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EVALUATION OF THE IMPACT OF HUMANITARIAN ORGANIZATIONS'
INTERVENTIONS TO SUPPORT THE EDUCATION SECTOR IN NW SYRIA

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ÖZET

Kuzeybatı Suriye'deki devam eden çatışma, eğitim sistemini ciddi şekilde bozarak öğrenciler, öğretmenler ve okul yöneticileri üzerinde büyük bir etki yaratmıştır. İnsani yardım kuruluşları, eğitim erişimini yeniden sağlamak amacıyla altyapı yenileme, öğretmen eğitimi, psikososyal destek ve eğitim kaynaklarının sağlanması gibi müdahalelerde bulunmuştur. Bu çalışma, bu müdahalelerin eğitim erişimini iyileştirmedeki etkinliğini ve çatışma bölgelerinde karşılaşılan sistemik zorlukları aşmadaki rolünü değerlendirmektedir. Karışık yöntem yaklaşımı kullanılarak 30 okul yöneticisi, 30 öğretmen ve 30 veli ile yapılan yapılandırılmış görüşmelerden ve ikincil kaynaklardan elde edilen veriler analiz edilmiştir. Bulgular, insani yardım çalışmalarının öğrenci kayıt oranlarını artırdığını, öğretmen eğitimini geliştirdiğini ve öğrenme ortamlarını iyileştirdiğini göstermektedir. Ancak, yetersiz finansman, öğretmen maaşlarının düzensizliği, kalabalık sınıflar ve eksik eğitim materyalleri gibi sorunlar devam etmektedir. Araştırma, psikososyal destek programlarının öğrenciler ve öğretmenler üzerindeki psikolojik etkileri hafifletmede kritik bir rol oynadığını ortaya koymaktadır. Uzun vadeli finansmanın sürdürülmesi, öğretmen teşviklerinin artırılması, altyapı geliştirme çalışmalarının genişletilmesi ve toplum katılımının güçlendirilmesi önerilmektedir. Bu çalışma, kriz zamanlarında eğitim üzerine yapılan akademik tartışmalara katkıda bulunmakta ve eğitim erişimini ve kalitesini artırmaya yönelik politika yapıcılar ve insani yardım aktörleri için uygulanabilir öneriler sunmaktadır..

Anahtar Kelimeler: İnsani müdahaleler, çatışma bölgelerinde eğitim, Kuzeybatı Suriye, eğitim erişimi, öğretmen eğitimi, psikososyal destek, altyapı geliştirme, öğrenci kaydı, eğitimde zorluklar, STK desteği.

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ABSTRACT

The ongoing conflict in Northwest Syria has severely disrupted the education system, impacting students, teachers, and school administrators. Humanitarian organizations have intervened to restore access to education through infrastructure rebuilding, teacher training, psychosocial support, and provision of educational resources. This study evaluates the effectiveness of these interventions in improving access to education and overcoming systemic challenges in conflict-affected areas. Using a mixed-methods approach, data was gathered from 30 school managers, 30 teachers, 30 parents, and 10 Education Experts in I/NGOs through structured interviews, complemented by secondary sources. Findings reveal that humanitarian efforts have led to increased student enrollment, enhanced teacher training, and improved learning environments. However, challenges such as insufficient funding, teacher salary instability, overcrowded classrooms, and inadequate teaching materials persist. The study highlights the critical role of psychosocial support programs in mitigating the psychological impact of conflict on students and teachers. Recommendations include sustaining long-term funding, improving teacher incentives, expanding infrastructure development, and strengthening community involvement. This research contributes to the broader discourse on education in emergencies and offers actionable insights for policymakers and humanitarian actors striving to enhance educational access and quality in conflict zones.

Keywords: Humanitarian interventions, education in conflict zones, Northwest Syria, access to education, teacher training, psychosocial support, infrastructure development, student enrollment, educational challenges, NGO support.

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LIST OF ABBREVIATIONS

ALP	: Accelerated Learning Program
CCT	: Conditional Cash Transfer
ECE	: Early Childhood Education
EiE	: Education in Emergencies
ERP	: Enterprise Resource Planning
ESP	: Education Sector Plan
FSL	: Food Security and Livelihoods
GBV	: Gender-Based Violence
HRP	: Humanitarian Response Plan
IDP	: Internally Displaced Person
IE	: Inclusive Education
NGOs	: Non-Governmental Organizations
INGO	: International Non-Governmental Organization
MoE	: Ministry of Education
NWS	: Northwest Syria
PSS	: Psychosocial Support
PTA	: Parent-Teacher Association
SCHF	: Syria Cross-border Humanitarian Fund
UNICEF	: United Nations International Children's Emergency Fund
UN	: United Nations
WASH	: Water, Sanitation, and Hygiene
SDG	: Sustainable Development Goal
UNHCR	: United Nations High Commissioner for Refugees

1. Introduction

Education in conflict zones is not only a development imperative but an inalienable human right and the cornerstone of sustainable stability and post-conflict recovery. Conflict worldwide sends millions of children out of school, with devastating consequences for their future and social lives. As UNESCO highlights, nearly 222 million children and youth worldwide are affected by crises, not being at school or failing to learn at the level required. In areas of conflict such as Afghanistan, South Sudan, and Yemen, humanitarian responders have filled in to deliver continuity of education that has largely taken the form of alternative education approaches, mobile education, and emergency response measures. The Northwest Syria situation is among the most serious and acute education crises with the added layers of chronic conflict, displacement, and limited access to resources. This study contributes to the increasing literature on education in emergencies as it assesses how humanitarian intervention has affected the delivery of education within this challenging setting.

It is a universal human right and foundation of nation building, but equally one of the most vulnerable sectors in the contexts of war-affected societies. In Northwest Syria, the prolonged conflict has led to extensive damage to school infrastructure, displacement of teachers and students, and a severe disruption in the learning process. Schools have been destroyed or repurposed for non-educational use, leading to overcrowding and unsafe learning environments. The psychological impact of war has also contributed to challenges, both in students' ability to learn and teachers' capacity in delivering good education. Against the backdrop of such challenges, humanitarian organizations have intervened by initiating various education interventions in an effort to mitigate the crisis by reviving children's access to learning in the region.

The main purpose of this research is to examine the effect of humanitarian interventions on the education system in Northwest Syria in relation to access, quality, and sustainability. Local and international NGOs launched programs like rebuilding of schools, capacity building among teachers, provision of educational material and psychosocial support for pupils and instructors. These programs seek to compensate the adverse effects that conflict causes in education through reinforcement of structures, improvement in

instruction methods, as well as acquaintance with emotional and psychological needs of traumatized learners.

However, while such efforts have seen some positive payoffs, they also face strong challenges, among them irregular finance, weak stakeholder coordination, and ongoing security challenges.

In this research, a mixed-methods approach has been employed in assessing the impacts of these interventions. Qualitative data are drawn from formal interviews of 30 school administrators, 30 teachers, 30 parents, and 10 I/NGO education experts to get a general picture of the facts on the ground regarding teachers, administrators, and families in conflict zones.

Secondary data comprise humanitarian reports and academic literature on education in emergencies.

By explore both qualitative and quantitative data, this research aims to identify effective strategies, highlight recurring challenges, and provide actionable recommendations for improving education interventions in similar crisis contexts.

Part of the critical problems explored in this study is the role of psychosocial support in ensuring an empowering learning environment. The trauma of conflict has impacted a vast majority of students with anxiety, depression, and behaviors, which directly interfere with their learning performance and participation.

To address this, humanitarian organizations have introduced psychosocial support programs into schools, recruited school counselors, and conducted activities that help children adapt new experiences. This study focus on the effectiveness of these interventions in improving student well-being and learning performance.

Second significant focus area includes professional development and trainer training. Teachers in conflict zones are themselves met with immense challenges, including inadequate resources, inadequate training, and erratic or low compensation. NGO-sponsored training programs have sought to equip teachers with fresh pedagogical approaches,

classroom management techniques, and crisis-sensitive pedagogies. However, sustainability has remained a concern, particularly keeping in mind financial constraints and insecurity risks.

The findings of this study will serve to enrich the broader discussion on crisis and education and will inform policymakers, humanitarian actors, and stakeholders on how they can enhance education interventions in crisis situations.

In identifying best practices and areas for improvement, this research seeks to inform future policy action towards ensuring that children who are trapped in crisis situations receive the education they deserve even with the adversity that accompanies sustained instability.

1.1. Research Background

Conflict zone education has been a global concern for decades, with millions of children deprived of stable and secure learning environments due to war and displacement. The North-west Syria case is a stark example of how long-standing conflicts destabilize educational systems and the broader social fabric of communities. Before the war, Syria had one of the highest literacy rates in the Middle East and a good structured education system. However, since the beginning of the war in 2011, the education system has been severely affected, with thousands of schools destroyed or occupied for military and humanitarian use, driving millions of children out of school.

Global and regional humanitarian organizations have led the efforts to resume education in areas affected by conflict. These interventions have included rebuilding schools, training teachers, psychosocial guidance for students, and distribution of minimum educational materials. The Education Cluster, a UN-coordinated body, has also made it possible to ensure education in emergencies. Despite all this, there remain numerous challenges, including security threats, underfunding, and accessibility problems for remote and excluded populations.

One of the foremost hurdles to effective educational intervention in the conflict areas is the lack of continuity when it comes to funding and resources. Most humanitarian interventions are always of a short-term nature, leading to an unstable platform for teacher

salaries, inconsistent delivery of study material, and frequent disruption of school activities. Household displacement has also led to an unstable student base, making it difficult for the schools to maintain consistent enrollments and learning pace.

Retention of teachers is also a critical issue, as the majority of teachers suffer from financial challenges and security issues and thus drop their teaching profession. Psychosocial support is now a central aspect in education in crisis situations. The majority of children caught up in conflict have suffered trauma, anxiety, and depression, which significantly hinder them from being able to focus and academically perform.

Humanitarian organizations have also incorporated psychosocial interventions in schools in order to help children cope with stress and adapt back to learning settings. The effectiveness of these interventions is, however, contingent upon the availability of trained counselors, community engagement, and the sustainability of the interventions.

This research is aimed to be part of the growing body of literature on education in conflict zones by offering a deep insight into the distinctive challenges and successes of humanitarian interventions in Northwest Syria. By comparing perceptions of school managers, teachers, and parents, the study will provide an in-depth picture of how these interventions have affected educational performance and what needs to be done to enhance their effects. The results will provide useful information for policymakers, teachers, and humanitarian actors who are seeking to enhance access to education in affected areas.

1.2. Problem Statement & Research Questions

The NW Syria conflict that has been in progress has proven to be a disaster for the education sector by depriving children of thousands with access to good and stable education. Schools have been destroyed, teachers displaced, and families battling economic hardships which render it difficult to ensure they focus on education. Humanitarian organizations have designed a number of interventions to diminish the impacts of these effects but have questioned the effectiveness and longevity of these interventions. Interviews with education specialists reveal that while interventions have improved access, issues such as unstable funding, inadequate teacher training, and logistical challenges continue to erode long-term

achievements. This study aims to bridge this knowledge gap by examining humanitarian intervention impacts on education in Northwest Syria, charting the primary challenges, and proposing solutions for sustainable educational development in conflict zones. By combining inputs from parents, school administrators, educators, and experts, this study offers an all-encompassing view of the ground realities. It offers evidence-based recommendations for improving access to and quality of education during crises.

The primary research question of this research is to evaluate the contribution of humanitarian interventions in Northwest Syria to access to education and the constraints that restrict their contribution. The primary research question is presented as: "How have humanitarian interventions impacted access to education and educational quality in Northwest Syria during conflict times?"

The sub-questions that are addressed in the subsequent chapters are:

- What are the humanitarian interventions specifically taken to support education in Northwest Syria, and how have they been advancing?
- How impactful have the interventions been in increasing students' enrollment, retention, and learning outcomes?
- What are the main challenges facing humanitarian agencies, teachers, and communities in providing and sustaining these interventions?
- How do teachers, school administrators, and education specialists perceive the impact of humanitarian interventions on education?

The broad purpose of this thesis is to assess the effectiveness of humanitarian interventions at improving access to education in Northwest Syria and to determine the obstacles that render them unsuccessful. Additionally, this study aims to provide evidence-based advice on how education interventions can be effective, sustainable, and able to endure adversity. Expert opinion largely underlies these aims through the facilitation of achievable solutions from the experience of professionals in practice.

1.3. Research Model

This study is guided by a research model that explores the relationship between humanitarian interventions and the quality of access to education in Northwest Syria. The model is structured around two main variables: the independent variable, which is humanitarian intervention, and the dependent variable, which is education access quality. Understanding the link between these two variables is essential to evaluating the impact of humanitarian efforts on improving educational outcomes for children in conflict-affected contexts.

The independent variable, humanitarian intervention, refers to the range of activities and support provided by international and local humanitarian organizations to strengthen the education sector. These interventions include initiatives such as the rehabilitation of school infrastructure, provision of school supplies and teaching materials, teacher training and capacity building, the introduction of psychosocial and protection programs, and the establishment of temporary or non-formal education spaces for displaced and vulnerable children. Humanitarian interventions are designed to address both immediate needs and long-term development goals, ensuring that children affected by conflict can continue their education in safe, inclusive, and supportive environments.

The dependent variable, education access quality, captures the nature and extent of students' access to education, focusing on whether children are enrolled and attending school and the quality and effectiveness of the educational experience they receive. This includes indicators such as the adequacy and safety of learning spaces, the availability of qualified and motivated teachers, the presence of teaching and learning materials, student engagement in classroom activities, and the availability of psychosocial support services. Measuring education access quality is crucial to understanding whether humanitarian interventions are achieving their intended outcomes of promoting meaningful and sustainable improvements in learning and well-being for children in crisis settings.

1.4. Situation of Education in Northwest Syria

Education in Northwest Syria, particularly in the context of conflict and socio-political instability, is a demonstration of resilience combined with a demand for humanitarian interventions. The education sector, devastated by years of warfare, reflects both the sheer scale of the devastation and the impressive efforts towards reversing this destruction. Syria was widely reported to have a strong education system before the war, with one of the region's highest literacy rates in the Middle East. But the war which broke out in 2011 has seen unprecedented interruptions, affecting millions of schoolchildren.

To date, it is estimated that close to 2,800 schools were destroyed or damaged across the country, including in Northwest Syria, which is among the hardest-hit (OCHA, 2021). Assessments and responses are currently being done by United Nations Office for the Coordination of Humanitarian Affairs (OCHA) and education clusters led by agencies such as UNICEF and Save the Children. Irrespective of the setbacks, an attempt has been made to revive education, initiated both by the local NGOs as well as global aid organizations.

