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Promoting Social and Emotional Learning in BRAC Primary Schools

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ABSTRACT

BRAC Education Programme took a scheme on a pilot basis to improve social and emotional skills among the students of BRAC primary schools. The aim was to make the learners more social and shaping their behaviour and thoughts in a positive way. After 10 months of programme implementation, this study was undertaken to see the classroom situation level. Several aspects of Social and Emotional Learning (SEL) was already included in regular BRAC curriculum. However, six more activities were introduced in the pilot schools. Three SEL implemented and three non-SEL schools were taken for investigation using qualitative research techniques. Findings reveal that the learners could describe their emotions, sometimes showed their confidence, and cooperated effectively with their peers. However, they did not show much interest in participating in the newly added components. There was also lack of follow-up and supervision of the activities. The SEL core team was supposed to be more active in this regard. It might be better to engage parents to gain a greater success of the initiative. The study recommends rethinking of the whole process—from curriculum development to implement in classroom considering student's age, teachers' quality, and local context.

INTRODUCTION

Social and Emotional Learning (SEL) is a process through which one can learn how to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationship, and avoid negative behaviour (Elias *et al.* 1997). Development of these skills at childhood is very important. These can be linked to a variety of behaviours which have long-term implications. Both home and school can be the places for promoting and integrating social and emotional development. School is well known as social institution, and learning is thus a social process. Students can learn by collaborating with their teachers and peers and taking support of their families. It has been established that SEL can be taught in the classroom through systematic instructions; however, quality of instruction is the determining factor of its success.

A long history of schools focusing on areas like social responsibility and moral character is well known (Jackson, 1968). Learning and behaving responsibly in the classroom were also seen as causally related to these. Moreover, pro-social behaviour in the classroom is linked with positive intellectual outcomes (Pasi 2001). In contrast, anti-social behaviour is linked to poor academic performance (Hawkins *et al.* 1998). Therefore, it is crucial to determine whether interventions can be designed to promote SEL, backed by empirical evidence that SEL efforts improve children's success in school and life.

SEL IN BRAC SCHOOL

In October 2010, a team from American Institute of Research (AIR) offered a training course to BRAC staff. Following issues were discussed in the training: the fundamental components of SEL, condition for learning, infusing in BRAC Primary Schools (BPS), incorporate in curriculum, and strategies for teachers to implement this in classroom. In this training some participants of BRAC Education Programme (BEP) realized that although not in the name of SEL, it is already present in BPS. However, it was not focused separately. Afterwards, BEP made a team of four staff to explore it in its school curriculum and finally decided to apply six new activities which they took from AIR training materials. They thought how to implement them in classroom, but they were not concerned about local context, teacher's quality, and student's maturity to capture SEL at their age. This team was consisted of one programme person from BEP, one person from training division and two BEP area managers.

BEP initiated a pilot project in May 2011 with six new SEL activities which were bound into three key components: self awareness and management, social awareness and relationship skills, and decision-making in both pre-primary and primary schools¹. This intervention was provided in 45 BRAC Pre-Primary (BPP) and 26 BPS located in

¹ The Collaborative for Academic, Social and Emotional Learning (CASEL) has identified five core social and emotional competency areas: Self awareness, self management, social awareness, relationship skills, responsible decision making.

two suburb areas of Gazipur and Tangail Sadar (Annex 1). The Area Managers (AM) and Branch Managers (BM) of these two areas did not receive SEL training of AIR.

The teachers of these schools received two days training and 18 assistants that were recruited for the programme also received training on SEL application in the classroom. It can be noted that no teacher and staff training was entitled to the regular BPS where 12 SEL activities were present through curriculum and class practices.

BEP defined six different activities that reflect SEL, and a manual was provided to the teachers to facilitate them to guide the pupils through those activities. Only grades one and two were selected for SEL programme. BEP reviewed the programme 10 months later to get useful feedback for the design of future educational strategies.

OBJECTIVE

This study aims to explore the immediate effect of SEL activities in BPS. To have an in-depth understanding of the SEL activities that BEP adopted, implementation in class, the role of teacher, student practice, parent's opinion, and the perception of teachers, Programme Organizers (PO) and Branch Manager (BM) on SEL were investigated.

METHODS AND MATERIALS

To gain an understanding of SEL activities, the ways by which they are applied in the classroom, as well as changes occurring in pupils (like changes in pupils' behaviour, academic performance or classroom attitude, etc.), only the qualitative methods were used. Students, teachers and parents were the informants. To assess an immediate effect of SEL, a comparison group was formed from regular BRAC schools located in another community. In both areas (intervention and non-intervention) three schools were selected randomly from those of grade III. Table 1 outlines the information collection methods, tools and techniques, information source and sample size.

