Shaking
- Throwing or pushing
- Kicking or punching
- Burning

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[18] Global Initiative to End All Corporal Punishment of Children. (2003). *Hitting People is Wrong – and Children are People too* (2nd Edition). Nottingham, England: Russell Press.

- "Stress positions" or actions designed to cause pain or discomfort, such as standing or kneeling with arms up or outstretched or standing or kneeling in the sun, etc.
- Hard labor or chores (e.g., fetching water all day, digging anthills)

Alternatively, positive discipline is defined as a form of discipline that focuses on promoting positive behavior among children while discouraging negative behavior without verbally or physically hurting a child. It involves actions, such as

- Withdrawing privileges
- Asking the child to apologize
- Talking to the child about their behavior
- Discussing the child's behavior with his or her parent

The survey asked teachers to cite the non-physical ways adults may use to discipline learners. The intervention led to a statistically significant positive change in one way of disciplining learners: asking the learner to apologize. The number of teachers who cited "asking the child to apologize" increased by 8.2 percentage points in the intervention area (from 33.0 percent at baseline to 41.2 percent at endline). In contrast, the number of teachers in the control area who indicated the same discipline technique dropped by 11.1 percentage points (from 22.6 percent at baseline to 11.5 percent at endline). This indicates a positive change of 19.4 percentage points[19] in the number of teachers who were aware of this way of disciplining learners (CI = 5.9 percent–2.9 percent; p = 0.005). Table 22 in the appendix has the complete results for this item.

The intervention caused a positive change of 19.4 percentage points in the number of teachers who cited "apology" as a non-physical discipline technique.

Further, the interviewers asked teachers to mention the one most effective way of child discipline. We analyzed the effect of the SBCC pilot on the two most mentioned discipline techniques: "discussing the child's behavior with him or her" and "explaining to the child why his or her behavior was wrong."[20] In the intervention area (Kiyumba), the number of teachers who considered "discussing the child's behavior with him or her" as an effective child discipline technique fell by 3.6 percentage points from 51.4 percent at baseline to 47.8 percent at endline. There was a 22-percentage point reduction in the control area in the number of teachers who viewed the same discipline technique as effective (from 62.1 percent at baseline to 39.5 percent at endline). Therefore, the reduction in the number of teachers in the intervention area with this view would have been higher without the SBCC pilot. The SBCC pilot's effect on maintaining teachers' support of "discussing the child's behavior with him or her" as an effective child discipline technique was statistically significant with a 19 percentage point contribution (CI = 2.1 percent–35.8 percent; P = 0.028). The other most cited way, "explaining to the child why his or her behavior was wrong," recorded a reversal. Specifically, the same proportion of teachers (23 percent) in the intervention area and more teachers in the control area (from 18.9 percent at baseline to 34.4 percent at endline) considered it an effective positive discipline

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[19] Computed as (K2−S2) − (K1−S1) as shown in Table 22.
[20] For this item, the team analyzed the statistical significance of response options with frequencies of 10 percent or more. The diff value, CI, and p-value for the considered response options are presented in the narrative and in the table appended.

technique. One of the reasons could be that those teachers exposed to the intervention mentioned "discussing with the child", which is similar to "explaining to the child." The detailed results for all the discipline techniques is appended as Table 23.

Attitudes of teachers towards corporal punishment and positive discipline

MAAD Advertising, the communication firm contracted by the project, designed the SBCC pilot strategy. A creative workshop and consultative sessions with teachers, headteachers, and parents informed the pilot strategy. In these sessions, the project team discovered that teachers and parents did not believe that positive discipline is effective in improving children's behavior. Teachers also believed that positive discipline takes a lot of time, while they found corporal punishment simple and fast. The SBCC pilot was, therefore, expected to enable teachers appreciate the harmful effects of corporal punishment on learners and to develop their confidence in the effectiveness of positive discipline.

To assess teachers' attitudes towards corporal punishment of learners, the interviewers asked the teachers to indicate their level of agreement with statements relating to the negative effects of corporal punishment on learners, the necessity of corporal punishment, and the effectiveness of positive discipline. In addition, the interviewers asked teachers to indicate the degree to which they justified parents' and teachers' use of corporal punishment generally, as well as specific acts of corporal punishment.

Teachers' perception of the necessity of corporal punishment

The survey required teachers to indicate the extent to which they considered the use of corporal necessary for parents and teachers. To measure the impact of the SBCC pilot on this variable and other variables with Likert scale response options, we used the analysis model to (1) compute the averages of the responses, which fell anywhere between 1 and 5, for the intervention area and control area at both baseline and endline and (2) obtain the DID value (i.e., difference in the intervention minus difference in the control) and the associated CI and p-value. Concerning the necessity of corporal punishment, the increase in the proportion of teachers in the intervention area who agreed that corporal punishment was unnecessary for parents to properly raise their children was three times higher than in the control area. The number of teachers with this view rose by 15.9 percentage points (from 75.1 percent at baseline to 91.1 percent at endline) in the intervention area compared to 5 percentage points in the control area (79.7 percent at baseline to 84.7 percent at endline). Overall, the SBCC intervention caused a statistically significant 0.41 point increase[21] in the number of teachers who reported that corporal punishment was unnecessary for parents to properly raise children (CI = 0.092–0.735; p = 0.012). However, the intervention did not cause a positive change in the proportion of teachers who believed that corporal punishment was unnecessary for teachers to properly teach children. Table 25 in the appendix provides the detailed results.

Teachers' disapproval of specific acts of corporal punishment

This survey required teachers to indicate the degree to which they justified specific modes of corporal punishment. After the pilot intervention, teachers were more likely

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[21] See section 2.1, "Survey Methodology," and Table 30 in the appendix for a description of how the percentage-point difference was calculated for Likert scale responses

to disapprove of the acts that they previously condoned, possibly because they did not previously consider them to be corporal punishment.

