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Faculty of Regional Development and Territorial Studies

POST-CONFLICT DEVELOPMENT
CASE STUDY OF SYRIA

Bachelor thesis

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In Brno, December 15, 2016

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Signature

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Abstract

The bachelor thesis deals with the proposal of changes in process of theory of post-conflict development in Syria, the development of education level in Syria from the beginning of the conflict.

The work is divided into three parts. Literature research deals with theory of post-conflict reconstruction, demography, migration theory, theory of educational systems and process of reintegration. Second part is dealing with analyses of the demographic structure of Syria, their population with emphasis on children and analyses of education sector in different parts of the country. In the last part are proposed suggestions how to improve the education system of Syrian children.

Key words

Education, Syria, population, conflict, refugee

Abstrakt

Bakalářská práce se zabývá návrhem na změny v procesu teorie post-konfliktního vývoje v Sýrii, vývojem stupně vzdělání v Sýrii od zahájení konfliktu.

Práce je rozdělena do tří částí. Literární rešerše se zabývá teorií post-konfliktní rekonstrukce, demografií, migrační teorií, obecnou teorií vzdělávacího systému a procesu reintegrace. Druhá část se zabývá analýzou demografické struktury Sýrie, její populace se zaměřením na děti a analýzou školství v různých částech země. V poslední části jsou navržena doporučení jak zlepšit vzdělávací systém syrských dětí.

Klíčová slova

Vzdělání, Sýrie, obyvatelstvo, konflikt, uprchlík

List of Abbreviations

DDR	Disarmament, Demobilization and Reintegration
EU	European Union
FSA	Free Syrian Army
GDP	Gross domestic product
GoS	Government of Syria
IDPs	Internally displaced persons
IOM	International organization for migration
ISIS	Islamic state in Iraq and Syria
ISIL	Islamic state of Iraq and the Levant
ISW	Institute for the Study of War
MDGs	Millennium Development Goals
MoE	Ministry of Education
NCFR	The National Council on Family Relations
NGOs	Non-governmental organizations
PKK	Kurdistan Workers Party
SCPR	Syrian Centre for Policy Research
SDF	Syrian Democratic Forces
SMC	Supreme Military Council
UN	United Nations
UN DESA	United Nations Department of Economic and Social Affairs
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees

UNICEF United Nations International Children's Emergency Fund

UNOCHA United Nations Office for the Coordination of Humanitarian Affairs

WFP World Food Programme

YPG Popular Defense Units

YPJ Women's Defense Units

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INTRODUCTION

Post-conflict development and normalization of relations is the last stage of conflict. The main aim is to build a stable peace. Conflict usually has huge impact on many sectors in the country. One of them is education, which when is interrupted it has a negative impact on nation-building of the state and its future prosperity. Education is one of the fundamental human rights and is not important just in terms of literacy, but education brings secure place for children and protecting them from other risks like child labour.

The armed conflict in Syria started in March 2011, when the wave of the Arab Spring came to the Middle East. The conflict escalated to the civil war and it brings many problems to the country. With the civil war is connected today widely discussed refugee crisis. These demographic changes are not influencing just Syria or the Middle East region, but the whole world. Now, in the sixth year of the conflict is obvious, that situation in Syria is critical and education belongs among one of the most damaged sectors.

In my bachelor thesis I will focus on the ongoing conflict in Syria and its impact on the level of education in the country – how the education was ensuring before the conflict, how much it changed during the conflict and what is the current situation of education in Syria.

AIM OF THESIS

The aim of the thesis is to propose the changes in the process of theory of post-conflict development in Syria, with focus on development of changes in level of education. In order to achieve it I will use the analyses of different levels of education divided according to governorates of Syria.

This work is divided into three parts. First part is the literature research, which focus on the theory of post-conflict development, theory of demographic changes, migration, key terms in educational theory and process of reintegration.

Analytical part is analysing the situation in Syria, the actors involved in the conflict, demographic structure of Syria with emphasis on children population and considering refugees. Main part creates the analyses of changes in education during the conflict, in different regions divided by different levels of the education.

Last, proposal part, is an outcome from analytical part. Suggestions how to improve the educational system in Syria and host countries of Syrian refugees are proposed.

METHODOLOGY

The thesis consists of literature research, analysis and proposal part. In the first part of the thesis has used the literature review method. The aim of this part was to gather and sort the information about demography, post-conflict reconstruction, migration, education and process of reintegration. Information and data are used from scientific books and online sources. In an examination of sources was used induction, deduction and comparison of given sources. In the second part of my work I used demographic analyses of Syrian population with emphasis on children and analyses of education divided into different levels: kindergarten level, primary and secondary education level.

1. LITERATURE RESEARCH

1.1 Post– conflict development

“Post-conflict, or post-war, reconstruction has been defined as including a range of interrelated activities designed to reactivate economic and social development, while at the same time creating a peaceful environment that will prevent a relapse into violence” (Barakat & Narang-Suri 2009).

Post-conflict normalization of relations, reconstruction of the state and society and peacebuilding is the last stage of conflict. In this stage is resumption of diplomatic, economic, cultural and social relations between the parties of conflict. There are building of communication channels and long-term cooperation. The aim of post-conflict normalization of relations in international relations is the restoration of order and building of stable peace. In cases of national conflicts post-conflict normalization occurs the restoration of state institutions, political system and state identity, building of infrastructure, civil society and economic sphere. Normalization of relations and peacebuilding is the most sensitive and the longest lasting stage of conflict solving and also very important stage, because if the normalization of relations and reconstruction will not occur, the possibility of restoration of violence is high (Waisová, 2011).

According to An Agenda for Peace must peace making and peace-keeping operations identify and support structures which will tend to consolidate peace and advance a sense of confidence and well-being among people. Through agreements ending civil strife, these may include disarming the previously warring parties and the restoration of order, the custody and possible destruction of weapons, repatriating refugees, advisory and training support for security personnel, monitoring elections, advancing efforts to protect human rights, reforming or strengthening governmental institutions and promoting formal and informal processes of political participation (An Agenda for Peace, 1992). The aim of post-conflict reconstruction is prevention of renewed violence immediately after the war, which means in the period of one to three years, maximum is five years (An Agenda for Peace, 1992).

1.1.1 Phases of post-conflict reconstruction

The process of post-conflict reconstruction is mostly starting after the end of violence and the end of this process occurs when the functional structure of governance exists and basics of functional system are established. The process of post-conflict reconstruction can be divided

into 3 phases according the character of an involvement of external actors (Ramsbotham et al 2005):

1. **The initial phase of input** - this phase is starting immediately after the end of violence. External actors are entering into the process and formulating appropriate strategies, tools and mechanisms of reconstruction (Waisová, 2011). According to World Bank in this phase is characterized by the provision of humanitarian aid, where the basic security should be achieved (El-Bushra, 2004).
2. **Phase of transformation** – in this phase are strengthening legitimacy and capacity of reconstructed societies. It focuses primarily on economic recovery, the judicial system, creation of mechanisms of governance and reconciliation of society.
3. **Phase of support** – The aim of this phase is maintenance of results, which were reached in previous phases and long-term maintenance of functionality of socioeconomic, political and legal structures (Waisová, 2011).

According to Rasha Kanjarawi in every recovery process are three phases: *emergency or relief, transition and reconstruction*. Sometimes, the last phase of reconstruction is called development, but mostly is term development used for long time extension of reconstruction process. If we will divide phases according to activities, in emergency phase is providing immediate aid and damages are evaluating. The phase of transition is based on returning people back to their work and social relations. Last phase, the reconstruction is about the reorganization of the environment and the community at all (Kanjarawi, 2015).

According to World Bank, the post-conflict reconstruction process has 2 main objectives: to enable the transition to sustainable peace and to support social and economic development. Economic development is dependent on success in domestic economy restoration and assess to external resources. These objectives are included in reconstruction assistance which consists of investments to key sectors, reconstruction of the trade, rehabilitation of financial institutions, restoration of infrastructure, the key transport and communication. It consists of rebuilding of social infrastructure as well - to finance the health and education (Post-conflict reconstruction: the role of the World Bank, 1998).

Post-conflict reconstruction consists of 4 pillars: *Recovery and ensuring the safety, Rule of law and reconciliation within the society, Strengthening the social and economic welfare and Renewal/Formation of a legitimate and open political system* (Waisová, 2011).

I will look on every pillar individually in terms of their objectives and analyse in them each phase of post-conflict reconstruction. Even if I will analyse them individually, all areas are interrelated.

1.1.2 Pillars of post-conflict reconstruction

First pillar – Recovery and Security

“Security addresses all aspects of public safety, in particular establishment of a safe and secure environment and the development of legitimate and stable security institutions. Security encompasses the provision of collective and individual security, and is the precondition for achieving successful outcomes in the other pillars. In the most pressing sense, it concerns securing the lives of civilians from immediate and large-scale violence and the restoration of territorial integrity” (Post-Conflict Reconstruction, 2002).

It is necessary to ensure the safety in a country directly after the end of the conflict, because if the violence and insecurity will continue, it will affect the provision of basic services and government in the country will not be re-established. The failure in security sector leads to mistrust of the population to leading authorities (UN DESA Discussion Paper, 2007).

Among basic conditions to ensure the safety in post-conflict environment is control of fighting groups, security of individuals, infrastructure and institutions, demobilization of soldiers and reconstruction of institutions ensuring the security (Waisová, 2011).

According to UN DESA is an emphasis on dialogue between relevant stakeholders to overall security needs and to meet the needs via allocation of resources (UN DESA Discussion Paper, 2007).

In *the first phase* of building the safety environment is created the international supervision to ensure the ceasefire and peace agreements. Downloading of the armed forces occurs, where the agreement of prisoner exchange must be adhered. Further prerequisite is reducing of weapons in the society and reintegration of former fighters into the society (Collier, 2003). Another aim of the first phase is the creation of borders and their control, prohibition of the trafficking, drug trafficking and trade with weapons. This aim can be achieved by creation of new armed forces and police, which must be definitely set in this phase of post-conflict process (Waisová, 2011).

The main goal of *the second phase* is to develop legitimate and stable security institutions. In terms of reintegration is providing job opportunities, education and employment assistance for

demobilized forces. After setting the borders in the first phase is necessary to control the immigration and emigration. If there is existence of refugee camps, there should be establish the order and remove belligerents from these places (Post-Conflict Reconstruction, 2002).

In *the third phase* occurs reducing of power of international forces, because the power is now held in domestic security forces – army and police (Collier, 2003). The aim of this phase is to consolidate indigenous capacity. Indigenous arms control capacity is developing through securing and storing of weapons. Ex-combatants are reintegrating into the society and freedom of movement is re-established (Post-Conflict Reconstruction, 2002).

Second pillar - Reconciliation and Justice

Setting the security and creating the safety environment in a country opening the space for creation of a stable legal system. Among the priorities in this pillar belongs the establishment of contemporary systems of justice, reform and reorganization of the legal system, monitoring of human rights and its inclusion in the law (Waisová, 2011). In this pillar are setting the appropriate penalties for previous acts and enforce the rule of law. An important role is playing the reconciliation of ex-combatants and victims (Hamre & Sullivan, 2002).

According to Post-Conflict Reconstruction framework in *the first phase* is establishing the civilian police authority, reviewing existing court system, determining status of prisoners held and human rights are monitoring (Post-Conflict Reconstruction, 2002). The same procedures are described by Lederach in his book “Civil society and Reconciliation” (Lederach, 2003).

In the transformation phase, *the second phase* of post-conflict reconstruction in justice pillar is the main goal to build legal system and the process of reconciliation. Population is educated in terms of law, advocates are trained, court staff is recruiting and citizen organizations are supporting in advocacy activities (Post-conflict Reconstruction, 2002).

In *the third phase* should functioning legal system exist. Responsibilities are transferring to domestic courts, so international legal help has just consultative character. System of alternative conflict solving is created to avoid the threat of further conflict. (Waisová, 2011).

Third pillar – Social and economic well-being

One of the main tasks in *the first phase* of third pillar is to provide humanitarian aid like medicaments, drinking water, food for the most affected people and refugees. Humanitarian aid is a prevention of possible robberies and another disorder in the country. Registration of refugees occurs and refugee camps are creating to stop uncontrolled flow of migration.

To achieve the economic and social well-being is necessary to renew the infrastructure to build basic trade connections. The education system is renewing as well, the aim is to open the education system for the maximum number of children (Waisová, 2011).

In the *second phase* are establishing plans to achieve economic prosperity like the plan to recover the agriculture sector. Taxes, duties and trade barriers are setting. Schools and universities are opening. (Waisová, 2011).

Institutionalize long-term development program is the main goal of fostering sustainability stage. This *third phase* is dealing with developing and providing economic opportunities to support the population to achieve economic stability. Long-term health care is implementing, education of teachers is deepening to provide higher quality of education (Post-Conflict Reconstruction, 2002).