After the damages to physical educational facilities, numerous school rehabilitation initiatives have been launched by humanitarian groups. These initiatives matter not just because they are reopening schools but also because they permit some degree of normalcy to children whose school experiences have been brutally disrupted. Reports indicate that rebuilding and restoring schools has been at the core of gradually improving school attendance levels. For instance, refurbished schools with the basic furniture of chairs, desks, and appropriate learning materials make fertile soil for acquiring knowledge, luring children back to schools (UNICEF, 2021).

Furthermore, internal displacement of populations in Syria has brought about immense disruption of education. Displacement at the household level has resulted in a requirement for temporary classrooms in camps as well as other temporary settlements. The Education Cluster works continuously to ensure the distribution of learning kits and the installation of temporary learning environments to fulfill this need. Not only are the centers

educational but also central to the psychosocial well-being of children because they offer the children a schedule and a sanctuary amidst the disorder (Education Cluster, 2021).

Teachers' role here cannot be underestimated. As there is a critical shortage of trained teachers due to the war, teacher training schemes have become a noted characteristic of education interventions. These programs, typically funded and implemented by international donors and NGOs, attempt to equip teachers with the competencies to deal with overcrowded classrooms and children who have been subjected to extreme trauma. Training involves not just pedagogical skills but basic psychosocial support skills so that they can respond to the psychological and emotional requirement of students (Save the Children, 2021).

One of the most intriguing things about the education interventions in Northwest Syria has been providing psychosocial support as part of the curriculum within schools. Recognizing that education cannot be isolated and that students typically bear the overwhelming weight of trauma, programs aimed to treat these mental illness issues are integrated into the school day. There are interventions to rebuild trust, calmness, and feelings of stability shared that allow students to feel more confident and a part of a community (UNICEF, 2021).

Financing for such all-encompassing education interventions is primarily offered by the UN and global donors. Such financing makes it easier for education initiatives to be sustained and to enable future generations in Syria to imagine a literate and educated populace when the war subsides. Such provision is complex, requiring thoughtful planning along with collaboration with a multitude of stakeholders in a bid to establish that resources are being utilized best and to target those most in need (OCHA, 2021).

The Northwest Syria education sector, made possible through effective international coordination and relentless local effort, provides an exemplar sector of humanitarian intervention. Through rebuilding schools, teacher education programs, and the provision of psychosocial care, Syrian resilience is evidenced in their determination to keep pursuing education despite the dire circumstances. This continued investment in education and

education recovery addresses not only a desire to repair what was lost, but to rebuild and reform in order to serve evolving Syrian children and communities.

1.5. Research Hypothesis

The research hypothesis is that humanitarian intervention has significantly improved access to education in Northwest Syria regardless of the ongoing challenges regarding conflict. The hypotheses to be tested are:

H1: Humanitarian intervention has led to an increase, measurable in numbers, in the enrollment and retention of students.

H2: Teacher training by humanitarian organizations has enhanced the quality of education delivery.

H3: Psychosocial support interventions have contributed to enhanced student wellbeing and academic outcomes.

H4: Security issues and limited finances remain the biggest obstacles to sustainable humanitarian education programs.

The hypotheses stated above will be examined by qualitative and quantitative analysis of data to facilitate greater understanding of the effectiveness and limitations of education-focused humanitarian intervention in conflict contexts.

1.6. Research Design

This study employs a mixed-methods design to evaluate the effect of humanitarian interventions in the education sector in Northwest Syria. Both qualitative and quantitative methods are employed to obtain a general picture of the effectiveness of the interventions.

The qualitative aspect entails semi-structured interviews with 30 school administrators, 30 teachers, 30 parents, and 10 education specialists from I/NGOs to hear their experiences and opinions about educational interventions. The quantitative component entails analysis of students' enrollment levels, attendance data, and achievement levels in order to assess the impact of humanitarian aid on educational outcomes. Secondary data

obtained from humanitarian agencies, official records, and published literature are also used to corroborate findings.

Data can be triangulated in this research design, hence the analysis of problems and successes on humanitarian education interventions in conflict-affected areas being more uniform and credible.

1.7. Research Field and Period

The duration of this thesis is from 2018 to 2024. It was chosen because it spans the years of increased humanitarian responses against the ongoing conflict in Northwest Syria. During that timeframe, different education-focused programs were launched by international and national NGOs to restore schools, support displaced students, and provide psychosocial services to war-affected children.

While this study looks at the broader education environment of Northwest Syria, it focuses on the governorates of Idlib and Aleppo, to which the humanitarian responses have been most reactive. The two governorates were selected because they have a high proportion of internally displaced persons (IDPs) and have a variety of humanitarian actors seeking to restore educational services. Education experts in this research note that the above regions have seen dramatic fluctuations in school attendance, enrollment, and quality of education with the evolving security climate and shifting funds for humanitarian responses.

Choice of Idlib and Aleppo governorates is also based on the fact that they are adjacent to the Turkish border and it is therefore not difficult for NGO activities and operations of cross-border support. Also, they have been a focus point for pilot study initiatives such as emergency and community-based learning centers, therefore having a decent state to validate effectiveness and sustainability in humanitarian intervention in conflict settings.

1.8. Significance of the Study

This study matters as it gives a systematic overview of the impact of humanitarian interventions on education in Northwest Syria. It contributes to educational research into education in conflict by assessing the effectiveness of interventions used by international and

local NGOs. In addition, by basing its findings on the school manager, teacher, parent, and education expert perspectives, this study portrays a general appreciation of challenges and achievements surrounding educational interventions in such affected areas. Policy suggestions to policymakers, relief organizations, and education practitioners will be guided by the results for best practices towards maintaining and sustaining education access throughout conflict zones.

Besides, the study's recommendations aim to enhance the sustainability of interventions to ensure that children in Northwest Syria continue to enjoy quality and continuous education amidst the conflict. The significance of psychosocial care and community engagement in stabilizing the education system and enhancing long-term policies grounded on stability, teacher retention, and infrastructure development is also highlighted in this study.

2. Theoretical Framework

Four theories and frameworks were used in this research, EiE theory was implemented predominantly from the beginning of the 2000s onwards, led most notably by the 2004 launch of the INEE Minimum Standards, which are presently guiding EiE theory and practice today, Katrien Beeckman's (2004) framework of the application of educational and human rights indicators in quantifying the right to education, Margaret Sinclair's principles of emergency education (2002), and Peter Buckland's rapid re-engagement in education strategies (2005). They both offer a different approach to analyze the opportunities and challenges to deliver education in conflict zones.

2.1. Education in Emergencies Theory

Education in Emergencies (EiE) theory is a policy framework for guaranteeing uninterrupted access to safe, quality education during and after emergencies, including conflict, natural disasters, and complex emergencies. The overall goal of EiE theory is minimizing the short-term disruption of education in order to plan for long-term educational recovery and resilience. The central concepts of Education in Emergencies theory are discussed below:

❖ **Key Indicators:**

A. Right to Education:

- EiE is fundamentally grounded in the right of every child to education, recognizing education as a human right and a critical component of humanitarian response.

B. Protection:

- Education provides physical, psychosocial, and cognitive protection. Safe learning environments shield children from violence, exploitation, and recruitment by armed groups.
- Schools and education also provide structured routines and emotional stability, reducing the impact of trauma caused by emergencies.

C. Psychosocial Support (PSS):

- Integrational education of PSS encourages trauma healing and emotional pain due to emergencies.
- Routine activities include recreation activity, psychological guidance, groupwork, and psychosocial support facilitators to foster children's emotional resilience.

D. Quality Education and Learning Outcomes

- The quality of education is encouraged by EiE through access to educational materials, facilities, and skilled teachers.
- Specialist approach educator capacity development—e.g., education in emergencies and child-centered pedagogies approaches—improves education outcomes and the capacity of educators to manage adversity in times of crisis

E. Community and Parental Involvement

- EiE programs habitually entail community engagement, which is critical to education intervention effectiveness and sustainability.
- Parents and local community members are encouraged to engage in school management, psychosocial support, and children's monitoring to supplement education interventions.

F. Resilience and Recovery

- EiE enhances the resilience of education systems to withstand and recover quickly after a crisis.
- Interventions respond not only to response, but also to reconstruction, rehabilitation of physical infrastructure, and medium-term education service sustainability

G. Inclusivity and Equity

- Ensuring inclusive access to education regardless of gender, disability, ethnicity, or displacement status.
- EiE interventions entail gender-sensitive programming and tailored interventions to meet the diverse needs of marginalized groups and leave no child behind.

H. Rapid and Flexible Response

- EiE encourages rapid assessment and reaction to interruptions in education and adaptability to meet changing emergency settings.
- Flexible curricula, temporary learning spaces, accelerated learning programs, and catch-up classes are essential features.

2.2. Assessing Education through Human Rights Indicators

The assessment methodology for the right to education, proposed by Katrien Beeckman (2004), supports the theoretical framework for this research. Beeckman advocates the joint application of educational indicators and human rights indicators in order to comprehensively evaluate the education status. It is essential to understand the qualitative and quantitative effect of humanitarian and diplomatic action on education. She emphasizes that the traditional education indicators are often insufficient in capturing the full scope of the right to education. In a bid to fill this gap, she developed a set of human rights-based indicators to reflect the principles, standards, and values underlying human rights, placing special emphasis on the four A's: Availability, Accessibility, Acceptability, and Adaptability. (Beeckman, 2004: 75).

❖ Key Indicators:

A. Availability:

- Capacity to Absorb: The capacity and ability of the system to provide for all the children who are eligible.
- Quality of Infrastructure: The condition of the schools and the level of their sufficiency, for instance, classrooms, books, and other resources.
- Teachers' Competence: the teachers' qualifications, training, and compensation.

B. Accessibility:

- Free Public Education: The extent to which education is free of charge for all.
- Gender Parity Index: The ratio of girls to boys enrolled at different levels of education.

C. Inclusivity:

- The provision of education for excluded groups e.g., children with disabilities, refugees, and those in remote areas.
- Curriculum Relevance: The alignment of the curriculum with cultural, social, and economic contexts.
- Teaching Methods: The use of teaching methodologies that are interactive, participatory, and student-centered.
- Learning Outcomes: The achievement levels in key subjects such as literacy and numeracy, as well as the inculcation of values like tolerance and equality.

D. Adaptability:

- Educational Flexibility: The ability of the education system to adapt according to the needs of the different learners, including those affected by emergencies and crises.
- Lifelong Learning Opportunities: The availability of non-formal education and informal education for all age groups.
- Policy Responsiveness: The ability of the educational policies to respond to the changing needs and conditions of the societies. (Beeckman, 2004: 77ff).

As a consequence of the application of Beeckman's method, this thesis aims to provide a close analysis of access to education in northwestern Syria. The theory of negotiations,

moral aspect of humanitarianism in contrast with human rights, and usage of education and human rights indicators collectively constitute a stable platform for gauging efforts towards gaining and advocating for the right to education during the Syrian conflict. This study's theoretical background draws on and synthesizes the above theories and now refers to Sinclair's principles of emergency education and Backland's methods for rapidly restarting learning in challenging settings like Syria.

2.3. Application of Sinclair's Principles

Margaret Sinclair's principles of emergency education (Sinclair, 2002) provide a valuable framework in addressing the need for education amid a crisis. These principles first emphasize access, quality, resources, activities, coordination, building capacity, and inclusivity.

- A. **Access:** Sinclair emphasizes the universal right to education and activity alongside it despite crises. It may involve implementing adaptive strategies such as distance education and education within safety zones as a way to avoid the blockages brought by the conflict. (Sinclair, 2002: 33ff)
- B. **Resources:** As the focus is placed on a participatory approach that involves a community, Sinclair calls for mobilization and effective use of resources, i.e., the key factor represented by training teachers to meet urgent needs. (Sinclair, 2002: 51ff)
- C. **Filliatives/Curriculum:** Sinclair suggests broadening the curricula to address the psychosocial needs of the children influenced by the crisis in the long and short terms, e.g., the introduction of life skills, health and safety, environmental education, and peace education in the curriculum. (Sinclair, 2002: 63ff)
- D. **Coordination and Capacity-building:** This is a principle in which all actors in education in emergencies must be strengthened in their collaboration, governments and relief agencies must enable all agencies and partners to coordinate among themselves, and include capacity development to secure open, accountable, and inclusive system management by local actors. (Sinclair, 2002: 81ff)

2.4. Buckland's Strategies for Rapid Resumption of Education:

Peter Buckland's book on post-conflict education recovery illuminates quite a number of significant strategies on how to swiftly resume education again. These policies deal with pressing needs but are also building stones for additional, sustainable development (Buckland, 2005: 41ff). Those strategies are a priority:

- A. **Sector Assessment:** Conduct a detailed participatory appraisal and analysis of education sector requirements and its status. This is inclusive of iterative assessments that are developed from initial quick appraisals, systematically capturing an ever-higher number of issues, players, and extent of analysis. The focus at this stage is to minimize duplications and avoid duplication to create coordination among varying actors, i.e., local authorities, as well as the international development stakeholders.
- B. **Challenges to Decentralization:** The transition to a decentralized education system in the post-crisis period requires strategic measures, such as preparation for early reform, political leadership, consolidation of central authority, developing societal consensus, and strengthening school-community relationships. These measures are intended to build an equitable reformed education system responsive to the needs and demands of the post-conflict recovery.
- C. **Educational Access:** Facilitating access to education in post-conflict contexts and situations demands community-initiated efforts and well-planned international support to reopen the schools swiftly. Examples of Kosovo, Timor-Leste, and Sierra Leone show that local grassroots activities with the cooperation of international allies can radically reinstate education, and giving a high priority to overall and inclusive access, especially for poor communities and vulnerable groups like girls, is critical.
- D. **Quality Improvement:** Adopting and following an integrated approach which puts quality at the very beginning is crucial. That includes community participation, strategic investment in teacher development, curriculum change, and establishing standards and monitoring mechanisms. Equilibrating access expansion in access to education and significant improvements in education quality ensures sustainable development.