Table 1. Description of data collection methods, tools and sample size

Data collect method	New SEL intervention area	Old SEL intervention area
Classroom observation	4 consecutive days X 3 schools=12 days	4 consecutive days X 3 schools=12 days
In-depth Interview (Teachers)	3 nos.	3 nos.
In-depth Interview (Staff)	1 no.	1 no.
FGDs (Students)	3 nos.	3 nos.
FGDs (Parents)	3 nos.	3 nos.

STRENGTH AND LIMITATIONS

This study provides a deeper understanding and detailed description of the programme activities, its immediate effect and beneficiaries' perception. Additionally, it describes a rich detail phenomena embedded in local context. Data were collected in

naturalistic way and especially responsive to the programme needs. However, the findings may not be generalized in other contexts.

ETHICAL CONSIDERATION

The study did not cause any harm in terms of medical and legal grounds. Researchers ensured anonymity of their respondents. The respondents were willing to participate and were told that they can withdraw from the study at any time.

FINDINGS

THE STUDY SCHOOLS

Three newly applied SEL schools and three regular BRAC primary schools were chosen for understanding SEL activities (Table 2). Number of students in all SEL-implemented schools and two non-SEL schools was 30 each; the other non-SEL school had 33 students. Number of boys in each school was 1.5 times to double of the number of girls. All the six teachers were females. Teachers of all the three non-SEL and two SEL schools completed secondary education and the other SEL school teacher completed higher secondary education. Except one non-SEL school teacher, the other five teachers received basic teacher training of BRAC. SEL school teachers received SEL orientation. One non-SEL school teacher received subject-based training for English and mathematics. The teachers varied by length of service. Two SEL school teachers had three years and the other had 11 years of experience. In the case of non-SEL schools, one had 15 years, one had three years and the rest had six months of experience.

Table 2. Some information about the schools under study

Schools	Type	Number of students by gender			Information about the teachers			
		Girls	Boys	Total	Gender	Education	Length of service	Training received
A	SEL	20	10	30	Female	SSC	11 years	Basic Training, SEL Orientation
B	SEL	19	11	30	Female	SSC	3 years	Basic Training, SEL Orientation
C	SEL	18	12	30	Female	HSC	3 years	Basic Training, SEL Orientation
D	Non-SEL	20	13	33	Female	SSC	15 years	Basic Training, English, Mathematics
E	Non-SEL	18	12	30	Female	SSC	3 years	Basic Training
F	Non-SEL	18	12	30	Female	SSC	6 months	-----

SELF AWARENESS AMONG STUDENTS

Gold and Roth (1993) defined self awareness as a process of getting in touch with one's feelings and behaviours. It helps to have a clear perception of personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self awareness allows understanding other people, their perception, attitude and responses to them. Otherwise, self management refers to methods, skills, and strategies by which individuals can effectively manage her/his emotion. BEP covered

emotions and feelings, likings and disliking, regular school attendance and doing homework, maintain personal hygiene, respect others, actively participate in class and control own emotions. However, Collaborative for Academic, Social, and Emotional Learning (CASEL)² showed that attending school regularly, doing homework and maintaining personal hygiene can be included in 'responsible in decision making' segment³. However, data revealed that the students of both types of schools frankly expressed their feelings to each other and to their parents too. One student of school E reported, "I feel better when I come to school, I can learn many things from here. I have to maintain cleanliness, give *salam* to elders and listen to what teacher and the team leader say. We learn how to sing and dance. I like these very much". Similar expressions were found from other students too. Students also identified some emotions which can be identified as sad, unhappy or bad, which, as human beings, affect them time to time. For instance, one learner of school B told when she had guests at home, she could not attend school and thus felt bad as she had to do so.

AWARENESS ON RESPONSIBILITIES

Children, adults and society all gain considerably from children's involvement in decision-making. Children may have a number of ideas on how schools could become more inclusive by making small adjustments that would address their needs⁴. Classroom observations in both types of schools reveal that students were conscious about time management; they were present in the classrooms on time and organized their slippers nicely. Except school B all the students of other schools were present on time. Teachers were found checking whether the students maintained personal hygiene like hand washing, nail cutting, brushing teeth and combing hair. In both types of schools 7/8 students did not maintain their personal hygiene properly. This shows that the students of both types of schools maintained personal hygiene mostly equally. No difference was found in the SEL-implemented schools. Some teachers gave homework and the students (except one in school B) did it properly. Therefore, students of BPS were concerned about their responsibilities and homework.

RESPECTING OTHERS

In BPS, all the students, in general, used to welcome teachers and visitors when they enter into the classrooms. The same was observed in the study schools. All of them stood up and gave *salam* to the teachers and others and asked their well-being. Some of them were curious to know the visitors identity. The students spontaneously told their names, the team leaders also told the names of their team members. In a few cases, it was observed that they could not tell the right number of members who were present in the classrooms because they memorized the sentence containing total number of members of their teams; if anybody was absent they did not realize that the number should be changed. The teacher also did not notice it.

