EXTRACURRICULAR ACTIVITIES WITHIN THE JORDANIAN MINISTRY OF EDUCATION: RAPID REVIEW OF NEEDS, GAPS AND OPPORTUNITIES

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ACRONYMS

DCU	Development Coordination Unit
DFID	Department for International Development
ECA	Extracurricular Activities
ESP	Education Strategic Plan 2018-2022
FD	Field Directorate
GoJ	Government of Jordan
GPA	Grade Point Average
MD	Managing Directorate
MOE	Ministry of Education
NAfKE	National Assessment for Knowledge Economy
NCHRD	National Strategy for Human Resources Development 2016-2025
PISA	Program for International Student Assessment
PTA	Parent-Teacher Associations
QRC	Queen Rania Center for Information Technology
RAMP	Reading and Mathematics Program
TIMSS	Trends in International Mathematics and Science Study
USAID	United States Agency for International Development

INTRODUCTION

The Ministry of Education (MOE) re-enacted extracurricular activities (ECA) in public schools across the Kingdom for the 2017-2018 academic school year. Building on this, the then Minister of Education and current Prime Minister, HE Dr. Omar Razzaz in March 2018 announced that 20% of the time students spend in school would focus on extracurricular activities, inclusive of art and sports, learning how to communicate and cooperate, work in a team, and maintain and develop students' curiosity are some of the proposed solutions[1]. This has translated into 90 minutes a week (or two blocks) dedicated to extra curricula. He noted that summer vacation would be dedicated to building students' character and instilling them with a sense of national belonging. [2] The proposed approach, developed by Development Coordination Unit (DCU) and endorsed by the Prime Minister, identified a set of guiding principles to govern ECA. Despite efforts to mainstream extra curricula the MOE remains dissatisfied with the current state of ECA, as schools are unable to successfully implement in-school activities, let alone develop plans for after school and summer ECA.

To this end, USAID's Extracurricular Activities (ECA) embedded consultant and supporting personnel (team) produced this report, with the aim to inform the development of a strategic framework for ECA. The report aims to identify the gaps, needs and opportunities in order to support the MOE to strengthen extracurricular activities, support establishment and standards for ECA implementation, while leveraging existing successful ECA projects, and utilizing available resources and capacities, in order to identify and address capacity needs within the MOE and public schools.

Furthermore, the report aims to enable the ECA strategic framework to customize its development and application to the socio-economic and cultural needs of students in MOE schools. Findings from the field work presented in the report aim to harmonize ECA standards and implementation methods that are easily adopted on a school level, thus, ensuring sustainability of implementation.

PURPOSE AND OBJECTIVES

This rapid review serves to complement the MOE Research and Development Directorate's evaluation of ECA.[3] That evaluation explored satisfaction of different stakeholders, including school principals, teachers and students, of extracurricular activities and explored obstacles to the implementation of ECA during the academic year (AY) 2018-2019.

This rapid review aims to provide insights from the field on the strengths and weaknesses of ECA implementation from the point of view of school principals, teachers, students, parents and the larger community, in order to inform the development of the ECA framework, building on the information that already exist in the MOE's evaluation. In addition, the rapid review aims to further explore the technical support needed to more effectively implement ECA at the school level, as well as any additional coaching or mentoring needed at various stages of the program.

GUIDING QUESTIONS

To address the purpose and objectives, this study will answer the following questions:

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[1] MOE Planning Committee Meeting No. 4/2017
[2] The proposed approach, developed by the Development Coordination Unit and endorsed by H.E former Minister of Education and current Prime Minister, Omar Razzaz, the Ministry of Education.
[3] ECA Evaluation Report: https://drive.google.com/open?id=1XfYlzJ9iNtn_iDc3cMQhPCNl1_9wTC9w

- How does ECA currently function with the school?
- What is the overall perception of school staff regarding the quality of ECA?
- What support does Field Directorates and the Central MOE give to schools to implement ECA?
- How is ECA currently being delivered?
- What are the types of activities that best fit the context?
- To what extent to parents and the larger community affect ECA?
- How to pre- and in-service professional development programs support teachers in implementing ECA at schools?
- What resources are available /needed to effectively implement ECA?

METHODOLOGY AND LIMITATIONS

To extract relevant findings, the team relied for guidance on the main research questions. During the inception phase, the team identified the data collection methods and sources to be able to provide answers to these questions. The team used a mixed-methods approach to provide updated information on ECA implementation. A short survey was completed by different stakeholders to generate quantitative data from respondents. Additionally, qualitative questions were asked to probe further on some of the underlying issues, challenges, perceptions, and contextual factors relating to ECA implementation at the school and community levels. The team triangulated data from different sources to generate evidence-based findings which would support the development of the ECA framework. Furthermore, utilizing a mixed-methods approach allowed the study team to review crosscutting issues, such as gender and involvement and influence of the different stakeholders in ECA programs.

DATA COLLECTION METHODS AND SOURCES

SECONDARY DATA COLLECTION

The team relied on a range of secondary data presented in the forms of evaluation reports, ECA manuals and other relevant documents to understand the context and history of ECA in Jordan, as well as some of the recent work that has been done to evaluate its implementation. The desk review also included an analysis of the MOE's approach with regard to ECA as well as future plans for its expansion. The full list of documents that were reviewed during the desk review are listed in the bibliography.

PRIMARY DATA COLLECTION

The study team has generated findings using the following three methods of primary data collection:
- Self-reported survey of school-level stakeholders and community members;
- Key Informant Interviews (KIIs) with MOE staff and school principals; and
- Focus Group Discussions (FGDs) with students and parents.

LIMITATIONS

The survey data was not collected based on representative or purposive sampling, and as such cannot be extrapolated to represent the school or the larger population. Surveys were taken at 12[4] schools, selected not on representative criteria, but rather to inform ECA implementation, and therefore are incorporated as anecdotal evidence, rather than robust and representative samples. Surveys were completed by the individuals themselves, rather than enumerators, which reflects the limitations of self-reported data.

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[4] The twelve schools were selected from the list of 100 schools that were assessed by the MOE Research and Educational Development Unit. The list of 12 schools and the criteria for selection is annexed to this report.

BACKGROUND AND CONTEXT ANALYSIS

Around 40 percent of Jordan's population are school-aged children and youth.[5]The enrollment rates in primary schools and secondary schools (for students aged 6-15 years) is 98.1%, and 87.5% respectively. The MOE projects that enrollment rates will increase by 15 percent by 2022.[6]

CHALLENGES IMPACTING QUALITY OF EDUCATION

While all services have been adversely affected in Jordan due to the influx of Syrian refugees, the education sector has been particularly challenged. The MOE has established double-shift public schools to absorb the increased number of learners. Overcrowding resulting from this increased demand on educational services is often described as the primary area of concern as it leads to unsatisfactory service delivery.[7] It has also led to the overuse of schools' infrastructure causing numerous challenges to resources, and is affecting the overall quality of education.

"Furthermore, the refugee crisis has placed complex demands on teachers who face classrooms of students coming from two or more distinct national groups, some of whom have escaped the trauma of conflict and destruction, and whose respective communities are seen as competing for finite economic resources with not only other national groups, but the Jordanian host communities as well. Teachers are ill-equipped to handle the ensuing bullying and conflicts in the classrooms and schools"[8].

Consequently, quality learning outcomes are impacted by factors such as school facilities, curriculum, support and supervision for teachers and pupils, and teachers' qualifications and professional development.

POOR ACADEMIC PERFORMANCE OF STUDENTS

Although Jordanian students are showing improved performance on international standardized tests, in the 2018 Program for International Student Assessment (PISA), Jordanian students placed 51 out of 78 countries/territories in Grade 10 science, and 65 out of 78 in Grade 10 mathematics[9]. Jordan was the first among 6 countries that showed improvement in science and third among 13 countries that showed improvement in mathematics but in reading, Jordanian students are still ranking low (55/77 countries) although they improved 10 ranks in comparison to other countries.[10]

While the Government of Jordan (GoJ) has made great strides in policy reform and strategy development through the National Strategy for Human Resources Development 2016-2025 (NCHRD) and the Education Strategic Plan 2018-2022 (ESP), work remains to be done. Boys continue to

[5] Government of Jordan. (2018). *Education Strategic Plan 2018-2022.* Amman: Jordan. Ministry of Education (MOE).

[6] Jordanian Department of Statistics. (2017). *Statistical Yearbook of Jordan 2017.* Available at: dosweb.dos.gov.jo/DataBank/Yearbook2017/Edu2017.pdf

[7] Stave, S. E., Tiltnes, A. A., Khalil, Z. & Husseini, J. (2017). *Education for the Future: Improving Learning Environments in Jordanian Public Schools: Lessons from School Visits and Community Dialogue in Northern Jordan.* Amman: Jordan. Arab Renascence for Democracy and Development (ARDD), FAFO and the Norwegian Embassy. Available at: https://reliefweb.int/sites/reliefweb.int/files/resources/improving_learning_environments_in_jordanian_public_schools.compressed_12_0.pdf

[8] Integrated International. (2019). *Let's Live in Harmony- Final Evaluation Report.* Amman, Jordan.

[9] Unknown Author. (2019). *Jordan Improves Results on the Programme for International Student Assessment – PISA 2018.* Al Rai Newspaper. December 2, 2019. Published Online. Available at: alrai.com/article/10513174

[10] OECD. (2020). *Jordanian National Report of TIMSS 2018 Study.* Available at: https://www.oecd.org/pisa/PISA%202018%20Insights%20and%20Interpretations%20FINAL%20PDF.pdf

underperform girls at all levels of education[11], less than 20 percent of students with physical and learning disabilities are enrolled in school.[12]

Although the Ministry of Education has strived to improve early grade reading and mathematics through academically-focused programs such as the Reading and Mathematics Program (RAMP) (jointly-funded by USAID and the U.K.'s Department for International Development-DFID), students' learning outcomes in Jordan remain below grade level throughout basic and secondary education and urgently require major improvements. For instance, 80 percent of students in Grades 2 and 3 are reading without comprehension.[13]

HIGH PREVALENCE OF VIOLENCE IN SCHOOLS

Violence in schools is classified as one of the major issues degrading children's human dignity. Violence in schools, especially bullying, affects a high percentage of children and adversely affects their health, emotional well-being and academic performance. Accordingly, the Convention on the Rights of the Child particularly stressed the need to provide an educational environment that preserves the human dignity of the child.[14]

The 2018 Jordan Population and Health Survey revealed that 81 percent of children between the ages of 1-14 were subjected to at least one form of violent punishment at home during the month preceding the survey.[15] Violence in Jordan is multidimensional, with verbal and physical peer-to-peer violence, student-teacher and administrator violence, and children-parent violence.[16] Similarly, the Global School-Based Student Health survey revealed that 47 percent of students reported that they were in a physical fight one or more times in the 12 months prior to the survey, and 42 percent of students stated they were bullied on one or more days.[17]

In alignment with the National Strategy for Human Resources Development (NCHRD), the MOE launched the 2018–2022 Education Strategic Plan (ESP). The ESP committed to invest in the Safe and Stimulating School Environment in order to support students in the development of all aspects of their personality, to ensure that they have intact mental health and adaptation skills, and are productive citizens who are able to meet their own needs and those of the society in the future.[18] Thus, it is

[11] The Government of Jordan. (2018). *Education Strategic Plan 2018-2022.* Amman: Jordan. Ministry of Education (MOE). Page 156.

