



## UNESCO'S ROLE IN OVERCOMING DIFFICULTIES IN ACCESS TO EDUCATION IN THE SYRIAN CONFLICT COUNTRY\*

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### **Abstract**

The ongoing conflict in Syria has caused significant damage to the country's education system, hindering access to education for millions of children. Political barriers, including discrimination against minority groups and political instability, exacerbate this situation. This article analyses UNESCO's role in addressing political obstacles to access to education in Syria. This study uses a qualitative method with a literature approach, reviewing various sources and reports related to UNESCO's efforts in emergency education in conflict areas. The results show that UNESCO, through collaboration with local governments and non-governmental organisations, has succeeded in increasing access to education through the construction of temporary schools, teacher training, and psychosocial support for students. In addition, UNESCO is active in policy advocacy to create a more inclusive and equitable education system. UNESCO's efforts play a crucial role in restoring access to education in Syria and providing hope for young people affected by the conflict.

**Keywords:** UNESCO; Education; Conflict Country of Syria

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## INTRODUCTION

Several international declarations and agreements, such as the Universal Declaration of Human Rights (1948) and the Convention on the Rights of the Child (1989), have established that access to education is a fundamental human right that is generally acknowledged and respected. (Fadila & Khayatudin, 2022), (Said, 2018) Education that is both inclusive and equitable is essential to the process of empowering individuals, enhancing the quality of life, and propelling both social and economic progress. On the other hand, the reality on the ground reveals that a great number of nations continue to confront enormous political obstacles in their efforts to provide an education that is both inclusive and equitable for all of their residents. One example of these obstacles is the presence of armed conflict and political violence, both of which have the potential to destroy educational infrastructure, cause mass displacement, and deprive children and young people of opportunity to learn. To add insult to injury, regulations that discriminate against minority groups, gender, or political opposition organizations might restrict the educational opportunities available to such groups. Within this category is the practice of discriminating against particular social, religious, or ethnic groups. Political instability, which can include frequent regime changes or inadequate governance, is another type of barrier that might be encountered. This type of instability can cause disruptions in the execution of education programs and result in a lack of continuity in the delivery of education. Inadequate budget allocations for the education sector can also be the result of political goals that do not emphasize education. This can have a negative impact on both the quality of education and its accessibility. (Fahrul & Ahmad, 2023), (Karmila et al., 2021), (Ihsani, 2021)

In its capacity as the United Nations specialized organization for education, science, and culture, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) plays a pivotal role in eliminating political barriers that impede access to education. UNESCO is responsible for implementing a variety of projects and programs in order to assist countries in addressing these difficulties and ensuring that education continues to be available to all, particularly in regions that have the highest need. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) supports emergency education in areas of war by constructing temporary schools, training instructors, and supplying learning materials.

The initiative is intended to ensure that children can complete their education even when confronted with challenging circumstances. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) aims to influence national and international policies to be more equal and inclusive. This involves lobbying to eradicate discriminatory regulations and supporting education for all people, regardless of socioeconomic or political background. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) assists nations in strengthening their educational systems by means of capacity-building programs. These projects include planning, curriculum creation, and teacher training. The objective is to develop educational systems that are both resilient and sustainable. Reports such as the World Education Monitoring (GEM) Report are used by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) to monitor and evaluate changes in worldwide education. This paper analyses ideas for enhancing educational systems and addressing the obstacles hindering progress. In doing so, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) is a vital facilitator in eliminating political hurdles to access to education. Through initiatives and programs that are centred on inclusive education, advocacy for policy, and capacity-building, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) makes a vital contribution to ensuring that the right to education is enjoyed by all people, without exception, all over the world. Not only is this necessary for the growth of the individual, but it is also necessary for the establishment of peaceful and affluent societies worldwide. (Del Baldo, 2021), (Ali Bakhshzadeh et al., 2021)

