

Putting Oxfordshire Extracurriculars on the Map

A Comparative Study of Local and Global Extracurriculars

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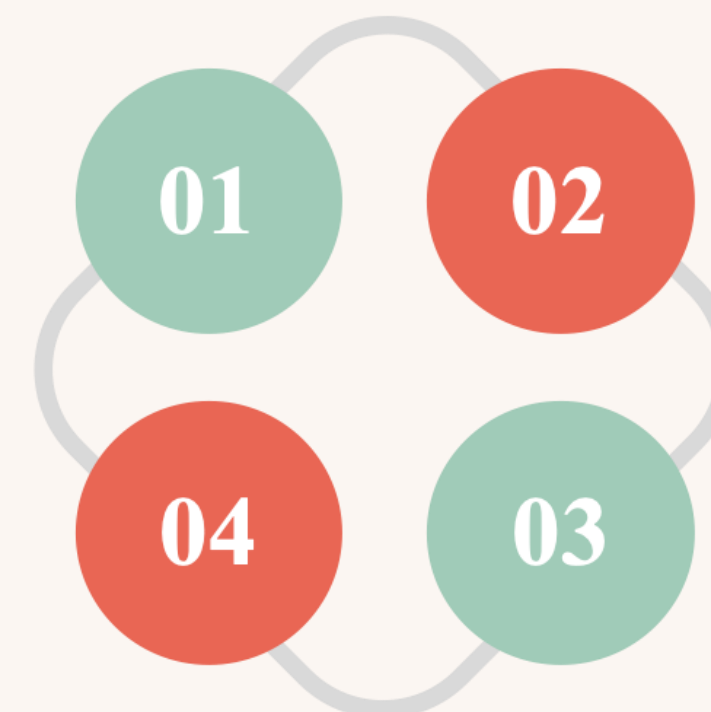
Background Summary

- According to Oxford City Council, Oxford is the second most **unequal** city in the UK.
- Existing databases like “Activities Oxfordshire” are incomplete and rely on voluntary submissions, limiting insights into available extracurricular activities (ECAs).
- Nationally, the UK government has emphasised the importance of **experiences outside the classroom**, but currently the ECA provisions are decentralised with limited standardised data on ECAs and most activities led by charities.

Background Case Studies

South Africa
Large disparities between urban and rural schools, with private institutions offering more robust ECA programmes. NGOs play a critical but underutilised role.

