



Human rights education in syria role of the NGOs and local charities

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Abstract

The Syrian conflict has had a devastating impact on the country's education system, with widespread destruction of schools and displacement of students and teachers. In this context, NGOs have played a crucial role in providing education and support to affected communities. This article examines the diverse range of NGOs operating in Syria, highlighting their approaches and strategies for addressing the education crisis. Drawing on interviews with NGO representatives, the article analyses the impact of NGO interventions on access to education, quality of learning, and social and emotional well-being of students and teachers. Through this analysis, the article shows that NGOs have been able to fill critical gaps in the education system, providing innovative and flexible solutions to meet the needs of the most vulnerable. However, the article also points to the limitations of NGO interventions, including issues of sustainability, coordination, and quality assurance. The article concludes by arguing that while NGOs have made important contributions to education in Syria, a more comprehensive and sustainable response is needed to ensure that all children have access to quality education, irrespective of the ongoing conflict.

Keyword: Human rights education, country's education system, NGO representatives

Introduction

Human Rights in World History takes a global historical perspective to examine the emergence of any dilemma and its constituent concepts. Beginning with pre-modern features compatible with a human rights approach, including religious doctrines and natural rights ideas, it goes on to describe the rise of the first modern-style human rights statements, associated with the Enlightenment and contemporary anti-slavery and revolutionary fervor ^[1]. Along the way, it explores ongoing contrasts in the liberal approach, between sincere commitments to human rights and a recurrent sense that certain types of people had to be denied common rights because of their perceived backwardness and need to be "civilized." These contrasts find clear echo and attract attention in later years, especially in countries that are struggling with conflicts and wars.

By the second half of the 20th century, human rights frameworks had become absorbed into key global institutions and conventions, and their arguments had expanded to embrace multiple new causes. In today's postcolonial world, and with the rise of more powerful regional governments, the tension between universal human rights arguments and local opposition or backlash is more clearly delineated than ever but no closer to satisfactory resolution.

Four years ago, the United Nations designated January 24 of each year as World Education Day, in recognition of the role that education plays a basic role in achieving peace and development. But even that the Convention on the Rights of the Child recognizes education as a legal right of every child, yet education remains a privilege to many. UNESCO data shows that 258 million children and youth were out of school for the school year ending in 2018. These results are mainly in the countries under political struggles and wars out of which Syria is the best example to be studied and analyzed then deserves helping ^[2].

Current state of Education of Syrian children

For long years of war and conflict, UNICEF has continued to report on the deterioration of the level of education in Syria, to the point where it has reached a frightening level and has become similar to a catastrophe, as its percentage among Syrians in general decreased by 50% from its rates ten years ago. While the percentage reached 95% for ages between 15 to 24 years, the number of Syrian children who are out of school has increased to nearly three million, whether inside or outside the country. The percentage also has exceeded 60% of those who completely leave school at the age of thirteen, reaching 80% of those who leave school at the age of sixteen ^[3]. Except for The interest in education in refugee camps is minimal, it varies from one country to another. In Lebanon, for example, more than two-thirds of Syrian children and boys do not receive any kind of education. The worst is that the recent increase is due to restrictions on refugees and on receiving their children in schools. This has been accompanied by a decline in the support provided to increase the number of study tents that are being built as an alternative to schools ^[4].

Education in Syria is at the lowest level of interest. Its position has deteriorated, and it has lost its developmental role. There are many reasons, the most important of which are:

First, the repercussions of the devastating war and the change it caused in people's life conditions, thinking and aspirations, and consequently rearranging their priorities. What position does education occupy for those who are still searching for shelter and stability? How does he care about studying, who has to provide the basic necessities for his family after it lost its breadwinner? And where is the sufficient time to learn when young people and boys are forced to engage in stressful work to earn a living, or to stand for many hours to jostle for their needs within the long

waiting queues? Then what is the use of university degrees and educational attainment in a society that has become devastated, and its economic problems are exacerbated day after day, and job opportunities are almost non-existent?

Second, the sharing of influence in the Syrian society by local and international parties has led to the existence of at least five educational curricula that are taught in Syria according to the nature of the controlling power, although these curricula vary according to the amount of basic science and information they provide, but they all agree on harnessing education to nourish its power and demagoguery, and to distort the minds of Syrian science students and their abilities to think properly.

Third, the war and its repercussions caused the Syrians to lose their best educational qualifications, including thinkers, teachers, and university professors. And to make matters worse, the devastation that affected nearly four thousand schools in Syria, which were completely or partially destroyed.

Efforts of humanitarian organizations

In the face of increasing demand, leading humanitarian organizations have joined forces, many associations and non-governmental organizations rushed to intervene, and each of them tried to allocate programs and events and even provide assistance to reduce illiteracy among children as much as possible and provide the necessary environment for each child to have his right to education.

The Danish refugee council

To recall some of these organizations, we can start with the DRC "Danish Refugee

Council", It is a private humanitarian organization, founded in 1956, it began its work in Syria in 2012 and supported those millions of Syrians affected by the devastating conflict across their country.

DRC's economic recovery program aims to restore children's opportunities to earn an income and develop their self-reliance so, Away from schools and teaching traditional curricula, the Danish Refugee Council has prepared and organized educational programs for children that help them adopt a profession so that they can benefit from practicing it, and in this way the child learns a new craft so that he can consider it as a source of money, and among these programs and crafts are community and women's shaving, sewing Blacksmithing, carpentry, and even painting and graphic design. DRC's program additionally includes elements of mine risk education and clearance of mines and other ordinances, which is desperately needed across Syria.