- E. **Trained Teachers:** Resolving teacher-related issues at the post-conflict recovery period is critical. That includes providing guidance and incentives to the returnee teachers, providing training, and removing the "ghost teachers" by optimizing the teaching manpower. Structuring these activities into a comprehensive program and engaging the teachers' associations in the reform process are indispensable steps towards education reconstruction.
- F. **Curriculum Issues:** This is fundamental, starting with the removal of the offending content in curricula and textbooks and moving towards building inclusiveness and tolerance. This involves straightforward leadership on the consensus on the education goals and increasingly includes inclusive modifications in the education curriculum to promote social cohesiveness.
- G. **Financing and Governance:** Transcending sustainability challenges and integrity in governing and financing education in post-conflict settings is crucial. That entails enhancing public sector wages, increasing transparency, and coordinating finance to supply equal access and quality education. Early planning and good management frameworks ease the transition from conflict to stability.
- H. **Specific Post-conflict Challenges:** The focus on vulnerable groups such as refugees, child soldiers, orphans, and disabled children is significant. It involves providing psychosocial support, peace education, and curriculum adjustment to address health and safety. The post-conflict recovery processes require the resolve of priorities, collaboration, and innovative curricula to rebuild an inclusive education system. (Buckland, 2005: 41-63).

These theoretical foundations guide the investigation of how the diplomatic initiatives and negotiations, outside of the humanitarian interventions, can best meet the needs of the children in northwestern Syria's conflict zones.

These theoretical foundations guide the analysis of how the diplomatic efforts and negotiations, besides the humanitarian interventions, can effectively meet the needs of the children in the affected areas of the conflict in northwestern Syria.

2.5. Societal and Political Situation in the Northwest of Syria

Literature review gives the research a rigorous theoretical basis through detailing the contemporary circumstance in northwest Syria and reviewing conflict patterns. Literature review gives detail to trends in displacement among Internally Displaced Persons (IDPs) as well as compelled displacement from various Syrian governorates over the past six years. These aspects show things about the security situation in the area and IDPs and host community issues of co-living and upgrading living conditions amid persisting conflicts and humanitarian pressures (Omran, 2016).

Additionally, the prevailing social institutions and governance institutions in the planned area heavily impact education interventions. Local council participation, humanitarian organizations, and informal governance institutions have been crucial in influencing infrastructure development, education access, and teacher retention. Nevertheless, experts point to the necessity of institutional capacity-building interventions, sustainable funding, and coordination (AL Abdeh, 2022).

Additionally, research indicates that political instability, interference with the governance process, and security concerns influence the sustainability of education interventions in conflict settings (Tallaa, 2017). They are significant to consider when they impact interventions in expanding education access in northwest Syria.

2.5.1. Displacement and the Struggle of Northwest Syria

Military operations have led to mass displacement to northwest Syria, which puts already susceptible education services under pressure. The region remains a zone of refuge for IDPs since it is comparatively more secure. Specialists, however, question whether the displacement puts pressure on schools, making them overcrowded, having inadequate teachers, and worse teaching materials (AL Abdeh, 2022).

Education experts cited here maintain that spending on locally focused, community-focused education initiatives can provide more sustainable responses to the crisis. They highlight the need for proper education packages to deal with displaced children like

accelerated learning programs, psychosocial interventions, and vocational training in skills (UNHCR, 2021).

2.5.2. Security Dynamics and Their Impact on Education in Northwest Syria

The northwestern region continues to be affected by security issues, fragmentation of governance, and militancy activities which all affect accessibility and quality in education. Unstability is claimed by researchers to have direct effects on the retention of educators, the registration of students, and the continuity of humanitarian intervention in education (Tallaa, 2020). Also, conflict among militias has seen school activities halted, schools attacked, and is making long-term planning for humanitarian interventions difficult (Fiad, 2022).

2.5.3. Local Governance and Educational Interventions

With the Syrian government retreating from areas of their nation, their education provision was usurped by local governments and humanitarian organizations. They too, though, have funds and infrastructure problems that lead to incoherent, poor quality provision of education (Al Bashir, 2022).

Experts note that despite local councils seeming to be at the center of governing education, considerable problems with financial unsustainability, inadequate teacher compensation, and a lack of humanitarian actor coordination prevail. Ensuring mechanisms for resources and mechanisms for greater community participation and institutional aid are critical to the vision for continuity and education quality in the region (Omran, 2020).

2.5.4. Challenges in Humanitarian Education Interventions

Humanitarian agencies have developed different interventions in reintroducing education in conflict-affected zones. Some of them are school rehabilitation, teacher training, and psychosocial support. Literature, however, cites lack of continuity of these interventions in the long term, unstable funding, and insecurity as some of the greatest hindrances (UNICEF, 2021).

Experts note that strategic planning, increased coordination between local authorities and humanitarian bodies, and better funding mechanisms are required to facilitate seamless access to education during the conflict (SIG, 2022).

3. Methodology

The research employs a mixed-method research design, employing both qualitative and quantitative approaches in data collection with a view to attaining a general understanding of humanitarian interventions' impact on education in Northwest Syria. Documentary analysis, questionnaires, and semi-structured interviews are employed by the research to offer convergent results with conclusive inferences.

3.1. Qualitative Data:

- Thirty school managers, 30 teachers, 30 parents, and 10 I/NGO education experts were interviewed using semi-structured interviews to obtain multiple stakeholders' views on humanitarian education intervention effects. Data was collected between September and December 2024.
- Local educators and community leaders were involved in focus group discussions to add insights into good practice and issues around providing education in areas affected by conflict.
- Document review of humanitarian organization reports, government reports, and scholarly journals on education in emergencies was done.

3.2. Quantitative Data:

- Statistical information regarding rehabilitation of school facilities, rates of teacher retention, and presence of resources were gathered from local education authorities and NGO reports.

3.3. Data Analysis Methods

- Qualitative data was analyzed using Thematic Analysis, converting interview and focus group findings into broad themes of quality teacher training, psychosocial care, and infrastructure needs.
- Quantitative data was analyzed with Descriptive Statistics, comparing pre- and post-humanitarian intervention student enrollment rates, attendance records, and teacher retention rates.

- Comparative Analysis applied was utilized to establish differences in education outcomes across different intervention programs.

3.4. Ethical Considerations

- Informed Consent: All participants were informed about the purpose of the research, and their consent was obtained before data collection.
- Confidentiality: Individual information was de-identified to maintain the anonymity of the respondents' identities.
- Cultural Sensitivity: Ethical research practice was maintained in the study by respecting local social and cultural traditions in conducting interviews and data collection.

4. Results and Discussion:

4.1. Results:

4.1.1. The Right to Education in Syria:

Syria has signed eight out of the nine significant human rights treaties, which shows its international obligation and responsibility to safeguard a broad range of human rights. These include The International Covenant on Civil and Political Rights (ICCPR), the International Covenant on Economic, Social and Cultural Rights (ICESCR), the Convention against Torture (CAT), the Convention on the Elimination of All Forms of Racial Discrimination (CERD), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Convention on the Rights of the Child (CRC) and its Optional Protocol on children's participation in armed conflict, the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, and the Convention on the Rights of Persons with Disabilities (CRPD).

Syria's accession to ICESCR and the CRC commits it to guaranteeing the right to education for all its citizens. The ICESCR, under Article 13, specifically recognises the right to education and marks a commitment by states to ensuring education to all, and progressively towards ensuring higher education for all. The CRC also directs attention to the state's role in guaranteeing this right to children especially, expounding on the need for

education to the personal development of the child, as well as to his mental and physical abilities to their full potential (OHCHR, 2024).

The constitutional system of the Syrian Arab Republic offers a strong foundation for the right to education. It enshrines it as a fundamental right protected by the state. Article 29 of the constitution of 2011 assumes education as a right that is freely available at all levels, and education is compulsory up to the completion of the basic stage. This obligation ties the state to oversee and manage education and direct it towards fulfilling the society and development needs, like organizing the private education schools. The other articles put this responsibility into action: Article 25 demands that education, health, and social services are foundations of society, while the state commits to ensuring regional development equilibrium. Article 28 envisions an education system that is designed to cultivate a generation based on identity, heritage and committed to national unity. Article 33 promotes equality of all citizens in rights and obligations that uphold the principle of equal opportunities. Articles 34 and 23 are advocating for citizens' rights to participation in all facets of life and the responsibility of the state to provide women with space for full contribution to society.

The perspective of history finds expression in Article 37 of the 1973 constitution that declares the principle of the function of the state to extend mandatory education and order the education sector based on society's needs. Articles 21 and 22 establish the objectives of the education system to adapt to the social, economic, and cultural demands, and to develop a generation which is scientifically driven, proud of its heritage, and committed to the objectives of the nation. Lastly, Article 23(1) lays down the educational framework to form an integrated socialist Arab society which aims to strengthen the moral values and achieve the ideals of the Arab nation. (Syria Constitution, 2012; Syria Constitution, 1973; European Union Agency for Asylum, 2023; UNESCO, 2020; UNESCO, 2016).

The legislative framework of education in Syria is based on a series of laws attempting to impose compulsory education, eliminate illiteracy, and organize public and private schools. Law NO. 35 imposes compulsory education at the age of 6 and lays down the penalty in case of default. Law No. 32 ensured free compulsory basic education at the primary and

secondary levels. Conclusion with a basic education certificate for those who pass the general examination.

Efforts to combat illiteracy by Decree-Law No. 7 of 1972, which established a council for illiteracy under the Prime Minister, who has a sub-council in the governorates. The legislative framework also addresses pre-school education in Ministerial Decisions No. 1697/543 and No. 3013/443, and private education in Law No. 160 for the year 1958 and its amendments thereto, providing additional freedoms for operating private kindergartens and incorporating kindergarten classes within public schools. Teacher education underwent significant change, with decision No. 967 moving training to schools of education as part of an effort to enhance the quality of teachers at all schooling levels. Decision No. 15 of 2000 targets the development of vocational education through the introduction of an integrated system of vocational and technical education at the secondary level. Establishment of Syrian Commissions of Family Affairs according to Act No. 42 of 2003 is supposed to empower families in order for them to play active roles during the development process.

Legislative Decree No. 55, with its subsequent amendments, has incorporated further regulations and requirements applicable to private pre-university institutions of education. The University Regulation Law of 2006 ultimately oversees higher learning institutions and determines standards and policy requirements to cover university operations across the country.

Syria's general educational frameworks for the different levels of education, rather than necessarily leading to their fulfillment in full or as expected by the government, demonstrate the gap between policy and practice. (UNESCO, 2020; UNESCO, 2016).

Syria's focus in education policy is inclusion for the different social groups and demographics, and all children regardless of their backgrounds get to go to school. Initiatives such as the Educating Girls project, implemented in cooperation with UNICEF and the Ministry of Culture, aim at re-integrating the girls, who had abandoned schools in governorates including Deir Ezzor, Ar-Raqqa, Al Hasakah, Idlib, and Aleppo, into the education system. The project resulted in positive gains which reflects tremendous

achievement in gender inclusivity in education. Besides, integration of disabled children into mainstream education is also a priority, through the establishment of pilot schools since 2002 to cater to such children.

These efforts are conducted in cooperation with UNICEF, UNESCO, and other international stakeholders. For nomadic students, innovative solutions were developed, such as "floating schools," which cater to the needs of the Bedouin communities by means of mobile school units. They allow children to continue with education regardless of their migratory existence and were designed to be so as to fit the Bedouin lifestyle and culture, such as specially designed curricula, offering textbooks for free, stationery, shelter, nutrition, and health services, so that the nomadic existence is not a barrier for educational access. (UNESCO, 2020; UNESCO, 2016)

Syria's approach to teacher welfare is comprehensive. It provides professional and personal care for teachers. Decree No. 82 of 1980 constitutes the Teacher Syndicate with the objective of protecting the financial, social, and cultural interests of the teachers. Benefits of teachers under Article 3D include housing, healthcare, medication, childcare facilities, and recreational facilities for them and their families. Additionally, Article 138 states that all the unionists working in foreign or Arab teachers' associations receive salaries up to the same salaries levels as in the foreign political department. Excellence in education was enhanced through availability of resources and technological integration. Free books were provided at the primary level while minimal fees were charged for the higher levels. In addition, Syria also has curriculum standardization between public and private schools to maintain uniformity in the education content.

The country has a combination of private schools running under some laws, yet they sell their curricula, yet they also have Arabic language studies as a requirement, with an aspect of maintaining connections to the country's education standards and culture. Syria's war disheartened education significantly, and efforts to cope with it involved international coordination and collaboration in school kit provision and classroom rehabilitation.

However, the needs persist as a significant challenge due to inadequate resources and ongoing conflict (UNESCO, 2020; UNESCO, 2016).

4.1.2. Education under Conflict in Syria:

The war in Syria resulted in profound and widespread devastation of the education system that resulted in vulnerabilities in entire generations and threatened the future growth of Syria. The effects are multidimensional and include destruction of physical capital, displacement of students and teachers, and psychological trauma to students. The physical destruction of Syrian schooling infrastructure is huge, thousands of schools across the country were damaged or destroyed, utilized as shelters for displaced families, or requisitioned for military use. One-third of Syria's schools are rendered unstable, reports UNICEF.

More than 7,000 schools were destroyed or damaged, impacting the upbringing and education of millions of children (UNICEF, 2016; UNICEF, 2024; Global Coalition to Protect Education from Attack, 2022). The displacement significantly affected the education sector, as millions of teachers and students were forced to abandon their homes and schools.

Where they have arrived, they face significant challenges such as overcrowded classrooms, mental impacts of trauma and instability, loss of income for the majority of teachers, and adjustment problems in new school environments. Organizations such as Save the Children appeal for comprehensive integrated mental health services in education programming for Syrian children (Save the Children, 2021).

UNICEF estimates that more than 2.4 million Syrian children are out of school and many more are at risk of dropping out (UNICEF, 2024). Beyond the immediate impact on access to education, the quality of education was severely undermined, in different areas the traditional curricula were disrupted leading to education that is often lacking in consistency and adherence to national and international standards. A lack of teacher skills training and support affects the teaching they are able to provide. The interruption in teachers' professional development leads to a shortage in the learning experience for millions of children (UNICEF, 2023b; UNICEF, 2019).

NGOs, UN agencies, and other actors worked to supply continuous education, including mobile classrooms and learning centers in the IDP camps, and supplement the educational content and personnel. In host nations, scholarship for Syrian university students abroad aims to rescue a generation that could play a role in rebuilding Syria (Global Partnership for Education, 2023). These programs are designed to ensure that education remains relevant and accessible to the affected children (Visconti & Gal, 2018; UNICEF, 2023b).

