



**MANAHEL**

SYRIA  
EDUCATION  
PROGRAMME

# INFORMATION BRIEF

## Building Effective Systems to Assess Learning

Education will play a central role in Syria's reconstruction and economic recovery. Primary schools are important anchor points in local communities, with learning assessments shaping how teachers provide the individualised support, stability and skills that children need to thrive.

Whilst delivering school infrastructure is a central component of the rebuilding process, so too is establishing the mechanisms to understand the best use of resources to improve learning. Learning assessments are widely recognised to be critical to understanding how much children know and can do, who needs additional support and where teachers should focus their efforts.

**This Information Brief asserts that learning assessments — especially those led by local teacher groups — are essential to re-build education systems in which all children get learning and psychosocial support and go on to make positive contributions to Syria's path to progress.**

With UK aid funding from the Foreign, Commonwealth and Development Office (FCDO), the Syria Education Programme, locally known as **Manahel**, has been working in northwest Syria since 2018 to bring hope to future generations by educating primary school-aged children. The programme has improved foundational learning for over 800,000 children through school, home, and after-school education and by responding to children's psychosocial and protection needs.

### Manahel's focus on learning assessment

Manahel has conducted learning assessments since 2018 to provide vital information about the educational needs of children; target interventions that address learning gaps caused by displacement, trauma, and disrupted schooling; and ensure children receive appropriate education in challenging circumstances.

Manahel has found learning assessments to be essential in ensuring that teaching is tailored towards improving learning outcomes for all children. Assessments enable teachers to focus their support on learning topics, develop student-specific remediation strategies that ensure that struggling students can catch up, and high-performing students are stretched and engaged, and address learners' well-being and psychosocial needs. Analysis of Manahel's assessments shows that teacher-led, locally owned assessment methods are effective in driving learning improvement.

Over

**800,000**

children reached



## Delivering locally led assessment

### Generating actionable data

Since 2024, Manahel has developed and introduced the TEGLA (Teacher-Led Early Grade Learning Assessment), which generates actionable data about student progress in learning, that teachers can use to better meet their students' needs and that communities can use to drive school development.

### A standardised approach to evaluate learning progress

TEGLA is a standardised method of evaluating academic progress in early grades, applied to the foundational skills of reading and maths. It enables teachers to administer the assessment directly within their classrooms, allows them to gather actionable data about their own students' individual needs, and guides their ability to formulate targeted instruction. Conducted each term, TEGLA uses methods tested for reliability, predictability, and validity and can be used in contexts where access to standardised testing is limited.

TEGLA was initially conducted in Grades 3 and 4 of Manahel-supported schools in 2023 to establish a baseline for student performance and to support the ongoing enhancement of early grade education. This involved a sample of 22,750 students, of whom 52% were girls.

### Using assessment to identify student improvement

Following the successful baseline, TEGLA was implemented with all Grade 3 students in Manahel-supported schools. This involved 13,394 Grade 3 students, of whom 53% were girls. By analysing the outcomes of the baseline and endline assessments, Manahel was able to evaluate the effectiveness of plans and methodologies set by each teacher to identify student improvement and ensure that teaching is tailored to meet the needs of each student. Individual student TEGLA performance was also compared with their needs and psychosocial support status to help build an understanding of trauma on students' learning trajectories.

To complement the standardised TEGLA process, Manahel's support to ongoing, weekly assessments of students' abilities in literacy and numeracy ensures that teachers have a continuous understanding of how individual students are progressing.

### Summer Schools for remediation

A key component of the learning process is 'Summer School', which provides remedial support for students who are falling behind and challenges those performing well. Preparation for the Summer School allows Manahel to train teachers in alternative ways of teaching reading and maths. This proactive approach is critical in bridging educational gaps and fostering a supportive learning environment in which every student has the chance to excel.



# Benefits of TEGLA

**Teacher-administered, each term.** Unlike traditional standardised tests, TEGLA assessments are conducted by the classroom teacher, making them more accessible and allowing for contextualised observation of student performance.

**Focus on early grades.** This assessment is designed specifically for young learners in the early primary grades, evaluating foundational skills in oral reading fluency and comprehension and maths.

**Accessible to parents.** Delivered alongside school-improvement planning, TEGLA results are presented to parents to build their understanding of school performance and encouraging the development of their role in supporting their children’s education.

**Actionable data.** The goal is to provide teachers with detailed information about individual student strengths and weaknesses to tailor instruction and support learning gaps.

**Coordinated across schools.** It is important that all teachers and schools conduct TEGLA at the same time on the same day each term. In this way, it becomes an event in the school calendar and elicits considerable excitement, including interest in the results.

**Used in resource-constrained settings.** TEGLA is designed to be implemented in areas with limited access to external testing resources, enabling teachers to monitor student progress within their classrooms despite conflict and post-conflict conditions.



## Overview of key steps in the termly TEGLA cycle



End of each semester



Every Grade 1-3 student



Standardised tests in literacy and numeracy, developed by Manahel and delivered by teachers



**Pre-assessment**  
Teachers and the head teacher predict the learning performance of students against benchmarks and plan TEGLA administration.

