

# **Measuring Locally Defined Social and Emotional Learning (SEL) for Pre-schoolers in Tanzania**

**Dr. Matthew Jukes, RTI International**

## Research Partners

Jovina Tibenda

Dr. Nkanileka Mgonda

Dr. Prosper Mosh

Florentina Nsolezi

Grace Jeremiah

Prof. Kristen Bub

Tusome Pamoja

University of Dar es Salaam

University of Dodoma

University of Dodoma

St. Augustine University

University of Illinois, USA

## E.g. Delayed Gratification



# Core Social and Emotional (SEL) Competencies



## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

## SOCIAL AWARENESS

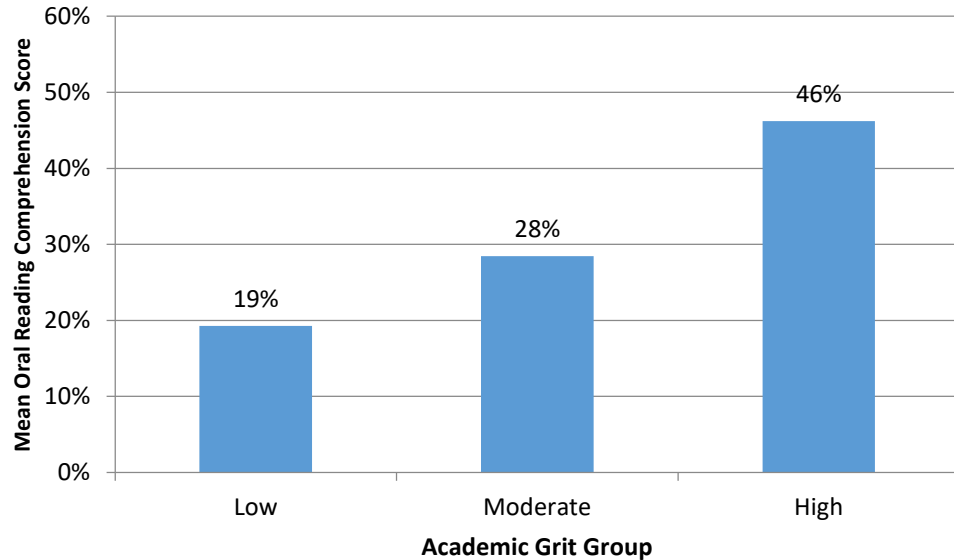
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

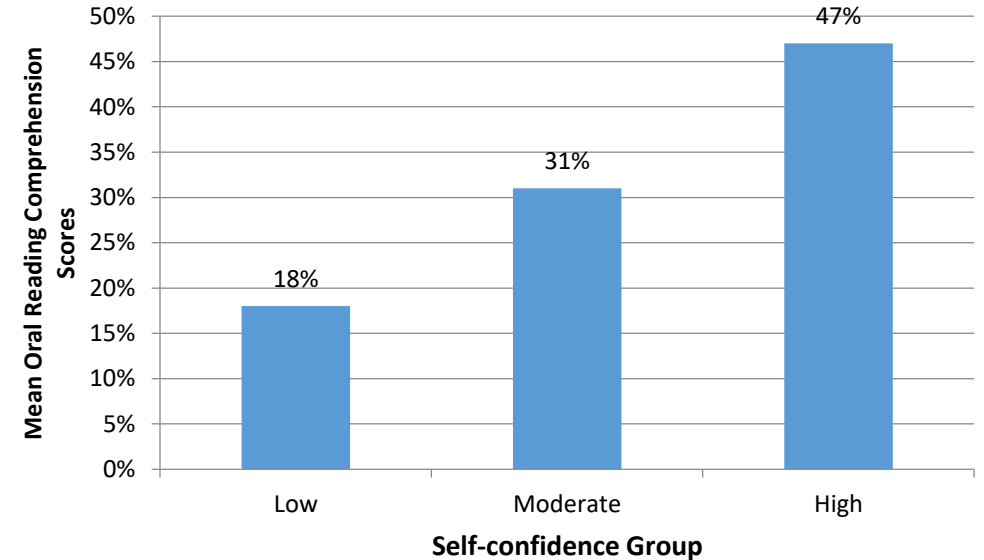
# Improved SEL enhances educational achievement in high-income countries ...

- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432. doi: 10.1111/j.1467-8624.2010.01564.x

## .. and there is a similar relationship in Tanzania

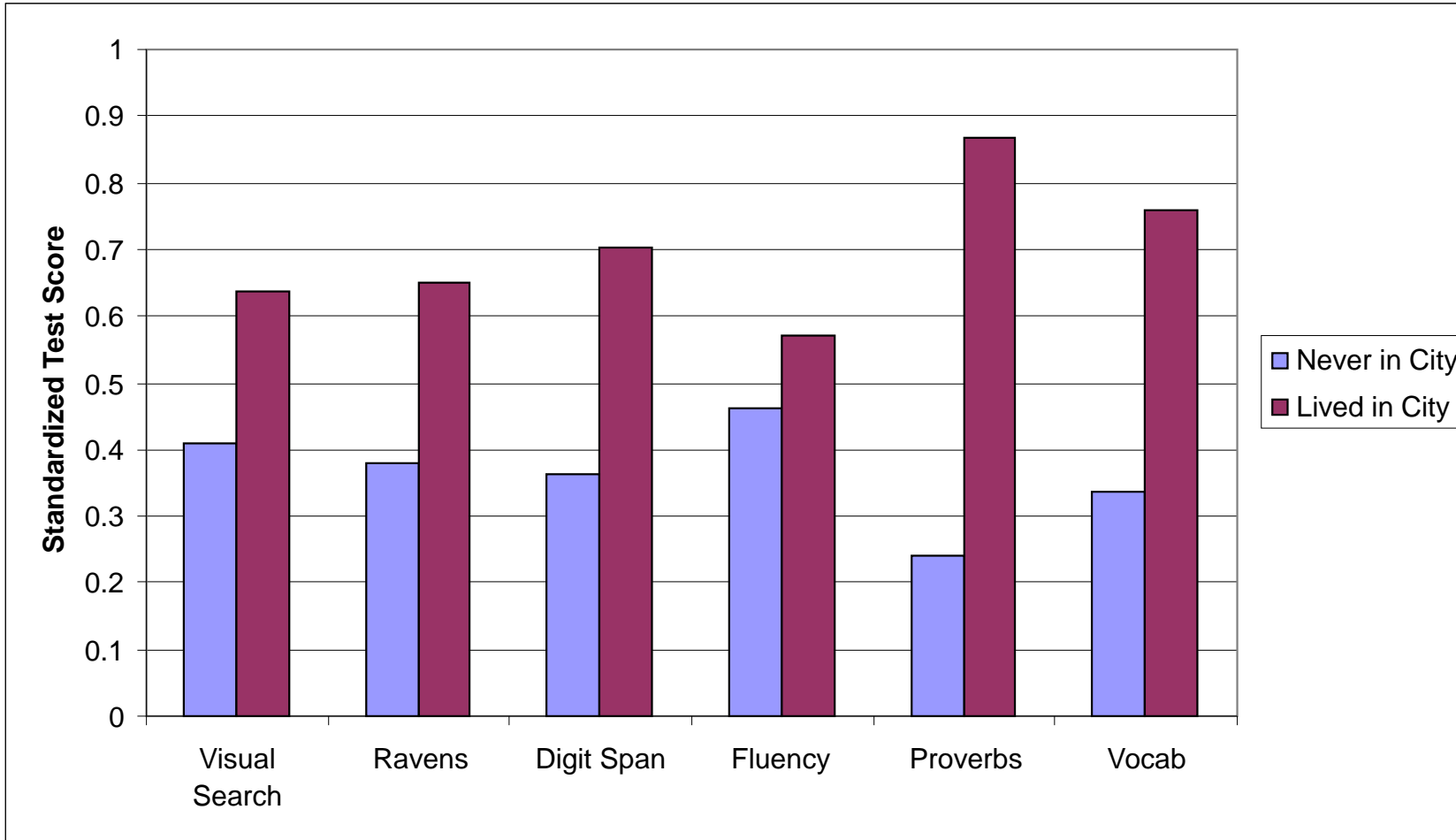


**Academic Grit:** E. g. “When Zawadi finds that a task is hard, Zawadi gives up and stops trying. Are you like Zawadi?”



**Self Confidence:** E.g. “When Matei often feels nervous when going into a room where other people are talking. Are you like Matei?”