Fourth pillar - Governance and Participation

“When the authority of the state has collapsed, and the remaining structures of government often lose their legitimacy in post-conflict settings, thus leading to political, societal and economic disintegration on a national and even regional level, the main task of governments in post-conflict situations is to rebuild economic and political governance and regain legitimacy and the trust of their populace” (UN DESA Discussion Paper, 2007).

After the collapse of the system is necessary to create or at least transform the most important document of the state – the constitution. In *the first phase* are starting discussions on this topic and the contemporary government should be created. If there is no possibility to create a contemporary government, international protectorate is created and fulfils the function of the government (Waisová, 2011).

In *the second phase* is defining the national identity, black market and possible corruption are monitoring via international observers. The electoral system has given rules and an election campaign is initiated. Even if elections are manifestation of democracy, their results can be another reason for conflict and violence (Waisová, 2011).

The last, *third phase* in governance and participation pillar is about consolidating political institutions and participatory processes. The constitution is adopted and the Constitutional Court is created. National and local governing institution's relationship are deepening and new independent media are creating. Democratic principles are strengthened and independent legislative supporting (Post-Conflict Reconstruction, 2002).

In this chapter I tried to explain basic aims of the post - conflict process. As I mention before all pillars are connected and many phases are ongoing at the same time. Success of the post - conflict process depends on many factors and its different country by country. Important role has also actors like OSN, NGOs etc. which I didn't focus on. Historical and geographical aspects play its role and it is hard to predict if given reconstruction will be successful or not.

1.2 Theory of demographic changes

1.2.1 Demography and main concepts

The object of demographic studies are human populations. Human populations are the objects of many science disciplines like geography, anthropology, sociology, medicine sciences etc., but each discipline has its own subject of study. The study's subject of demography is population reproduction in case of ongoing processes of childbearing and dying (Vystoupil, 2004).

According to prof. Palát et al is demography a science, which is dealing with study of demo-social systems. It means, that demography is dealing with population, reproduction of the population, relations which are affecting reproduction (for example divorce and marriage) and conditions for reproduction. Palát as well as Vystoupil is saying, that demography is studying population reproduction (Palát, 2013).

The discipline of demography is divided into 2 main approaches: formal demography and social demography. Formal demography is based on mathematical modelling and descriptions of birth, death and migration. Social demography is focusing on social, political and economic causes of deaths, births and migration and is trying to find determinants and consequences of population processes (Brettell, 2000).

Population is a group of people living in a given place and reproduction is occurring between them. Demography is using statistics to observe the status of the population, its structure and movement of the population (Palát, 2013).

According to Vystoupil population is biological system, which consists of living species, reproduction between them and their behaviour (Vystoupil, 2004).

In case of population we are examining population from 3 different aspects: absolute size, distribution of population and its density (Lundquist, 2015).

Gender belongs between one of two basic demographic characteristics of each person. Index which we are using to measure the structure of the population according to gender is an index of masculinity. Index of masculinity is the number of men per 1000 women (we can use the index of femininity as well). Generally, in the population are more men than women until the age of 40, after that its getting more equal and in older groups are outbalancing women (Palát, 2013).

Age is the second basic demographic characteristics of each person. The structure of population according to age is stated by division of population into the one year or more year age groups, where are women and men mostly separated. Age structure is a result of the development of birth rate, death rate and migration of the past 100 years (demografie.info, 2014). The graphical representation of the age structure of the population is called *an age pyramid*, which is double histogram, where the axis of age of man is set against the axis of age of the woman (Vystoupil, 2004).

According to age we can divide population into 3 basic groups. First is *children* component, which contents of people in age from 0 to 14 years old. Second is *reproductive* component, where belongs around half of whole population and it consists of people in age from 15 to 49 and the last group is *post-reproductive* (group of people older than 50). We can divide three types of age structures according to children and reproductive components. *Progressive type* leads to rise of population, because children component is higher than reproductive one. In *stationary type* are both components almost equal, so the number of population is constant. Children component is lower, than reproductive in *regressive type*. Number of people in population is decreasing, which occurs mostly in developed countries (demografie.info, 2014).

1.2.2 Demography and migration

The social science of demography is also contributing to study of international migration. Formal demography analytic tools are providing us a better understanding of the effects of migration on population structure, size and projections. Data availability is mostly problematic in the study of international migration as well as dependence on administrative data, to achieve a complex view on a given problem. In social demography is migration examining theoretically, because international migration involves many aspects of society like social, economic or political. Demography and migration are generally connected, many demographers are scholars in international migration research (Brettell, 2000).

1.3 Theory of migration

Migration flows and with it connected problems with the reintegration of immigrants are one of the most discussed topics and potential global problems these days. This problem is getting more serious, because it is not just one way movement (from developing to developed countries), but the competition of developed western countries for cheaper foreign labour force plays its role as well. Migration theory and reintegration theory as well are becoming requested and discussed topics in research in social sciences and it is really possible, that migration intensity will be higher in the future (Drbohlav, 2007).

1.3.1 Migration types and statuses

“Migration is the movement of people from one place in the world to another for the purpose of taking up permanent or semipermanent residence, usually across a political boundary. An example of "semipermanent residence" would be the seasonal movements of migrant farm laborers. People can either choose to move (voluntary migration) or be forced to move (involuntary migration)” (National Geographic, 2005).

Migration is an important force of development in countries. Migrants workforce is rising the economic prosperity of their host countries, but also helping to reduce poverty in their native countries via financial, technology and social transfers. About half of migrants are women and most of them are in productive age. According to United Nations Population Fund 3,3% people of world population (or 244 million people) are living outside their native country (data from 2015). (United Nation Population Fund, 2015).

According to European Commission is migration defined as *“a move from one place in order to go and live in another place for a continuous period of at least one year”*. The period of one year was set to distinguish seasonal and other migrants in host countries (European Commission Comparative Report, Brázová et al, 2000).

To the knowledge of quantitative and qualitative characteristics and consequences of migration is used by many characteristics and indicators. The basic indicator of migration flow is the amount of people involved in this movement – sum of immigrants and emigrants of a given regional unit. This indicator is called *gross migration* or *volume of migration* and it can be further divided on gross emigration, which is the sum of all emigrants and gross immigration, which is the sum of all immigrants.

Better information value has index called *Intensity of the migration turnover*, which is defined as the relative proportion of all migrants and the number of the population of the territory. ¹

$$M_i = \frac{I+E}{S} \cdot c$$

The result of migration is called *net migration index*. It is the difference between the number of immigrants and emigrants. The relative indicator of net migration is expressed in comparison with the moderate status of population and is called the *gross rate of net migration* (net migration intensity). The formula for the gross rate of net migration:²

$$I_{MS} = \frac{MS}{S} \cdot c = \frac{I-E}{S} \cdot c = \frac{I}{S} \cdot c - \frac{E}{S} \cdot c$$

Important indicator defined as the ratio of net migration and volume of migration is called *efficiency of migration*.³

$$E_M = \frac{|I-E|}{I+E} \cdot 100 \text{ (in \%)}$$

If the result of this formula is positive it means, that immigration is prevailing. If is negative, emigration is prevailing and if is 0 the amount of immigration and emigration is equal (MUNI, 2004).

The movements of people have many reasons, people are migrating as manual workers, entrepreneurs, qualified workers, refugees or family members of people who already migrated. It exists also new types of migration, when people are migrating because of better or different lifestyle and retirement migrants (Castles et al, 2014).

¹ M_i = the intensity of the migration turnover, I = number of immigrants, E = number of emigrants, S = moderate status of the population of the region, c = constant (c = 100 or 1000) - grossing up to 100 or 1000 moderate status of the population, values are represented in % or ‰. By value M_i can evaluate the degree of migration mobility / stability of the population.

² I_{MS} = crude rate of net migration (net migration intensity), I = number of immigrants, E = number of emigrants, S = moderate status of the population of the region, c = constant (c = 100 or 1000), MS = migration balance (net migration, net migration).

³ E_M = efficiency of migration, E = number of emigrants, I = number of immigrants

One of the idea of international migration is that, people are migrating to increase their socioeconomic status. People are moving from countries with lower average income to higher average income levels countries (Czaika, 2012).

We can divide migration according to where people are migrating. The first type is *internal migration*, where people are moving within the continent, state or country and the second type is *external (international) migration*, where people are migrating to a different continent, state or country (National Geography, 2005). International migration can be further divided to voluntary or forced migration. *Voluntary migration* is a voluntary decision of migrant to move. The migrant is considering the advantages and disadvantages of the movement. Voluntary migration flow can be from urban areas to rural areas (for example, people in retirement age are searching for more calm lifestyle on countryside) or from rural to urban areas (for example, when people are searching for better job opportunities in bigger cities), which leads to urbanization trend. On the other hand *forced migration* is migration, where migrants have no choice of moving. In forced migration people have human reasons to leave their native country like war or persecution or they have physical reasons to move like natural disasters (Bowen, 2001).

“The term migrant can be understood as any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country” (UNESCO, 2016).

According to the IOM is *migrant* a person, who moved across the borders or within the state away from his habitual stay, where it doesn't play a role if: the movement is voluntary or not, person's legal status, what are the reasons for the movement and the length of the stay (International Organization for Migration, 2016).

We can divide migrants further according to their motives or legal statuses for *temporary labour migrants*, who are migrating just for limited period of time because of job opportunities and sending money back home. *Highly skilled and business migrants* are qualified people like managers, technicians etc. which are moving across international labour market. This type of migration is desired in many countries. *Irregular migrants* are crossing the borders without the necessary documents. Between *forced migrants* belong asylum seekers, refugees and other people, which are forced to leave their native country due to external factors. In case of *family reunification migrants* are many countries accepting the right of people reunion of legal

migrants. *Return migrants* are coming back to their countries of origin after a period of time (UNESCO, 2016).

Asylum seeker is a person, who seeks for protection and crosses the borders, but doesn't fulfil criteria which are set by the Refugee Convention of 1951. Asylum seekers are waiting for a determination of their statuses, after they applied for protection as refugees. (UNESCO, 2016).

Refugee is a person who has already been granted protection (UNESCO, 2016). The definition of refugee is set in The Refugee Convention from 1951, which was signed in Geneva, by 144 state parties and is defining the term refugee as somebody, who has "*well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it*" (UNHCR, Article 1, 1951).

Internally displaced people are people, which has same reasons to leave their homes as refugees, but they didn't cross the borders. They stayed in their countries, so they are under the protection of their own government. They are not able to access the protection under the international system as refugees (UNHCR, 2016).

1.3.2 Push and Pull factors

Push and pull factor model of migration include environmental, political, economic and cultural factor, which can influence people in their movements. Push factors of migration are the factors, which are forcing people to leave their native country. Between push factors belongs for example war, food shortage, poverty, lack of services etc. Pull factors are factors, which are reasons for immigrating. Reasons of migrants to move into a new country like better climate, the economic situation of the country, political system etc. (National Geographic, 2005).

According to authors from Charles University in Prague, the Faculty of Social Sciences belongs among first pull economic factors high unemployment, low wages, agriculture decline and population density. Between socio-political pull factors belongs war, discrimination, persecution and expulsion. Economical pull factors are according to them higher salaries, job opportunity attractiveness, prosperity and from the socio-political view it is freedom, family advantages like unification or cultural similarities (Brázová et al, 2000).

We can find criticism of this concept in European Commission Comparative Report, where Schoorl et al are criticising this model, because it is not explaining why are people migrating from some regions and from others not. They are saying, that this model can't explain the direction of migration (Brázová et al, 2000).

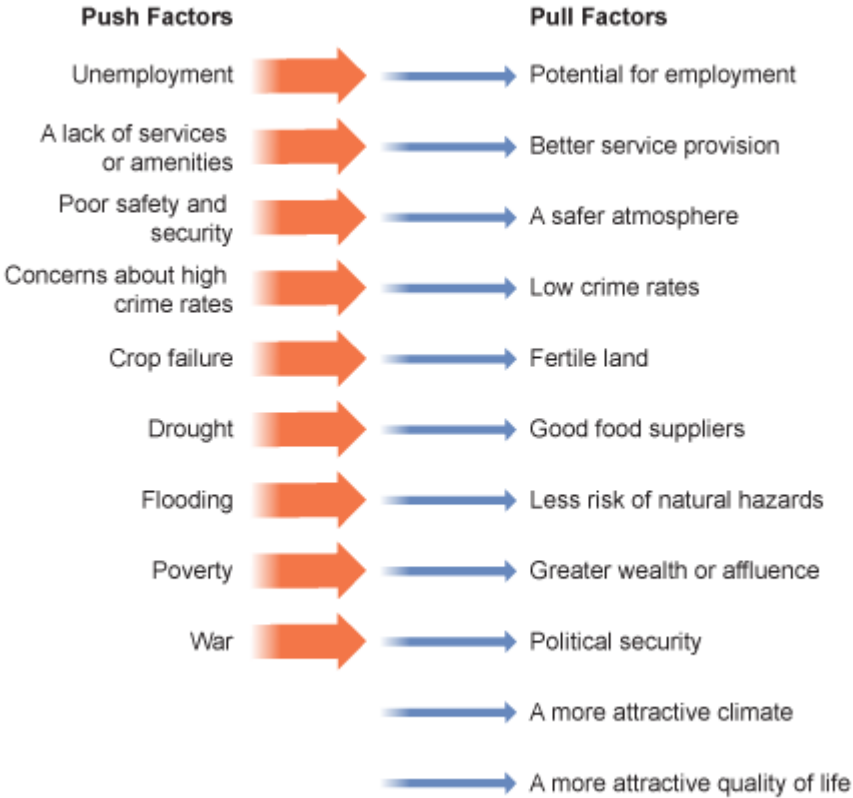


Figure 1: Push and Pull factors. Source: BBC, 2016

1.4 Theory of educational systems

Basic education is a fundamental human right, so every boy and girl in every country are entitled to reach basic education. Education quality has crucial effect on development of the country. If children have access to quality education it is creating opportunities, which are influencing next generations (UNICEF, 2016).

