

Humanitarian Education Accelerator Project Evaluation

The Masahati Student Clubs (MSC) and Proud to Be a Teacher (PtBT) Programmes in Jordan

EXECUTIVE SUMMARY





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Context of the Evaluation

This is the executive summary of an external evaluation undertaken by Oxford Policy Management (OPM) of the Masahati Student Clubs (MSC) programme, which has been implemented along with the Proud to Be a Teacher (PtBT) programme. The MSC is a programme of Madrasati - an NGO launched in 2008 by Her Majesty Queen Rania Al Abudullah - to support public schools in Jordan.

MSC is one of three innovations being supported by Phase 2 of the United Nations High Commissioner for Refugees' (UNHCR's) [Humanitarian Education Accelerator \(HEA\)](#). The evaluation was commissioned by the HEA in order to:

- Identify good practices in, and lessons learnt from, the scaling process and to document evidence of impact in scaling; and
- Inform ongoing scaling and implementation, and to support evidence-based decision-making throughout the scaling journey.

The evaluation was undertaken from February to September 2022, and this executive summary captures important elements and highlights of the final report.

Overview of the MSC Programme

The MSC seeks to improve the learning environment and enhance socio-emotional learning (SEL) through providing after-school clubs for students. The target groups of the programme are marginalised children attending the most underserved schools in Jordan in grades 4-10.

Public schools in Jordan face among the lowest learning outcomes in the world, with inequalities in terms of gender, nationality, geography and socioeconomic status. Schools face issues of violence and poor attendance, teacher burn-out and lack of motivation in over-crowded schools – exacerbated by the re-introduction of double-shift schools following the Syrian refugee influx (whereby host communities attend morning shifts and Syrian refugees attend schools in the same buildings in the afternoon).

PtBT complements MSC through supporting teacher development and the programme aims to improve the school climate,¹ providing benefits beyond those directly to participants, and to catalyse wider system change to improve the quality and inclusivity of teaching, reduce dropout rates, and improve learning outcomes and social cohesion in schools.

MSC is implemented as after-school clubs on Saturdays or during the week after school hours. 100 students are selected through certain criteria to take part in clubs per

school, per semester. Four clubs are selected from a variety of clubs compiled by Madrasati. These clubs are fully-documented and include content related to human rights, civics, photography, career guidance, and sports.

The programme typically runs for ten weeks per semester (a school year is made up of two semesters) and may be repeated to different groups of children based on funding conditions. Teachers are trained to implement and run the clubs and are paid additional stipends throughout the cycle.

By the end of September 2022, MSC had been implemented in 135 schools and 22,731 students had been reached. Since 2016, the programme has also helped support over 580 teachers through training and stipends.

Funding for the programme is typically provided by national and international donors, including the private sector (e.g. banks, Arab Potash Company), NGOs, UN agencies and other education in emergencies and protracted crises (EiEPC) actors.

The programme is monitored through field visits, qualitative interviews with students and teachers, and pre and post assessments (questionnaires and surveys) at each school.

Scaling the MSC Programme

The MSC programme began implementation in 2016 through funds provided by the United Nations Children's Fund (UNICEF), Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ) and the Jordanian private

sector. The programme has undergone several cycles through the support of donors, leading to refinements including the addition of new components such as PtBT.

¹ School climate encompasses all aspects related to how members of the school community perceive and experience the school – including social, cultural, educational, and physical dimensions. (UNESCO, 2021)

Madrasati's target is to reach and provide support to 40,000 children by 2023 and a million children by 2034. The scaling strategy to support this was developed in 2021 by Madrasati, with the support of the HEA. Three key components have been identified as part of the scaling strategy:

1. Fully codify and document the MSC as a system-strengthening programme (creation of the 'Masahati Manual');

2. Develop, test, and automate monitoring, evaluation, and learning (MEL) at the school level (including through the development of an online dashboard); and
3. Increase demand and buy-in to institutionalising best practice.

HEA funding has been used to support these three key components of the scaling strategy.

Evaluation Sources

The evaluation was based on the following material:

Secondary data:

- Documentation created through HEA support including the Theory of Change (ToC) and Theory of Scale (ToS), the Scaling Strategy, and programme descriptions;
- Evidence on results drawn from quarterly reports to HEA;
- Three previous external evaluations of the MSC and the impact of the programme on students' performance, attendance, and attitudes.

Primary data:

- A school insights study was completed to examine the experiences of beneficiaries at school level, including headteachers, teachers, students, and caregivers across six schools (data collected through focus group discussions (FGDs));
- Key informant interviews (KIIs) were conducted with Madrasati staff, the Ministry of Education (MoE), NYU-TIES (HEA mentors), representatives of donor organisations, and other EiEPC actors.

In general, the evaluation did not seek to measure impact in the form of improved learning and development for children attending the MSC programme, since the innovation team had not yet collected data that would

allow such measurements to be made. There were some limitations on the data collection, for example, due to school closures, school exams, Ramadan, and the short period of time within which the evaluation was conducted.

Madrasati is currently conducting two further additional data collection processes which will support their future work. Firstly, Madrasati has developed a measure to test their outcome of interest - school climate. Madrasati plans to use this instrument to collect information about school climate in the coming months, and to draw on this data to engage schools and MoE.