Table 16 shows statistically significant shifts in teachers' disapproval of some acts of corporal punishment. The number of teachers who disapproved of putting children in stress positions rose by 9.3 percentage points (from 88.5 percent to 97.8 percent) in the intervention area, while the control area barely changed, remaining at about 90 percent). The pilot impact was a 0.34 point increase in the number of teachers who disapproved of putting children in stress positions (CI = 0.071–0.608; P = 0.013).

Although the number of teachers in the intervention area who disapproved of subjecting children to hard labor increased marginally by 1.1 percentage points, from 96.0 percent to 97.1 percent, those who recognized the same act as corporal punishment in the control area reduced by 5.9 percentage points, from 96.4 percent to 90.5 percent (Table 16). This indicates that the overall pilot impact was a statistically significant 0.22-point positive change in the number of teachers who disapproved of subjecting children to hard labor (CI = 0.061–0.438; P = 0.044). The above acts of corporal punishment do not involve teachers' use of their body parts (such as a hand) or an object to instill pain on a child. Given that acts that involve teacher's use of their body parts did not register statistically significant changes, it appears that the intervention had the effect of broadening teachers' understanding of the other forms of corporal punishment besides those that involve the use of body parts.

Table 13: Percent Difference in the Number of Teachers That Disapproved Specific Acts of Punishment

Acts of corporal punishment	Kiyumba		Sekanyonyi				
	Baseline	Endline	Baseline	Endline	Diff	CI (95%)	P (0.05)
Slapping/hitting/ smacking with the hand	73.4	83.8	73.7	72.6	0.366	-0.033– 0.766	0.072
Slapping/hitting with an object, such as a cane	82.6	89.7	83.3	85.3	0.160	-0.184–0.503	0.362
Shaking	81.5	78.7	85.1	85.4	-0.012	-0.368–0.344	0.946
Kicking or punching	98.2	97.8	96.4	98.1	-0.013	-0.161– 0.134	0.860
Stress positions that cause pain or discomfort	88.5	97.8	90.4	89.8	0.340*	0.071–0.608	0.013
Hard labor or chores	96.0	97.1	96.4	90.5	0.222*	0.061–0.438	0.044
Throwing or pushing	97.7	98.6	96.4	97.5	-0.005	-0.151–0.139	0.936
Burning	99.4	97.8	97.6	99.3	-0.056	-0.136– 0.024	0.170

Teachers' intent to change their behavior

The survey asked teachers exposed to the SBCC pilot in Kiyumba to indicate whether the intervention made them more likely to take specific actions (Table 17). Almost all of them expressed their intention to stop the use of corporal punishment, adopt the use of positive discipline, discuss the need to stop using corporal

punishment in school with fellow teachers, and encourage other teachers to use positive discipline.

Table 14: Percent of Teachers Who Were More Likely to Take Specific Actions (n = 130)

Action	Percent
Stop using corporal punishment	98.5
Use positive discipline instead of corporal punishment to discipline learners	98.5
Discuss the need to stop using corporal punishment with fellow teachers	98.5
Encourage other teachers to use positive discipline	94.6

Norms and teachers' perception of self-efficacy in the use of positive discipline

Teachers and parents whom MAAD Advertising engaged in the creative workshop and consultative session reported that they were subjected to corporal punishment during their childhood. They had grown up experiencing and witnessing corporal punishment and viewed it as normal. Moreover, they credited it for helping them succeed in education or become responsible adults. The absence of cooperation between teachers and parents further jeopardizes the possibilities of adopting positive discipline. The SBCC pilot was, therefore, designed to encourage teachers to challenge the norms that perpetuate corporal punishment and build their confidence in the use of positive discipline.

To understand social norms and teachers' perception of self-efficacy to use positive discipline, the survey asked the teachers to report incidents of corporal punishment against learners by fellow teachers and parents, and whether they intervened to stop teachers or parents from using such discipline methods. In addition, the survey asked teachers to indicate whether or not they had discussions with specified persons on the advantages and disadvantages of the corporal punishment of learners. Further, the teachers indicated their level of agreement with norms supporting the use of corporal punishment or positive discipline.

Teachers witnessing corporal punishment

The survey asked teachers to report whether they had witnessed a fellow teacher subject a learner at their school to corporal punishment in the 30 days prior to the interview date. In the intervention area, the number of teachers who said they witnessed this decreased by almost half, from 23.5 percent at baseline to 12.5 percent at endline. There was a marginal increase (0.4 percentage points) in the number of teachers in the control area who had witnessed an act. Hence, the intervention resulted in a statistically significant 11.7 percentage points reduction in the proportion of teachers who witnessed a child being subjected to corporal punishment (CI = -23.5 percent–1.6 percent; $p = 0.053$). The significance is on the statistical borderline of 95 percent CI, but the result is highly significant at 90 percent CI. The detailed results appear in Table 28 in the appendix.

When interviewers asked teachers if they had witnessed a parent or guardian do the same, those who confirmed witnessing such an act more than tripled in the intervention area (from 17.3 percent at baseline to 60.3 percent at endline). In the

control area, there was a 22 percentage point increase, from 12.6 percent at baseline to 34.6 percent at endline. The overall change was a statistically significant increase of 20.1 percentage points in the number of teachers who observed a parent subjecting a learner to corporal punishment (CI = 7.7 percent–34.1 percent; p = 0.002). Notably, the proportion of teachers who reported witnessing a parent or guardian use corporal punishment at endline was nearly double in the intervention area (60.3 percent) compared to the control area (34.6 percent). The intervention did not target parents directly, but communicated messages to teachers about the various acts of corporal punishment. Therefore, the apparent increase in the number of teachers reporting that they saw a parent subjecting a child to corporal punishment is likely a reflection of increased awareness by teachers about the various acts of corporal punishment. The detailed results are shown in Table 28 in the appendix.

When asked if they had ever tried to stop a fellow teacher in their school from subjecting a child to corporal punishment, the number of teachers who reported doing so increased by 52.1 percentage points in the intervention area, from 45.7 percent at baseline to 97.8 at endline (Table 18).

