

SYRIA EDUCATION
PROGRAMME 2022

Manahel Learning Assessment Report



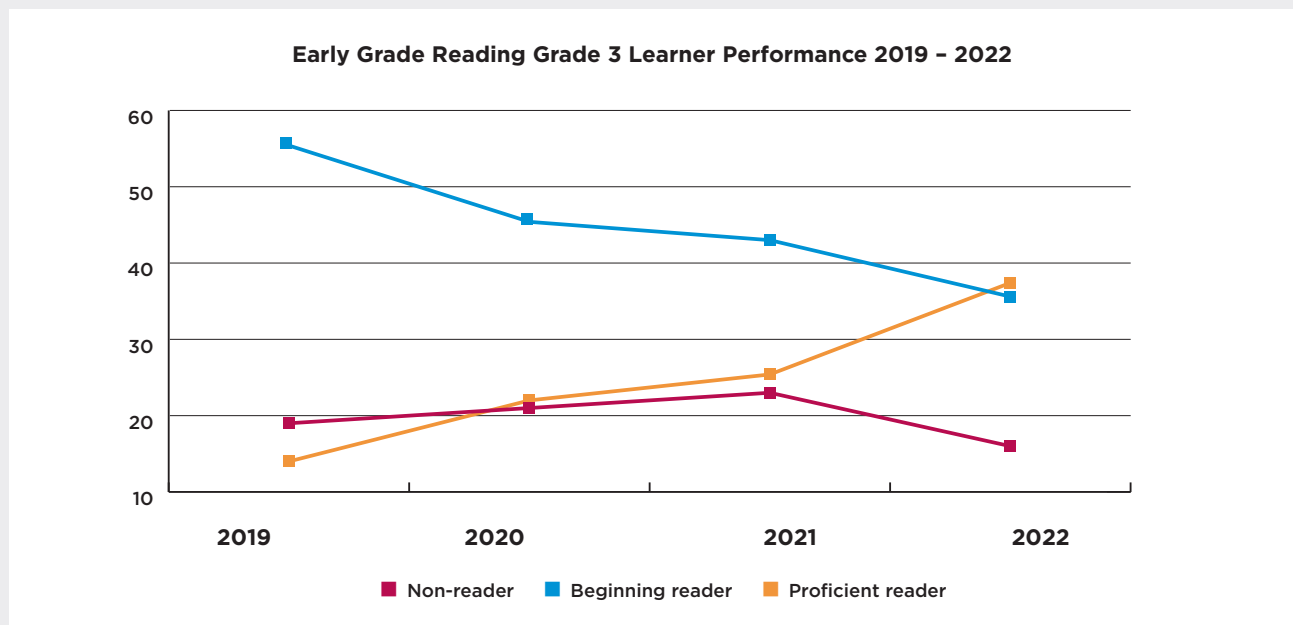
KEEPING SCHOOLS OPEN:
IMPROVING TEACHING AND
LEARNING

SYRIA
EDUCATION
PROGRAMME

 Chemonics
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Overall, in the last two years Grade 3 students have improved their performance in reading and numeracy quite dramatically. In particular, girls' performance, and Aleppo students' performance, has shown extremely strong progress.



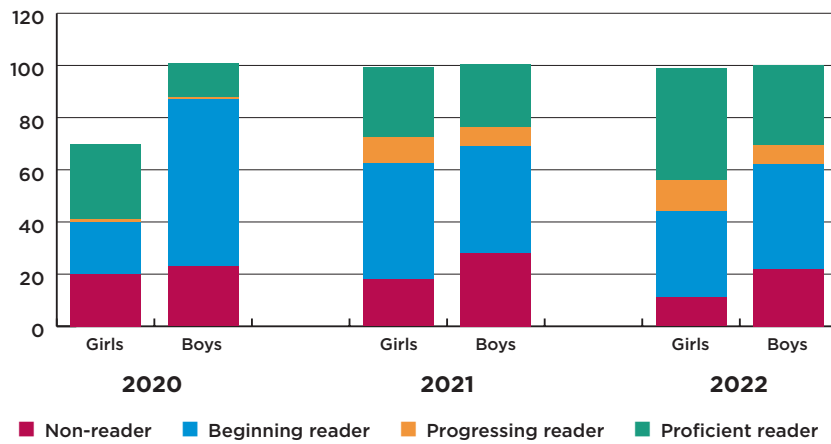
- Non-readers are students who did not read a single word of the Oral Reading Fluency (ORF) passage.
- Beginning readers are students who read between 1 and 22 correct words per minute (CWPM) on ORF and answered less than 80.0 percent of questions correctly on the reading comprehension subtask.
- Progressing readers are students who read 23 CWPM or more on ORF and answered less than 80.0 percent of the reading comprehension subtask correctly.
- Proficient readers are students who answered 80% or more of questions correctly on the reading comprehension subtask.

Students in the schools that Manahel supports in NW Syria continue to show substantial and sustained progress in both literacy and numeracy. This is indicated in various metrics.