Secondly, Madrasati has hired an external consulting company to conduct an evaluation which complements the school insights study and other assessments to understand the long-term impacts of MSC and issues and opportunities around sustainability. Data collection for this evaluation took place in November 2022. This evaluation will offer further important insight into the extent to which MSC has been continued at schools and further insight into headteachers' and teachers' experiences of implementing MSC. However, the evaluation is not collecting any information from students or about student outcomes, nor does it focus on caregivers' perspectives and level of involvement in the programme.

Main Findings of the Evaluation

Two elements were evaluated in the evaluation:

1. The education solution; and
2. The innovation process and scaling model.

In order to measure (1), the OECD-DAC six evaluation criteria were used: relevance, coherence, effectiveness, efficiency, impact and sustainability.² To measure (2), ALNAP's criteria of comparative improvement, adaptation and learning, do no harm and uptake were used.³ The evaluation findings are captured below.

1. Evaluation of the Education Solution

Relevance

How appropriately designed is the MSC education solution and its delivery model to achieve its intended results?

The MSC, along with PtBT, operates a high-quality extracurricular education solution that focuses on SEL and school climate to address the learning needs of vulnerable children, and attempts to overcome the limitations of the learning environment in schools in Jordan.

Alignment with relevant national policies: The MoE implemented a new policy in 2018 that requires that 20% of the time students spend in school must be spent on extra-curricular activities, recognising their importance for SEL and improving the school climate. However, to date, MoE has made limited progress in meeting these goals. Therefore, the MSC programmes aligns strongly with national strategies and fills an existing gap.

While MSC is highly aligned with these needs and priorities, MoE representatives had minimal understanding and involvement with MSC. The Department of Activities helps facilitate MSC, but representatives noted that they were not actively involved and expressed their desire to better learn about the programme's aims and outcomes, as well as to engage with the lessons being learned during implementation.

Needs of beneficiaries: The programme targets schools in the most marginalised areas in Jordan, engaging boys and girls equally, and addressing the needs of host communities as well as refugees. Through MSC, alongside PtBT, Madrasati continues to place an emphasis on underserved schools and promote equitable learning opportunities for vulnerable children. While not explicitly defined as beneficiaries of the programme, children with disabilities fall under the 'vulnerable' category Madrasati uses for their selection criteria.

In the FGDs and interviews, teachers, caregivers, and students felt that the programme offers unique and valuable components that are lacking in their current education spaces as well as in other initiatives. In particular, the contents of the clubs were felt to respond to childrens' needs for social, emotional, and cognitive skills and positively influenced their behaviour at school and at home, as well as their abilities to manage time, explore their capacities and aspirations, and to engage in positive dialogue with others despite differences in opinion. Equally, teachers felt that the programme had a noticeable impact on their students as well as on their

² OECD DAC Network on Development Evaluation (EvalNet).

³ Obrecht, A. with Warner, A. and Dillon, N. (2017) *Evaluating Humanitarian Innovation*, HIF/ALNAP Working Paper. London: ODI/ALNAP.

own abilities to manage classrooms, feel motivated, and to learn to implement new and interactive material through more creative pedagogical skills. Caregivers were generally pleased with the programme and its impact on their children. However, some caregivers during FGDs expressed their desire to be more involved in clubs, such as being able to attend sessions or by contributing to sessions through sharing of skills such as sewing.

Addressing barriers: Children and youth, especially in underserved schools, face significant barriers to accessing quality education opportunities that prioritise learner-centred approaches. The MSC, together with PtBT, offers learning opportunities and resources that introduce the value of SEL and learner-centred spaces. However, these opportunities can be undermined by the current curriculum, which focuses on rote-memorisation and textbook completion, as well as the lack of appropriate teacher training opportunities and incentives for improved teacher performance. The MSC programme seeks to address current barriers through a combination of the following:

1. The introduction of SEL activities. These activities are documented in the Masahati Manual to enable schools to access SEL content, especially after Madrasati's support comes to an end.
2. Development of training material on SEL. Around 5-6 teachers per school are trained on the SEL curriculum. With PtBT, additional teachers are trained and provided with networking and further professional development opportunities.

3. Development of the dashboard which will enable schools to access evidence-based practices related to school climate.⁴

Theory of Change:

- Madrasati hopes that by strengthening leadership and building social-emotional competencies, the benefits of the MSC will first, spill over to the wider school climate and, second, support wider system change. The ToC articulates the key pathways to student and teacher outcomes clearly, with clear aims and targets for each. However, pathways that enable the MSC to spill over to the school environment, as well as achieve wider system change, are not clearly articulated. Further, there is no strategy to identify, test, or encourage the spill-over of MSC impacts to the wider school climate, and there may be structural barriers that limit the extent to which this spill-over effect is feasible. For example, the school insights study suggests that oversized classroom structures, limited teaching time, and pressures on teachers may limit the sharing of SEL values and skills outside of MSC hours.
- The ToC lacks an engagement strategy that articulates how changes can be made within the system. Interviews with the MoE suggested the need to share lessons and evidence based on SEL and school climate.
- Caregivers' roles are identified in the programme, but these roles have not been fully developed in the ToC causal pathways. The evaluation suggests that caregivers are currently informed about MSC but do not actively engage beyond consenting to their children's participation in the programme.