In the control area, the increase was slightly lower, from 47.3 percent at endline to 92.3 percent at endline (45.0 percentage points). The above reflects an intervention impact of 7.1 percentage points; however, this result was not statistically significant (CI = -5.3 percent–19.6 percent; p = 0.261). It is notable that the proportion of teachers who said they had tried to stop a fellow teacher from subjecting a child to corporal punishment changed dramatically in both the intervention and control sites.

Table 15: Teachers Who Tried to Stop a Fellow Teacher in Their School from Subjecting a Child to Corporal Punishment

Tried	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 173)	Endline (n = 136)	Baseline (n = 167)	Endline (n = 156)			
No	54.3	2.2	52.7	7.7	7.1	-5.3–19.6	0.261
Yes	45.7	97.8	47.3	92.3			

The survey asked teachers if they had ever discussed with a fellow teacher the advantages and disadvantages of using corporal punishment on learners. There was a 5.9 percentage point increase in the number of teachers in the intervention area who had ever discussed this with a fellow teacher (from 91.9 percent at baseline to 97.8 percent at endline). The number barely changed in the control area, from the initial figure of 92.2 percent. The effect of the pilot was statistically significant, with a 6.6 percentage point increase in the number of teachers that discussed the advantages and disadvantages of corporal punishment of learners with fellow teachers (CI = 1.7 percent–11.5 percent; p = 0.009). Besides discussing corporal punishment with fellow teachers, the interviewers asked teachers if they had ever discussed the advantages and disadvantages of using corporal punishment on learners with a friend, neighbor, family member, or any person at a community or religious meeting. There was no statistically significant change in the proportion of teachers who had these discussions with any of these persons. Table 29 in the Appendix has the detailed results.

The survey asked teachers to rate their level of agreement or disagreement with a set of normative statements regarding the existence and approval of the corporal punishment of learners by teachers in school. As presented in Table 19, there was a reduction of 6.5 percentage points in the number of teachers in the intervention area who agreed that corporal punishment is common in their schools (from 13.9 percent at baseline to 7.4 percent at endline). In contrast, the number of teachers in the control area with the same opinion increased by 2.3 percentage points, from 7.8 percent to 10.2 percent. The intervention, therefore, led to a statistically significant 0.345-point reduction in the number of teachers who agreed that corporal punishment is common in their schools (CI = 4.9–69.2; P = 0.022).[22] Table 27 in the appendix has detailed results for this item.

The number of teachers who agreed that fellow teachers would approve of them subjecting learners to corporal punishment reduced by 5.7 percentage points in the intervention area, from 17.4 percent to 11.7 percent (Table 19). Conversely, the number of teachers with the same view increased by 1.0 percentage points in the control area, from 14.4 to 15.4 percent. This represents an overall intervention effect of 0.319 points (CI = 0.002–0.636; p = 0.048).[21] Sometimes adults hold the normative belief that corporal punishment in necessary for teachers to maintain their authority over the learners. In Kiyumba, there was a reduction in the number of teachers who justified the use of corporal punishment to maintain their authority, from 4.1 percent to 2.2 percent (compared to a slight increase from 4.8 to 5.1 percent in Sekanyonyi). However, the overall change was not statistically significant (Table 19). See Table 27 in the appendix for the detailed results.

Table 16: Change in the Number of Teachers Who Agreed with Statements about Norms Supporting the Corporal Punishment of Learners

	Kiyumba		Sekanyonyi				
Statement	Baseline	Endline	Baseline	Endline	Diff	CI (95%)	P (0.05)
Corporal punishment of learners is common in my school	13.9	7.4	7.8	10.2	0.345*	0.049–0.692	0.022
My fellow teachers approve of me subjecting learners to corporal punishment	17.4	11.7	14.4	15.4	0.319 *	0.002–0.636	0.048
My fellow teachers will think I am a bad teacher if I do not use corporal punishment	20.2	9.6	15.6	12.9	0.332*	0.006–0.658	0.045
My friends or neighbors or family members would try to stop me if they see me subjecting a child to corporal punishment	60.1	68.4	58.7	63.4	-0.119	-0.499–0.262	0.541
In order to maintain my authority as a teacher, I	4.1	2.2	4.8	5.1	0.165	-0.059–0.390	0.149

[22] See section 2.1, "Survey Methodology," and Table 30 in the appendix for a description of how the percentage-point different was calculated for Likert scale responses

	Kiyumba		Sekanyonyi				
must use corporal punishment							
In order to maintain my authority as a teacher, I must be able to threaten learners	15.0	12.5	18	20.6	0.247	-0.099–0.593	0.161
Some teachers are able to discipline their learners well without corporal punishment	90.2	98.5	94.1	91.0	-0.225	-0.465–0.016	0.067

In addition, the survey sought teachers' opinions on whether or not they agree with the legal abolition of corporal punishment in schools. The number of teachers in the intervention area who supported the abolition increased by 14.1 percentage points in the post-pilot period, from 76.3 percent at baseline to 90.4 percent at endline. In the control area, the number of teachers in support reduced by 11.5 percentage points (from 91.0 to 79.5). This represents a statistically significant 25.7 percentage point increase in the number of teachers who agreed with the legal abolition of corporal punishment in Ugandan schools (CI = -37 percent–14.1 percent; p = 0.000).

Behavior or practices of teachers regarding corporal punishment

The ultimate objective of the SBCC pilot was to reduce the corporal punishment of primary school learners and increase teachers' use of positive discipline. The interviewers asked the teachers to report on their past and recent use of corporal punishment, the reasons for using corporal punishment, and the non-physical methods of punishment they use.

Use of corporal punishment by teachers in primary school

The survey explored the recent experience of the use of corporal punishment by teachers. The interviewers asked each teacher if they had used corporal punishment on a learner in class in the 30 days preceding the survey. Teachers who answered "yes" were further asked if they had administered corporal punishment in class in the past 7 days. Although fewer teachers in the intervention area reported during the endline that they had used corporal punishment in class within the past 30 or 7 days, the change was not statistically significant (Table 20).