CLASS PARTICIPATION

Classroom participation is a feature which can determine as a result of insightful comments and interesting connections being made by students and can foster a high level of energy and enthusiasm in the classroom learning environment. However, poorly managed participation can also lead to instructor frustration and student confusion. Below are strategies to consider making classroom participation more

² <http://casel.org/>

³ <http://www.kidsmatter.edu.au/primary/uploads/2009/09/social-and-emotional-overview.pdf>

⁴ http://www.participationworks.org.uk/files/webfm/files/npf~npf_publications/A%20Summary%20Report_jun10.pdf

effective. It was found in both types of schools that the students may not yet have the skills required to participate effectively. Therefore, students felt less confident to answer to the questions they were asked to. All the students were found spontaneous only in one school where SEL was not implemented (School F).

SOCIAL AWARENESS AND RELATIONSHIP SKILLS

Social awareness and relationship skills are two major components of SEL introduced in BPS. The activities include peace tree, class meeting, teacher's positive feedback and behaviour, blind fold game, and fish bowl game. It was observed that the students of those schools where SEL was not introduced also got these competencies through the usual classroom activities. Stories in their text books, poster making, question/answer, group activities, singing etc. helped the students achieve these. Following are the key issues through which researchers intended to understand social awareness and skills of building relationship among students of BPS.

FOLLOWING RULES AND NORMS

The students of both types of schools were equally aware of the school rules and norms and they followed them equally. The students came to school on time, took part in morning assembly, kept their shoes in proper places, etc. They were used to clean their classrooms every morning and kept it tidy all the day long. If anyone of them forgot to do anything, the peers reminded.

WILLING TO TAKE PART IN GROUP ACTIVITIES

Students of SEL-implemented schools actively participate in group activities. It was noticed that students participated in group activities through group reading, keeping classroom tidy, group dance, etc. In these activities they worked as a team, they helped each other to read and perform. In group reading all the students of a school divided them in 5 or 6 groups. In each group there were one or two members stronger than others. They led group study of their team. If any member pronounced incorrectly a stronger one made it correct.

The students of the non-SEL schools also participated in group activities in the same way and helped each other. For instance, a group of students were performing a drama in school E. There were five students in the play. When one of them forgot dialog the others corrected her. They also reminded each other when to enter into the play. Through helping each other they performed the play well. Thus, it can be concluded that the students of both types of schools showed their eagerness to participate in group work with their peers.

Students of both types of schools also attended in small and large group activities. Sometimes teachers helped them to choose their team mate and sometimes the students did it of their own. However, it was revealed from observation that if the teachers were involved in other tasks or kept them absent-minded, the students took scope of being naughty. Sometimes students disturbed each other during class time as well.

SHARING MENTALITY OF THE STUDENTS

The students of both types of schools shared their personal belongings with each other. They shared erasers, pencil sharpeners, rulers, pencils, etc. They also shared books if someone forgot to bring. However, this was a rare case because bringing all

books to school was compulsory for each student. A case can be presented as an example. One student's writing *chalk* was finished and the student next to him said, "I have an extra chalk, you can take it from me". Hence, the students were practicing sharing their stuff from their childhood; it might be helpful to increase their social acceptance in future.

UNDERSTAND OTHERS NEED AND HELP OTHERS

To find out whether students take care of other people the research team talked to them and their parents and siblings as well. Most of the respondents from both the groups mentioned that the students helped their parents in various household works and took care of younger siblings. In Bangladesh society duties and responsibilities are enforced according to sex. The girls mostly helped their mothers in cooking, bringing water, and cleaning dishes, clothes and other essentials. Some of the girls reported that they took part in cooking if their mothers got sick or went outside home. Furthermore, girls looked after their younger siblings when their mothers were busy with work; they also helped their younger siblings in bathing and feeding. On the other hand, the boys reported that they helped their mothers and fathers in such activities which required going outside home. They went to grocery stores to buy many things like oil, salt, soap, spices, etc. Sometimes they also went to market to buy main food like fish, rice, vegetable, etc. if their fathers were unavailable or unable to do the tasks. They also collected fire woods; took care of cattle and their younger siblings. Some of the mothers had no daughters. They reported that their sons helped them in such activities which were usually done by the girls, like cooking, cleaning dishes, clothes and other necessary things. One mother reported, "My son says that we have no sister so we have to do all household activities by ourselves". In these issues the students and their parents of non-SEL schools responded similarly. Another mother stated, "few days before I was sick. My son took care of me; he washed clothes and dishes, and cleaned the house".

ENCOURAGE OTHERS

How the students encouraged each other was also observed in the classrooms. The students were seen encouraging their peers by requesting to sing a song or perform a dance. The students were found aware of their classmates capabilities. For instance, a student of school A was well known to his classmates for his singing capacity. In a co-curricular activity session all his peers requested him to sing a song which he sang well. Sometimes the students also requested the teachers to ask someone to read from the textbook or recite a poem who do well. In school C, the teacher asked her students to read from a paragraph in Bangla textbook. The students requested their teacher to ask one of them to read from the paragraph because they liked her reading style. Another student requested his teacher by saying "Apa, please, tell shaila to read, she reads well".

