



**MANAHEL**

SYRIA  
EDUCATION  
PROGRAMME

**SUMMER  
2025**

# LEARNING BULLETIN

This bulletin features updates on training, skills-building for key stakeholders, the expansion of learning assessments and topics for learning circles as well as the provision of rehabilitation and winterisation support. Our next edition will introduce a fresh format and new types of content. We'll also be sharing an Arabic version. We look forward to sharing it with you soon!

## Supporting Teachers and Headteachers' Professional Growth

This spring and summer, the Syria Education Programme, locally known as Manahel, launched targeted training initiatives to enhance classroom effectiveness and build the capacity of teachers and headteachers in Northwest (NW) Syria. The focus was on new teachers nominated by the Education Directorates (EDs) in Aleppo and Idlib.

As part of these efforts, the programme introduced the remedial literacy and numeracy updated curriculum. The curriculum, which emphasises differentiated instruction based on students' learning levels, will help create a more inclusive and supportive learning environment.

Manahel also held coaching sessions for headteachers on promoting positive discipline. These sessions encouraged a shift from punitive approaches to respectful, guidance-based

practices such as effective communication, positive reinforcement and modelling. Participants were highly engaged and committed to applying these principles in their schools.

The Manahel team also developed a series of information cards to support the professional development of educational staff. Tailored to various roles within schools and the EDs, these cards serve as targeted learning resources (the cards are shared in PDF format through dedicated WhatsApp groups to ensure timely and accessible dissemination) offering role-specific guidance and insights.

Cards focus on the following areas:

- **Headteachers: Creating a positive school environment for learning**
- **Deputy Headteachers: Strengthening administrative and technical skills**
- **Teachers: Adapting classroom practices to meet the needs of students with special needs.**



Information cards developed by the Manahel education team to help the educational staff understand their roles.

**LEARNING:** These training initiatives have demonstrated the importance of equipping new teachers with inclusive teaching strategies that address diverse learning needs. Differentiated instruction proved to be a valuable approach in fostering more inclusive and supportive learning environments and improving student engagement.

## Coaching and Supervision Support to Education Directorates

By the end of May, Manahel successfully completed a comprehensive, year-long training series for nearly 100 instructors and heads of educational departments in the Aleppo and Idlib EDs. The primary goal was to empower educational instructors to carry out their supervisory responsibilities more effectively and contribute to enhancing the overall quality of education within their districts.

The training programme consisted of 12 structured modules delivered monthly over the year. Each module was crafted to address the specific needs of the supervisors and to build their competencies in areas such as instructional leadership, classroom observation, feedback techniques, teacher support strategies, collaborative problem-solving and sharing of effective teaching methodologies. Sessions also emphasised the importance of cultivating positive school climates and strengthening team dynamics.

This initiative aligns with Manahel's broader coaching approach to institutionalise supportive supervision practices across the education system.



**instructors and education  
department heads  
completed a year-long  
training programme**

**LEARNING:** This training series has highlighted the value of embedding coaching principles into the daily responsibilities of educational instructors. Participants gained practical tools to support teachers more effectively and promote reflective practice. Moreover, the initiative reinforced the importance of trust-based relationships between supervisors and teachers. This training series marks a significant step in advancing a culture of shared learning and educational excellence at the school level.

## Empowering Parents to Support their Children's Education

The Manahel Protection team delivered parenting skills sessions for parents and caregivers of children enrolled in the after-school club. The sessions aimed to strengthen caregiver-child relationships and equip parents to better support their children's learning. A total of 2,776 female and 1,677 male caregivers participated in the sessions.

Topics included:

- Spending quality time with children
- Managing behaviour while respecting children's dignity
- Practicing empathy and acknowledging children's emotions

The after-school club is a complementary intervention that provides extended learning opportunities for children while improving their wellbeing.

**LEARNING:** Participants gained a deeper understanding of how empathy, acknowledging children's emotions and spending quality time, contribute to children's emotional well-being and learning outcomes. This intervention reflects Manahel's integrated school system approach, where all actors play a role in education. Sustained advocacy for the involvement of parents and caregivers is essential as their engagement is a powerful driver of children's educational success.

## Expanding TEGLA to reach more learners

As part of our ongoing efforts to improve quality of education in NW Syria and ensure that every child receives the support they need, Manahel has expanded the reach of the Teacher-Led Early Grade Learning Assessment (TEGLA). This essential tool measures the foundational Arabic and Maths skills of students, offering clear, data-driven insights that allow teachers to identify learning gaps and respond with timely, targeted support.

Manahel worked closely with the EDs in Aleppo and Idlib to expand the reach of TEGLA to Grades 2, 5 and 6. Previously, it was focused on students in Grades 3 and 4. This step was based on real needs observed in classrooms, where many students were progressing through school without fully mastering the basic skills required for lifelong learning.