The International Rescue Committee is of the opinion that programs emphasizing peace education, conflict resolution, and intercultural dialogue are important in the Syrian context (International Rescue Committee, 2018). On the other hand, while online education offers a potential solution to disrupted traditional learning, most of the displaced Syrian families lack access to the necessary technology and internet connectivity, making e-learning inaccessible to the most disadvantaged. To address this digital divide is immensely important to provide technological progress in education for all Syrian kids (Education Cannot Wait, 2022). As for the Syrian refugee communities, now more than ever, sustainable solutions need to be applied to ensure the integration of the refugee children into the host nations' education systems. (Middle East Institute, 2022).

4.1.3. Who Coordinates Education in Syria under Conflict?

Education in the Syrian emergency and the protracted crisis includes a complex network of mechanisms that exist through different areas of control: areas under the control of the Syrian regime, the opposition, and the Syrian Democratic Forces. Each area uses its coordination mechanism and collectively subscribes to the Whole of Syria approach¹, which aims to unify the efforts across the different areas to ensure a coherent education response under the leadership of UNICEF and Save the Children organizations.

¹ The Whole of Syria's response represents the totality of the humanitarian education response for children in Syria. It includes the response of education actors based inside the country and education actors who work through a cross-border modality. In September 2014, three separate operations – the country operation in Syria and the cross-border operations from Turkey and Jordan – were brought together into a single response framework. In October 2014, partners from these three Hubs came together to draft the 2015 Humanitarian Needs Overview (HNO) and the 2015 Syria Strategic Response Plan (SRP). One united appeal for Syria was launched. In February 2015, the coordination of Whole of Syria (WoS) was formalized with the implementation of the 2015 SRP. (Whole of Syria Education, 2014; Whole of Syria, 2022)

Also, the Education Dialogue Forum² and Not Lost Generation initiative³ are very important in addressing the education technical and strategic issues across Syria. Also, data and information management play an important role within these mechanisms to avoid duplications in efforts and ensure adequate coverage. (Whole of Syria Education, 2014; Whole of Syria, 2022).

The education response faces several challenges, such as the fragmentation of education authorities, the politicization of education by the conflict parties, the ongoing conflict, and the change of control of the different armed groups, which require coordination mechanisms. (Anderson, Magee, & Nicolai, 2020; Save the Children & Global Partnership for Education, 2021; UNHCR, 2019)

2 The Education Dialogue Forum (EDF) was established under the framework of the first Education Cannot Wait (ECW) investment for Syria in 2017 by the WoS and DPG, with a focus on increasing understanding between humanitarian and stabilization-driven education interventions in Syria. (Save the Children & Global Partnership for Education, 2021)

3 The No Lost Generation (NLG) initiative is a concerted effort by multiple stakeholders. Its aims is to offer access to children and young people affected by the crises in Syria and Iraq to education, protection and opportunities to engage positively in their community and society. (UNHCR, 2019)

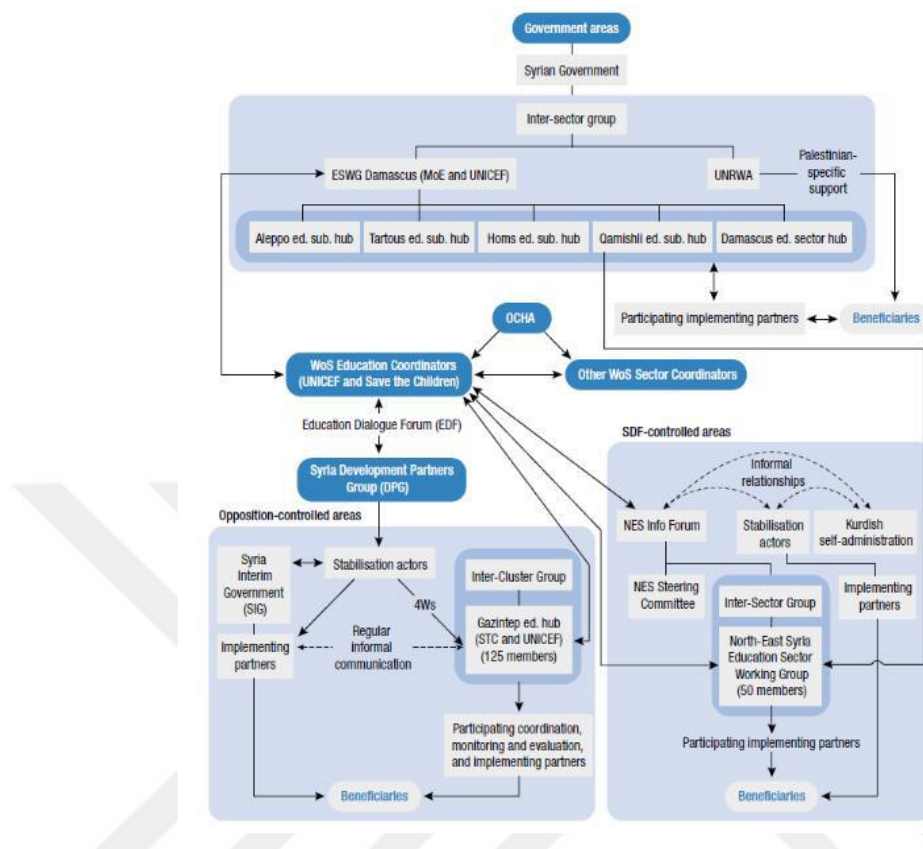


Figure 1 Key coordinator of education in Syria (2018), (Anderson, Magee, & Nicolai, 2020).

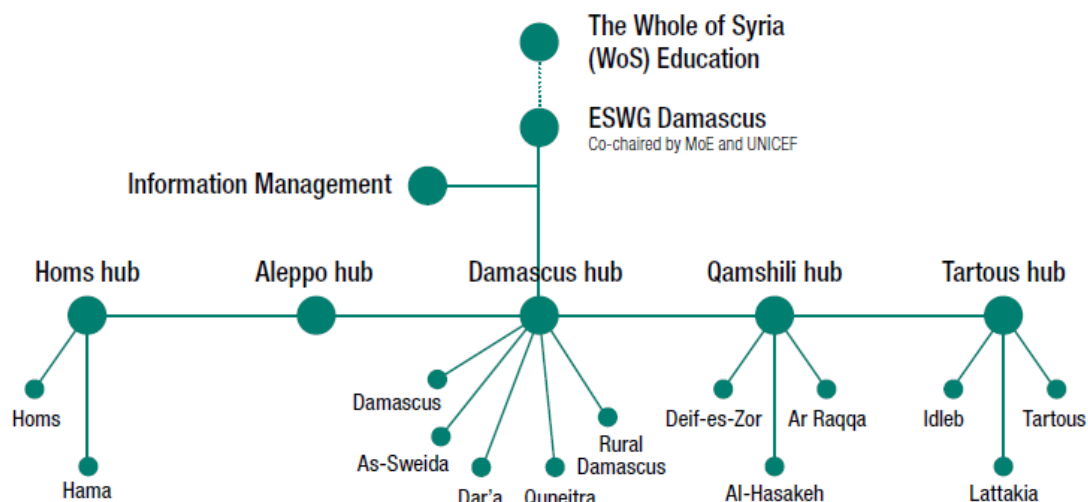


Figure 2: Education coordination in Syrian government-controlled areas. (Anderson, Magee, & Nicolai, 2020).

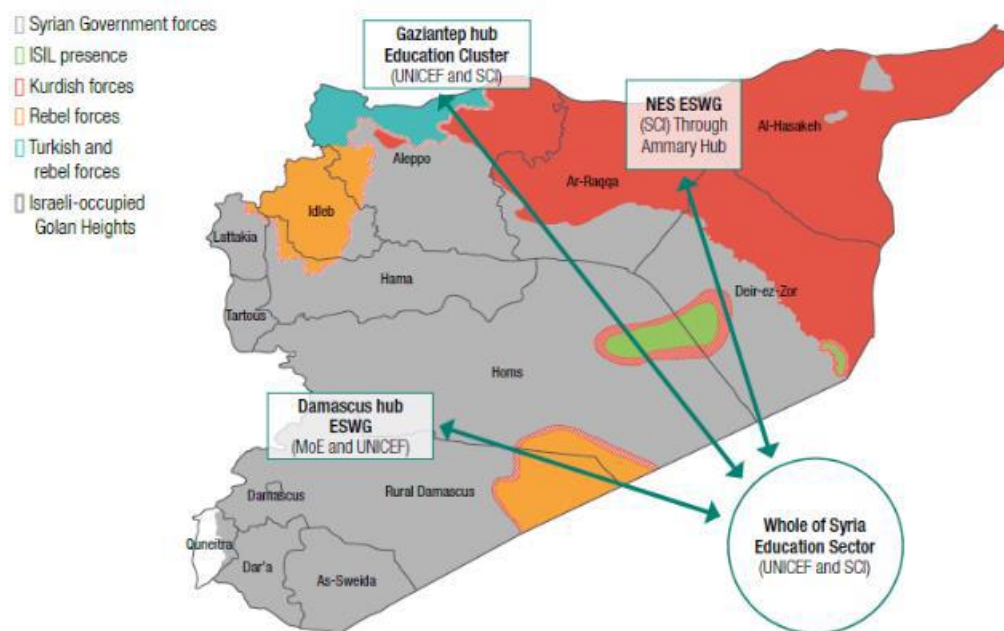


Figure 3: Whole of Syria’s Education Sector coordination structure. (Anderson, Magee, & Nicolai, 2020).

4.1.4. Overview of Humanitarian Interventions in Education:

Humanitarian interventions in the education sector in Northwest Syria have helped a great deal in mitigating the effects of conflict on education staff and students. Evidence from reports of interviews with education experts, teachers, and school managers indicates that school rehabilitation, teacher training programs, provision of learning materials, and psychosocial support interventions have been most effective in promoting access to education.

Efforts in this direction have improved school enrollment and retention levels, particularly in areas of high IDP population concentration. Although the effect has been good, other problems such as irregular funding, insecurity issues, and inefficiency in coordination among stakeholders continue to weaken the effectiveness of such interventions.

Interviews with practitioners in education also highlight that short-term funding cycles and a lack of long-term planning represent serious risks to the sustainability of education programs. Further, while psychosocial support services have enabled students to enjoy improved overall well-being, the lack of trained counselors and mental health professionals continues to be a limiting factor in the overall success of such interventions. This conversation identifies the critical need for long-term investment, policy coordination, and engagement of the local communities in making education intervention in conflict zones a long-term success.

The prevailing school situation in Northwest Syria shows ongoing adversity and absence of fairness in access to education. The subsequent table presents statistical overview of education in the country, some of the most fundamental areas comprising number of students, teacher availability, and physical condition of classrooms.

Table 1: Education Situation in Northwest Syria

Indicator	Data	Source
Total Number of Students	1.75 million	(SIG, 2023)
Number of Schools	2,800	(UNICEF, 2023)
Schools Damaged or Destroyed	40%	(OCHA, 2023)
Teacher Shortage	35% of required staff	(SIG, 2023)
Percentage of Unpaid Teachers	60%	(Education Cluster, 2023)
Schools Operating in IDP Camps	550+	(SIG, 2023)
Average Students per Classroom	60-80	(UNICEF, 2023)
Children Out of School	2 out of 5 children	(OCHA, 2023)
Availability of Psychosocial Support Programs	Limited, reaching only 30% of schools	(UNHCR, 2023)

These statistics highlight the significant gaps in education services, the need for increased funding, and the urgency of addressing the teacher shortage and infrastructure

deficits. The data further emphasizes the importance of humanitarian interventions in restoring and maintaining education services for children in Northwest Syria, particularly in areas affected by displacement and conflict.

4.1.5. Effectiveness of Humanitarian Interventions:

Humanitarian intervention effect on the education process within Northwest Syria has been ambivalent, with real gains along with persistent problems. Data based on interviews of school administrators, educators, and education experts indicates rehabilitated schools, teacher education, and learning materials supplies have dramatically changed levels of students' enrollment and attendance. Apart from this, the psychosocial support interventions have had a beneficial impact on the psychological well-being of pupils to allow them to respond more constructively in learning interactions. However, sustainability has been a challenge because of unpredictable financing, lack of long-term planning, and ever-present security threats.

Education specialists note that while NGOs have been instrumental in bridging short-term education deficits, reliance on external aid, government lessness of regulation, and inappropriate coordination among different humanitarian actors have tainted long-term educational programs with sustainability. Moreover, the extent of quality education is a key issue where inadequate classroom facilities, deficiencies of instructors, and adequate learning materials hamper general progress in learning. The following table provides a comparative summary of the key points on humanitarian interventions and effective education in Northwest Syria.

Table 2: Effectiveness of Humanitarian Interventions in Education

Intervention	Positive Impact	Challenges	Source
School Infrastructure Rehabilitation	Increased school capacity, safer learning environment	40% of schools still damaged or destroyed	(OCHA, 2023)

Teacher Training Programs	Improved teaching methodologies, better classroom management	60% of teachers remain unpaid, lack of long-term contracts	(Education Cluster, 2023)
Provision of Learning Materials	Improved access to books, school supplies	Uneven distribution, supply shortages in rural areas	(SIG, 2023)
Psychosocial Support Initiatives	Enhanced student well-being, reduced trauma-related absenteeism	Limited coverage, only 30% of schools have access to services	(UNHCR, 2023)
Support for IDP Camp Schools	Education access for displaced children	Overcrowded classrooms, insufficient teacher support	(UNICEF, 2023)

These findings indicate that while humanitarian interventions have played a crucial role in improving access to education, ongoing financial, logistical, and security-related challenges continue to hinder their long-term success. Addressing these issues requires sustainable funding mechanisms, better coordination among stakeholders, and policies that prioritize teacher retention and infrastructure development.

4.1.6. Introduction to Interview Analysis:

I conducted four distinct groups of teachers, school managers, parents, and education experts through structured interviews to gather rich data on the effects of humanitarian interventions in Northwest Syria's education system. This section brings together and discusses the synthesized interview data, emphasizing their policy and practice implications.

➤ Teacher Responses:

I read the feedback from teachers and concluded that while training programs have made significant progress in enhancing their capacity to educate under crisis conditions, there is a pressing need for professional development and resource enhancement. Psychosocial support was also highlighted as effective and a must, which suggests that wider implementation and long-term financing are required.

Table 3: Summary of Teacher Responses

Aspect	Feedback	Implications
Training Impact	Training enhanced teaching adaptability in conflict settings.	Need for ongoing professional development.
Resource Adequacy	Resources often insufficient despite interventions.	Urgent need for increased support.
Student Engagement	Notable increase in student motivation and attendance.	Continued focus on engagement strategies.
Psychosocial Support Effectiveness	Varied effectiveness; crucial for student well-being.	Expansion of accessible psychosocial services.

