

SYRIA EDUCATION  
PROGRAMME 2022

# Manahel Learning Assessment Report



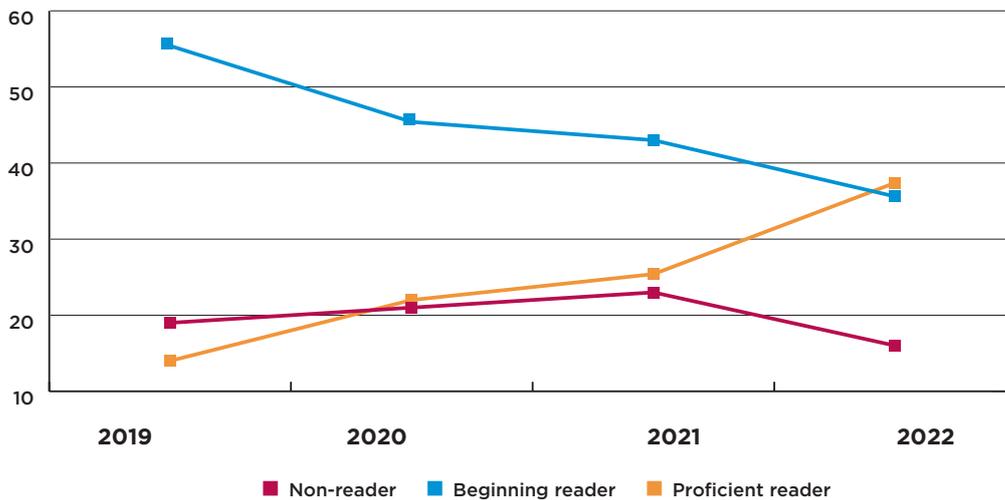
KEEPING SCHOOLS OPEN:  
IMPROVING TEACHING AND  
LEARNING

SYRIA  
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PROGRAMME



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.

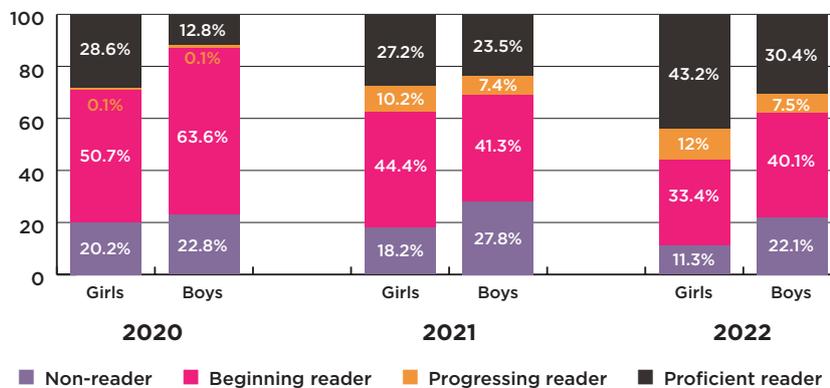
Early Grade Reading Grade 3 Learner Performance 2019 - 2022



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%**

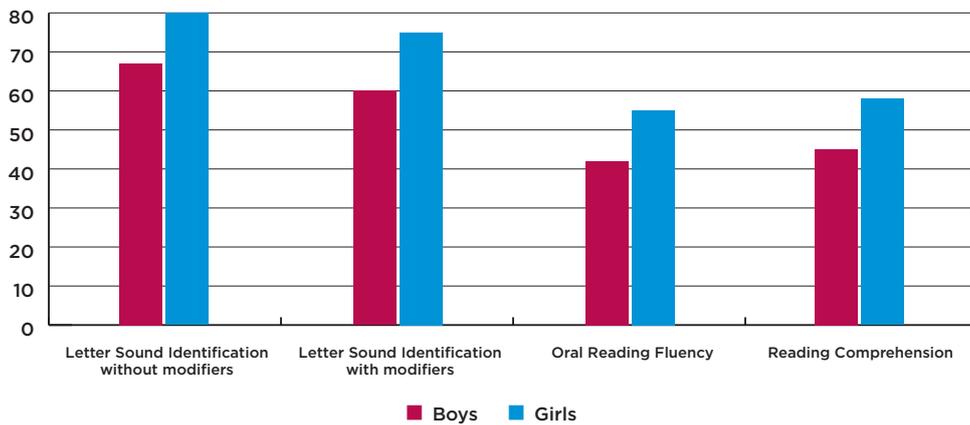
Comparison of grade 3 student reading proficiency levels disaggregated by gender for 2022, 2021, and 2020