In addition to providing in-depth insights into the situation in Syria and the success of UNESCO's interventions, this research is crucial because it will also offer direction for future policy and practice for situations comparable to those that have occurred in the past. By doing so, it contributes to the efforts being made worldwidetee that the right to education is protected, even in the most difficult of terms. Due to the protracted conflict that has been going on in Syria, the country's infrastructure, particularly the educational system, has been destroyed. As a result of the destruction or inaccessibility of thousands of schools, millions of children have been deprived of the opportunity to access educational opportunities. The importance of this research lies in the fact that it will allow for a more in-depth understanding of how the conflict has impacted access to

education in the country, as well as the role that UNESCO has had in minimizing impact. ([Mousazadeh et al., 2023](#))

UNESCO, which is an international body whose primary goal is education, plays a crucial role in providing assistance to nations that are experiencing a crisis. By analyzing the role that the United Nations Educational, Scientific, and Cultural Organization (UNESCO) plays in Syria, one can gain a better understanding of the efficiency of their programs and initiatives in overcoming political obstacles and ensuring that education is maintained despite the crisis. As a result of this research, models or best practices may be developed that other nations might use to address issues that are comparable to their own. It is possible for international organizations and governments to design more successful methods to overcome political hurdles to education access in other conflict zones if they have a better grasp of what works and what does not work in Syria. There is also the possibility that the findings of this research could be utilized for the purpose of policy advocacy on both the national and international levels. It is possible for the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and other organizations to have a solid foundation upon which to advocate for legislative changes that will encourage access to education in countries that are experiencing violence. The importance of this research cannot be overstated when it comes to bringing attention to the educational situation in Syria and the difficulties it is now facing. Through the dissemination of the findings of the research, the international community will be able to gain a better understanding of the urgency of the issue and contribute to the collaborative efforts that are being made to overcome obstacles to education. ([Cornu et al., 2023](#))

The availability of educational opportunities has a major and long-lasting impact on the social and economic recovery of a nation following a conflict. This research has the potential to highlight the significance of education in the process of peacebuilding and reconstruction, as well as provide real advice on how to prioritize education in the process of reconstruction. This research also provides significant historical documentation, documenting the efforts and interventions implemented by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and other organizations in Syria to address political hurdles to education. It is possible that future historians, scholars, and policymakers will find it to be an extremely useful source of knowledge.

The primary purpose of this research is to identify and comprehend the political obstacles that stand in the way of individuals in Syria gaining access to educational opportunities. There are a variety of obstacles that can be encountered, such as armed war, discriminatory legislation, unstable governments, and others. This study intends to provide a detailed mapping of these problems. In addition to this, it examines the specific role that the United Nations Educational, Scientific, and Cultural Organization (UNESCO) plays in overcoming these political impediments. One of the things that will be evaluated is the efficacy of the programs and initiatives that have been undertaken by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in Syria. Additional goals include determining whether or not the programs run by UNESCO are successful in expanding access to educational opportunities in Syria. This evaluation will take into consideration a variety of elements, including the implementation of the program, the acceptance of the program by local populations, and the long-term effects and consequences on the education system in Syria. Furthermore, the purpose of this study is to ascertain the influence that UNESCO interventions have had on the availability of educational opportunities in Syria. (Cabedoche, 2015), (Aimar, 2022)

The precise focus, multidisciplinary approach, contemporary relevance, and emphasis on practical solutions that this research takes for granted are what make it stand out from other similar studies. The research provides useful insights that may be broadly applied to address education difficulties in other crisis zones. Through the combination of an in-depth analysis of the function that UNESCO plays with real and relevant case studies, the research gives invaluable insights. In addition, the research is one of a kind because it focuses on Syria, a nation that has been going through a protracted crisis that has had a significant influence on the educational system. The study sheds insight into the ways in which education can be provided even in the midst of a crisis, which presents a number of unusual problems.

