



Pupil SEL Assessment Baseline Findings Report February 2021

PUPIL SOCIAL EMOTIONAL LEARNING BASELINE FINDINGS REPORT

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EXECUTIVE SUMMARY

Social Emotional Learning (SEL) is a key component to the well-being of all pupils, teachers, and members of the school community, and particularly for children who have faced severe adversity or otherwise experienced co-occurring risk factors -including poverty, displacement, and violence, and/or parents with low levels of education.

Result Area 2 of the SENSE Activity aims for teachers to *“Deliver conflict-sensitive quality basic education instruction that improves pupil psychosocial well-being and learning outcomes.”* To monitor progress toward these goals, the assessment has been developed to monitor and evaluate the degree to which these interventions impact pupils’ SEL skills, and areas the program can be improved, in accordance with the USAID Supplemental Indicator *“Number of students who have improved social and emotional skills, as locally defined, with USG assistance”*.

A literature review of existing tools designed to measure various SEL-aligned skills in children was conducted, and domain areas were developed for two main areas of the SENSE activity’s SEL interventions – one focusing on teacher competencies for supporting pupils’ psychosocial well-being and social emotional learning, and the one that this tool is intended to measure focusing on pupils’ SEL skills and well-being. Within this domain, a set of constructs were developed aligned to the competency areas of the SENSE SEL Framework, each with associated outcomes and sub-outcomes/skills.

The pupil responses have been coded to derive figures for each desired sub-outcome/skill, with higher scores meaning higher SEL competency. For each question on the tool, the analysis includes number of responses out of the total of 383 pupils assessed, minimum and maximum coded values, the mean, variance, standard deviation, number of responding pupils below the mean, and percent of responding pupils below the mean. Questions from the tool are assigned to at least one sub-outcome/skill. Figures for each question have been averaged to derive scores for each sub-outcome/skill, then scores for each sub-outcome skill have been averaged to derive scores for each construct/competency area. Constructs 1-5 are then averaged to derive scores for overall SEL competency, with the percent of pupils below the mean serving as the baseline indicator.

The competency area demonstrating the strongest pupil competence was, by a significant margin, Construct 3 on pupils’ relationship skills, with the percent of responding pupils scoring below the mean at 13.55%. The second lowest percent of responding pupils scoring below the mean was Construct 2 on pupils’ emotional management skills at 25.4% of pupils scoring below the mean, followed closely by Construct 5 on pupils’ resilience skills at 25.73%. Pupils’ self-awareness skills in Construct 1 and conflict resolution skills in Construct 4 were lower and identified as high priority areas, with the percent of pupils scoring below the mean averaging 33.93% and 31.24%, respectively. The average mean across the five construct areas was 1.83, with an average minimum value of .16 and an average maximum value of 2.24. The number of pupils scoring below the mean was 86 out of 383, and the percent of pupils scoring below the mean was 26.02%, with an average variance of .44.

Some areas identified for prioritization from the baseline include addressing the significant degree of violence reported by children both in their home lives and in their school environment, and weaker demonstration of skills for pupils' emotional management, growth mindset, conflict resolution skills, and skills for coping with difficult emotions. Key SEL intervention activities that must be prioritized during SENSE activity implementation include:

Teacher skills for using Positive Discipline, SEL-infused classroom management practices

- Teacher training in Positive Discipline and SEL-infused Classroom Management as outlined in the Teacher SEL Activities Guide to
- Sensitization of School-Based Management Committees with Community Education Volunteer support to reinforce positive discipline strategies at home and to engage the community in holding teachers accountable
- Teacher implementation of SEL storytelling discussion and role-play activities in classrooms that engage pupils in understanding healthy ways of resolving conflict and promoting respectful behaviors. Sample storytelling and role-play activities have been submitted to align to stories from Mu Karanta and RANA.

Teachers' skills for facilitating pupils' growth mindset and emotional management

- Teachers practicing SEL-infused classroom management that emphasize positive, constructive feedback to pupils that support their growth mindset, as outlined in the Teacher SEL Activities Guide
- Teachers implementing integrated SEL activities including storytelling discussion and role-play activities based on stories that address overcoming obstacles and allow pupils to reflect on healthy emotional reactions to various scenarios. Another helpful integrated SEL activity is the Making Plans activity that helps pupils practice skills for setting goals and making plans. These three activities are all outlined in the Teacher SEL Activities Guide, and sample storytelling and role-play activities have been submitted to align to stories from Mu Karanta and RANA.

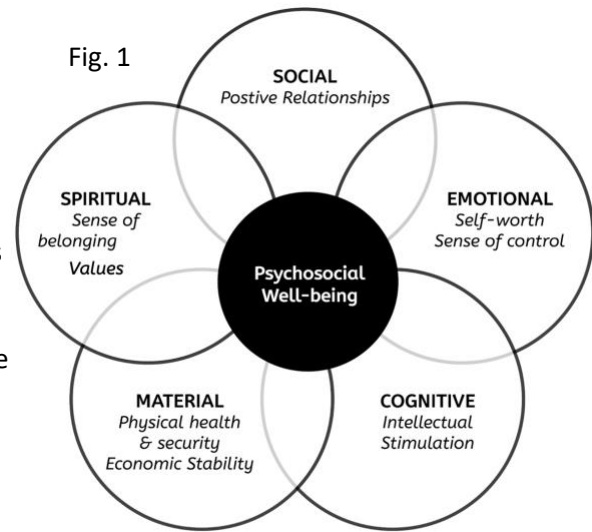
Teachers' skills for equipping pupils with skills to cope with difficult emotions and resolve conflict

- Teachers implementing stand-alone SEL activities such as mindfulness activities and songs that help pupils practice their emotional management skills and build their self-awareness and focus skills. Learning how to use mindfulness breathing exercises are effective tools to manage difficult emotions.

SENSE SOCIAL EMOTIONAL LEARNING FRAMEWORK OVERVIEW

Social Emotional Learning (SEL) is a key component to the well-being of pupils, teachers, and all members of the school community. Social emotional learning is a set of processes for building knowledge, attitudes, and skills to understand and manage emotions, set and achieve goals, appreciate the perspectives of others, cultivate positive, empathetic relationships, and make responsible decisions.

Well-being can be defined as a condition of holistic health across an array of interconnected components. Programs intended to contribute to well-being should consider how key components of well-being, such as those highlighted in the below diagram, interplay together to contribute to overall well-being.¹



SEL is particularly important for children who Social emotional learning is valuable for all children, and particularly for children who have faced severe adversity or otherwise experienced co-occurring risk factors -including poverty, displacement, and violence, and/or parents with low levels of education. These risk factors that have been shown to be predictors of unfavorable outcomes², with residual trauma from prior exposure to conflict and crisis creating a cumulative risk for children that must be addressed by efforts to promote their psychosocial well-being and equip them with social emotional skills if they are expected to succeed in school and in life.

In environments impacted by extreme challenges such as violence and poverty, some children, and the people around them, may experience toxic stress. Toxic stress refers to stress that builds up over time from repeated exposure to trauma. Toxic stress can make it difficult for children to focus, learn or develop healthy relationships and habits. SEL has been shown to help mitigate the effects of toxic stress, by providing children with the tools to focus, manage their emotional responses, positively interact with others, and cope with challenges.³

¹ Williamson, J. and Robinson, M. (2006). Psychosocial interventions, or integrated programming for well-being? *Intervention* 4:1, p. 4-25.

² Masten, A. (2006). Promoting resilience in development: A general framework for systems of care. In R.J. Flynn, P. M. Dudding & J.G. Barber, *Promoting Resilience in Child Welfare*. University of Ottawa Press.

³ Adapted from Addressing Education in Northeast Nigeria materials developed by IRC with funding support from USAID.

How is SEL being implemented in schools through the SENSE activity?

The activities and pedagogical approaches included in the SENSE SEL Framework have been designed based on teacher survey baseline findings of common teacher approaches to discussing SEL topics such as self-confidence, respect for people from different backgrounds, and conflict resolution. Teacher training guides teachers through their self-reflection process to think about their own SEL skills, and how they can implement SEL activities in ways that support teaching of other subjects, and which promote well-being among both teachers and their pupils.

The below diagram shows the three main strands of SEL classroom implementation:

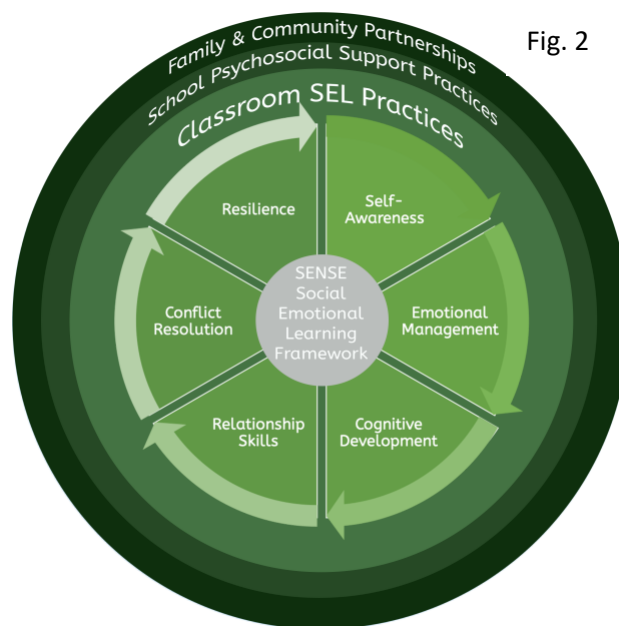


Fig. 2

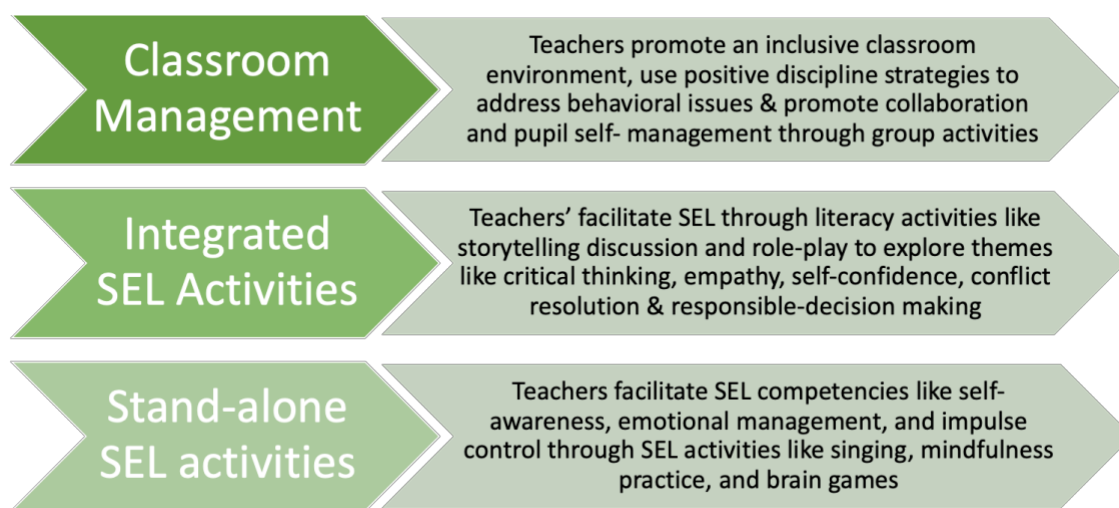


Fig.3

PUPIL SEL ASSESSMENT DESIGN

Why was the Pupil SEL Assessment Developed?

Result Area 2 of the SENSE Activity aims for teachers to:

“Deliver conflict-sensitive quality basic education instruction that improves pupil psychosocial well-being and learning outcomes.”

Within this Result Area, SENSE is to provide coaching and mentoring for teachers in classroom management, classroom environment, and SEL integration according to local context through the following interventions:

Teacher training in implementing SEL

Mentorship and peer support for teachers

Community sensitization on supporting teachers and their profession

To monitor progress toward these goals, the assessment has been developed to monitor and evaluate the degree to which these interventions impact pupils’ SEL skills, and areas the program can be improved, in accordance with the USAID Supplemental Indicator below:

Number of students who have improved social and emotional skills, as locally defined, with USG assistance

The SEL Assessment will be administered along with Teacher Surveys before and after their training workshops, and structured classroom observations to be conducted during school support visits by SENSE staff.

The Pupil SEL Assessment baseline findings presented in this report will eventually be analyzed alongside Teacher Survey and Classroom Observation data once collected to show how teacher understanding and practice of SEL classroom management approaches and learning activities correlate with changes in pupil SEL competencies, and will be used to inform ongoing program improvements.

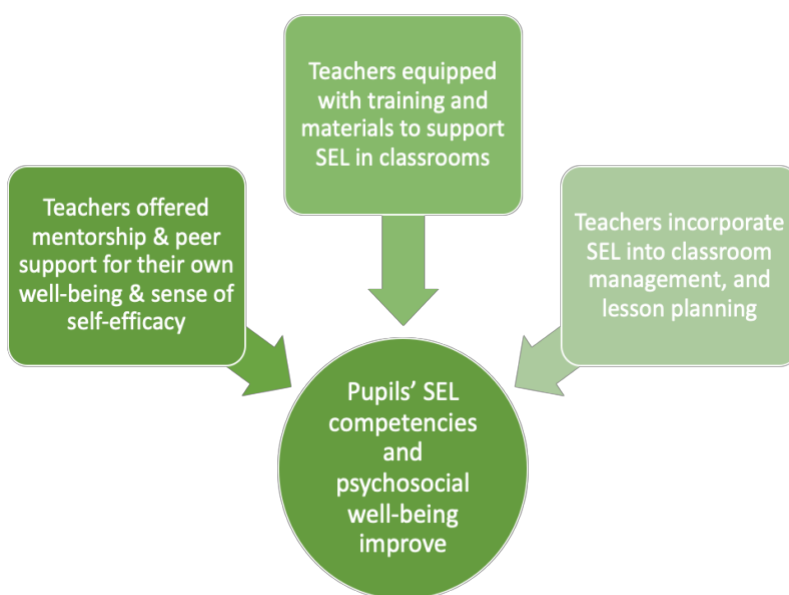


Fig. 4

What does the SENSE Pupil SEL Assessment Measure?

Effective learning in schools is largely enabled by the well-being of learners, teachers, and the wider community. The model of well-being used in the SENSE activity's SEL materials considers the following non-exhaustive elements – social, emotional, cognitive, material, and spiritual. The activity's interventions aim to primarily support development of pupil's competencies for social and emotional well-being, which in turn support cognitive well-being and achievement across subjects. The model also supports skills for conflict resolution and resilience. Based on research linking social and emotional well-being to physical health⁴, these SEL competencies are theorized to support aspects of pupils' physical health as well, promoting their material well-being.

The Pupil SEL Assessment has been designed to measure the key skills associated with the SEL Framework competency areas outlined in Appendix A. A literature review of existing tools designed to measure various SEL-aligned skills in children was conducted as part of the process, including review of tools such as the International Social Emotional Learning Assessment⁵, the Interpersonal Reactivity Index⁶, and the Test of Self-Conscious Affect⁷, and the Panorama SEL Survey⁸. Domain areas were developed for two main areas of the SENSE activity's SEL interventions – one focusing on teacher competencies for supporting pupils' psychosocial well-being and social emotional learning, and the one that this tool is intended to measure focusing on pupils' SEL skills and well-being. Within this domain, a set of constructs were developed aligned to the competency areas of the SENSE SEL Framework, each with associated outcomes and sub-outcomes/skills. Appendix B shows a table outlining the desired outcomes and associated skills for each competency area of the SENSE SEL Framework, and how questions are assigned to measure each sub-outcome/skill, guiding the analysis approach. The full pupil SEL assessment tool can be found in Appendix C.

The skills outlined in Figure 2, and detailed in Appendix A, have been organized into six sections within the assessment tool, including four sets of scenario-based questions that are designed to be familiar to the daily lives of children in Northeast Nigeria. There is also a section of background questions about the child's home and school environment, and a final section with questions about the child's self-perceptions and attitudes.

Preparing for Data Collection

The original Pupil SEL Assessment Tool was developed in English, and professionally translated into Hausa. In preparation for data collection, enumerators were provided background on the SENSE SEL Framework, and worked together to brainstorm possible pupil responses to some of the open-ended questions in order to develop a shared understanding on how to code pupil responses into the data collection tool for quantitative analysis. For example, for questions asking pupils to look at stimuli with

⁴ McGene, J. (2013). Social Fitness and Resilience: A Review of Relevant Constructs, Measures, and Links to Well-Being. RAND Corporation.

⁵ More on ISELA: <https://inee.org/resources/international-social-and-emotional-learning-assessment-isela>

⁶ More on the Interpersonal Reactivity Index: <https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/EMPATHY-InterpersonalReactivityIndex.pdf>

⁷ More on TOSCA - http://springer.iq-technikum.de/referenceworkentry/10.1007/978-3-319-28099-8_954-1

⁸ More on the Panorama SEL Survey: <https://www.panoramaed.com/social-emotional-learning-sel>

images of children and name the appropriate emotion shown in the images, enumerators brainstormed possible responses. For an image showing a child crying, responses coded as “appropriate” would include things like “the child looks sad”, “he is upset”, “he is crying”, etc, whereas responses coded as “inappropriate” would include things like “he looks happy”, “he is laughing”, etc.

Piloting of the Tool

A pilot exercise was conducted in Hausa with 48 pupils representing the same demographics as those in the baseline sample to test the tool and identify any areas needed for adjustments and/or to clarify the data collection methodology for the enumerators. Several questions were yielded large numbers of children not responding, and several questions were rephrased to make them clearer. It was also decided however that large numbers of non-responses were not reason enough to remove questions, since the research theorizes that at baseline, many children may struggle to understand some of the concepts, and that by endline, after participating in SEL interventions in schools, the same questions will yield higher response rates.

Limitations

While careful measures were taken to ensure interrater reliability in how enumerators were trained to code pupil responses, there is still a chance that some enumerators coded responses differently from each other. The subjective nature of many of the questions asking pupils about their feelings and experiences with different scenarios intended to be familiar to their lived realities make it difficult to ensure complete consistency in how enumerators code responses. As discussed in the next section on baseline findings, the analysis approach uses numerous questions from the tool to measure more than one skill, in an attempt to consider how certain skills combine together to form various social emotional competency areas. For example, strong empathy skills help children have healthy relationships, while also helping them be effective at conflict resolution, and be resilient. The research team theorizes that this approach makes for a holistic way of measuring overall SEL competency, but it might also be argued that this analysis approach gives more weight to certain SEL skills over others.

BASELINE FINDINGS

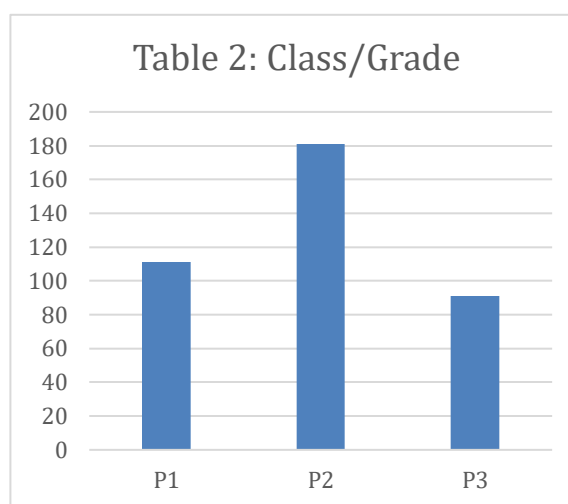
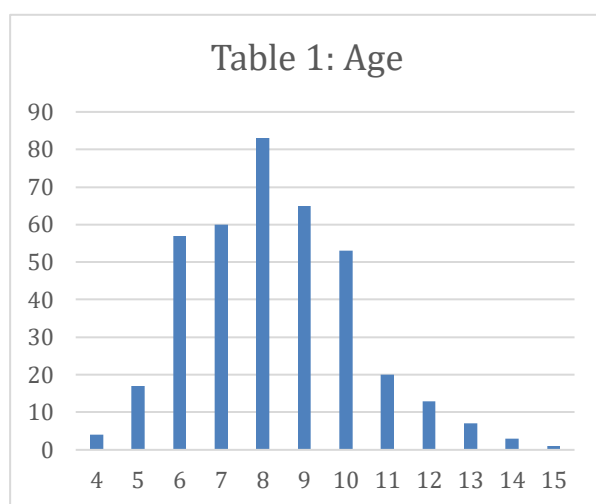
Analysis Approach

The pupil responses have been coded to derive figures for each desired sub-outcome/skill, with higher scores meaning higher SEL competency. For each question on the tool, the analysis includes number of responses out of the total of 383 pupils assessed, minimum and maximum coded values, the mean, variance, standard deviation, number of responding pupils below the mean, and percent of responding pupils below the mean. Questions from the tool are assigned to at least one sub-outcome/skill. Numerous questions from the tool are used to measure more than one sub-outcome/skill area, as many of the SEL skills the tool attempts to measure overlap with each other. For example, strong relationship

skills and emotional management skills are necessary for pupil resilience. In some cases, entire sub-outcome areas are used to measure more than one construct.