[12] United Nations Human Rights Office of the High Commissioner. (2017). *Committee on the Rights of Persons with Disabilities Considers Initial Report of Jordan.* Published online on March 29, 2017. Available at: https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=21460&LangID=E

[13] Government of Jordan. (2016)."*Education for Prosperity: Delivering Results – A National Strategy for Human Resource Development 2016 – 2025.* Amman: Jordan. The National Center for Human Resource Development. Available at: http://mohe.gov.jo/en/Documents/National-HRD-Strategy.pdf

[14] Al-Dabbas, Al. (2018). *The right to Education in the Hashemite Kingdom of Jordan.* The European Union.

[15] Jordanian Department of Statistics. (2018). *Jordan Population and Health Survey 2017-2018. DoS.* Amman: Jordan. Page 339. Last accessed online Feb. 5, 2020. Available at; http://www.dos.gov.jo/dos_home_a/main/linked-html/DHS2017.pdf

[16] Seeley, Maria. (2014). *Generations For Peace's Jordan Violence in Schools Programme: Gendered Communication Patterns a Programme Impact on the Beneficiary Community in East Amman, Jordan. Generations for Peace Institute Research.* Available at: https://www.generationsforpeace.org/wp-content/uploads/2016/07/Generations-For-Peace-Jordan-Violence-in-Schools-Programme-Gendered-Communications-Patterns-and-Programme-Impact-on-Beneficiary-Community-2014-Full-Report.pdf

[17] Al Qaseer, B. M. and Batarseh, S. (2007). "Jordan Global School-based Student Health Survey," *World Health Organization (WHO) and Center for Disease Control and Prevention.* Available at: https://www.who.int/ncds/surveillance/gshs/GSHS_Country_Report_Jordan_2007.pdf

[18] The Government of Jordan. (2018). *Education Strategic Plan 2018-2022.* Amman: Jordan. Ministry of Education (MOE). Page 68.

imperative to put in place educational policies that provide a school environment that is safe and stimulating.

To this end, the MOE provides a range of programs in primary, and secondary stages aimed at providing students with a multitude of life skills that help to enhance and develop their personalities and help discover their abilities, potential, talents and future directions to be productive in their communities. These efforts include the "Together for a Safe Environment" campaign, which includes a range of activities to reduce violence in schools, including monthly e-surveys that cover 10% of school children measuring violence in schools. In addition, the pilot application of an Anti-bullying Program was implemented in ten schools in Jordan in 2017.[19] The program will be expanded in addition to the implementation of a "Tahseen" initiative that aims at protecting students from drug addiction and smoking. School counselors also implement life skills programs, which include lessons on cooperation, teamwork, communication skills, negotiation skills, emotional skills (teaching sympathy and empathy), decision-making skills, critical thinking and problem-solving skills, dealing with others, self-management and anger management.[20]

GENDER DISPARITIES IN EDUCATION

The Education Law of Jordan guarantees the right to education for all; however, no explicit reference to gender equality is made.[21] To ensure education services are tailored to the needs of children, it is imperative to apply a gender lens when unraveling the differences between males and females. In the context of Jordan, significant gender disparities can be observed between male and female students.

MALES

In male schools, boys' disadvantage is attributed to lower teaching quality, lower value attached to education and a less enabling learning environment. There is a shortage of adequately trained male teachers as men show less interest in the teaching profession. Male students demonstrate lower engagement in education and are more likely to repeat classes or drop out of school early.[22] Incidents of violence, bullying, substance use and disciplinary problems negatively affect the learning environment in male schools and make it less conducive to learning.[23]

Boys are more likely to drop out of school due to poor academic achievements, violence, bullying and labor. Lagging boys' performance may be tied to teacher quality, availability of male teachers, violence in schools, availability of quality school environments and student-teacher ratio.

FEMALES

In female schools, the quality of education and learning outcomes among girls are higher. "Female students systematically and significantly outperform their male peers in national and international assessment studies, such as the Tawjihi Exam, the National Assessment for Knowledge Economy (NAfKE), the Program for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS). In tertiary education, the Grade Point Average (GPA) of

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[19] The Government of Jordan. (2018). *Education Strategic Plan 2018-2022*. Amman: Jordan. Ministry of Education (MOE). Page 68.
[20] Ibid.
[21] The Government of Jordan. (2019). *The ESP Gender Strategy*. Amman: Jordan. Ministry of Education (MOE).
[22] The Government of Jordan. (2018). *Education Strategic Plan 2018-2022*. Amman: Jordan. Ministry of Education (MOE). Page 150.
[23] ODI. "Jordan." Gender and Adolescent Global Evidence, Overseas Development Institute (ODI) website: https://www.gage.odi.org/research/countries/jordan/

female students is significantly higher than that of male students in most areas of study",[24] and across grade levels. Also, more female students are enrolled in secondary school than male students, despite that girls are far more likely to be married at an early age.[25]

DEFINITION OF ECA

While the term 'extracurricular activities' refers to activities implemented outside of the regular (compulsory) school curriculum,[26] the Ministry of Education of Jordan does not have a set definition of extra-curricular activities.

> *Common International Definition "The activities are voluntary, and students do not receive grades or academic credit for them".*

Internationally, extracurricular activities can include any optional or recreational activities that supplement the educational program of a school and include an array of activities such as tutoring, sports, visual and performing arts, special programs, field trips, character education, clubs or outdoor education,[27] and does not take place during classroom time.

Based on the above criteria, and the research conducted by the USAID ECA team in January 2020, a working definition is suggested where ECA activities are:
- Conducted in school during the co-curricular dedicated 90-minute ECA block;
- Conducted outside the classroom or regular curriculum, rather under the auspices of the school;
- Conducted in-school, on Saturdays and over the summer;
- Academic as well as non-academic in nature;
- Driven by the specific needs of boys, girls, Jordanians, Syrians as well as children with disability;
- Employing existing resources;
- Mainstreamed through the guidance of counselors, and Parent-Teacher Associations (PTA); and
- Not Graded.

ECA: AN EMPICIRICALLY PROVEN INTERVENTION

Extracurricular activities help ensure the harmonious growth of personality in children.[28] It is a source of strength for streamlining the talents of the child and helps to improve analytical and cognitive thirst

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[24] The Government of Jordan. (2018). *Education Strategic Plan 2018-2022*. Amman: Jordan. Ministry of Education (MOE). Page 151.

[25] ODI. "Jordan." Gender and Adolescent Global Evidence, Overseas Development Institute (ODI) website: https://www.gage.odi.org/research/countries/jordan/

[26] Holloway, J. H. (2000). *Extracurricular Activities: The Path to Academic Success?*. Educational Leadership, 57(4), 87-88; **cited in** *A Study on Extracurricular Activities Available in High Schools in Namakkal District*. Page 5. Accessed online though https://shodhganga.inflibnet.ac.in/bitstream/10603/20822/6/06_chapter%201.pdf

[27] Rodel Foundation of Arizona, Cited in: Bartkus, K. R. et al., (2012). *Clarifying the Meaning of Extracurricular Activity: A Literature Review of Definitions,* Journal of Business Education: Vol: 5(6). Pages: 693-703. Available at: https://files.eric.ed.gov/fulltext/EJ1056363.pdf

[28] Educational Research Service. (1999). *Creating a Caring School Community*. Arlington, VA: Educational Research Services. **Cited in**: Klesse, E. J. and D'Onofrio. J. A. (2000). *The Value of Co-curricular Activities*. Principal Leadership. Available at: https://www.edweek.org/ew/marketplace/products/ers/publications.html

for knowledge, competitive spirit, communication abilities, value orientation, leadership teamwork and various other facets of life.[29] Studies demonstrate that students who participate in ECA have the chance to excel individually, be part of a group, and gain real-life lessons about the importance of teamwork, responsibility, commitment, and hard work.[30]

The National Federation of State High School Associations (NFHS) of America states that extracurricular activities are an extension of, rather than a diversion from, a good educational program and support the academic mission of the school.[31] Students who participate in activity programs tend to have higher grade point averages, better attendance records, lower dropout rates and fewer discipline problems than students who do not participate in such activities.[32]

Furthermore, ECA provides an opportunity for students to develop their abilities, highlight their talents through self-learning opportunities, build self-confidence, willingness and develop their interpersonal skills.[33]

Comparatively, researchers demonstrated that students who participate in extracurricular activities have reduced behavior problems; they also achieve higher grades and positive attitudes towards school.[34] In terms of impact on the social aspect, ECA enable students to interact with others in a safe environment while encouraging healthy peer-to-peer relationships to advance.[35]

ECA IN JORDAN

As Jordan strives to strengthen the quality of its human resources for a knowledge economy, children and youth need access to ECA that strengthen their creative and critical thinking, active citizenship, employability, and wellbeing.

MAPPING OF ECA ACROSS GRADES/ TIMING

The MOE reenacted extracurricular activities nationwide in public schools for the academic year 2017-2018. The proposed approach, developed by the DCU and endorsed by the then Minister of Education and current Prime Minister HE Dr. Omar Razzaz, identified a set of guiding principles to govern ECA.[36] Firstly, ECA in MOE schools are to be implemented in three phases, including in-school activities twice a week for 45 minutes, after-school activities, and a summer camp. Additionally, ECA are to be developed and adapted to the needs of respective age groups including Grade 1-4 (6 - 9 years of age), Grade 5-7 (10 - 12 years of age), and Grade 8-10 (13-15 years of age).[37] Lastly, ECA are divided into five categories that prepare students' life skills; job awareness; culture and arts; citizenship; and health, psychological and environmental well-being.

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[29] Parmar, Ronakkumar Rajubhai. (2014). *The Role of co-curricular activities in the development of personality social competence and altruism among college students.* Hemchandracharya North Gujarat University. Chapter 2 Pages.28-49. Available at: https://shodhganga.inflibnet.ac.in/bitstream/10603/44243/9/09_chapter%202.pdf

[30] Educational Research Service. (1999). *Creating a Caring School Community.* Arlington, VA: Educational Research Services. **Cited in**: Klesse, E. J. and D'Onofrio. J. A. (2000). *The Value of Co-curricular Activities.* Principal Leadership. Available at: https://www.edweek.org/ew/marketplace/products/ers/publications.html

[31]شحاته، حسن. 2006. النَّشاط المدرسي مفهومه ووظائفه ومجالات تطبيقه، ط 9 ، الجمهورية المصرية، الدر المصرية اللبنانية

[32] Ibid.

[33] Ibid.