Table 17: Percent Difference in the Number of Teachers That Used Corporal Punishment in School

Timeframe teachers used corporal punishment	Sekanyonyi		Kiyumba		Diff	CI (95%)	P (0.05)
	Baseline	Endline	Baseline	Endline			
Used corporal punishment on a learner in class in the past 30 days	22.0	19.8	22.1	10.31	-9.5	-24.3–5.3	0.208

Timeframe teachers used corporal punishment	Sekanyonyi		Kiyumba		Diff	CI (95%)	P (0.05)
	Baseline	Endline	Baseline	Endline			
Used corporal punishment on a learner in class in the past 7 days[23]	22.2	31.6	44.8	30.0	-24.2	-68.6–20.3	0.282

Use of positive discipline techniques by teachers in primary school

During the SBCC pilot, teachers in the intervention area were trained in positive discipline techniques with the intent that they would adopt these in place of corporal punishment. Before asking teachers about their behavior related to positive discipline, the survey asked them to indicate if they had received any training in positive discipline techniques or alternatives to physical punishment. The number of teachers with such training increased by 26.3 percentage points in the intervention area (to 95.6%) and by 9.2 percentage points in the control area (Figure 4). Teachers in the control area may have received a similar training from other programs besides the USAID/Uganda Literacy Achievement and Retention Activity. The intervention significantly increased the proportion of teachers with training in positive discipline techniques by 18 percentage points (CI = 5.4 percent–31.7 percent and p = 0.007).

Figure 4: Proportion of Teachers with Training in Positive Discipline Techniques
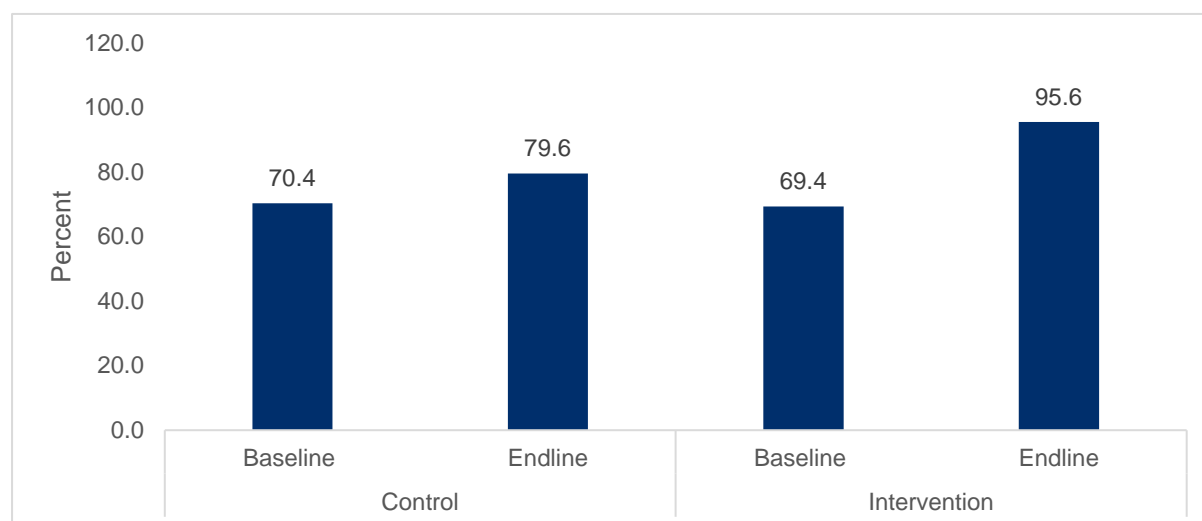
When the survey asked teachers with training in positive discipline techniques to specify the techniques they had used, those who indicated that they "asked learners to apologize" increased by 21.8 percentage points in the intervention area, from 36.7 percent to 58.5 percent (Table 21). In contrast, the control area registered a reduction of 11.7 percentage points, from 27.7 percent top 16 percent, in the number of teachers who reportedly used the same technique. This indicates a statistically significant increase of 34.3 percentage points in the number of teachers who asked learners to apologize (CI = 17.4–51.2; P = 0.000). The number of teachers who

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[23] Interviewers asked this follow-up question to teachers who had used corporal punishment in the 30 days preceding the survey.

"advised learners to behave better" declined in both areas, there was a notably higher decline in the control area (23.4 percentage points, from 72.3 percent to 48.9 percent) compared to the intervention area (3.6 percentage points, from 66.7 percent to 63.1 percent). This shows that the pilot had a positive impact of 20.3 percentage points (CI = 15.4–38.9; P = 0.035).

Table 18: Percent Difference in the Number of Teachers That Used Positive Discipline Techniques (multiple response)

Technique	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 120)	Endline (n = 130)	Baseline (n = 119)	Endline (n = 125)			
Withdrawing privileges	19.2	19.2	10.1	8.8	1.1	-12.8–14.9	0.878
Asking the child to apologize	36.7	58.5	27.7	16.0	34.3 *	17.4–51.2	0.000
Explaining to the child why his/her behavior was wrong	52.5	53.9	52.1	53.6	-0.4	-20.7–19.9	0.965
Discussing the child's behavior with her or his parent	40.8	40.8	31.9	39.2	-6.1	-20.5–8.3	0.396
Advising the learner to behave better	66.7	63.1	72.3	48.9	20.3 *	15.4–38.9	0.035

CHAPTER 4: SURVEY CONCLUSIONS AND IMPLICATIONS FOR SCALE-UP

4.1 Recall of the SBCC Pilot

The results show a high level of recall of the SBCC pilot, and this did not differ by the level of respondent prompting. Up to 95 percent of the teachers (Table 4) could recall the SBCC pilot without being prompted. From the unprompted recall category, radio was the most cited source of messages (61 percent), followed by posters (48 percent), and theater performance (41 percent). When the interviewers described the intervention to the teachers or when they showed them the SBCC logo, a combined 96 percent could recall the intervention. In this prompted category, posters (99 percent) and interpersonal communication (93 percent) were the most recalled channels. The high rate of SBCC pilot recall could be attributed to teachers being a discrete audience who were settled in one location (i.e., school) during the intervention period.

