

MANAHEL

SYRIA
EDUCATION
PROGRAMME

BULLETIN

WINTER 2025/26

News in Brief

- **Teacher professional development** initiatives include first annual Teacher Learning Circles, a new sector-wider working group and new resources on the Teacher Competency Framework.
- **Teacher-led classroom assessments** have expanded across all 375 Manahel-supported schools.
- **After School Clubs** have launched for 2026 with a refined, standardised model.
- **Protection and safeguarding referrals and cases** are increasing showing greater understanding in schools and communities.
- **Rehabilitation** and structural upgrades across 254 schools are improving safety, accessibility and capacity for learning.

Supporting Teachers' Professional Development

At the heart of a high-quality education system is a generation of capable teachers who can develop new skills and knowledge, exchange ideas and collaborate on best practice. In northwest Syria, all 375 Manahel-supported schools are participating in a range of initiatives to improve formal and informal learning opportunities for teachers.

The first **annual Teacher Learning Circles (TLCs)** have been delivered on the topic 'Resources for Teachers' Self Development'. Following a cascade model - beginning with Education Directorates (EDs) and progressing to deputy headteachers and classroom teachers - training packages and peer support provided through the TLCs ensure more teachers are able to access quality professional development.

 Manahel's **Teacher Competency Framework (TCF)** has supported more than 7,750 teachers in two Education Directorates (EDs) since 2022 with 95% of assessed teachers having improved their skills and classroom practice. New resources are available now on the Manahel website to explain the approach and impact of the TCF.

Since October, a new **Teacher Professional Development** working group has been established, bringing together 15 members from the Ministry

of Education (MoE), UN agencies, national and international NGOs. The group will improve the quality and national alignment of teacher training across Syria.

Alaa Eddin Alnajjar Co-lead of TPD working group



"We guide technical discussions and ensure that Manahel's tools - contribute meaningfully to national teacher development.

"The group has been mapping all existing TPD resources across the country and consolidating tools used in formal and non formal education. By the end of 2026 we aim to finalise TPD implementation guidance, harmonise teacher development pathways and propose new tools for implementation.

"By contributing to national mapping and sharing Manahel's tools, we aim to shape a unified, ministry endorsed framework that can be scaled across Syria."

Strengthening learning assessments and remediation

Learning assessments provide vital information about learner progress and remediation needs, allowing teachers to respond directly to educational, inclusion and wellbeing gaps caused by displacement, trauma and school disruptions.

The **Teacher-Led Early Grade Learning Assessment (TEGLA)** has been formally implemented in all 375 Manahel-supported schools to facilitate learning improvements. Unlike testing through external assessors, TEGLA is a standardised tool implemented by teachers in the classroom environment, providing insights on individual learner growth. Following its initial success and support from the MoE and EDs, the expansion of TEGLA means a bigger sample of students will be covered - resulting in more reliable, representative data. Its use of qualitative and quantitative analysis will give more information on learning barriers and enablers to inform teaching.

Manahel has introduced a new approach to **After School Clubs (ASCs)** that support low performing and returnee students to improve literacy and numeracy skills. Now active in 375 schools, the ASCs have seen increasing enrolment rates. In consultation with partners and the MoE, a unified model - with clear objectives and quality assurance mechanisms - will provide consistency across ASCs, improve quality and ensure smooth large scale rollout. Over 120,000 remedial literacy and numeracy booklets have been distributed, so all ASCs are equipped to deliver structured learning support.