[34] Massoni, E. (2011). *Positive Effects of Extracurricular Activities on Students.* ESSAI: Vol. 9, Article 27. Available at: https://dc.cod.edu/essai/vol9/iss1/27/

[35] Ibid.

[36] MOE Planning Committee Meeting No. 4/2017

[37] Ibid.

To mobilize the ECA program, the MOE initially contracted Madrasati to develop manuals and train principals and one ECA teacher from 42 Field Directorates nationwide during the 2017-2018 academic school year. However, this work was not completed, and the Curriculum Directorate, with support from GIZ and UNICEF, developed an ECA manual for all grades and all types of extra curricula. Despite their efforts, the MOE remains dissatisfied with the current state of ECA, as schools are unable to successfully implement in-school activities, due to challenges faced in using the manual, identifying resources for extra curricula, and developing plans for after school and summer ECA.[38]

Based on lessons learned, the MOE has created rules that ensure ECA will not be overlooked in schools. For example, in order to improve organization, they will ensure in-school extracurricular activities are held second or third period, to ensure students and teachers attend. Additionally, they also will schedule period by grade level to ensure less chaos in the school play areas. However, the MOE has identified that it needs technical support, capacity building, and political will to ensure that ECA can be implemented successfully to increase student wellbeing and create a more positive school environment for faculty, communities and students to support one another.

Annex I provide mapping of all Current Extracurricular Activities and Grades at which they are implemented.

ROLES AND RESPONSIBILITIES IN LEADING ECA WITHIN MOE

According to the structure demonstrated in Figure 1, the Activities Directorate is tasked with leading the MOE ECA functions. However, specific ECA responsibilities fall within the purview of the following six other directorates:

- Development Coordination Unit;
- Managing Directorate of Education;
- Managing Directorate of Special Education;
- Managing Directorate of Curricula and Textbooks;
- Managing Directorate of planning and research;
- Supervision and Educational Training Managing Directorate; and
- Queen Rania Center for Educational Technology and Information.

Additionally, field directorates and schools play crucial roles in implementing and sustaining ECA.

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[38] Based on a rapid stakeholder analysis by USAID/Jordan's EDY team.

Figure 1: Directorates and Institutions with ECA Responsibilities at the Central and Field Levels

ECA Protocol chart

There is a procedure manual or **written guidelines** on the MOE standards when working with external parties that control the implementation of the new initiatives
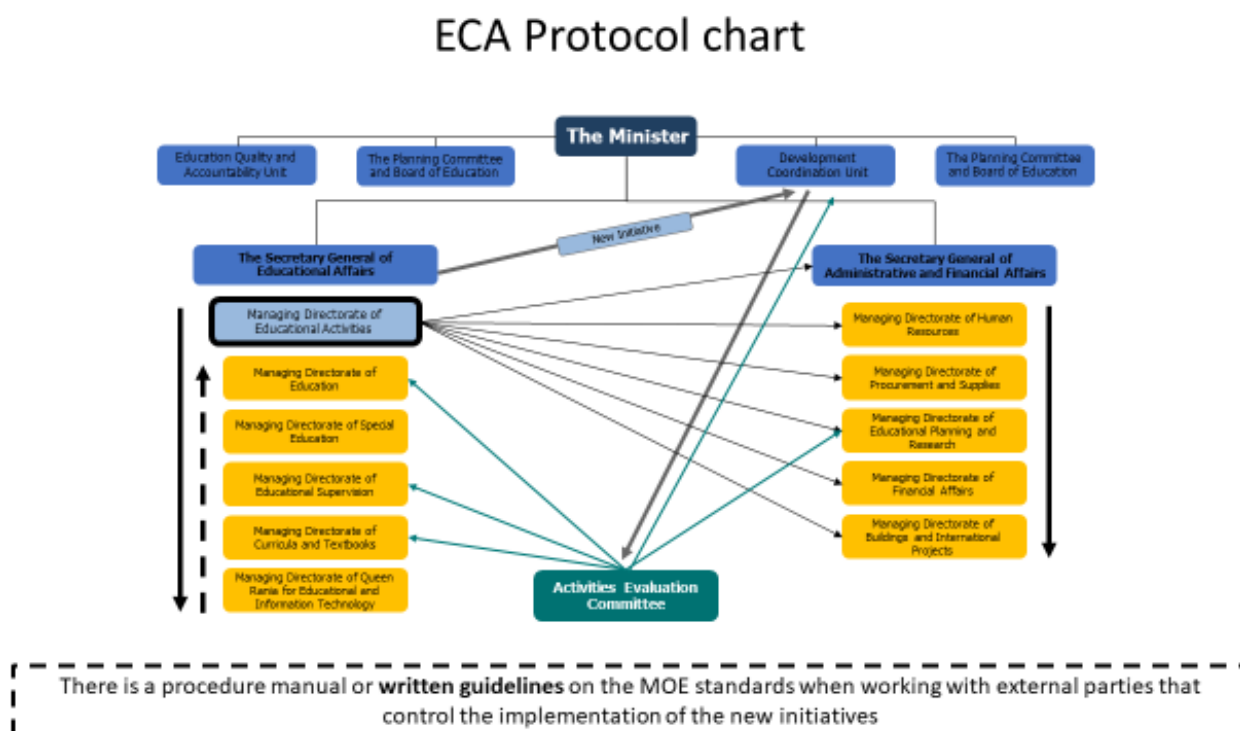
CHALLENGES TO IMPLEMENTING ECA

Modern education calls for practicing all types of school activities to achieve the integrated educational outcomes.[39] However, there are many challenges to implementing extra curricula. For example, some teachers and educators, as well as parents sometimes look at ECA as recreational activities. Interviews with MOE staff revealed that from their observation in the field Arts, Home Economics, and Physical Fitness teachers report to them feeling undervalued and underutilized.

Additionally, teachers still do not fully adhere to the goals of ECA, and the fact that ECA pre-service and in-service trainings are not yet certified may affect the level of commitment teachers feel towards implementing ECA, according to KIIs. This view expands to include some students who abandon school ECA because they believe that school is only for academic lessons, tests and the only way to pass these tests, is to focus on memorization for facts and information in the textbooks by the end of the scholastic year, rather than spend time in extra curricula.

Currently ECA are implemented either by MOE teachers or by local organizations; often initiated by individual teachers and motivated principals or other actors. Many extra curricula are donor funded and project-based, and reach a small portion of schools. Furthermore, most initiatives are not sustained because of lack of resources, unmotivated teachers, or when externally implemented, due to project completion.

On an operational level, the following limitations prevent the mainstreaming of effective ECA in Jordanian public schools:

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[39] Dick, Andrew D. (2010). *The relationship of participation in extracurricular activities to student achievement, student attendance, and student behavior in a Nebraska school district.* ETD collection for University of Nebraska - Lincoln. *AAI3398096. Available at: https://digitalcommons.unl.edu/dissertations/AAI3398096*

- Schools lack resources, including materials, sufficient ECA teachers, and safe spaces to implement ECA;
- There are currently no ECA framework and standards – Non-governmental organizations (NGOs) implement ECA in accordance to their individual preferences and standards; and
- Funding for ECA is limited and decreasing; as only 0.3 percent of Jordan's Total Expenditure goes towards social, sports, and educational activities,[40] compared to 0.8 percent in 2011,[41] and compared to 5.9 percent in Administration and Support Services and 2.8 percent to Vocational Education.

[40] Government of Jordan. (2020). *Law No. (4) for the year 2020, General Budget Law for the Fiscal Year 2020.* General Budget Department. Available at: http://www.gbd.gov.jo/GBD/en/Budget/Index/general-budget-law
[41] Chapman, R. (2011). *Jordan Fiscal Reform Project II: Education Public Expenditures Working Paper.* USAID/ Jordan Economic Growth Office. Available at: https://jordankmportal.com/resources/education-public-expenditures-working-paper-2011

FINDINGS – A VIEW FROM THE FIELD

The ECA team conducted field work between December 2019 and January 2020 at 12 MOE schools. The team conducted several interviews, with a range of stakeholders at the ministry, school and community levels, to gauge opinions on the current status of ECA, challenges facing its implementation and how could it be improved. The table below delineates the number of interviews disaggregated by stakeholder group and geographic location

| Stakeholder Group/ Location	Teachers	Principal	Students Grade 5 and Above	Students Grade 4 and Under	Community and Parents	Field Directorates
Amman	6	3	9	6	12	6
Salt	2	1	3	2	4	2
Mafraq	2	1	3	2	4	2
Ramtha	2	1	3	2	4	2
Jerash	2	1	3	2	4	2
Zarqa	2	1	3	2	4	2
Madaba	2	1	3	2	4	2
Al Karak	4	2	6	4	8	4
Aqaba	2	1	3	2	4	2
Total	24	12	36	24	48	24

ECA PLANNING AND SUPERVISION

The Managing Directorate of Educational Activities has not yet developed a strategic plan for ECA at the directorate level. Each directorate (Scouts, Sports and Cultural Activities) has its own plan that is aligned with the ESP directly. Also, these plans that are developed by the director of each directorate under the MD of Educational Activities; tend to be repetitive over the years, do not take new initiatives into consideration and are not based on needs in the field. Field directorates are not involved in the development of these plans. Moreover, the schools develop their plans based on their relative FD plan. Four schools visited reported that they did not implement any activities as planned, and these are: Tawarah Secondary School for Boys, Mathloutha Elementary School for Boys, Al Bounayat Secondary School for Boys and Al Qasr Elementary School for Boys.

Schools reported that supervisors play a very limited role in relation to ECA. Their tasks are only to observe and attend the activities, however they do not provide any logistical or implementation support. Schools also reported that the field directorate don't have a follow up form. Follow up is done in a subjective and ad hoc manner and is based on daily activities and not comparing against the plan. A report is then submitted to the field directorate. Even when reports are submitted with notes from the field there is no follow up from the field directorate or the ministry on the findings.

Field directorate representatives confirmed that their role is only limited to attending these activities, and not providing any support in implementation at any of the schools. School principals are the main stakeholders that support teachers in the implementation through providing guidance and resources. However, because of limited resources, schools are not held accountable if they don't achieve progress towards the plan. Figure 1 below clarifies teachers and field representatives' opinions with regard to the FD follow up and monitoring of the implementation of ECA school plans.