Coherence

To what extent and how do interventions by other actors support or undermine the MSC education solution?

The MoE's call for a focus on SEL has resulted in several non-governmental organisations (NGOs) implementing programmes on SEL, extracurricular activities, and social cohesion. However, the MSC stands out as the only after-school clubs programme that focuses on teachers' as well as students' capacities and needs. There are no other initiatives that run full after-school cycles of learning focused on SEL.

Madrasati also works with other partners to share expertise and exploit synergies. For example, Madrasati has worked

together with GIZ to draw on its sports-based expertise and implement sports activities based on the MSC aims and has also worked together with UN Women to share experiences and develop relevant content and targets focused on gender equality.

While these initiatives can broadly be seen to be complementary there may be scope for improving cooperation through sharing of lessons and the development of common frameworks.

⁴ A dashboard on Google Data Studios was designed by a software developer which includes a questionnaire in the form of a mobile app to automate data collection and analysis. The dashboard will be accessible to all schools working with Madrasati as well as any other interested schools.



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Effectiveness

To what extent is the MSC education solution and delivery model producing its intended results?

The programme is achieving its intended results in relation to reach. It is making progress toward its targets of reaching 40,000 students by 2023 and a million children by 2034. By the end of September 2022, MSC had been implemented in 135 schools and 22,731 students had been reached. Over 17% of students reached were Syrian refugees, and additional 1 – 2% were from other nationalities, including Palestinian students. Since 2016, the programme has also helped support over 580 teachers through training and stipends.

There have not been systematic attempts to measure the outcomes of the MSC on students and teachers, although Madrasati is now collecting data against the school climate outcome of interest. Beneficiaries, as part of the school insights study, expressed that the programme has positively impacted participants in a number of ways. It was noted that teachers are supported with capacities and skills that increase confidence, motivation, and job

satisfaction, while students are provided with learning opportunities that instil positive values and drivers for behavioural change. These two effects combine to nurture more positive relations between teachers and students, students themselves, and students and their caregivers.

In general, the assumptions and relationships in the ToC that relate to increasing capacities and increasing students' emotional skills appear to have been validated during implementation, especially those related to increasing capacities, strengthening school headteachers, teachers, and increasing students' social-emotional skills. However, assumptions related to caregivers' roles and to strengthening community engagement require further development. Moreover, the causal routes in the ToC do not fully articulate how the MSC effects will spill over to the wider environment, and there remains a need to improve the way this outcome is measured.

Efficiency

How well is the MSC education solution and delivery model using resources?

To date, the initiative appears to have been effectively managed and implemented. Madrasati staff manage all aspects of the MSC and PtBT. Teachers, who are trained to run the clubs, play significant roles in ensuring the programme is implemented effectively with the support of Madrasati. While this strategy has worked effectively, Madrasati recognises that scaling goals cannot be met within the current capacity of the organisation. Pathways to scaling require a revision of this management system whereby the organisation moves toward having a more 'light touch' to ensure the programme is managed and implemented through the involvement of other actors. Three approaches are being considered in this vein:

- **Direct delivery:** Madrasati continues to deliver the programme in partnership with schools and field directorates⁵ and funded through grants and corporate sponsorship. This requires an expansion of Madrasati as an organisation.
- **Broker and trainer:** Madrasati supports schools and field directorates to deliver the programme, funded by grants, sponsorship, and core school budgets.

- **Thought leader and content provider:** Madrasati takes a 'hands-off' role, sharing materials and guidance but leaving schools and field directorates to initiate and deliver the programme. Schools would cover or raise programme funding.

There is some evidence that the costs are perceived as appropriate but more rigorous assessment of cost-effectiveness would require developing financial models as well as improved data on outcomes. Madrasati has successfully raised funds from donors and private sources to sustain the programme and extend it to new schools. KIIs with stakeholders, especially international NGOs, reported that the costs of the MSC are appropriate and do not exceed the costs of other comparable initiatives, although no benchmarks have yet been identified in the evaluation. They noted that particular costs, such as teacher stipends, also depend on national salaries. Findings from KIIs suggested that partners felt that costs were justified by the high quality of the programme.

Sustainability

How sustainable are the results achieved by the MSC education solution?

The keys risks to sustainability are:

- **Insecure funding:** Whilst the funding has been managed well so far, the MSC is reliant on donor funding, and the amount of schools operating MSC each year depends on how much funding is received for the year. Madrasati is currently exploring different pathways forward as the programme is scaled, which have important implications regarding the sustainability of programme funding, such as whether funds may be raised by schools and through the support of field directorates.
- **Programme quality and stability:** As Madrasati scales the programme, there remain important questions about the extent to which Madrasati is able to remain as involved in implementation processes. Madrasati is

currently exploring whether expanding organisational capacity is key to maintaining quality as the programme grows, or whether the involvement of field directorates can help support the maintenance of quality during implementation. These decisions will have important implications for the quality and stability of the programme.