95% of teachers could recall the SBCC pilot without being prompted

61% of teachers who could spontaneously recall the SBCC pilot mentioned radio as the source of messages

99% of teachers who were prompted cited posters as the source of messages

Teachers also indicated that the various channels were effective in delivering messages about corporal punishment and positive discipline. For example, they reported that

- The radio spot messages made them feel concerned about the way they discipline learners at school (98 percent).
- The radio spot messages made them more likely to use alternatives to corporal punishment (99 percent).
- The radio program messages made them discuss corporal punishment and positive discipline with fellow teachers (92 percent).
- The radio program messages made them stop subjecting learners to corporal punishment (73 percent).
- The theater performances made them concerned about the way they punish learners in school (98 percent).
- The theater performances made them consider stopping the use of corporal punishment (96 percent).
- The theater performances made them discuss corporal punishment and positive discipline with fellow teachers (97 percent).
- The theater performances made them stop using corporal punishment on learners (99 percent).
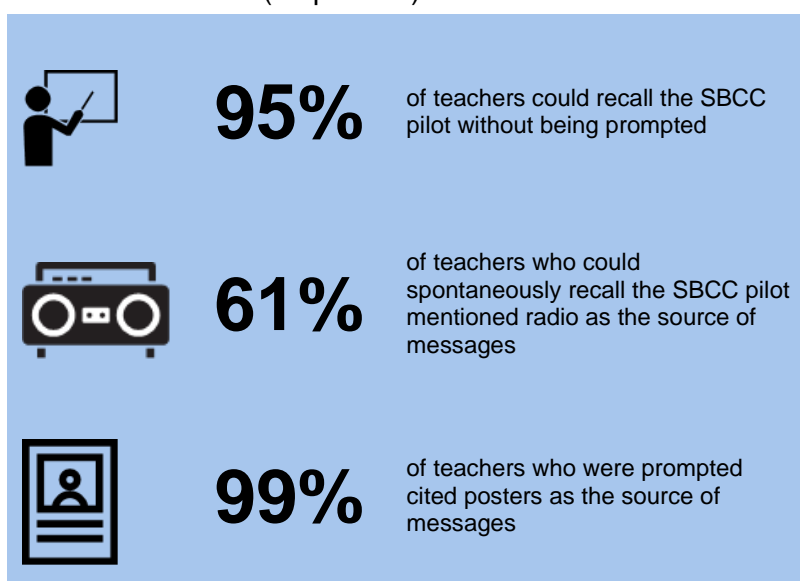
4.2 SBCC Pilot Effect

The results show that there were changes in all the four areas of change: knowledge, attitudes, norms, and behavior. Below is a summary of the changes that were statistically significant.

SBCC pilot effect on teachers' knowledge of corporal punishment and positive discipline

The number of teachers who were aware of "asking the child to apologize" as a non-physical method of punishing learners increased by 8.2 percentage points in the intervention area (from 33.0 percent at baseline to 41.2 percent at endline). In contrast, the number of teachers in the control area who indicated the same discipline technique dropped by 11.1 percentage points (from 22.6 percent at baseline to 11.5 percent at endline). The pilot led to a statistically significant 19.4 percent increase in the proportion of teachers who considered "asking the child to apologize" an effective child discipline technique (CI = 5.9 percent–2.9 percent; p = 0.005). Moreover, this change in knowledge was reflected in reported behavior: The number of teachers who said they "asked learners to apologize" increased by 21.8 percentage points in the intervention area (from 36.7 percent at baseline to 58.5 percent at endline). In reverse, the control area registered a reduction of 11.7 percentage points, from 27.7 percent to 16.0 percent, in the number of teachers who reported using the same technique. This indicates a statistically significant increase of 34.3 percentage points (CI = 17.4 percent–51.2 percent).

Regarding effective ways of child discipline, the number of teachers in the intervention area who considered "discussing the child's behavior with him or her" as an effective child discipline technique declined by 3.6 percentage points from 51.4 percent at baseline to 47.8 percent at endline. There was a 22 percentage point reduction in the control area in the number of teachers who viewed the same discipline technique as effective (from 62.1 percent at baseline to 39.5 percent at endline). Therefore, the reduction in the number of teachers in the intervention area with this view would have been higher without the SBCC pilot. The SBCC pilot effect on maintaining teachers' support of "discussing the child's behavior him or her" as an effective child discipline technique was statistically significant with a 19 percentage point contribution (CI = 2.1 percent–35.8 percent; P = 0.028).

SBCC pilot effect on teachers' attitudes towards corporal punishment and positive discipline

Concerning the necessity of corporal punishment, the increase in the number of teachers in the intervention area who reported that corporal punishment is unnecessary for parents to properly raise their children was three times higher than in the control area. The number of teachers with this view rose by 15.9 percentage points (from 75.1 percent at baseline to 91.1 percent at endline) in the intervention area compared to a 5 percentage point margin in the control area (from 79.7 percent at baseline to 84.7 percent at endline). The SBCC caused a statistically significant 0.41 point increase in the number of teachers who reported that corporal punishment is unnecessary for parents to properly raise children (CI = 0.092–0.735; p = 0.012).

The intervention increased teachers' recognition and disapproval of forms of corporal punishment that do not involve the use of body parts to inflict pain. This includes putting children in stressful postures. The number of teachers who disapproved of putting children in stress positions rose by 9.3 percentage points (from 88.5 percent

to 97.8 percent) in the intervention area, while the control area barely changed (a 0.6 percentage point reduction). The pilot impact was a 0.34 increase in the number of teachers who disapproved of putting children in stress positions (CI = 0.071–0.608; P = 0.013).