➤ School Manager Responses

From my discussion with school managers, it became evident that while infrastructure and enrollment have seen improvements due to humanitarian efforts, challenges such as funding instability and insufficient resources continue to hamper long-term success. The crucial role of community involvement was also emphasized, underscoring the need for strategies that foster deeper community engagement and participation in educational initiatives

Table 4: Summary of School Manager Responses

Aspect	Feedback	Implications
Infrastructure Improvements	Improvements noted, but sustainability remains a concern.	Focus on long-term infrastructure projects.
Enrollment and Attendance	Increase in both, indicating successful intervention impact.	Maintain and expand successful strategies.
Challenges	Persistent resource inadequacies and infrastructure issues.	Increased funding and better planning needed.
Community Involvement	Critical for success but varies greatly across regions.	Enhance community engagement strategies.

➤ **Parent Responses:**

Parents have expressed significant satisfaction with the improvements in educational access and quality resulting from humanitarian interventions. Particularly, the effectiveness of psychosocial support has been highlighted, suggesting these should be a standard feature of educational support packages in conflict zones.

Table 5: Summary of Parent Responses

Aspect	Feedback	Implications
Education Access	Improved significantly since interventions.	Continue expansion of access initiatives.
Quality of Education	Perceived improvements in the quality of education provided.	Focus on quality alongside access.

Support Services Effectiveness	High effectiveness, particularly psychosocial support.	Wider implementation of comprehensive support services.
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➤ **Education Expert Responses:**

Education experts have provided valuable insights into the strategic implementation of interventions, noting the need for improved coordination among humanitarian actors and the long-term sustainability of funding. These insights are instrumental for informing policy adjustments and enhancing the efficacy of educational interventions in similar conflict-affected settings.

Table 6: Summary of Education Expert Responses

Aspect	Feedback	Implications
Intervention Strategies	Diverse and adaptive but require better coordination.	Improve coordination and integration of services.
Effectiveness and Challenges	Positive impacts are evident; however, sustainability is a concern.	Secure long-term funding and support.

4.1.7. Psychosocial Support and Student Well-being:

Psychosocial support has become a key component of humanitarian interventions in education in Northwest Syria. Many of the students affected by areas have gone through trauma, displacement, and losing family members, which significantly impacts their concentration and engagement in learning. Teacher and education specialist interviews indicate that psychosocial support programs, including counseling, recreation, and mental health interventions, have been key to improving student well-being and academic

performance. Schools with specialized psychosocial support units report improved attendance, reduced dropout rates, and improved student behavior.

Still, despite these advantages, access to psychosocial care remains limited. To date, just 30% of Northwest Syria schools have some form of psychosocial care in place, leaving the vast majority of students without adequate mental health treatment. Further, the absence of trained mental health professionals and counselors has helped to reduce the effectiveness of these interventions. Education experts cite the need for more investment in teacher mental health training as well as expanding access to school counseling services so that all students receive emotional and psychological support that they need.

Table 7: Impact of Psychosocial Support Programs on Student Well-being

Indicator	Schools with Psychosocial Support	Schools without Psychosocial Support	Source
Average Student Attendance Rate	85%	60%	(UNHCR, 2023)
Dropout Rate	10%	35%	(Education Cluster, 2023)
Percentage of Schools Offering Counseling Services	30%	70% lack services	(OCHA, 2023)
Students Reporting Reduced Anxiety & Stress	65%	25%	(SIG, 2023)
Availability of Trained Counselors	1 counselor per 500 students	No dedicated mental health support	(UNICEF, 2023)

Additionally, the figure below illustrates the disparity in psychosocial support coverage across schools in Northwest Syria, highlighting the urgent need for expanded access to mental health and well-being programs.

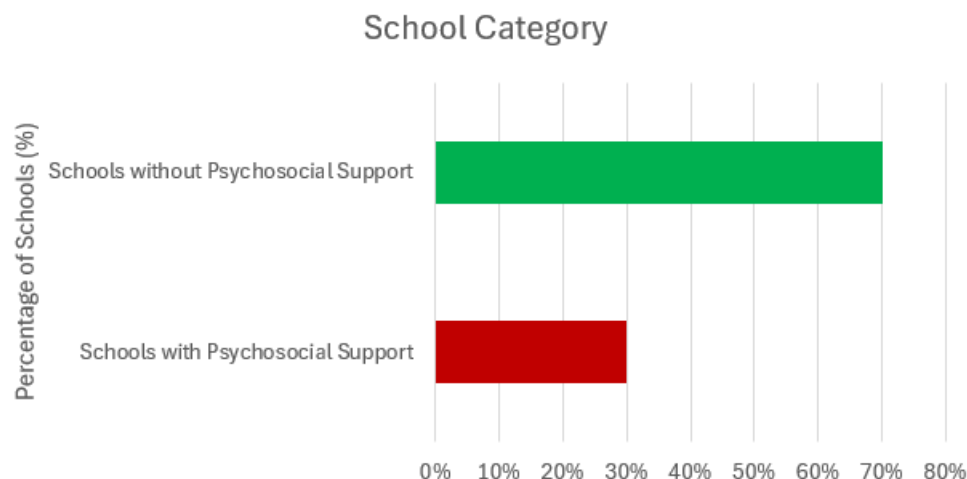


Figure 4: Percentage of Schools with Psychosocial Support Services in Northwest Syria

The evidence clearly demonstrates that schools that have formal psychosocial support programs record better attendance of students, reduced dropouts, and overall well-being. In the future, greater investment in mental health services, training more school counselors, and including psychosocial education in school curricula will be necessary in ensuring the overall development of conflict-affected students.

4.1.8. Community Involvement in Education Initiatives:

Community support is one of the success and sustainability factors of education interventions in Northwest Syria. The communities, parents, school committees, and local councils have played a fundamental role in enabling education activities through resource mobilization, advocacy for enrollment of students, and assisting in school maintenance. Proof from interviews conducted with school managers and educational experts indicates that schools that have active community engagement have better student retention rates and more effective management of resources compared to schools with minimal community involvement.

Notwithstanding these advantages, various impediments preclude efficient community involvement. Most parents and community members do not have the money or time to take an active role in school management. In addition, the absence of formal

frameworks for parent-teacher associations (PTAs) and school management committees' restricts community contribution in education decision-making. Local councils have made efforts to fill this gap through coordination of dialogue between school managers and community leaders, but the interventions are still patchy in various areas.

The following table summarizes the impact of community mobilization on some of the key education indicators in Northwest Syria:

Table 8: Impact of Community Involvement on Education in Northwest Syria

Indicator	Schools with Strong Community Involvement	Schools with Low Community Involvement	Source
Student Retention Rate	85%	60%	(Education Cluster, 2023)
Availability of Learning Materials	70% of schools adequately supplied	40% of schools report shortages	(UNICEF, 2023)
Parent Participation in School Activities	65%	30%	(OCHA, 2023)
Percentage of Schools with PTAs	45%	20%	(SIG, 2023)
Funding Support from Local Communities	Contributes up to 25% of operational costs	Minimal community contributions	(UNHCR, 2023)

Additionally, the figure below illustrates the correlation between community involvement and student success rates in schools across Northwest Syria:

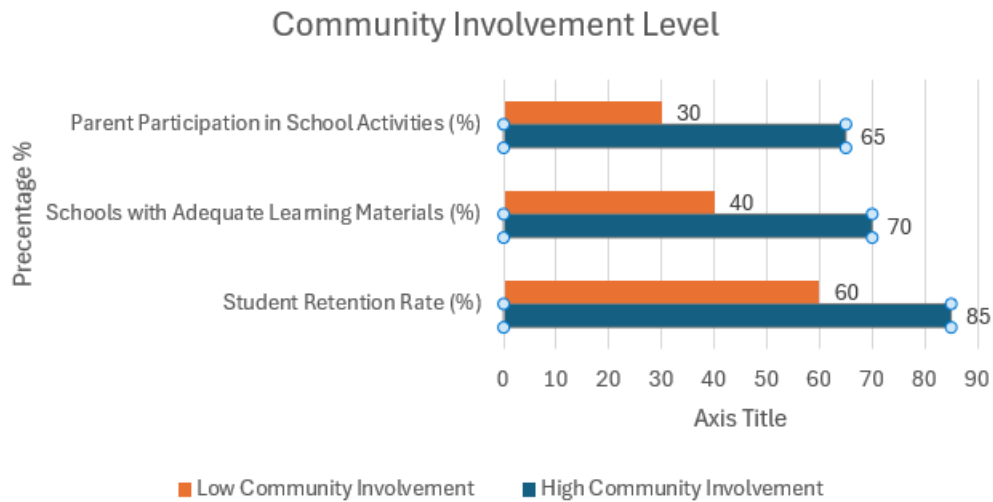


Figure 5: Correlation Between Community Involvement and Student Success

4.1.9. Barriers to Sustainable Education in Conflict Zones:

Sustaining education in areas of conflict like Northwest Syria is difficult due to security risks, budget constraints, teacher shortage, and inadequate infrastructure. Despite humanitarian initiatives to promote greater access to education, the long-term sustainability of these initiatives is uncertain. Education specialists and school officials note that those frequent attacks on schools, displacement of the community, and interruptions in funding are among the principal hindrances to sustaining education services.

The biggest challenge is the instability of the sources of funding. The majority of humanitarian education programs are temporary and highly reliant on foreign donors, which translates into spasmodic teacher compensation, spasmodic distribution of learning materials, and constant closure of schools. Additionally, the shortage of trained teachers complicates matters since most teachers leave schools due to poor or non-existent salaries, insecurity, or emigration in search of better working conditions. The following table presents the most significant obstacles that affect sustainable education in Northwest Syria and their implications.

Table 9: Key Barriers to Sustainable Education in Northwest Syria

Barrier	Impact on Education	Source
Security Threats & Attacks	Schools damaged, unsafe learning environments	(OCHA, 2023)
Displacement of Communities	Student attendance fluctuates, school closures	(UNHCR, 2023)
Insufficient Funding	Irregular teacher salaries, lack of learning materials	(Education Cluster, 2023)
Teacher Shortages	Overcrowded classrooms, decreased education quality	(SIG, 2023)
Infrastructure Deficiencies	40% of schools are non-functional	(UNICEF, 2023)

Furthermore, frequent displacement of families means that children are constantly shifting between schools, disrupting their education and making it difficult for teachers to maintain structured learning environments. Infrastructure limitations also play a crucial role, as many schools lack proper facilities, electricity, clean water, and adequate classrooms, making it difficult for students to focus and for teachers to provide quality instruction.

The following figure illustrates the top barriers to sustainable education in conflict-affected areas based on data collected from humanitarian reports and field assessments.

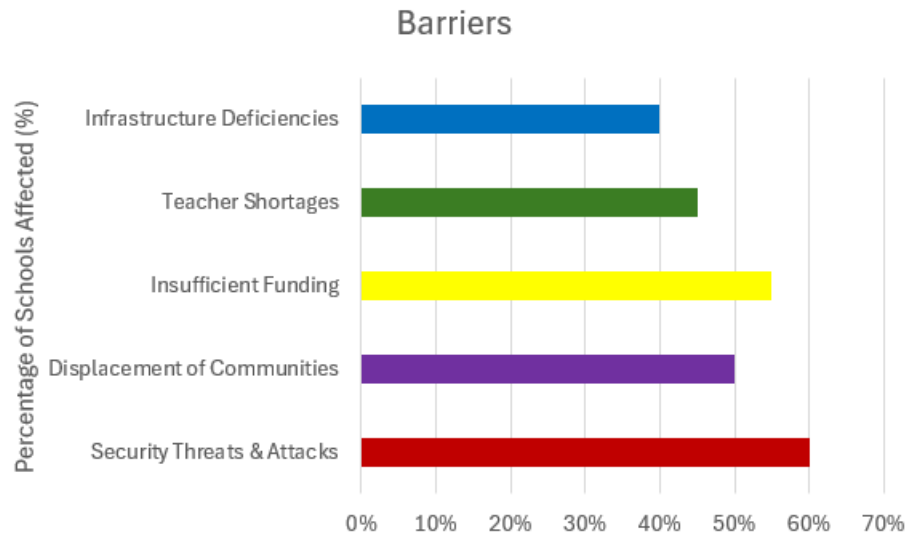


Figure 6: Top Barriers to Sustainable Education in Northwest Syria

4.2. Discussion

4.2.1 Alignment with Four Education in Emergencies Theories:

A. Education in Emergencies Theory

The findings in this study are aligned with the standards of the Inter-Agency Network for Education in Emergencies (INEE), which center on emergency-safe learning environments, quality education, and psychosocial support. The study confirms that psychosocial support interventions make a marked difference in the retention and well-being of students as outlined in INEE standards. There continue to be gaps in funding security, teacher training, and infrastructure development in schools, indicating a need for longer-term strategic planning among humanitarian agencies.

Moreover, Sphere Standards for Humanitarian Response assign tremendous significance to education as a human right amidst emergencies. From the findings, while humanitarian responders have improved levels of access to education, many children remain out of school, and there is a high ratio of overcrowding in schools and classrooms that constraint quality learning. This necessitates increased systematic incorporation into policy, donor support, and local area-based education strategies.

B. Katrien Beeckman's Theory (2004)

Beeckman's theory focuses on the application of education and human rights indicators to assess the realization of the right to education in situations of emergency. It recognizes the necessity of quantifiable outcomes and standardized indicators for the purpose of ensuring accountability and continuous monitoring of the quality and accessibility of education in conflict situations.

C. Margaret Sinclair's Theory (2002)

Sinclair charts primary principles in emergency education, highlighting the need for rapidity and efficient modes of educational intervention to address the urgent psychosocial and cognitive needs of children. Her theory places primacy on education as a central enabler in creating stability, protection, and normalcy for the lives of children affected by crises.

D. Peter Buckland's Theory (2005)

Buckland advocates for early resumption of schooling as a key element of humanitarian intervention. He argues that resumption of schooling early on reinforces peace in society, strengthens social cohesion, and avoids potential long-term damages occasioned by prolonged disruption of schooling.

Theories all cast particular light on how to meet the challenge of providing schooling in emergency responses alongside giving detailed advice on increasing access and improving quality in schooling in the affected region.