- **Length of funding and sustainability of results at school level:** To achieve behaviour change and improvements in school climate, the results of the programme must be sustained at school level. The current funding model enables donors to fund a select number of schools, and for a set number of cycles, after which the programme ends. Madrasati has yet to

⁵ The Jordanian Ministry of Education is represented in the field by 42 directorates of education ('field directorates') who supervise education policy and programmes in the individual schools in their district.

collect data on the extent to which the length of cycles impacts student outcomes and the sustainability of these outcomes on school climate. Therefore, there remains a need to examine the number of cycles for which the programme must be implemented to achieve more sustainable results.

- **Long-term sustainability of results at school level without funding:** Madrasati is seeking to build skills and practices that continue to be sustained and promoted through some of its key components: the Masahati Manual, training of teachers, and the dashboard, which should enable teachers to continue the programme without Madrasati's support and funding. Madrasati

is currently conducting a retrospective evaluation to examine the extent to which the clubs have continued after Madrasati left, which will contribute to further examining this risk. The school insights study suggested that there are significant barriers to continuing to run MSC without funding and support, including schools not being able to afford the costs involved in running after-school clubs, such as teacher stipends, materials (books, bags, subject-related resources, etc), and transportation. Teachers taking part in FGDs stated that they would not be willing to work after hours without compensation. Equally, factors such as staff turnover result in the loss of skills and capacities of teachers initially trained by Madrasati.

Impact

What effects has the MSC education solution produced?

All participants – including caregivers, students, teachers, and headteachers – in the school insights study considered that the programme has had a positive impact on students and that the programme influences positive behaviour change. This behaviour change then positively influences relations between students and teachers, students themselves, students and caregivers, and students and their surrounding communities.

Caregivers stated that their children were more responsible at home, more engaged with their siblings and parents, cared more about their studies, were more confident around their relatives, needed less guidance and direction, and took more leadership within their communities. Caregivers reported that their children negotiated their rights, as well as those of others, within their communities and spaces based on the values and lessons learned

through the MSC. Students reported that the clubs inspired them to think about their futures and possible careers, and to begin to prepare for these possibilities through hard work at home. There remains a need to measure results achieved in relation to student outcomes.

Teachers also felt that the programme has positively impacted them, reporting an increased sense of confidence in their jobs and capacities to manage classrooms and engage students.

The causal routes in the ToC, however, do not articulate clearly how the impacts of the MSC will spill over to the wider environment. There remains a need to clarify these pathways and to better identify how this outcome is to be measured to fully assess the impact of MSC on schools and the wider community.

2. Evaluation of the Innovation Process and Scaling Model

Comparative Improvement

To what extent and in what ways does the education solution and its delivery model provide improvements in effectiveness, quality or efficiency over current practices?

The programme differs from other programmes by building the capacities of teachers through PtBT as well as students

through MSC. According to headteachers and teachers interviewed as part of the school insights study, the MSC

programme is unique and offers schools significant support in relation to resources for running activities and relevant training. Several participants stated that the activities were unique and do not overlap with other initiatives, especially due to the fact that the clubs run after school hours, unlike other initiatives. Moreover, it was perceived by schools and stakeholders to be one of the few initiatives which focus on both teachers' and students' needs.

The programme is perceived to be implemented by a well-positioned organisation that has extensive experience in the public education system. The programme's focus on school climate and SEL is valued and addresses a significant gap in the context. However, SEL needs to be defined and contextualised to ensure that it is responsive to the programme aims, to enable clear pathways to system change, and link to clear expected outcomes.

Systems change: Madrasati seeks to bring about system change from the ground up, by strengthening the practices and systems that facilitate quality education - starting with the schools. This is mainly linked to strengthening teachers' skills and enabling them to learn pedagogical practices that strengthen school climates and introduce SEL within schools. Equally, Madrasati seeks to achieve system strengthening by enabling school personnel to access MSC content through the Masahati Manual and evidence-based practices through the dashboard. Madrasati holds that the combination of these changes at school level, if sustained even after Madrasati leaves, will echo up to the field directorate and central level and result in system change.

Three key issues emerge within this flow that links the MSC and wider school climate, and schools and wider system change:

1. The spill-over from student behaviour and teachers' skills to improved school climate have not been tested or evaluated and there remains limited data to examine the extent to which this spill-over effect is possible.
2. The value proposition of the programme rests on the importance of school climate and SEL, however, SEL has not yet been defined by Madrasati. Research on SEL and school climate draws largely on countries in the Global North and therefore definitions of SEL must be contextualised by Madrasati as frameworks carry different meanings and implications across contexts. Equally, while school climate has been defined, further work on the parameters used could enable the definition to better respond to the Jordanian context, especially in relation to what a positive school climate looks like at local level and what is evidenced to support factors that enable a good school climate.
3. The value proposition rests on the ability to achieve wider system change. However, pathways between school-level change and wider system change have not yet been fully developed in the ToC. The ToC initially relied on buy-in from MoE, although pathways to achieve this were not fully developed. Madrasati's recent shifts in scaling plans do not regard obtaining funding solely from the MoE as a realistic scaling objective. However, there is a need to develop pathways to system change through engagement of stakeholders beyond funding. System change pathways should include pathways to engage with stakeholders, including the Government of Jordan. Engagement should include sharing of lessons on SEL, training development and incentivisation, and school climate. Other pathways may include exploring whether components of the MSC can be integrated into the national education system.