Figures for each question have been averaged to derive scores for each sub-outcome/skill, then scores for each sub-outcome skill have been averaged to derive scores for each construct/competency area. Constructs 1-5 are then averaged to derive scores for overall SEL competency, with the percent of pupils below the mean serving as the baseline indicator. Construct 6 on pupils' material well-being is intended to help analyze correlations between pupil SEL competencies and factors in the pupils' home and school environments.

This section is organized by construct/competency area, with each construct sub-section beginning with a summary table of the construct's associated outcomes and sub-outcomes/skills and a selection of the scores as outlined above, including response number, mean, variance, and percent of responding pupils below the mean. Each construct/competency area sub-section is then followed by an analysis of



descriptive statistics for the various questions from the tool used to analyze each construct. A full data table is included in Appendix D.

The section closes with a discussion of the average scores across constructs.

Sample

The sample size for the baseline is 383 pupils (n=383). Among these 383 pupils, 230 are from Gombe and 153 are from Adamawa. Pupils from grades P1-P3 were assessed in alignment with the SENSE activity's target grades, including 111 from P1, 181 from P2, and 91 from P3. Pupils ages ranged from age 4-15, as shown in the below table. Among the 383 pupils, 213 were female and 170 were male, while 241 were from urban schools and 142 were from rural schools.

Construct 1 – Pupil Self-Awareness

The Outcomes and sub-outcome skills that make up the measure for Pupil Self-Awareness are outlined in the below table. Construct 1 on pupils' self-awareness measures sub-outcomes/skills including pupils' self-confidence (Outcome 1), and pupils' awareness of their emotions (Outcome 2).

Construct/ Outcome/ Sub- Outcome/	Skill/Competency	Responses	Mean	Variance	% of pupils below mean
Construct 1	Pupil's self-awareness	337.63	1.84	0.64	33.93%
Outcome 1	Pupil has self-confidence	321.69	1.69	0.40	31.19%
Sub-outcome 1.1	Pupil can identify positive qualities about themselves	354	1.95	0.4	28.35%
Sub-outcome 1.2	Pupil can name at least one future goal	287.75	1.52	0.37	27.57%
Sub-outcome 1.3	Pupil demonstrates confidence in their ability to learn and grow (growth mindset)	323.33	1.61	0.43	37.65%
Outcome 2	Pupil is aware of their emotions	353.57	1.99	0.87	36.68%
Sub-outcome 2.1	Pupil can name their emotional reactions to various scenarios	353.57	1.99	0.87	36.68%

Construct 1 on pupils' self-awareness found 33.93% of pupil respondents responding below the mean, the highest percentage among the 5 SEL competency constructs. Construct 1 also has the highest variance among the 5 competency constructs at .64, showing that pupils' self-awareness skills are an area in need of particular focus during SEL interventions. Within this construct, a relatively large majority of pupils, averaging 354 out of 383 assessed, responded to sub-outcome 1.1 questions pertaining to their ability to express positive qualities about themselves, with a relatively smaller number below the mean, at 24.69%. Significantly fewer pupils replied to sub-outcome 1.2 questions about their future goals, averaging 287.75 out of 383 pupils assessed. Questions aimed at measuring pupils' growth mindset for sub-outcome 1.3 showed a relatively large number below the mean at 37.65%, indicating that pupils' believing in their ability to improve at things they currently struggle with is an area for improvement. For sub-outcome 2.1, a relatively large percentage of pupils scored below the mean, indicating some discomfort or weakness in understanding their own emotions. The discussion below explores further the pupil responses to individual items from the assessment tool.

The baseline findings show that for Outcome 1 on pupils' self-confidence, 73% of pupils were able to name at least 1 quality they like about themselves, with 42% able to name at least 2 (see Fig. 5). Eighty-three percent (83%) feel confident answering teacher questions in class, while 86% at least somewhat agree that they are able to do their schoolwork at least as well as their peers. Another skill considered for Outcome 1 was pupils' ability to name a future goal (see Fig 6.), with follow-up questions looking at whether pupils were able to identify steps and any potential challenges to achieving their goal. Eighty-two percent (82%) if pupils were able to identify a future goal. *Among those pupils able to identify a future goal, 76% were able to name steps they could take toward achieving that goal (69% of total).* Further, 52% believed they would not face challenges in achieving their goal, displaying great optimism (48% of total), while 30% said they believed they would face challenges (27% of total), with 18% able to name at least one specific challenge (16% of total). Twenty-nine percent were able to name at least one way they would work to overcome their challenges (27% of total), however 41% did not respond when asked how they might overcome challenges (37% of total).

To measure pupils' growth mindset as a skill for self-confidence, pupils were asked to name at least one thing they want to get better at doing (see Fig. 7). Eighty-eight percent (88%) were able to name at least one thing, with 40% naming more than one thing. Seventy percent (70%) reported that they feel positively about their ability to improve at the thing they named, pointing toward a growth mindset. Eighty-three percent (83%) said they feel confident answering questions posed by the teacher in class, with 13% saying they don't feel confident, and 1% saying the question is not relevant as they have teachers who don't ask questions. When asked whether they feel shy about asking questions in class, the responses were quite different,

FIG 5: CAN YOU NAME 2 QUALITIES YOU LIKE ABOUT SELF?

■ Names 2 ■ names 1 ■ Cannot name ■ No response

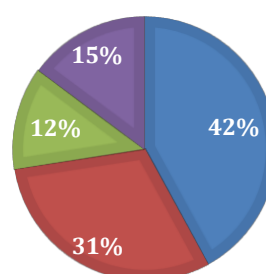


FIG 6: IDENTIFY FUTURE GOAL

■ Describes goal ■ Unsure/no goal ■ No response

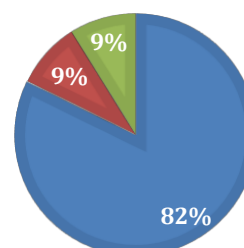
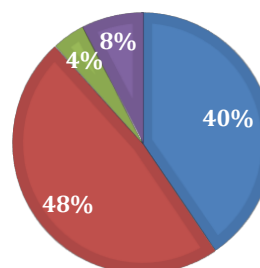


FIG 7: NAME AT LEAST ONE THING TO GET BETTER AT DOING

■ Names more than one thing ■ Names one thing
■ No/unsure ■ No response

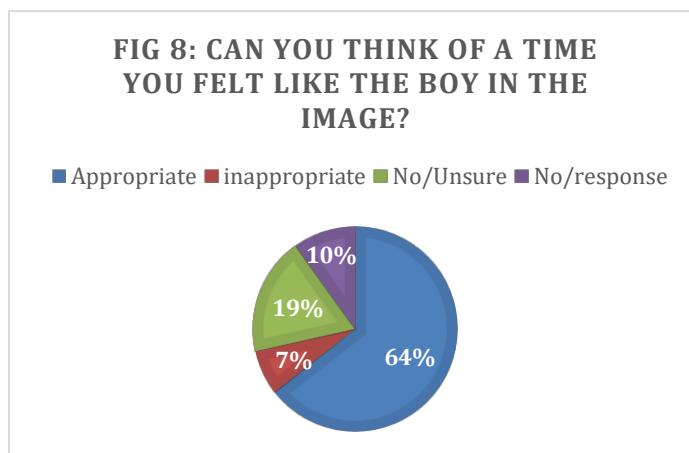


with 46% reporting that they feel shy to ask questions in class. When asked how they felt about their ability to catch up with studies if they were to miss a week of school, 69% responded positively, with 41% saying they would try their best, and 28% saying they would ask for help. This question is also used to measure the resilience competency area below.

Taken together, the findings show relative consistency across questions measuring skills associated with self-confidence, with between 69% and 88% of pupils responding positively on questions measuring first order skills.

For Outcome 2 measuring pupils' awareness of their own emotions, pupils were asked several questions regarding their likely emotional reactions in various scenarios. After being asked to identify the emotional state of a child from a set of images shown during the assessment (see Construct 4, Outcome 11), pupils were asked whether they could remember a time they felt the emotion they identified in the images. For an image depicting a "sad" child (See Fig. 8),

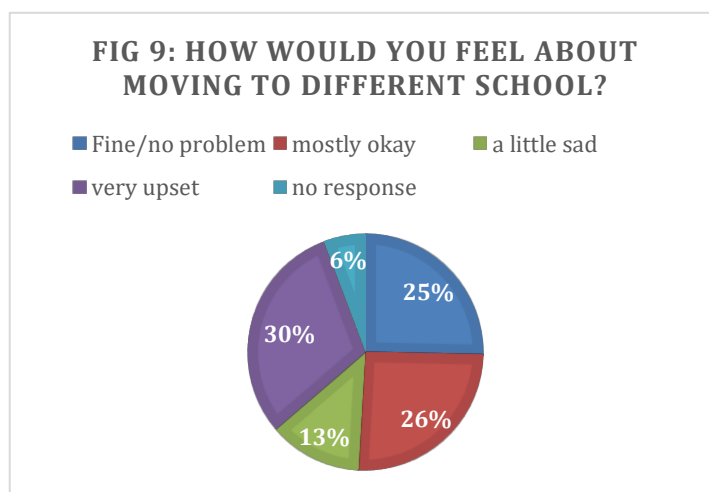
64% named a relevant personal experience aligning to the emotion they had identified in the image, while 7% named an experience describing a misaligned emotion, 19% were unsure, and 10% did not respond. For an image depicting a "worried" child, 52% named a relevant personal experience, with 11% naming a misaligned emotional experience, 24% unsure, and 13% not responding.



When asked how much they agree with the statement "*It makes me sad to see a child who can't find anyone to play with*", 81% said they at least somewhat agree, with 65% saying they very much agree.

When asked how they feel coming to school, 92% said they feel at least somewhat happy, with just 4% saying they feel either somewhat unhappy

or very unhappy, and another 4% choosing neither happy or unhappy. When asked if they feel afraid to come to school, only 5% opted not to identify an emotion, with 17% feeling at least somewhat afraid, and 78% feeling unafraid. When asked about how they would feel if they were to move to a different school (see Fig 9), 6% were unable to name a feeling, with 51% responding that they would be fine or mostly fine, and 43% saying they would be at least a little sad or upset.



Construct 2 – Pupil Emotional Management

The Outcomes and sub-outcome skills that make up the measure for Pupils' Emotional Management competency area are included in the below table. To measure this construct on pupils' emotional management competency, three outcomes and their associated skills were measured, including pupils' coping skills for managing negative emotions (Outcome 3), pupils' gratitude (Outcome 4), and pupils' ability to remain focused and well-behaved during class (Outcome 5).

Construct/ Outcome/ Sub- Outcome	Skill/Competency	Responses	Mean	Variance	% of pupils below mean
Construct 2	Pupil's emotional management skills	326.57	1.88	.41	25.40%
Outcome 3	Pupil has coping skills for managing negative emotions	270.56	1.56	0.42	34.59%
Sub-outcome 3.1	Pupil can describe/show at least one method they use to calm themselves during stressful or anxiety inducing situations	245.67	1.53	0.46	34.28%
Sub-outcome 3.2	Pupil can describe/show at least one method they use to cheer themselves up when they feel sad	281.33	1.61	0.41	30.28%
Sub-outcome 3.3	Pupil can describe/show at least one method they use to calm themselves when they feel angry	284.67	1.53	0.38	39.22%
Outcome 4	Pupil practices gratitude	350.00	1.67	0.19	15.94%
Sub-outcome 4.1	Pupil can name at least one thing or person they are grateful for	350	1.67	0.19	15.94%
Outcome 5	Pupil is able to remain focused and well-behaved during class	359.17	2.42	0.62	25.68%
Sub-outcome 5.1	Pupil is able to remain focused on the task at hand when working independently or in small groups	365	2.5	0.72	30.55%
Sub-outcome 5.2 / 9.1	Pupil participates in school group activities and interacts with peers properly	353.33	2.33	0.53	20.80%

Outcome 3 showed an overall low response rate among pupils, ranging from an average 245.67 pupil responses on questions pertaining to coping with feelings of stress or worry, to 281.33 and 384.67 averages when talking about coping with feelings of sadness and anger, respectively. Pupils seem most able to cope with feelings of sadness based, with 30.28% below the mean, as compared to 34.28% below mean for feelings of worry/stress and 39.22% below the mean for feelings of anger. While anger shows a larger number below the mean, it also includes a larger sample of pupils. Pupils had high response rates when discussing feelings of gratitude in Outcome 4, as well as questions pertaining to participating and behaving in class in outcome 5, with between averages of 350-365 pupils responding to these questions. For Outcome 4, the percent responding below the mean was low at 15.94%, indicating that pupils' feelings of gratitude are strong. This aligns to pupils' strong relatively strong

competency in the relationship skills Construct 3 to be discussed in the next section. Further analysis of responses to questions within this section are discussed below.

For Outcome 3 on pupils' coping mechanisms, pupils were asked to describe or show at least one method they use to calm themselves during various difficult emotional situations – including feeling sad, stressed/worried, or angry. For each scenario, questions build on each other to see whether pupils understand how these coping mechanisms work for them, and the degree of breadth of coping mechanisms they use. For the first set of questions asking pupils to describe or show something they do to cheer themselves up, between 60-73% were able to at least name one thing with 44-56% describing or showing something. Next, pupils were asked to describe how that thing helps them to feel better, with 44-55% able to demonstrate this understanding of how the activity helps them manage their emotion. When asked if they are able to show any *additional* coping mechanisms, 50-65% were able to at least name a second thing, with 36-43% showing or describing.

Table 3: PUPIL METHODS TO CHEER/CALM THEMSELVES DURING DIFFICULT EMOTIONAL SITUATIONS

	SHOW/DESCRIBE 1 THING				DESCRIBE HOW IT HELPS				SHOW/DESCRIBE ANOTHER THING			
	Show/ describe	Name	Unsure	No Response	Show/ describe	Name	Unsure	No Response	Show/ describe	Name	Unsure	No Response
SAD	56%	17%	12%	15%	55%	12%	2%	3%	43%	17%	7%	6%
WORRIED	44%	16%	20%	20%	44%	12%	0%	3%	36%	14%	6%	3%
ANGRY	43%	30%	11%	16%	53%	14%	2%	4%	38%	27%	4%	4%

Across the three emotions, pupils seem most able to discuss how they cope with feelings of sadness. Pupils seem about equally able to describe how they cope with feelings of worry and anger, however, their ability to describe how their coping mechanisms make them feel better is a little stronger for feelings of anger than feelings of worry.

For Outcome 4 on skills for practicing gratitude, a number of questions were used to measure pupils' ability to name people or things they are grateful for. For the same three emotion scenarios described above, pupils were asked if they have someone they feel comfortable talking to when feeling those difficult emotions. For feelings of sadness, 84% of pupils said "yes", for feelings of worry/stress, 84% also said yes, and for feelings of anger, 91% said yes. These same questions are also used to measure pupils' feelings of belonging and inclusion for Construct 3 on relationship skills, below.

When asked if pupils could name something or someone they feel happy or thankful for, 74% named something/someone, 14% said they were unsure, and 12% didn't respond (Fig 10). When asked to describe a time when someone helped them (Fig 11), 66% of pupils described an appropriate example, 17% saying they couldn't identify an example or were unsure, and 17% not responding.

FIG 10: SOMETHING/SOMEONE THAT MAKES YOU FEEL HAPPY/THANKFUL?

■ Names something ■ Unsure ■ No response

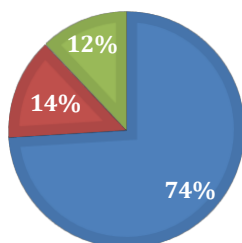
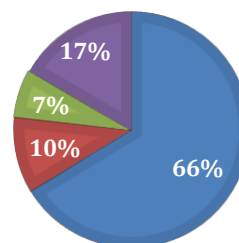


FIG 11: TELL ABOUT A TIME WHEN SOMEONE HELPED YOU?

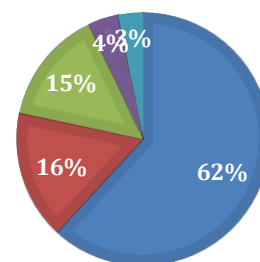
■ Describes ■ Does not identify ■ Unsure ■ No response



For Outcome 5 on pupils' ability to focus and behave well during class, pupils were asked a series of Likert scale questions relating to common class activities/expectations. When asked if they usually complete the task when their teacher gives them work to do (Fig 12), 62% said "yes, always", while 16% said "most of the time", 15% said "sometimes", 4% said not usually, and 3% didn't respond. When asked how much the statement "*When I do work with my classmates, I always try to listen to them*" describes their behavior in class, 65% said "very much", 15% said "somewhat", 8% said "a little", 6% said "not at all", and 6% did not respond. When asked how much they agree with the statement "*When my teacher asks me to work with my classmates, I am excited to work together with them*", 72% said "very much", 5% said "somewhat", 14% said "a little", 4% said "not at all", and 5% didn't respond. With these questions, there is a chance that some pupils gave the response they think is the "right" answer, but overall, this question yielded large majorities of pupils reporting positive perceptions of their classroom participation.

FIG 12: DO YOU USUALLY COMPLETE TEACHER TASKS?

■ Yes, always ■ Most time ■ Sometimes ■ Not usually ■ No response



Construct 3 – Pupil Relationship Skills

The Outcomes and sub-outcome skills that make up the measure for Pupils' Relationship Skills competency area are included in the below table. To measure this construct on relationship skills, four outcomes and their associated skills were measured, including pupils' ability to express feelings of belonging and inclusion (Outcome 6), their ability to talk to others for support (Outcome 7), their ability to demonstrate empathy for others (Outcome 8), and their ability to work well in a team setting (Outcome 9).

Construct/ Outcome/ Sub- Outcome	Skill/Competency	Responses	Mean	Variance	% of pupils below mean
Construct 3	Pupil's relationship skills	347.67	2.01	0.26	13.55%
Outcome 6	Pupil expresses feelings of belonging and inclusion	370.67	1.88	0.12	10.89%
Sub-outcome 6.1	Pupil has at least one family member, friend, or other adult that they feel welcome and comfortable talking to	370.67	1.88	0.12	10.89%
Outcome 7	Pupil is able to talk to others for support	333.67	2.00	0.00	0.00%
Sub-outcome 7.1	Pupil can name people in their life (family, friend, other adult) they are able to talk to for support	333.67	2	0	0.00%
Outcome 8	Pupil demonstrates empathy for others	333.02	1.82	0.37	22.53%
Sub-outcome 8.1	Pupil can recognize the emotions of others	366.8	1.74	0.21	23.23%
Sub-outcome 8.2	Pupil can theorize on the possible cause of a person's emotional state	339.6	2.03	0.5	24.42%
Sub-outcome 8.3	Pupil can name at least one thing they would do to offer emotional support to others	292.67	1.7	0.41	19.93%
Outcome 9	Pupil can work well in a team setting	353.33	2.33	0.53	20.80%
Sub-outcome 9.1	Pupil participates in school group activities and interacts with peers properly	353.33	2.33	0.53	20.80%

Construct 3 findings show that pupils' relationship skills were the strongest of the 5 SEL competency area constructs, with just 13.55% of pupils scoring below the mean on average, and also yielded the highest response rate average among pupils, with an average of 347.67 of 383 pupils assessed answering questions assigned to this construct. Sub-outcome 7.1 shows 0% scoring below the mean, because it is based on responses to questions asking who the is first person they would talk to about various emotional scenarios as follow-up questions asked to those who responded "yes" to sub-outcome 6.1 questions about whether they have someone to talk to about various emotions they may be feeling. The lower response rate of sub-outcome 7.1 as compared to sub-outcome 6.1 shows that even among those who responded yes to sub-outcome 6.1 questions, some were not able to name someone specifically. Outcome 8 on empathy skills shows decreasing response rates among sub-outcomes 8.1-8.3. Most pupils responded to questions showing their ability to recognize emotions of others, with a low variance of .21, but a relatively high percent of pupils scoring below the mean as compared to the rest of the construct, at 23.23%. Less pupils demonstrated ability to theorize on others' emotional state, with relatively high variance of .5 and high percent below the mean at 24.42%. Still fewer were able to name something they would do to offer emotional support, with an average of 292.67 responding to questions for sub-outcome 8.3. This decreasing response rate aligns to research team assumptions that the Outcome 8 sub-outcomes increase in difficulty of skill. Outcome 9 questions on pupils' ability to work well in team settings showed a high response rate of 353.33 on average, but

also showed a relatively high variance of .53 and 20.8% of pupil respondents below the mean. Further analysis of pupil responses to questions within this construct is provided below.