The right to education is mostly negatively affected during the crisis like wars, natural disasters, protracted conflicts etc. Statistics are saying, that more than one third of world's children refugees are missing out on primary schools. Education is a critical aspect during the crisis, not

just at the point of view of literacy, but schools can provide stability to children and help them to fight with their fear, stress and violence. When children are at school, they are protected better from child labour, gender-based violence or another risks (UNICEF, 2015).

1.4.1 Key terms in educational system

According to oxford dictionary is education “*the process of receiving or giving systematic instruction, especially at a school or university*” (English Oxford Living Dictionaries, 2016).

The purpose of *education* is social, intellectual, emotional and moral development of the person in a democratic society. Education is provided to people social relationships and their control, habits of the individual mind and security of social changes, which is arranging the order in society. Education should be experience-based, there is a necessary relationship between education and process of actual experience (Dimitriadis, 2006).

Learning is a process that brings environmental and personal experiences and influences modifying person’s skills, knowledge, behaviour and world view (UNESCO, 2016).

Literacy is the foundation for lifelong learning and one of the basic human rights. It is kind of ability to change and transform person’s life and one of the basic steps for social development. Literacy is a tool to improve individual’s health, income and status all over the world (UNESCO, 2016).

The most common definition is that literacy is the ability to read and write at a specified age. According to Index Mundi the highest literacy rate has countries like Finland, Andorra, Korea, Luxembourg and the lowest are mostly African countries, for example South Sudan with 27% of literacy (Index Mundi, 2014).

We can divide literacy to adult and youth. “*Adult literacy the percentage of persons aged 15 and over who can read and write*” (UNICEF, 2016). “*Youth literacy rate is the percentage of people ages 15-24 who can both read and write with understanding a short simple statement about their everyday life*” (Index Mundi, 2016). According to UNESCO Institute of Statistics, data from 2013 is the global adult literacy rate 85% global youth literacy rate is 91%. Global literacy is increasing, we can see it in comparison with data from 2012, where the adult literacy rate was 84% and youth literacy rate 89%. The number of illiterate adults decrease of 24 million, because in 2012 the number of illiterate adults was 781 (UNESCO Institute for Statistics, 2015).

Table 1: Literacy rate. Source: UNESCO, 2015

Indicator	Adults (15 years and older)	Youth (15-24 years)
Literacy rate, total	85%	91%
Literacy rate, male	89%	93%
Literacy rate, female	81%	89%
Illiterate population, total	757 million	115 million
Illiterate population, female share	63%	59%

1.4.2 Education and Millennium Development Goals

To achieve universal primary education is the second target of United Nations and one of the eight Millennium Development Goals, which were set in the United Nations Millennium Declaration in September 2000 with a deadline of 2015 (UNDP, 2016).

One of the indicators of this target is *net primary school enrolment ratio*, which is the number of children, which are enrolled in primary school and belong to the age group that officially corresponds to primary schooling, divided by the total population of that same age group. This number is expressed as a percentage. (UNICEF, 2015). According to the MDGs report from 2015 the primary education net enrolment rate reached 95% in Western Asia countries (from 86% in 2000) and gender equality in primary schools was achieved in most of the countries. In countries affected by conflict, the percentage of out-of-school children raise from 30% in 1999 to 36% in 2012. Huge impact on education in Western Asia has an ongoing conflict with Syria. Syrian Ministry of Education says, that enrolment rates fell by 34 percentage points for grades 1 to 12 in the school year ending in 2013 (United Nations: Millennium Development Goals Report, 2015).

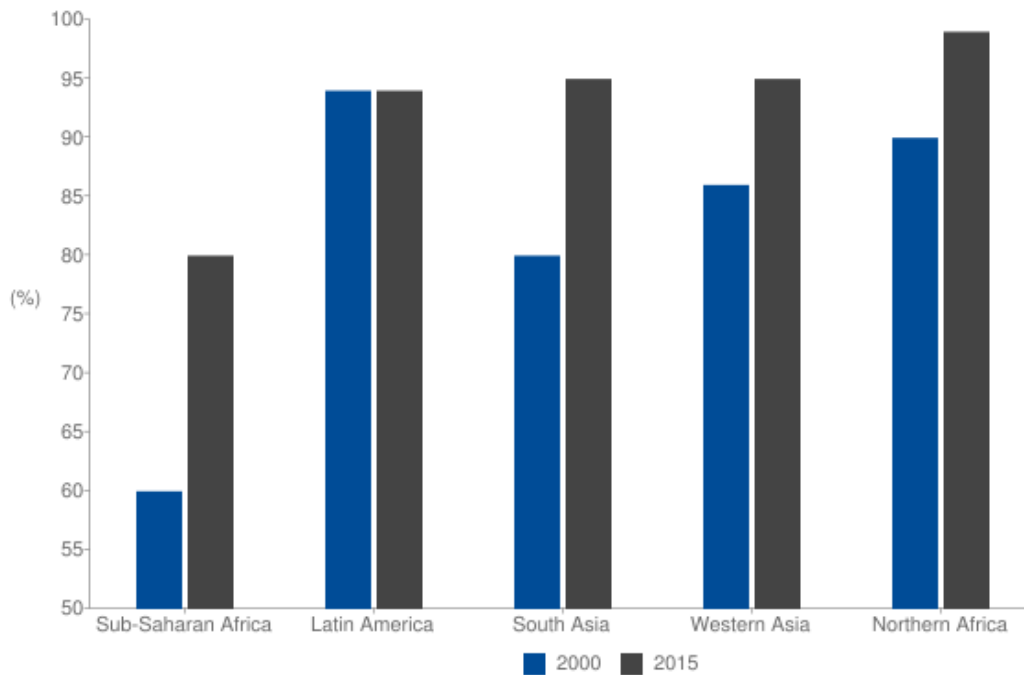


Figure 2: Net enrolment rate for education, 2000 and 2015. Source: UNDP, 2016

1.5 Process of reintegration

Reintegration is a part of return migration, where is the key element providing of security to returnees and necessary tools to reinsertion to the society of their country of origin. Sustainability of this process is crucial element and one of the targets to achieve in policy formulation by governments. The process of reintegration is perceived as an important part of the return process, because it is minimizing vulnerability and making returnees more strong after their return, which is necessary, especially in cases after crisis and wars (International Organization for Migration, 2015).

According to The National Council on Family Relations is reintegration one stage of the deployment cycle, which is characterized as a re-entry into person's daily life as before deployment or into new civilian life which includes domains like work, family personal experiences. Reintegration stage lasts several months, but it can persist to years depends on the situation (ncfr,2016).

1.5.1 Disarmament, Demobilization and Reintegration

Disarmament, Demobilization and Reintegration are a part of post-conflict consolidation. *Disarmament* is a control, collection and documentation of weapons, small arms and other

ammunition from combatants, mostly from the civilian population. *Demobilization* is a process of discharge of combatants from armed forces and groups, it includes a short-term help to ex-combatants as well in a phase of demobilization called reinsertion. *Reintegration* is a social, political and economic process acquiring the civilian status by ex-combatants (United Nations Peacekeeping, 2016).

DDR is the complex process which includes military, political, humanitarian, social, economic and security aspects. It is dealing with post-conflict security problems, where ex-combatants are after crisis without livelihoods and any kind of support. Part of this process is also building the national capacity for long-term peace, development and national security. Disarmament, Demobilization and Reintegration process cannot solve the conflict, but it is a tool to establish a secure environment, so recovery processes and peacebuilding strategies can continue (UNDDR, 2016).

1.5.2 Actors in Process of Reintegration

In the process of reintegration are involved many actors like *local actors*, which are community leaders and actors from the private sector of the state. *State actors* are departments, agencies and national commissions for DDR of the post-conflict country. Important role in the process of reintegration plays *international actors*. Between international actors belongs UN and its agencies like UNICEF, UNDP, UNHCR and WFP – World Food Programme. European Union, World Bank, International Labour Organization and International Organization for Migration are as well part of international actors involved in process of reintegration (McMullin, 2013).

UN as a main international actor in the process of reintegration is involved in DDR since 1989, since this year UN carried out and supported programs in more than 20 countries all over the world. DDR programs are designed to achieve sustainable reintegration and the aim is to prevent a return to violent conflict. The UN is using term “DDR” as activities like repatriation, reconciliation and rehabilitation, which are part of the overall concept of the reintegration process (Conoir, 2007).

2. ANALYTICAL PART

Syria is a country situated in the Middle East in western part of Asia. It neighbours with Turkey, Iraq, Iran, Jordan and Lebanon. Syrian population is estimated at 22,5 million people living in an area of 185 000 km². The capital city is Damascus with population around 1,7 million. Syria is one of the Arabic republics with authoritarian regimes. Authoritarian regime in the country had its roots many years ago, when the governance of the Assad family started. After the military coup in 1970, Hafez al-Assad came to power and in 2000 his son Bashar al-Assad replaced him. 40 years of this government bring destruction of the opposition, rise of power of security forces, which are the tool to ensure the atmosphere of fear in the country (syrskarevoluce.cz, 2016).

Conflict in Syria started in March 2011, when the revolutionary wave of Arab Spring came from North Africa to Middle East. Firstly, civilians had efforts to make revolution in a peaceful way. Their inspiration was in Egypt, where leaders after the pressure from civilian population resigned. Demonstrators wanted to achieve resignation of president Bashar al-Assad and reforms to ensure fulfilment of human rights and fundamental freedom. The security forces of president Assad started to make from peaceful revolution conflict, when they arrested a group of young people, which wrote on governmental buildings "Government must go". These young people were arrested and tortured, which started the waves of civil protests and the situation went more serious (syrskarevoluce.cz, 2016).

The situation in Syria escalated to internal armed conflict and the country has to witness one of the most critical challenges in its own history. Ongoing conflict involves many political, social and economic factors at internal, but also external level. The impact of armed conflict in Syria is the loss of human lives, livelihoods, infrastructure and dwellings. The consequences of the crisis are very extensive and with it connected migration crisis, it is not just problem ongoing in the region in the Middle East, but it is affecting the rest of the world (Nasser, 2013).

2.1 Analysis of the conflict and post-conflict development

To understand the ongoing crisis in Syria is necessary to clarify its political regime and composition of the population. The current political situation has its roots in the previous governance of president Hafez al-Assad. When he came to power, he had not become just the president, but also the army commander, General Secretary of the party and the chairman of the National Progressive Front. During his governance was created a highly rigid and populist system, where most of the leading positions were held by representatives of the Ba'ath party. After father's death came to power his son Bashar al-Assad. After the governance of his father was in country stability, which was enforced by strict police system and the functioning reporting network. In the beginning of the governance of Bashar al-Assad, he tried to release the regime in the country, this period is called as "Damascus Spring". Representatives of the Ba'ath party started to worry about the strength of the regime, so after some time strict rules were settled again. In the case of composition of population, its diversity plays important role as well. 74% of the population are Muslims – more precisely Sunnis, 10% are Christians and the rest are Alawites, Shiites and Druze people. Even if the majority creates Sunnis, the powerful group which is around president Assad are Alawite people. This factor is bringing to the political crisis religious character. Another crucial factor is the importance of the Kurds minority, which represents 10-15% of the Syrian population (syrskarevoluce.cz, 2016).

2.1.1 Beginning of the conflict

The conflict in Syria did not start at the capital city, but in the small city called Dara. Security forces responded with a crackdown, where about 100 people died. This caused to spread of demonstrations in the rest of Syria. Conflict soon escalated to the civil war, because the Assad government started to crush the demonstrations with his security forces and army. The conflict started in March 2011, when the demonstrations were following the Tunisian Arab Spring, which started in 2010. Arab Spring quickly erupted in other Arab countries like Egypt, Libya, Morocco, Yemen, Jordan, Bahrain and Oman. In each country the demonstrations had different tendency. For example, in Oman, Jordan and Morocco leaders promised some reforms in the countries. In some cases, like in Egypt and Tunisia the security forces were on the side of demonstrators, which lead to the abdication of leaders. (Sorenson, 2016).