Over 4 years the number of grade 3 students reading with proficiency has increased by 23.5 percentage points/by over 250%, while students unable to read even a single word or starting to decode words has dropped from about 75% to just over 50%. This means that too many students are failing to read with fluency but that number is falling substantially while the number who can read with fluency is rising fast to approach 40%.

Students reading with proficiency has increased by over 250%

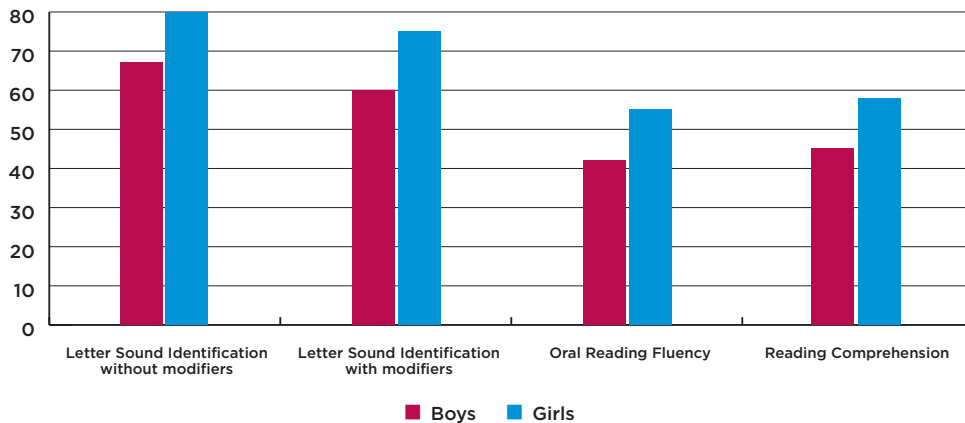
Comparison of grade 3 student reading proficiency levels disaggregated by gender for 2022, 2021, and 2020



The number of progressing and proficient readers is increasing among both boys and girls

This graphic shows a reduction in numbers of zero scores and beginning readers through the years, whilst the number of progressing and proficient readers is increasing from 2020 to 2022.

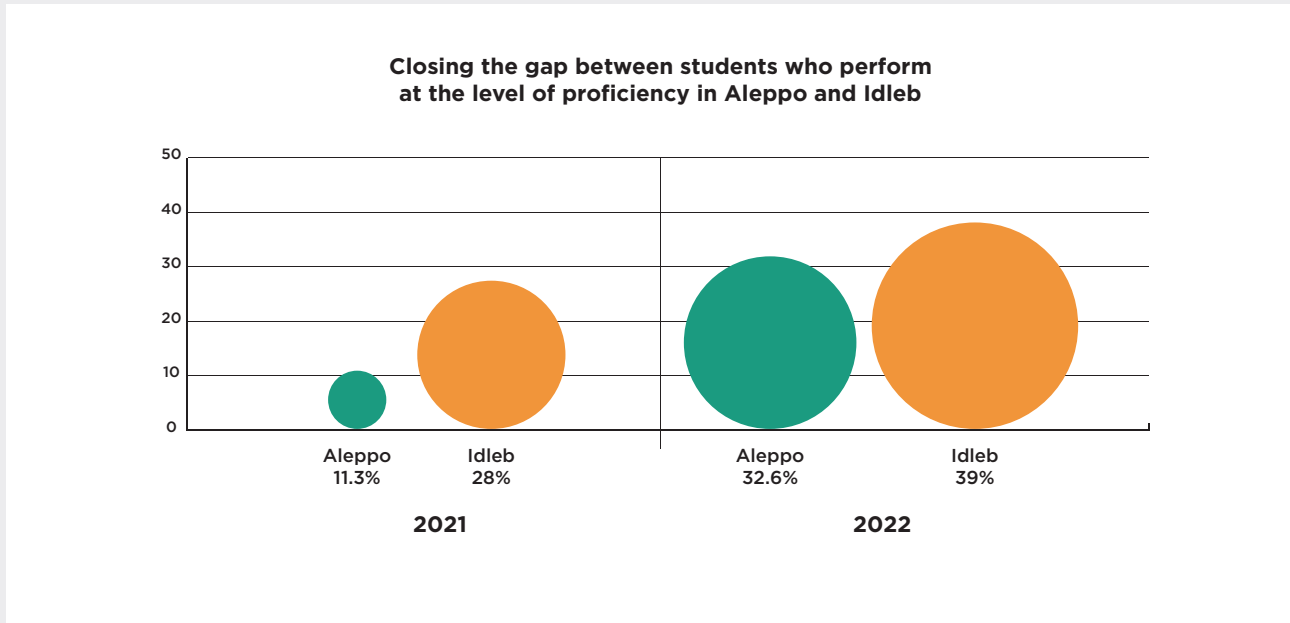
Grade 3 Reading Accuracy Scores 2022 by Gender



Girl students had an average of nearly 55 percent of grade level story words correct, while boys had an average of just over 42 percent of grade level story words correct. There is similar trends in answering comprehension questions correctly about the story the students had read. Girls got nearly 3 questions out of every 5 correct, while boys got 2¹/₄ questions correct on average. Girls' accuracy was consistently higher than boys.