Within the context of this study, the role of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) is examined. In the field of education, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) has a specific purpose, and this research investigates how the organization works to eliminate political hurdles to access to education. This is a component that is not always the primary focus of other research that is

more general. Through this research, various fields of study, including education, law, and politics, are brought together. Consequently, this makes it possible to gain a more thorough understanding of the ways in which political issues influence access to education, as well as the ways in which international legal regulations and educational interventions can be utilized to solve this issue. The school system in Syria is one of the most extreme illustrations of how conflict may damage educational institutions elsewhere. The findings of this research not only offer a better understanding of the situation in Syria, but they also serve as a case study that may be utilized to better comprehend and handle difficulties that are comparable in other countries that are experiencing conflict. (Luo et al., 2022), (Rosado-González et al., 2020)

The findings of this research are extremely pertinent and urgent in light of the ongoing education crisis that is occurring in many regions of the world as a result of conflict and political instability. This makes it a great resource for policymakers and practitioners because it provides insights and answers that may be utilized in modern situations that are comparable to those described in the book. Furthermore, the research not only identifies the issues but also focuses on actual remedies that UNESCO has already done or could potentially apply in the future. Not only does this provide concrete recommendations for future interventions, but it also makes the research helpful not only in the academic world but also in the real world. The findings of this study make a contribution to the expanding body of knowledge on education in post-conflict and conflicted environments. Our comprehension of the political factors that have an impact on education and the ways in which international interventions might make a genuine difference is enhanced as a response to this.

The International Relations Theory is one of the ideas that were utilized in this investigation. This theory places an emphasis on the role that international institutions play in lowering levels of uncertainty and making it easier for nations to work together through cooperation. It is possible to view the United Nations Educational, Scientific, and Cultural Organization (UNESCO) as an actor that assists in the removal of political obstacles to access to education through the use of diplomacy, mediation, and joint projects. In spite of the fact that realism is more pessimistic about international collaboration, this study can make use of a realistic perspective in order to investigate the ways in which national interests and political power might influence education policy and international

cooperation in Syria. (Vinsensio Dugis, 2018), (Burchill, S., & Linklater, 2019) Furthermore, the Development theory is also utilized in this context. Within the context of modernization and socioeconomic development, this theory emphasizes the significance of education as a fundamental component. As part of the post-conflict strategy for modernization and development, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) promotes educational development in Syria. (Kartono & Nurcholis, 2016), (Wardhani, 2002) Another theory is Critical Pedagogy, which emphasizes the empowerment that can be achieved via education and the ways in which education may be utilized as a weapon to combat political oppression and injustice. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) plays a role in providing education that empowers vulnerable communities in Syria. (Oklidiana & Tajrin, 2020)

From the background above, the author focuses the research on several questions, namely: How is UNESCO's collaboration with local governments and non-governmental organizations in overcoming political barriers to access to education in Syria? How is the impact of the program on access to education in Syria?

## 2. METHODS

This study uses qualitative methodologies to get a comprehensive comprehension of UNESCO's involvement in tackling political obstacles that impede access to education in Syria. Qualitative approaches enable researchers to thoroughly examine and interpret data within its specific details and contextual framework. The methodology employed in this study is the acquisition and examination of diverse written materials that are pertinent to the subject matter. Examining theories in the fields of international relations, development, education, international law, and public policy that pertain to the involvement of international organizations in the realm of education. Examining UNESCO's official documents, yearly reports, publications pertaining to education in places affected by violence, and UNESCO's policies and initiatives carried out in Syria. Examining and evaluating prior research that examines the issue of educational access in regions affected by conflict and the involvement of UNESCO or other global organizations. Utilizing scholarly publications, books,

and reports from reputable research institutes, non-governmental organizations (NGOs), and pertinent international organizations to substantiate the analysis and conclusions of the study. (Moleong, 2007)

### 3. FINDING AND DISCUSSION

#### *UNESCO's Role and Objectives*

UNESCO, often known as the United Nations Educational, Scientific and Cultural Organization, is a specific agency of the United Nations that was created in 1945. The primary aim of this organization is to advance peace and security by fostering global collaboration in the fields of education, science, and culture. UNESCO aims to establish a network of nations that can collaborate to accomplish shared global objectives through its programs. UNESCO has a crucial role in the education sector, as it works to guarantee equitable and high-quality educational opportunities for everyone. It places particular emphasis on promoting inclusivity and providing education in regions affected by conflicts. UNESCO aims to tackle disparities and promote sustainable development globally through its various projects and programs. (Singh, 2010), (Hüfner, n.d.), (Harper & Dunkerly, 2013)