Figure 1: Teachers and Field Representatives opinions on FD follow up on monitoring of the implementation of ECA School Plans

The FD follows up and monitors the implementation of ECA school Plan

- 83%
- 56%
- 26%
- 19%
- 17%

Agree — Neutral — Disagree

■ Teachers   ■ Field Representatives
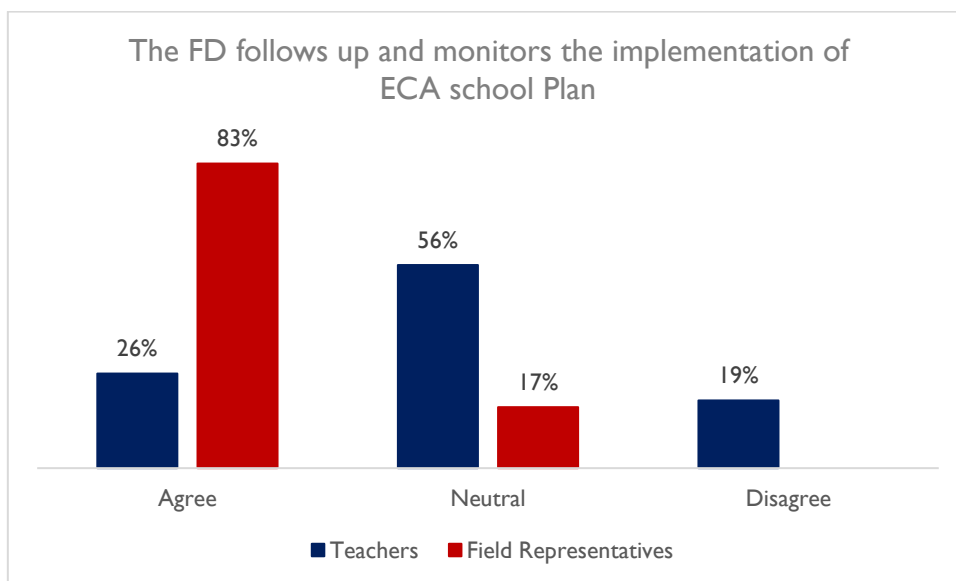
MOE SYSTEM STRENGTHENING

The field directorate has a maximum of three field staff, who are assigned a minimum of 15 schools each, which limits their ability to constantly visit schools and provide proper guidance. Figure 2 below presents the opinion of interviewed field representatives regarding having one educational supervisor dedicated for ECA.

Figure 2: Field representatives' opinion with regard to having one educational supervisor dedicated for ECA

One of the educational supervisors should be for ECA

- 60%
- 27%
- 13%

Agree — Neutral — Disagree

■ Field Representatives
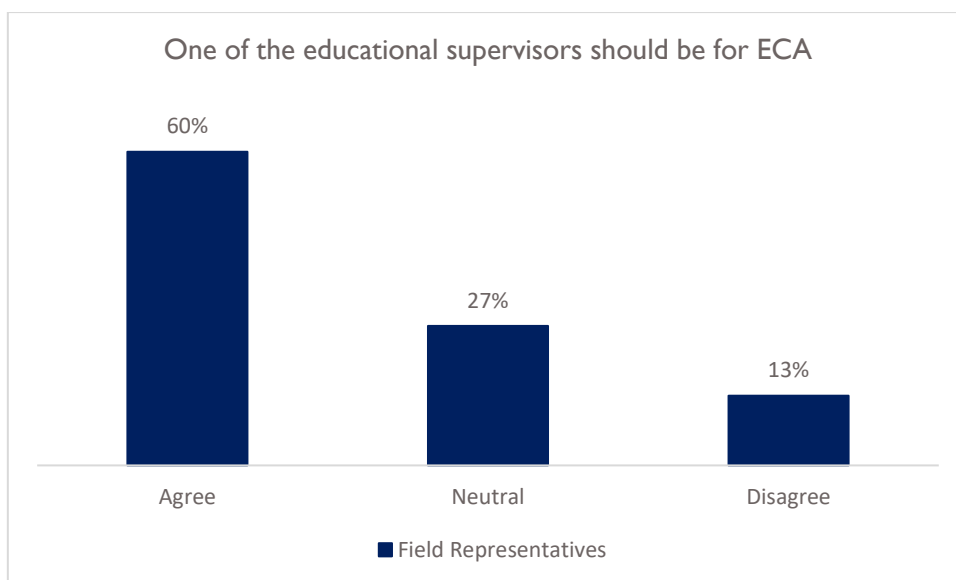
The field supervisors' job description is not clear, and it does not reflect the roles and responsibilities for ECA. Field supervisors are supposed to be specialized and representing the different divisions of the ECA Managing Directorate, but in practice, their roles and responsibilities are structured based on the need at the directorate level as well the level of effort across the team members. There is no documentation of the processes and procedures: new employees learn by experience through on the

job coaching; field supervisors support each other and follow up on different school activities during one visit.

Figure 3 below demonstrates responses of field representatives regarding the clarity of their roles and responsibilities regarding ECA.

Figure 3: Field representatives' opinions with regard to the clarity of their roles and responsibilities
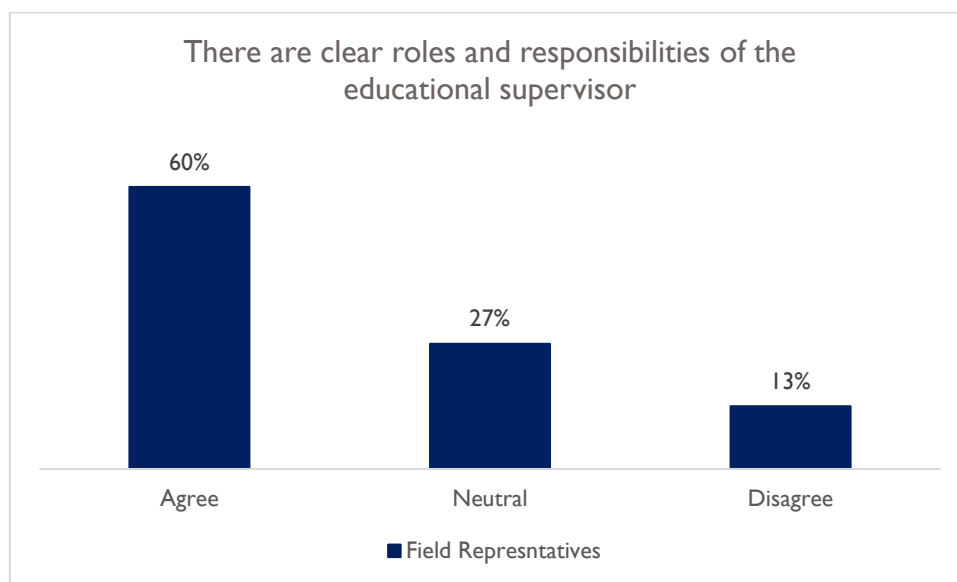
Teachers are not aware of the roles and responsibilities of field supervisors beyond their interface upon school visits: what they know about roles and responsibilities is only limited to what supervisor does in the field.

Two schools who do not feel supported by the directorates explained that they feel neglected, and that no clear communication has been established between them and the field directorate. The field supervisor, on the other hand said that these schools are challenging to administer and that the FD has limited power over the schools because of other social considerations and dynamics.

SCHOOL EMPOWERMENT

In general, there is flexibility with regards to implementation of ECA. The school principal is the one that decides on the timetable of activities. The assistant principal and the principal decide and follow up on the implementation of the ECA plan. For example, Asma' Bin Abi Baker school for girls, Fadeen school for girls and Al A'ashera school for girls have already assigned a teacher as a focal point to follow up on implementation. In general, of the twelve schools visited, it was noted that girls' schools are more organized, and are more likely to develop, submit and implement and ECA plan in comparison to boys' schools. Schools that are supported by donors such as al Bounayat school, Um Khalthoum school and Fadeen school and Al A'ashera have better infrastructure and are more capable of implementing activities. Al Swifiyeh school is considered as pilot school for all Ed-tech related extra curricula.

Figure 4 below clarifies that 52% of teachers; 47% of field representatives and 43% of principals agreed that the school has flexibility to implement EC activities as they fit with the school timetable.

Figure 4: Flexibility of school timetable regarding the implementation of ECA; as reported by Teachers, Field Supervisors and Principals
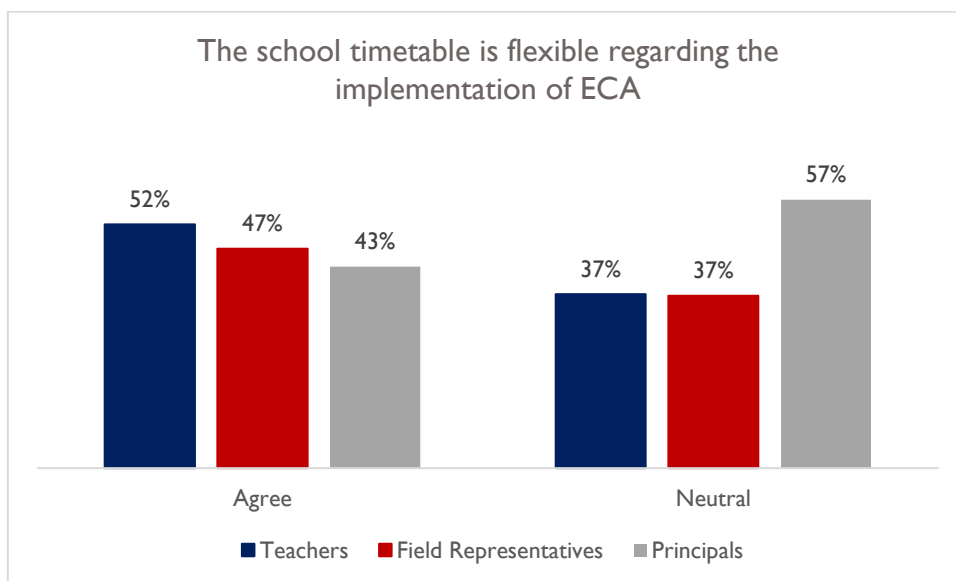
Interviews with Al Qasr, Tawarah and Ghour Al Safi school principals revealed that they do not have the minimum infrastructure to enable them to successfully implement ECA. Minimum infrastructure refers to the availability of either an equipped classroom dedicated for ECA, or an outdoor, safe and adequate playground. Although Al Bounayat school has all required infrastructure and resources are available, they do not implement any ECA, with reasons given revolving around tribal culture and traditions and social dynamics in the area.

Figure 5 clarifies the percentage of respondents who think schools have access to indoor and outdoor spaces to implement ECA.