The first step from the government was on 29th March, when on the prompt of the President, the government in the head with the Prime Minister Muhammad Naji al-Otari resigned. The aim of this step was to “to silence” the voices of demonstrators, which was not successful. In April was named new Prime Minister, the former minister of agriculture Adel Safar. People “were calling” for the new reforms, which did not happen after replacement of the Prime Minister. Another step from the government to make the situation more calm was the cancellation of the state of emergency on 19th of April. State of emergency was created to justify all violence acting from the side of government. It was used to prohibit protests and demonstrations, justify illegal arrests or “giving a free hand” to the secret police as well. Even this step was no more successful and the violence spread to other parts of Syria. On 25th of July was accepted the law, which allows, that all political parties will be part of the political decision-making. It was a big concession from the Ba’ath party. Nevertheless, the crackdown against protestors continued and more and more actors started to be involved in the conflict. In 2012 the conflict escalated to the civil war (syrskarevoluce.cz).

2.1.2 Actors of the conflict

There are many actors involved in conflict in Syria. First I will try to analyse the involvement of *international actors*.

Russia

Russia is the one of the most active foreign actor in Syria. Because of the strong relationship of Bashar-al-Assad and Vladimir Putin is obvious, that Russia is supporting Syria and Assad’s regime. Russia was one of the biggest supplier of weapons in the country. Their interest in Syria as the almost only one ally in the region is crucial. If the Assad’s regime will definitely collapse, for Russia will remain just Iran as an ally in the region. Russia officially claims, that they support of Assad’s regime is because they want to support his activities against terrorists, so Russia has huge impact on the fight against the Islamic State as well. According to the speech of Vladimir Putin from 17th March 2016 his military support of Syria is also training for the Russian soldiers. Russia is using money, which are designed for military training in Syria, because “*There is no more efficient way of training than real combat*”. Anyway the daily costs of the Russian operations in Syria are estimated at 2,5 million dollars. Russia is also trying to create good relations with the Kurdish Democratic Union Party, which has an impact on Russian relations with Turkey. Turkey as a country with big Kurdish minority and view on this group as a terrorist group. Benefits for Kurds in Syria are leading to higher support of the Kurds

in Turkey and higher instability on Turkish borders. From the latest news Russia is still supporting the Syria with the target of anti-Assad's rebels (Internationalrelations.org, 2016).

Russia is involved in conflict the very opposite than USA. It started with their military support of Syrian president in September 2015. According to some analysis is Russian involvement also kind of step how to avert the attention from Russia's domestic policy. Putin's decisions in Syria also positively affect his position as a president of Russia and his popularity increased (Ústav Mezinárodních Vztahů Praha, 2016).

United States

USA on the contrary wants the end of the regime of Bashar al-Assad. They are supporting the Free Syrian Army, the Democratic Forces and Kurds in the north with their fight against the Islamic State. In USA are ongoing discussions, how much should they involve in this conflict. Because of the heavy commitment and cost which will US involvement require and also because of the Presidential elections is the full US presence unlikely (Internationalrelations.org, 2016).

United States directly involved into the conflict in September 2014 as a response of a spill over from the neighbouring Iraq. Their aim was to create a coalition against the Islamic State and the Al-Nusra Front, the Syrian offshoot of Al-Qaeda. USA is accepting just one solution – the political solution, which can be agreed between Assad and opposition. This scenario is still very unlikely, that's why the American minister of foreign affairs John Kerry focuses on short-term goals like to negotiate a ceasefire and humanitarian access to Syrian civilians (Ústav Mezinárodních Vztahů Praha, 2016).

USA is the largest donor of humanitarian assistance to the Syria. It was used around 5,6 billion dollars from global humanitarian accounts and some reprogrammed funding to meet humanitarian needs (Armed Conflict in Syria: Overview and U.S. Response, 2016).

Turkey

The main aim of Turkey is to ensure, that the power of the Kurds will not increase. The conflict in Syria is giving more space for Kurdish organizations, to their efforts to achieve autonomy. Turkey headed by Recep Tayyip Erdoğan is fighting against the Islamic State and supporting resignation of Bashar al-Assad. The ideal scenario for Turkey will be, when north will be under the control of Syrian opposition units (Ústav Mezinárodních Vztahů Praha, 2016).

In August 2016 U.S. and Turkish aircraft supported an incursion into the Syrian city Jarabulus, which is located on the Syrian borders with Turkey. According to Turkish presidential spokesman this operation was aimed to neutralize the threat to Turkey from the Islamic State and the People's Protection Units (YPG). According to Turkey, YPG is the Syrian arm of the Kurdistan Workers Party (PKK), which Turkey as well as the United States considers as a terrorist group. In the middle of September 2016, United States special forces became a partner with Turkish military and Syrian opposition forces in northern Syria (Armed Conflict in Syria: Overview and U.S. Response, 2016).

Iran

According to strong relations between Syria and Iran for decades as a most established alliance in the Middle East is not a surprise, that Iran is one of the biggest supporters of Syrian president Bashar al-Assad. Iran sends the Revolutionary Guards into Syria to help president hold onto power. Data from May 2016 claims, that Revolutionary Guards send more than 60 000 troops and thousands of soldiers from Afghanistan, Iraq, Pakistan and Lebanon (Internationalrelations.org, 2016).

Key role in the Iranian support of Syria plays air line communication. Iran is providing military supplies to Bashar al-Assad primarily by air. Opposition retained many ground resupply routes between Baghdad and Damascus. Iran would not be able to maintain such a support if the air route will be retained or if the rebels will capture Syrian airfields (ISW, 2016).

Saudi Arabia

From the beginning of the conflict is Saudi Arabia one of the biggest supporters of the Sunni Arabs opponents fighting against Bashar al-Assad. The main aim of Saudi Arabia is to decrease the strong position of Iran in the region, to break stable alliance between Syria and Iran. Their involvement in the conflict was kind of balance between Arab allies and the United States. According to investigations of The New York Times from June 2012, Saudi Arabia as well as Turkey and Qatar are the biggest suppliers of weapons to throw secret channels for rebel fighters. This support went mostly to the Free Syrian Army (The FOREIGN POLICY initiative, 2016).

Hezbollah

“Hezbollah - the Party of God - is a Shia Islamist political, military and social organisation that wields considerable power in Lebanon”. It appeared in 1980s during the Israeli occupation of Lebanon from Iran (BBC.com, 2016).

Hezbollah entered the crisis in Syria with around 8000 fighters as a huge ally of Bashar al-Assad and Iran. Hezbollah is receiving financial support from Syria, so their vision is that if the regime will maintain in Syria they can be rewarded as well as their military experience will increase, especially they can gain from the help of Russia on the battlefield, which can be useful in possible conflict with Israel (internationalrelations.org, 2016).

Between other international actors of the conflict belongs **Egypt**, which prefer the resignation of Syrian president as well as U.S. or Saudi Arabia. As is clear from the context, **Israel** should be against Assad's regime, because of his support of Hezbollah and relations with Iran. The fall of the regime in Syria can be a big boom of the position of Israel in the region. But still exist the fear of the role of Islamist militias among Syria's armed opposition and their links to Al Qaeda, which can signify for Israel as a neighbouring country the spread of operations from extremists to the country (About news: Israeli Position on Syrian Conflict, 2016).

The impact of international actors in the conflict is crucial for the situation in Syria. Since 2011 when the conflict began there is a huge number of actors which are involved in and the situation is pretty hard to understand and clarify. Historical background of the countries and their relations with Syria in historical context is playing a big role in their support, but the key aspect of the involvement and also the reason why the situation is so difficult and the possible solutions hard to find is the interest of each country. Now I will try to explain various *internal actors* involved in the conflict.

President Bashar al-Assad and Pro-government forces

Bashar al Assad came to power in 2000 and since that year he has become the only leader of the country, as well as the supreme commander of the army with the subordinate position of all security forces. He appoints the Prime Minister, the government and is the chairman of the ruling Baath Party. The economy of the country is from 70% held by president's uncle Muhammad Makhoul and his son Rami Makhoul (Syrskarevoluce.cz, 2016).

“Currently, Al-Assad and his forces maintain control over Damascus and large parts of Western Syria. His forces—historically tied to the al-Assad regime, have for the most part continued to back the leader. The pro-government forces are fighting against the Free Syrian Army, other secular and Islamist rebels, the Islamic State, and other jihadist groups in the country. There are questions about whether Al-Assad is taking a military approach towards the Kurdish forces in the north, or if he is actually supporting them, in exchange for them protecting these controlled territories from groups like the Islamic State” (internationalrelations.org, 2016).

The Free Syrian Army

One of the biggest rebel groups fighting against Assad’s regime is the Free Syrian Army. FSA was created in August 2011 by army deserters based in Turkey. Current leader of FSA is Brig Gen Salim Idris. In December 2012 was created Supreme Military Council as a centralization of the rebel leadership of the FSA. SMC is divided to 6 fronts in Syria: Northern (including countries Aleppo and Idleb), Eastern (Raqqa, Deir-ez-Zor and Hassaka), Western (Hama, Lattakia and Tartous), Central (Homs and Rastan) and Southern (Damascus, Dara and Suwaida). Each front has 6 members, so totally consists of 30 members (BBC.com, 2013).

There are no exact numbers of combatants FSA, but is estimated at tens of thousands. They have mostly light arms and occasionally anti-tank missiles. Their main advantages compared with the regime is their morale (belief in a just struggle against dictatorship), support of civilians (and in most of the areas where it operates) and non-centralized management and financing sources. The main disadvantage is its weak weaponry, which is not able to fight against air bombardment and the absence of any safe area where they could have their bases and control centres (syrskarevoluce.cz, 2016).

Associated group, which belongs under the Supreme Military Council is the **Martyrs of Syria Brigades**. Martyrs of Syria Brigades is the group consists of 7000 fighters which controlled the Syrian Turkey borders until the occupation of the Islamic State (Atwan, 2015).

The Syrian Democratic Forces

The Syrian Democratic Forces are a coalition of Kurdish, Sunni Arab and Syrian Christian fighters. SDF consists of mostly Kurdish groups like Popular Defense Units (YPG) and Women’s Defense Units (YPJ). One of the supporters of this coalition are the United States, which are providing air support for operations against the Islamic State (NewsDeeply, 2016).

YPG is a group of Kurdish forces in the northeastern and northern parts of Syria. It consists of approximately 10 000–15 000 fighters. It exists a close connection between YPG and the Kurdish Worker's Party (PKK) in Turkey (internationalrelations.org, 2016).

Islamic State

“Islamic state is the latest, most deadly, an incarnation of the global jihad movement established by Osama bin Laden and Ayman al-Zawahiri in 1998. It has a very real geographical, territorial presence. In traditional terms of politics and boundaries, can a ‘state’ be established in just a few months? German journalist Jürgen Todenhöfer, who spent ten days in the Islamic State in both Iraq and Syria, is categoric in his assessment that, ‘We have to understand that ISIS is a country now’” (Atwan, 2015).

Abu Bakr Albaghdadi, the leader of the Iraqi Islamic state announced in April 2013, the unification of Islamic organizations Al-Nusra (Al Qaeda in Syria) with his organizations and create an Islamic state in Iraq and the Levant (ISIL). Al-Nusra didn't accept the unification and the organization divided on the people, which remained in Al-Nusra and the rest joined new created ISIL. ISIL has its headquarters in the city Ar-Raqqa in Syria and parts of Aleppo. They established extremist regime similar as the Taliban in Afghanistan and began to persecute activists attack other rebel groups. According to the rebels is ISIL the result of the Syrian regime and the Iraqi Al-Qaeda, which cooperates with the regime since 2003 (syorskarevoluce. CZ, 2016).

On the international scene organization more entered in 2014, when they took possession of territory in Syria and Iraq. They become famous by their brutal behaviour, abductions and mass killing. *“In June 2014, the group formally declared the establishment of a "caliphate" - a state governed in accordance with Islamic law, or Sharia, by God's deputy on Earth, or caliph. It has demanded that Muslims across the world swear allegiance to its leader - Ibrahim Awad Ibrahim al-Badri al-Samarrai, better known as Abu Bakr al-Baghdadi - and migrate to territory under its control.”* (BBC.com, 2015).

Islamic front

Islamic front consists of 7 Islamic groups which were connected in November 2013: Harakat Ahrar al-Sham al-Islamiyya, Jaysh al-Islam, Suqour al-Sham, Liwa al-Tawhid, Liwa al-Haqq, Ansar al-Sham and the Kurdish Islamic Front. This group consists of 45 000 fighters and their aim was to create the biggest rebel alliance involved in the conflict (BBC.com, 2013).

Al-Nusra Front

Al-Nusra Front is also known as Al-Nusra Front to Protect the Levant, Jabhet al-Nusrah or mostly used Jabhat Fateh al-Sham (“the Levantine Conquest Front”) is after ISIS the second strongest rebel and terrorist group operating in Syria with the main target, which is to replace the regime of Bashar al-Assad with the creation of an Islamist State. The Nusra Front is the base and “planning centre” of global al-Qaeda operations. According to the latest data from 2016 Al-Nusra Front controls territory in northern, western, southern Syria and Idleb province (where around 7000 fighters are operating). The group is established on the base of jihadist ideology Salafist with the main aim of establishing the Islamic governance on controlled territory (Counter Extremism Project, 2016).