Outcome 6 measures pupils' feelings of belonging and inclusion by asking if they have someone who they feel comfortable talking to about different emotion scenarios, as summarized above for Outcome 4 on gratitude, with 84% of pupils saying yes for feelings of sadness, 84% of pupils saying "yes" for feelings of worry/stress, and 91% for feelings of anger. As a follow-up to those who said "yes" to each scenario, pupils were asked who is the first person they would talk to, to measure their ability to talk to others for support for Outcome 7. The responses were consistent across emotion scenarios, with parents being the first person for 75-80% of pupils across the 3 scenarios (69-71% of total), followed by friends (11-16% or "yesses" to preceding question, 10-15% of total), other adult family like a grandparent, aunt or uncle (4%), and non-family adult like a teacher or religious leader (2%) (See Fig 13 for sad emotion scenario). Across the 3 emotion scenarios, 3-5% of pupils who had said "yes" to whether they had someone to talk to did not respond when asked to specify who, perhaps indicating that some of the original "yes" responses may not be accurate.

Outcome 8 measures pupils' ability to demonstrate empathy for others, among the most key SEL skills used to measure several constructs in the analysis. This outcome includes skills for recognizing the emotions of others, theorizing on possible causes of another person's emotional state, and ability to name at least one thing they would do to offer emotional support to another. To measure pupils' ability to recognize the emotions of others, pupils were shown stimuli illustrations

FIG 13: WHO IS FIRST PERSON YOU WOULD TALK TO WHEN FEELING SAD?

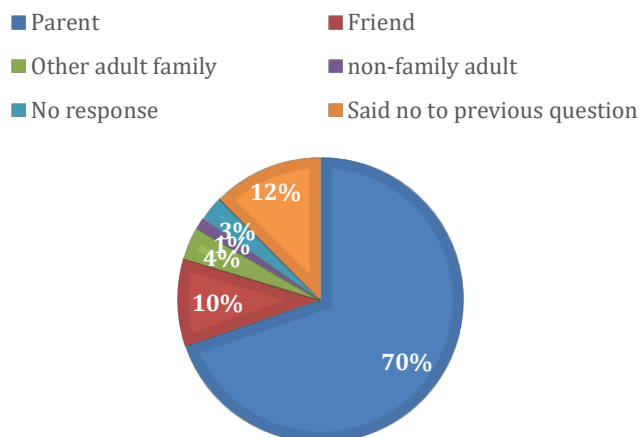


FIG 14: DESCRIBE HOW BOY IS FEELING

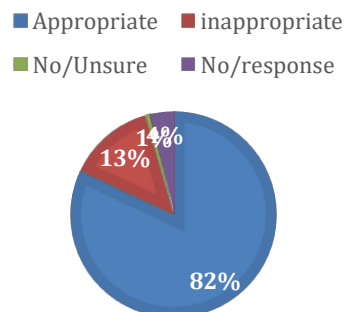
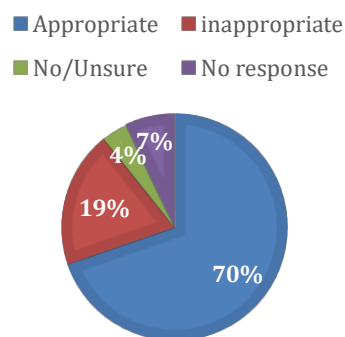


FIG 15: DESCRIBE HOW GIRL IS FEELING



of children expressing three different emotions or situations (sadness, worry/concern, conflict/anger) and asked to identify the emotion. Enumerators prepared in advance by agreeing on possible responses and how they would code them (appropriate, inappropriate). Findings on pupils' ability to recognize sadness and concern/worry showed fair overall recognition of the appropriate emotion, with 82% of pupils identifying an appropriate emotion for the stimulus showing a sad child (Fig 14), and 70% of children identifying an appropriate emotion for the worried/concerned child (Fig 15). For the scenario showing conflict, 77% of children recognized that the stimulus showed a conflict.

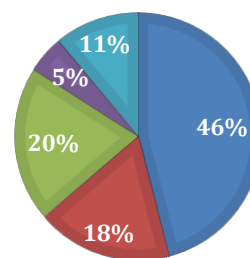
Pupils were also asked about real-life situations, including if they knew of a situation in the past week where a child in their school did something to make another child angry, with 94% of children displaying ability to determine the possible emotion of their peers by saying yes or no (46% yes, 48% no), 3% unsure, and 3% not responding. When asked how they think their peers feel when asked to participate in class, 86% said something positive, 5% said something negative, and 8% either were unsure or did not respond.

To measure pupils' ability to theorize on the possible cause of a person's emotional state, pupils were asked follow-up questions to the stimuli showing children expressing various emotions asking why they thought the children in the images felt that way.

Their responses to these questions were coded as "minor", "major", or "irrelevant" based on the initial emotion the pupils identified in the preceding questions, even if their initial identified emotion had been coded as inappropriate, since these questions measure a different skill. For the scenario depicting a sad child, 76% of pupils identified a relevant possible cause, with 61% naming a minor cause, and 15% identifying a major cause, with 15% identifying an irrelevant cause, 2% unsure, and 7% not responding. For the scenario depicting a worried or concerned child

FIG 16: WHY DO YOU THINK THE CHILD FEELS WORRIED?

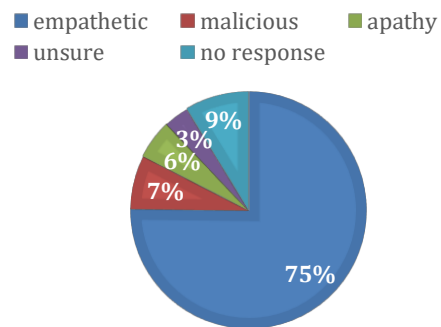
■ Minor ■ Major ■ Irrelevant
■ No/Unsure ■ No response



(Fig 16), 64% identified an appropriate possible cause, with 46% naming a minor cause, 18% naming a major cause, and 20% naming an irrelevant possible cause, 5% unsure, and 11% not responding. The tool distinguishes between minor and major causes to explore if there is any link between pupils experiencing difficult situations at home and/or difficulty with other SEL competencies and their identification of major sources of difficult emotions, such as death in the family or severe illness, as opposed to minor issues like a scraped knee or an argument with a sibling.

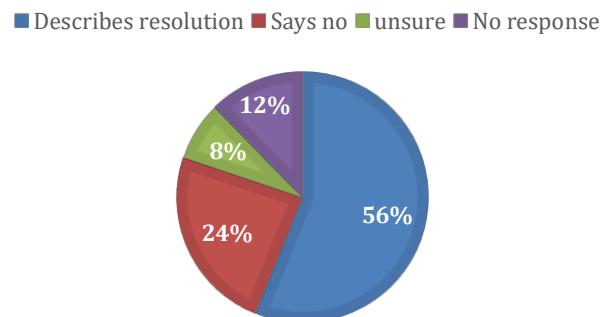
After identifying the emotional state and possible causes for each scenario, pupils were then told a story for why the child felt that way, and then asked how they think the classmate or friend felt when they found out about the child feeling the difficult emotion. Pupil responses were coded as “empathetic”, “malicious”, “apathetic” or “unsure”. For the scenario with the sad child (Fig 17), 75% of pupils assumed an empathetic response, 7% malicious response, 6 % an apathetic response, 3% unsure, and 9% of pupils didn’t respond. For the scenario with the worried child, 70% of pupils assumed an empathetic response, 7% malicious response, 4 % an apathetic response, 3% unsure, and 16% of pupils didn’t respond. While the majority of respondents demonstrated their own empathy by assuming an empathetic response from the child in the story, the large number of non-responses may also indicate that a significant number of children struggle with this skill of “putting yourself in another’s shoes”. These findings and those in the previous paragraph are consistent with findings from Outcome 3 on pupils’ coping mechanisms, showing that pupils seem more able to understand and relate to feelings of sadness as compared to feelings of worry/concern.

FIG 17: HOW DO YOU THINK CLASSMATE FELT WHEN THEY BUMPED THE BOY?



Still within outcome 8 for measuring pupils’ empathy, and using this same set of emotion scenarios, pupils were asked what they might do to comfort a child feeling various difficult emotions. Responses were coded as “appropriate”, “inappropriate”, or “no/unsure”. For the scenario with the sad child, 80% of pupils named an appropriate way to comfort the child, just 2% said something inappropriate, 8% said they weren’t sure what they would do, and 10% didn’t respond. For the scenario with the worried child, 73% named an appropriate thing they would do to comfort the child, 11% said they weren’t sure what to do, and 16% didn’t respond. For the conflict scenario, children were asked if they could think of a way to make the situation better (Fig 18). Fifty-six percent (56%) described an appropriate resolution, 32% said either no or they weren’t sure, and 12% didn’t respond. The large number of non-responses to these questions shows that a significant number of children may struggle with this skill of providing emotional support to others. Some of these responses are also used to measure conflict resolution skills below.

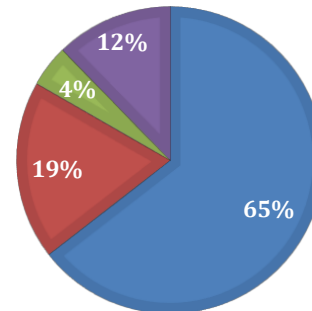
FIG 18: DESCRIBE HOW YOU MIGHT MAKE THE CONFLICT SITUATION BETTER



Finally, Outcome 9 measures how well pupils can work in a team setting by asking questions that explore pupils' perceptions about working in groups and interacting with their peers. When asked to name at least one thing they like about working in a team (Fig 19), 65% of pupils were able to name something, while 19% said "no" and 4% were "unsure", and 12% didn't respond. Other questions from this section include those outlined in Outcome 5 on page 14.

FIG 19: NAME ONE THING YOU LIKE WORKING WITH A TEAM

■ Names something ■ No ■ Unsure ■ No response



Construct 4 – Pupil Conflict Resolution Skills

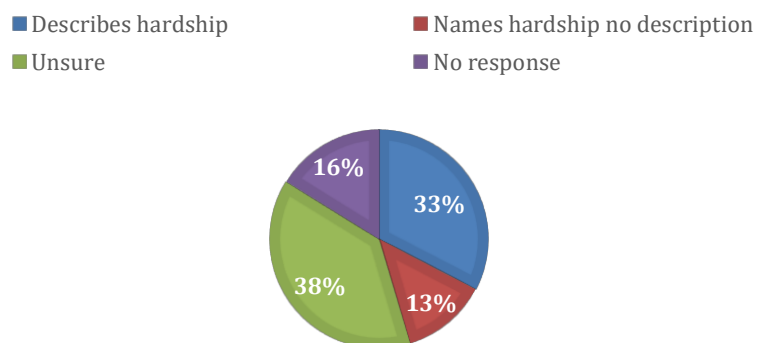
The Outcomes and sub-outcome skills that make up the measure for Pupils' Conflict Resolution Skills competency area are included in the below table. To measure this competency area on pupils' conflict resolution skills, outcomes and associated sub-outcomes/skills include pupils' understanding of what conflict means (Outcome 10), pupils' empathy for others (Outcome 11, overlapping with Outcome 8), and pupils' knowledge of ways to resolve conflict (Outcome 12).

Construct/ Outcome/ Sub- Outcome	Skill/Competency	Responses	Mean	Variance	% of pupils below mean
Construct 4	Pupil's conflict resolution skills	339.29	1.64	0.44	31.24%
Outcome 10	Pupil knows the meaning of conflict	352.00	1.37	0.50	38.63%
Sub-outcome 10.1	Pupil can accurately describe an example of conflict	352	1.37	0.5	38.63%
Outcome 11	Pupil has empathy for others	353.69	1.85	0.33	21.91%
Sub-outcome 8.1	Pupil can recognize the emotions of others	366.8	1.74	0.21	23.23%
Sub-outcome 8.2	Pupil can theorize on the possible cause of a person's emotional state	340	2.03	0.5	24.42%
Sub-outcome 11.1	Pupil can theorize on the motives of another person's actions without attributing malicious/negative intent/cause	354.67	1.77	0.27	18.09%
Outcome 12	Pupil is knowledgeable of ways to resolve conflict	312.17	1.69	0.50	33.19%
Sub-outcome 12.1	Pupil can name steps they would take to solve a conflict with a friend or family member	273	1.35	0.58	46.50%
Sub-outcome 12.2	Pupil can identify steps taken by others to resolve a conflict from a story/scenario	351.33	2.04	0.42	19.87%

After Construct 1 on pupils' self-awareness skills, Construct 4 on pupils' conflict resolution skills showed the second highest percentage of pupils scoring below the mean, showing weaker skill levels in this competency area. With Outcome 10 skills for understanding the meaning of conflict, a relatively high percentage of pupils scored below the mean when asked to recognize or describe examples of conflict, at 38.63%. Outcome 11 on pupils' empathy skills includes overlapping sub-outcomes 8.1 and 8.2 from Construct 3 on relationship skills, with an additional sub-outcome measuring pupils' ability to theorize on the motives of others. Pupils' displayed relatively strong ability to theorize on the motives of others, with just 18.09% scoring below the mean. For Outcome 12 measuring pupils' knowledge of ways to resolve conflict, pupils were far more able to respond to questions with demonstration of knowledge when considering what others might do – with an average of 351.33 pupils of 383 total assessed responding to sub-outcome 12.2 questions and 19.87% responding below the mean, as compared to what they themselves might do to resolve difficult situations – with an average of just 273 pupils responding to sub-outcome 12.1 questions, and 46.5% scoring below the mean. Additional analysis of pupil responses to individual questions within this construct is below.

For Outcome 10 on pupil's understanding of the meaning of conflict, pupils were first shown an image of a conflict between two children and asked what they thought was happening in the image. Responses were coded as either recognizing the image as portraying a conflict, or not. Seventy-seven percent (80%) of pupils recognized a conflict, 15% said they did not, and 5% did not respond. After observing the image, pupils were asked to describe a difficult situation they've experienced in their own life. Forty-seven percent (46%) described an example from their own life, 41% said no, 5% were unsure, and 8% didn't respond. Pupils were also asked to share an example of a difficult situation they had experienced in school relating to their classes or relationships with classmates (Fig 20). Forty-six percent (46%) named or described a hardship, 38% were unsure, and 16% didn't respond. The large number of pupils unable to describe conflict perhaps point to a lack of comfort discussing difficult issues, or a lack of understanding of what conflict is.

FIG 20: CAN YOU DESCRIBE A DIFFICULT SITUATION YOU'VE EXPERIENCED AT SCHOOL?



For Outcome 11, pupils were asked questions based on two scenarios to reflect on the possible motives of another person's actions without attributing negative intent. Findings for the two scenarios were consistent. After being told a story of a child crying after being bumped by a classmate (Fig 21), pupils were asked why they think the classmate bumped the child, with 73% attributing a benign intent, 15% a malicious intent, 3% unsure, and 9% not responding. For another scenario asking why they thought a

child missed school, 75% attributing benign intent, 6% attributed malicious intent, 6% were unsure, and 13% did not respond. A significant number of non-responses may show that some pupils struggle to imagine the possible motives of others, or are uncomfortable doing so.

For Outcome 12 on pupils' knowledge of ways to resolve conflict, pupils were asked a series of questions to measure their ability to name steps they might take to address a conflict or difficult situation. In the conflict resolution scenario, children were asked what they might do to resolve the situation in the stimulus image. Fifty-six percent (56%) described a possible resolution, 32% said no or were unsure, and 12% did not respond. Similarly, after describing an example of a difficult situation from their own life, pupils were asked how they managed the situation (Fig 22). Thirty-one percent (31%) described how they overcame the issue, 12% said they did not overcome the issue, 19% were unsure, and 38% did not respond. Pupils were also asked how they usually deal with changed plans. Thirty percent (30%) were able to describe how they deal with changing plans, 33% either said they don't know how or are unsure, and 37% did not respond. This large number of non-responses may be due to the sensitive nature of the question and the difficult subject matter of understanding how to resolve conflict or deal with change, which the research team theorized would be among the most difficult topics to teach and for children to learn.

Questions to measure pupils' ability to identify steps taken to resolve a conflict for sub-outcome 12.2 included two questions also used in sub-outcome 8.2 asking how pupils thought other children felt in two scenarios, and another question asking what pupils would have done in the conflict scenario (Fig 23). For this, 77% of pupils described a relevant solution, 10% described something irrelevant, and 13% did not respond.

FIG 21: WHY DO YOU THINK THE CLASSMATE BUMPED HIM?

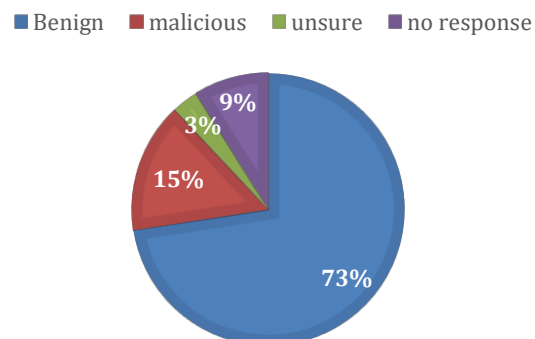


FIG 22: HOW DID YOU MANAGE SITUATION YOU DESCRIBED?

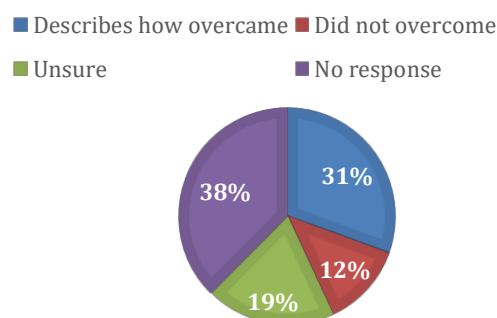
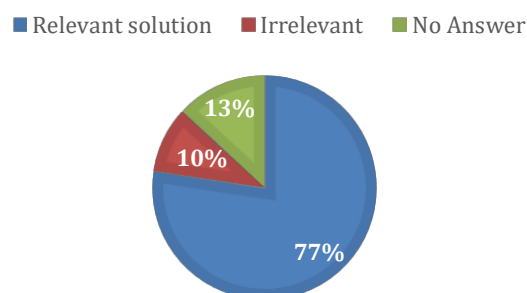


FIG 23: WHAT WOULD YOU HAVE DONE TO HELP RESOLVE THE SITUATION?



Construct 5 – Pupil Resilience

The Outcomes and sub-outcome skills that make up the measure for Pupils' Resilience competency area are included in the below table, largely overlapping with outcomes from other constructs, and introducing a new Outcome 13. This construct on resilience is measured using a mix of outcomes and skills from other constructs – self-confidence, emotional awareness, coping skills, gratitude, feelings of belonging and inclusion, ability to talk to others for support, empathy, and knowledge of ways to resolve conflict, that combine together to make pupils resilient. An additional outcome unique to this construct is Outcome 13 measuring pupils' ability to adapt the change.