Figure 5: Access to indoor and outdoor spaces at the school premises
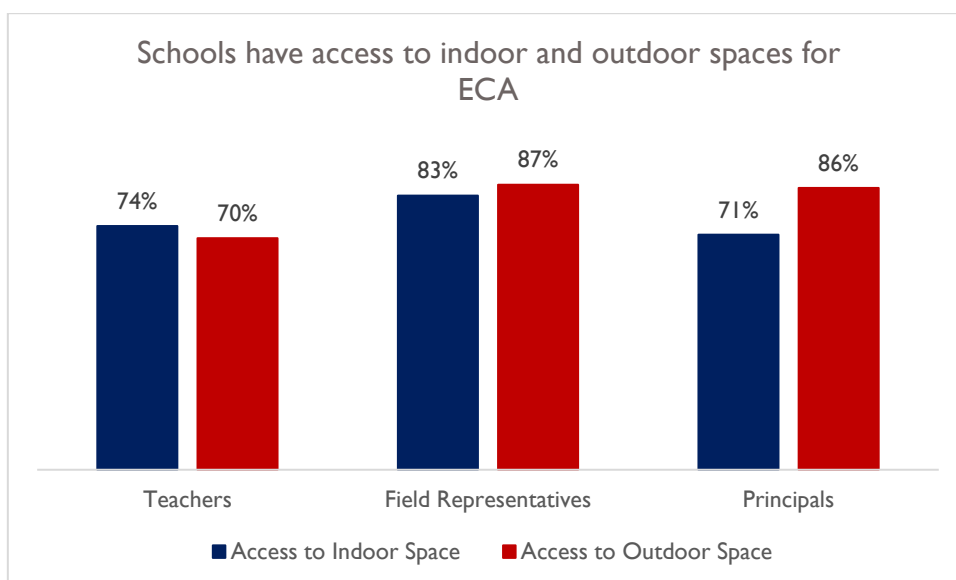
No school visited reported having an ECA budget. Schools visited noted that they can ask for money from the SDDP block grant. However, it is up to the principal to decide if these funds could be

allocated to ECA. Some teachers bear the costs of certain activities from their own money, and some ask students to contribute. Figure 6 below demonstrates that 71% of principals reported that there are financial allocations for ECA. However, only 48% of teachers are aware of these financial allocations.

Figure 6: Availability of financial allocations for ECA
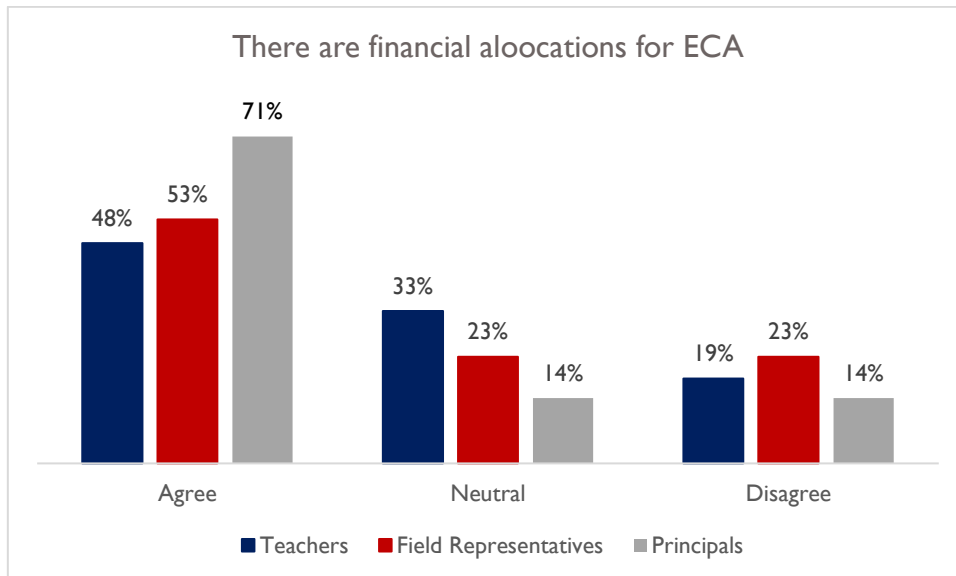
TEACHERS AND ECA

Teachers, principals and supervisors feel the ECA manual is very general. Seven of the twelve schools visited had not looked at the manual, and none of the schools visited were trained on the ECA manual. However, they noted that they received a 90-minute orientation on what the ECA is and general instructions regarding how to implement it. Figure 7 below demonstrates that only 15% of teachers think the ECA manual is sufficient for teachers to carry out ECA, while only 37% of field representatives think that the manuals are sufficient.

Figure 7: ECA manual is sufficient for the teachers to carry out ECA
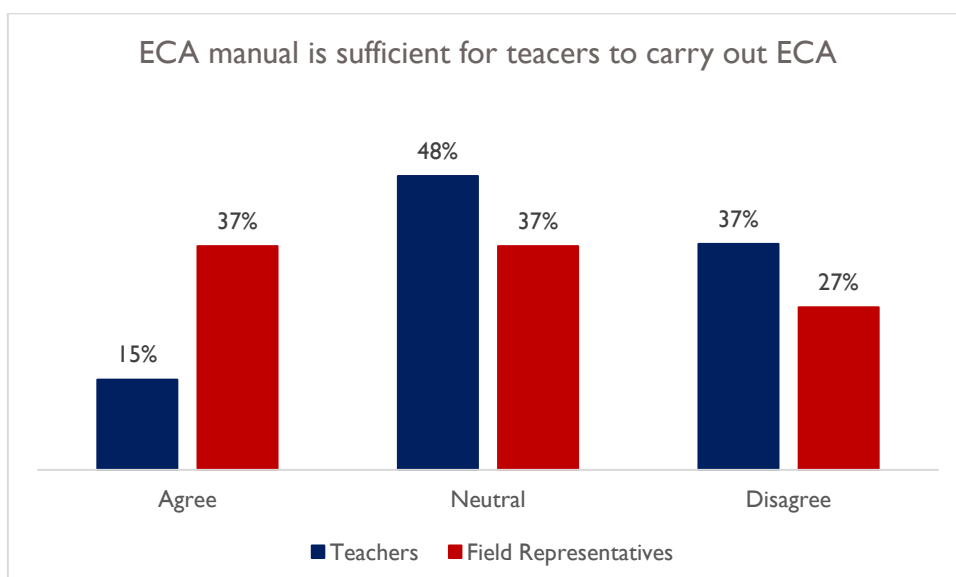
The interviewees who did have a chance to review the ECA manual noted that the manual's content is good, but challenging to operationalize and link to the educational objectives. They also noted it sometimes requires additional resources. According to the schools visited, regulatory procedures are shared with the schools on an ad-hoc basis and are explained through an official letter. Some activities/ programs that are well established and have been implemented for a number of years (scouts, King Abdullah II Award for Physical Fitness) are associated with regulatory procedures that have been communicated to the schools previously and are not updated regularly.

When asked what would motivate teachers to implement ECA, they noted that if the training is included as a criterion for promotion, it could serve as a motivation for teachers to implement the training at their schools. If the training is certified and accredited for at least 160 hours of theory-based training, practical implementation of ECA and follow up activities, it would motivate teachers. Figure 8 below clarifies that the vast majority of teachers (93%) and field representatives (73%) as well as all principals interviewed agree that ECA training should be part of advancing teachers' career path.

Figure 8: ECA training should be part of advancing teachers' career path
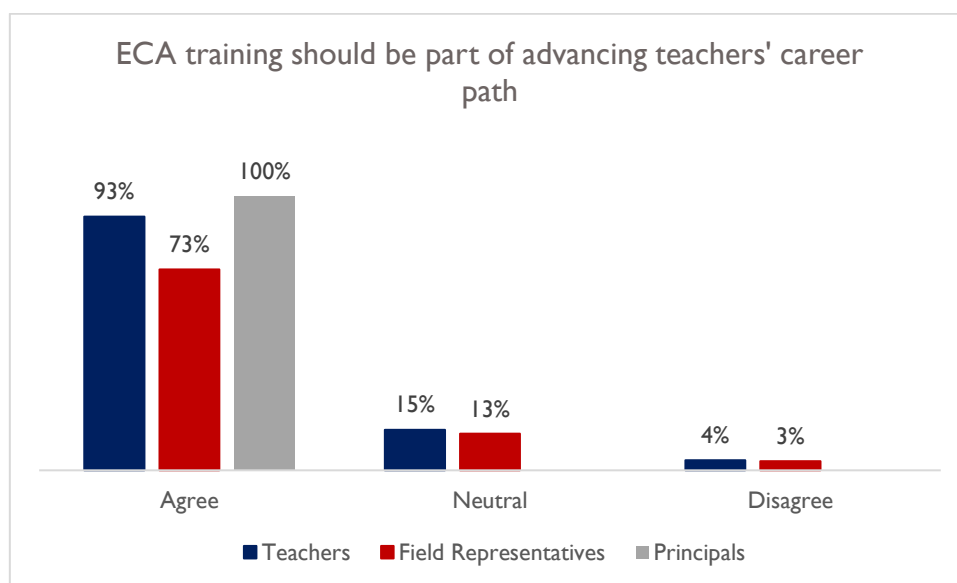
On a more fundamental level, the ECA definition is not clear to everyone. Teachers and other stakeholders including students did not seem to have consensus on the criteria or definition of ECA. Some of them even mentioned that they conduct activities during the 90-minute sessions to complement their lessons, however they did not refer to them as ECA. Other stakeholders had inconsistent opinions on what ECA is; some referred to these activities as entertainment, some said they are recreational while some said they help to support students academically.

Interviewees at the school level said that the MOE school administrative policies are not supportive to ECA implementation. For example, principals noted that if they want to open the school after school, they have to assign a teacher to be in charge. However, the teachers are not compensated, so they do not commit. While community members were suggested as alternates, school policies prevent assigning a community member to open the school. Figure 9 below, clarifies respondents' opinions with regards to support of MOE instructions to the implementation of ECA. The figure demonstrates that 35% of teachers, 50% of field representatives and 57% of principals think these policies are not supportive.

Figure 9: MOE policies/ instructions support the implementation of ECA

The MOE instructions support the implementation of ECA

- **Teachers**
- **Field Representatives**
- **Principals**

Agree: Teachers 30%, Field Representatives 30%

Neutral: Teachers 33%, Field Representatives 20%, Principals 43%

Disagree: Teachers 37%, Field Representatives 50%, Principals 57%
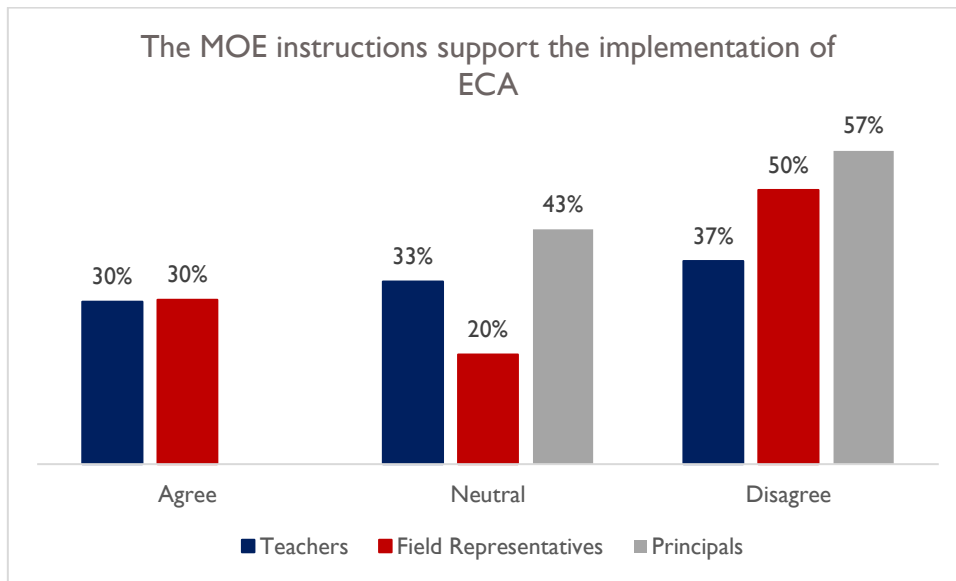
As shown in figure 10 below, the majority of respondents reported that they have full knowledge of MOE instructions on ECA. However, when asked, teachers, principals and field supervisors could not elaborate on the different regulations governing ECA. Four schools who indicated that MOE policies are supportive of ECA, could not elaborate on how ECA is supported by these policies, particularly with regards to activities over the summer and after school hours.