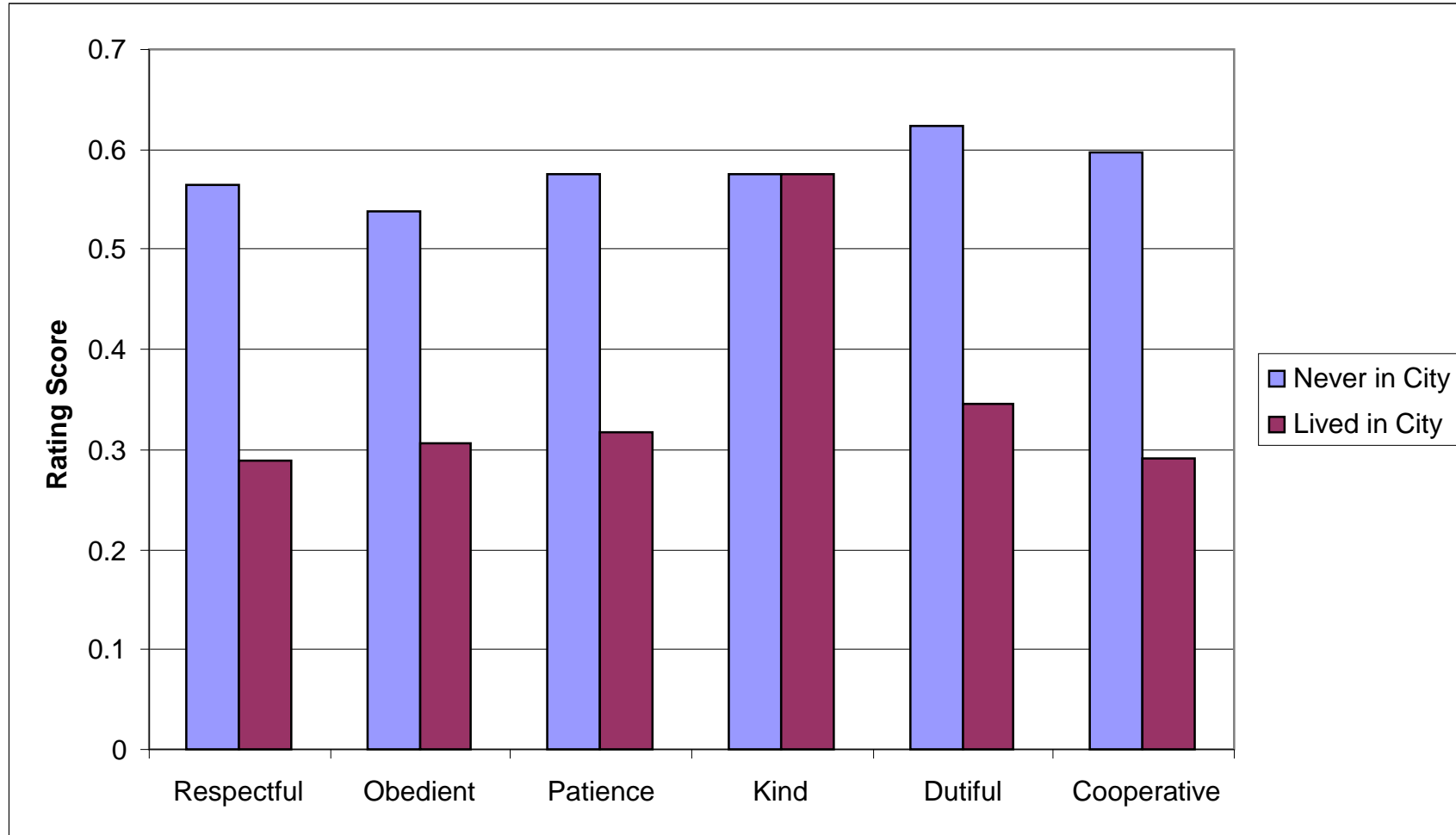
# Urban Migration and Cognitive Abilities



Jukes, Zuilkowski and Grigorenko (in prep). Schooling, urban migration and the development of cognitive skills and social responsibility in the Gambia, West Africa



# Urban Migration and Social Responsibility in the Gambia



Jukes, Zuilkowski and Grigorenko (in prep). Schooling, urban migration and the development of cognitive skills and social responsibility in the Gambia, West Africa

# Rationale for Locally Generated SEL measures

- Internal reliability mixed in Tanzania and Morocco from adapted measures
- Predictive validity mixed in Morocco and Tanzania
- IDELA and MELQO have mixed psychometrics
- SEL is culturally specific
- Marshmallow test: Zambian children are more patient than US children. Rural poor are the most patient

# Rationale for Locally Generated SEL measures

Two levels of 'locally generated' (see e.g. Betancourt work on mental health):

1. Existing domains measured with locally generated behaviors
2. New, locally generated domains

Betancourt TS, Speelman L, Onyango G, Bolton P. A qualitative study of mental health problems among children displaced by war in northern Uganda. *Transcultural Psychiatry*. 2009; **46**(2): 238-56.