One of UNESCO's primary objectives is to enhance Peace and Security. UNESCO endeavors to establish a strong basis for peace by means of education, science, culture, and communication. Furthermore, UNESCO serves as an intermediary and enabler in fostering collaboration among nations, global institutions, and local societies. UNESCO is dedicated to diminishing disparities in the availability of education, science, and culture. (Finnemore, 1993), (Pierpaoli, 2010)

Within the realm of education, UNESCO assumes many significant responsibilities, mostly focused on guaranteeing equitable opportunities for accessing education of high caliber. UNESCO strives to promote equitable access to high-quality education for everybody, irrespective of their economic, social, or geographical circumstances. UNESCO also formulates initiatives and strategies that advocate for inclusive education, encompassing all segments of society, including individuals who are marginalized or possess unique requirements. Furthermore, UNESCO aims to enhance the global standard of education by



conducting teacher training, developing curriculum, and providing educational materials. UNESCO has a crucial function in delivering immediate education in regions impacted by conflict or catastrophe, guaranteeing the continuity of education even during times of crisis, and undertaking research and formulating policies that member nations can adopt to enhance their education systems. (Hüfner, n.d.), (Niebuhr, 1950)

UNESCO spearheads various worldwide efforts to enhance education, including: Firstly, I want to discuss the concept of Education for All (EFA). The objective of this worldwide initiative is to address the educational requirements of every child, adolescent, and adult by the year 2015. The second objective is to achieve Sustainable Development Goal 4 (SDG 4). This is a component of the 2030 Agenda for Sustainable Development that seeks to guarantee accessible and excellent education while encouraging continuous learning opportunities for everyone. (de Morentin, 2011), (Krill De Capello, 1970)

### ***Political Barriers to Access to Education***

Conflict and violence, political discrimination, and government instability can be political obstacles that affect access to education in a country.

First: Conflict and Violence (Zakharia & Menashy, 2018), (Pierpaoli, 2010)

Countries undergoing conflict frequently encounter impaired educational infrastructure and widespread displacement, resulting in hindered access to education. The negative impact of harm inflicted on educational establishments and the difficulties encountered by refugees in obtaining sufficient education can result in enduring adverse effects for both individuals and society. To tackle this problem, it is necessary to implement efficient measures and acquire global assistance in order to guarantee that children and young people impacted by war are still able to access high-quality education. Educational institutions such as schools, colleges, and other buildings dedicated to learning are sometimes subjected to destruction or impairment as a result of direct assaults, explosions, or collateral damage in times of conflict. This denies children and young adults access to crucial educational environments. Damage resulting from disasters not only affects physical infrastructure, but also leads to the loss of crucial educational resources such as textbooks, teaching aids,

computers, and other materials that are vital for the learning process. Infrastructure damage undermines the safety and comfort of the learning environment, leading to a decline in students' motivation to attend school and pursue their education.

Second: Political Discrimination ([Musolff, 2021](#)), ([Ramos, 2022](#))

Policies that discriminate against minority groups or political opposition can significantly restrict their ability to obtain education, resulting in significant individual and societal repercussions. Education-based discrimination amplifies disparities and erects obstacles to the advancement and inclusion of certain groups within society.

To tackle this matter, it is necessary to demonstrate a dedication to policies that promote inclusivity and fairness and to take regular and decisive steps to guarantee that every individual has access to their right to education. Education policies that specifically bar particular populations from accessing educational opportunities. This may encompass prohibitions on admission or limitations on the ability of minority groups or individuals from the political opposition to attend particular educational institutions. Curricula that disregard or belittle the achievements, history, and culture of minority groups or political opposition organizations can lead to feelings of alienation and worsen educational inequities. Policies that lead to disparities in educational quality between particular groups and the majority, or that exhibit bias towards the government, such as schools with fewer resources or lower teaching standards. ([Sukhera et al., 2023](#)), ([Wang & Jiang, 2016](#))

Third: Government Instability ([Kuntjahjo, 2003](#)), ([Koç & Çiftçi, 2014](#))

Regime change and political instability can have detrimental effects on education systems and the execution of education plans. They can create uncertainty, lead to project delays, and result in a deterioration in the quality of education. These effects can result in adverse long-term outcomes, such as disparities in educational access and a deterioration in educational quality. Hence, it is crucial to create measures that might alleviate these consequences and uphold the sustainability and efficacy of education institutions within political volatility.