Figure 10: Respondents have full knowledge of MOE instructions on ECA

I have full knowledge about MOE instructions of ECA

- **Teachers**
- **Field Representatives**
- **Principals**

Agree: Teachers 41%, Field Representatives 87%, Principals 86%

Neutral: Teachers 41%, Field Representatives 7%, Principals 14%
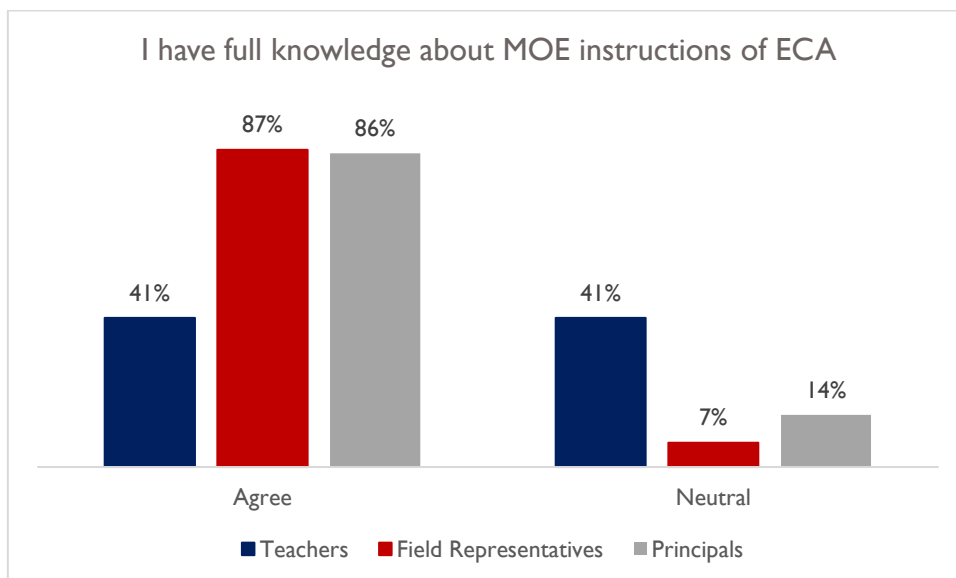
COMMUNITY ENGAGEMENT AND ECA

While the community can provide support to ECA, in the schools visited their role was limited to attending activities. In the schools visited, the community was not involved in the planning and implementation of activities nor approached for funding the activities. As a result, in practice, the

community is not active in ECA delivery in the schools visited. In fact, only one school of twelve visited reported that they have active community engagement in ECA.

Figure 11 below clarifies community members responses when asked if they provide resources to help implementation of ECA at schools; 53% said they did.

Figure 11: Community members providing resources to schools to help implement ECA
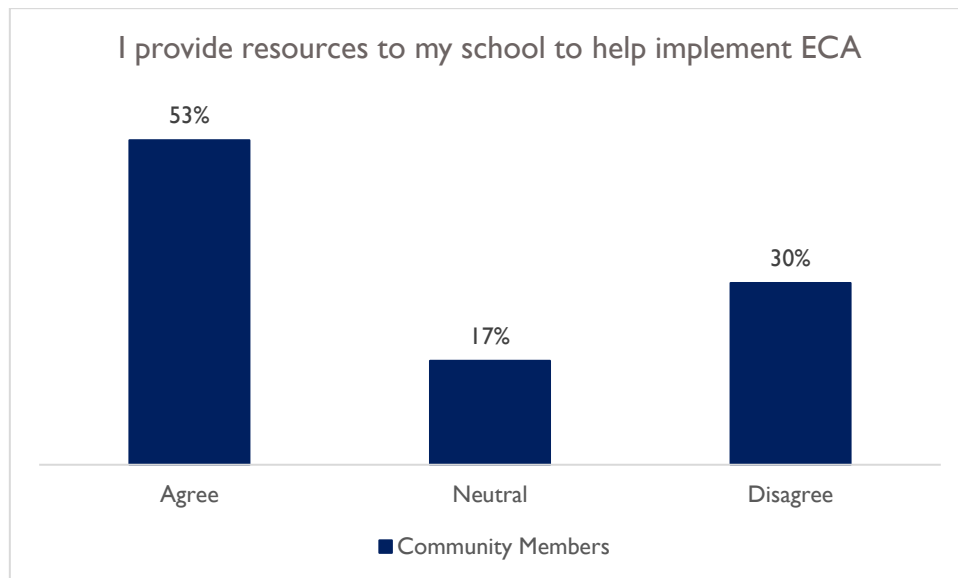
When asked if the community could support ECA implementation, about half of community members agreed, indicating the potential for closer collaboration and better communication between the schools and communities, as community members were generally open to collaborate with the schools as long as they have clear roles and opportunities. The potential for community support for extra curricula was also echoed by at least half of school leadership, teachers and field directorates interviewed. As demonstrated in figure 12 below, 52% of teachers; 60% of field representatives and 71% of principals believe that more support could be provided by community members to implement ECA at schools.

Local community provides support for ECA

[Bar chart showing percentages by Teachers (dark blue), Field Representatives (red), and Principals (gray)]

- Agree: Teachers 52%, Field Representatives 60%, Principals 71%
- Neutral: Teachers 22%, Field Representatives 33%
- Disagree: Teachers 26%, Field Representatives 7%, Principals 29%

Legend: ■ Teachers ■ Field Representatives ■ Principals

STUDENT ENGAGEMENT IN ECA PLANNING AND IMPLEMENTATION

In general, when ECA is implements at school, it is grade-leveled. Moreover, in activities like the summer camps, students are separated by age.

Figure 13: Implementation of ECA is grouped by age

Implementation of ECA is graded by age-group

[Bar chart showing percentages by Teachers (dark blue), Field Representatives (red), and Principals (gray)]

- Agree: Teachers 89%, Field Representatives 90%, Principals 100%
- Neutral: Teachers 7%, Field Representatives 10%

Legend: ■ Teachers ■ Field Representatives ■ Principals
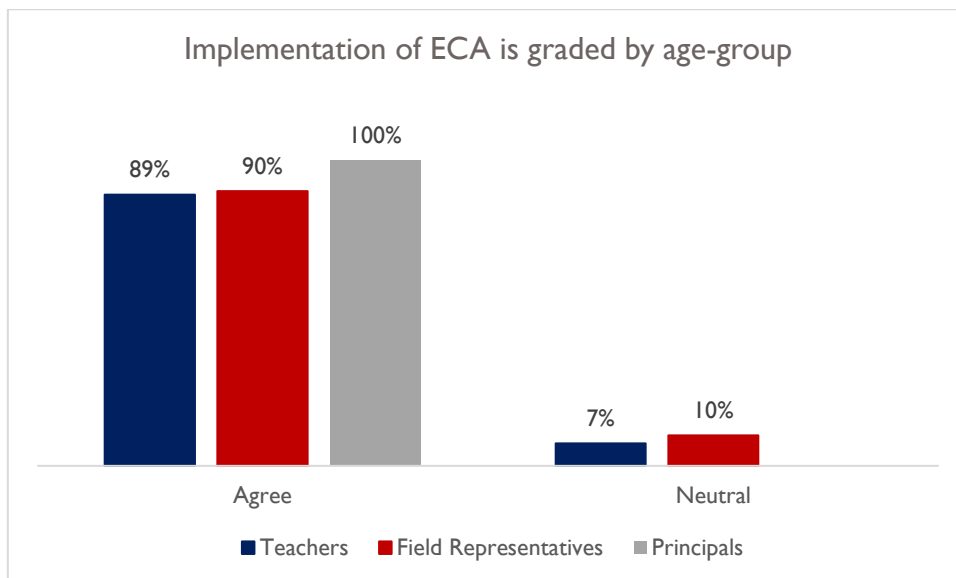
For schools implementing ECA, prior to the development of the ECA plans, there was no assessment for student needs to identify what activities should be offered. Furthermore, students are not aware or informed on what the school can offer beyond sports or art classes - they think that ECA is all about football and summer camp. Hala Bint Khwayled school students expressed that they feel as though they have some talents that they would like to express, but the school doesn't invest in them or provide training and programs to enhance their skills.

In terms of timing, Saturdays and summer holidays are preferred by students over after school. In Mathloutha and Tawarah schools' students expressed that they would like to come and play football after school, but are not allowed because of the restrictions within the MOE to open school premises after school hours.

Figure 14 clarifies that a large proportion of both students who are in 4th grade and younger (89%) as well as those who are in 5th grade and older (74%) who prefer ECA implemented during the summer.

Figure 14: Students preference of after-school activities and summer activities

Figure 14 chart: "I would like to attend extracurricular activities after-school/ in the summer"

- 4th Graders and Younder: Prefer After School Activities 63%, Prefer Summer Activities 89%
- 5th Graders and Above: Prefer After School Activities 48%, Prefer Summer Activities 74%

■ Prefer After School Activities ■ Prefer Summer Activities
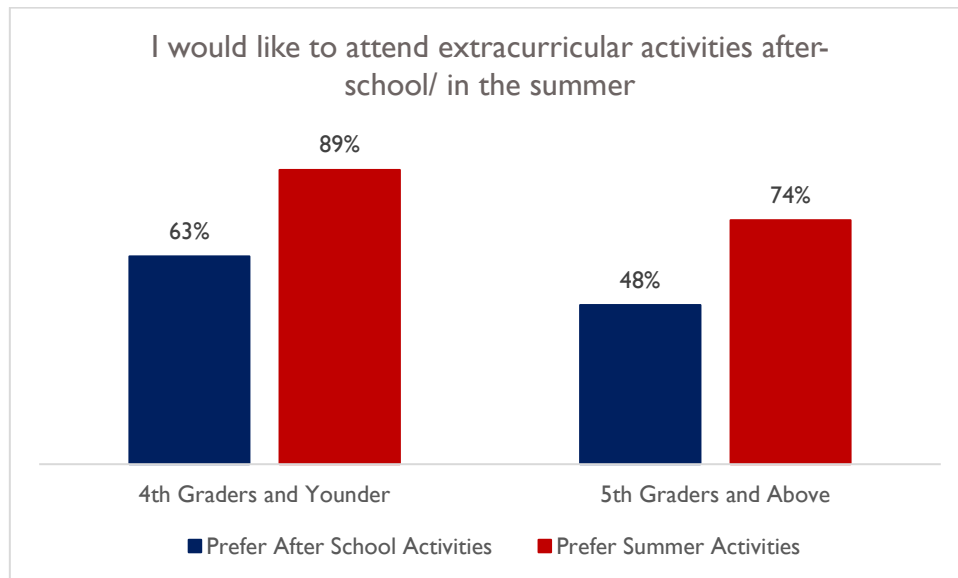
CONCLUSIONS AND RECOMMENDATIONS: FRAMEWORK GAPS, NEEDS AND OPPORTUNITIES

FRAMEWORK GAPS

Based on the field work findings, the team identified the following gaps at the different levels within the MOE

MOE CENTRAL LEVEL

The MOE has not yet developed a strategic plan for ECA, which limits its ability to effectively distribute new initiatives across the different Managing Directorates. Currently, there is an Activity Evaluation Committee that works to assign new initiatives to the most relevant directorate. Moreover, the different directorates under the MD for Educational Activities do not yet have an annual plan that guides operations at the FD level. This implies that ECA is still not systemized within the MOE and initiatives are carried out in an erratic manner. In addition to that, there is lack of clear communication mechanism with regard to the implementation of ECA, particularly the 90-minute activities.

