



© Masahati Student Clubs

Madrasati: Masahati Student Clubs

What problem is the innovation addressing?

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.

Innovation overview

Madrasati launched Masahati Student Clubs (Masahati) to strengthen public education systems, provide social and emotional learning, and enhance community belonging and social cohesion. The Proud to be a Teacher (PtBT) initiative, run in parallel, seeks to grow teachers’ professional identity through acknowledgement and professional development.

Masahati helps to encourage positive relationships between students, teachers, the school and the wider community by providing new ways to interact. The programme is managed by teachers, who ensure diversity and are guided to maintain an inclusive atmosphere and ethos, embodying core values.

Impact and learning

Masahati and PtBT have reached 26,289 students, 2,227 teachers in 115 schools (December 2022). Madrasati will impact 40,000 students in underserved public schools in Jordan by 2023 and the ambition is for Masahati to impact one million children across Jordan by 2034.



Participating students are:

- **3x** more likely to express interpersonal acceptance than non-Masahati students
- **5x** more likely to denounce violent methods for resolving conflicts
- **2x** more likely to feel that they are an important part of the school and community



Participating schools have seen:

- **8–11%** increase in school GPA among low-performing Jordanian & Syrian students
- **50–60%** reduction in absenteeism among Jordanian and Syrian boys and girls
- Improvements in teacher job satisfaction and burnout rates

Scaling Approach

Madrasati is experimenting to determine which scaling pathway is most viable and resilient:

- Direct delivery. Madrasati continues to grow as an organisation, delivering the programme in partnership with schools and field directorates, and funded through grants and corporate sponsorship.
- 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 programmes. Schools would cover or raise programme funding.

Scaling questions

Madrasati has learnt that Field Directorates are not well placed to become core implementation partners because they do not have the needed mandate, mechanisms and insight to implement programmes.

- Without relying on Field Directorates, how can Madrasati scale the impact of Masahati and PtBT without significantly growing the organisation?
- Where should programme ownership lie to ensure resilience and quality?
- What are the best methods for knowledge transfer and quality assurance?
- What is the most effective way to involve Field Directorates?
- Can private sector sponsorship and international grant funding fill the gap?

What next?

We will continue working on scaling Masahati in the next two years. We aim to work with the MOE to come up with an incentive scheme for teachers and schools besides the financial compensation. We will hold regular meetings with MOE administrations to maintain our position and guarantee a higher willingness to cooperate with us across the different administrations. We will continue to fundraise for Masahati as we know MOE currently lacks the funding for after-school activities. We will engage the main national stakeholders to increase the value of the clubs for children, parents and schools.



Innovation journey to-date

2016-2019

Masahati launched, bolstered by additional education in emergencies funding available in early stages of Syrian refugee crisis

- » Average 28 schools per year
- » Masahati model, ethos and manual developed
- » Integration of PtBT, recognising importance of focusing on teachers' motivation and wellbeing

2020-2022:

Masahati delivered at smaller scale, with less funding available to support Syrian refugee crisis and COVID-19 changes to education systems

- » Average 8 schools per year
- » Continued codification and monitoring, evaluation and learning – including a limited retrospective evaluation
- » School dashboard under development, enabling schools to access school-level evidence to inform decision-making; data can also be shared with the Ministry of Education (MoE)

2022-2024

Masahati growth accelerated with European Union Delegation funding

- » Delivery in 100 additional schools
- » Larger scale evaluation of long-term impact and sustainability
- » Data and transformation Promoting data driven practices
- » Integrated engagement with five MOE departments and a formal role for Field Directorates