Girls' accuracy was consistently higher than boys'

Reader profiles show a significant improvement from 2020 to 2022, indicating that teachers, supported by lead teachers and learning circles, are effectively implementing improved literacy classroom teaching practices, peer support, and continuation of the increased numbers of literacy sessions. Reading challenge campaigns are also raising the profile and enjoyment of reading among motivated students. The after-school literacy clubs provided by Manahel could also be helpful for students.

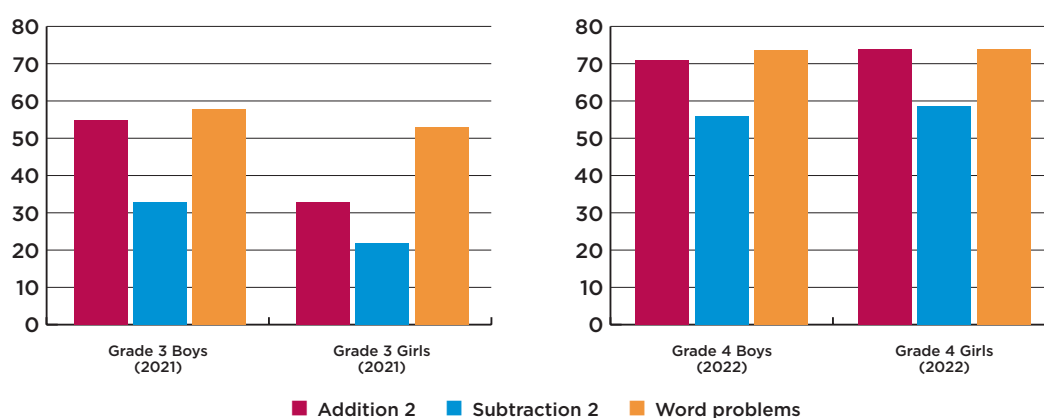


Aleppo students performing at proficiency level increased by almost 300%

Students in Idleb had consistently performed above that of those in Aleppo. While Idleb saw an improvement of 11 percentage points between 2021 and 2022, in Aleppo the number of students who were performing at proficiency level had increased by 21.3 percentage points (almost a 300% increase over a year), closing the gap between the two provinces.

This improvement in Aleppo could be due to the focal points being better qualified with greater field-level expertise than their Idleb counterparts, and Aleppo ED being particularly committed to the project outcomes. Overall, the programme's and ED's efforts to encourage struggling readers in Aleppo seems to have succeeded in improving students' reading proficiency. This includes ensuring that Aleppo schools get the same package and programme dosage as Idleb schools and that only qualified personnel become lead teachers along with stabilising school communities and providing a supportive environment for the intervention.

**Accuracy scores for higher order tasks:
Girls close the gap with boys in EGMA tests by Grade 4**



Girls are closing the gap with boys in maths by Grade 4

Grade 3 boys in the cohort who started school in 2019 consistently had greater accuracy in all mathematics subtests over girls – some by significant margins. However, in 2022 in Grade 4 the same cohort saw girls overtaking boys in all higher order mathematics tasks, but not by significant margins. Again, improving girls’ performance in maths was a particular focus of Manahel’s work.

The Manahel programme reports increased interest in girl child education amongst parents and caregivers due to girls’ education centres, which use school classrooms after school. The programme targets Grade 5 and 6 girls who are at risk and sessions focus on literacy and numeracy and psychosocial support along with life and parenting skills and peer support with caregivers also invited. The programme has over 1500 girls and 1300 caregivers registered in the centres. Parents and girls have said that this innovation has encouraged girls to perform better in class and caregivers to treat their female charges and daughters differently – understanding the value of school, learning and ambition. As a result of the programme, parents reported that their daughters show more ambition, discipline, and enjoyment in life.

Improving learning in NW Syria

The 2022 assessment shows marked improvements in both girls’ and boys’ learning and is likely the result of the cumulative effect of interventions implemented since 2018 in partnership with the Education Directorates. Improvements in literacy and numeracy can be attributed to a number of factors, including the role of increasingly competent lead teachers in Manahel schools leading in implementing literacy and numeracy supported by programme related factors including the introduction of additional literacy and numeracy lessons in the early grades and learning circles for teachers; following up on struggling students; peer learning among students under the supervision of their teachers; teachers gaining in confidence in teaching and remediating literacy and numeracy; and the Bank of Ideas Facebook page where teachers upload videos of their teaching and share ideas on the teaching of literacy and numeracy as well as sharing motivational testimonials to their impact on students’ reading and numeracy skills; and the reading challenge campaigns.

Manahel’s surveys indicate that parents and society’s view of children’s education has become more positive. One programme that appears to have had a fundamental impact is the ‘One Million Pages Reading Challenge’ it initiated which has mobilised schools, teachers and students in a competitive space to get excited about reading as they try and out-perform other students and schools. The challenge has captured the imagination and led to teachers creating charts to record student page counts and uploading pictures and videos of their students reading.