Participation: Initial design of the programme appears to have happened internally at Madrasati. However, the programme operates in a participatory process in two key ways:

- Engagement with partners: The programme brings in private and NGO funds to support the public education system and engages stakeholders through the design and implementation processes. For example, donors may ask for the addition of certain content or to target a specific group of students (e.g. working children). Headteachers then set the most appropriate implementation arrangements for their schools. This process ensures that the targets and objectives of Madrasati as well as partners are met. KIs suggested that Madrasati conducts workshops and meetings during the design stages to decide on the specific aims of the collaboration, participant targets, content of clubs, lifecycle of clubs, and monitoring outcomes.
- Engagement with schools: Prior to final design and implementation, the programme is presented to schools through a meeting with headteachers and teachers. However, findings suggest that the voices of students and caregivers are not included in processes prior to implementation, although Madrasati does collect feedback from students following implementation. Given the programme's core efforts to improve school climate, there is value in increased participation of children and young people in decision-making related to the MSC. This could include discussions prior to implementation that allow children and youth to reflect on school climate challenges and opportunities, as well as more collaborative development of the MSC to ensure that children participate meaningfully in matters that affect them.

Representatives at MoE expressed a desire to learn more about the outcomes of this programme and to draw on external programmes to inform MoE development, design, and management processes. However, KIIs with

Madrasati revealed that there remain barriers to involving MoE more actively, including frequent ministerial and administrative changes and highly centralised decision-making processes.

Adaptation and Learning

How effective was the innovation process in supporting adaptation and learning?

The programme continuously adapts and learns based on Madrasati's long-term involvement in Jordan as well as its engagement with partners, their requirements, and sharing of expertise.

Adaptations:

- Linking together PtBT wherever possible in order to increase national focus on teachers' capacity and professional development opportunities.
- Some aspects of the MSC adapt to respond to donors' requirements while maintaining the 'core pillars' of the programme. For example, donors may have specific requirements and dedicated budgets for refugees, gender, sports, or other priorities. Further, new outcomes have been considered (such as gender equality) during implementation.
- At the height of the Covid-19 pandemic, lockdowns required the MSC to adapt to enable continuity. Madrasati made the decision to design and print booklets that contained interactive activities and distributed these to households.

Monitoring, evaluation and learning:

Learning and adaptation takes place through multiple mechanisms, including Madrasati's own MEL team, external evaluations, and feedback from those involved in implementation. Through the support of the HEA grant, Madrasati has also developed a new outcome of interest (school climate) and relevant outcome measures. Madrasati has hired additional external support to gather further evidence on these new measures.

Three external evaluations have been conducted since 2016 that have supported learning and adaptation. Madrasati's MEL team also conducts multiple visits during the implementation of the programme: these include informal visits to learn from informal feedback throughout the cycle, as well as formal assessments pre and post programme. According to the school insights study, school visits ensure that headteachers', teachers', and students' experiences and their feedback inform MEL and adaptations to the programme. Schools noted that the programme has adapted to respond to feedback (such as removal or addition of content, improvements to school facilities, addition of material or support, etc.).

MoE representatives stated in KIIs that sharing of data is key to creating collaboration. In particular, they asked to receive a detailed list of priorities and a comprehensive study detailing the programme's reach and impact on teachers and students. In particular, this data could relate to: Pre-post analyses of student performance and behaviour change; student surveys that teachers and students complete to share their feelings and attitudes related to social-emotional skills and their school's social-emotional climate; and pre-post analyses of teachers' self-perceived job satisfaction, motivation, performance, and self-confidence.

Further, an MoE representative also stated that a comprehensive study was a critical prerequisite to creating a more engaging relationship and collaboration between Madrasati and MoE, 'to convince stakeholders of the impact and value of the programme'.

Do No Harm

To what extent and how was any potential harm caused to end users and primary beneficiaries by the innovation process identified and mitigated?

The MSC programme includes safeguarding measures, including child protection training for all employees, volunteers, and stakeholders working with children on an

annual basis. However, Madrasati has recognised the need to strengthen team capacities in child protection and to further develop the organisation's child protection policy.

The programme is perceived by beneficiaries to be implemented in safe spaces, using the same schools that students already attend and engaging students' teachers. Risks arise around the inclusivity of the programme (ie. 100 students per school per semester may not be enough

for larger schools), the relevance and appropriateness of the curriculum, the timing of clubs, and the pre-existing conditions of the learning spaces. Many of these risks have been recognised or mitigated.

Uptake

(1) To what extent is MSC's scaling model and theory appropriate and its objectives realisable?

The scaling strategy aims to reach the following scaling goals: increased reach of the programme, tools that support schools to implement the program and achieve systems strengthening, and increased demand and buy-in.