These perceptions of education experts from the I/NGOs are reinforced by the interviews, which reveal that while interventions have been successful in increasing access, long-term financial sustainability and teacher training remain an issue. One of the Idlib school managers explained, "Our greatest challenge is that a lot of our teachers are volunteers who earn little or nothing at all, so they have high turnover and it is hard to maintain consistent quality teaching." Another official added that "psychosocial support has assisted in helping students cope with trauma, but we need more trained counselors to scale such activities to all schools."

Teacher and school manager feedback indicated that most teachers felt overcrowding, poor resources, and insufficient training in emergency education methods. One of the interviewed teachers pointed out, "We receive some training, but it is not adequate to equip us with the instruments necessary to respond to trauma-affected students or adapt our instruction to conflict-affected learning settings." This corresponds to the INEE Minimum Standards, which underpin the requirement for systematic, routine teacher training in emergency settings.

Parents were also divided on the issue of education quality improvement. While others cited better access to schools, others were still concerned about poor learning materials, substandard school facilities, and inconsistency in teaching. One of the mothers in an IDP camp said, "My child is returning to school, but too many children are in a classroom and there are insufficient books for all of them." Another one referred to the effective impact of psychosocial support activities when she said, "My child was emotionally disturbed after we had been displaced, but the school counselor corrected him so that today he focuses better in school and becomes self-confident again."

School manager interviews further suggest a gap in association between participation in education administration and community participation. Although almost all the schools reported effective coordination with parents and local councils, others reported poor parent participation due to ignorance and financial constraint. According to one of the school managers, "We try to involve parents in decision-making, but most of them are worried about how to stay alive and don't participate actively in school issues."

The following table illustrates how the findings of this research compare to Sphere and INEE Standards:

Table 10: Comparison of Findings with INEE and Sphere Standards

Key Area	INEE & Sphere Standards	Findings from Study	Alignment
Access to Safe Learning Environments	Schools should be secure, well-equipped, and accessible to all children	40% of schools are damaged, lack security	Partial alignment
Teacher Training & Salaries	Teachers must be well-trained and paid regularly	60% of teachers are unpaid, training is inconsistent	Limited alignment
Psychosocial Support	Schools must offer mental health services to students	Only 30% of schools have psychosocial support	Partial alignment
Community Engagement	Parents and local councils should be actively involved in school management	High engagement in some areas, but inconsistent	Moderate alignment

These comparisons highlight that, despite progress has been made, long-term investment, policy development, and expansion of mental health support in schools are clearly required. Interviews support the need for longer-term strategic planning, more effective collaboration between humanitarian and local actors, and improved teacher support mechanisms to be fully aligned with international education-in-emergencies standards.

Although considerable progress has been made toward the resumption of education services in Northwest Syria, several structural and operational challenges continue to threaten

their sustainability. Funding instability, security risks, lack of teachers, and ad hoc policies are major challenges, as seen from interviews with teachers, school managers, and I/NGO experts.

4.2.2. Funding Instability and Its Impact

Among the greatest challenges cited by school managers is unpredictability in funding, which impacts teacher salaries, school upkeep, and the availability of educational materials. One school principal in Aleppo commented,

“We sometimes go months without receiving financial support, forcing us to ask teachers to continue working without pay. Many of them leave, and it becomes nearly impossible to maintain consistency in education.”

I/NGO education experts confirmed that most humanitarian education programs operate on short-term funding, which leads to breaks in teacher training and incomplete student materials. Without long-term donor commitments, most schools in conflict zones are not able to operate effectively.

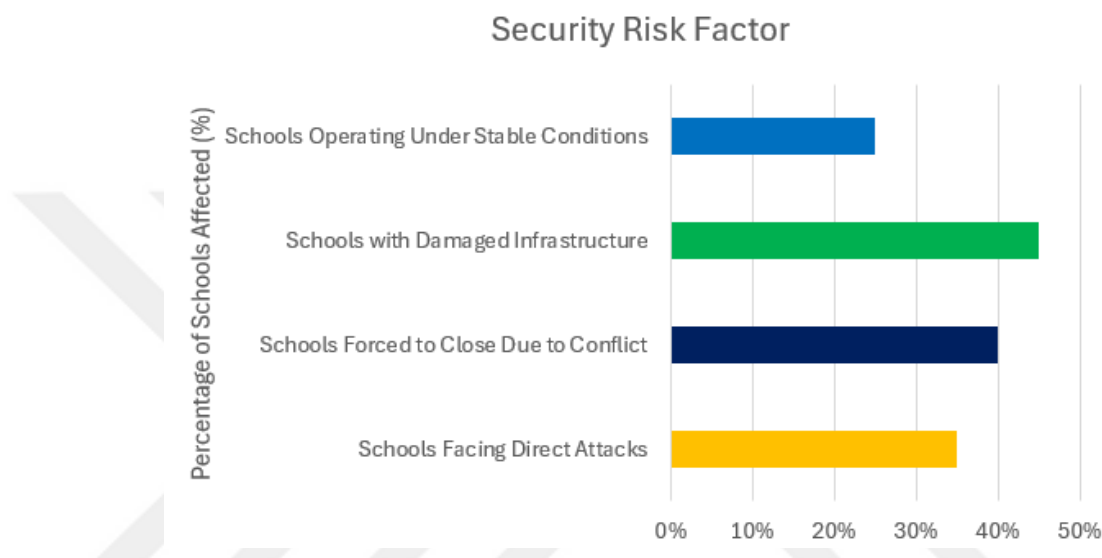
4.2.3. Security Risks and Attacks on Schools

The security situation in Northwest Syria remains volatile, and conflict has had a direct impact on numerous schools. In interviews, school administrators stress that scores of schools have been damaged or destroyed, and frequent violence results in frequent school closures. One teacher in an IDP camp commented,

"Some days we have to send the students home early because of security issues. Parents are also sometimes afraid to send their children to school for fear of their safety.". The security situation in Northwest Syria remains volatile, and conflict has had a direct impact on numerous schools. In interviews, school administrators stress that scores of schools have been damaged or destroyed, and frequent violence results in frequent school closures. One teacher in an IDP camp commented,

"Some days we have to send the students home early because of security issues. Parents are also sometimes afraid to send their children to school for fear of their safety.".

Figure 7 illustrates the percentage of schools affected by security risks compared to those operating under stable conditions⁴.



4.2.4. Teacher Shortages and Professional Development Needs

Another major challenge is the shortage of qualified teachers. Many educators leave due to low or unpaid salaries, security risks, or lack of professional growth opportunities. Interviews with teachers emphasize their frustration with the lack of training and career development programs. A teacher noted,

“We receive some basic training, but there is little follow-up or continued support. We need ongoing workshops on crisis-sensitive teaching and managing trauma-affected students.”

⁴ OCHA. (2023). Education situation in Northwest Syria: Security threats and infrastructure damage. United Nations Office for the Coordination of Humanitarian Affairs. <https://www.unocha.org>
 UNHCR. (2023). Impact of conflict on education services in Syria. United Nations High Commissioner for Refugees. <https://www.unhcr.org>
 Education Cluster. (2023). Assessment of schools in conflict-affected areas of Syria. Education Cluster.
 Syrian Interim Government. (2023). Annual education report: School operations in Northwest Syria. Syrian Interim Government.

Table 11: Challenges Faced by Teachers in Northwest Syria

Challenge	Impact on Education	Interview Insights	Source
Unpaid or Low Salaries	High teacher turnover, reduced teaching quality	“Many teachers leave because they cannot sustain their livelihoods.” – School manager	(Education Cluster, 2023)
Limited Professional Development	Lack of updated teaching skills struggle with crisis-sensitive pedagogy	“We need more training on trauma-informed teaching.” – Teacher	(SIG, 2023)
Security Concerns	Teachers reluctant to work in high-risk areas	“Many teachers fear coming to work due to bombings.” – Teacher	(UNICEF, 2023)

4.2.5. Opportunities for Strengthening Humanitarian Education

Despite these challenges, several opportunities exist to improve education sustainability. Education experts suggest the following strategies:

1. Long-Term Funding Models – Donors should shift from short-term emergency relief to multi-year funding commitments to stabilize salaries and school operations.
2. Strengthened Security Measures – Schools should be equipped with emergency response plans and reinforced infrastructure to withstand attacks.

3. Expanded Teacher Training Programs – Regular capacity-building initiatives should be implemented, focusing on trauma-informed teaching and classroom management.
4. Enhanced Community Participation – Parents and local councils should be more actively involved in decision-making to ensure education services meet community needs.

A school manager summed it up: “If we can secure consistent funding, provide teachers with better salaries, and make schools safer, we can give students a chance at a real future.”

These solutions, if implemented effectively, can help overcome current barriers and ensure that education remains accessible and sustainable for children in conflict-affected areas.

4.2.6. Policy Implications for Sustainable Education:

The findings of the research emphasize the need for prompt policy reform and wise investment to make humanitarian education intervention in Northwest Syria sustainable. Despite as much as humanitarian actors have made incredible progress towards restoring access to education, challenges such as uncertainty about funding, teacher shortages, security issues, and insufficient psychosocial support services remain to be endured. The next section presents significant policy implications derived from interviews of school officials, I/NGO specialists, parents, and teachers and provides realistic suggestions towards long-term schooling progress in the affected regions.

4.2.7. Strengthen Funding Stability

Among the most potent barriers to sustainable education is that school textbooks, teachers' salaries, and schools do not have guaranteed funds. Most humanitarian education interventions occur with short-term funding, which triggers regular school activity interruption and contribute to the lack of retaining teachers. Interview Insights:

A school manager in Idlib explained:

“One of our biggest challenges is uncertainty in funding. Teachers work for months without pay, and some eventually leave. This instability makes it difficult to ensure consistent education for students.”

➤ Policy Recommendation:

- Transition from short-term to multi-year funding agreements to ensure the long-term sustainability of education programs.
- Establish a pooled education fund managed by local councils and international donors to prevent financial gaps.
- Encourage public-private partnerships to diversify funding sources.

4.2.8. Improve Teacher Retention Strategies

Inadequate quantity of qualified instructors is another significant concern that has great influence on education quality. Teachers leave schools due to underpaid or non-paid wages, security threats, and lack of professional development opportunity.

➤ Interview Insights:

A teacher from Aleppo shared:

“Most of us continue teaching because we care about the students, but it is hard when we don’t have stable salaries or professional development opportunities. If this continues, many of us will have to leave.”

➤ Policy Recommendation:

- Increase teacher salaries and establish consistent payment structures for educators.
- Expand teacher training programs focused on crisis-sensitive pedagogy, trauma-informed teaching, and classroom management.
- Develop incentive programs for teachers, such as housing support, transportation allowances, and scholarships for professional development.

4.2.9. Expand Psychosocial Support Programs

Psychosocial support is crucial for students who have experienced trauma due to displacement and conflict. While some schools have counseling services, access remains limited, and there is a shortage of trained mental health professionals in schools.

➤ Interview Insights:

A parent from an IDP camp noted:

“My child was struggling after our displacement. The school’s counselor helped him regain confidence and focus in class, but many schools don’t have these services.”

➤ Policy Recommendation:

- Expand school-based counseling services by training more social workers and psychologists.
- Integrate mental health education into school curricula to help students develop coping strategies.
- Establish peer-support programs where older students mentor younger children to create a supportive learning environment.

4.2.10. Enhance Security Measures in Schools

Security risks remain a major barrier to education sustainability. Many schools have been damaged by attacks, and ongoing violence forces frequent closures.

➤ Interview Insights:

A school manager in Aleppo stated:

“There have been times when we had to evacuate students due to security threats. Parents are often hesitant to send their children to school out of fear for their safety.”

➤ Policy Recommendation:

- Strengthen school safety protocols, including emergency evacuation plans and crisis response training for teachers and students.
- Build reinforced school infrastructure in conflict-affected areas to withstand potential attacks.
- Increase collaboration between local authorities and humanitarian organizations to enhance security around schools.

4.2.11. Promote Community-Driven Education Governance

Sustainable education requires active participation from parents, local councils, and community leaders. Strengthening school governance structures can enhance education quality and accountability.

➤ Interview Insights:

A school principal emphasized:

“When parents are actively involved in school decisions, they become partners in their children’s education. This fosters a sense of ownership and responsibility.”

➤ Policy Recommendation:

- Establish Parent-Teacher Associations (PTAs) in all schools to enhance community involvement.
- Empower local councils to participate in education planning and decision-making.
- Conduct community awareness campaigns to promote the importance of education and encourage parental engagement.

Table 12: Policy Recommendations for Sustainable Education in Conflict Zones

Policy Area	Challenges Identified	Proposed Solutions
Funding Stability	Short-term funding cycles lead to school closures and teacher turnover.	Implement multi-year donor agreements and diversified funding sources.
Teacher Retention & Salaries	Low salaries and lack of professional development result in high turnover.	Increase salaries, provide career development programs, and offer incentives.
Psychosocial Support	Limited access to counselors and mental health programs for students.	Expand school-based counseling services and integrate mental health education.
School Security Measures	Schools face security threats, leading to closures and unsafe environments.	Strengthen school safety protocols and build reinforced school infrastructure.
Community Engagement	Low parental involvement and weak school governance structures.	Establish Parent-Teacher Associations (PTAs) and local education committees.

By implementing these policy recommendations, humanitarian organizations and policymakers can create an education system that is resilient, inclusive, and capable of withstanding conflict-related challenges. Interviews with stakeholders across the education sector emphasize that long-term investment, strong governance, and increased community participation are essential for achieving sustainable and high-quality education in Northwest Syria.

A policy advisor from an NGO summed it up:

“We need to move beyond emergency responses and start thinking about sustainable solutions. Education is not just about access; it’s about long-term impact.”

A parent echoed this sentiment:

“Our children need a future. If the education system keeps collapsing, they will lose hope and might never return to school.”

Addressing these key areas through comprehensive policies will ensure that children in conflict-affected regions receive the education they deserve, despite the challenges posed by ongoing instability.

5. Conclusions and Recommendations:

5.1. Answer the Research Questions

Clearly connects the results of this research to the exact research questions established at the outset. It restates the main research question: "How have humanitarian interventions impacted educational access and quality in Northwest Syria amidst ongoing conflict?" and lists the sub-questions that guided the research:

A. What specific humanitarian interventions have been implemented to support education in Northwest Syria, and how have they evolved?

In responding to this initial sub-question, the study discovered significant humanitarian interventions carried out to support education, which drastically evolved over time. Initially, interventions were predominantly emergency responses aimed at immediately restoring immediate educational breaks. This was through the provision of temporary classrooms—tents or makeshift structures—and provision of basic education supplies such as stationery, books, and uniforms to facilitate schooling despite breaks.