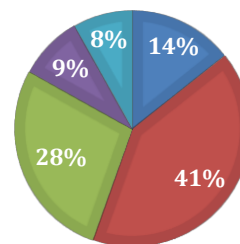
Construct/ Outcome/ Sub- Outcome	Skill/Competency	Responses	Mean	Variance	% of pupils below mean
Construct 5	Pupil's resilience	332.26	1.79	0.47	25.73%
Outcome 1	Pupil has self-confidence	321.69	1.69	0.40	31.19%
Outcome 2	Pupil is aware of their emotions	353.57	1.99	0.87	36.68%
Outcome 3	Pupil has coping skills for managing negative emotions	270.56	1.56	0.42	32.44%
Outcome 4	Pupil practices gratitude	350.00	1.67	0.19	15.94%
Outcome 6	Pupil expresses feelings of belonging and inclusion	370.67	1.88	0.12	10.89%
Outcome 7	Pupil is able to talk to others for support	333.67	2.00	0.00	0.00%
Outcome 8	Pupil demonstrates empathy for others	333.02	1.82	0.37	22.53%
Outcome 12	Pupil is knowledgeable of ways to resolve conflict	312.17	1.69	0.50	33.19%
Outcome 13	Pupil can adapt to change	345.00	1.77	1.31	48.68%
Sub-outcome 13.1	Pupil expresses belief in their ability to adapt well to unexpected changes or circumstances	345	1.77	1.31	48.68%

Outcome 13 measuring pupils' ability to adapt to change, the only outcome in this construct specific to measuring resilience, was demonstrated to be the area with lowest pupil competency, with 48.66% of pupils scoring below the mean, and a high variance of 1.31. Additional analysis of pupil responses to individual questions from this construct is below.

Outcome 13 includes two questions measuring pupils' belief in their ability to adapt well to unexpected changes or circumstances, which were also used to measure pupils' awareness of their emotions in sub-outcomes 1.3 and 2.1 as part of Construct 1. When asked how they felt about their ability to catch up with studies if they were to miss a week of school (Fig 24), 69% responded positively, with 41% saying they would try their best, and 28% saying they would ask for help, with 9% saying they wouldn't care, 8% saying they would suffer or find it difficult, and 14% not responding. When asked about how they would feel if they were to move to a different school, only 6% were unable to name a feeling, with 51% responding that they would be fine or mostly fine, and 43% saying they would be at least a little sad or upset.

FIG 24: IF YOU GET SICK, HOW DO YOU FEEL YOU WOULD KEEP UP WITH STUDIES FOLLOWING WEEK?

■ no response ■ I'll try my best ■ I will ask for help
■ I don't care ■ I will suffer



Construct 6 – Pupils' Material Well-being

Unlike the previous constructs, the sub-outcomes that make up this construct are focused on the lived realities of the children to support the research team in exploring possible correlations between children's situations at home and in school that are beyond their control, and their SEL competencies. Because this construct does not deal with SEL skills, but rather with enabling or hindering factors from the pupils' environments, not all sub-outcomes in this section have not been coded. Select outcomes and sub-outcomes for this construct are outlined in the below table:

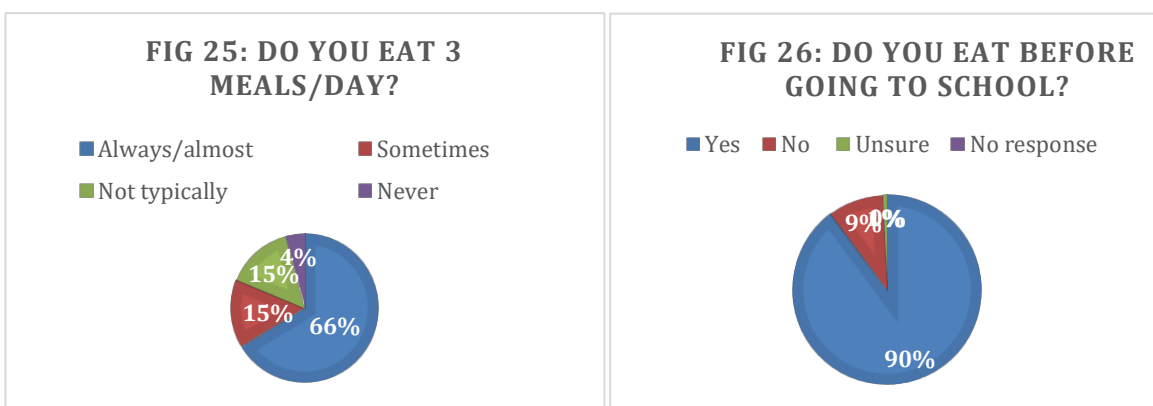
Construct/ Outcome/ Sub- Outcome	Skill/Competency	Responses	Mean	Variance	% of pupils below mean
Construct 6	Pupil's material well-being				
Outcome 14	Pupil's nutritional needs are met	377.67	1.57	0.36	37.07%
Sub-outcome 14.1	Pupil eats regular daily meals	377.67	1.57	0.36	37.07%
Outcome 18	Pupil has safe school environment	374.89	1.88	0.28	31.59%
Sub-outcome 18.1	Pupil feels safe going to school	376	2.46	0.33	14.06%
Sub-outcome 18.2	Pupil's school environment is free from violence by teachers	376	1.61	0.23	39.00%
Sub-outcome 18.3	Pupil's school environment is free from violence or exclusion by peers	372.67	1.56	0.29	41.72%

These select coded outcomes show that the vast majority of pupils were comfortable answering questions about their nutrition and their perceived safety of their school environment. Variance was relatively low across these select outcomes. Outcome 18 on the safety of pupils' school environment, had a significant spread of pupils scoring below the mean, with just 14.06% of pupils scoring below the

mean when asked questions about their feelings of safety when going to school, however when asked about violence within school, including violence by teachers and among peers, a larger number of peers scored below the mean, 39% and 41.72% respectively, pointing to significant degrees of violence in pupils' school experiences. Additional analysis of individual items from this construct, including those not included in the coded analysis, are below.

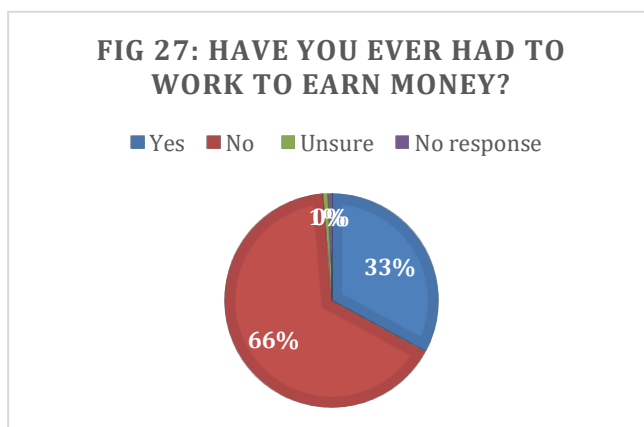
The areas looked at within this construct include pupils' nutritional needs being met (Outcome 14), pupils attending school regularly (Outcome 15), pupils having time and resources to study at home (Outcome 16), pupils' families providing a safe and comfortable living environment (Outcome 17), and pupils having a safe school environment (Outcome 18).

For Outcome 14 on pupils' nutritional needs, three questions were asked. When asked if they eat 3 meals per day (Fig 25), 66% said "almost always", 15% said "sometimes", 15% said "not typically", and 4% said "never". When asked if they've ever gone hungry, 69% said "no", 30% said "yes", and 1% were unsure. When asked if they eat breakfast before going to school (Fig 26), 90% said "yes", 9% said "no", and 1% said "unsure." The first two questions showed consistent results, while the question about breakfast showed much higher positive results, pointing to the reality in many pupils' lives that, even if they don't have consistent meals, breakfast and being ready for their school day is prioritized.



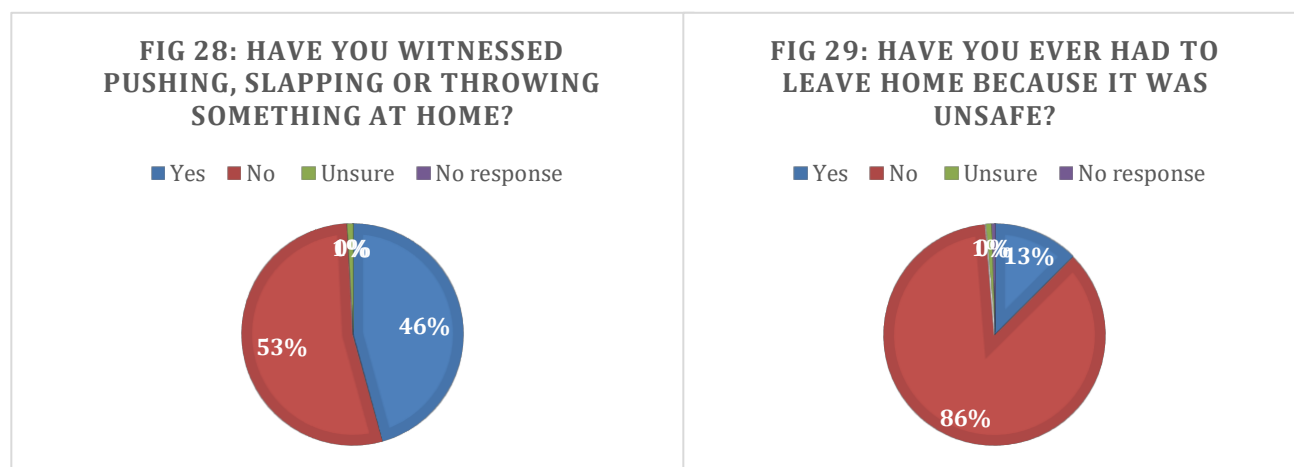
For Outcome 15, pupils were asked if they've ever had to miss school for more than two weeks, and 25% said that yes, they have had to miss school for at least that long, while 75% said no.

Questions asked for Outcome 16 looked at varying degrees of enabling factors at home that would support pupils' studying. Pupils were asked if they've ever had to work for money (Fig 27), with 33% responding "yes", 66% responding "no" and 1% "unsure". When asked if they have light at home to study by at night, 42% said "yes" while 62% said "no" and 2% said "unsure". Pupils were also asked if they have books at home, and if they

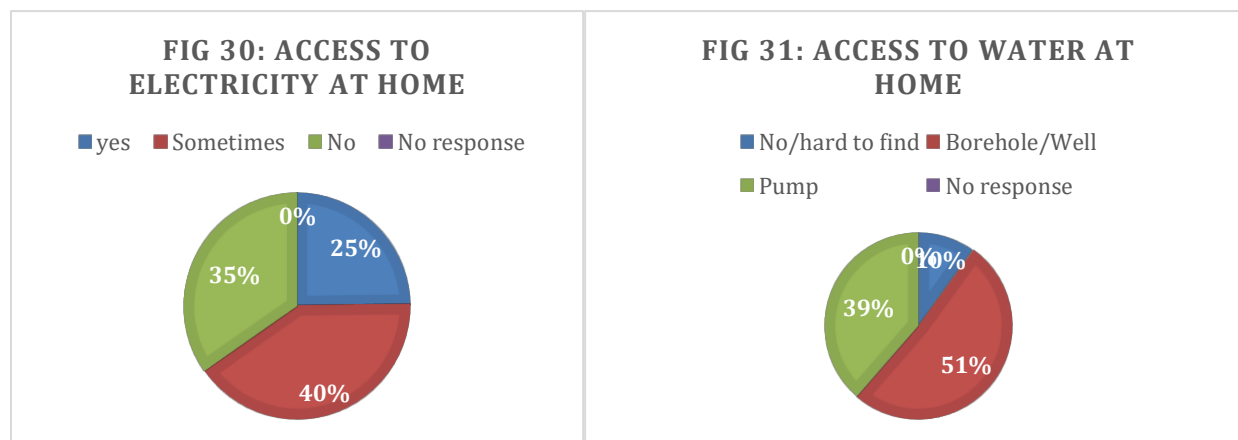


have a computer or laptop at home. Regarding books at home, 89% said “yes” and 11% said “no”, while responses for a computer at home, as expected, were close to reversed, with 13% saying “yes”, and 87% saying “no”.

Outcome 17 regarding pupils’ home environment asked a number of questions regarding who they live with and behaviors in the household, as well as questions about varying types of amenities in the household. Pupils reported living in rather large households, with 77% living with more than 5 people, and the remaining 23% living with 3-5 people. When asked if any member of their home had been away for more than 6 months, getting at household stability, 19% said “yes”, 78% said “no” and 2% were “unsure”. Questions relating to families’ behavior at home asked if pupils have witnessed yelling or violence at home. Forty-one percent (41%) of pupils reported witnessing yelling at home, with 58% saying “no” and 1% “unsure”, while 46% reported witnessing some kind of violence at home (Fig 28), with 53% saying “no” and 1% “unsure”. When asked if they had ever had to leave home because it was unsafe (Fig 29), 13% said “yes”, with 86% saying “no” and 1% “unsure”.



Some examples from questions on amenities in the home included questions about access to electricity and access to water. Regarding access to electricity (Fig 30), 25% reported regular access, 40% said they sometimes have access, and 35% said they don’t have access. Regarding water access (Fig 31), 51% reported accessing water from a borehole or well, 39% from a pump, and 10% reported that water access was difficult for their family or hard to find. More details on home amenities are included in the Appendix D.



Outcome 18 looks at safety of pupils' school environment and experience. Questions about pupils' feelings about coming to school showed an overall positive view of school. When asked how they felt about coming to school in the last week, a vast majority of 92% said either "somewhat happy" (13%) or "very happy" (79%), with 4% reporting a neutral feeling, and 4% reporting either "somewhat unhappy" or "very unhappy". When asked how afraid they felt coming to school in the last week, 78% said they were unafraid, 12% were somewhat afraid, 5% were unafraid, and 5% gave no response. When asked if they had gone to school alone in the past week, 55% said "yes", 44% said "no", and 1% said "unsure".

When asked if they'd seen a teacher punish a child in front of class in the past week, 62% said "yes", 35% said "no", and 1% "unsure". When asked if they'd witness a teacher lash a child in the past week (Fig 32), 76% said "yes", and 22% said "no". When asked if a teacher had threatened to hurt a child if they didn't behave better in the last week (Fig 33), 41% said "yes", 56% said "no", and 3% did not respond. Overall, these findings point to widespread violent behavior experienced by children in classrooms.

FIG 32: IN LAST WEEK, DID A TEACHER LASH A CHILD?

■ Yes ■ No ■ Unsure ■ No response

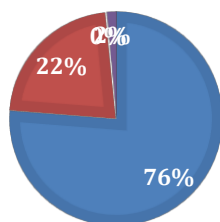
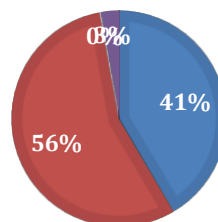


FIG 33: IN LAST WEEK, DID A TEACHER THREATEN A CHILD?

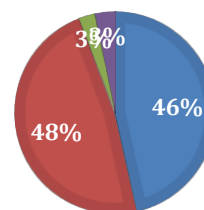
■ Yes ■ No ■ Unsure ■ No response

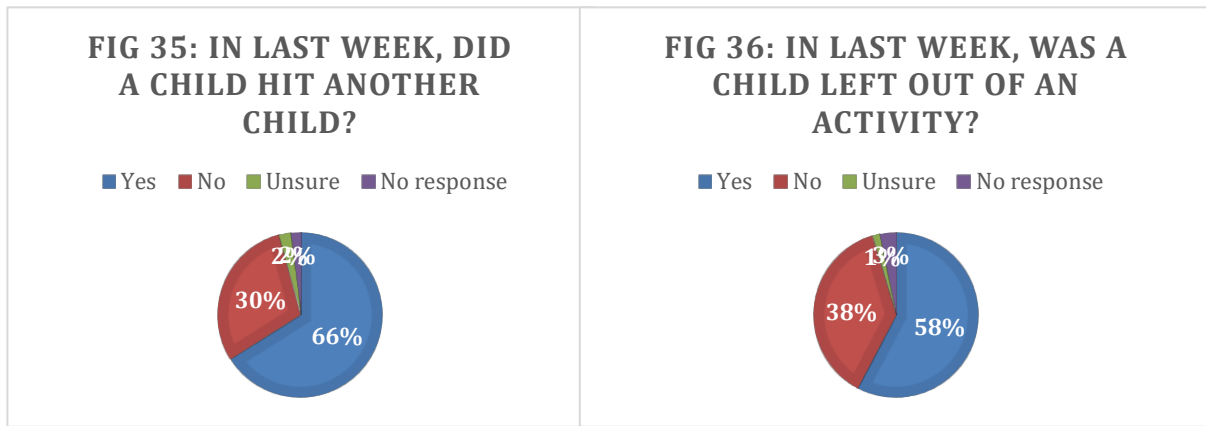


Questions regarding peer-to-peer violence at school included a question asking if, in the past week, a child said something to make another child upset or angry (Fig 34). Forty-six percent (46%) said "yes", 48% said "no", 3% were unsure, and 3% did not respond. When asked if, in the last week, a child hit another child (Fig 35), 66% said "yes", 30% said "no", 2% said "unsure" and 2% did not respond. When asked if in the past week a child was left out of an activity or game (Fig 36), 58% said "yes", 38% said "no", 1% were "unsure", and 3% did not respond. These questions, mirroring the findings regarding teacher violence, also point toward a high level of peer-to-peer violence.

FIG 34: IN LAST WEEK, DID A CHILD AT SCHOOL SAY SOMETHING TO MAKE SOMEONE FEEL ANGRY?

■ Yes ■ No ■ Unsure ■ No response





Overall SEL Competency

The above competency area discussions looked at nuances of findings within each competency area. To devise a baseline indicator, these five competency area construct averages have been averaged together to form a baseline indicator of percent of pupils scoring below the mean. The average mean across the five construct areas was 1.83, with an average minimum value of .16 and an average maximum value of 2.24. The number of pupils scoring below the mean was 86 out of 383, and the percent of pupils scoring below the mean was 26.02%, with an average variance of .44. The competency area demonstrating the strongest pupil competence was, by a significant margin, Construct 3 on pupils' relationship skills, with the percent scoring below the mean just 13.55%. The second lowest percent of pupils scoring below the mean was Construct 2 on pupils' emotional management skills at 25.4% of pupils scoring below the mean, followed closely by Construct 5 on pupils' resilience skills at 25.73%. Pupils' resilience skills scored highly in part because many of the outcomes overlap with outcomes from constructs 2 and 3, while Outcome 13 unique to Construct 5 showed significant need for improvement. Pupils' self-awareness skills in Construct 1 and conflict resolution skills in Construct 4 were lower, with the percent of pupils scoring below the mean averaging 33.93% and 31.24%, respectively.

OVERALL SEL COMPETENCY BASELINE INDICATOR		Responses	Min Value	Max Value	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
		336.68	0.16	2.24	1.83	0.44	0.60	85.52	26.02%
Construct	Competency Area	Responses	Min Value	Max Value	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
Construct 1	Pupil's self-awareness	337.63	0.08	2.44	1.84	0.64	0.75	111.85	33.93%
Construct 2	Pupil's emotional management skills	326.57	0.00	2.22	1.88	0.41	0.61	81.15	25.40%
Construct 3	Pupil's relationship skills	347.67	0.50	2.20	2.01	0.26	0.41	47.92	13.55%
Construct 4	Pupil's conflict resolution skills	339.29	0.00	2.10	1.64	0.44	0.64	102.73	31.24%
Construct 5	Pupil's resilience	332.26	0.24	2.22	1.79	0.47	0.59	82.23	25.73%

DISCUSSION

As discussed above, the overall indicator is measured by averaging the percent of pupils responding below the mean averages for each of the five SEL competency constructs, which themselves are averages of each outcome, made up of averages across a series of questions assigned to various sub-outcome/skills. It is critical however to note that the percent of pupils scoring below the mean only accounts for those pupils who responded to the questions, and that in some cases, there is significant variance among the responses. Therefore, to have a fuller understanding of pupils' SEL competence, it is important to also look at the numbers of pupils responding to each set of questions, and the variance within the responses to each set of questions.