The students also admired their peers when they performed well. They expressed their thanks by clapping after the performances. They also encouraged the good students through introducing them to the visitors. A student of school E said to one of the researchers, "Apa, my friend Akram is the topmost student among us". It was noticed in school B that when teacher asked someone to solve a mathematics problem on the blackboard and to help others to make it understand; this student's success was appreciated by clapping. A teacher asked a girl to solve a math problem on board and then to explain it to her peers. She then solved the math and explained it. At this, one of the other students said, "Apa, she explained it well". Teacher said, "Well then say thank you to her". Everybody clapped and loudly said, "Thank you".

Thus, the students of both types of schools were found encouraging their classmates and celebrate their success together. The teachers were also found very much concerned to this. It seems that encouraging others became a norm and a part of BRAC school culture.

RELATIONSHIP BUILDING

We talked to the students and the teachers to know how the students build relationship with others. The students reported that all the students of their schools came from mostly the same socioeconomic background. Their residents were also close to each other (BRAC policy is to take students from one km radius of the school). Thus, it was not difficult for them to live together. After school hours they had little time to spend with other children of their communities. So, friendship mainly occurred among their classmates. On the other hand, as most of the students were neighbours they were used to play together after school hours. However, many of them said that they also had few friends from their locality who did not study in the same school. Some of them had friends in their grandparent's locality which they visit hardly once a year. This indicates that the students have skills to build up relationship with others. They also have good relationship with their teachers. The teachers claimed that their students share everything with them. Teacher of school E reported, "my students tell me everything about themselves, they even share with me what food they have taken in the morning".

Most of the parents claimed that the students had trust on their teachers. Some parents reported that if their children did not listen to them they often used teachers as reference. One of the mothers mentioned to the research team, "when we refer teacher's name to influence our children to do any work, they do it without a question, it makes our life easier". Findings were similar in both types of schools.

ABLE TO RESPECT OTHERS' VALUES

Respecting values of other people depends on many factors. Students who live in a locality where people of various religious believe live together might have a broader view of other religions rather than students who live in a place where people of one religion live. We noticed that very small number of students participated in ceremonies of other religion. Students who had friends of different religions used to play together. However, when we asked whether they ate or drank anything in their friend's houses they felt uneasy and told that they felt uncomfortable at this. Some of them did not go to see any ceremonies of other religion. For instance, a Muslim girl of school B told, "I do not visit any *puza* (a Hindu festival) because our *huzur* (Muslim religious leader) said it is a great sin". It indicates that BRAC school student's views about other religions were also influenced by the *huzurs*. Students of a locality where people of only one religion lived showed several negative ideas about the people of other religion. Some of the students reported their wrong ideas about food habit of the people of a particular religion. According to them the Hindus eat bad things like meat of fox, *kuche* fish, snake and frog. So, the idea of students about other religions is influenced by the local views. Some of the Muslim students of school D said that although they had no problem in making friendship with the Hindus but the Hindus are not interested to make friendship with them. So, it can be said that only textbook or the peace tree method (as SEL activity) was not enough to teach students to respect the people of other religion.

ANTI-SOCIAL ATTITUDE

The students of BPS usually tolerate ill behaviour of their peers but sometimes we noticed them hitting each other, yelling or using foul languages. They laughed at their peers when someone gave wrong answer to teacher's question in the classroom. This was a common attitude of the students. They also teased their classmates. In school C, a student raised his hand up when the teacher asked a question. When the teacher asked him to answer the question, he could not do it immediately. When he was trying to remember the answer the other students shouted by saying him stupid and told, "Why did you raise your hand if you don't know the answer"?

According to the teachers of both types of schools, though the students do not quarrel in the classrooms but they do it outside after the school hours. Sometimes the students also complained to the teachers against each other. The parents also knew that their children sometimes quarrel with each other; however, they saw it as a normal behavior of the children. According to a parent, "children quarrel with each other, but within a short time they become friendly again". We also saw students using bad words and hitting each other. A student was sitting on the floor when the others were standing. In a school the teacher was not present in the classroom for some time. The standing students asked him to follow them but he did not pay any heed to that. Another student suddenly went to him and slapped on his back.

Hence, the SEL activities were not enough to get rid of using ill words to others and being well mannered with peers and other people. There is scope to think of new techniques to teach these, involve parents and community as well. Programme staff can do home visit to convince the parents not to use slangs in front of their children. Such issues can also be discussed in the monthly parents meetings.

SPECIFIC SEL ACTIVITIES IN THE CLASSROOM

Six new activities were introduced in SEL-implemented schools. Emotion card and peace tree are two of them. Class meeting held once in a month, fish bowl game occurs on every Thursday and blind fold game is played on the birthdays of the students. Three of these were observed during the study.