Interventions became increasingly sophisticated and extensive over time. Humanitarian interventions aimed more at reconstructing damaged school buildings to

enable children to learn in secure and sustainable environments. Large-scale psychosocial assistance programs were instituted, ranging from basic recreational programs to organized psychological and emotional support services specially designed for children affected by trauma. In addition, the provision of regular training and professional development for teachers enhanced teaching quality, specifically through methodologies appropriate for crisis environments, child protection policy, and successful incorporation of psychosocial support into learning activities.

Financial support schemes moved from episodic rewards towards formal, routine payment of salary on a scheduled basis, acting to retain teaching staff and sustain personnel stability in teaching. The community participation interventions were also enforced, enhancing parents' and communities' engagement as well as cooperation in education. In addition, upon realizing that the crisis has long-term nature, humanitarian actors began integrating far-away learning opportunities and technology-derived study materials with a view of providing continuous availability of education while enhancing the durability of the educational system amidst consistent instability.

B. How effective have these interventions been in improving student enrollment, retention, and learning outcomes?

In answering this second sub-question, the study set out that humanitarian interventions have been extremely effective in improving student enrollment, retention, and learning outcomes.

First, there was a marked increase in student registration, mainly attributed to improved school conditions, supply of learning materials, and financial incentives to parents to enroll children in school rather than working with them in child labor. Improved registration was reported by the majority of schools following the supply of school bags, uniforms, and upgrading of school facilities, rendering schools more accessible and appealing to students and parents.

Secondly, student retention was improved due to psychosocial support interventions that addressed students' trauma, stress, and behavioral issues. Recreational activities, class visits, and psychological counseling helped stabilize student attendance and participation. Furthermore, stable teaching staff, boosted by regular payment of salaries, offered a stable and sustained learning environment, which encouraged students to stay in school.

Third, learning outcomes were improved through improved quality of teaching due to teacher capacity development programs stressing crisis-sensitive pedagogy and learner-centered methodologies. The interventions enhanced the teachers' capacity, improved classroom interaction, and enhanced inclusive learning environments. Furthermore, the provision of education materials and the promotion of structured curricula facilitated the achievement of measurable improvements in literacy and numeracy skills among children, particularly those who were formerly out of school or at risk.

Collectively, these multi-faceted interventions produced a more stable, interactive, and supportive learning environment with positive effects on overall educational quality and access.

C. What are the major challenges faced by humanitarian organizations, educators, and communities in implementing and sustaining these interventions?

In responding to this third sub-question, the study indicated a range of interrelated and persistent challenges which hinder the implementation and sustainability of education interventions in Northwest Syria.

First, instability in funding is a central issue. Most interventions are dependent on short-term donor cycles, and the difficulty in planning and executing long-term planning makes it hard for organizations to make commitments. This causes constant breaks in programs, especially in payment of teachers' salaries, continuity of psychosocial support, and maintenance of infrastructure.

Secondly, security and conflict-related disruptions continue to be significant obstacles. Schools and teachers continue to be at risk of displacement, bombing, or destruction of school infrastructure, leading to recurrent disruption of education and insecurity for both learners and teachers.

Third, infrastructure shortages like overpopulated classrooms, lack of adequate sanitation facilities, heating, and enough learning space are a daily ordinary problem. Many schools continue to utilize inferior physical facilities that negatively affect the comfort and concentration of the students.

Fourthly, human resource constraints affect education and administration capabilities. Insufficiency of skilled teachers, low training and development capacity, and unacceptable turnover of employment due to inapt remuneration and employment insecurity undermine education quality and homogeneity.

Apart from this, coordination failure among humanitarian actors and the relevant local authorities most often leads to duplication of efforts or misplaced priorities, reducing the overall coverage and effectiveness of interventions.

Finally, socioeconomic stress on families leads to child labor, early marriage, or displacement-related absenteeism, which hinder student retention and consistent attendance. These community-level problems require integrated solutions that extend beyond the education sector alone.

These multifaceted challenges underscore the importance of flexible, long-term planning, enhanced coordination mechanisms, and greater investment in education as a pillar of humanitarian response in protracted crisis settings.

D. How do teachers, school administrators, and education experts perceive the impact of humanitarian interventions on education?

In answering this fourth sub-question, the study revealed a relatively positive view of teachers, school administrators, and education specialists regarding the impact of humanitarian interventions on education in Northwest Syria.

Teachers accounted for significant improvement in their pedagogical skills and teaching practices due to regular training sessions in education in emergencies, psychosocial support, classroom management, and child protection. Training activities facilitated them to interact more with the students, embrace modern teaching methodologies, and cater to the emotional and psychological requirements of the students. However, the majority of the teachers also reported a lack of regular assistance, including adequate pay, job security, and better access to teaching materials and ICT tools.

School authorities mainly viewed the interventions as being essential to school management and student attendance. They acknowledged that the NGOs' assistance, in the form of offering rehabilitation of infrastructure, teaching supplies, and psychosocial interventions, has enhanced learning conditions and encouraged attendance. However, they grumbled about overcrowding of classrooms, lack of resources, and the need for support strategies of a long-term nature over short-term or episodic interventions.

Humanitarian education experts highlighted the strategic shift towards more comprehensive and integrated programming in education. They highlighted the success of combining psychosocial support and community mobilization and the shift towards distance learning and digital applications in coping with prolonged disruptions. Experts also highlighted, though, ongoing challenges such as coordination issues, insufficient resources, and the difficulty of sustaining programs in insecure contexts.

In total, the stakeholders as a group recognized that although humanitarian interventions have been at the center in sustaining and developing education, greater coordination, investment, and sustainability are needed in order to establish long-term impacts.

In answering the main research question, the paper depicts that humanitarian interventions have been at the center of ensuring and enhancing access to education in a highly sensitive and conflict-ridden area. Not only have these interventions prevented complete breakdown of the education system but also ensured piecemeal rehabilitation and upgrading of the same.

Education access was also enhanced by a mix of revitalizing the infrastructure, giving school supplies, and support services that enhanced schools' functionality, safety, and attractiveness to children and parents. The incorporation of psychosocial support interventions and intentional community and parent involvement also assisted in keeping students in school as well as in supporting a sense of well-being by feeling supported.

The quality of education was also enhanced by frequent teacher training programs, schemes for improving curriculum, and teacher motivation in the form of financial incentives. All these together enhanced the learning and teaching process.

Although persistent issues such as budget deficits, conflict-related interruptions, and shortage of infrastructures still constrain progress, the net effect overall of humanitarian interventions has been a positive one. The shift towards more inclusive, holistic, and sustainable education is evidence of the capacity of humanitarian agencies to meet both immediate needs and create robust school systems in their stead.

This paragraph is a formal introduction, establishing immediate linkage between results and research objectives in question.

5.2. Summary of Key Findings:

This study provides a critical analysis of humanitarian interventions in education in Northwest Syria, their impact, effectiveness, and sustainability problems. Through qualitative and quantitative data collection, by interviewing teachers, school administrators, parents, and education professionals employed by I/NGOs, this study offers an in-depth analysis of the interventions' accomplishments and shortcomings.

5.2.1. Student Enrollment and Retention Boost as a Result of Humanitarian Interventions

Humanitarian groups have played a key role in the increase in access to education through school reopening, learning material provision, and support to teacher training programs. These interventions have recorded increased levels of student enrollment and retention, particularly for IDP-hosting areas.

➤ Interview Insights:

- A school manager in Idlib noted:

“Before these interventions, many children were out of school due to displacement. The rehabilitation of schools and provision of learning materials have encouraged more students to return.”

- A parent from an IDP camp stated:

“Having a functional school nearby has changed everything for our children. They now have a sense of normalcy despite the conflict.”

5.2.2. Limited Access to Psychosocial Support Services

While psychosocial support programs have been a godsend for student welfare, accessibility continues to be a limitation. Only 30% of schools have access to trained counselors, and a large majority of students lack the necessary mental health interventions.

➤ Interview Insights:

- A teacher from Aleppo commented:

“We have students who have suffered extreme trauma. While we try to support them, we are not trained professionals. More mental health services are needed in schools.”

- An education expert from an I/NGO emphasized:

“Psychosocial support is just as important as academic learning in conflict zones. However, limited funding means that mental health services often take a back seat.”

5.2.3. Funding Instability and Its Effect on Education Quality

The biggest challenge is funding uncertainty, which leads to irregular teacher payment, insecure program operation, and inadequate resources. Teachers are not paid for months, leading to unacceptably high teacher turnover and affecting learning by students.

➤ Interview Insights:

- A school manager in Aleppo highlighted:
“Teachers are dedicated, but many cannot continue working without salaries. If we don’t secure consistent funding, the education system will collapse.”
- A teacher from Idlib shared:
“We try to do our best, but we lack basic materials. Some schools do not even have enough chairs or textbooks for students.”

5.2.4. Security Threats and Their Impact on Learning

Systemic attacks of schools and daily security threats led to the closure of the schools, loss of learning, and destruction of schooling infrastructure. Schools with activity in risky areas discourage individuals from going.

➤ Interview Insights:

- A teacher from a high-risk area reported:
“Parents are afraid to send their children to school because of security concerns. Some days, we must evacuate students due to nearby shelling.”
- A school administrator in rural Aleppo added:
“We have lost several schools due to bombings. Some schools have been repurposed as shelters, making it even harder to find safe spaces for learning.”

5.2.5. Community Involvement and How It Affects Education Sustainability

Community involvement has been one of the reasons why education outcomes have been raised, differing by location. Where parents and local residents are involved in school governance, education delivery is excellent. Conversely, in some locations, because of the absence of community involvement, school sustainability is affected.

➤ Interview Insights:

- A parent leader in an IDP-hosting area stated:
“When parents are involved, education becomes a shared responsibility. We help in maintaining the schools and ensuring that children attend regularly.”

- A local education official explained:
“Some communities actively support their schools, but others lack awareness of how they can contribute. More community engagement programs are needed.”

The findings of this study demonstrate both the progress and the persistent challenges in education within conflict-affected Northwest Syria. While humanitarian interventions have significantly improved access, the quality and sustainability of education remain fragile due to funding instability, teacher shortages, security risks, and limited psychosocial support.

To achieve sustainable education solutions, multi-sectoral collaboration is essential. Governments, international donors, humanitarian organizations, educators, and local communities must work together to ensure that children in Northwest Syria receive consistent, high-quality education despite the challenges posed by ongoing conflict.

➤ A school manager in Idlib summarized the urgency of this issue:

“If we do not invest in long-term education solutions, we risk losing an entire generation. We must act now to ensure our children have a future.”

By addressing these challenges through strategic investments, policy reforms, and increased community participation, humanitarian organizations and policymakers can build a more resilient, inclusive, and sustainable education system in conflict-affected regions.

5.3. Recommendations for Policy and Practice:

According to the findings, the following are recommended to maximize the effectiveness and longevity of education interventions in Northwest Syria:

5.3.1. Strengthen Funding Stability and Long-Term Planning:

➤ Challenges Identified:

- **Short-Term Funding Cycles:** The majority of the education programs have funding for short durations, resulting in frequent interruptions in school activities and teacher retention issues.

➤ **Proposed Solutions:**

- **Multi-Year Funding Commitments:** Promote multi-year funding commitments by donors and international organizations rather than short-term emergency grants. By doing so, it guarantees steady support to education programs and allows long-term planning and stability.
- **Pooled Education Fund:** Establish a pooled education fund that is jointly controlled by humanitarian agencies and governments. The fund would ensure sustained funding of teachers' salaries, school maintenance, and purchasing study materials, which has less chance of being withdrawn.
- **Public-Private Partnerships:** Promote collaboration between public-private partnerships, NGOs, and private enterprise for the aim of developing additional sources of finance. Partnerships can realize additional finance, bring innovative options, and also share the upkeep costs on training programs.

5.3.2. Improve Teacher Retention and Training

➤ **Challenges Identified:**

- **Irregular and Late Salaries and Job Insecurity:** Late payment of salaries and absence of job security cause high turnover.
- **Limited Professional Growth:** Teachers are not provided with adequate capacity building, especially in crisis management-related topics.

➤ **Proposed Solutions:**

- **Timely and Regular Salary Payment:** Create mechanisms for regular and timely salary payment to the teachers. This can be achieved by establishing special salary funds in the pool education fund for paying the teachers first.
- **Teacher Professional Development Programs:** Augment teacher training programs in crisis-sensitive pedagogy, trauma-informed instruction, and classroom management. Workshop sessions, peer training, and web-based training can be employed to equip

teachers with the skill sets required to manage the unique conflict-affected dynamic of such classrooms.

- **Incentive Programs:** Provide incentives such as housing subsidy, transport allowance, and educational scholarship. Rewarding and compensating commitment by teachers can enhance morale, enhance job satisfaction, and reduce turnover.

5.3.3. Expand Psychosocial Support Programs in Schools

➤ Challenges Identified:

- **Limited Access to Mental Health Services:** A significant number of schools lack adequate psychosocial support services, leaving students without essential mental health care.

➤ Proposed Solutions:

- **School-Based Counseling Services:** Allocate resources to train and deploy counselors in schools, ensuring that every institution has at least one qualified mental health professional.
- **Integrate Mental Health Education:** Incorporate mental health topics into the school curriculum to raise awareness, reduce stigma, and equip students with coping strategies.
- **Peer Support Programs:** Establish peer mentoring initiatives where older students support younger peers, fostering a sense of community and shared responsibility.

5.3.4. Enhance School Security and Infrastructure Development:

➤ Challenges Identified:

- **Security Threats and Infrastructure Damage:** Schools are vulnerable to attacks and often lack the necessary infrastructure to ensure the safety of students and staff.

➤ Proposed Solutions:

- **Emergency Response Plans:** Develop and implement comprehensive emergency response plans, including regular drills and clear protocols for various security scenarios.

- **Reinforce School Buildings:** Invest in strengthening school infrastructure to withstand potential attacks and natural disasters, ensuring that learning environments remain safe and conducive.
- **Coordination with Authorities:** Enhance collaboration between humanitarian organizations and local authorities to monitor security situations, share information, and respond promptly to threats.

5.3.5. Increase Community Engagement in Education Governance

➤ Challenges Identified:

- **Inconsistent Community Involvement:** Levels of parental and community engagement in school governance vary, affecting the effectiveness and sustainability of educational programs.