Governmental reforms frequently result in alterations to education policies, leading to a sense of ambiguity and unpredictability among schools, educators, and students. Implementation of new policies may not occur immediately or may require a period of time for socialization, thereby causing disruptions to both learning and administrative procedures. Education projects that are in the planning or implementation phase may experience delays or cancellations as a result of changing political priorities or insufficient funding. This may involve constructing new educational institutions, instructing educators, or supplying educational resources. Political instability can lead to insufficient funding of the education sector, hence affecting the quality of education given. For instance, the remuneration of teachers can experience delays, the infrastructure of schools could suffer damage, or there may be a scarcity of teaching resources.

### ***UNESCO Initiative in Overcoming Political Barriers***

UNESCO runs various programs and initiatives to address political barriers to access to education, including:

First: Education Program in Conflict Areas ([Steele, 2017](#))

UNESCO has a crucial role in delivering urgent education in regions affected by war by working together with local governments and non-governmental groups. These initiatives encompass the construction of temporary educational facilities, the provision of teacher training, and the distribution of educational resources. The aim is to ensure that children may access education even under highly difficult circumstances. UNESCO employs a cooperative and comprehensive strategy to ensure the continuation of education and aid in the restoration of communities damaged by violence.

UNESCO partners with local governments to develop and execute emergency education initiatives that are customized to address the unique requirements of areas affected by war. This involves incorporating emergency education programs into local education policies and offering technical and logistical assistance. UNESCO also engages in partnerships with non-governmental organizations (NGOs) and other international entities that possess expertise in delivering humanitarian and educational aid. These collaborations

facilitate the more efficient distribution of assistance and expand the coverage to a greater number of individuals requiring support.

UNESCO provides assistance in building temporary schools when permanent educational facilities are destroyed or rendered inoperable. This includes the erection of educational tents, the provision of modular learning environments, and the restoration of impaired infrastructure to ensure the safe resumption of student education. UNESCO offers teacher training to ensure the provision of quality education during emergency situations. This program encompasses strategies for instructing during emergency circumstances, managing trauma, and utilizing scarce teaching resources. UNESCO is responsible for coordinating the dissemination of educational resources required for the process of learning. This includes instructional resources such as textbooks, writing tools, and supplementary educational materials that facilitate students' ongoing learning and growth, especially under challenging circumstances.

## Second: Advocacy and Policy

UNESCO engages in policy advocacy to eradicate discrimination in education systems by exerting influence on national and international policies to promote inclusivity and equity. UNESCO endeavours to guarantee equitable access to high-quality education for all individuals by implementing rules, providing training, conducting research, and fostering international cooperation. This endeavour is crucial in tackling disparities and establishing educational institutions that uphold and assist all students, irrespective of their socio-economic or cultural circumstances. ([Ossiannilsson et al., 2023](#))

UNESCO collaborates with national governments and policymakers to formulate and execute education policies that are fair and accessible to everyone. UNESCO offers information, establishes standards, and provides recommendations regarding policies for inclusive education. This facilitates the formulation of governmental programs aimed at tackling disparities and prejudice. UNESCO arranges training sessions and workshops aimed at instructing government officials, educators, and stakeholders on effectively tackling prejudice in education and enacting fair policies. UNESCO additionally engages in research and gathers data on disparities in education. This data is

utilized to bolster advocacy efforts and aid governments in formulating efficacious policies.

### Third: Strengthening the Education System

UNESCO offers essential assistance to nations in constructing and enhancing their education systems by providing guidance in educational planning, developing curriculum, and conducting teacher training. UNESCO enhances global education by assisting nations in creating efficient policies, designing pertinent curricula, and providing teacher training, thus advancing both accessibility and quality of education. These endeavours are crucial for establishing comprehensive, fair, and high-quality education systems and for fulfilling the educational requirements of all pupils. (Rahmasari & Parameswari, 2020)

UNESCO performs comprehensive investigations to ascertain a nation's educational requirements, encompassing the difficulties encountered and deficiencies in the education system. UNESCO collaborates with governments and others to develop education policies and long-term strategies aimed at enhancing both accessibility and quality of education. Furthermore, UNESCO offers assistance in the surveillance and assessment of education policies to guarantee their effectiveness and successful attainment of intended objectives.