As theorized would be the case after the pilot results, many of the items on the tool resulted in a large number of pupils not responding, indicating that some of the questions on the tool may still be too difficult for pupils to understand, or may address issues that pupils feel uncomfortable discussing. This was particularly the case, as the research team theorized, when questions pertaining to a particular skill increased in complexity. For example, Outcome 8 on pupils' empathy skills had a high average number of responses at 366.8 of 383 when pupils were asked to recognize emotions of others, but as the measured skills increased in complexity, the response numbers decreased significantly, to an average of 339.6 when asked to theorize on a person's emotional state, and further to 292.67 when asked to name something they would do to offer emotional support. These issues with several of the questions were identified as a challenge during the pilot, and several questions were rephrased to make them easier to understand, however it was also decided that having some questions that were challenging for the pupils to respond to were okay to keep in at baseline, to identify areas for prioritizing during SEL activity implementation. In cases like these identified for prioritization, where some of the first order skills are quite high already, the research team would hope that by endline, some of the higher order skills that build upon such foundational skills will yield higher scores and as well as higher response rates.

Baseline Implications for SEL Intervention Implementation Priorities

Teacher skills for using Positive Discipline, SEL-infused classroom management practices

An area of concern revealed by the baseline was the significant degree of violence reported by children both in their home lives and in their school environment. Even with teacher professional development in SEL activities, a key area for evolution in teacher practice will be in their classroom management, practicing more positive discipline methods that don't involve corporal punishment, yelling, or shaming pupils in front of their peers. The research team expects that effective implementation of the SEL intervention in schools will lead to lower levels of reported violence in school, and that effective implementation of community sensitization interventions will lead to lower reported levels of violence and yelling in pupils' home lives. The research team theorizes that decreases in these areas will correlate with increases in pupils' overall SEL competency, particularly in areas such as self-awareness and conflict resolution skills which are currently demonstrating the lowest levels of competency. Key intervention activities to address this priority area include:

- Teacher training in Positive Discipline and SEL-infused Classroom Management as outlined in the Teacher SEL Activities Guide
- Sensitization of School-Based Management Committees with Community Education Volunteer support to reinforce positive discipline strategies at home and to engage the community in holding teachers accountable
- Teacher implementation of SEL storytelling discussion and role-play activities in classrooms that engage pupils in understanding healthy ways of resolving conflict and promoting respectful behaviors. Sample storytelling and role-play activities have been submitted to align to stories from Mu Karanta and RANA.

Teachers' skills for facilitating pupils' growth mindset and emotional management

Within Construct 1 on pupils' Self-Awareness Skills, the skills with the highest percentage of pupils scoring below the mean were sub-outcome 1.3 on pupils' growth mindset, with 37.65% scoring below the mean, and sub-outcome 2.1 on pupils' ability to name their emotional reactions to various scenarios, with 36.68% scoring below the mean. Further, sub-outcome 1.2 on pupils' ability to name at least one future goal has a low response rate with an average of 287.75 pupils answering the associated questions that asked pupils to answer increasingly difficult about naming a goal, and describing potential obstacles and how they might overcome them. Due to the lower demonstrated competency in this competency area from the baseline, the SEL interventions should prioritize the following activities:

- Teachers practicing SEL-infused classroom management that emphasize positive, constructive feedback to pupils that support their growth mindset, as outlined in the Teacher SEL Activities Guide
- Teachers implementing integrated SEL activities including storytelling discussion and role-play activities based on stories that address overcoming obstacles and allow pupils to reflect on healthy emotional reactions to various scenarios. Another helpful integrated SEL activity is the Making Plans activity that helps pupils practice skills for setting goals and making plans. These three activities are all outlined in the Teacher SEL Activities Guide, and sample storytelling and role-play activities have been submitted to align to stories from Mu Karanta and RANA.

Teachers' skills for equipping pupils with skills to cope with difficult emotions and resolve conflict

Within Construct 2 on pupils' Emotional Management skills, an average of 34.59% of pupils scored below the mean on Outcome 3 questions relating to their ability to cope with various difficult emotions. These questions also had a low average response rate of 270.56. Within Construct 5 on pupils' Resilience Skills, Outcome 13 on pupils' belief in their ability to adapt well to unexpected changes of circumstances showed 48.68% of pupils scoring below the mean. Taken together, these areas show a need to prioritize building pupils' skills for coping with difficult emotions and situations. SEL interventions designed to build these skills, and which should be prioritized, include:

- Teachers implementing stand-alone SEL activities such as mindfulness activities and songs that help pupils practice their emotional management skills and build their self-awareness and focus skills. Learning how to use mindfulness breathing exercises are effective tools to manage difficult emotions.

- As referenced above, storytelling discussion and role-play activities are also effective ways to help pupils think through and imagine healthy ways to deal with various difficult situations. These activities are also effective in helping pupils practice conflict resolution strategies and clear communication. Sample storytelling and role-play activities that include conflict resolution and resilience themes have been submitted to align to stories from Mu Karanta and RANA.

CONCLUSION

The SEL Assessment tool is an ambitious attempt to quantitatively measure the complex web of self-awareness, emotional understanding and management, relationships, and beliefs that contribute to social and emotional skills. The analysis looks at several factors to measure pupils' understanding of the various competency areas, and these factors will all play a role in determining the degree by which pupils' social emotional competencies may improve over the course of the SENSE activity implementation.

Further analysis is needed using this baseline data to look at different results between grades, genders, and urban versus rural, and based on various factors from the pupils' home lives as measured in Construct 6. This analysis will be forthcoming in a future supplemental report.

The research team theorizes that, if the implementation recommendations outlined in the Discussion Section are followed and teachers are supported to increase their use of positive discipline and SEL-infused classroom management practices, along with integrated and stand-alone SEL activities as provided in the Teacher SEL Activities Guide and companion activities to Mu Karanta and RANA, that by endline, the SENSE team will see significant improvement.







For the endline analysis, the research team hopes to see several changes in the data. These key changes include a higher response rate, a higher mean, a lower variance, and a lower number and percentage of pupils scoring below the mean. The change in the number of pupils scoring below the mean can serve as the USAID Supplemental Indicator 9 demonstrating the number of pupils with improved social and emotional skills, however this measure must be considered along the other factors listed above including the number of pupils responding as a portion of the total assessed, the mean, and the variance.

APPENDIX A – SENSE SEL FRAMEWORK

The SENSE SEL Framework competency areas and associated skills are outlined below.

This SEL framework has been developed by the SENSE Activity teams from the American University of Nigeria and the Center for Sustainable Development at Columbia University, in collaboration with Directors of Quality Assurance from the Adamawa and Gombe Ministries of Education, the Adamawa and Gombe State Universal Basic Education Boards Quality Assurance Directors and Officers, Officers from the State Planning Commissions of Adamawa and Gombe, Education Secretaries from eight Local Government Education Authorities (LGEAs), eight LGEA School Supervisors, education faculty from Adamawa State College of Education, Gombe State College of Education, Adamawa State University, and Gombe State University, Officers from the Education Resource Centers of Adamawa and Gombe States, Directors from the National Education Research and Development Council, and the Northeast Development Council.

After an intensive review of SEL frameworks, including frameworks used in conflict-affect contexts within Nigeria, the group of key education leaders participated in a facilitated decision-making process to identify the key competency areas and associated skills that would be most relevant for pupils in Adamawa and Gombe States. The SEL Framework for the SENSE project encompasses the below 6 Competency Areas and associated skills.

Competency Areas	Skills
 Self Awareness	Mindfulness, knowledge of one's strengths and weaknesses, awareness of one's perspectives, self-worth, self-esteem
 Emotional Management	Understanding of one's emotions, positive mindset, self-compassion, self-forgiveness, gratitude
 Cognitive Development	Growth mindset/belief in one's ability to learn, attention control/focus, working memory, impulse control, goal setting and planning skills, critical thinking, cognitive flexibility, juggling multiple tasks, brainstorming skills, endurance
 Relationship Skills	Empathy, active listening, respect, interpersonal processes, positive communication, understanding values, teamwork/collaboration, helpfulness, setting group norms
 Conflict Resolution	Social awareness, understanding different perspectives and values, negotiation, forgiveness, engagement, compassion
 Resilience	Perseverance/commitment, responsible decision-making, engagement, self-love, determination, enthusiasm

APPENDIX B – CONSTRUCT & OUTCOME ALIGNMENT

The table below shows the constructs/competency areas, outcomes, and sub-outcomes/skills measured by the tool, and how the questions within the tool are aligned to each sub-outcome/skill.


DOMAIN: PUPIL SEL COMPETENCIES & WELL-BEING		
Construct/ Outcome	Skill/Competency	Assessment Question #
Construct 1	Pupil's self-awareness	
Outcome 1	Pupil has self-confidence	
Sub-outcome 1.1	Pupil can identify positive qualities about themselves	E2, E4, F1
Sub-outcome 1.2	Pupil can name at least one future goal	F2, F2a, F2b, F2c
Sub-outcome 1.3	Pupil demonstrates confidence in their ability to learn and grow (growth mindset)	F2c, F3, F3a, E2, E3, E16
Outcome 2	Pupil is aware of their emotions	
Sub-outcome 2.1	Pupil can name their emotional reaction to various scenarios	B4, C4, E9, E10, D11, E16, E17
Construct 2	Pupil's emotional management skills	
Outcome 3	Pupil has coping skills for managing negative emotions	
Sub-outcome 3.1	Pupil can describe/show at least one method they use to calm themselves during stressful or anxiety inducing situations	C5, C6, C7
Sub-outcome 3.2	Pupil can describe/show at least one method they use to cheer themselves up when they feel sad	B5, B6, B7
Sub-outcome 3.3	Pupil can describe/show at least one method they use to calm themselves when they feel angry	D7, D8, D9
Outcome 4	Pupil practices gratitude	
Sub-outcome 4.1	Pupil can name at least one thing or person they are grateful for	B8, C8, D10, F4, F5, F6
Outcome 5	Pupil is able to remain focused and well-behaved during class	
Sub-outcome 5.1	Pupil is able to remain focused on the task at hand when working independently or in small groups	E5, E6, E7
Sub-outcome 9.1	See below	
Construct 3	Pupil's relationship skills	
Outcome 6	Pupil expresses feelings of belonging and inclusion	
Sub-outcome 6.1	Pupil can name at least one family member, friend, or other adult that they feel welcome and comfortable being around	B8, C8, D10
Outcome 7	Pupil is able to talk to others for support	
Sub-outcome 7.1	Pupil can name people in their life (family, friend, other adult) they are able to talk to for support	B8a, C8a, D10a

Outcome 8	Pupil demonstrates empathy for others	
Sub-outcome 8.1	Pupil can recognize the emotions of others	B1, C1, D1, D12, D13, E1
Sub-outcome 8.2	Pupil can theorize on the possible cause of a person's emotional state	B2, B10, C2, C10, E15
Sub-outcome 8.3	Pupil can name at least one thing they would do to offer emotional support to others	B3, C3, D4
Outcome 9	Pupil can work well in a team setting	
Sub-outcome 9.1	Pupil participates in school group activities and interacts with peers properly	E6, E7, E8
Construct 4	Pupil's conflict resolution skills	
Outcome 10	Pupil knows the meaning of conflict	
Sub-outcome 10.1	Pupil can accurately describe an example of conflict	D1, D3, D5
Outcome 11	Pupil has empathy for others	
Sub-outcome 8.1	Pupil can recognize the emotions of others	B1, C1, D1
Sub-outcome 8.2	Pupil can theorize on the possible cause of a person's emotional state	B2, B10, C2, C10, E15
Sub-outcome 11.1	Pupil can theorize on the motives of another person's actions without attributing malicious/negative intent/cause	B9, C9, D1
Outcome 12	Pupil is knowledgeable of ways to resolve conflict	
Sub-outcome 12.1	Pupil can name steps they would take to solve a conflict with a friend or family member	D4, D6, F7
Sub-outcome 12.2	Pupil can identify steps taken by others to resolve a conflict from a story/scenario	B10, C10, D2
Construct 5	Pupil's resilience	
Outcome 1	Pupil has self-confidence	
Outcome 2	Pupil is aware of their emotions	
Outcome 3	Pupil has coping skills for managing negative emotions	
Outcome 4	Pupil practices gratitude	
Outcome 6	Pupil expresses feelings of belonging and inclusion	
Outcome 7	Pupil is able to talk to others for support	
Outcome 8	Pupil demonstrates empathy for others	
Outcome 12	Pupil is knowledgeable of ways to resolve conflict	
Outcome 13	Pupil can adapt to change	
Sub-outcome 13.1	Pupil expresses belief in their ability to adapt well to unexpected changes or circumstances	E16, E17
Construct 6	Pupil's material well-being	
Outcome 14	Pupil's nutritional needs are met	
Sub-outcome 14.1	Pupil eats regular daily meals	A8, A9, A10


Outcome 15	Pupil attends school regularly	
Sub-outcome 15.1	Pupil has not missed school for long periods of time	A2
Outcome 16	Pupil has time and resources to focus on studies at home	
Sub-outcome 16.1	Pupil is not expected by their family to work for money	A7
Sub-outcome 16.2	Pupil has access to light in the evening to facilitate studying	A12
Sub-outcome 16.3	Pupil has access to books/school material	A11
Sub-outcome 16.4	Pupil's family has a computer/laptop at home	A11
Outcome 17	Pupil's family provides a safe and comfortable living space	
Sub-outcome 17.1	Pupil lives with family members	A1, A6
Sub-outcome 17.2	Pupil's family avoids engaging in unhealthy habits around the child	A4, A5
Sub-outcome 17.3	Pupil has never had to leave their home due to concerns over safety	A3
Sub-outcome 17.4	Pupil's home has a roof strong enough to keep out the elements	A11
Sub-outcome 17.5	Pupil has a bed to sleep on	A11
Sub-outcome 17.6	Pupil has at least one cell phone at home	A11
Sub-outcome 17.7	Pupil has electricity at home	A11
Sub-outcome 17.8	Pupil has running water at home	A11
Sub-outcome 17.9	Pupil has a TV at home	A11
Sub-outcome 17.10	Pupil's family owns at least one bicycle	A11
Sub-outcome 17.11	Pupil's family owns at least one motorbike	A11
Sub-outcome 17.12	Pupil's family owns at least one vehicle	A11
Outcome 18	Pupil has safe school environment	
Sub-outcome 18.1	Pupil feels safe going to school	E9, E10, E11,
Sub-outcome 18.2	Pupil's school environment is free from violence by teachers	E12, E13, E14
Sub-outcome 18.3	Pupil's school environment is free from violence or exclusion by peers	D12, D13, D14

APPENDIX C – PUPIL SEL ASSESSMENT TOOL QUESTIONS


Assessor to collect student background details before beginning the assessment						
01	Date					
02	Assessor Name / Code					
03	Pupil Code					
04	Age					
05	Class/Grade					
06	Gender					
07	School Name/Code (coded as urban/rural)					
08	LGA/State					
Section A - Background Questions						
A1	How many people live in your home, including yourself?	2 or less	3-5	More than 5		
	A1 Coding	1	2	3		
A2	Have you ever had to miss school for longer than two weeks? (for example, had to harvest the field, tend to household chores, sickness etc).	Yes	No			
	A2 Coding	2	1			
A3	Have you ever had to leave your home because it was not safe? (for example, someone could cause harm/injury to you)	Yes	No	Unsure	No response	
	A3 Coding	2	1	0	99	
A4	Have you witnessed people shouting or yelling at each other in your home?	Yes	No	Unsure	No response	
	A4 Coding	2	1	0	99	
A5	Have you witnessed people pushing, slapping, or throwing something at each other in your home?	Yes	No	Unsure	No response	
	A5 Coding	2	1	0	99	
A6	Has anyone in your family been away from home for more than six months?	Yes	No	Unsure	No response	
	A6 Coding	2	1	0	99	
A7	Have you ever had to work to earn money to support your family?	Yes	No	Unsure	No response	
	A7 Coding	2	1	0	99	
A8	Do you typically eat at least three meals per day - breakfast, lunch and dinner?	Always or almost always	Sometimes	Not typically	Never	
	A8 Coding	2	1	0	99	
A9	Have you ever gone hungry because there was not enough food at home?	Yes	No	Unsure	No response	
	A9 Coding	2	1	0	99	
A10	Do you usually eat something at home before going to school in the morning?	Yes	No	Unsure	No response	
	A10 Coding	2	1	0	99	
A11	I'm going to ask you a few questions about the physical structure and resources of your home.					

	Can you tell me whether your home has the following items in it?					
	A bed for you to sleep on	Yes	No		No response	
	A11 Coding	2	1		99	
	A tin or a concrete roof	Yes	No		No response	
	A11 Coding	2	1		99	
	At least one cell phone with a family member	Yes	No		No response	
	A11 Coding	2	1		99	
	Electricity all the time.	Yes	Sometimes	No	No response	
	A11 Coding	2	1	0	99	
	Water Access	Running water	Borehole/ well	Difficult / irregular access	No	No response
	A11 Coding	3	2	1	0	99
	Television	Yes	No		No response	
	A11 Coding	2	1		99	
	Books	Yes	No			
	A11 Coding	2	1		99	
	Bicycle	Yes	No		No response	
	A11 Coding	2	1		99	
	Motorbike	Yes	No		No response	
	A11 Coding	2	1		99	
	Car/vehicle	Yes	No		No response	
	A11 Coding	2	1		99	
	Computer or laptop	Yes	No		No response	
	A11 Coding	2	1		99	
A12	Do you have light in your home that you use to study with in the evening?	Yes	No		No response	
	A11 Coding	2	1		99	
Section B - Scenario 1						
B1	 <p>How do you think the child in this image is feeling?</p>	Describes appropriate feeling	Describes inappropriate feeling	No/Unsure	No response	
	B1 coding	2	1	0	99	
B2	Why do you think he might be feeling this way?	Describes minor	Describes major	No/Unsure	No response	


		problem/negative feeling (i.e. scraped his knee, argued with sibling)	problem/negative feeling (i.e. death in family, major illness, violence)			
	B2 coding	2	1	0	99	
B3	Can you name one thing you might do to help this child feel better?	Names appropriate example	Names inappropriate example	Unsure	No response	
	B3 coding	2	1	0	99	
B4	Can you think of a time that you felt like the boy feels in the image?	Names appropriate example	Names inappropriate example	Unsure	No response	
	B4 coding	2	1	0	99	
B5	Can you describe or show me one thing you do to cheer yourself up when you feel <i><like the boy in the image – use the word used by the child if accurate. If not, use the word “sad”>?</i> <i>If they name something, follow up and ask them to demonstrate for you</i>	Shows/ describes one thing	Names one thing but doesn't show /describe	Unsure	No response	
	B5 coding	2	1	0	99	
B6 - SKIP IF NO/ UNSURE or NO RESPONSE TO B5	<i>Can you describe how/ why does this <name what was mentioned in B5> help you cheer up when you feel <use the word used by the child if accurate. If not, use the word “sad”>?</i>	Describes how/why	Unable to describe how or why	Unsure	No response	
	B6 coding	2	1	0	99	
B7 - SKIP IF NO/ UNSURE or NO RESPONSE TO B5	In addition to the thing you just described, can you describe or show me another thing you do to cheer yourself up when you feel that way?	Shows/ describes one thing	Names one thing but doesn't show /describe	Unsure	No response	
	B7 coding	2	1	0	99	
B8	Do you have people in your life who you feel comfortable talking to when you feel <i><use the</i>	Yes	No	Unsure	No response	

	word used by the child if accurate. If not, use the word “sad”, like a friend, family member, or other adult, such as a teacher?					
	B8 coding	2	1	0	99	
B8a – SKIP IF NOT TO B8	Who is the first person you would talk to when you feel <use the word used by the child if accurate. If not, use the word “sad”>?	Describes parent/sibling	Describes friend	Describes other adult family member (grandparent, uncle, aunt)	Describes non-family adult (teacher, Imam, Pastor)	No response
	B8a coding	2	2	2	2	99
B9	Now, I’ll tell you a story about why that boy was sad. “One day after school, the boy and his classmates went to the pitch to play football. As they ran to the field, the boy’s classmate bumped into him and he fell and hurt his knee.” Why do you think the classmate bumped into him?	Attributes benign intent (accidental)	Attributes malicious intent (bumped him on purpose)	Unsure	No response	
	B9 coding	2	1	0	99	
B10	How do you think the classmate felt when the boy started crying?	Assumes empathetic response (concern)	Assumes malicious response (laughs, etc)	Assumes no response (apathy/do esn’t care)	Unsure	No response
	B9 coding	2	1	1	0	99
Section C - Scenario 2						
C1	 How do you think the child in this image is feeling?	Describes appropriate feeling	Describes inappropriate feeling	No/Unsure	No response	
	C1 coding	2	1	0	99	
C2	Why do you think she might be feeling this way?	Describes minor problem/negative feeling (i.e. scraped his knee, argued with sibling)	Describes major problem/negative feeling (i.e. death in family, major illness, violence)	No/Unsure	No response	
	C2 coding	2	1	0	99	