Class meeting

It is a monthly event. The field officer (FO) fixes the schedule. The students, their parents, teacher and field officer usually participate in a class meeting. According to the guideline the students are supposed to make some commitments, write those on a poster and hang it on the wall of their classroom with their signatures. If the students forget those commitments, then the teacher is supposed to remind them by showing the poster. In two schools posters were found hanging on the walls without students signatures. Students' signature on the commitment poster was found only in school C. However, we never noticed teacher's required activity on it.

Emotion card

Emotion card game was observed in school B. In this game it is expected that the students would be able to identify their own emotion and would share it with others. It was seen that when the teacher brought out those cards from her box the students started to laugh. While asked the reason one student replied, "Apa, faces drawn on the cards look funny". The teacher showed every card to the students and explained. Then she asked the students to identify those cards. The students could only identify

'Happy', 'Sad', and 'Angry' faces. They could not identify the meaning of other cards like 'Worried', 'Surprised', 'Confused'. Because those words were unknown to them and they found it difficult to understand from the cards. It can be summarized that the students were not familiar with the appropriate words to express those emotions. It is important to set age-appropriate emotions in the game. Afterwards the teacher asked the students to pick up cards according to their feelings of the day. Except three students, rest of them picked up a card showing happy face. The researchers were curious at this. The teacher informed that her students always pick the happy cards even if they were sad because they do not want to share their sorrow with others. It was contradictory with the findings of the FGDs where the teachers reported that their students shared their sorrow/bad feelings with them, their peer and their parents.

Fish bowl game

Objective of fish bowl game is to teach cooperation. Students are expected to learn how to cooperate with each other. Classroom observation suggests that the way it was designed and is being practiced in the classroom, students are not interested to play this game. In school A, the teacher mentioned that fish bowl game will be arranged the next day and she asked the students to come to school with a problem which they would solve in the classroom. However, on the day of the event, none was found with a problem. The teacher then decided to solve questions from Bangla textbook. She asked the students anonymously to volunteer, but none replied positively because the volunteer was supposed to solve the problem. She then divided the whole class into two groups. One group sat in a circle leaving some space for one student. The other group stood around them. Then the game was started. One boy stood up and forced another to sit instead of him. But he denied sitting there. Then he had to take that place again. Everyone of the sitting group asked a question from their Bangla textbook and other person from the group was answering the question. While they were sitting some of the students from the standing group were disturbing them. They were hitting on their head and kicking on their back. A student complained against other to the teacher. The teacher scolded both of them. After some time another student pushed a girl who was standing next to him, she yelled at him "*Saitaner lathi kunhankar*". So the whole process failed to teach the students cooperation because it turned into competition between the standing group and the sitting group. It can be stated undoubtedly, before planning this activity the programme staff should have in mind that what outcome will be achieved by this activity. Before implement it in the classroom make some trial sessions so that they can understand learner's acceptance on it.

MEASURING SUPPORTIVE LEARNING ENVIRONMENT

SEL can make students capable of understanding self emotion, recognizing other's emotion and to maintain a good relationship with others. A friendly environment is required to apply SEL in classroom situation. Teachers are supposed to create such an environment in schools which inspire the students in learning. The same is applicable to BPS too; however, only one teacher teaches all the subjects in each of these schools. Following key issues came out from our classroom observation.

CALLING THE STUDENTS BY NAME

Calling the students by name is a good practice of the teachers. It indicates closeness between the students and the teacher. In two of the three SEL-implemented schools the teachers sometimes called their students by their names and sometimes by saying the word 'you' rather than their names. In one SEL school, the teacher always called

her students by name. On the other hand, in all the three non-SEL schools the teachers sometimes called their students by name and sometimes by saying the word 'you'. Thus, a small difference was found between the two types of schools.

TEACHERS' ADMIRATION, WAYS OF EXPRESSION AND PRAISE

A significant difference between SEL and non-SEL schools was found in these issues where the SEL-implemented schools were ahead of the others. In SEL-implemented schools, the teachers praised their students in joyful mood when the students could answer the questions correctly or they performed as expected. Such a situation occurred many times during the whole duration of school hours. For instance, a student was asked to construct a sentence and he did it successfully then the teacher said, "Wow! Farhad has formed a very nice sentence". As recognition of success of the students, sometimes the teacher asked other students to "give a very big hand". The other ways of teachers praise were using words like 'thank you, 'good' or 'very good'. On the other hand, where SEL was not implemented, no such practice was observed to inspire the students.