The Lack of awareness of MOE regulations and legislations governing ECA lead to various misunderstandings at the field level, which results in hesitation of implementation of certain aspects of the ECA program.

Lack of documentation of decisions and relationship with key counterparts as well as lack of clear roles and responsibilities of field representatives leads to lack of standardization of activity implementation and results in anecdotal implementation of the ECA program at different schools as well as weak follow up from the fields directorate on the progress towards the ECA plan.

Limited resources are currently allocated and made available to enhance the implementation of ECA programs, particularly financial resources. Moreover, accessibility to existing resources (human and financial) is still limited and impedes the efforts to better organize and systemize ECA at the MOE level.

FIELD DIRECTORATE LEVEL

The Field directorates are not involved in the decision of choosing which initiatives are required to be implemented through the schools in their directorates, particularly that they know that most of the time there is not enough teachers, neither there is enough staff in the directorate to follow up on the implementation of these activities.

Empowering the field directorates, and involving them in the decision making ensures more effective distribution and implementation of activities in different geographic locations. Also, FD can advise on the infrastructural and human resource capacity of the schools to ensures higher rates of success and impact of ECA at the schools' level.

SCHOOL LEVEL

The ECA vision is not clearly communicated to the teachers. Activities are mostly shared with the schools with limited explanation of their features. Particularly, with regard to the 90-minute block of activities, teachers are using this time as a break or to cover other curricular subjects. Teachers have limited awareness of how to better align with the MOE vision of ECA implementation.

Teachers receive limited training and guidance related to the implementation of ECA. This in turn, affects the richness of the activities, and leads to unsystematic implementation of the activities, which have possible implications on achieving the outcomes intended of these activities.

After-school activities are not being implemented effectively, due to lack of staff to oversee the implementation as well as lack of incentives to motivate teachers to enhance the use of the time allocated for these activities.

A large number of teachers have not yet completed the pre-service training; which results of lack of capacity to understand the value of ECA as well lack of skills to facilitate ECA sessions.

Lack of access to recourse, such as the internet, at the school level, limits the implementation of ECA program. For example, the ECA manual is available as a soft copy online, however since teachers cannot access it, it becomes challenging to actually utilize this recourse.

There is a significant opportunity to work with the community to support implementation of ECA, with consensus given by all stakeholders at the school level. Given the shortage of resources – both human and material - community engagement should be integrated by design into ECA delivery.

FRAMEWORK OPPORTUNITIES

In alignment with the goal of MOE "*to strengthen the quality of its human resources for a knowledge economy, children and youth need access to ECA that strengthens their creative and critical thinking, active citizenship, employability and wellbeing*", and the ECA ultimate goal of "*all students have access to quality ECA at schools, after-school and during holidays; through appropriately grade-leveled, evidence based and curriculum aligned programming*", the team suggests to capitalize on the below opportunities in order to maximize the benefit of the ECA program:

PROPOSED ECA DEFINITION

Based on the above criteria, and the research conducted by the USAID ECA team in January 2020, a working definition is suggested where ECA activities are:
- Conducted in school during the co-curricular dedicated 90-minute ECA block;
- Conducted outside the classroom or regular curriculum, rather under the auspices of the school;
- Conducted in-school, on Saturdays and over the summer;
- Academic as well as non-academic in nature;
- Driven by the specific needs of boys, girls, Jordanians, Syrians as well as children with disability;
- Employing existing resources;
- Mainstreamed through the guidance of counselors, and Parent-Teacher Associations (PTA); and
- Not Graded.

PROPOSED ECA CRITERIA

Based on the research and gap identification, the study team has developed criteria for ECA at school in the form of a checklist. The checklist will support the implementation of ECA at schools, according to the foreseen ECA strategic plan in order to better align new initiatives with the vision of the different managing directorates responsible for implementation, namely: MD Activities Directorate, MD of Education, and the Queen Rania Center for Education Technology and Information (QRC). The table below clarifies the criteria suggested for 90-minute; after-school; and weekend and vacation activities.

ECA Name:			
Criteria	Academically aligned	Soft skills +physical aligned	All Activities
	90 minutes	After school	Weekend +vacation
Aligned with ESP Goals			
Aligned with SDDP Domains			
Locally Solution led/co- created			
Evidence based			
Ministry approved based on evidence			
Curriculum Aligned			
Teacher Manual approved by MOE			
Gender is taken seriously into consideration when design ECA			
Disable students is taken seriously into consideration when design ECA			
Grade Leveled			
Community engaged			
Plan for sustainability and /or scaling			
Assigned Dept. for MOE ownership			

In alignment with the above-mentioned criteria, the study team developed the following definitions for the different types of ECA:

1. 90-minute activities: *Activities that supplement the school curriculum and align with ESP-aligned learning outcomes and MOE academic curriculum, implemented within the 90 minutes ECA block. It forms part of the students core curricular load, although it is not graded nor do students receive academic credit for them. Duration: 45 minutes twice a week. Meets ECA 90-minute block criteria.*
2. After-school Activities: *Activities that supplement the education program of the school and align with the ESP school-level outcomes, implemented after school. Activities are academic and non-academic, optional or recreational, and can include tutoring, sports, visual and performing arts, special programs, field trips, character education, clubs, and outdoor education. It does not take place during classroom time. Meets ECA After School criteria.*
3. Weekend and Vacation Activities: *Activities are optional or recreational, and can include summer camp, volunteering activities, sports, visual and performing arts, clubs, special programs, field trips, character education. It does not take place during classroom time. Meets ECA Holiday criteria*

RECOMMENDATIONS

The section below provides recommendations based on the findings from the field as well as previous work done with the Ministry of Education. The recommendations are divided into two main categories: strategic recommendations and operational recommendation.

STRATEGIC RECOMMENDATIONS

- Develop a standardized ECA framework, general guidelines, trainings at all levels and equip schools with basic materials and tools.
- Develop Standard Operational Procedures (SOPs) for the school level ECA framework in alignment with School and Directorate Development Program (SDDP).
- Enhance decentralization at the school level in order to advance the learning environment and the quality of education at all schools in Jordan.
- Engage Field Directorates in providing guidance and training to schools on the SOPs, requirements, and expectations of ECA.
- Engage the private sector in sponsoring ECA and develop funding mechanisms that attract donors to fund ECA initiatives and develop ECA joint-financing agreements.
- Support the MOE in developing new policies, and in identifying advanced inclusive educational models, and devising internal data-driven decision-making systems.
- Strengthen communication between the MOE, Education, Construction, and Youth Donor Working Groups, and the Education Sector Working Group to foster horizontal and vertical communication and collaboration.
- Establish a supervisory process that could be led by MOE team supervisors.
- Establish a policy that provides the Parent-Teacher Council the ability to be consulted on the preparation of the ECA project before it is completed.

OPERATIONAL RECOMMENDATIONS

- Amend language and activities as per the MOE review of the ECA manual.
- Develop toolkits that are embedded into the manual to facilitate teachers' adoption of the ECA model.
- Develop outcome level indicators which measure knowledge, attitudes and behavior change related to ECA on a student and teacher level.
- Improve school and teachers' incentives.
- Include teacher performance in directed activity classes within teacher assessment criteria.
- Reconsider the timing and the duration of directed activity classes.
- Direct stakeholders to study and disseminate the experiences of successful high-level directorates of education. In addition, conduct a case study on lower-level directorates of education to improve them.
- Review the plan of a competition at the level of directorates of education in the areas of directed activity to spread the spirit of competitiveness.
- Encourage the presence of media coverage for the dissemination of distinctive and creative experiences in the implementation of directed school activity in schools, through the MOE website, e-Learning, and the cooperation with various media channels.
- Compile relevant regulations into a booklet at the beginning of any project and distribute to stakeholders to give them the legal framework required to fulfill their duties.

ANNEX I: MAPPING OF ECA AND GRADES

Name of activity	Number of schools implementing the activity	Program's / Project's Description	Age Group			Accredited with Regulating procedures (MOE-approval)	Accredited with Curriculum (MOE-approval)
			KG2 - Grade3	Grade 4-7	Grade 8-10		
School Debates	540	**Bringing up generations who believe in dialogue and equipping students with the constructive dialogue discussion skills to express their opinions and accept the others' opinions.** **A competition between schools to select the national debate team.**	FALSE	FALSE	TRUE	TRUE	TRUE
Arab Reading Challenge	**All schools**	**An initiative that aims at improving reading in schools (one book per student). Students who read (50) books are qualified for the final competition.**	TRUE	TRUE	TRUE	TRUE	FALSE

Teaching Music for the First Three Grades.	44	A three-year agreement was signed to implement a program on the teaching of music for the first three grades in 16 schools as a pilot, then in 28 schools in the second stage in cooperation with Madrasati Initiative/in collaboration with Managing Directorate of Educational Supervision and Training	TRUE	FALSE	FALSE	TRUE	FALSE
Activating the School Theater Program.	252	This Program aims at equipping (6) teachers in each directorate (252 as a total) the basic skills of the school theater	TRUE	TRUE	FALSE	TRUE	FALSE
Equipping music rooms (Watan Saloon for Music).	6	has implemented (Watan Saloon for Music) Initiative to equip music rooms in (6) schools.	TRUE	FALSE	FALSE	TRUE	FALSE
Quds Art Competition	all schools	Benefitting from the students' skills and upgrading their aesthetic levels.	TRUE	TRUE	TRUE	TRUE	FALSE
The World Water Day Competition.	all schools	Upgrading the knowledge level on water awareness through art.	FALSE	TRUE	TRUE	TRUE	FALSE
The Women International Day.	all schools	Getting acknowledged on women's rights through art.	FALSE	TRUE	TRUE	TRUE	FALSE