**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.

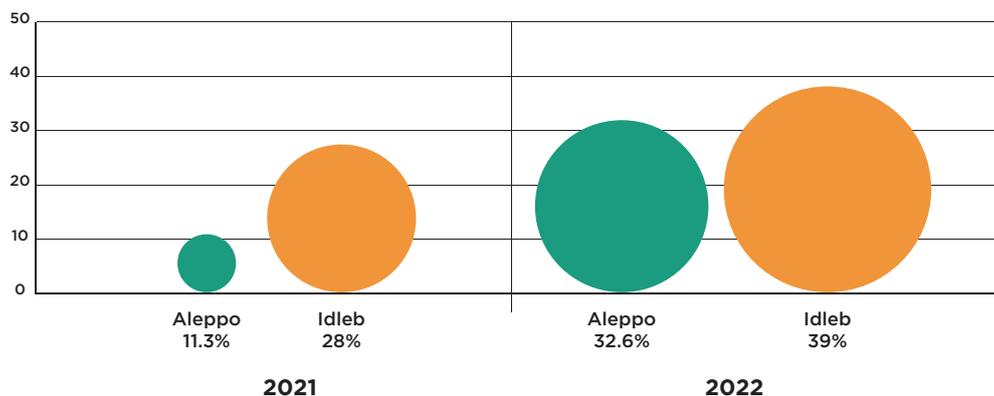
**Grade 3 Reading Accuracy Scores 2022 by Gender**



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 2<sup>1/4</sup> questions correct on average. Girls' accuracy was consistently higher than boys.

**Girls' accuracy was consistently higher than boys'**

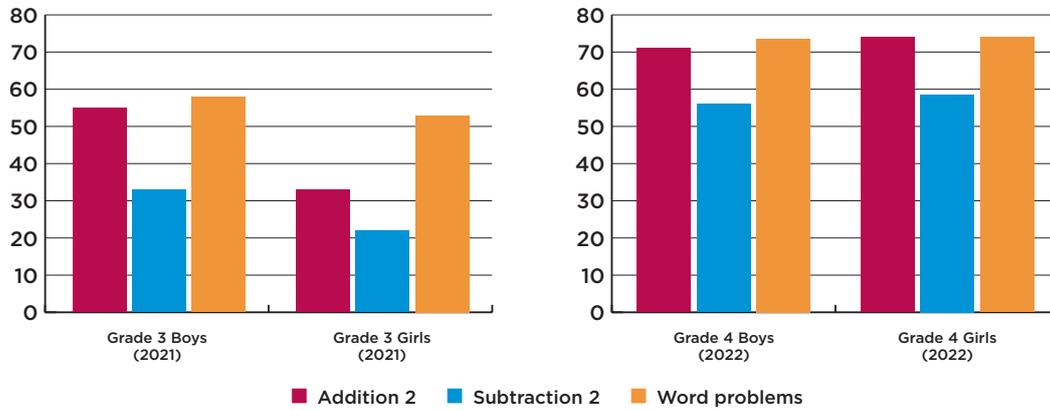
**Closing the gap between students who perform at the level of proficiency in Aleppo and Idleb**



**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.

**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.

Significant improvements among all students, and particularly by girls, both in reading and mathematics were achieved in the challenging reality of schooling in NW Syria. FCDO has been instrumental in keeping schools operating by paying teacher salaries over a number of years, with Manahel driving a process to ensure that teaching occurs in safe and secure environments with recourse to safeguarding procedures and psychosocial support for students suffering from trauma related to the protracted crisis in Syria. Manahel has been able to consistently conduct learning assessment in NW Syria each year from 2019 through Covid-19 shutdown and during periods of bombing and protracted crisis.