➤ Proposed Solutions:

- **Parent-Teacher Associations (PTAs):** Establish and strengthen PTAs to facilitate active parental involvement in school decision-making processes.
- **Awareness Campaigns:** Conduct campaigns to highlight the importance of education and encourage community participation, fostering a collective commitment to supporting schools.
- **Local Education Committees:** Form committees comprising community members to oversee school management, ensuring transparency, accountability, and alignment with local needs.

Implementing these recommendations requires a collaborative approach involving governments, international donors, humanitarian organizations, educators, and local communities. By addressing the identified challenges through these targeted strategies, it is possible to build a more resilient, inclusive, and sustainable education system in conflict-affected regions like Northwest Syria.

5.4. Future Research Directions

While this study provides a comprehensive analysis of education interventions in Northwest Syria, further research is needed in the following areas:

5.4.1 Long-Term Impact of Humanitarian Education Interventions

➤ **Rationale:**

- While immediate outcomes of education interventions have been documented, there is a paucity of research on their long-term effects. Understanding these impacts is crucial for developing sustainable education models in conflict zones.

➤ **Suggested Research Focus:**

- Longitudinal Studies: Conduct studies that follow students over extended periods to assess the enduring effects of educational programs on academic achievement, psychosocial well-being, and socio-economic integration.
- Program Sustainability: Investigate which intervention components contribute most significantly to sustained educational engagement and success.

5.4.2 Comparative Studies in Diverse Conflict Contexts

➤ **Rationale:**

- Insights from various conflict-affected regions can offer valuable lessons and best practices applicable to Northwest Syria.

➤ **Suggested Research Focus:**

- Cross-Regional Analyses: Compare education interventions across different conflict settings to identify common challenges and effective strategies.
- Policy Transferability: Examine how successful education policies in one context can be adapted to another, considering cultural, political, and socio-economic differences.

5.4.3 Integration of Digital Learning Solutions

➤ **Rationale:**

- Digital technologies hold promises for overcoming educational barriers in conflict zones, yet their implementation and impact require thorough investigation.

➤ **Suggested Research Focus:**

- Feasibility Studies: Assess the practicality of implementing digital learning tools in areas with limited infrastructure.

- **Impact Evaluations:** Evaluate the effectiveness of digital platforms in enhancing learning outcomes and accessibility.
- **Equity Considerations:** Explore how to ensure digital solutions are inclusive, particularly for marginalized groups.

5.4.4 Strengthening Community Engagement in Education

➤ **Rationale:**

- Community involvement is pivotal for the success of educational initiatives, yet strategies to foster such engagement are underexplored.

➤ **Suggested Research Focus:**

- **Participatory Approaches:** Investigate methods to involve communities in educational planning and decision-making actively.
- **Barriers to Engagement:** Identify obstacles hindering community participation and develop strategies to overcome them.

5.4.5 Addressing Psychosocial Needs within Educational Frameworks

➤ **Rationale:**

- The intersection of education and psychosocial support is critical in conflict settings, necessitating research on effective integration methods.

➤ **Suggested Research Focus:**

- **Program Design:** Explore how educational curricula can incorporate psychosocial support elements.
- **Outcome Measurement:** Develop metrics to assess the impact of integrated psychosocial and educational interventions on student well-being and learning.

Pursuing these research directions will provide deeper insights into creating resilient, effective, and sustainable education systems in conflict-affected regions, ultimately contributing to the well-being and prospects of affected children and communities.

5.5. Final Thoughts:

Education is the pillar of recovery and resilience in conflict-stricken places such as Northwest Syria. Although humanitarians have largely resumed access to education, long-term sustainability has proved to be a daunting challenge. It calls for collaboration between governments, humanitarian actors, donors, teachers, and host communities in order to impart children with unbroken quality education regardless of existing instability.

Aleppo's school manager summarized the significance of the issue by stating:

"If we don't make investments in long-term education solutions, we can lose an entire generation. We need to act quickly to protect our children's future."

With the implementation of the solutions in this research, policymakers and stakeholders can help shape a more robust, inclusive, and sustainable education system for crisis-affected communities.

It is such a prevalent sentiment that is demonstrated through the efforts of the United Nations to transform education systems in ways that would prevent, prepare for, respond to, and recover from crisis situations. They are focused on ensuring that all children and adolescents in crisis areas receive quality and inclusive learning during and safely.

Moreover, organizations like UNICEF are also operating in crisis-affected countries, developing school safety plans, providing psychosocial support, and rehabilitating schools so children can keep attending school amidst conflict.

All of this global activity also confirms the critical need for collective and concerted effort to protect and promote education in crises.

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APPENDIXES

Interview Questions for Education Experts & Parents & Teachers, and School Managers

أسئلة المقابلات لخبراء التعليم وأولياء الأمور والمعلمين ومديري المدارس

This form has been prepared within the scope of the master's thesis topic "EVALUATION OF THE IMPACT OF HUMANITARIAN ORGANIZATIONS' INTERVENTIONS TO SUPPORT THE EDUCATION SECTOR IN NW SYRIA". Your sincere and complete answers are important for the reliability and meaningfulness of the research in order to provide meaningful and remarkable results. In this form, no data regarding your personal information is requested. The principle of volunteerism will be taken as the basis for participation in the study. By reading the questions below one by one, select the option that suits you best. Please do not leave any questions unanswered. Thank you for your contributions and support.

أُعِدَّ هذا النموذج في إطار موضوع رسالة الماجستير "تقييم أثر تدخلات المنظمات الإنسانية لدعم قطاع التعليم في شمال غرب سوريا". إجاباتكم الصادقة والشاملة ضرورية لموثوقية البحث وجدواه، ولتقديم نتائج قيمة ومتميزة. لا يُطلب منكم في هذا النموذج تقديم أي بيانات شخصية. سيعتمد مبدأ التطوع كأساس للمشاركة في الدراسة. بقراءة الأسئلة أدناه واحدًا تلو الآخر، اختر ما يناسبك. يُرجى عدم ترك أي أسئلة دون إجابة. شكرًا لمساهماتكم ودعمكم.

APPENDIX 1

Interview Questions for Education Experts in I_NGOs (EN)

1. Can you describe the main educational interventions your organization has implemented in Syria?
2. How do you measure the success of your educational interventions in conflict-affected areas?
3. What changes in enrollment and attendance rates have you observed since the implementation of your programs?
4. What are the primary challenges your organization faces in delivering educational services in Syria?
5. Can you provide examples of how infrastructure rebuilding projects have impacted the quality of education?
6. How effective have teacher training programs been in improving educational outcomes?
7. What role do psychosocial support programs play in your interventions, and what impacts have they had?
8. How do you involve local communities in the design and implementation of educational interventions?
9. What are your organization's plans for supporting education in Syria?
10. Based on your experience, what recommendations would you make for improving educational interventions in conflict zones?

APPENDIX 2

Interview Questions for Education Experts in I_NGOs (AR)

أسئلة المقابلة لخبراء التعليم في المنظمات الدولية _ المحلية غير الحكومية

1. هل يمكنك وصف التدخلات التعليمية الرئيسية التي نفذتها منظمتك في سوريا؟
2. كيف تقيسون نجاح التدخلات التعليمية في المناطق المتأثرة بالنزاع؟
3. ما هي التغييرات التي لاحظتموها في معدلات التسجيل والحضور منذ تنفيذ برامجكم؟
4. ما هي التحديات الرئيسية التي تواجهها منظمتكم في تقديم الخدمات التعليمية في سوريا؟
5. هل يمكنكم تقديم أمثلة على كيفية تأثير مشاريع إعادة بناء البنية التحتية على جودة التعليم؟
6. ما مدى فعالية برامج تدريب المعلمين في تحسين النتائج التعليمية؟
7. ما هو دور برامج الدعم النفسي الاجتماعي في تدخلاتكم، وما هي الآثار التي حققتها هذه البرامج؟
8. كيف تشركون المجتمعات المحلية في تصميم وتنفيذ التدخلات التعليمية؟
9. ما هي خطط منظمتكم لدعم التعليم في سوريا؟
10. بناءً على تجربتكم، ما هي التوصيات التي تقدمونها لتحسين التدخلات التعليمية في مناطق النزاع؟

APPENDIX 3

Interview Questions for Parents (EN)

- 1.** How has the conflict-affected your child's education and daily school life?
- 2.** Have you noticed any changes in your child's access to education since humanitarian interventions began?
- 3.** How do you perceive the quality of education provided to your child now compared to before the interventions?
- 4.** What kinds of support services (e.g., psychosocial, nutritional, financial) are available to your child through humanitarian programs, and how effective are they?
- 5.** How would you describe the current condition of your child's school, including infrastructure and resources?
- 6.** How effective do you think the teachers and school staff are in supporting your child's education?
- 7.** How involved are you in your child's education, and has this involvement changed with the support of humanitarian organizations?
- 8.** What are the biggest challenges you and your child face regarding education?
- 9.** How is the local community involved in supporting education and ensuring children can attend school?
- 10.** What recommendations would you give to humanitarian organizations and policymakers to better support your child's education?

APPENDIX 4

Interview Questions for Parents (AR)

أسئلة المقابلة لأولياء الأمور

1. كيف أثر النزاع على تعليم طفلك وحياته المدرسية اليومية؟
2. هل لاحظت أي تغييرات في وصول طفلك إلى التعليم منذ بدء التدخلات الإنسانية؟
3. كيف تقيم جودة التعليم المقدم لطفلك الآن مقارنة بما كان عليه قبل التدخلات؟
4. ما هي أنواع خدمات الدعم المتاحة لطفلك (مثل الدعم النفسي الاجتماعي، التغذية، الدعم المالي) من خلال البرامج الإنسانية؟ وما مدى فعاليتها؟
5. كيف تصف الوضع الحالي لمدرسة طفلك، بما في ذلك البنية التحتية والموارد المتاحة؟
6. ما مدى فعالية المعلمين وموظفي المدرسة في دعم تعليم طفلك؟
7. ما مدى مشاركتك في تعليم طفلك؟ وهل تغيرت هذه المشاركة بدعم المنظمات الإنسانية؟
8. ما هي أكبر التحديات التي تواجهك أنت وطفلك في ما يتعلق بالتعليم؟
9. كيف يشارك المجتمع المحلي في دعم التعليم وضمان قدرة الأطفال على الالتحاق بالمدرسة؟
10. ما هي التوصيات التي تقدمها للمنظمات الإنسانية وصناع القرار لتحسين دعم تعليم طفلك؟

APPENDIX 5

Interview Questions for Teachers (EN)

1. How has your experience as a teacher been affected by the conflict and humanitarian interventions?
2. Have you participated in any teacher training programs? If so, how have they impacted your teaching practices?
3. How adequate are the teaching materials and resources provided through humanitarian interventions?
4. Have you noticed any changes in student engagement and motivation since the interventions began?
5. What kind of psychosocial support is available for students, and how effective do you think it is?
6. What are the biggest challenges you face in the classroom?
7. How involved are parents in their children's education, and how has this changed with NGO involvement?
8. How have infrastructure improvements affected your teaching environment?
9. How effective has the support from NGOs been in addressing the needs of teachers and students?
10. What suggestions do you have for improving the support provided to schools and teachers by humanitarian organizations?

APPENDIX 6

Interview Questions for Teachers (AR)

أسئلة المقابلة للمعلمين

1. كيف أثرت تجربة عملك كمعلم بالنزاع والتدخلات الإنسانية؟
2. هل شاركت في أي برامج تدريبية للمعلمين؟ إذا كان الجواب نعم، كيف أثرت هذه البرامج على ممارساتك التعليمية؟
3. ما مدى كفاية المواد التعليمية والموارد التي يتم توفيرها من خلال التدخلات الإنسانية؟
4. هل لاحظت أي تغييرات في تفاعل الطلاب ودفاعيتهم منذ بدء التدخلات؟
5. ما نوع الدعم النفسي والاجتماعي المتاح للطلاب؟ وما مدى فعاليته برأيك؟
6. ما هي أكبر التحديات التي تواجهها في الفصل الدراسي؟
7. ما مدى مشاركة أولياء الأمور في تعليم أطفالهم؟ وهل تغيرت هذه المشاركة مع تدخل المنظمات غير الحكومية؟
8. كيف أثرت تحسينات البنية التحتية على بيئة التدريس الخاصة بك؟
9. ما مدى فعالية الدعم الذي تقدمه المنظمات غير الحكومية في تلبية احتياجات المعلمين والطلاب؟
10. ما هي الاقتراحات التي تقدمها لتحسين الدعم المقدم للمدارس والمعلمين من قبل المنظمات الإنسانية؟

APPENDIX 7

Interview Questions for School Managers (EN)

- 1.** Can you describe the current condition of your school and the impact of the conflict?
- 2.** How have humanitarian interventions affected your school's infrastructure and resources?
- 3.** What trends in student enrollment and attendance have you observed since the interventions began?
- 4.** What are the major challenges you face in managing the school under the current conditions?
- 5.** How have teacher training and support programs impacted your staff's performance and morale?
- 6.** What measures have been implemented to address the psychosocial needs of students?
- 7.** How is the local community involved in supporting the school and its students?
- 8.** How effective has the support from NGOs been in meeting your school's needs?
- 9.** What additional support or resources does your school need to improve educational outcomes?
- 10.** What recommendations would you give to NGOs and policymakers to enhance the effectiveness of educational interventions?

APPENDIX 8

Interview Questions for School Managers (AR)

أسئلة المقابلة لمديري المدارس

1. هل يمكنك وصف الوضع الحالي لمدرستك وتأثير النزاع عليها؟
2. كيف أثرت التدخلات الإنسانية على البنية التحتية والموارد في مدرستك؟
3. ما هي الاتجاهات التي لاحظتها في تسجيل الطلاب وحضورهم منذ بدء التدخلات؟
4. ما هي التحديات الرئيسية التي تواجهها في إدارة المدرسة في ظل الظروف الحالية؟
5. كيف أثرت برامج تدريب ودعم المعلمين على أداء ومعنويات الكادر التعليمي؟
6. ما هي الإجراءات التي تم تنفيذها لمعالجة الاحتياجات النفسية والاجتماعية للطلاب؟
7. كيف يشارك المجتمع المحلي في دعم المدرسة والطلاب؟
8. ما مدى فعالية الدعم الذي تقدمه المنظمات غير الحكومية (NGOs) في تلبية احتياجات مدرستك؟
9. ما هي أشكال الدعم أو الموارد الإضافية التي تحتاجها مدرستك لتحسين النتائج التعليمية؟
10. ما التوصيات التي تقدمها للمنظمات غير الحكومية وصناع القرار لتعزيز فعالية التدخلات التعليمية؟

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