Ng LC, Kanyanganzi F, Munyanah M, Mushashi C, Betancourt TS. Developing and validating the youth conduct problems scale-Rwanda: a mixed methods approach. *PloS one*. 2014; **9**(6): e100549.

Betancourt TS, Yang F, Bolton P, Normand SL. Developing an African youth psychosocial assessment: an application of item response theory. *International Journal of Methods in Psychiatric Research*. 2014; **23**(2): 142-60.

David F. Lancy

# The Anthropology of Childhood

Cherubs, Chattel, Changelings

SECOND EDITION



# Aims of the Study

- 1) Identify culturally defined domains of development
  - Emphasis on new, non-academic domains, not covered in MELQO
  - Emphasis on domains that are important for transition to school and academic success
- 2) Identify culturally defined behavioral examples of new (and existing) domains
- 3) Develop and pilot measurement tools
- 4) Reliability and validity assessments - > final tool
- 5) Administer as part of Tusome Pamoja Preschool project to assess
  - impact of ECD intervention on non-academic measures
  - importance of non-academic measures for schooling

## Questions about child development in general (for parents and teachers)

- What are the qualities you would like all children to develop?
- What are the characteristics you would want for your child?
- What are the differences between a good child and a bad child?
- Describe how you would want your child to behave?
- What kind of qualities would make a child successful in life?

# Traits highly valued by both Teachers and Parents

Msikivu	Attentive/thorough
Mtii	Obedient
Heshima/Adabu	Respect
Mpole /Mtulivu	Polite and humble
Nidhamu	Disciplined



**“Respect is an investment”**





# Traits valued more by Teachers

Udadisi	Curiosity
Kujituma	Self-starting, committed
Kujiamini	Confidence/self-belief

# Traits valued more by Parents

Mwaminifu	Trustworthy
Kujitambua	Self -Aware
Ushirikiano	Cooperation

# Traits valued by Children

“What advice would you give to a younger child starting school”

Also mentioned by Parents and Teachers

Heshima/Adabu	Respect
Mtii	Obedient
Mpole /mtulivu	Polite and humble
Msikivu	Attentive

Ushirikiano	Cooperation
Msafi	Clean and smart
Juhudi / Bidii	Hardworking

# How are traits different from those valued in high-income countries?

Almost all concepts are present but are characterised differently

E.g. Social Awareness (in CASEL) is represented mainly by social responsibility – respect and obedience (in Tanzania)

Empathy is barely mentioned but is implied in discussion of Cooperation

## **Questions about qualities for school success** (for teachers mainly but also parents)

- What are the qualities that help a child to succeed at school?
- What are the differences between a child who succeeds at school and one who doesn't?
- How do these differences appear on day 1 of school?