WHAT TEACHERS DO WHEN THEY GET ANGRY

The teachers were found getting angry in the classroom and behaved rude. In general, the teachers of BRAC schools were found trying their best to make the students understand the contents. However, as part of keeping the classrooms under control they often said, "do not make any sound" with a little loud voice. When they became annoyed instead of showing a smiling face they became a bit harsh to the students. For instance, a teacher of school B was trying her best to make a student clearly understand a particular topic, but he was unable to do so. The teacher then became angry and said, "You are an idiot, I will slap you, and you can do nothing". Teachers usually did not use any slang in the classroom rather showed annoyed mood through eye contact to express her unhappiness to the student's performance.

A similar situation occurred in two of the three non-SEL schools where teachers were not yelling the students directly but on getting angry they became a bit harsh. A teacher of school D stated to a student with highest cruelty, "I will beat you and you will be wounded". The same teacher also told another girl, "You are very lazy in all aspect". So, the teachers were found showing impatience and threatening command in many ways. In school F, teacher was directly yelling her students most of the times. One day she slapped a boy and a girl. She also used the words like "I will slap you", "Stop your mouth", "stupid boys", and "stupid girls" etc.

TEACHER PAYS EQUAL CONCENTRATION TO ALL THE STUDENTS

The teachers in both types of schools consciously provided mostly an equal attention to all the students. The teachers were careful to all students' attentive participation, careful listening to them and understanding lessons. An exception was that one teacher was more curious and attentive to a female learner. The girl was found talking more in the classroom and enjoying teacher's extra loving care, as well.

STRONG AND WEAK STUDENTS

The teachers, in general, were found more careful to the weaker students and they were seemed to be committed to ensure poor students' learning. The teachers were found serious in enhancing confidence level of the weaker students in the classrooms. As part of improvement of students' hand writing the teachers were found

exceptionally serious. The teachers not only tried themselves to improve students' capability, but also set peer educators to teach them. The teachers also sat separately with the weaker students to help them. Sometimes the teachers tried to inspire the weaker students showing them the examples of good students in the school. In a case the teacher told a student, "You also desire to be a good learner like Tapashi, don't you"? Identifying the limitations of a student a teacher told him to practice more so that he can do well like other students. The teachers used the better-off students as the peer educators and engaged in checking copy books of the others. In two non-SEL schools, we noticed that the teachers were neither taking extra care of the weaker students nor encouraging the good one.

EQUAL OPPORTUNITY FOR GIRLS AND BOYS

In both types of schools the teachers were found to ensure equal learning opportunity to both boys and girls. Both the boys and the girls were equally treated in five schools. In one school, only the boys were involved in checking their classmate's copy books.

STRENGTH AND LIMITATIONS OF SEL IMPLEMENTATION

To understand how SEL can be implemented more effectively, we talked with the field officers and branch manager who were directly involved in implementing SEL in the study area. They shared with us the obstacles they faced, the positive behavioural changes among students they noticed, and what policy change needed in implementing SEL in schools.

The field officials identified the following strengths of SEL programme:

- Class meeting was effective for implementing SEL. This activity was found effective in awareness building among the students regarding their responsibilities.
- Sharing and helping mentality improved among students through fish bowl game.
- Due to peace tree activity the students learned to respect elders and people of all professions. The students are aware that contribution of people of every profession is important in smooth running of our society.

Following limitations of SEL programme was identified by the field officials:

- The main limitation of SEL implementation was lack of follow up, proper direction and feedback from the higher official who were responsible for implementing SEL programme. Training of only two-days and a teacher's manual were not enough.
- The blind fold game failed to build trust among the students because of the design limitation of this game.
- Success story is another SEL activity which they found difficult to exercise. The teachers complained to the field officials that when they invited some professionals to tell their life history in front of the students to inspire them, they could not do it well. Because the guest were not used to give speech.
- Another problem the field officials noticed was about emotion card game. They found that students could not identify many emotions contained in those cards. Most of the students picked 'Happy face' card whenever they were asked to pick emotion card according to their feelings.

- Parents of the students were not involved in this SEL programme. Most of the students did not get the appropriate environment at home to internalize the learning more deeply.

Based on their field experience the field officials identified a number of measures through which social and emotional learning can be offered in an effective way. These are as follows:

- SEL message can be transmitted through story-telling and joyful games.
- Attractive and colorful emotional cards can be prepared.
- New games should be designed to make it interesting to the students.
- Parents' involvement is needed to ensure the environment for effective social and emotional learning at home.
- A follow-up mechanism can be developed by the programme so that it can be observed whether students practice SEL at home too.
- The responsibility of selecting guest for telling success stories to the students should be taken by the BRAC staff of field office not the teachers.
- It will be more effective if the sessions or exercises can be facilitated by the experts/field officers.
- Follow-up and feedback by the programme expert is important to run SEL programme more effectively.

For enhancing positive social, emotional and behavioural atmosphere in the classrooms BEP identified 18 issues based on some scientific study and consulting experts. Among them, 12 were implemented in both types of schools (Annex 2). Our understanding is that the programme management did not initiate any kind of monitoring of the six newly added activities of SEL. The Area Managers (AM) and BMs reported that the students were bored and didn't show their supportive attitude in the classroom when SEL was applied. It is also important to know the outcomes of each of the components separately and materials should be designed based on that.