C3	Can you name one thing you might do to help this child feel better?	Names appropriate example	Names inappropriate example	Unsure	No response	
	C3 coding	2	1	0	99	
C4	Can you think of a time that you felt like the girl feels in the image?	Names appropriate example	Names inappropriate example	Unsure	No response	
	C4 coding	2	1	0	99	
C5	Can you describe or show me one thing you do to cheer yourself up when you feel <i><like the girl in the image – use the word used by the child if accurate. If not, use the word “worried”>?</i> <i>If they name something, follow up and ask them to demonstrate for you</i>	Shows/ describes one thing	Names one thing but doesn’t show /describe	Unsure	No response	
	C5 coding	2	1	0	99	
C6 - SKIP IF NO/ UNSURE or NO RESPONSE TO C5	<i>Can you describe how/ why does this <name what was mentioned in C5> help you cheer up when you feel <use the word used by the child if accurate. If not, use the word “worried”>?</i>	Describes how/why	Unable to describe how or why	Unsure	No response	
	C6 coding	2	1	0	99	
C7 - SKIP IF NO/ UNSURE or NO RESPONSE TO C5	In addition to the thing you just described, can you describe or show me another thing you do to cheer yourself up when you feel that way?	Shows/ describes one thing	Names one thing but doesn’t show /describe	Unsure	No response	
	C7 coding	2	1	0	99	
C8	Do you have people in your life who you feel comfortable talking to when you feel <i><use the word used by the child if accurate. If not, use the word “worried”></i> , like a friend, family member, or other adult, such as a teacher?	Yes	No	Unsure	No response	
	C8 coding	2	1	0	99	
C8a - SKIP IF	Who is the first person you would talk to when you feel <i><use the word used by the child if accurate. If not, use the word “worried”>?</i>	Describes parent or sibling	Describes friend	Describes other adult family member	Describes non-family adult (teacher,	No response

NO TO C8				(grandparent, uncle, aunt)	Imam, Pastor)	
	C8a coding	2	2	2	2	99
C9	Now I'll tell you a story about the worried girl. Everyday, she looks forward to seeing her best friend at school, but yesterday, her friend missed school, and today, she again hasn't come to school. What do you think could be the reason her friend has missed school?	Assumes minor problem (minor sickness, family responsibility)	Assumes major problem (death in the family, violence, etc.)	Unsure	No response	
	C9 coding	2	1	0	99	
C10	The next day her friend comes back to school, and she tells her about how worried she was. How do you think her friend responds?	Assumes empathetic/warm response – i.e. the friend was happy/grateful to have a caring friend	Assumes malicious/cold response – i.e. friend thought it was silly to be worried	Assumes no response (apathy/doesn't care)	Unsure	No response
		3	2	1	0	99
Section D - Scenario 3						
D1	What do you think is happening in this picture? 	Describes a possible conflict scenario	Describes a scenario without any conflict	Doesn't describe any scenario		
	D1 coding	2	1	0		
D2	If you were in this situation, what might you have done to help resolve <describe the conflict named by the pupil>?	Describes a relevant possible resolution	Describes something irrelevant	Does not answer		
	D2 coding	2	1	0		
D3	Can you describe an example of a difficult situation you've had with a friend or family member, like an argument or disagreement?	Describes a conflict	Says no	Unsure	No response	
	D3 Coding	2	1	0	99	

D4	Can you tell me about something you did to help make the problem better?	Describes how they resolved the conflict	Says no	Unsure	No response	
	D4 Coding	2	1	0	99	
D5	Can you tell me about a hardship or difficult situation you have experienced in school related to your classes or relationship with your schoolmates? <i>If they name someone, follow up and ask them to describe</i>	Describes hardship	Names hardship with no description	No / Unsure	No response	
	D5 Coding	2	1	0	99	
D6	How did you manage that situation <name the situation mentioned in D5>?	Describes how they overcame the hardship	Did not overcome the hardship	Unsure	No response	
	D6 Coding	2	1	0	99	
D7	Can you show me one thing you do to calm yourself when they feel angry? <i>If they name something, follow up and ask them to demonstrate for you</i>	Shows one thing	Names one thing but doesn't show	No/Unsure	No response	
	D7 Coding	2	1	0	99	
D8 – SKIP IF NO/ UNSURE or NO RESPONSE TO D7	<i>Can you describe how/ why does this <name what was mentioned in D7> help you calm yourself when you feel angry?</i>	Describes how/why	Unable to describe how or why	Unsure	No response	
	D8 Coding	2	1	0	99	
D9 - SKIP IF NO/ UNSURE or NO RESPONSE TO D7	In addition to the thing you just mentioned, can you show me another thing you do to calm yourself when you feel angry?	Shows one thing	Names one thing but doesn't show	Unsure	No response	
	D9 Coding	2	1	0	99	
D10	Do you have people in your life who you trust to talk to when you have a problem or feel angry, like a friend, family member, or other	Yes	No	Unsure	No response	

	adult, such as a teacher? Please describe who you would talk to.					
	D10 Coding	2	1	0	99	
D10 a – SKIP IF NO TO D10	Who is the first person you would talk to when you have a problem or feel angry?	Describes parent or sibling	Describes friend	Describes other adult family member (grandparent, uncle, aunt)	Describes non-family adult (teacher, Imam, Pastor)	No response
	D10a Coding	2	2	2	2	99
D11	Tell me how much you feel the following statement describes how you would feel during the following scenario in school. <i>"It makes me sad to see a kid who can't find anyone to play with"</i>	Very much	Somewhat	A little	Not at all	No response
	D11 Coding	3	2	1	0	99
D12	In the last week, did a child in your school say something mean to another child to make them feel sad or angry?	Yes	No	Unsure	No response	
	D12 Coding	2	1	0	99	
D13	In the last week, did a child in your school hit another child to make them feel sad or angry?	Yes	No	Unsure	No response	
	D13 Coding	2	1	0	99	
D14	In the last week, was a child left out of a game or school activity by other children?	Yes	No	Unsure	No response	
	D14 Coding	2	1	0	99	
Section E - Scenario 4						
E1	 <p>How do you think the children in this photo feel about being asked by their teacher to participate in class?</p>	Describes positive feeling	Describes negative feeling	Unsure	No response	
	E1 Coding	2	1	0	99	
E2	Do you usually feel confident when your teacher asks you to answer a question in front of your classmates?	Yes	No	Not relevant/ Teacher doesn't ask questions	No response	

	E2 Coding	2	1	0	99	
E3	Do you tend to feel shy to raise your hand and ask questions in class?	Yes	No	Not relevant/ teacher doesn't answer questions	No response	
	E3 Coding	2	1	0	99	
E4	Do you agree or disagree with the following statement: "I am able to do my homework everyday, such as solving simple math problems or writing words or sentences, as well as most of my classmates."	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	No response
	E4 Coding	3	2	1	0	99
E5	When your teacher gives you some work to do, do you usually complete the task?	Yes, always	Most of the time	Sometimes	Not usually	No response
	E5 Coding	3	2	1	0	99
E6	Tell me how much you feel the following statement describes your behavior during class. <i>"When I do work with my classmates, I always try to listen to them"</i>	Very much	Somewhat	A little	Not at all	No response
	E6 Coding	3	2	1	0	99
E7	Tell me how much you feel the following statement describes your behavior during class. <i>"When my teacher asks me to work with my classmates, I am excited to work together with them"</i>	Very much	Somewhat	A little	Not at all	No response
	E7 Coding	3	2	1	0	99
E8	Can you tell me one thing you like about working in a team?	Names something	No	Unsure	No response	
	E8 Coding	2	1	0	99	
E9	In the last week, how happy did you feel to come to school?	Very happy	Somewhat happy	Neither happy nor unhappy	Somewhat unhappy	Very unhappy
	E9 Coding	4	3	2	1	0
E10	In the last week, how afraid did you feel in school?	Unafraid	Somewhat afraid	Very afraid	No response	
	E10 Coding	2	1	0	99	
E11	In the last week, did you ever come to school alone?	Yes	No	Unsure	No response	
	E11 Coding	2	1	0	99	
E12	In the last week, did a teacher punish a child in front of the class? (for example, by yelling or screaming, have the child stand alone in a corner, etc.)	Yes	No	Unsure	No response	
	E12 Coding	2	1	0	99	
E13	In the last week, did a teacher hit or lash a child?	Yes	No	Unsure	No response	
	E13 Coding	2	1	0	99	
E14	In the last week, did a teacher threaten to hurt a child if he or she didn't behave better?	Yes	No	Unsure	No response	
	E14 Coding	2	1	0	99	

E15	Think of a friend of yours. Tell me how much you feel the following statement describes their reaction to the following scenario in class. <i>"I don't feel upset when I see a classmate being punished by a teacher"</i>	Very much	Somewhat	A little	Not at all	No response
	E15 Coding	3	2	1	0	99
E16	If you get sick and have to miss school for a week, how do you feel you would keep up with your studies the following week?	I'll try my best	I'll ask for help	I don't mind	I will struggle	No response
	E16 Coding	3	2	1	0	99
E17	If your caregivers have to move to another city because of a good job opportunity there, how would you feel about changing to a different school?	I would be fine/have no problem	I would be mostly okay	I would be a little sad/disappointed	I would be very sad/upset.	No response
	E17 Coding	3	2	1	0	99
Section F - Pupil Self-Awareness						
F1	Can you name two qualities you like about yourself? (for example, friendly, hardworking, polite, etc)	Names 2 qualities	Names 1 quality	Cannot name qualities	No response	
	F1 Coding	2	1	0	99	
F2	Please tell me something about what you want to be when you grow up.	Describes goal	Unsure/no particular goal	No response		
	F2 Coding	2	1	99		
F2a - SKIP IF NO GOAL NAMED IN F2	Can you describe what things you need to do to become what you want to be when you grow up?	Describes steps	Unsure	No response		
	F2a Coding	2	1	99		
F2b - SKIP IF NO GOAL NAMED IN F2	Do you imagine any challenges in becoming what you want to be when you grow up, and if so, can you describe them?	No Challenge	Yes, names challenge	Yes, but doesn't name challenge	No response	
	F2b Coding	2	1	0	99	
F2c - SKIP IF NO GOAL	How might you overcome the challenge(s)?	Names more than one way of overcoming	Names one way of overcoming	No/Unsure	No response	

L NA MED IN F2						
	F2c Coding	2	1	0	99	
F3	Can you name at least one thing that you want to get better at doing? (for example, riding a bicycle, reading etc)	Names more than one thing	Names one thing	No/Unsure	No response	
	F3 Coding	2	1	0	99	
F3a	How do you feel about your ability to get better at the thing you just named? (for example, confident, nervous, excited, scared)	Names positive feeling	Names negative feeling	Unsure	No response	
	F3a Coding	2	1	0	99	
F4	Can you tell me about something or someone in your life that makes you feel happy and thankful? (for example, a favorite toy, a friend, a family member, a favorite meal, etc)	Names something / someone	No/Unsure	No response		
	F4 coding	1	0	99		
F5 – SKIP IF THE Y DON 'T NA ME SOM ETH ING IN F4	How do you feel when you think about <the thing they just named in F4>?	Describes positive emotion	Describes negative emotion	Unsure	No response	
	F5 Coding	2	1	0	99	
F6	Can you tell me about a time when someone helped you at school or at home? (For example: finding something that was lost, sharing a snack when you were hungry, or anything else)	Describes situation	Does not identify any situation	Unsure	No response	
	F6 Coding	2	1	0	99	
F7	When your plans are changed, how do you usually deal with it?	Describes how they deal with change of plans	Does not know how to deal with change of plans	Unsure	No response	
	F7 Coding	2	1	0	99	

APPENDIX D - DATA TABLES

DOMAIN: PUPIL SEL COMPETENCIES

OVERALL SEL COMPETENCY BASELINE INDICATOR		Responses	Min Value	Max Value	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
		336.68	0.16	2.24	1.83	0.44	0.60	85.52	26.02%
Construct/ Outcome/ Sub-Outcome/ Question #	Skill/Competency	Responses	Min Value	Max Value	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
Construct 1	Pupil's self-awareness	337.63	0.08	2.44	1.84	0.64	0.75	111.85	33.93%
Outcome 1	Pupil has self-confidence	321.69	0.17	2.17	1.69	0.40	0.59	95.69	31.19%
Sub-outcome 1.1	Pupil can identify positive qualities about themselves	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
F1		326	0	2	1.35	0.52	0.72	165	50.61%
E2		374	0	2	1.96	0.07	0.26	10	2.67%
E4		362	0	3	2.54	0.61	0.78	115	31.77%
Average Sub-outcome 1.1		354.00	0.00	2.33	1.95	0.40	0.59	96.67	28.35%
Sub-outcome 1.2	Pupil can name at least one future goal	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
F2		349	1.00	2.00	1.90	0.09	0.30	34	9.74%
F2a		310	1.00	2.00	1.85	0.12	0.35	45	14.52%
F2b		286	0.00	2.00	1.51	0.51	0.71	103	36.01%
F2c		206	0.00	2.00	0.80	0.76	0.87	103	50.00%
Average Sub-outcome 1.2		287.75	0.50	2.00	1.52	0.37	0.56	71.25	27.57%
Sub-outcome 1.3	Pupil demonstrates confidence in their ability to learn and grow (growth mindset)	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
F2c		206	0	2	0.80	0.76	0.87	103	50.00%
F3		348	0	2	1.42	0.30	0.55	193	55.46%
F3a		308	0	2	1.80	0.29	0.54	41	13.31%
E2		374	0	2	1.96	0.07	0.26	10	2.67%
E3		375	0	2	1.46	0.26	0.51	199	53.07%
E16		329	0	3	2.19	0.93	0.97	169	51.37%
Average Sub-outcome 1.3		323.33	0.00	2.17	1.61	0.43	0.61	119.17	37.65%
Outcome 2	Pupil is aware of their emotions	353.57	0	2.71	1.99	0.87	0.91	128.00	36.68%
Sub-outcome 2.1	Pupil can name their emotional reactions to various scenarios	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
B4		345	0	2	1.30	0.63	0.79	169	48.99%
C4		332	0	2	1.32	0.77	0.88	133	40.06%
D11		361	0	3	2.33	1.12	1.06	113	31.30%
E9		383	0	4	3.66	0.65	0.81	79	20.63%
E10		364	0	2	1.76	0.29	0.53	67	18.41%
E16		329	0	3	2.19	0.93	0.97	169	51.37%
E17		361	0	3	1.35	1.69	1.30	166	45.98%
Average Sub-outcome 2.1		353.57	0	2.71	1.99	0.87	0.91	128.00	36.68%
Construct 2	Pupil's emotional management skills	326.57	0.00	2.22	1.88	0.41	0.61	81.15	25.40%
Outcome 3	Pupil has coping skills for managing negative emotions	270.56	0.00	2.00	1.56	0.42	0.63	95.44	34.59%
Sub-outcome 3.1	Pupil can describe/show at least one method they use to calm themselves during stressful or anxiety inducing situations	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
C5		305	0	2	1.30	0.72	0.85	137	44.92%
C6		217	0	2	1.77	0.20	0.44	48	22.12%
C7		215	0	2	1.54	0.46	0.67	77	35.81%
Average Sub-outcome 3.1		245.67	0.00	2.00	1.53	0.46	0.66	87.33	34.28%
Sub-outcome 3.2	Pupil can describe/show at least one method they use to cheer themselves up when they feel sad	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
B5		323	0.00	2.00	1.52	0.53	0.73	109	33.75%
B6		265	0.00	2.00	1.76	0.25	0.50	55	20.75%
B7		256	0.00	2.00	1.54	0.45	0.67	93	36.33%
Average Sub-outcome 3.2		281.33	0.00	2.00	1.61	0.41	0.63	85.67	30.28%
Sub-outcome 3.3	Pupil can describe/show at least one method they use to calm themselves when they feel angry	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
D7		323.00	0.00	2.00	1.38	0.50	0.71	157	48.61%

D8		267.00	0.00	2.00	1.73	0.27	0.52	64	23.97%
D9		264.00	0.00	2.00	1.49	0.37	0.61	119	45.08%
Average Sub-outcome 3.3		284.67	0.00	2.00	1.53	0.38	0.61	113.33	39.22%
Outcome 4	Pupil practices gratitude	350.00	0	1.83	1.67	0.19	0.43	54.83	15.94%
Sub-outcome 4.1	Pupil can name at least one thing or person they are grateful for	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
B8		373	0	2	1.86	0.13	0.36	50	13.40%
C8		366	0	2	1.85	0.17	0.41	46	12.57%
D10		373	0	2	1.93	0.07	0.27	25	6.70%
F4		338	0	1	0.84	0.13	0.36	53	15.68%
F5		338	0	2	1.76	0.36	0.60	97	28.70%
F6		312	0	2	1.76	0.30	0.55	58	18.59%
Average Sub-outcome 4.1		350.00	0.00	1.83	1.67	0.19	0.43	54.83	15.94%
Outcome 5	Pupil is able to remain focused and well-behaved during class	359.17	0.00	2.83	2.42	0.62	0.78	93.17	25.68%
Sub-outcome 5.1	Pupil is able to remain focused on the task at hand when working independently or in small groups	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
E5		371	0	3	2.41	0.79	0.89	134	36.12%
E6		361	0	3	2.48	0.78	0.88	112	31.02%
E7		363	0	3	2.62	0.60	0.77	89	24.52%
Average Sub-outcome 5.1		365.00	0	3	2.50	0.72	0.85	111.67	30.55%
Sub-outcome 9.1	Pupil participates in school group activities and interacts with peers properly	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
E6		361	0	3	2.48	0.78	0.88	112	31.02%
E7		363	0	3	2.62	0.60	0.77	89	24.52%
E8		336	0	2	1.88	0.21	0.45	23	6.85%
Average Sub-outcome 9.1		353.33	0.00	2.67	2.33	0.53	0.70	74.67	20.80%
Construct 3	Pupil's relationship skills	347.67	0.50	2.20	2.01	0.26	0.41	47.92	13.55%
Outcome 6	Pupil expresses feelings of belonging and inclusion	370.67	0.00	2.00	1.88	0.12	0.35	40.33	10.89%
Sub-outcome 6.1	Pupil has at least one family member, friend, or other adult that they feel welcome and comfortable talking to	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
B8		373	0	2	1.86	0.13	0.36	50	13.40%
C8		366	0	2	1.85	0.17	0.41	46	12.57%
D10		373	0	2	1.93	0.07	0.27	25	6.70%
Average Sub-outcome 6.1		370.67	0.00	2.00	1.88	0.12	0.35	40.33	10.89%
Outcome 7	Pupil is able to talk to others for support	333.67	2.00	2.00	2.00	0.00	0.00	0.00	0.00%
Sub-outcome 7.1	Pupil can name people in their life (family, friend, other adult) they are able to talk to for support	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
B8a		324	2	2	2	0	0	0	0.00%
C8a		327	2	2	2	0	0	0	0.00%
D10a		350	2	2	2	0	0	0	0.00%
Average Sub-outcome 7.1		333.67	2.00	2.00	2.00	0.00	0.00	0.00	0.00%
Outcome 8	Pupil demonstrates empathy for others	333.02	0.00	2.13	1.82	0.37	0.58	76.69	22.53%
Sub-outcome 8.1	Pupil can recognize the emotions of others	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
B1		369	0	2	1.84	0.15	0.39	55	14.91%
C1		346	0	2	1.76	0.21	0.45	79	22.83%
D1		383	0	2	1.74	0.30	0.55	78	20.37%
D12		371	0	2	1.45	0.30	0.55	193	52.02%
E1		365	0	2	1.92	0.11	0.33	22	6.03%
Average Sub-outcome 8.1		366.80	0.00	2.00	1.74	0.21	0.45	85.40	23.23%
Sub-outcome 8.2	Pupil can theorize on the possible cause of a person's emotional state	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
B2		355	0	2	1.79	0.22	0.47	66	18.59%
B10		350	0	2	1.80	0.19	0.44	63	18.00%
C2		331	0	2	1.74	0.25	0.50	77	23.26%
C10		321	0	3	2.70	0.55	0.74	54	16.82%
E15		341	0	3	2.13	1.28	1.13	155	45.45%
Average Sub-outcome 8.2		339.60	0.00	2.40	2.03	0.50	0.65	83.00	24.42%
Sub-outcome 8.3	Pupil can name at least one thing they would do to offer emotional support to others	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
B3		290	0	2	1.80	0.34	0.58	31	10.69%
C3		252	0	2	1.74	0.46	0.68	33	13.10%
D4		336	0	2	1.55	0.42	0.65	121	36.01%
Average Sub-outcome 8.3		292.67	0.000	2.00	1.70	0.41	0.64	61.67	19.93%