The other act more teachers recognized as corporal punishment was subjecting children to hard labor. Although the number of teachers in the intervention area who disapproved of subjecting children to hard labor increased marginally by 1.1 percentage points, those who recognized the same act in the control area reduced by 5.9 percentage points. This indicates that the overall pilot impact was a statistically significant contribution of 0.22 points in the number of teachers who disapproved of subjecting them to hard labor (CI = 0.061–0.438; p = 0.044).

SBCC pilot effect on norms and teachers' perception of self-efficacy in the use of positive discipline

Discussing target behaviors with others is an important marker of potential changes in social norms, and this intervention was successful at spurring such conversations. There was a 5.9 percentage point increase in the number of teachers in the intervention area who had ever discussed the advantages and disadvantages of corporal punishment with a fellow teacher (from 91.9 percent at baseline to 97.8 percent at endline). The number barely changed in the control area (a 0.1 percentage point increase). The effect of the pilot was a statistically significant 6.6 percent increase in the number of teachers that discussed the advantages and disadvantages of corporal punishment of learners with fellow teachers (CI = 1.7 percent–1.5 percent; p = 0.009). Such a process may instigate a school environment that is intolerant of corporal punishment.

The extent to which corporal punishment prevails in a school affects an individual teacher's likelihood of using corporal punishment. There was a reduction of 6.5 percentage points in the number of teachers in the intervention area who agreed that corporal punishment was common in their schools (from 13.9 percent to 7.4 percent). In contrast, the number of teachers in the control area with the same opinion increased by 2.3 percentage points. The intervention, therefore, led to a statistically significant 0.345 point reduction in the number of teachers who agreed that corporal punishment is common in their schools (CI = 4.9–69.2; P = 0.022).

The number of those who agreed that fellow teachers would approve of them subjecting learners to corporal punishment reduced by 5.7 percentage points in the intervention area (from 17.4 percent at baseline to 11.7 percent at endline). Conversely, the number of teachers with the same view increased by 1.0 percentage points in the control area. Overall, the number of those who agreed that fellow teachers would approve of them subjecting learners to corporal punishment decreased by 0.319 points due to the intervention (CI = 0.002–0.636; p = 0.048).

SBCC pilot effect on teachers' behavior

The proportion of teachers who had applied selected positive discipline techniques increased, and the results were statistically significant. As noted above, those who said they "asked learners to apologize" increased from 36.7 percent at baseline to 58.5 percent at endline in the intervention area, and declined from 27.7 percent to 16.0 percent in the control area. Regarding the number of teachers who "advised learners to behave better," there was a higher decline in the control area (23.4 percentage points, from 72.3 percent to 48.9 percent) than in the intervention area

(3.6 percentage points from 66.7 percent to 63.1 percent). This shows a positive impact of the pilot of 20.3 percentage points (CI = 15.4–38.9; P = 0.035).

4.3   Implications for Scale-up

In terms of communication channels, any mix of the channels used in the SBCC pilot (e.g., radio, posters, theater performance, and interpersonal communication) could be used in the scale-up because each of them was effective in reaching the target audience.

The results show that the intervention created an impact in several aspects of corporal punishment and positive discipline. With sustained engagement and continued refinement of messages, change can be achieved. However, ongoing efforts are needed because new teachers are recruited and old ones transferred; thus, this is a constantly renewing audience.

TABLE APPENDIX (SELECTED DATA TABLES)

Table 19: Distribution of Teachers by Non-Physical Ways They Consider Adults Can Use to Discipline Learner

Ways of discipline	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 173)	Endline (n =136)	Baseline (n =167)	Endline (n = 157)			
Withdrawing privileges (e.g., denial of playtime)	18.5	25.7	21.4	21.0	7.6	-5–20.5	0.244
Asking the child to apologize	33.0	41.2	22.6	11.5	19.4 *	5.9–32.9	0.005
Explaining to the child why their behavior was wrong	60.1	56.6	60.7	56.7	0.5	14.9– 6.7	0.947
Shouting or yelling at the child	1.7	2.2	3.0	0.6	2.8	1.4–7.4	0.197
Threatening physical punishment	9.8	5.2	5.4	7.6	-6.9	-15.0–1.0	0.090
Calling the child dumb, lazy, or wicked (or similar names)	0.6	2.9	1.8	2.6	1.6	-2.7–5.9	0.462
Making the child stand in the corner	4.6	8.1	3.0	1.3	5.2	-1.0–11.0	0.102
Discussing the child's behavior with him or her	4.1	2.2	3.6	3.8	-2.1	-7.6–3.7	0.475
Denying a child food	78.0	72.8	78.0	61.2	11.6	-2.2–25.4	0.100
Giving the child extra chores	21.0	16.0	29.0	12.0	9.2	-1.0–19.5	0.077
Other	25.4	28.7	17.9	27.4	6.2	-19.7–3.4	0.360

Table 20: Percentage Distribution of Teachers by Ways They Consider Effective to Discipline Learners

Ways of discipline	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 173)	Endline (n = 136)	Baseline (n = 167)	Endline (n = 157)			
Giving physical punishment	2.3	0.7	3.6	3.8	—	—	—
Threatening physical punishment	1.2	0.0	0.6	0.6	—	—	—
Withdrawing privileges	1.2	0.7	0.0	0.0	—	—	—
Giving extra chores	1.2	0.7	1.2	1.3	—	—	—
Asking the child to apologize	2.3	8.1	2.4	0.0	—	—	—

Ways of discipline	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 173)	Endline (n = 136)	Baseline (n = 167)	Endline (n = 157)			
Explaining to the child why his or her behavior was wrong	23.7	23.5	18.9	34.4	(16.1)#	(31.9)–(0.2)#	0.047
Shouting or yelling at a child	0.0	0.7	0.0	0.0	—	—	—
Calling the child dumb	0.0	0.7	0.0	0.0	—	—	—
Making the child stand or kneel	0.6	0.0	0.6	0.6	—	—	—
Making the child stay after school	0.0	0.0	1.2	0.0	—	—	—
Sending the child to the head teacher for discipline	1.2	0.7	0.6	0.6	—	—	—
Discussing the child's behavior with him or her	51.4	47.8	62.1	39.5	19.0	2.1–35.8	0.028
Sending the child to the parent for discipline	1.2	1.5	1.8	1.9	—	—	—
Other	13.9	14.7	7.1	17.2	—	—	—

