



UK Government - research program 'Building the Evidence on Protracted Forced Displacement: A Multi-Stakeholder Partnership'



Results from the POWER-J Socioemotional Skills Intervention Piloted in Jordan

Context

Over the past decade, the Jordanian Ministry of Education has made great efforts to improve access to quality education for all children in Jordan. The country is hosting a large Syrian refugee population, including at least

Key Findings

POWER-J succeeded in promoting better classroom participation and behaviors. Among students who attended POWER-J lessons, most reported a more positive classroom learning environment and improved participation. POWER-J students were 13 percent more likely to report that students in their classrooms participate without fear. Results further suggest that they were more likely to listen to the teachers and behave orderly: the classroom management index saw a 0.26 standard deviation improvement in the student survey. This result was echoed by a large 0.75 standard deviation increase based on teacher reports.

POWER-J helped students regulate their emotion and deal with stress. About 67 percent of POWER-J students reported they can stay in control easily when faced with pressure, compared to 58 percent of students in the control group.

POWER-J helped foster a growth mindset among students. The level of agreement with a statement "I think I have a certain amount of intelligence that I cannot change it" differed between treatment and control group. POWER-J students believe (by a statistically significant 0.1 standard deviation) that they can actively develop their intelligence instead of accepting it as given.

Some of POWER-J's positive effects are driven by its strong impact on girls. When asked about the classroom environment, girls are 12 percent more likely to report

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