By using TEGLA, teachers gain a clearer understanding of each student's learning level, especially those who may be falling behind. Teachers are equipped with test results and with the training and tools to turn these insights into improved classroom practices. This means that learning support is meaningful and effective, especially for students who struggle the most. Moving forward, results from assessments will be analysed and shared after summer to help inform future planning and drive long-term improvements for the new grades.

**LEARNING:** TEGLA has demonstrated that when teachers are equipped with practical tools and training, as well as assessment data, they are more capable of delivering meaningful and inclusive learning support. The integration of TEGLA into the Education Directorates' broader planning processes has also highlighted its potential to drive systemic improvements and ensure that no child is left behind in gaining the essential skills for learning.

## Promoting Inclusive Practices through Learning Circles

Manahel facilitated Gender Equality and Social Inclusion (GESI) learning circles across all 225 supported schools. These sessions aimed to raise awareness among education personnel about GESI principles and power dynamics. The sessions covered definitions of gender, power imbalances and practical ways to integrate GESI into daily practices. Held at three levels - instructors, Safeguarding Officers and teachers - the sessions were received with strong engagement and interest, reflecting a growing commitment to inclusive and equitable education.

A second learning circle focused on Child Functioning Screening, a comprehensive assessment of children's functional abilities in areas like vision, hearing, self-feeding, mobility, communication and adaptive behaviour. This tool is particularly useful for identifying difficulties in children with disabilities or developmental challenges. It also helps teachers to understand the classroom accommodations needed to support children and leads to the creation of tailored therapeutic plans. The first session, held at the end of July, covered theoretical aspects, with a second session on the practical component scheduled for later this summer.

**LEARNING:** Learning circles reflected a strong commitment to transforming school culture, with participants showing high levels of engagement and readiness to implement inclusive practices. This indicates a growing awareness of the benefits of the importance of incorporating GESI principles and creating supportive learning environments that meet the diverse needs of all students.



Learning circles help instructors, Safeguarding Officers and teachers to implement inclusive classroom practices.



## Infrastructure Upgrades in Over 200 Schools

In response to the urgent need for improved school infrastructure, Manahel worked with the Foreign, Commonwealth and Development Office (FCDO), partners and EDs to carry out infrastructure upgrades in over 200 schools across NW Syria. These efforts aim to ensure safe and inclusive and learning spaces.

With FCDO's support, a total of 35 schools have benefitted from infrastructure upgrades. Five of them were selected for shelter upgrades, with 12 tent classrooms replaced by 16 dignified learning shelters in Termanin, Salqin and Sarmada. Completed in July, these shelters now offer more appropriate learning environments for 779 children within a total student population of 2,693. 30 additional schools were selected for major infrastructure improvements in Ariha, Jira-Ash-Shughur, Salqin, Termanin, Maaret Tamsrin and Idlib. This will cover 372 classrooms, benefitting 12,186 students. These works are due to be completed by autumn this year.

Additionally, in coordination with partners and EDs, Manahel carried out light rehabilitation and winterisation interventions across 189 schools. These upgrades included repairs to windows, doors and WASH facilities. In camp-based schools, gravel was used to renovate access roads, improving safety and accessibility for children during winter.



35 schools received infrastructure upgrades, while 189 schools were selected for light rehabilitation and winterisation interventions.

Site selection for rehabilitation was guided by robust and transparent criteria, and a comprehensive needs assessment conducted with EDs and schools. Resources for light rehabilitation were allocated based on specific needs to ensure support reached schools with the most urgent requirements. Schools already targeted for heavy rehabilitation were excluded to avoid duplication.

**LEARNING:** This intervention reinforces the importance of investing in safe and dignified learning environments to support students' well-being and education. The collaborative approach taken with the Education Directorates also ensured that interventions remained contextually relevant and responsive to real needs on the ground. Additionally, it demonstrated the value of needs-based resource allocation, maximising the impact of limited funds by prioritising schools with the most urgent requirements and avoiding duplication.

### Plans for autumn

- A training session on Differentiated Instruction and Modified Phonics Approach
- Infrastructure upgrades in 30 additional schools
- TEGLA data collection and analysis
- Implementation of the School Improvement Plan
- Participation at the UK Education and Development Forum
- Headteachers' training on strategic planning
- Learning circle on child friendly spaces
- SIP training and microgrants to support school improvement
- Launch of Manahel partnerships committee

Manahel, named from an Arabic word referring to fountains (of hope, knowledge and life), - is the northwest component of the FCDO-funded Syria Education Programme (SEP). Delivered by Chemonics UK, Manahel provides education to primary school-aged children and, since 2018, has benefitted over 600,000 children through school, home, and after-school education and by responding to children's psychosocial and protection needs.