The numbers in parentheses are negative values

Table 21: Percentage Distribution of Teachers by Ways They Consider Ineffective to Discipline Learners

Ways of discipline	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 173)	Endline (n = 136)	Baseline (n = 167)	Endline (n = 157)			
Giving physical punishment	79.2	72.8	70.4	70.1	2.0	(12.0–16.2)	0.778
Threatening physical punishment	0.6	2.9	2.4	5.1	—	—	—
Explaining to the child why his or her behavior was wrong	1.7	0.7	3.0	5.1	—	—	—
Discussing the child's behavior with him or her	0.6	3.7	1.8	4.5	—	—	—
Humiliating or embarrassing the child	3.5	0.0	3.6	1.3	—	—	—
Shouting or yelling at a child	2.3	2.2	3.6	1.3	—	—	—
Calling the child dumb	1.7	0.0	5.3	1.3	—	—	—
Withdrawing privileges	1.7	1.5	1.2	0.6	—	—	—
Extra chores	1.2	2.9	0.6	0.6	—	—	—

Ways of discipline	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 173)	Endline (n = 136)	Baseline (n = 167)	Endline (n = 157)			
Making the child stand in a corner	0.6	3.7	0.6	0.6	—	—	—
Making the child stay after school	0.6	0.0	0.0	0.0	—	—	—
Sending the child to the head teacher for discipline	1.2	0.0	0.0	0.0	—	—	—
Other	1.7	8.1	5.3	8.3	—	—	—

Table 22: Change in the Proportion of Teachers Who Agreed or Disagreed with Statements about Corporal Punishment and Positive Discipline

Statement	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 173)	Endline (n = 136)	Baseline (n = 167)	Endline (n = 157)			
Corporal punishment is necessary for parents to properly raise children							
Strongly agree	2.3	2.9	3.0	1.3	0.413*	0.092–0.735	0.012
Agree	19.1	3.7	13.2	11.5			
Not sure	3.5	2.2	4.2	2.6			
Disagree	50.9	27.9	53.9	41.4			
Strongly disagree	24.3	63.2	25.8	43.3			
Corporal punishment is necessary for teachers to properly teach learners							
Strongly agree	0.6	14.0	1.8	8.9	-0.19	-0.54–0.16	0.286
Agree	6.9	32.4	7.2	33.1			
Not sure	1.2	7.4	3.0	3.2			
Disagree	60.1	24.3	56.3	36.9			
Strongly disagree	31.2	22.1	31.7	17.8			

Table 23: Teachers Who Justified or Disapproved Specific Ways of Punishing Learners

Statement	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 173)	Endline (n = 136)	Baseline (n = 167)	Endline (n = 157)			
Slapping/hitting/smacking with the hand							
Always justified	2.3	0.7	2.4	1.9	0.36	-0.033–0.766	0.072
Sometimes justified	24.3	13.2	22.8	23.6			
Not sure	0.0	2.2	1.2	1.9			
Rarely justified	20.2	20.6	10.8	10.8			

Statement	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 173)	Endline (n = 136)	Baseline (n = 167)	Endline (n = 157)			
Never justified	53.2	63.2	62.9	61.8			
Slapping/hitting with an object							
Always justified	1.7	0.7	2.4	1.3	0.16	-0.184–0.503	0.362
Sometimes justified	14.5	9.6	12.0	13.4			
Not sure	1.2	0.0	2.4	0.0			
Rarely justified	12.7	6.6	15.0	8.9			
Never justified	69.9	83.1	68.3	76.4			
Shaking							
Always justified	1.2	2.2	3.0	1.3	-0.012	-0.36–0.344	-0.946
Sometimes justified	15.0	15.4	10.2	12.1			
Not sure	2.3	3.7	1.8	1.3			
Rarely justified	16.2	6.6	12.6	12.1			
Never justified	65.3	72.1	72.5	73.3			
Kicking or punching							
Always justified	0.0	0.0	0.0	0.6	-0.013	-0.16–0.134	0.860
Sometimes justified	1.2	1.5	2.4	1.3			
Not sure	0.6	0.7	1.2	0.0			
Rarely justified	4.6	2.9	3.0	4.5			
Never justified	93.6	94.9	93.4	93.6			
Stress positions that cause pain or discomfort							
Always justified	1.2	0.0	2.4	1.3	0.34*	0.07–0.608	0.013
Sometimes justified	10.4	1.5	4.2	5.7			
Not sure	0.0	0.7	3.0	3.2			
Rarely justified	9.3	3.7	7.2	5.1			
Never justified	79.2	94.1	83.2	84.7			
Hard labor or chores							
Always justified	0.6	0.0	0.6	1.3	0.22	0.061–0.438	0.044
Sometimes justified	2.9	2.2	2.4	7.0			
Not sure	0.6	0.7	0.6	1.3			
Rarely justified	8.7	4.4	7.2	3.2			
Never justified	87.3	92.7	89.2	87.3			
Throwing or pushing							
Always justified	0.0	0.0	1.0	0.0	-0.005	-0.15–0.13	0.936
Sometimes justified	1.7	0.7	1.8	0.0			

Statement	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 173)	Endline (n = 136)	Baseline (n = 167)	Endline (n = 157)			
Not sure	0.6	0.7	1.2	2.6			
Rarely justified	5.8	3.7	5.4	5.1			
Never justified	91.9	94.9	91	92.4			
Burning							
Not sure	0.6	2.2	2.4	0.6			
Rarely justified	2.0	0.0	1.0	1.0	0.056	-0.136–0.024	0.170
Never justified	98.0	98.0	96.0	99.0			

Table 24: Teachers Who Agreed or Disagreed with Norm Statements Regarding Corporal Punishment of Learners