Voluntary Work Program	**all schools**	**Disseminating and enhancing the voluntary work and equipping students with the required field skills as well as enhancing the loyalty for the school and positive values like cooperation, sacrifice, selflessness and sharing.**	FALSE	TRUE	TRUE	TRUE	FALSE
Haqiq	**150**	**Haqiq, a four-step national leadership program for ninth and tenth graders, was established to realize our youth's commitment to becoming successful leaders in their local communities. After selecting students from public schools in every governorate, in cooperation with the Ministry of Education, our participants benefit from a program model built on training workshops, field visits and camps that call on youth to engage with their peers and communities throughout Jordan. As future agents of change, Haqiq's graduates embody the program's values, including integrity, resilience, learning from failure, commitment, hard work, focus, responsibility, open-mindedness and self-confidence.**	FALSE	FALSE	TRUE	TRUE	FALSE

Scouts and Guides Program	**All schools, targeted the schools has 35% of their students**	**This is a voluntary educational activity for boys and girls that help them to maximize their physical, mental and social potentials as responsible citizens in their local, Arab and international communities through learning by doing, new adventures, experiences outdoors and the pioneer's system. Started 2004 with Royal Scientific Society till 2013 as E -fitness**	TRUE	TRUE	TRUE	TRUE	TRUE
Basma Program	**all schools**	**This is an educational national program that aims at equipping students with the life skills, the positive communication skills, believing in the differences between people and accepting others. This program targets students in the tenth grade and aims at enhancing loyalty for the homeland and the higher leadership, enhancing students' self-confidence and boosting the good citizenship and knowledge.**	FALSE	FALSE	TRUE	TRUE	FALSE
King Abdullah II Award for Physical Fitness.	**all schools**	**Upgrading the physical fitness level at students participating in the competition and to make doing sport a daily practice.**	FALSE	TRUE	TRUE	TRUE	TRUE
Organizing championships in the lower basic cycle.	**all schools**	**1. Enhancing loyalty at participants. 2. Developing students' social, behavioral and art skills.3. Providing the**	TRUE	TRUE	FALSE	TRUE	FALSE

Prince Faisal Eleventh Edition for the Youth Olympic Games.	**all schools**	national team and other sport clubs with high quality sport players.	FALSE	FALSE	TRUE	TRUE	FALSE
Sport games for the Deaf Students.	**Deaf Schools**		TRUE	TRUE	TRUE	TRUE	FALSE
The Nineteenth Sport Round for the Jordanian Schools. (Independence)	**all schools**		FALSE	FALSE	TRUE	TRUE	FALSE
Leaders Marathon.	**all schools**		FALSE	TRUE	TRUE	TRUE	FALSE
The Norwegian Federation Football Festival.		**To help student acquire different life skills.** **To provide social empowerment for students and integrate them with their peers.**	FALSE	TRUE	TRUE	TRUE	FALSE
Improved Learning Environment at Public Schools in Host Communities in Jordan (ILEPS) / Extracurricular Activities		**To make sport as a method for development. Phase I (2017-2018): joint development of an Activity Book with the MOE (in the areas of Sports & Play, Arts & Culture, Science & Environment, WASH & Anti-vandalism) for the implementation of extracurricular activities in all public schools. Piloting of Activity Book at selected schools** **- Phase II (2019-on): TA in the development of teachers' guide**	TRUE	TRUE	TRUE	FALSE	FALSE

		for implementing ECA, TOT for supervisors					
My Activities "Nashatati"	1003 schools	Launched in 2017, the program aims to foster life skills and social cohesion, while increasing access for all vulnerable children to age-appropriate quality school activities. During its first-year implementation. it was implemented as an-after school program in 100 and scaled up to 200 school in year 2. During the second semester of year 2, it was also piloted as an in-school program in 300 schools, bringing the total number of schools to 500 in year 2. In the academic year 2019/2020, it was rolled out in 1003 schools as an in-school program. Nashtati is delivered through a flexible structured curriculum combining Life Skills and Social Cohesion using sports and arts-based activities.	TRUE	TRUE	TRUE	TRUE	TRUE

IT Blended Approaches to Learning (interactive curriculum)	37	The project aimed to improve the quality of education through introducing IT blended approaches to learning within the formal education system through the development of interactive e-content based on the national textbooks for grades 1-6 in Math and Science. The program was implemented in close collaboration with the Ministry of Education who formed a technical committee comprised of members of QRC and curriculum department, to review and endorse the e-content as it was being developed. The content is written to be compatible with the national curriculum; it is not an additional resource but a supplementary one, to deliver highly interactive learning resources and blend them with the textbook resources in the classroom to achieve a higher understanding of the outcomes and in a shorter time. The project worked in 37 school, adopting the smart class room model, whereby each school was provided with two trolleys of 45 laptop each in addition to a server, a data show and an internet modem.	TRUE	TRUE	FALSE	TRUE	TRUE

Let's live in Harmony	**100**	**This program aimed to develop and produce multimedia enrichment educational materials to support children's learning through extracurricular classes with the aim of improving literacy and enhancing social cohesion. A total of 128 digital stories were produced in line with the national curriculum learning outcomes, targeting children in 100 schools from KG2 to grade 3. Through this program, teachers were provided with teaching aids that help promote innovation, critical thinking, communication skills and promote social values among school students.**	TRUE	FALSE	FALSE	TRUE	TRUE
Co-De	**20**	**Initiative for teaching juniors programing in active way in Four levels: "start, challenge, empowerment and change".** **We finish first level with 20 schools**	FALSE	TRUE	TRUE	TRUE	TRUE
Cisco Academy	**70**	**Project that aims to prepare student for future, by enroll them in Cisco Academy that learn them different topics in Networking, Software, Hardware and other topics.** **In this year we prepare our teacher to be qualified instructor**	FALSE	TRUE	TRUE	TRUE	TRUE

Tuta-Tuta		**Initiative for Kids that aim to encourage Reading by parents to their Childs. Now we have 40 story that prepared by Moe stuff besides other stories from other authors.**	TRUE	FALSE	FALSE	TRUE	TRUE
Can't Wait to learn Project	**32**	**Teaching children using innovative technology based on educational electronic games that have Jordanian content and culture. The drawings are inspired by children in Jordan and are designed by Jordanian painters.**	FALSE	TRUE	TRUE	TRUE	TRUE
Smart Hudhud for Arabic and Knowledge	**480**	**Addressing the problems of reading, writing and mathematics for the first three grades, and offering integrated solutions that combine smart boards, tablets and paper exercises, and covers all the language skills of writing, reading, listening and conversation, as well as displaying them progressively. It can be controlled and adjusted by the teacher as needed.**	TRUE	FALSE	FALSE	TRUE	TRUE

Masahati	**Masahati targeting 70 schools across 10 of Jordan's governorates**	**Masahati consists of five distinct student clubs which develop youth's intellectual and technical skills after school hours and on Saturdays'. The program aims to empower students to become responsible citizens, promoting solidarity and collaboration between youth and the community at large. Trained schools to understand what is the value of ECA - and we work with the school community to build their capacity to have a role in the school since 2014 and it is still running and it is connected to remedial education. teaching music for G1-3 through home room teachers**	TRUE	FALSE	FALSE	TRUE	TRUE
E-Twinning Project	**200**	**The E-Twinning Project is an interactive learning program targeting schools' teachers and students of all age groups, it aims at raising awareness and opening dialogue channels between European countries and the Arab World. The project involves interactive online activities held by teachers and their students on both ends, breaking the traditional methods adding interactivity to the process of learning.**	TRUE	FALSE	FALSE	TRUE	TRUE

Supporting classes for students with special needs	**30 to be 55**	**Inclusive education schools for students with special needs (Merger schools), its principle through supporting students, while they are inside the classroom or especial room outside the regular classes targeting those students**	TRUE	FALSE	FALSE	TRUE	TRUE
RAMP	**ALL schools**	**Early grade numeracy and literacy are essential to students' academic success at secondary and tertiary levels. Through USAID-supported training, 86 percent of Ministry of Education supervisors and coaches and 80 percent of observed teachers are now effectively using early grade reading and math methodologies to help children gain the knowledge and skills they need to succeed in and out of the classroom**	TRUE	TRUE	FALSE	TRUE	TRUE

POWER-J	300	the **Ministry of Education and the World Bank are testing an intervention that in the long term aims to improve student learning outcomes by (1) strengthening students' socioemotional skills; and, (2) improving teacher's classroom management skills. This will be achieved by applying a two-pronged intervention that operates on the behavioral and pedagogical sides. First, on the behavioral, students, depending on which treatment group they are randomly placed in, will receive either a 5 or 20 dosage version of the behavioral intervention. Students are then given the opportunity to apply the skills learnt from the behavioral intervention in a regular classroom setting, this case mathematics. The pedagogical intervention consists of materials and training of teachers on effective classroom management skills and positive disciplinary approaches. Further details on the theory behind this intervention is presented below. Finally, the target group for this intervention is seventh grade students in public schools.**	FALSE	TRUE	FALSE	TRUE	TRUE

ANNEX II: BIBLIOGRAPHY

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ANNEX III: LIST OF STAKEHOLDRES INTERVIEWED

MOE Stakeholders

Entity	Point of Contact	Date	Main Focus
Supervision & Policy Department	Hafus Malouh	November 3rd, 2019	Discussing the SDDP and its relation with ECA
Education Directorate	Dr. Wafa Obaidat	November 11th, 2019	Discussing the ECA within MOE
Activities Directorate	Zaid Abu Zaid	October 23ed, 2019	
Queen Rania Center for Education and Information Technology	Manal Majali Dr. Marwan Turman	October 29th, 2019	Discussing the initiatives and projects implemented by QRC
Planning and Educational Research Directorate	Dr. Yousef Abu Sha'ar	November 7th, 2019	Discussing the ECA evaluation report implemented by Research & development Directorates'
Development Coordination Unit	Dr. Khawla Hattab	10/21/2019	Sharing documents on ECA
Management of Educational Activities Directorate	Mohammad Shawhin	October 23ed, 2019	Share and discuss Strengthening Extracurricular Activities implanted at MOE schools
Education Quality and Accountability Unit	Dr. Raed Elawah	November 6th, 2019	Discussing the Education Quality Assurance Unit (EQAU) and its relation with ECA
Curriculum and textbooks Management Directorate	Osama Jardat	November 10, 2019	ECA manual
Educational Training Directorate	Mr. Jumaa Al Soud	November 3rd, 2019	Teacher training and the Career Pathway
Gender Unit &Disabilities	Kafa Akroush	November 7th, 2019	Gender Approach

Donors

World Bank	Manal Qoutah	December 10th	Approach for POWER-J Intervention
External Stakeholders			
UNICEF	Rana Qawar	Nov 5th, 2019	Discussing UNICEF initiatives and projects
Save the Children Jordan	Ghada Abu Alrous	October 27th, 2019	Discussing Save the Children Every Child Learning Project and need assessment
G4P	Lama Hattab	November 20th 2019	Best practices
Madrasiti	Tala Sawis Mania Mubaslat	November 16th, 2019	Discussing Madrasiti best practices
Deutsche Gesellschaft fürInternationale Zusammenarbeit (GIZ)	Faten Najar		