375 

schools have active After School Clubs

Building protection and safeguarding



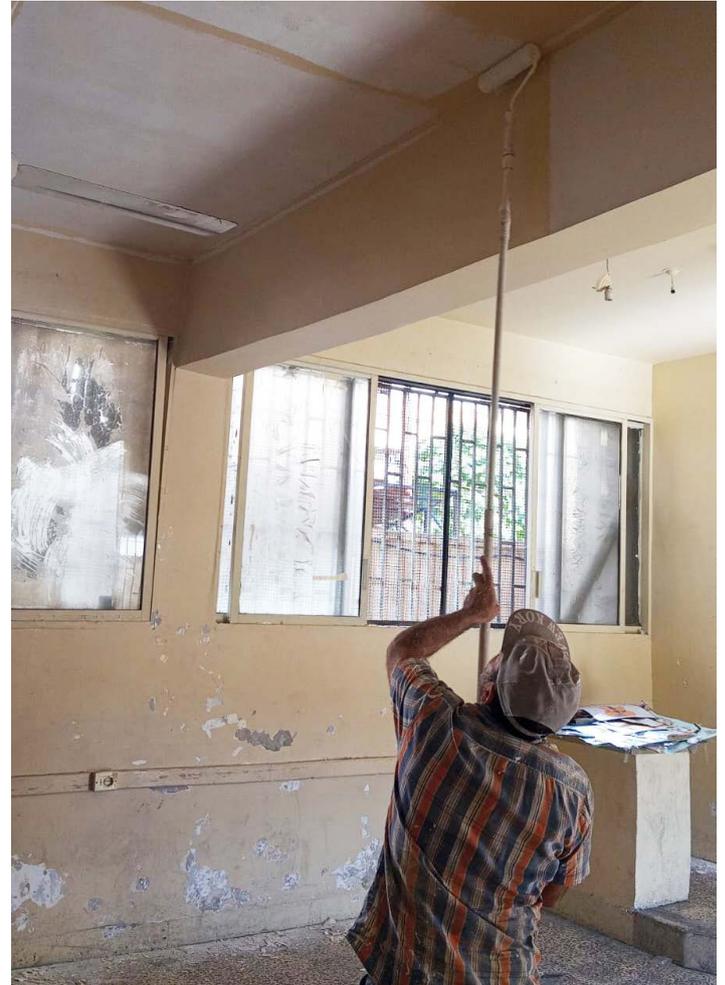
ASC participant in a literacy session, Idleb

As the Manahel programme expands, it is vital that safeguarding and child protection capacity increases at the same pace. In December, 375 new protection counsellors in Idleb and Aleppo received a ten-day intensive training programme.

There are clear indications that existing **school staff are demonstrating greater confidence and coordination in managing protection.** This winter, 3,000 safeguarding referrals were registered, and a further 222 new child protection cases were formally opened and managed. Since summer 2025, 25,900 children have been reached with psychosocial support on emotional regulation, social skills and peer interaction. Parents increasingly link visible safeguarding practices to their trust in the school, while students report feeling safer and more respected. This reinforces that child protection is a core governance function for schools, not merely a tick-box response to incidents.

Over 25,900 **children have received psychosocial support** 

Physical improvements to schools is playing a major role in strengthening protection, inclusion and learning outcomes, too. Teachers report that when learners have a comfortable, safe and accessible classroom, they are calmer, concentrate better and have reduced stress. The **rehabilitation of Manahel-supported schools** has been underway in recent months through partnerships with Takaful Al-Sham, Orange and Action for Humanity. This includes structural, safety and accessibility upgrades in 30 schools in Idleb (e.g. replacement of doors and windows, electrical rewiring, installation of child safety protections and accessibility upgrades) as well as lighter repairs in 224 schools in Idleb and Aleppo (e.g. minor repairs, painting and accessibility improvements). A needs assessment has been carried out for a further 225 additional schools. To be effective, rehabilitation relies on strong coordination with government, standardised assessment tools and adaptive planning to ensure accurate scoping, avoid duplication and support timely, equitable improvements.



Re-painting a classroom

254



schools received rehabilitation and structural upgrades

Plans Ahead

- ✓ **School Improvement Plans to be piloted in 20 schools**
- ✓ **Association of Caregivers for Children with Disabilities workshops to improve disability inclusion in schools**
- ✓ **Analysis of EGRA/EGMA tool revision to inform future assessment practice**
- ✓ **Launch research on adult perceptions of violence and safeguarding in schools.**

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 800,000 children through school, home and after-school education, and by responding to children's psychosocial and protection needs.