Statement	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 167)	Endline (n = 156)	Baseline (n = 173)	Endline (n = 136)			
Corporal punishment of learners is common in my school							
Strongly agree	1.2	1.5	0.0	5.1	0.345 *	0.04–0.692	0.022
Agree	12.7	5.9	7.8	5.1			
Not sure	1.2	0.7	0.6	0.0			
Disagree	48.6	29.4	54.5	38.5			
Strongly disagree	36.4	62.5	37.1	51.3			
My fellow teachers approve of me using corporal punishment on the learners							
Strongly agree	1.2	2.9	1.2	3.2	0.319 *	0.002–0.636	0.048
Agree	16.2	8.8	13.2	12.2			
Not sure	6.4	2.9	4.2	4.5			
Disagree	57.2	35.3	62.3	44.9			
Strongly disagree	19.1	50.0	19.2	35.3			
My fellow teachers will think I am a bad teacher if I do not use corporal punishment on the learners							
Strongly agree	5.2	2.2	1.8	3.9	0.332*	0.006–0.658	0.045
Agree	15.0	7.4	13.8	9.0			
Not sure	2.9	2.2	3.0	3.2			
Disagree	55.5	39.7	58.7	45.5			
Strongly disagree	21.4	48.5	22.8	38.5			
My friends, neighbors, or family members would try to stop me if they see me subjecting a child to corporal punishment							
Strongly agree	12.1	24.3	18.0	23.7	-0.119	0.499–0.262	0.541
Agree	48.0	44.1	40.7	39.7			

Statement	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 167)	Endline (n = 156)	Baseline (n = 173)	Endline (n = 136)			
Not sure	8.1	8.8	9.6	9.0			
Disagree	25.4	13.2	26.4	21.8			
Strongly disagree	6.4	9.6	5.4	5.8			
In order to maintain my authority as a teacher, I must use corporal punishment							
Strongly agree	0.6	0.7	0.6	0.6			
Agree	3.5	1.5	4.2	4.5			
Not sure	0.6	0.0	0.6	0.0	0.165	-0.059–0.390	0.149
Disagree	53.2	27.9	58.7	43.6			
Strongly disagree	42.2	69.9	35.9	51.3			
In order to maintain my authority as a teacher, I must be able to threaten my pupils with corporal punishment							
Strongly agree	2.3	2.2	2.4	7.1			
Agree	12.7	10.3	15.6	13.5			
Not sure	1.2	1.5	0.6	1.3	0.247	-0.099–0.593	0.161
Disagree	50.9	34.6	52.1	39.7			
Strongly disagree	33.0	51.5	29.3	38.5			
Some teachers are able to discipline their learners well without corporal punishment							
Strongly agree	30.1	54.4	27.0	50.0			
Agree	60.1	44.1	67.1	41.0			
Not sure	4.1	0.7	0.6	1.3	-0.225	-0.465–0.016	0.067
Disagree	4.1	0.7	4.2	5.8			
Strongly disagree	1.7	0.0	1.2	1.9			

Table 25: Percent Difference in the Number of Teachers Who Witnessed Corporal Punishment of a Child in Their School

Statement	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 173)	Endline (n = 136)	Baseline (n = 167)	Endline (n = 156)			
Percent of teachers who witnessed a fellow teacher subjecting a child to corporal punishment							
No	76.3	87.5	84.4	84.0	-11.7*	-23.5–1.6	0.053
Yes	12.5	18.8	15.6	16.0			
Percent of teachers who witnessed a parent subjecting a child to corporal punishment							
No	82.7	39.7	87.4	65.4	20.1	7.7–34.1	0.002
Yes	17.3	60.3	12.6	34.6			

Table 26: Percent Difference in the Number of Teachers That Discussed the Advantages and Disadvantages of Corporal Punishment with Specific Persons

Category of persons	Kiyumba		Sekanyonyi		Diff	CI (95%)	P (0.05)
	Baseline (n = 173)	Endline (n = 136)	Baseline (n = 167)	Endline (n = 156)			
A fellow teacher	91.9	97.8	92.2	92.3	6.6	1.7–11.5	0.009
A friend	75.1	77.9	68.9	71.8	-0.1	-13.0–14.0	0.985
A neighbour	57.2	60.3	58.1	63.5	-2.3	-17.7–3.1	0.769
A family member	53.8	55.9	58.7	53.2	7.6	-8.0–23.2	0.340
Others at a community or a religious meeting	47.4	36.0	41.3	39.1	19.1	-24.6–6.3	0.245

Table 27: How the DID was computed for Likert scales (Sample question: Question 43a)

Survey phase	Control (C)	Treatment (T)	Difference(T−C)	p-value
Baseline	4.210	4.064	-0.146	0.154
Endline	4.256	4.456	0.199	0.072*
DID	—	—	0.345	0.022**

Table 31: Model used to obtain the Confidence Interval

Question 43 (a)	Coefficient	T-statistic	p-value	[95% Confidence Interval]	
Baselne_Endline	-0.146	-1.43	0.154	-0.347	0.055
Time	0.047	0.45	0.656	-0.159	0.253
Interact	0.345	2.29	0.022	0.049	0.641
_cons	4.209	57.64	0.000	4.066	4.353

Table 28: How the DID was computed for Proportions (sample question: Question 42 (1)

Survey phase	Control (C)	Treatment (T)	Difference(T−C)	p-value
Baseline	0.689	0.751	0.063	0.191
Endline	0.718	0.779	0.061	0.237
DID	—	—	-0.001	0.985

Table 33 Model used to obtain the confidence interval for the Difference in Difference

Question 43 (a)	Coefficient	T-statistic	p-value	[95% Confidence Interval]	
Baselne_Endline	-0.063	-1.31	0.191	-0.315	0.157
Time	0.029	0.59	0.552	-0.067	0.126
Interact	0.001	-0.02	0.985	-0.149	0.137
_cons	0.689	20.10	0.000	0.621	0.756