The programme's scaling vision initially relied on involvement and buy-in from MoE, which would result in the programme being 'delivered by schools and directorates and funded by dedicated allocations from the education budget. However, with the expansion of the programme, significant concerns about the consequences of MoE's uptake have been raised.

Madrasati, as well as partners, have noted that handing the programme over to MoE may result in the programme not being implemented, or in significantly reduced quality of the programme. According to schools and partners, Madrasati's direct involvement with the implementation of the programme has been a key factor in its successful implementation and high quality. Following discussions with HEA at a workshop in July 2022, Madrasati is currently reconsidering those scaling goals that involve MoE. However, scaling pathways must better articulate the extent to which MoE is still engaged outside of funding-related discussions.

The scaling strategy should distinguish between strategy for funding and strategy for engagement; the latter must focus on articulating the ways that changes can be brought about within the system, and how different stakeholders may influence this change. KII's with MoE suggested that the ministry is highly interested in SEL and in learning how to further develop pedagogy. Madrasati may wish to consider different ways to engage MoE to achieve the desired system change. This could include sharing of lessons on school climate outcomes, integrating some components of the MSC into regular school hours, exploring ways to contribute to pedagogical training on a national level (i.e. to pre/in-service training material), and/or developing an SEL framework based on Jordan's context that could help the response to violence across national schools more widely.

Evidence: Effective engagement will require further development of evidence. Evidence should be collected to measure immediate impact, as well as the long-term results of the initiative. This should include:

- Conducting systemic data collection on students' and teachers' outcomes in relation to the school climate, including on truancy, attendance, engagement, and changes in behaviours or opinions related to SEL values.
- Examining the extent to which the programme's effects spill over to the school climate, including: Better understanding the extent to which students not attending clubs have benefited from strengthened relations or pedagogical changes in classrooms; whether there is reduced violence in regular classrooms; and whether acceptance and social cohesion have increased. Equally, evidence should seek to understand whether teachers feel able to implement MSC activities or SEL-related activities in regular classrooms, and whether the MSC has enabled them to draw on new pedagogical abilities in the classroom.
- Assessments to examine the extent to which schools are able to continue clubs after Madrasati exits schools, and the key factors that enable or hinder the sustainability of clubs.

Replicability: The programme includes components that enable it to be transferred and adopted elsewhere, although an appropriately contextualised SEL framework would be required to be culturally responsive and sensitive. Further development of the SEL framework will enable the programme to transfer more appropriately, especially in relation to defining key targets and expected outcomes.

Financing:

- So far there have been consistent sources of funding to sustain the programme, but there are some concerns regarding the current funding model that is being considered and further developed.

- Key concerns raised during FGDs and KIIs include funds being granted for less than two years, which impacts the extent to which SEL results are achieved, as well as schools not being able to run the clubs without sustained sources of funding. These challenges are

largely tied to issues outlined above relating to whether MoE can be involved to implement parts of the clubs, and whether Madrasati will continue to support schools with funding.

(2) To what extent is the innovation on course to achieve its scaling objectives?

Progress made against scaling targets:

- Strengthening field directorates' capacities to implement the programme and support its further scaling:
 - » The initial scaling strategy sought to train staff at all 42 field directorates. However, Madrasati found that merely training the directorates and providing them with the Masahati Manual would not likely result in rolling out the programme by the MoE, so instead decided to focus on a smaller number of directorates (six), and spend time observing how and whether this scaling model would work. At the same time, Madrasati are involving the central directorate level to observe and facilitate the programme while taking steps to facilitate rolling out the programme on a national level.
- Institutionalisation of the MSC taking place:
 - » At a formal level, including the additional allocation of resources, budgets (including for teachers), and dedicated persons: This plan is currently being revised. It is not expected that national budgets or resources will currently be dedicated to the scaling of the programme at a national level.
 - » At an informal level: MoE, especially the Department of Activities, is aware of the MSC programme. Representatives expressed the desire to incorporate programmes focused on SEL and teacher development, and noted the importance of supporting current students with more modern, sustainable skills to address current economic challenges in Jordan. MoE is not actively involved in the implementation of the programme. The evaluation has raised the importance of exploring avenues for further collaboration and engagement outside of funding.
- Strengthening systems through automation and access to evidence and materials:
 - » Development of the dashboard has been paused as Madrasati revises its plans. The dashboard will now focus on the new outcome of interest (school climate) and is intended to support schools by providing them

with access to evidence-based practices related to the outcome. Madrasati has developed the Masahati Manual, which documents the material content and is currently being tested. The Manual was launched in schools that have implemented MSC, and an additional 100 schools in September 2022.