The Norwegian refugee council

Also, there is the Norwegian Refugee Council (NRC), which is a humanitarian nongovernmental organization with 60 years of experience helping to create safer and more dignified lives for refugees and internally displaced persons. NRC advocates for the rights of displaced populations and provides assistance in the shelter, education, emergency food security, legal aid and water, sanitation and hygiene sectors.

Regarding the education of children in Syria, the Council always seeks to coordinate with the district office

management to ensure the provision of educational programming for children - as indicated in the country strategy, in addition to recruiting and building the capabilities of workers in the field of education to activate quality, timely and comprehensive educational program.

NRC designed and developed program curricula and activities with an education specialist that now is being piloted and expanded to other project areas with developing monitoring and evaluation systems in conjunction with the Education Specialist, District Program Manager, and Director of Monitoring and Evaluation.

OXFAM

international charitable organizations in the fields of relief and development, took into account the parents of children who face some financial problems in sending their children to school, even if there is one.

"I feel embarrassed every time one of my children asks for money to buy some basic school supplies. Buying these items, even if they are cheap, is a very difficult task, especially when you are unemployed." Says Bakr, 51 years old, a husband and father of eleven children, five of whom are in school ^[5].

Oxfam worked to provide short-term job opportunities for about two hundred people from the students' families for several months, which included cleaning streets, working in construction, transporting food, repairs, and others.

Although the organization always distributes aid, finding job opportunities helps students' families in securing supplies and a suitable environment for education.

Syrian arab red crescent (SARC)

SARC in cooperation with the Ministry of Education and UNICEF, is carrying out a campaign titled "Back to Education", covering many Syrian governorates, including Aleppo, Homs, Hama countryside and other affected areas.

This campaign, which targets about 19,500 beneficiaries (9,000 children, 7,000 adolescents, 3,500 parents) includes, Dialogue with the local community in order to raise awareness of the need to return to education with open days (entertainment) with children and young people and distributing materials and publications that the directorates of education in the governorates, in cooperation with UNICEF, will distribute to the NGOs participating in the campaign. In addition of using theater as part of the return to education activities. Adolescents will also participate within the local community by distributing education materials and identifying children who are not enrolled in schools to accommodate them within Curriculum (B) and self-education. This campaign will be accomplished by 163 Red Crescent volunteers working in 5 community centers supported by UNICEF.

International Committee of Red Cross (ICRC)

The International Red Cross Movement has joined to calls for more to be done to provide education to those who need it most.

Two high-level international summits in 2016 resulted in commitments related to education. The inaugural World Humanitarian Summit, held in Istanbul in May 2016, shed light on the fact that only 2 percent of humanitarian funding

is devoted to education. In response, the *Education Cannot Wait Fund* was launched with the goal of raising \$3.85 billion over the course of Five years to ensure that all children and youth affected by crises have access to safe, free, high-quality education by 2030.

Then, in September, world leaders gathered for the Leaders' Summit on Refugees raised a sum announcing \$4.5 billion in humanitarian aid to increase places for global resettlement and facilitate school enrollment, building classrooms, training teachers and simplifying refugee education programs.

For many in the previous mentioned movement, there is no doubt that education is a humanitarian necessity. "Education in Emergencies is coordinator for discussions on education in emergencies for the International Committee of the Red Cross," says Jeff Loon ^[6].

Under international humanitarian law, there are clear rules aimed at ensuring the continuity of education and maintaining the protection of students and teachers and educational facilities under conditions of armed conflict. Most importantly, education is a demand of the displaced and others affected by the crises. In other contexts, outside of conflict, the International Federation of Red Cross Society and is exploring new initiatives, while considering what they can do to expand on existing programs.

ICRC is actively participating in the efforts to bridge the gaps and promote increased access to education, national Societies in many countries_ including Syria are engaging youth communities as agents of Behavior Change (YABC) curriculum which brings young people together for peer-to-peer activities, from arts and sports to first aid. That promotes acknowledgment of violence and non-discrimination which in turn would allow for greater access to education among marginalized and discriminated groups who may not feel completely safe in a school setting. In addition to practical guidance on how to deal more safely with violent incidents, psychosocial support is provided through "helpers" in school and activities such as arts, sports, theater, and music.

Working with partners using technology

Considering the lack of trained teachers, the lack of funding, the geographic isolation of refugees in the camps and the travel restrictions imposed on them, Technology can also make an important impact. On a grassroots level, the Social Techfuges Project has organized meetings across Europe to communicate the response of the technology community with the needs of refugees. Solutions range from distance education via the Internet to the use of applications to address specific topics. With the aim of finding an appropriate balance for all previous challenges, the International Committee of the Red Cross, the Red Crescent and the International Federation of Societies emphasize that they will continue to cooperate in working together, coordinate their different approaches, assign roles and provide guidance on working with external partners.

To conclude ...

Humanitarian organizations may have to be careful about getting too close in development goals (of which education is often the cornerstone), especially when these are

compatible. The agenda with controversial political goals was one of the root causes of the fighting.

But back to basic speaking according to UNICEF

"The Right to an Education is one of the most important principles in becoming a Rights Respecting School".

Education is a key social and cultural right and plays an important role in reducing poverty and child labor. Furthermore, education promotes democracy, peace, tolerance, development and economic growth. There are a number of articles in the UN

Convention on the Rights of the Child that focus on a child's right to education."

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