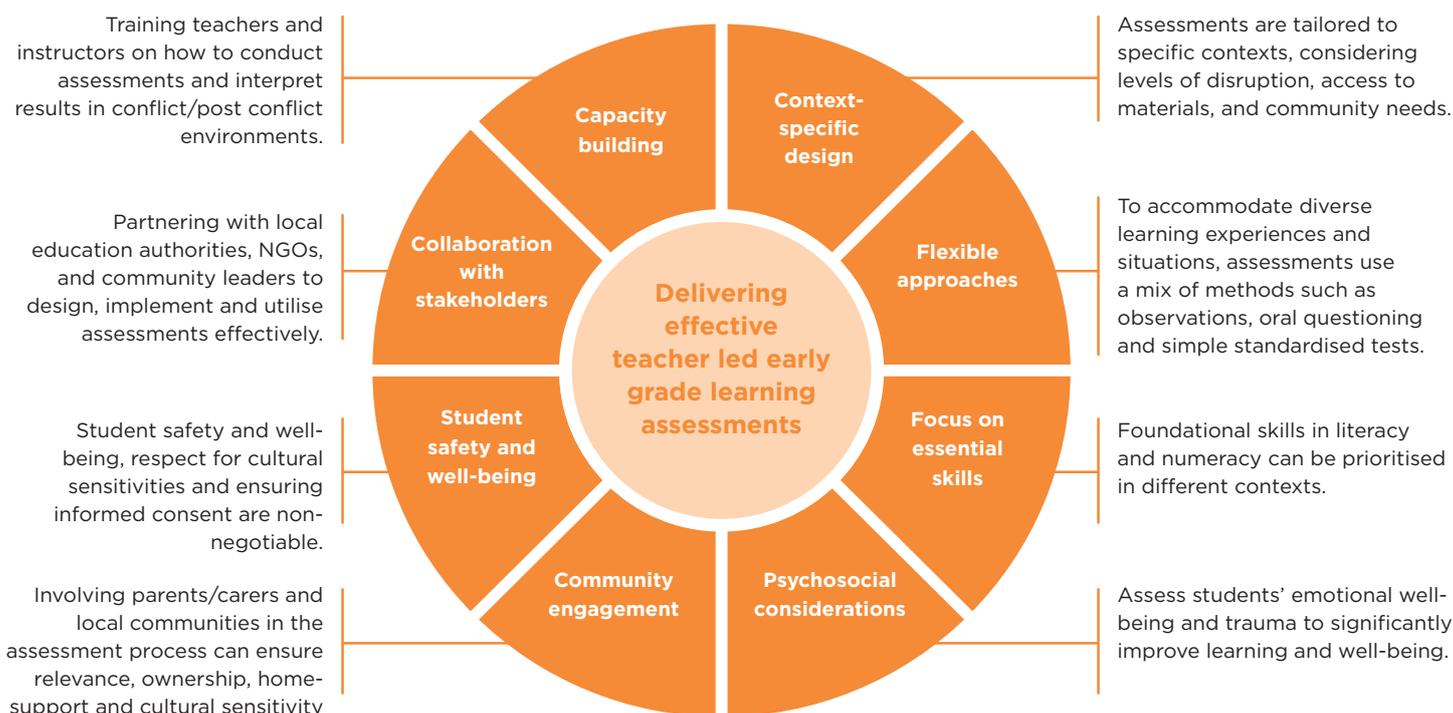


**Administer and mark**  
Teachers administer TEGLA for every student and record results on a tablet or marksheet on the day of the assessment.



**Post-assessment**  
Within two days of the test, teachers and the head teacher meet to reflect on TEGLA results and develop remediation plans using the data to improve teaching and student performance.

## Key features of TEGLA



## Conclusions

Following extensive analysis and feedback from assessment processes and stakeholders, Manahel has concluded that TEGLA is key to building effective systems to assess learning because:

- **Independently validated, teacher led** assessments each term are more effective in managing access to remote communities and those where access is difficult.
- Teacher led assessments are more **effective at engaging the entire teacher and student population** in addressing learning improvements.
- **TEGLA does not rely on a cadre of external enumerators** with attendant challenges in costs, access to schools, tracking pupils, and gaining the trust of local school population's trust.
- TEGLA helps ensure **more reliable, timely and complete data collection** in situations that are conflict affected, face safety issues, with limited access to technology and potential biases in reporting.
- A locally owned assessment system **supports the agency and capacity of teachers** who may be dealing with their own trauma and could lack the training to conduct assessments effectively.
- As it is administered by the teacher, **TEGLA enables a whole-population survey**, rather than a sample of students; as well as providing information that is specific to individual student needs.
- **TEGLA provides teachers with good value for money student performance data to inform their remediation**, enabling schools to adopt immediate strategies and deliver specific activities such as Summer Schools.
- TEGLA demonstrates resilience as a model that **can be sustained in areas where there are resource constraints**.

Manahel, which in Arabic means 'fountains' – of hope, of knowledge, and of life - is the northwest Syria and national system strengthening component of FCDO's UK aid-funded Syria Education Programme (SEP). Delivered by Chemonics UK, Manahel supports the education of primary school-aged children and, since 2018, has benefited over 800,000 children through school, home, and after-school education and by responding to children's psychosocial and protection needs.