As I mention before is hard to understand all forces operating in Syria. The ongoing conflict is creating “a space” of the terrorist and other rebel groups to expand and increase their power. Nowadays is one of the biggest threat the Islamic State, which is becoming more powerful and it is not influencing just a situation in Syria and in the Middle East, but the whole world. Their extreme interpretation of religion is dividing the society and evokes feelings of general anxiety.

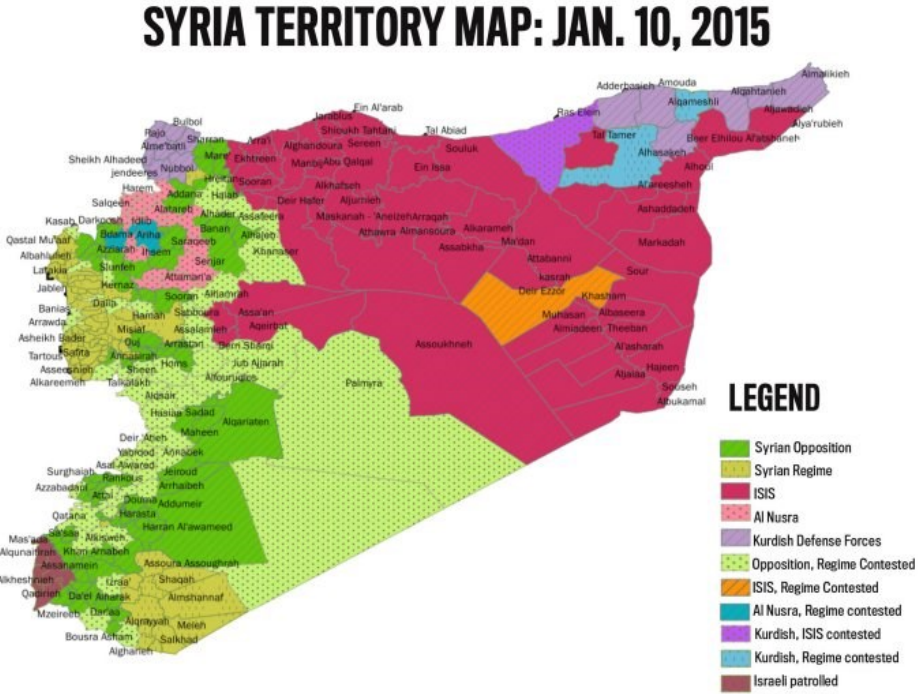


Figure 3: Syria Territory Map: Jan. 10, 2015. Source: The Daily Beast, 2015

2.1.3 Current situation in Syria

According to the Syrian Centre for the Policy Research (SCPR) and their data from the beginning of the 2016 about 470 000 fatalities happened caused by war from the beginning of the crisis in Syria in March 2011. Their report claims that 11,5% of the population were killed or injured. War has a catastrophic impact on national wealth and infrastructure in the country (The guardian, 2016).

SCPR claims that last months the Syrian crisis was focused on two discourses. The first was about refugee crisis and with it connected socioeconomic impact on the receiving countries. Second was about terrorism, because after the huge entrance of the Islamic State in 2014 into the scene the problem of the security started to be more discussed (Syrian Centre for Policy Research, 2015).

According to the latest news from the end of November 2016 is around 16 000 of people fighting eastern neighbourhoods of Syria's Aleppo city. The situation in Aleppo is getting worse and the lives of civilian people are at risk. Hospitals are not working and food stock is almost over in eastern Aleppo. In western Aleppo continues the bombardment of the civilian infrastructure and households. More than 20 000 people were displaced in recent weeks. In the rest of Syria is about 700 000 people in besieged areas, mostly in Damascus encircle by Governmental Forces. The highest emphasis of humanitarian aid organizations is on the security of the civilians, to respect of international humanitarian law (UN News Centre, 2016).

According to the last report from the Institute for the Study of War pro regime forces seized around 5 districts held by the opposition as well as The Syrian Democratic Forces did. Russian Deputy Foreign Minister Mikhail Bogdanov said, that the aim of the pro regime forces was to force the terrorists to leave Aleppo city (Institute for the Study of War, 2016).

2.2 Demographic development of the population in Syria

Syrian civil war has huge impact on the demography and its changes in the country. The situation in the country is really unstable, so is hard to collect exact data because of the ongoing changes. Reuters agency says, that according to United Nations refugee agency the flee of the refugees from Syria is estimating on approximately 5000 people in a day (Reuters, 2013). Refugee crisis is the most influencing factor in the development of the Syrian population these days.

2.2.1 Ethnic and religious groups in Syria

The biggest religious and ethnic group is the Sunni Muslim Arabs, which are creating 70% of Syria's population. 12% of the population are creating Shia Muslims (Alawi). Kurdish minority is making up around 7-10%. Just 1% of population are creating Turkmen, which are originally Turks living in the region since 11th century. Assyrians are the descendants of the old civilizations and original natives of the territory. They are creating around 4% of the Syrian population. Druze are creating 3% and they are Muslims, followers of Shia Islam from the 10th century (Syrian Civil War Map, 2016).

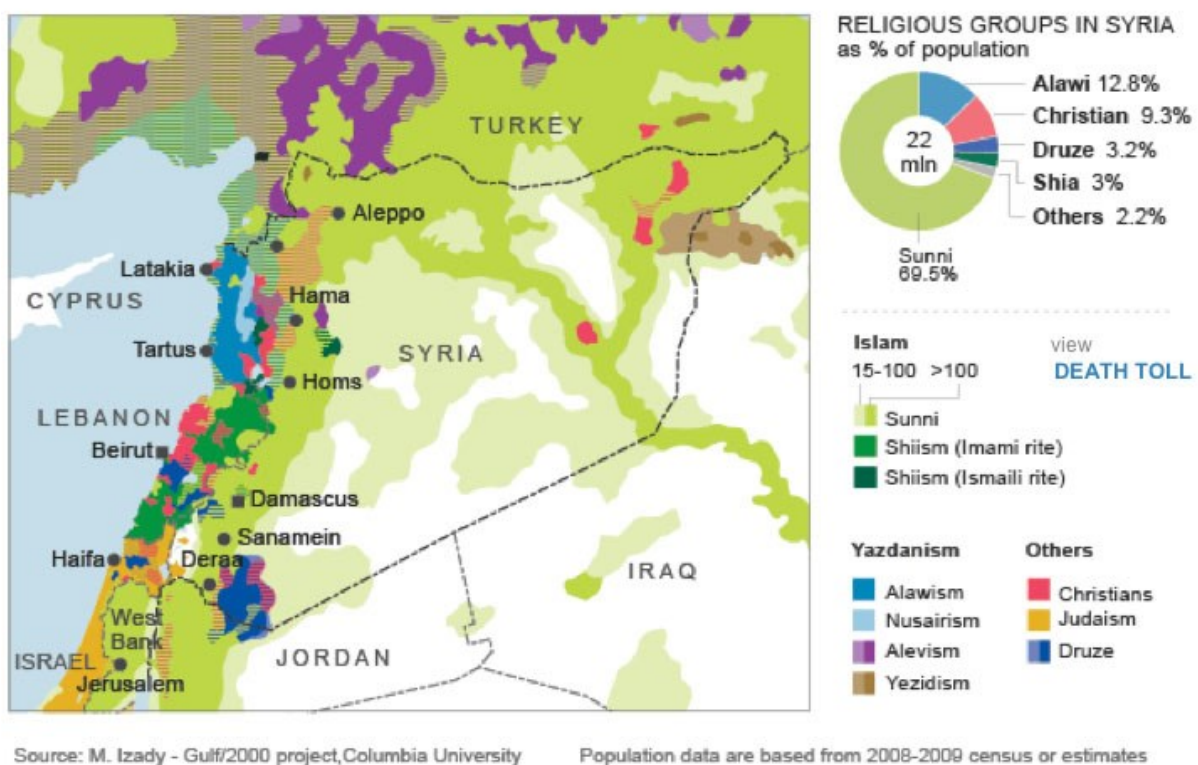


Figure 4: Religious and Ethnic groups in Syria. Source: edmaps.com

2.2.2 Population and Education

The composition of population before the conflict was, that 2,4% were creating children in kindergartens, 21,2% children on basic schools and 6.5% in secondary schools (from the graph below). These numbers did not change so much from the beginning of the conflict. Data differs by each source.

Table 2: Syria population of children according to education level, Source: UNICEF, 2016

YEAR	SOURCE	AGE					TOTAL NATIONAL Pop.
		KINDERGARTEN (5 YRS)	BASIC (6-14 YRS)	SECONDARY (15-17 YRS)	K-G9 (5-14 YRS)	K-G12 (5-17 YRS)	
2010	UNPD	519,000	4,536,000	1,345,800	5,055,000	6,400,800	21,533,000
	US Census Bureau	532,613	4,747,702	1,476,170	5,280,315	6,756,485	22,198,110
	Syria Stat. Abstract	508,689	4,490,063	1,364,360	4,998,752	6,363,113	21,153,000
	Average	520,101	4,591,255	1,395,443	5,111,356	6,506,799	21,628,037
	Share of total pop.	2.4%	21.2%	6.5%	23.6%	30.1%	-
2011	UNPD	517,800	4,549,800	1,359,240	5,067,600	6,426,840	21,679,600
	US Census Bureau	533,659	4,740,504	1,487,140	5,274,163	6,761,303	22,517,750
	Syria Stat. Abstract	508,598	4,493,322	1,376,035	5,001,921	6,377,955	21,377,000
	Average	520,019	4,594,542	1,407,472	5,114,561	6,522,033	21,858,117
	Share of total pop.	2.4%	21.0%	6.4%	23.4%	29.8%	-
2012	UNPD	516,600	4,563,600	1,372,680	5,080,200	6,452,880	21,826,200
	US Census Bureau	522,119	4,655,418	1,480,250	5,177,537	6,657,787	22,530,746
	Syria Stat. Abstract	502,513	4,459,657	1,379,483	4,962,169	6,341,653	21,455,446
	Average	513,744	4,559,558	1,410,804	5,073,302	6,484,107	21,937,464
	Share of total pop.	2.3%	20.8%	6.4%	23.1%	29.6%	-
2013	UNPD	515,400	4,577,400	1,386,120	5,092,800	6,478,920	21,972,800
	US Census Bureau	507,668	4,544,880	1,462,990	5,052,548	6,515,538	22,457,336
	Syria Stat. Abstract	494,997	4,413,490	1,377,981	4,908,487	6,286,468	21,492,547
	Average	506,022	4,511,923	1,409,030	5,017,945	6,426,975	21,974,228
	Share of total pop.	2.3%	20.5%	6.4%	22.8%	29.2%	-
2014	UNPD	514,200	4,591,200	1,399,560	5,105,400	6,504,960	22,119,400
	US Census Bureau	403,857	3,549,776	1,154,416	3,953,633	5,108,049	17,951,639
	Syria Stat Abstract	495,853	4,421,122	1,380,364	4,916,975	6,297,339	21,529,713
	Average*	505,026	4,506,161	1,389,962	5,011,187	6,401,150	21,824,557
	Share of children	2.3%	20.6%	6.4%	23.0%	29.3%	-

2.2.3 Population before the conflict

The population of Syria in 2010 before the conflict is estimated at almost 21 million people. The gender distribution of population was 50,571% of male and 49,429% of female (Worldometers, 2016). Another data says, more precisely according to SCPR survey from 2016 the population of Syria in 2010 reached 21.79 million inhabitants instead of official number 20,87 million people (SCPR, 2016).

The growth rate in 2010 was 2,4% as one of the highest in the world (even that it declined from 3,2%, which was average between years 1947-94). Syria was dealing with the rising of the population, which was quite problematical because of the possible lack of electricity, health

care and education (Reuters, 2010). The total fertility rate in Syria was estimated at 3,02 births per woman in 2010, which is relatively high by comparison with the rest of the world, but it declined from 4,06 in 2000 (IndexMundi, 2016).

The distribution of the population in 2010 according to age were 35,61% of the people between 0-14 years old, people in productive age between 15-64 years old were 60,86% and 65 years old people and more created 3,53% (Statista, 2016).

Syria consists of 14 Governorates. Data from the end of 2011 estimates its composition of population according to regions says, that the biggest region of Syria is *Aleppo* in northwest with 4 868 000 people, the second is *Damascus Rural* with 2 836 000 people and third is *Homs* with 1 803 000 people. Another Governorates are *Al-Hasakah* with 1 512 000 people, *Lattakia* had 1 008 000 citizens, the smallest *Quneitra* 90 000 citizens, *Ar-Raqqa* 944 000 people and 370 000 people were living in *As-Suwaydā'*. A region where the conflict begun *Dara* had 1 027 000 citizens. *Deir-ez-Zor* consisted of 1 239 000 people, *Hama* 1 628 000 and *Idleb* 1 501 000 people. *Damascus* as a separate Governorate just with 105 km² areas and the population of the capital city was estimated at 1 754 000 people at the end of the year 2011 (City Population, 2015).