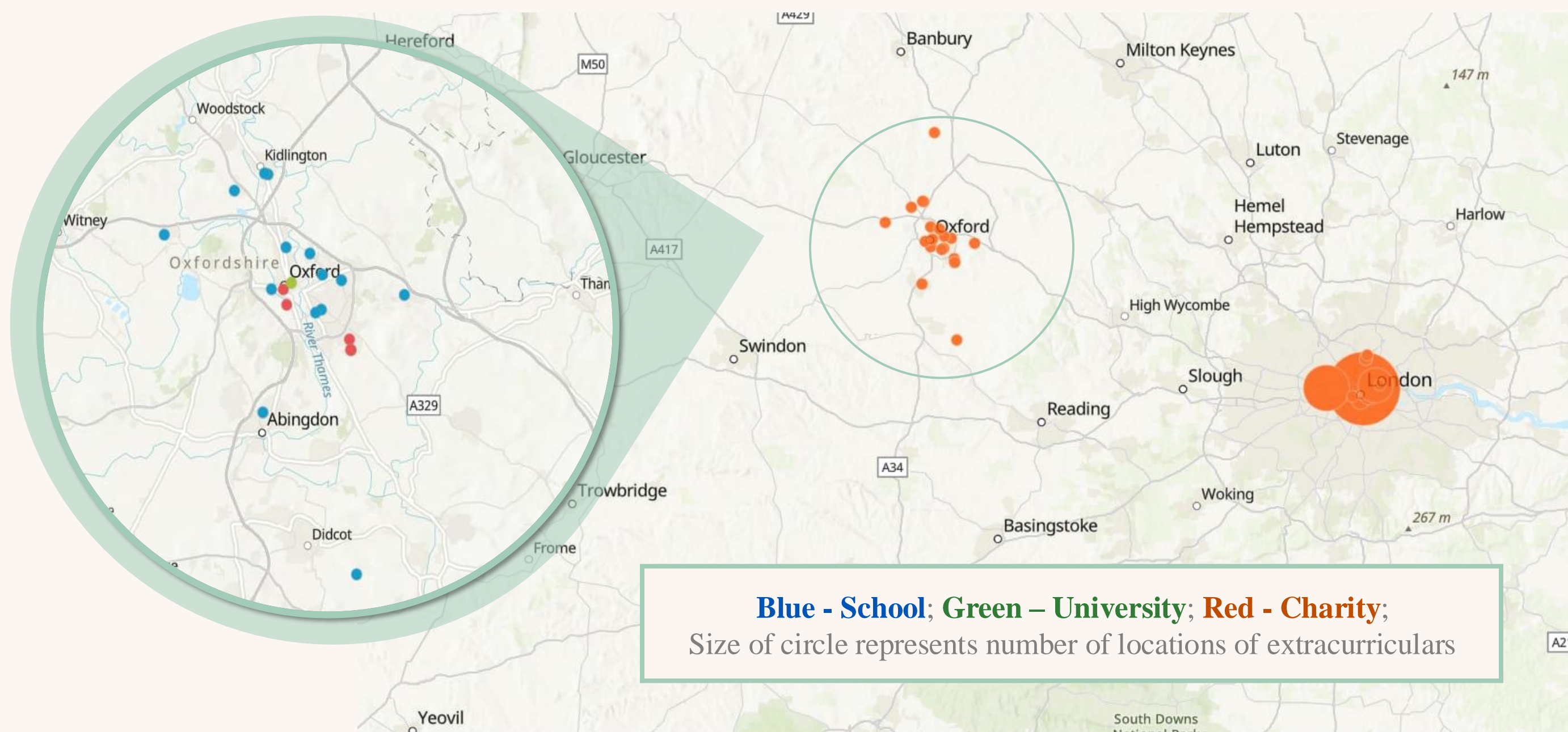
India
Government-driven schemes promote ECAs, but limited NGO involvement and funding lead to unequal access, particularly for disadvantaged groups.



United States
College admissions system encourages participation. Decentralised education system leads to varying access across states and socioeconomic levels.

China
Strong government support for embedding ECAs in school curricula, fostering diverse learning experiences. However, socioeconomic factors lead to uneven access.

ECA Present in the UK and in Oxfordshire



46%

46% of NGOs focus on SDG 4 (inclusive, quality education).
82% are cost-free for children aged 9-17.

School activities typically run Monday to Friday, 3-5pm. **Schools prioritise sports and arts, while NGOs offer structured learning.**

Methodology

- Prioritised extracurriculars that exclusively focused on students from **economically and socially disadvantaged backgrounds**.
- Prioritised **initiatives in Oxfordshire**. This is because we were primarily working within Oxfordshire conducting extra-curricular activities in schools. Moreover, there are high rates of inequalities here.
- While initiatives are headquartered in London, we covered their national activities as well
- Used interviews to inform our qualitative understanding of the database.
- Could not include information about exact attendance numbers and finances because of lack of time/resources and scarce availability of information online.

Implications & Recommendations

- Some governments created platforms linking students to ECAs; partnerships with providers resulted in more comprehensive platforms
- UK ECAs have limited public data and lack of standardisation.
- Schools mainly offer after-school care, while others focus on skill development.
- Recommendations for Oxfordshire: Increase grassroots involvement and develop a comprehensive, accessible ECA database.
- Recommendations for the UK: Standardize ECA data and research the impact of these initiatives to identify successful models.

Interviews Conducted



International Charity Organizations
Understood how international organizations set quantifiable objectives and tasks.



Chinese Extracurricular System
Investigated how governments around the world set up national level extracurricular schemes.



National Charity Organizations
Investigated national and local extracurricular implementations.

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