Outcome 9	Pupil can work well in a team setting	353.33	0.00	2.67	2.33	0.53	0.70	74.67	20.80%
Sub-outcome 9.1	Pupil participates in school group activities and interacts with peers properly	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
E6		361	0	3	2.48	0.78	0.88	112	31.02%
E7		363	0	3	2.62	0.60	0.77	89	24.52%
E8		336	0	2	1.88	0.21	0.45	23	6.85%
Average Sub-outcome 9.1		353.33	0	2.67	2.33	0.53	0.70	74.67	20.80%
Construct 4	Pupil's conflict resolution skills	339.29	0.00	2.10	1.64	0.44	0.64	102.73	31.24%
Outcome 10	Pupil knows the meaning of conflict	352.00	0.00	2.00	1.37	0.50	0.69	133.33	38.63%
Sub-outcome 10.1	Pupil can accurately describe an example of conflict	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
D3		352	0	2	1.45	0.36	0.60	175	49.72%
D1		383	0	2	1.74	0.30	0.55	78	20.37%
D5		321	0	2	0.93	0.85	0.92	147	45.79%
Average Sub-Outcome 10.1		352	0	2	1.37	0.50	0.69	133.33	38.63%
Outcome 11	Pupil has empathy for others	353.69	0.00	2.13	1.85	0.33	0.54	77.69	21.91%
Sub-outcome 8.1	Pupil can recognize the emotions of others	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
B1		369	0	2	1.84	0.15	0.39	55	14.91%
C1		346	0	2	1.76	0.21	0.45	79	22.83%
D1		383	0	2	1.74	0.30	0.55	78	20.37%
D12		371	0	2	1.45	0.30	0.55	193	52.02%
E1		365	0	2	1.92	0.11	0.33	22	6.03%
Average Sub-outcome 8.1		366.8	0	2	1.74	0.21	0.45	85.40	23.23%
Sub-outcome 8.2	Pupil can theorize on the possible cause of a person's emotional state	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
B2		355	0	2	1.79	0.22	0.47	66	18.59%
C2		331	0	2	1.74	0.25	0.50	77	23.26%
E15		341	0	3	2.13	1.28	1.13	155	45.45%
B10		350	0	2	1.80	0.19	0.44	63	18.00%
C10		321	0	3	2.70	0.55	0.74	54	16.82%
Average Sub-outcome 8.2		340	0	2	2.03	0.50	0.65	83.00	24.42%
Sub-outcome 11.1	Pupil can theorize on the motives of another person's actions without attributing malicious/negative intent/cause	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
B9		349	0	2	1.78	0.21	0.45	71	20.34%
C9		332	0	2	1.80	0.29	0.54	45	13.55%
D1		383	0	2	1.74	0.30	0.55	78	20.37%
Average Sub-outcome 11.1		354.67	0	2	1.77	0.27	0.51	64.67	18.09%
Outcome 12	Pupil is knowledgeable of ways to resolve conflict	312.17	0.00	2.17	1.69	0.50	0.70	97.17	33.19%
Sub-outcome 12.1	Pupil can name steps they would take to solve a conflict with a friend or family member	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
D4		336	0	2	1.55	0.42	0.65	121	36.01%
D6		239	0	2	1.19	0.77	0.88	121	50.63%
F7		244	0	2	1.30	0.55	0.74	129	52.87%
Average Sub-Outcome 12.1		273	0	2	1.35	0.58	0.76	123.67	46.50%
Sub-outcome 12.2	Pupil can identify steps taken by others to resolve a conflict from a story/scenario	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
B10		350	0	2	1.80	0.19	0.44	63	18.00%
C10		321	0	3	2.70	0.55	0.74	54	16.82%
D2		383	0	2	1.61	0.53	0.73	95	24.80%
Average Sub-Outcome 12.2		351.33	0.00	2.33	2.04	0.42	0.64	70.67	19.87%
Construct 5	Pupil's resilience	332.26	0.24	2.22	1.79	0.47	0.59	83.96	25.96%
Outcome 1	Pupil has self-confidence	321.69	0.17	2.17	1.69	0.40	0.59	95.69	31.19%
Outcome 2	Pupil is aware of their emotions	353.57	0.00	2.71	1.99	0.87	0.91	128.00	36.68%
Outcome 3	Pupil has coping skills for managing negative emotions	270.56	0.00	2.00	1.56	0.42	0.63	95.44	34.59%
Outcome 4	Pupil practices gratitude	350.00	0.00	1.83	1.67	0.19	0.43	54.83	15.94%
Outcome 6	Pupil expresses feelings of belonging and inclusion	370.67	0.00	2.00	1.88	0.12	0.35	40.33	10.89%
Outcome 7	Pupil is able to talk to others for support	333.67	2.00	2.00	2.00	0.00	0.00	0.00	0.00%
Outcome 8	Pupil demonstrates empathy for others	333.02	0.00	2.13	1.82	0.37	0.58	76.69	22.53%

Outcome 12	Pupil is knowledgeable of ways to resolve conflict	312.17	0.00	2.17	1.69	0.50	0.70	97.17	33.19%
Outcome 13	Pupil can adapt to change	345.00	0.00	3.00	1.77	1.31	1.13	167.50	48.68%
Sub-outcome 13.1	Pupil expresses belief in their ability to adapt well to unexpected changes or circumstances	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
E16		329	0	3	2.19	0.93	0.97	169	51.37%
E17		361	0	3	1.35	1.69	1.30	166	45.98%
Average Sub-Outcome 13.1		345.00	0.00	3.00	1.77	1.31	1.13	167.50	48.68%
Construct 6	Pupil's material well-being								
Outcome 14	Pupil's nutritional needs are met	377.67	0.00	2.00	1.57	0.36	0.52	140.33	37.07%
Sub-outcome 14.1	Pupil eats regular daily meals	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
A8		367	0	2	1.54	0.75	0.75	113	30.79%
A9		383	0	2	1.29	0.23	0.48	269	70.23%
A10		383	0	2	1.89	0.11	0.34	39	10.18%
Average Sub-outcome 14.1		377.67	0.00	2.00	1.57	0.36	0.52	140.33	37.07%
Outcome 18	Pupil has safe school environment	374.89	0.00	2.22	1.88	0.28	0.51	118.11	31.59%
Sub-outcome 18.1	Pupil feels safe going to school	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
E9		383	0	4	3.66	0.65	0.81	79	20.63%
E10		364	0	2	1.76	0.29	0.53	67	18.41%
E11		381	0	2	1.96	0.05	0.23	12	3.15%
Average Sub-outcome 18.1		376	0	2.67	2.46	0.33	0.52	52.67	14.06%
Sub-outcome 18.2	Pupil's school environment is free from violence by teachers	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
E12		377	0	2	1.62	0.25	0.50	139	36.87%
E13		378	0	2	1.77	0.18	0.43	86	22.75%
e14		373	0	2	1.42	0.25	0.50	214	57.37%
Average Sub-outcome 18.2		376.00	0	2	1.61	0.23	0.48	146.33	39.00%
Sub-outcome 18.3	Pupil's school environment is free from violence or exclusion by peers	Responses	Min	Max	Mean	Variance	Std. Dev.	# of pupils below mean	% of pupils below mean
D12		371	0	2	1.45	0.30	0.55	193	52.02%
D13		376	0	2	1.65	0.28	0.53	123	32.71%
D14		371	0	2	1.58	0.28	0.53	150	40.43%
Average Sub-outcome 18.3		372.67	0	2	1.56	0.29	0.53	155.33	41.72%

SECTION A ANALYSIS

A1: How many in household?			
	Adamawa		
2 or less	1	1	0
3 to 5	88	50	38
More than 5	294	179	115
TOTAL	383	230	153

A2: Miss school > 2 weeks?			
Yes	97	48	49
No	286	182	104
TOTAL	383	230	153

A3: Ever leave home because it was unsafe?			
Yes	48	23	25
No	330	205	125
Unsure	3	1	2
No response	2	1	1
TOTAL	383	230	153

A4: Yelling at home?			
Yes	156	95	61
No	224	135	89
Unsure	2	0	2
No response	1	0	1
TOTAL	383	230	153

A5: Violence at home?			
Yes	175	100	75
No	205	128	77
Unsure	3	2	1
No response	0	0	0
TOTAL	383	230	153

A6: Family away > 6 months?			
Yes	74	40	34
No	300	183	117
Unsure	6	4	2
No response	3	3	0
TOTAL	383	230	153

A7: Ever had to work to earn money?			
Yes	126	81	45
No	252	146	106
Unsure	3	1	2
No response	2	2	0
TOTAL	383	230	153

A8: 3 meals/day?			
Always/always	254	157	97
Sometimes	57	35	22
Not typically	56	35	21
Never	16	3	13
TOTAL	383	230	153

A9: Ever gone hungry?			
Yes	114	60	54
No	265	167	98
Unsure	4	3	1
No response	0	0	0
TOTAL	383	230	153

A10: Eat before school?			
Yes	344	205	139
No	36	22	14
Unsure	3	3	0
No response	0	0	0
TOTAL	383	230	153

A11: Bed to sleep on			
Yes	367	223	144
No	16	7	9
No response	0	0	0
TOTAL	383	230	153

Roof over home			
Yes	0		
No	0		
No response	2	1	1
Concrete	23	20	3
Mid/Tin	339	202	137
Thatched	19	7	12
TOTAL	383	230	153

At least 1 phone in family			
Yes	360	219	141
No	23	11	12
No response	0	0	0
TOTAL	383	230	153

Access to electricity at home			
yes	95	48	47
Sometimes	155	108	47
No	133	74	59
No response	0	0	0
TOTAL	383	230	153

Access to water at home			
Yes	0		
No/hard to find	38	15	23
Borehole/Wel	197	95	102
Pump	148	120	28
No response	0	0	0
TOTAL	383	230	153

TV at home			
Yes	206	125	81
No	176	105	71
No response	1	0	1
TOTAL	383	230	153

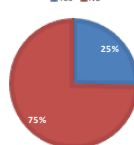
A1: HOW MANY IN HOUSEHOLD?

2 or less 3 to 5 More than 5



A2: MISS SCHOOL > 2 WEEKS?

Yes No



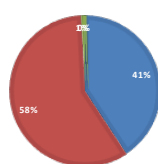
A3: EVER LEAVE HOME BECAUSE IT WAS UNSAFE?

Yes No Unsure No response



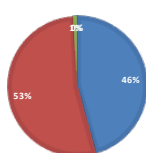
A4: YELLING AT HOME?

Yes No Unsure No response



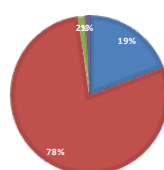
A5: VIOLENCE AT HOME?

Yes No Unsure No response



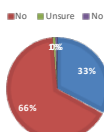
A6: FAMILY AWAY > 6 MONTHS?

Yes No Unsure No response



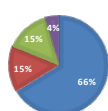
A7: EVER HAD TO WORK TO EARN MONEY?

Yes No Unsure No response



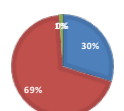
A8: 3 MEALS/DAY?

Always/always Sometimes Not typically Never



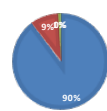
A9: EVER GONE HUNGRY?

Yes No Unsure No response



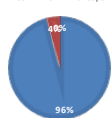
A10: EAT BEFORE SCHOOL?

Yes No Unsure No response



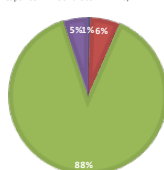
BED TO SLEEP ON

Yes No No response



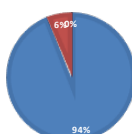
ROOF OVER HOME

No response Concrete Mid/Tin Thatched



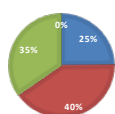
AT LEAST 1 PHONE IN FAMILY

Yes No No response



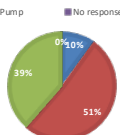
ACCESS TO ELECTRICITY AT HOME

yes Sometimes No No response



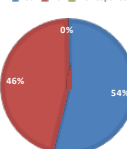
ACCESS TO WATER AT HOME

No/hard to find Borehole/Well Pump No response

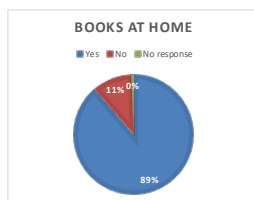


TV AT HOME

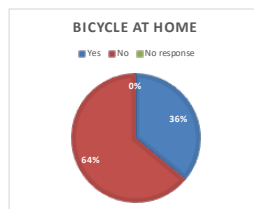
Yes No No response



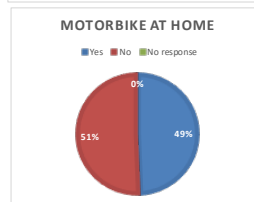
Books at home			
Yes	340	209	131
No	41	21	20
No response	2	0	2
TOTAL	383	230	153



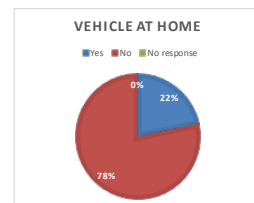
Bicycle at home			
Yes	138	75	63
No	245	155	90
No response	0	0	0
TOTAL	383	230	153



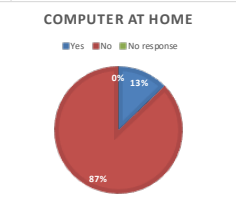
Motorbike at home			
Yes	189	127	62
No	194	103	91
No response	0	0	0
TOTAL	383	230	153



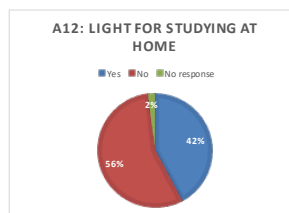
Vehicle at home			
Yes	83	48	35
No	300	182	118
No response	0	0	0
TOTAL	383	230	153



Computer at home			
Yes	49	29	20
No	334	201	133
No response	0	0	0
TOTAL	383	230	153



A12: Light for studying at home			
Yes	162	84	78
No	214	139	75
No response	7	7	0
TOTAL	383	230	153



SECTION B ANALYSIS

	Gombe	Adamawa	
B1: Describe how boy is feeling			
Appropriate	314	196	118
inappropriate	52	30	22
No/Unsure	3	0	3
No/response	14	4	10
TOTAL	383	230	153

B2: Why do you think?			
Minor	233	159	74
Major	57	27	30
Irrelevant	56	31	25
No/Unsure	9	2	7
No response	28	11	17
TOTAL	383	230	153

B3: One thing to help?			
Appropriate	259	169	90
inappropriate	5	5	0
No/Unsure	26	9	17
No/response	32	11	21
Not asked	61	36	25
TOTAL	383	230	153

B4: Ever felt this way?			
Appropriate	247	168	79
inappropriate	27	18	9
No/Unsure	71	32	39
No/response	38	12	26
TOTAL	383	230	153

B5: Describe/show how to cheer self			
Show/describ	214	157	57
name	64	33	31
unsure	45	18	27
no response	60	22	38
TOTAL	383	230	153

B6: Describe thing in B5			
Describe	210	160	50
Unable	46	22	24
unsure	9	4	5
no response	13	4	9
N/A	105	40	65
TOTAL	383	230	153

B7: Describe another thing to cheer self			
Show/describ	163	126	37
name	67	38	29
unsure	25	14	11
no response	23	12	11
N/A	105	40	65
TOTAL	383	230	153

B8: People to talk to?			
Yes	323	207	116
No	48	18	30
unsure	2	1	1
no response	10	4	6
TOTAL	383	230	153

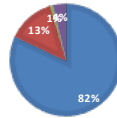
B8a: Who is the first person?			
Parent	267	177	90
Friend	38	24	14
Other adult fa	14	6	8
non-family ad	5	1	4
No response	11	4	7
N/A	48	18	30
TOTAL	383	230	153

B9: Why classmate bumped him?			
Benign	278	189	89
malicious	59	26	33
unsure	12	6	6
no response	34	9	25
TOTAL	383	230	153

B10: how classmate felt?			
empathetic	288	197	91
malicious	28	12	16
apathy	21	4	17
unsure	13	7	6
no response	33	10	23
TOTAL	383	230	153

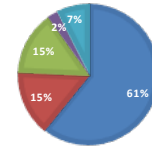
B1: DESCRIBE HOW BOY IS FEELING

■ Appropriate ■ inappropriate ■ No/Unsure ■ No/response



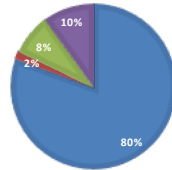
B2: WHY DO YOU THINK?

■ Minor ■ Major ■ Irrelevant ■ No/Unsure ■ No response



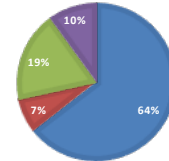
B3: ONE THING TO HELP?

■ Appropriate ■ inappropriate ■ No/Unsure ■ No/response



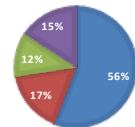
B4: EVER FELT THIS WAY?

■ Appropriate ■ inappropriate ■ No/Unsure ■ No/response



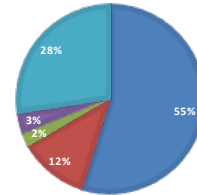
B5: DESCRIBE/SHOW HOW TO CHEER SELF

■ Show/describe ■ name ■ unsure ■ no response



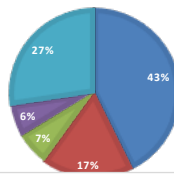
B6: DESCRIBE THING IN B5

■ Describe ■ Unable ■ unsure ■ no response ■ N/A



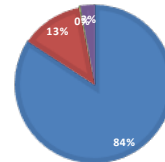
B7: DESCRIBE ANOTHER THING TO CHEER SELF

■ Show/describe ■ name ■ unsure ■ no response ■ N/A



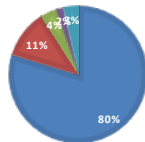
B8: PEOPLE TO TALK TO?

■ Yes ■ No ■ unsure ■ no response



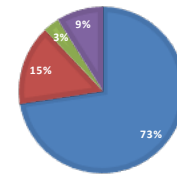
B8A: WHO IS THE FIRST PERSON?

■ Parent ■ Friend ■ Other adult family ■ non-family adult ■ No response



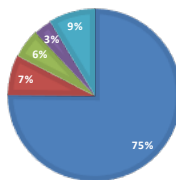
B9: WHY CLASSMATE BUMPED HIM?

■ Benign ■ malicious ■ unsure ■ no response



B10: HOW CLASSMATE FELT?

■ empathetic ■ malicious ■ apathy ■ unsure ■ no response



SECTION C ANALYSIS

	Gombe	Adamawa	
C1: Describe how girl is feeling			
Appropriate	267	174	93
inappropriate	75	42	33
No/Unsure	14	4	10
No response	27	10	17
TOTAL	383	230	153

C2: Why do you think?			
Minor	176	123	53
Major	68	35	33
Irrelevant	78	43	35
No/Unsure	19	9	10
No response	42	20	22
TOTAL	383	230	153

C3: One thing to help?			
Appropriate	219	148	71
Inappropriate	0	0	0
No/Unsure	33	10	23
No response	47	23	24
No answer	84	49	35
TOTAL	383	230	153

C4: Ever felt this way?			
Appropriate	199	134	65
inappropriate	41	29	12
No/Unsure	92	44	48
No/response	51	23	28
TOTAL	383	230	153

C5: Describe/show how to cheer self			
Show/describ	168	128	40
name	59	33	26
unsure	78	35	43
no response	78	34	44
TOTAL	383	230	153

C6: Describe thing in B5			
Describe	169	131	38
Unable	46	22	24
unsure	2	0	2
no response	10	8	2
N/A	156	69	87
TOTAL	383	230	153

C7: Describe another thing to cheer self			
Show/describ	138	107	31
name	55	32	23
unsure	22	14	8
no response	12	8	4
N/A	156	69	87
TOTAL	383	230	153

C8: People to talk to?			
Yes	320	210	110
No	38	10	28
unsure	8	3	5
no response	17	7	10
TOTAL	383	230	153

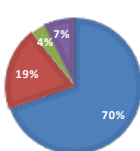
C8a: Who is the first person?			
Parent	263	175	88
Friend	43	27	16
Other adult fa	15	8	7
Non-family ad	6	1	5
No response	18	9	9
N/A	38	10	28
TOTAL	383	230	153

C9: Why missed school?			
Benign	287	190	97
malicious	24	11	13
unsure	21	7	14
no response	51	22	29
TOTAL	383	230	153

C10: how classmate felt?			
empathetic	267	185	82
malicious	25	10	15
apathy	17	8	9
unsure	12	6	6
no response	62	21	41
TOTAL	383	230	153

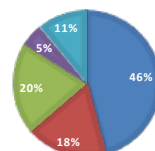
C1: DESCRIBE HOW GIRL IS FEELING

■ Appropriate ■ inappropriate ■ No/Unsure ■ No response



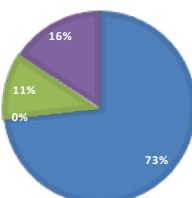
C2: WHY DO YOU THINK?