2.2.4 Current population

As I mentioned before, it is hard to get exact data of current Syrian population, because of the ongoing refugee crisis, which is changing the number of citizens every day. I will try to describe the refugee crisis in another part which will be the focus on migration, however, it is the factor which has the biggest impact on Syrian demography nowadays.

“During 2016 Syria population is projected to decrease by -412 043 people and reach 17 803 825 at the beginning of 2017. The natural increase is expected to be positive, as the number of births will exceed the number of deaths by 336 629. If external migration will remain on the previous year level, the population will be declined by 748 672 due to the migration reasons. It means that the number of people who leave Syria to settle permanently in another country (emigrants) will prevail over the number of people who move into the country (to which they are not native) in order to settle there as permanent residents (immigrants)” (Countrymeters, 2016).

The population of Syria was estimated on 17 185 170 people in July 2016. In comparison with the world is Syria on 66th place with the number of residents. The population growth rate was estimated about 1,56%, which is quite a decline in comparison with 2,4% before the conflict. The total fertility rate decreased as well on 2,55 births per woman. The age structure of the population consists of 31,95% of people in age between 0 to 14, between 15 and 24 years old, people are 19,65%, 25-54 years old population is estimated about 39,03%, 55-64 is 5,26% and people older than 65 years old creating 4,11% of the total population. Median age is 24,1 years, which is also one of the impact of crisis, when young people are leaving the country.

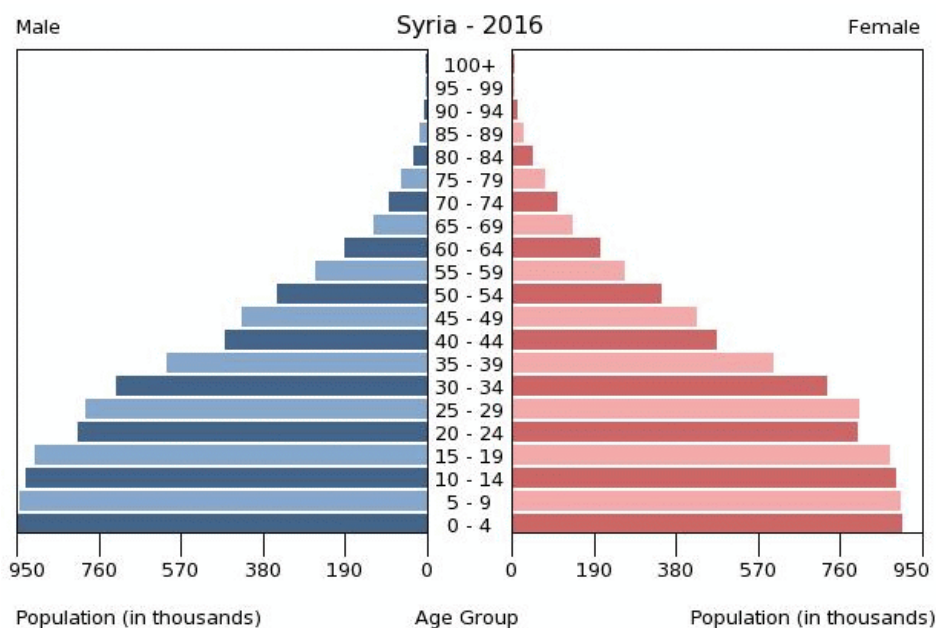


Figure 5: Syria Age Structure, Source: IndexMundi, 2016

The losses on live are estimating on 250 000 according to the UN, another data – the Syrian Center for Policy Research says 470 000, with 1.2 million injured people. For the whole period of crisis from 2011 until June 2016 were in Europe submitted 1,1 million of asylum applications. By June 2016 were, according to UNHCR, 4,8 million refugees in the host countries, including Egypt, Turkey, Lebanon, Jordan and Iraq and half of Syrian population has been forcibly displaced - 7,6 million of internally displaced persons and 4,8 registered refugees (World Bank, 2016).

2.3 Migration

From the beginning of the conflict is estimated that around 11 million Syrians fled their homes. Nowadays, around 13,5 million people are in need with humanitarian assistance in the country. Most of the refugees fled to neighbouring countries of Syria. It is estimated that 4,8 million of refugees are registered in Turkey, Lebanon, Iraq, Egypt and Jordan and 6,6 million are internally displaced persons remaining in the country. More than 1 million people apply for asylum in Europe. The most requiring countries in Europe are Germany with around 300 000 requests for asylum and Sweden with 100 000 requests (Syrian Refugees, 2016).

According to Impact of Syrian Crisis Report from SCPR in the first quarter of 2015 the number of refugees was estimated at 2,58 million. In the second quarter it increased by 164 000 refugees. According to the graph below in the end of 2015 around 45% of total population moved from the country because of the crisis. Around 29% fled the country as refugees and 11% as migrants to other countries (SCPR, 2016).

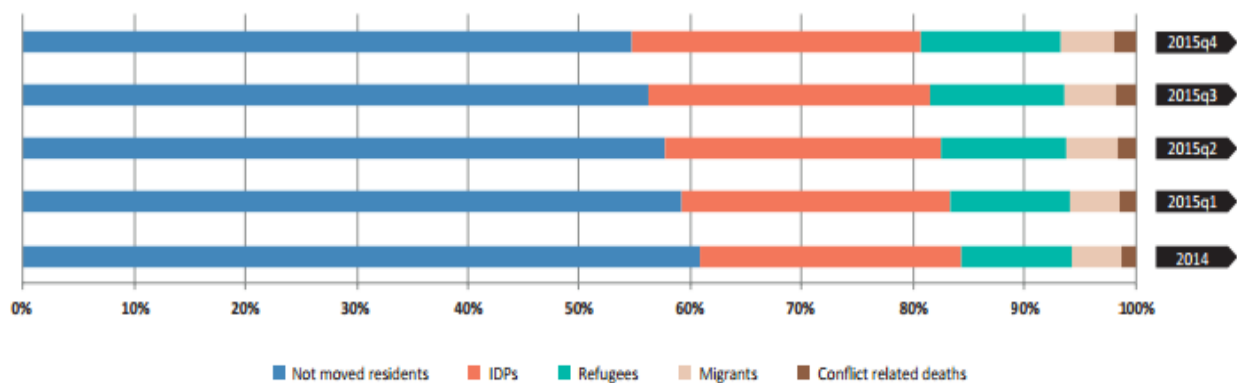


Figure 6: Structure of Syrian population during the conflict, Source: SCPR, 2016

“At the end of 2015, the number of internally displaced persons in Syria is estimated at 6,36 million people, increasing from 5,65 million at the end of 2014. The population status survey shows that in the mid of 2014, 57 per cent of IDPs are females. As for the living arrangements for those displaced within Syria, 48,2 per cent of IDPs live in rent houses, about 30 per cent of them were received by relatives and friends, and 13,5 per cent reside in official and unofficial shelters. About 80 per cent of IDPs were displaced for more than one year. The longer period of displacement is presenting both the displaced and hosting community's population to multiple pressures, especially those related to financial and infrastructure restrains. Moreover, the results show that 63 per cent of IDPs prefer to return to their homes; whereas 33 per cent

of them favour to resettle in places other than their original place of residence. In terms of IDPs distribution by governorates, the survey's results indicate that the highest percentage of IDPs to the total population was Quneitra at 45 per cent, followed by Dara'a with 43 per cent, and 38 rural Damascus per cent" (SCPR, 2015).

According to the latest data of the United Nations High Commissioner for Refugees is currently 4 810 710 refugees directly affected by the situation in Syria (latest update from 4.12.2016). One of the biggest arrivals of the refugees was in 2013, when over than one million of people were registered as refugees. Three quarters of the refugee population creates women and children (UNHCR, 2016).

2.3.1 Host countries

Refugee flows, are not just to countries situated in the Middle East, but countries like Lebanon, Jordan, Iraq, Egypt and especially Turkey are hosting most of them.

Lebanon

From the latest data from 30th September 2016 is living in Lebanon 1 017 433 registered refugees. Lebanon is a country with the population of almost 6 million people, so it is making from Lebanon the country with the most refugees per capita in the world. Refugees are living in 1 700 localities in normal houses or apartments, because in the country is prevailing no-camp policy.

Jordan

UNHCR data from 4th December 2016 says that 655 404 refugees are living in Jordan. Jordan has 3 main refugee camps: Za'atari Refugee Camp, Azraq Camp and Emirates Jordanian Camp. In total around 16% of refugees are living in camps and the rest is living outside in the country (Citizenship and Immigration Canada, 2015).

Iraq

Iraq is the country with a population bigger than 32 million people. In Iraq is currently living 228 894 registered refugees (data from 30.11.2016). Majority of the refugees are living outside the camp, in the camp is living just 39% of the refugees – 89 039 people.

Egypt

115 204 registered Syrian refugees are living in Egypt. As well as like in Lebanon are not living in camps, but mostly in households. According to the latest data from the end of October 2016 is estimated, that 38 609 refugees are living in households.

Turkey

According to data from 3rd November 2011 in Turkey is currently living 2 764 500 refugees, which is making from Turkey the main host country for refugees. (UNHCR, 2016).

European Commission claims in their report, that the Government of Turkey already spent 12 billion euro from the beginning of the crisis for the health, education, food security and other services related with support of refugees. Even if Turkey is providing tools for humanitarian aid of refugees still 90% of them, which are living outside the camps are living in poor conditions. By September 2016 the European Union has provided 583 million euro as a total humanitarian funding in Turkey since the beginning of the conflict (European Commission, 2016).

Turkish helpfulness can have many reasons. One of them is Turkish “loyalty” to Syria as a neighbour country with similar values, where religion play important role as well as the foreign policy of Turkey which was always quite “pro-migration”. On the other hand Turkey as an important actor involved in the conflict can use ongoing refugee crisis in its interest and for their hospitality “want something in return “from the European Union. When the refugee crisis started to expand into Europe, EU wanted to “keep this problem in the Middle East” with providing bigger funds to Turkey to accept more refugees and not sending them further the Europe. Turkey as a not member of European Union wanted to get some advantages (for example Visa Waiver) so this might Turkey seen as one of the tools for further dialogs with the EU. At the head of the state, despite a coup attempt in July 2016, still remains Recep Tayyip Erdoğan. By utilizing possible citizenship of Syrian refugees, he can get more votes and thereby consolidate its position.

2.3.2 Family reunification process

As a reflection on situation in Syria, The European Commission published on 15 November 2011 *Green Paper on the right to family reunification of third-country nationals living in the European Union (Directive 2003/86/EC)* to start public consultations on the right to family reunification of third country nationals living in the European Union.

“Family reunification is a fundamental aspect of bringing normality back to the lives of persons who have fled persecution or serious harm and have lost family during forced displacement and flight”.

Information for family reunification is provided by the authorities of all Member States, NGO's, Red Cross etc. Problematical for applicants can be absence of written documents or some documents are not available in the native language of the applicant. Another problematic aspect of this problematic is that the majority of family reunification processes lasts more than 6 months, which is affecting the benefits of the family reunification and their successful reintegration process (UNHCR, 2012).

2.4 The level of education

In Syria the Government plays important role in the education system. Primary and secondary education is controlled by the Ministry of Education and it is compulsory by the age of 15. Higher education is controlled by the Ministry of Higher Education and the Council for Higher Education. The education system is governed by national legislation and private universities are able to provide higher education since 2011. The official language at schools is Arabic, in some cases English or French is available in higher education as well (EP-Nuffic, 2015).

2.4.1 Education before the crisis

Before the crisis began in March 2011, Syria could point to a healthy record in basic education. 97% of primary-age children and 67% of secondary-age children were attending the school. Literacy rates of the country were high, it was estimated at 90% for both men and women. Syria's literacy rates were even higher than the regional average: Turkey, Lebanon and Jordan were on the same level, and higher was than in Iraq and Egypt. The Government's education budget increased from 15 to 19% of GDP between the years 2004 and 2009 (UNHCR, 2013).

Distribution of Education before the war, **according to the education level** was as follows: In school year 2006/07 were in Syria 1 637 *kindergartens* with 5 519 opened classrooms. 242 of them were connected with the Ministry of Education, 974 were private, 196 belong to teacher's syndication, 185 were under the Women General Union and 40 were affiliated with other entities. Thus, 59% of kindergartens were private, 23% belonged to MOE and 23% belonged to public organizations. The total enrolment was 145 781 children, which represents 12% of age group between 3 to 5 years old children. Enrolment rate was in general higher in urban areas, south, central and coastal Governorates than in the rest of them. In terms of teaching and

administrative staff, in 2006/07 were employed 7 769 people, where 7 404 were females and 365 were males.

In the area of *primary education* were in the same school year 2006/07 opened 16 190 basic education schools and buildings. From them 12 424 were full time and 3 766 two-shift schools. According to gender distribution, were 428 schools only for girls, 415 only for boys, but the majority – 11 248 were co-educational. In the previous school year 2005/06 were total enrolment for basic education (for primary and intermediate education) estimated on 3 898 272 students, 2 036 934 boys and 1 861 338 girls. Net enrolment ratio was 91,5% for boys and 88,9% for girls. The average dropout rate was 2,2% for girls and 2,9% for boys.