### Fourth: Monitoring and Evaluation (Trovão & Portugal, 2023), (Shinde & Singh, 2023)

UNESCO performs thorough monitoring and evaluation of education advancements in countries to ensure the achievement of global education objectives and enhance the quality of education. The Global Education Monitoring (GEM) report serves as a primary instrument employed by UNESCO to evaluate worldwide advancements, offer comprehensive analysis, and propose enhancements. UNESCO provides assistance to countries in enhancing their education systems and guaranteeing equitable access to high-quality education for all individuals.

UNESCO performs monitoring to oversee and assess advancements and accomplishments in education systems across different nations. UNESCO gathers education statistics from diverse sources, encompassing data from governments, educational institutions, and worldwide surveys. This dataset

encompasses diverse dimensions of education, including accessibility, quality, participation, and educational achievements. The obtained data is evaluated to assess patterns and advancements in schooling. This aids in comprehending whether countries are achieving their global and national education objectives. Monitoring is also beneficial for detecting difficulties and inadequacies in education systems that necessitate specific attention or response.

### *Implementation of UNESCO Program in Syria*

The ongoing violence in Syria has inflicted significant devastation upon the country's education system, resulting in the closure of numerous schools and the denial of educational opportunities for children. In response to this catastrophe, UNESCO is collaborating with global partners to execute an urgent education initiative that encompasses the establishment of provisional educational institutions, professional development for teachers, psychological assistance, and dissemination of educational resources. The objective of these initiatives is to reinstate educational opportunities, provide assistance to impacted students, and assist the Syrian government in reconstructing its education system despite difficult circumstances. (Ilyas et al., 2018)

The protracted conflict in Syria has inflicted severe damage on the nation's education sector. Numerous educational institutions in Syria have incurred significant damage or complete destruction as a result of attacks and armed conflicts. Crucial educational facilities, such as classrooms, labs, and libraries, have become inoperable. The fighting has compelled millions of individuals to evacuate their residences, both domestically and to adjacent nations. The significant displacement of people has resulted in children being denied access to formal schooling. The learning process has been disturbed by political instability and violence, leading to uncertainty and challenges for students and educators in conducting educational activities. (Mustofa, 2021)

UNESCO is collaborating with global partners to undertake an urgent education program in Syria, with the goal of reinstating educational opportunities and providing assistance to students and educators. UNESCO is providing assistance in the form of constructing temporary schools to replace schools that have been damaged or destroyed. This encompasses the supply of school tents, modular learning spaces, and other temporary facilities to facilitate

students' ongoing education in a more secure setting. UNESCO is offering training programs to enhance teachers' proficiency in instructing during emergency circumstances. This training encompasses pedagogical techniques suitable for crisis situations, strategies for managing trauma, and assistance for students who experience psychological distress as a result of the conflict. UNESCO is offering psychosocial help to acknowledge and address the emotional consequences of violence on children. This program incorporates counselling and activities aimed at assisting students in managing the psychological distress, tension, and emotional difficulties they have due to the conflict. UNESCO is facilitating the dissemination of instructional materials and educational resources to aid the educational process in the provisional schools. This encompasses instructional texts, writing materials, and more educational resources essential for the optimal acquisition of knowledge. (Amalia, 2016)

UNESCO is working along with global partners, such as humanitarian groups, donor agencies, and governments, to provide assistance for urgent educational initiatives in Syria. These collaborations are facilitating the mobilization of financial and other resources to bolster emergency education programs and guarantee the delivery of essential aid to people who require it. Additionally, they are collaborating on the development and execution of emergency education initiatives, guaranteeing efficient coordination among the different stakeholders and preventing redundant work. (Kamus et al., 2023)

### *Analysis of the impact of the program on access to education in Syria*

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) has developed a program for emergency education in Syria to address the disastrous impact that the conflict has had on the nation's education system.