CONCLUSION AND RECOMMENDATION

SEL was initiated in 2011 focusing on development of some specific skills among the students of BPS. The other objective was to ensure positive environment in the classroom so that quality of learning can be improved. The findings we have presented in this report indicate some changes in the classrooms and among the students due to SEL initiative. However, lots of similar findings were also observed in SEL-implemented and non-SEL schools. Following are some recommendations based on the findings.

- An effective SEL programme should be evidence-based and identifying a recognized theoretical framework. Moreover, choosing SEL indicators according to student's age and for the class activities it should be clear what outcome would be achieved by this.
- Link between indicators and class activities is essential.
- Managers, POs and teachers should be adequately trained to have them with these skills, so that they can instruct it properly.
- The core SEL team and BEP trainers should observe the SEL practices in classroom and teacher's training as well to give feedback.
- A structured monitoring system should be developed to know how the programme works.
- It is important to address some of the SEL issues and their activities considering the context of rural society.
- Parents and the guardians can be brought under the initiative. Their understanding on SEL may help the students practice the skills at home. Parents can also be helpful in improving SEL skills.

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ANNEXES

Annex 1. SEL indicators for BRAC schools

Self awareness and self management		
Standard	Indicators	
	Primary	Pre-primary
Child is able to describe himself/herself	- Child is able to describe about himself/herself, family, community and their environments - To describe their emotions and feelings - To describe their likings and dislikings	- To say their name, parent's name and profession and own address - To describe their feelings - To demonstrate their feelings
Child is aware of his/her responsibilities	- Child is able to come to school timely and regularly and do their homework - Able to maintain personal health and hygiene	- To take care of their personal hygiene - To take care of his learning materials - To take care of his/her school
Child is able to follow appropriate behavior	- Child is able to respect to others (parents, teachers) - Able to show positive behavior and avoid unexpected things	- To participate in school activities - To come school on time and regularly
Child develops self confidence	- Able to actively participate in classroom activities and do homework - Able to make a plan for achieving good results in exams	- To participate spontaneously in class - To express opinion
Child is able to control his/her emotions	- Able to respect others opinion - Able to take care of others	- To share their belongings (toys and learning materials) - To tolerate their peer's behavior

Social awareness and relationship skills		
Standard	Indicators	
	Primary	Pre-primary
Child is able to express his/her emotions appropriately with other people	• Able to respect others' values, beliefs and culture • Able to show sympathy to others • Able to be a part of society	• To use appropriate courtesy language (greetings, sorry and thank you) • To show sympathy and empathy
Child is able to follow institutional and social norms and rules	• Able to follow rules and norms (school, family, society) • Able to proper use of different local resources (water, electricity, ponds, sanitation etc.) properly	• To follow school discipline • To follow classroom norms • To respect older and love younger people • To listen to others attentively
Child fulfils his/her responsibilities towards other people	• Able to take part in group activities inside the school and help each other • Able to campaign support to the social events (national day, immunization day, health issues etc.)	• To co-operate peers (including special need children) • To give others space
Child develops trusting relationship with others	• Able to make relationship with parents, teachers which develop trust with them • Able to share and seek help (if needed) with their parents friends, teachers	• To rely on teacher • To rely on peers
Child will respect their own and others' cultures	• Able to respect others' values, beliefs and culture • Able to show sympathy to others • Able to be a part of society	• To show respect towards other religion • To show respect towards people from other community • To respect own cultural beliefs as well
Child will care for other living and non-living things	• Able to care for nature (animals, plants) • Able to protect environment pollution (air, water, soil, sound)	• To love all living creatures • To take care of all things around them.

Decision making		
Standard	Indicators	
	Primary	Pre-primary
Child will think about other people's needs and opinions when making a decision	• Able to consider others needs in the family, schools • Able to take decision while playing	• To consider other people's thoughts or opinion. • To choose group leader.
Child will be able to set goals	• Able to set goals to continue their education • Able to set goals to achieve better result	• To choose his/her aim. • To decide his/her daily activities
Child is able to apply appropriate strategies to achieve goals	• Able to make a plan to achieve goal • Able to apply appropriate techniques to make the plans successful	• To do needful to achieving the goals
Child will be able to analyze a situation before making a decision	• Able to consider the availability of resources • Able to consider implication	• To understand the situation before taking action
Child will be able to think through benefits, consequences and alternatives when making a decision	• Able to receive experiences from peer and others • Able to think effects of particular decision	• To impress others. • To avoid bad practices (telling lie)