In *secondary education* were enrolled 465 318 students in all branches (2006/07). This number represents 34,6% of population in age between 15 and 17. During the 2001 – 2006 were the average success rate on general secondary certificate 69%, 73% was from scientific branch and 65% from humanities branch. The dropout rate in secondary education was in general 9%. During the school year 2006/07 were taught in government schools 63 348 teachers. Here is the gender distribution more equal, 53% were males and 47% were females. 60% of the teaching staff of secondary education obtained a diploma from the Faculty of Education (UNESCO, 2011).

2.4.2 Education during the crisis

According to the UNHCR report about Education from 2013 due to crisis 2,2 million children were not to school from total 4,8 million children of school age. Most affected regions were Idleb and Aleppo, where school attendance went below 30%. Since the beginning of the war were about 4 000 schools destroyed, damaged or turned into the shelters for displaced people. More than 1,2 million children fled to neighbouring countries. Official enrolment rate, which was estimated at 34%, says that around 500 000 – 600 000 children of registered refugees didn't have access to education (UNHCR, 2013).

“The education index fell by 34,3% compared to 2010, driven down by collapsing school attendance rates and a drop in the expected years of schooling. Almost half of the children in the age of basic education were out of school since 2014. Students at higher education levels dropped out as well, leading to 24,6% decrease in the average years of schooling when compared to “continuing” scenario. Moreover, in 2015, the ranking of the education index in Syria dropped from 124th to 173rd out of 187 countries” (Syrian Centre for Policy Research, 2015).

According to the regional distribution of Syria, the level of education was damaged differently. Data from September 2014 says, that **Aleppo** had the most non-functional education facilities from all 14 Governorates of Syria. Assistance Coordination Unit report from July 2014 says, that 61% of public schools in Aleppo did not receive any humanitarian support from GoS, UN or NGO's. In terms of teaching staff, Government of Syria stopped to pay salaries for 6000 teachers in the city of Afrin. One of the biggest problems in the region is the lack of school materials and textbooks. In **Al-Hasakeh** according to Syria Multi-Sectoral Needs Assessment, the number of schools decreased by 25% from 2000 schools before the crisis to 1500 in September 2014. The curriculum changed in areas under the IS control to the strict religious curriculum. Attendance rate decrease, just around 50% of children in primary education level are attending schools in the region. In the region **Ar-Raqqa** were 11% schools changed as military bases because of the occupation of IS. Generally, the functioning education facilities decrease about 30% than before the crisis. In this region is one of the major problems of recruiting children to Aircraft on the ground, the recruitment is the third highest after regions Al-Hasakeh and Deir-ez-Zor. In **Damascus** and **Rural Damascus** estimated that around 30% of schools are not functioning. In **Dara** the secondary enrolment rate was really low, it estimated at 0-25%. Poor condition of schools and that teachers are not receiving salaries is the biggest problem of the region. In **Deir-ez-Zor** region occurred only 25% attendance rate as well, 25% of schools were heavily damaged and 27% either destroyed or occupied. Recruitment of children is one of the major problems in the area. The number of functional schools decreased by 38% in Governorate **Hama**, in September 2014 remained 340 from 560 schools before the crisis. In **Idleb** is situation critical, around 21% of all school facilities in the region are occupied. School materials in some cities are completely absent. Attendance decrease in the region, because of 61% of child labour. **Lattakia** had one of the highest attendance rate from all Governorates. For primary school education it was 75-100% in September 2014, for secondary education around 50-75%. It is given by that around 75% of the schools in the region had no damage and just 9% of schools were occupied. In **Quneitra** region were in August 2014 around half of the school non-functioning. Most of the schools were heavily damaged, destroyed or change to collective shelters. (ACAPS, 2014).

Aleppo has the biggest change in enrolment from all governorates, the change in number of students is estimating on 167 755, where the biggest change occurred in primary school education, where the change in number of students were 147 586 (data from school years

2012/13 to 2014/15). Generally, two most influenced regions in enrolment rate in Syria are Aleppo and Deir-ez-Zor. Data are missing from region Ar-Raqqa.

Table 3: Change in enrolment rate in Governorates, Source: UNICEF, 2016

GOVERNORATE	KINDERGARTEN		BASIC EDUCATION		GENERAL SECONDARY		VOCATIONAL SECONDARY		TOTAL	
	CHANGE IN NO. OF STUDENTS	2014/2012 RATIO	CHANGE IN NO. OF STUDENTS	2014/2012 RATIO	CHANGE IN NO. OF STUDENTS	2014/2012 RATIO	CHANGE IN NO. OF STUDENTS	2014/2012 RATIO	CHANGE IN NO. OF STUDENTS	2014/2012 RATIO
Aleppo	4,395	17.52	147,586	1.43	14,338	1.53	1,436	1.17	167,755	1.44
Al-Hasakeh	862	1.22	41,440	1.12	3,360	1.10	-1,109	0.90	44,553	1.12
As-Sweida	357	1.05	5,565	1.08	381	1.04	-372	0.94	5,931	1.06
Damascus	2,186	1.14	-23,158	0.92	-4,136	0.90	-3,066	0.86	-28,174	0.92
Dara	-558	0.02	-56,194	0.68	-4,129	0.75	-308	0.91	-61,189	0.69
Hama	5,082	1.86	68,401	1.22	9,774	1.29	1,765	1.14	85,022	1.24
Homs	897	1.10	5,316	1.02	1,648	1.05	-3,166	0.75	4,695	1.01
Idleb	1,468	2.71	130,062	1.62	9,368	1.51	830	1.17	141,728	1.60
Lattakia	967	1.09	5,454	1.03	1,785	1.06	385	1.03	8,591	1.04
Quneitra	14	1.02	-378	0.99	110	1.01	32	1.01	-222	1.00
Rural Damascus	-120	0.99	54,028	1.16	5,139	1.15	-247	0.97	58,800	1.15
Tartous	1,215	1.07	9,862	1.06	2,380	1.09	-1,095	0.89	12,362	1.06
Total	16,765	1.20	387,984	1.14	40,018	1.13	-4,915	0.96	439,852	1.14

In some Governorates like Lattakia, Tartous and As-Sweida enrolment rate increased. Because of the internal movement of children from more affected regions (Figure 7).

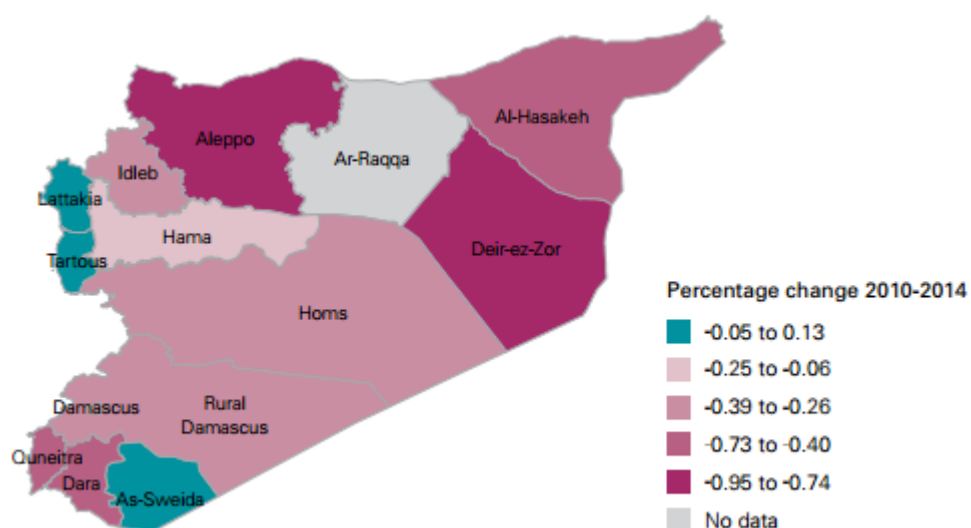


Figure 7: Change in enrolment between 2010/11 and 2014/15, Source: UNICEF, 2016

1. Kindergarten level

The number of children in kindergartens decreases rapidly. Even if data from some regions are missing, the loss is huge – from 171 497 children enrolled in school year 2010/11 to 18 893 in 2014/15. In the kindergarten level, the number of children in Aleppo decreases rapidly from 19 239 children in 2010/11 to 388 children in 2014/15. The lowest enrolment Aleppo had in 2012/13 with only 266 children in kindergartens. In Ar-Raqqa governorate are data missing from 2012, Dara’s latest data from 2013/14 says, that only 12 children were attending kindergartens in the region. Al-Hasakeh, As-Sweida and Tartous experienced increase in enrolment between 2010/11 and 2013/14 again, probably caused by movement of children to less affected areas in Syria (Table 4).

Table 4: Kindergarten enrolment in governorates, Source: UNICEF, 2016

GOVERNORATE	NUMBER OF STUDENTS				
	2010/11	2011/12	2012/13	2013/14	2014/15
Aleppo	19,239	19,229	266	4,661	388
Al-Hasakeh	3,381	3,969	3,978	4,840	222
Ar-Raqqa	2,546	2,999	no data		
As-Sweida	5,550	5,751	6,602	6,959	1,772
Damascus	25,730	25,965	16,067	18,253	6,221
Dara	9,719	9,824	570	12	no data
Deir-ez-Zor	4,992	4,650	4,379	no data	979
Hama	12,208	10,919	5,942	11,024	2,576
Homs	18,825	14,715	8,660	9,557	1,792
Idleb	7,391	7,024	858	2,326	no data
Lattakia	11,300	11,309	11,269	12,236	252
Quneitra	4,012	4,538	855	869	no data
Rural Damascus	33,327	32,099	10,477	10,357	1,856
Tartous	13,277	15,257	16,383	17,598	2,835
Total	171,497	168,248	86,306	98,692	18,893

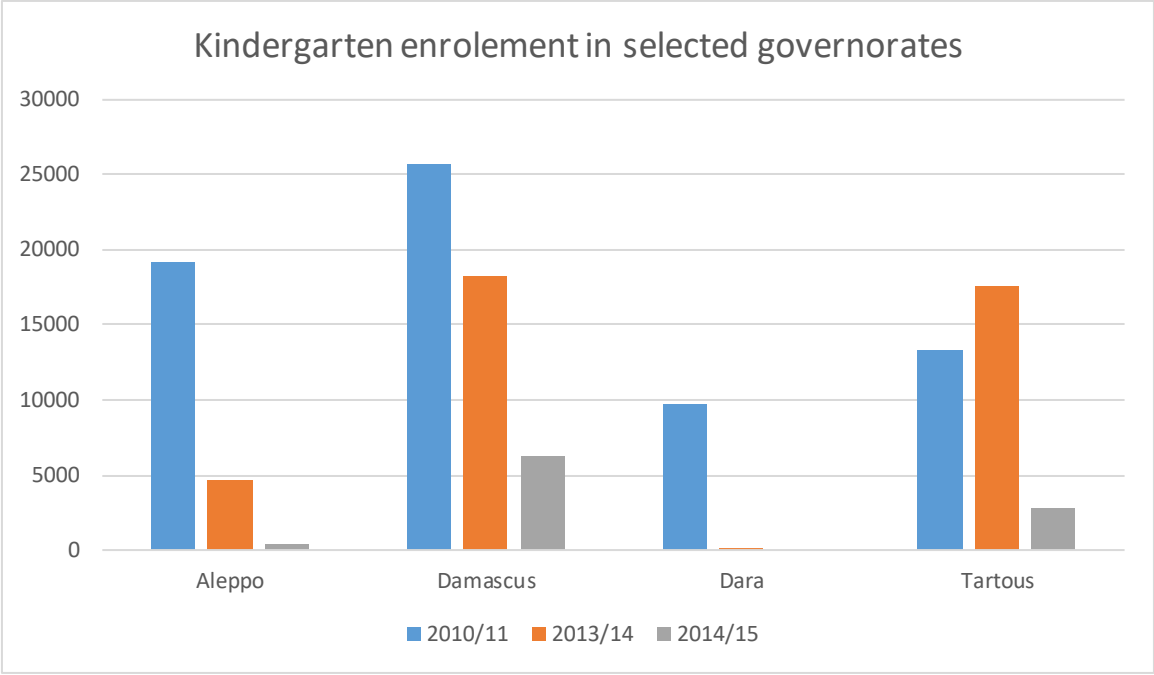


Figure 8: Kindergarten enrolment in selected governorates, own work based on source: UNICEF, 2016

2. Primary education level

In primary education level Aleppo is again one of the most influenced region in Syria, because it lost 637 000 students in the first two years of the conflict. Another damaged region is Ar-Raqqa which is no longer functioning in terms of basic education. According to the table below Lattakia, As-Sweida and Tartous governorates again experienced increase in enrolment. The total increase in these regions were 72 000 students from school year 2010/2011 to 2014/15 (Table 5).