**Answers are very similar to qualities for success in life**

## Questions for children

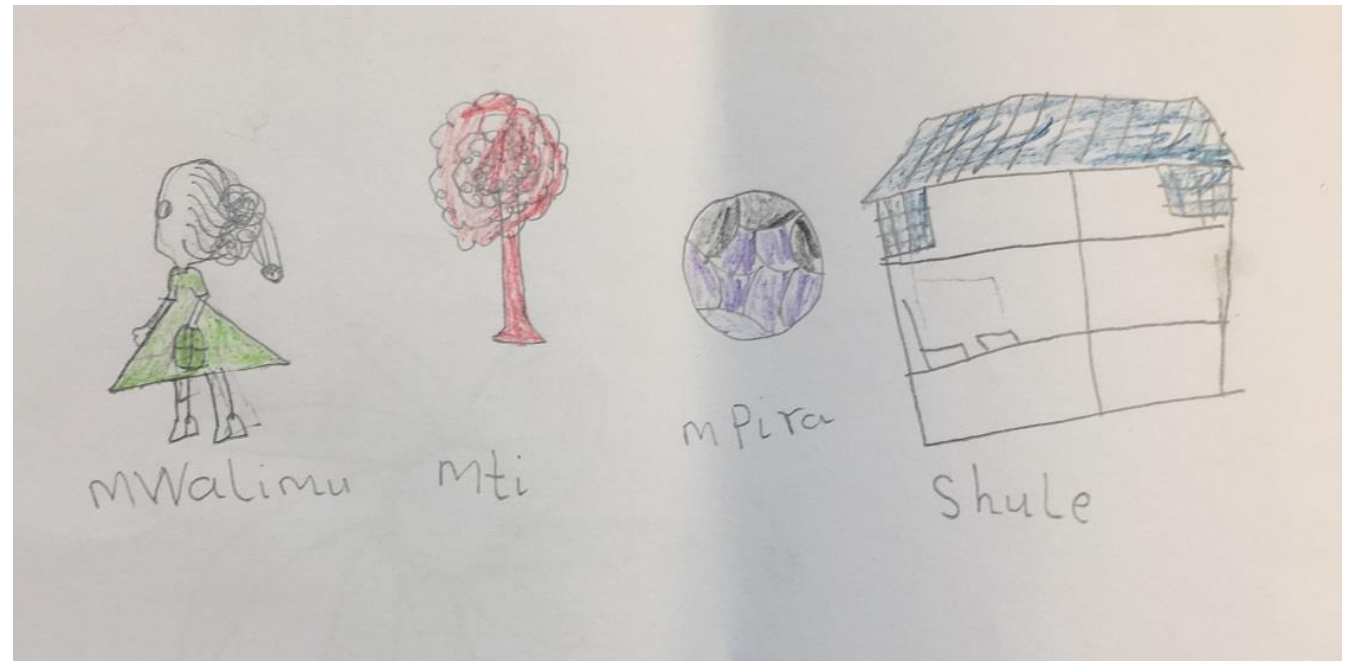
- How did you feel on your first day at school (or preschool)?
- What things did you do at home that helped prepare you for your first day at school?
- On your first day at school what things surprised you? What made you happy? What was hard? What was easy? What things were you not prepared for?
- If you were giving advice to a younger sibling who is about to start school, what would you tell them?