- Increasing interest and active collaboration with key stakeholders:
 - » Madrasati continues to identify new partnerships with key stakeholders. Recently, Madrasati received a grant from the EU for 22 months focused on the scaling of the programme. In September 2022, Madrasati was using these funds to reach 100 additional schools and 10,000 new students while also determining the best scaling strategy. Other partners, such as UN Women, have renewed their funding to the MSC.
 - » While Madrasati is identifying funding and engaging with donors, it must consider pathways that enable a greater sharing of lessons between Madrasati and stakeholders to achieve wider impact. This includes engaging MoE to share lessons about contextualising a framework and definition for SEL in Jordan; about initiatives focusing on school climate; and about processes that support teacher development and incentives.
- Capturing and conveying the value of the MSC to increase market demand and adoption:
 - » Madrasati is on track to develop positive media coverage on the value of the MSC. It has identified ten stories from the field, collected basic information about these stories, and is currently seeking media expertise to help develop and disseminate these stories.
- Identifying and increasing unrestricted and long-term funding:
 - » Madrasati has secured extended funding through partners as well as new grants that are helping Madrasati scale the programme. Madrasati's current funding mechanisms rely on raising continuous funds through the private sector and NGOs.

Conclusions

The MSC has been implemented by Madrasati since 2016 and has reached over 135 schools. Madrasati aims to reach 40,000 students by 2023 and a million children by 2034. The programme stands out as a unique and valuable initiative in Jordan that supports teachers and vulnerable children and promotes the value of SEL and improving school climate. The programme has provided capacity-development opportunities for a select number of teachers at all schools implementing MSC, and has reached over 580 teachers in total. While SEL and school climate have been included as priorities in national agendas, policies, and international frameworks, there is limited room for holistic learning opportunities in Jordan.

The programme functions in a challenging environment where poverty, displacement, and economic factors impact students' learning and futures. The programme introduces SEL learning opportunities at schools through after-school clubs, extending teachers' skills through training on SEL as well as students' skills through the content provided. Additionally, the programme aims to enable schools to access evidence-based practices through an automated dashboard to improve decision-making. In the absence of national efforts to improve school climate, the programme seeks to strengthen school leadership and build social-emotional skills and capacities that create behaviour change. Madrasati links these local changes with wider system change. The evaluation has shown, however, that these pathways between change at local level and wider system change must be further developed.

The current model is funded by international NGOs, UN agencies, EU government donors, and EiEPC actors, as well as the private sector. The programme is perceived to be cost-effective and appropriate by partners due to its high quality and the important components included that support schools and students to attend after-school clubs. The model includes support for teacher stipends, teacher training, school meals, transportation, and materials needed to implement activities. Moreover, Madrasati works closely with partners to address its priorities as well as those of donors, adapting to address challenges related to gender, displacement, poverty, and other forms of exclusion. This funding mechanism has worked well and enabled the programme to reach schools across Jordan. The evaluation has raised some considerations about the extent to which the programme can be sustained at schools after Madrasati's funding and implementation

support ends; this timeline varies according to the needs of schools and the agreed number of club cycles between donors and Madrasati. Furthermore, the evaluation findings reflect considerations related to whether the effects of the programme do spill over to the wider environment. These links must be further examined.

Madrasati is making progress toward meeting its expected results. It has continuously acquired new funds to reach schools, students and teachers. The programme is highly valued by its participants, partners, and beneficiaries at schools. These include headteachers, teachers, students, and caregivers, who underscored the importance of SEL and extracurricular activities to respond to the current gaps in education in Jordan and to the communities' needs. There is some evidence of the programme's effectiveness. However, baseline data are needed to measure outcomes related to school climate, particularly teacher and student outcomes. The perspectives of beneficiaries, especially headteachers and teachers, are included prior to the implementation of the clubs to assess local challenges at schools. Students' and caregivers' perspectives and feedback are included throughout implementation processes, although their voices are not included to inform the design of the MSC.

While the programme is generally perceived to have a positive impact, the evaluation has identified some risks that should be examined further. In particular, while MSC achieves a wide reach at smaller schools, students attending larger schools in Jordan may witness the visible impacts of the programme but not be able to take part. This may have a negative impact on some of the programme's key objectives, such as nurturing inclusion. Similarly, while teachers were generally motivated to take part in the programme, this involvement can cause some level of pressure on teachers in relation to their personal lives.

Madrasati is also making progress toward its scaling targets. It has documented the programme and has produced the Masahati Manual. Madrasati is also developing a dashboard system to enable teachers to access evidence-based practices on school outcomes. Some scaling targets related to institutionalisation and buy-in from the MoE are being reconsidered and revised, building on lessons learned through the HEA support. However, scaling strategies related to system strengthening are not clear.

The evaluation finds that MoE continues to express an interest in SEL-related learning outcomes, as well as in discovering ways to incentivise teachers to improve performance. MoE expressed interest in particular areas including curriculum development, incentives for teachers, teacher development opportunities, and addressing wider challenges related to the economic situation, such as limited pathways between schools and post-learning opportunities (e.g. vocational training and participation in the workforce). There may be opportunities for Madrasati to engage with MoE and other stakeholders to achieve wider impact and systems strengthening, such as sharing lessons and impact on school climate, incorporating

elements of the MSC model within regular schools, and/or supporting MoE's work on teacher development and incentivisation.

To date, Madrasati has been heavily involved in implementing the programme at each school, a factor which is appreciated by school members. However, scaling processes cannot continue to rely on Madrasati unless the organisation is drastically expanded. Madrasati recognises that new pathways need to be considered; these pathways must continue the impact of involving technical support, such as field directorates or other actors on the feasibility, quality, and stability of the programme.