The impacts on access to education in Syria are: (Zein, 2019)

First: Improving Access to Education. UNESCO's initiatives have enhanced educational accessibility through many means, including the establishment of Temporary Schools. UNESCO has created temporary schools to give Syrian children educational opportunities in the absence of permanent educational facilities due to damage. These provisional educational institutions

offer a secure and efficient environment for educational instruction and academic pursuits. Temporary schools not only enhance participation by addressing distance and physical obstacles but also facilitate the engagement of students who were previously impeded by impaired infrastructure or displacement. (Hermawan, 2016)

Second: Improving the Quality of Education. UNESCO's training program improves teachers' proficiency in instructing during emergency circumstances. This encompasses efficient pedagogical strategies in emergency situations, along with providing psychological and social assistance to students. These talents enhance learning processes and offer essential assistance to kids impacted by conflict. Furthermore, the availability of books, stationery, and other teaching materials plays a crucial role in ensuring that students possess the necessary tools to learn efficiently, hence promoting academic proficiency and fostering sustainable learning. (Fahham & Kartaatmaja, 2014)

Third: Psychosocial Support and Student Well-being. Psychosocial support programs, encompassing counselling and therapeutic activities, aid individuals in managing the emotional repercussions of conflict. They also aid students in managing the psychological and social effects of conflict-induced trauma and stress. This is crucial in establishing a conducive and secure learning environment. Moreover, by mitigating the psychological repercussions of conflict, students can concentrate more on their studies and engage actively in their educational pursuits. (Pontoh et al., 2019)

Fourth: Improvement of Coordination and Collaboration. Collaboration with overseas partners enhances the program's success. Collaborating with numerous global partners facilitates the coordination of efforts and guarantees the proper and efficient delivery of educational aid. This minimizes the likelihood of redundant work and enhances overall effectiveness. International collaborations also facilitate the allocation of resources necessary to sustain emergency education initiatives, such as financial aid, supplies, and technical assistance.

Fifth: Challenges and learning. Although there are beneficial effects, there are also obstacles that need to be overcome. Fluctuating security situations might temporarily impede access to educational institutions and jeopardize the well-being of students and educators. Insufficient resources and support might



restrict the scope and efficacy of initiatives, necessitating adaptable solutions and meticulous preparation. (Zein, 2019)

#### 4. CONCLUSION

Based on the above discussion, it can be inferred that UNESCO is collaborating with local governments and other non-governmental groups to address the obstacles encountered in facilitating educational access in Syria. This relationship encompasses the development of educational infrastructure, training and enhancing the skills of teachers, advocating for policies, and coordinating and implementing initiatives. UNESCO, in collaboration with local partners, has set up temporary educational institutions to replace facilities that have been damaged or destroyed due to the violence. This initiative aims to ensure that children can continue their education. UNESCO and its collaborators execute training initiatives for educators to enhance their proficiency in instructing during emergency circumstances and offer psychological assistance to students. UNESCO collaborates with local authorities to advance inclusive education policy and eradicate prejudice, guaranteeing that all children, especially those from marginalized communities and refugees, have equitable access to high-quality education. UNESCO ensures efficient coordination in the execution of emergency education initiatives by partnering with non-governmental groups. This helps prevent redundant efforts and maximizes the effectiveness of aid.

UNESCO and its partners in Syria have implemented emergency education projects that have had a substantial and beneficial effect on education accessibility. The implementation of temporary educational facilities and the dissemination of instructional resources have facilitated the continuation of children's education in the face of significant harm to permanent educational infrastructure. The provision of teacher training and assistance in curriculum creation has enhanced the standard of instruction, guaranteeing that pupils obtain a proficient education in spite of the crisis.

The partnership between UNESCO and local governments and non-governmental organizations has played a crucial role in surmounting political obstacles to educational access in Syria. UNESCO's initiatives have a discernible effect on enhancing both the availability and standard of education. Additionally,

they provide psychological assistance to students, enabling them to better manage the emotional consequences of the conflict. These endeavors are aiding in the restoration of the education system in Syria, offering optimism and prospects for the youth impacted by the conflict.

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