■ Minor ■ Major ■ Irrelevant ■ No/Unsure ■ No response



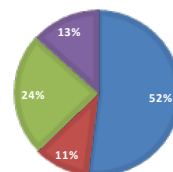
C3: ONE THING TO HELP?

■ Appropriate ■ inappropriate ■ No/Unsure ■ No response



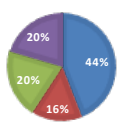
C4: EVER FELT THIS WAY?

■ Appropriate ■ inappropriate ■ No/Unsure ■ No/response



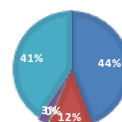
C5: DESCRIBE/SHOW HOW TO CHEER SELF

■ Show/describe ■ name ■ unsure ■ no response



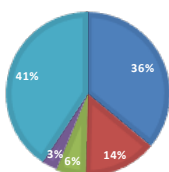
C6: DESCRIBE THING IN B5

■ Describe ■ Unable ■ unsure ■ no response ■ N/A



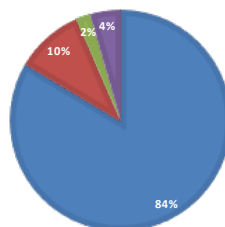
C7: DESCRIBE ANOTHER THING TO CHEER SELF

■ Show/describe ■ name ■ unsure ■ no response ■ N/A



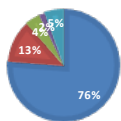
C8: PEOPLE TO TALK TO?

■ Yes ■ No ■ unsure ■ no response



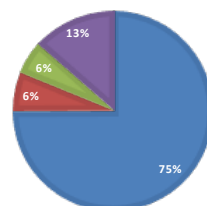
C8A: WHO IS THE FIRST PERSON?

■ Parent ■ Friend ■ Other adult family ■ Non-family adult ■ No response



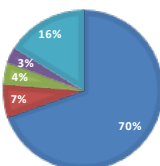
C9: WHY MISSED SCHOOL?

■ Benign ■ malicious ■ unsure ■ no response



C10: HOW CLASSMATE FELT?

■ empathetic ■ malidous ■ apathy ■ unsure ■ no response

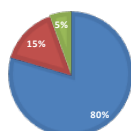


SECTION D ANALYSIS

SECTION D ANALYSIS		Gombe		Adamawa	
D1: What is happening?					
Describes conflict	305	28	196	109	
Describes no conflict	57	14	28	29	
No description	21	6	6	15	
TOTAL	383	48	230	153	
D2: What would you have done?					
Relevant solution	325	37	191	97	
Irrelevant	40	7	24	16	
No Answer	55	4	15	40	
TOTAL	383	48	230	153	
D3: Difficult situation?					
Describes conflict	177	24	117	60	
Says no	155	20	84	71	
Unsure	20	3	13	7	
No response	31	1	16	15	
TOTAL	383	48	230	153	
D4: Describe how to make better?					
Describes resolution	215	25	138	77	
Says no	92	16	52	40	
unsure	29	4	20	9	
No response	47	3	20	27	
TOTAL	383	48	230	153	
D5: Hardship at school?					
Describes hardship	125	16	93	32	
Names hardship no	49	12	24	25	
Unsure	147	10	90	57	
No response	62	10	23	39	
TOTAL	383	48	230	153	
D6: How did you manage situation in D5?					
Describes how overcame	117	20	83	34	
Did not overcome	48	7	28	20	
Unsure	74	8	53	21	
No response	144	13	66	78	
TOTAL	383	48	230	153	
D7: Show/describe how to calm self?					
Shows one thing	166	23	118	48	
Names one thing	115	6	76	39	
Unsure	42	3	14	28	
No response	60	15	22	38	
TOTAL	383	47	230	153	
D8: Describe how thing in D7 helps calm you?					
Describes	203	21	156	47	
Unalbe to describe	55	7	24	31	
Unsure	9	5	6	3	
No response	14	4	8	6	
N/A	102	11	36	66	
TOTAL	383	48	230	153	
D9: Another thing to calm?					
Shows one thing	146	17	111	35	
Names one thing	102	12	65	37	
Unsure	16	4	11	5	
No response	17	4	7	10	
N/A	102	11	36	66	
TOTAL	383	48	230	153	
D10: People to talk to?					
Yes	348	40	218	130	
No/no one	24	5	6	18	
unsure	1	0	0	1	
No response	10	2	6	4	
TOTAL	383	65	230	153	
D10a: Who is first person?					
Parent	270	28	184	86	
Friend	58	4	27	31	
other adult family	15	7	8	7	
non-family adult	7	2	0	7	
No response	9	2	5	4	
N/A	24	5	6	18	
TOTAL	383	48	230	153	
D11: Statement describes how you feel					
Very much	250	24	172	78	
Somewhat	60	14	27	33	
A little	17	5	7	10	
Not at all	34	4	14	20	
No response	22	1	10	12	
TOTAL	383	48	230	153	
D12: Child at school make someone feel angry?					
Yes	178	22	113	65	
No	183	21	109	74	
Unsure	10	5	2	8	
No response	12	0	6	6	
TOTAL	383	48	230	153	
D13: Child hit another child?					
Yes	253	35	151	102	
No	114	12	72	42	
Unsure	9	0	4	5	
No response	7	1	3	4	
TOTAL	383	48	230	153	
D14: Child left out?					
Yes	221	24	133	88	
No	144	20	91	53	
Unsure	6	3	1	5	
No response	12	1	5	7	
TOTAL	383	48	230	153	

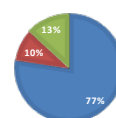
D1: WHAT IS HAPPENING?

Describes conflict Describes no conflict No description



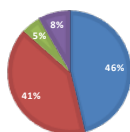
D2: WHAT WOULD YOU HAVE DONE?

Relevant solution Irrelevant No Answer



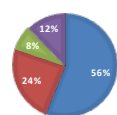
D3: DIFFICULT SITUATION?

Describes conflict Says no Unsure No response



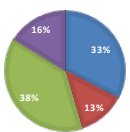
D4: DESCRIBE HOW TO MAKE BETTER?

Describes resolution Says no Unsure No response



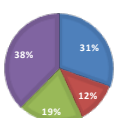
D5: HARDSHIP AT SCHOOL?

Describes hardship Names hardship no description Unsure No response



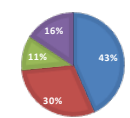
D6: HOW DID YOU MANAGE SITUATION IN D5?

Describes how overcame Did not overcome Unsure No response



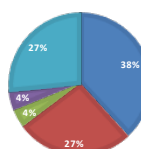
D7: SHOW/DESCRIBE HOW TO CALM SELF?

Shows one thing Names one thing Unsure No response



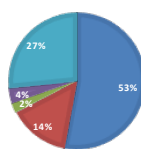
D9: ANOTHER THING TO CALM?

Shows one thing Names one thing Unsure No response N/A



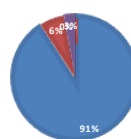
D8: DESCRIBE HOW THING IN D7 HELPS CALM YOU?

Describes Unalbe to describe Unsure No response N/A



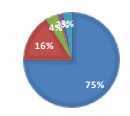
D10: PEOPLE TO TALK TO?

Yes No/no one unsure No response



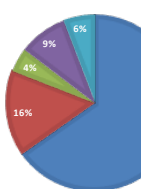
D10A: WHO IS FIRST PERSON?

Parent Friend other adult family non-family adult No response



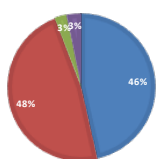
D11: STATEMENT DESCRIBES HOW YOU FEEL

Very much Somewhat A little Not at all No response



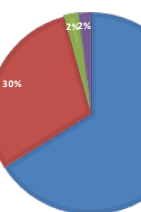
D12: CHILD AT SCHOOL MAKE SOMEONE FEEL ANGRY?

Yes No Unsure No response



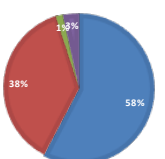
D13: CHILD HIT ANOTHER CHILD?

Yes No Unsure No response



D14: CHILD LEFT OUT?

Yes No Unsure No response

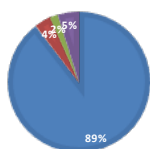


SECTION E ANALYSIS

	Gombe	Adamawa	
E1: How do children feel being asked to participate?			
Positive	343	213	130
Negative	15	6	9
Unsure	7	4	3
No response	18	7	11
TOTAL	383	230	153
E2: Do you feel confident answering in class?			
Yes	319	203	116
No	50	20	30
Not relevant	5	3	2
No response	9	4	5
TOTAL	383	230	153
E3: Do you feel shy?			
Yes	176	103	73
No	197	125	72
Not relevant	2	1	1
No response	8	1	7
TOTAL	383	230	153
E4: Agree w/ being able to do homework as w			
strongly agree	247	165	82
somewhat agr	81	41	40
somewhat dis	18	9	9
strongly disag	16	4	12
No response	21	11	10
TOTAL	383	230	153
E5: complete teacher tasks?			
Yes, always	237	151	86
Most time	63	45	18
Sometimes	56	23	33
Not usually	15	6	9
No response	12	5	7
TOTAL	383	230	153
E6: Agree w/ listening to classmates			
Very much	249	171	78
somewhat	59	30	29
a little	32	11	21
not at all	21	9	12
No response	22	9	13
TOTAL	383	230	153
E7: Agree w/ excited to work w/ classmates			
Very much	274	176	98
somewhat	20	9	11
a little	54	31	23
not at all	15	6	9
No response	20	8	12
TOTAL	383	230	153
E8: Names someti			
Names someti	247	165	82
No	72	32	40
Unsure	17	11	6
No response	47	22	25
TOTAL	383	230	153
E9: Happy feeling coming to school?			
Very happy	304	191	113
Somewhat ha	51	26	25
Neither happy	14	6	8
Somewhat un	6	3	3
Very unhappy	8	4	4
TOTAL	383	230	153
E10: Afraid to come to school			
very afraid	19	9	10
somewhat afr	48	18	30
unafraid	297	192	105
no response	19	11	8
TOTAL	383	230	153
E11: Come to school alone?			
Yes	209	128	81
No	169	98	71
Unsure	3	3	0
No response	2	1	1
TOTAL	383	230	153
E12: Teacher punish child in front of class?			
Yes	238	151	87
No	136	75	61
Unsure	3	3	0
No response	6	1	5
TOTAL	383	230	153
E13: Teacher lash child?			
Yes	292	170	122
No	85	57	28
Unsure	1	0	1
No response	5	3	2
TOTAL	383	230	153

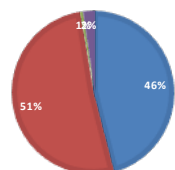
E1: HOW DO CHILDREN FEEL BEING ASKED TO PARTICIPATE?

Positive Negative Unsure No response



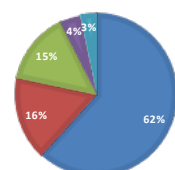
E3: DO YOU FEEL SHY?

Yes No Not relevant No response



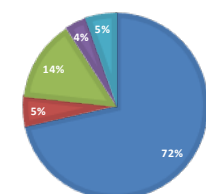
E5: COMPLETE TEACHER TASKS?

Yes, always Most time Sometimes Not usually No response



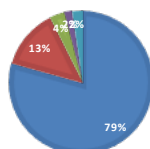
E7: AGREE W/ EXCITED TO WORK W/ CLASSMATES

Very much somewhat a little not at all No response



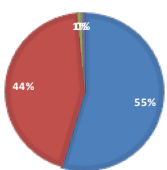
E9: HAPPY FEELING COMING TO SCHOOL?

Very happy Somewhat happy Neither happy nor unhappy Somewhat unhappy Very unhappy



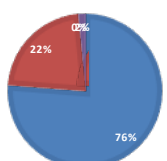
E11: COME TO SCHOOL ALONE?

Yes No Unsure No response



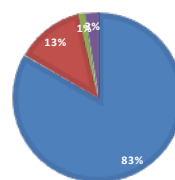
E13: TEACHER LASH CHILD?

Yes No Unsure No response



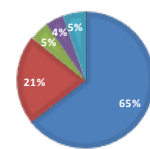
E2: DO YOU FEEL CONFIDENT ANSWERING IN CLASS?

Yes No Not relevant No response



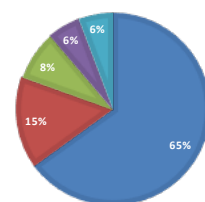
E4: AGREE W/ BEING ABLE TO DO HOMEWORK AS WELL AS CLASSMATES

strongly agree somewhat agree somewhat disagree strongly disagree No response



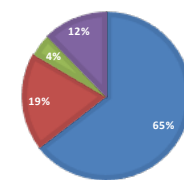
E6: AGREE W/ LISTENING TO CLASSMATES

Very much somewhat a little not at all No response



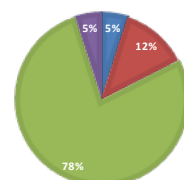
E8: ONE THING YOU LIKE WORKING WITH A TEAM?

Names something No Unsure No response



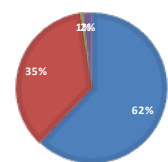
E10: AFRAID TO COME TO SCHOOL

very afraid somewhat a afraid una afraid no response



E12: TEACHER PUNISH CHILD IN FRONT OF CLASS?

Yes No Unsure No response



E14: Teacher threaten child?			
Yes	159	114	45
No	213	112	101
Unsure	1	0	1
No response	10	4	6
TOTAL	383	230	153

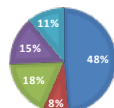
E15: Agree w/ don't feel upset when friend p			
very much	186	125	61
somewhat	30	15	15
a little	69	45	24
not at all	56	28	28
no response	42	17	25
TOTAL	383	230	153

E16: if you get sick, how do you feel you wo			
no response	54	21	33
I'll try my best	155	116	39
I will ask for h	104	70	34
I don't care	33	14	19
I will suffer	31	9	22
TOTAL	377	230	147

E17: feel about moving to different school?			
Fine/no probl	97	60	37
mostly okay	98	60	38
a little sad	49	31	18
very upset	117	68	49
no response	22	11	11
TOTAL	383	230	153

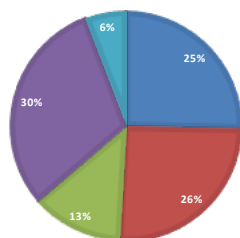
E15: AGREE W/ DON'T FEEL UPSET WHEN FRIEND PUNISHED BY TEACHER

very much somewhat a little not at all no response



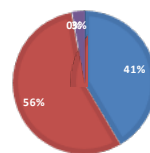
E17: FEEL ABOUT MOVING TO DIFFERENT SCHOOL?

Fine/no problem mostly okay a little sad very upset no response



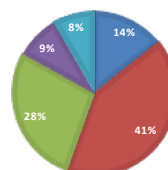
E14: TEACHER THREATEN CHILD?

Yes No Unsure No response



E16: IF YOU GET SICK, HOW DO YOU FEEL YOU WOULD KEEP UP WITH STUDIES FOLLOWING WEEK?

no response I'll try my best I will ask for help I don't care I will suffer



SECTION F ANALYSIS

TOTAL	Gombe	Adamawa
F1: 2 qualities you like about self?		
Names 2	161	115
names 1	117	74
Cannot name	48	21
No response	57	20
TOTAL	383	230

F2: Want to be when you grow up		
Describes goal	315	201
Unsure/no goal	34	12
No response	34	17
TOTAL	383	230

F2a: Things to do to achieve goal		
Describes steps	265	178
Unsure	45	19
No response	39	16
N/A	34	17
TOTAL	383	230

F2b: Imagine challenges to goal		
no challenge	183	114
yes, names chall	66	44
yes, does not nai	37	22
no response	63	33
N/A	34	17
TOTAL	383	230

F2c: How to overcome?		
Names more tha	61	47
Names one way	42	26
Unsure	103	64
No response	143	76
N/A	34	17
TOTAL	383	230

F3: At least one thing to get better at doing?		
Names more tha	155	97
Names one thing	183	112
No/unsure	16	5
No response	29	16
TOTAL	383	230

F3a: How do you feel about ability to get better?		
Positive feeling	267	171
negative feeling	21	17
unsure	29	16
no response	66	26
TOTAL	383	230

F4: Something/one makes you feel happy/thankful?		
Names somethir	285	190
Unsure	53	25
No response	45	15
TOTAL	383	230

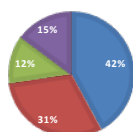
F5: How do you feel when you think about thing in F4?		
positive emotio	241	161
negative emotio	19	16
unsure	27	13
no response	51	25
N/A	45	15
TOTAL	383	230

F6: Tell when someone helped you?		
Describes	254	177
Does not identif	40	20
Unsure	25	8
No response	64	25
TOTAL	383	230

F7: When plans change, how do you deal?		
Describes	115	85
Does not know t	88	52
Unsure	38	22
No response	142	71
TOTAL	383	230

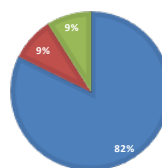
F1: 2 QUALITIES YOU LIKE ABOUT SELF?

Names 2 names 1 Cannot name No response



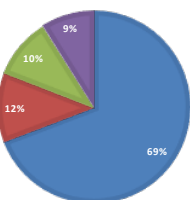
F2: WANT TO BE WHEN YOU GROW UP

Describes goal Unsure/no goal No response



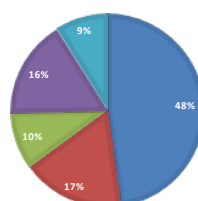
F2A: THINGS TO DO TO ACHIEVE GOAL

Describes steps Unsure No response N/A



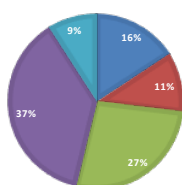
F2B: IMAGINE CHALLENGES TO GOAL

no challenge yes, names challenge, yes, does not name no response N/A



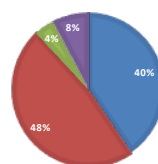
F2C: HOW TO OVERCOME?

Names more than one way Names one way Unsure No response N/A



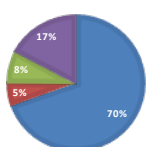
F3: AT LEAST ONE THING TO GET BETTER AT DOING?

Names more than one thing Names one thing No/unsure No response



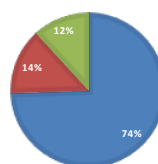
F3A: HOW DO YOU FEEL ABOUT ABILITY TO GET BETTER?

Positive feeling negative feeling unsure no response



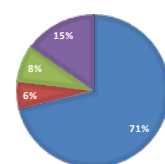
F4: SOMETHING/ONE MAKES YOU FEEL HAPPY/THANKFUL?

Names something Unsure No response



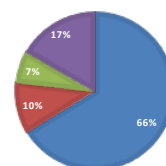
F5: HOW DO YOU FEEL WHEN YOU THINK ABOUT THING IN F4?

positive emotion negative emotion unsure no response



F6: TELL WHEN SOMEONE HELPED YOU?

Describes Does not identify Unsure No response



F7: WHEN PLANS CHANGE, HOW DO YOU DEAL?

Describes Does not know how Unsure No response