Lessons

The MSC programme has demonstrated the importance of SEL and school climate in addressing barriers to quality education and learning engagement, especially in a context affected by emergencies, displacement, and poverty. The programme responds to some of the gaps and constraints of the public education system and seeks to empower schools at local level. There is evidence to suggest that the programme has brought about positive behaviour by students and that teachers respond positively

to professional development opportunities that enable them to address challenges within the education system. As the programme seeks to achieve wider impact and strengthen links between MSC and system change, there are important considerations about ways to engage both the private sector and public sector to further promote SEL and integrate these key components into the national curriculum and into national teacher training opportunities.



Recommendations

Recommendations for the Initiative's Working Definitions and Frameworks

Madrasati should:

- Finalise (in consultation with partners including MoE) a working definition and framework for SEL that is appropriate for the context of Jordan, addressing issues such as the lack of holistic learning opportunities, violence and tensions at schools, economic inequality and poverty, and gender-based barriers to learning including child labour and early marriage. This is to position Madrasati to play a leading role in contributing to education policy debate, as well as to strengthen the measurement of programme performance.
- In relation to school climate:
 - » Draw on research and analysis to develop a school climate framework appropriately contextualised for Jordan that is based on evidence, takes account of gender and social factors, and links to SEL.
 - » Articulate more fully, and obtain evidence on, how the benefits of MSC may spill over to the wider school climate including: The factors that influence school climate, the number of school cycles and appropriate student reach per school needed to achieve improved school climate, and key barriers and opportunities to addressing structural challenges that impact headteachers, teachers, students, and caregivers.
 - » Develop a framework for measuring changes in school climate that includes: pre-post assessment of student outcomes, assessment of perceptions, values, and behaviours of students attending clubs and those not attending, and pre-post assessment of teachers' pedagogical practices in regular classrooms.
- Develop a gender strategy that identifies and addresses factors that ensure gender equality across all programme activities, including targeting and selection of students to participate, selection of teachers and trainers, assessment of caregivers' perspectives and involvement, and measuring student outcomes and engagement with MSC.
- Develop a strategy to ensure that the needs of children with disabilities (especially those with special educational needs (SEN)) are adequately addressed, that disabled students are included in MSC where possible, and that attention is given to supporting appropriate training, facilities, and resources.
- Develop a strategy for ensuring caregivers are effectively engaged in the programme and with schools. This strategy should include: 1) identifying barriers to including and engaging caregivers, 2) clarifying the aims and expected impact of involving caregivers, 3) setting appropriate activities to be carried out by headteachers and teachers to ensure stronger involvement of caregivers at schools, 4) and increasing feedback and lines of communication between caregivers, schools, and Madrasati. These expected activities, outputs, and pathways must be included in the ToC.
- Actively consult and make effective use of feedback from students in the management and implementation of the programme (including ensuring definitions of SEL and school climate reflect student perspectives).

Recommendations for Strengthening the Evidence Base

- Madrasati should develop and implement an evidence strategy to support decision-making in effective implementation, sustainability, and scaling. This should include documenting and sharing information about the programme, results achieved and lessons learned with stakeholders. The evidence strategy should be based on a clear articulation of how data will be used and communicated, and should include the following:

- » A detailed description of the programme with a clear, appropriate, and consistent framework for measurements in place;
- » Pre-post analyses of student performance and behaviour change, e.g. attendance/absenteeism and discipline referrals and positive observations of behaviour change within a school climate;
- » Student surveys that teachers and students complete to share their feelings and attitudes related to social-emotional skills and their school's social-emotional climate (specifics to be determined by the SEL and school climate framework and measures adopted by Madrasati);
- » Pre-post analyses of teachers' self-perceived job satisfaction, motivation, performance, and self-confidence.

Recommendations on Scaling Strategy

- Analyse advantages and risks of different strategies to scaling, especially in relation to the duration of clubs (number of club cycles per school) vs. number of schools reached. This may be examined through a closer look at the number of cycles needed per school to reach an appropriate number of students in school size, duration needed to achieve behaviour change and build SEL values amongst students and teachers, and subsequently, duration needed for the effects of the clubs to spill over to the wider school environment.
- Establish a stronger framework and process for information sharing and engagement with government and other key stakeholders. This could include an advisory committee arrangement to plan regular events to present and discuss experiences and outcomes.
- Develop a fuller articulation of the possible causal pathways (drawing on a determinants approach to system change) by which the initiative can promote system change to improve SEL and the school climate, including through encouraging education policy change and related initiatives, in addition to encouraging adoption of elements of the MSC approach. Possible causal pathways include but are not limited to:
 - » **Learning:** Sharing of lessons and practices that reduce school dropout and disengagement, increase social cohesion, and reduce different forms of exclusions and forms of exploitation facing children in Jordan, such as informal labour or early marriage.
 - » **Teacher training:** Support MoE's efforts to increase training and capacity development opportunities for teachers, as well as increasing incentivisation for improved performance.
 - » **Implementation:** Sharing of MSC activities and content and integrating some components of MSC into school hours.
 - » **Advocacy:** Advocacy which targets, for instance, leaders with political, religious, and social influence to encourage debate and policy change.





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