Annex 2. SEL indicators for curriculum for grade two

Competencies: self awareness and self management				
Standard	Indicators	SEL in subjects	Content	SEL activities
1. 1.Child is able to describe himself/herself (Self awareness)	- Child is able to describe about himself/herself, family, community and their environments - To describe their emotions and feeling - To describe their likes and dislikes	Social Studies My English Book(ii) Bangla	Our Neibours(Amader Protibeshi), <i>Nobijir katha, Mina vagavagi, Mojar khela</i> Lesson:3:Myself Lesson:11 The Family Talk about you : <i>Tomar kotha bolo</i>	Storytelling, Reading, Question and answer, <i>Eso kori</i> , Game Emotional cards(newly introduced)
2. Child is aware of his/her responsibilities (Self Management)	- Child is able to come to school timely and regularly and do their homework - Able to maintain personal health and hygiene	Social Studies Bangla	Lesson:10: Our School, <i>Dadima o ami,,Shak chachori-----buddhi</i> Lesson:8:Cleanliness, Food Our family Story: <i>Machi o Makrosa</i>	Storytelling, Reading, Question and answer, <i>Eso kori</i> , Game, Hands on practice
3. Child is able to follow appropriate behavior (Self Management)	- Child is able to respect to others - Able to avoid dangerous situations	Social Studies	Lesson:10: Our School <i>Amader Protibeshi</i> , They are three Friends, our Family, <i>Mina vagavagi</i>	<i>Eso kori</i> , Hands on practice, Game
4. Child develops self confidence (Self Management)	- Able to actively participate in classroom activities and do homework - Able to make a plan for achieving good results	Social Studies Bangla	National days celebration ,Our school , Cleanliness, Story,Poetry,Three sons, <i>Nabin,Kajerlok</i> , Game, <i>Kanakani</i> , <i>Nilmachhi,Kalomach</i> Oral saline	Role play, Hands on practice, Group leader selection
5. Child is able to control emotions (Self Management)	- Able to respect others opinion - Able to take care of others - Able to avoid bad practices - Able to identify and describe own emotions	Bangla(MsLT) Social Studies	Class contract:Especially CSN and ethnic children Lesson:10 (avoid bad practices) Story (Lesson:3) <i>Nabijir Katha,Molir school</i>	Class meeting (newly introduced) Group work Emotional cards

(Annex 2 continued...)

(...Continued Annex 2)

Competencies: social awareness and relationship skills				
Standard	Indicators	SEL in subject	Content	SEL activities
1. Child will respect their own and others' cultures	• Able to respect others' values, beliefs and culture • Able to be a part of society	Social Studies	Dress of indigenous people, Three Friends, <i>Mina vagavagi</i> , <i>Molir school</i> , <i>Nabijir katha</i>	Peace Tree (newly introduced)
2. Child is able to follow institutional and social norms and rules	• Able to follow social rules and norms • Able to make proper use of different local resources (water, electricity, ponds, sanitation etc)	Social Studies	Our School	Class meeting (newly introduced) Poster making Question/Answer
3. Child fulfils his/her responsibilities towards other people	• Able to show sympathy/empathy towards others • Able to take part in group activities inside the school and help each other • Campaign to support social events	Social Studies My English Book(ii) Bangla	Interesting game Saline prepare National Day Celebration Story: Unity is Strength, Our Country, Our Country	Group activities Poster making Singing
4. Child develops trusting relationship	• Able to make relationship with teachers and trust them • Able to share and seek help to teacher	Social Studies	Story: They are three Friends, <i>Nobijir katha</i>	Teacher's positive feedback and behavior (newly introduced) Blind fold game (newly introduced)
5. Child will care for other living and non-living things	• Able to care for nature (animals, plants)	Social Studies		Class meeting (newly introduced)
6. Child will cooperate for resolving problems	• Able to cooperate and help spontaneously	Math	Lessson:1 to 7	Fish bowl game

(Annex 2 continued...)

(...Continued Annex 2)

Competencies: responsive decision making				
Standard	Indicators	SEL in subject	Content	SEL activities
1. Child will think about other people's needs and opinions when making a decision	• Able to consider others needs in the family, schools • Able to take decision while playing	Social Studies All Curriculum	Our School Creative writing and promoting alternative thinking	<i>Eso kari</i> Follow rules Stop and Think
2. Child will be able to set goals	• Able to set goals to continue their education • Able to set goals to achieve better result	All Curriculum	-----	Successive tale (newly introduced) <i>(Safollogatha)</i>
3. Child is able to apply appropriate strategies to achieve goals	• Able to make a plan to achieve goal • Able to apply appropriate techniques to make the plans successful	All Curriculum	-----	Successive Tale (newly introduced) <i>(Safollogatha)</i>
4. Child will be able to analyze a situation before making a decision	• Able to consider the availability of resources • Able to consider implication	Bangla All Curriculum	Creative writing and promoting alternative thinking	Stop and Think
5. Child will be able to think through benefits, consequences and alternatives when making a decision	• Able to receive experiences from peer and others • Able to think effects of particular decision	Bangla All Curriculum	Creative writing and promoting alternative thinking	Stop and Think