# What children liked about starting school

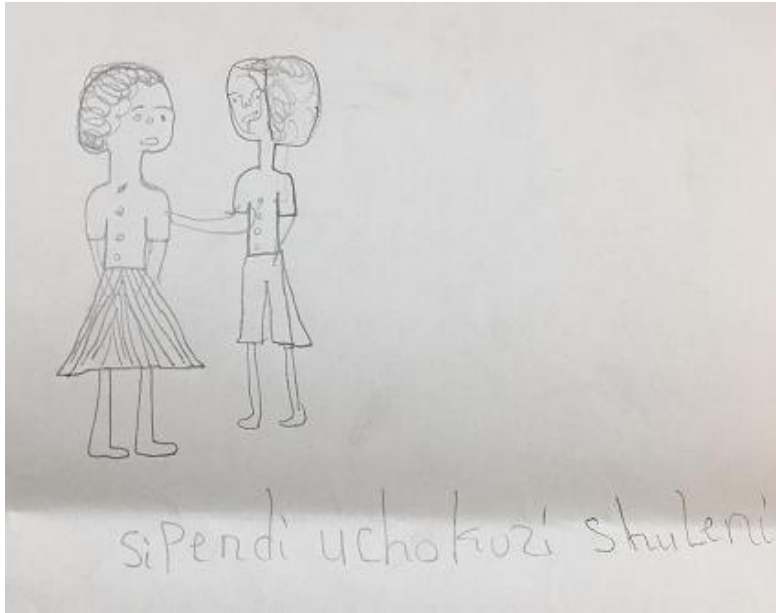


Playing football

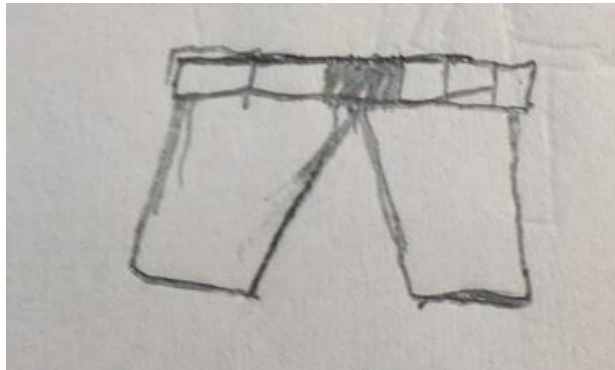
Teacher, tree, football, school



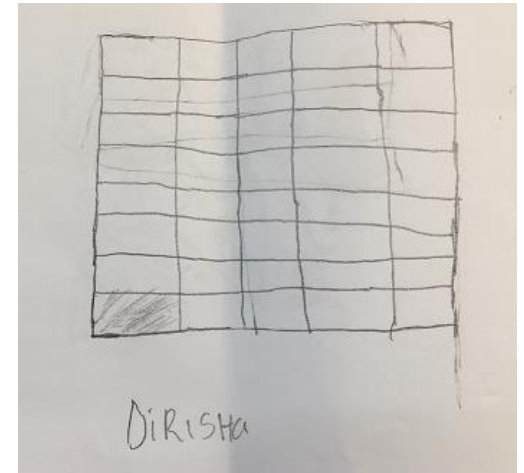
# What children disliked about starting school



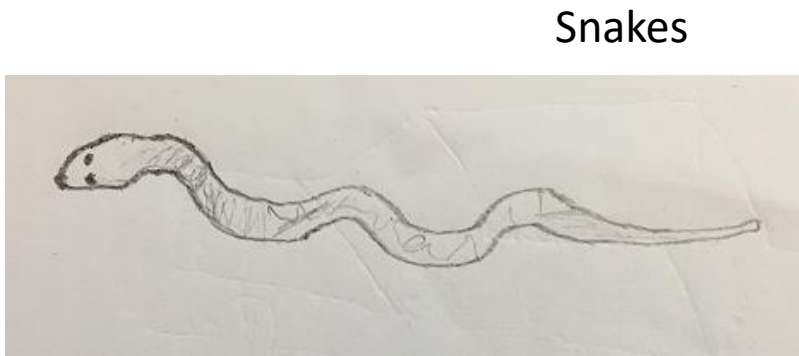
Bullying



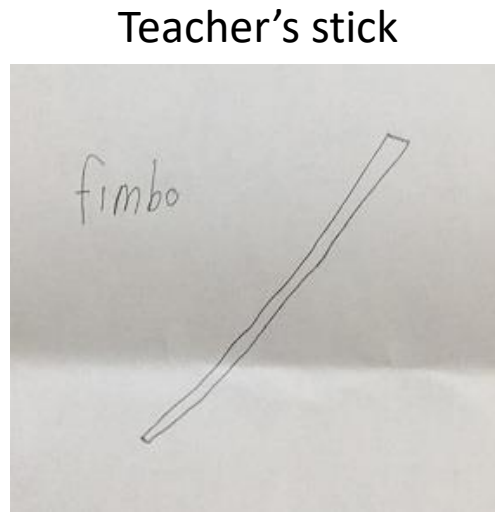
Wearing shorts



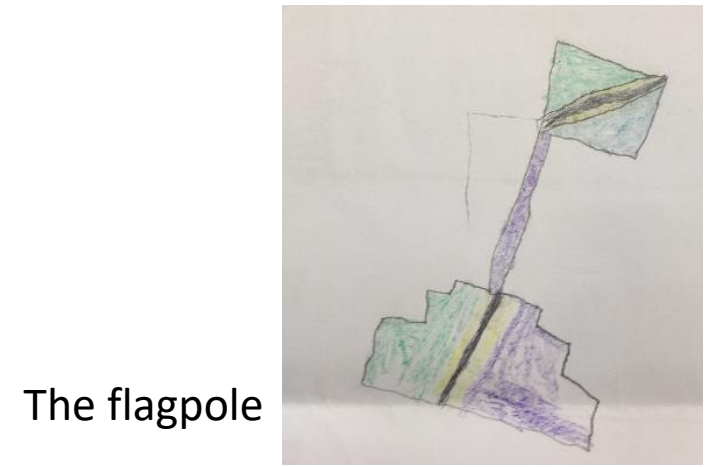
The window



Snakes



Teacher's stick



The flagpole



# Questions

How are skills changing? E. g. 'Goal-setting'

Are curiosity and obedience compatible?

Next research stage: which are these skills predicts education success?

How can we design preschool education to:

- Help children adjust to school?

- Develop children's SEL?

How do we use this information for community engagement, bridging any gaps between school and home?

# Thank you!

Please contact me - [mjukes@rti.org](mailto:mjukes@rti.org)

Thanks to:

PORALG and MOEST

Mtwara Regional Education Office

District Education Offices of Mtwara Rural, Tandahimba and Nanyamba

Parents, students and teachers of four schools.