Table 5: Basic education enrolment, Source: UNICEF, 2016

GOVERNORATE	2010/11	2011/12	2012/13	2013/14	2014/15	2010/2014 (%)
Aleppo	1,126,688	1,164,263	341,716	489,302	284,902	25.3
Al-Hasakeh	326,878	335,387	337,094	378,534	200,175	61.2
Ar-Raqqa	237,896	247,532	no data			
As-Sweida	62,329	64,562	71,095	76,660	77,572	124.5
Damascus	315,640	316,540	288,779	265,621	241,223	76.4
Dara	246,210	248,677	173,803	117,609	103,306	42.0
Deir-ez-Zor	347,167	359,220	229,602	no data	16,116	4.6
Hama	371,534	374,562	307,449	375,850	350,190	94.3
Horns	395,128	386,019	282,065	287,381	295,757	74.9
Idleb	385,400	391,691	211,211	341,273	296,216	76.9
Lattakia	177,428	178,545	176,553	182,007	199,132	112.2
Quneitra	105,422	107,527	60,245	59,867	57,702	54.7
Rural Damascus	537,593	544,367	332,749	386,777	398,137	74.1
Tartous	138,963	141,456	153,139	163,001	173,594	124.9
Total	4,774,276	4,860,348	2,965,500	3,123,882	2,694,022	56.4

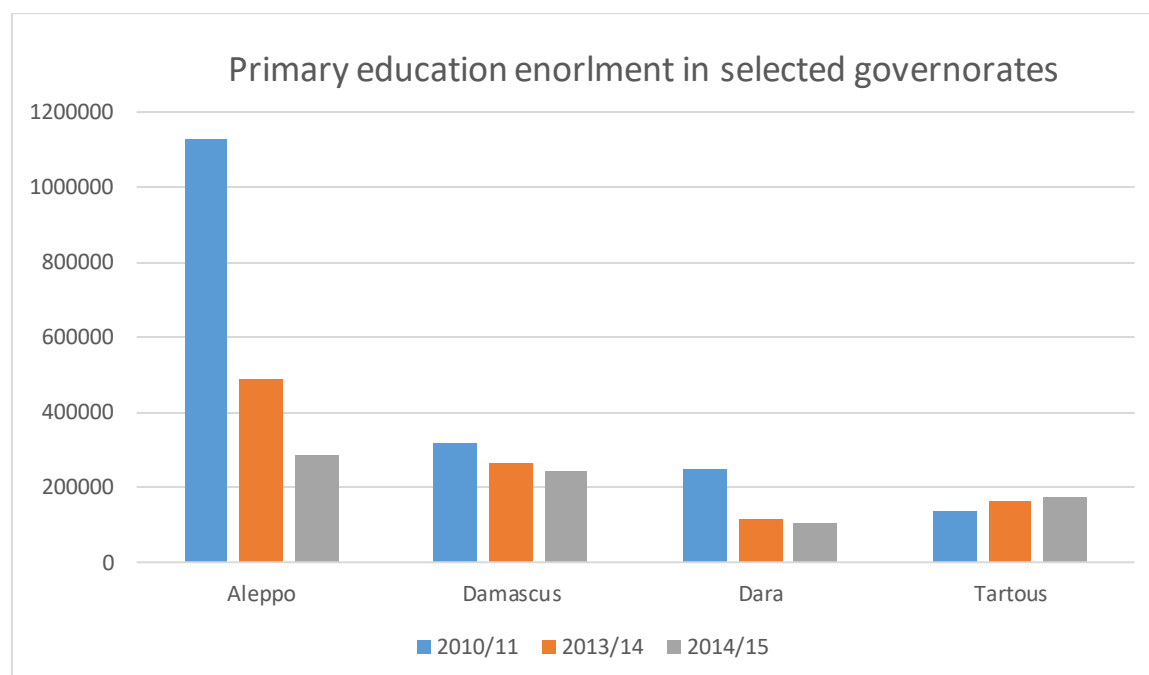


Figure 9: Primary education enrolment in selected governorates, own work based on source: UNICEF, 2016

3. Secondary education level

Secondary education in Syria is divided on *general secondary education* and *vocational secondary education*. General secondary education level enrolment decreased by 23% (around 95 000 children). The table below shows that the biggest gap occurred in Aleppo between years 2011/12 and 2012/13, 44 528 students dropped out of schools. Decrease in Deir-ez-Zor was also enormous, from 23 864 students in 2010/11 to 1219 students in 2014/15. Even that the decrease in the secondary education level is not that huge like in basic education its necessary

to emphasize it, because the secondary education level has impacted on long-term nation building (Table 6). Vocational schools have almost similar losses like in general secondary schools, from total 176 656 students in 2010/11 to 64 089 in 2014/15. Situation in Aleppo, Dara and Deir-ez-Zor is not that critical like in other levels of education.

Table 6: General secondary education enrolment, source: UNICEF, 2016

GOVERNORATE	NUMBER OF STUDENTS				
	2010/11	2011/12	2012/13	2013/14	2014/15
Aleppo	67,434	71,636	27,108	41,446	29,578
Al-Hasakeh	31,484	32,561	33,612	36,972	19,840
Ar-Raqqa	No general secondary schools				
As-Sweida	10,026	9,759	10,129	10,510	10,742
Damascus	42,829	43,218	41,312	37,176	31,707
Dara	23,173	23,354	16,339	12,210	8,106
Deir-ez-Zor	23,864	23,938	10,727	no data	1,219
Hama	38,093	39,354	33,920	43,694	44,521
Homs	41,312	38,731	34,411	36,059	38,483
Idleb	30,484	31,991	18,460	27,828	23,328
Latakia	27,559	27,657	28,356	30,141	32,472
Quneitra	10,299	11,118	8,007	8,117	12,404
Rural Damascus	43,702	44,386	33,649	38,788	38,902
Tartous	23,971	23,714	26,402	28,782	28,176
Total	414,230	421,417	322,432	351,723	319,478

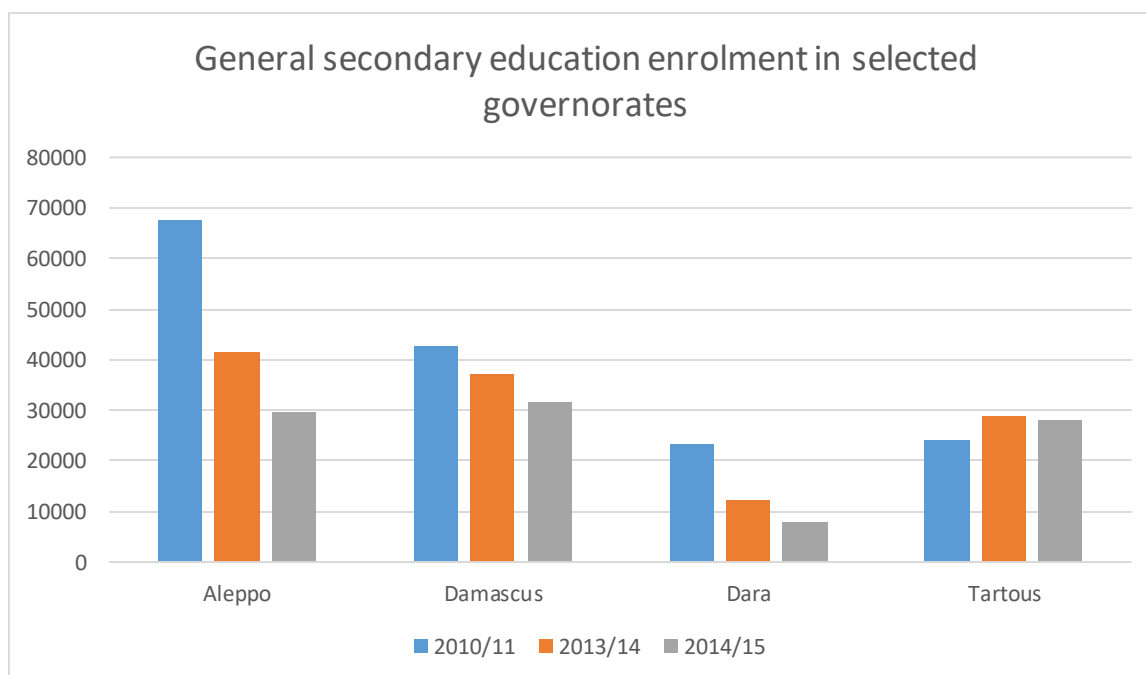


Figure 10: General secondary education enrolment in selected governorates, own work based on source: UNICEF, 2016

Table 7: Vocational secondary education enrolment, Source: UNICEF, 2016

GOVERNORATE	NUMBER OF STUDENTS				
	2010/11	2011/12	2012/13	2013/14	2014/15
Aleppo	20,204	21,603	8,369	9,805	2,688
Al-Hasakeh	10,019	10,996	10,996	9,887	3,980
Ar-Raqqa	19,646	21,227	no data		
As-Sweida	5,941	6,152	6,489	6,117	3,431
Damascus	22,129	23,799	21,997	18,931	11,774
Dara	9,338	9,220	3,605	3,297	1,086
Deir-ez-Zor	10,046	10,916	7,637	no data	2,345
Hama	13,710	14,203	12,793	14,558	9,954
Homs	17,938	16,337	12,746	9,580	6,942
Idleb	8,832	8,722	4,758	5,588	1,561
Lattakia	10,675	11,258	11,313	11,698	5,913
Quneitra	4,132	4,614	3,483	3,515	2,578
Rural Damascus	14,946	15,445	8,614	8,367	6,602
Tartous	9,100	9,666	10,119	9,024	5,235
Total	176,656	184,158	122,919	110,367	64,089

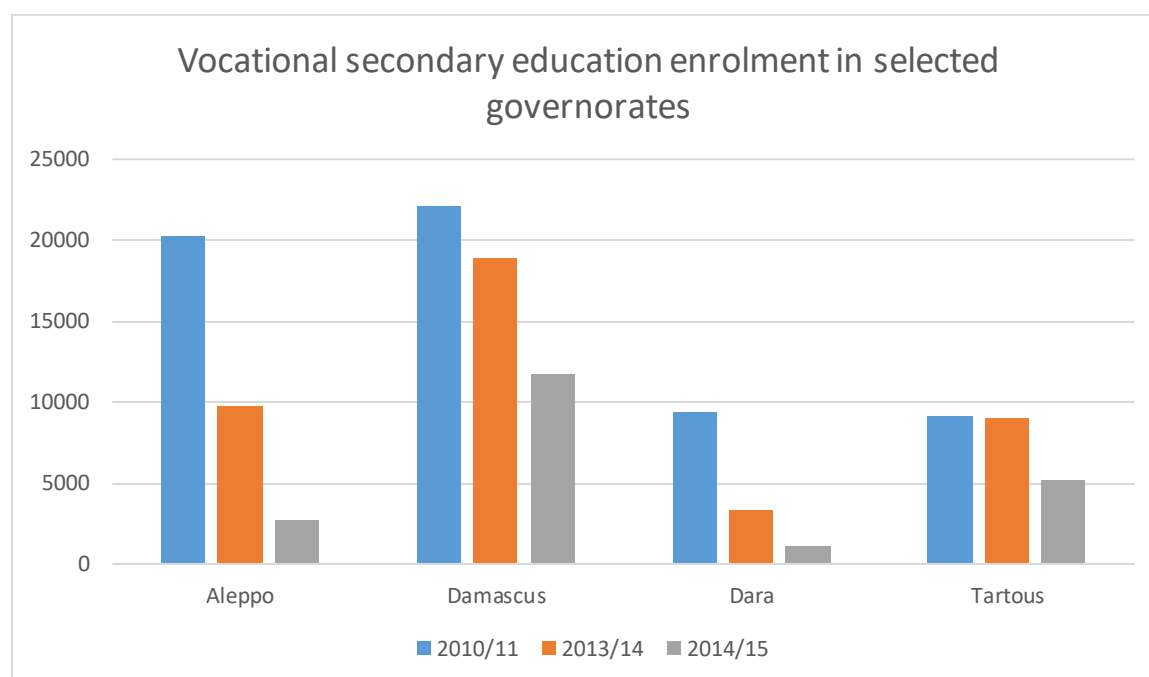


Figure 11: Vocational secondary education enrolment in selected governorates, own work based on source: UNICEF, 2016

In terms of teaching staff in kindergarten level, the number of school personnel decreases from 9325 in 2010/11 to 1298 in 2014/15. In primary education level decrease from 284 350 teachers in 2010/11 to 176 007 in 2014/15. General education personnel decrease from 48 630 to 30 715 and vocational secondary education staff from 38 733 to 12 253 between years 2010/11 to 2014/15.

2.4.3 Education in refugee camps

Formal as well as non-formal education in camps in Egypt, Iraq, Jordan, Lebanon and Turkey from October 2012 to June 2015 in levels from kindergarten to secondary education level shows the increase of the total refugee population in camps in 2012, which was 99 373 children to 1 341 174 children in June 2015. UNICEF report says, that since 2013 every year around 300 000 children left Syria. As a following table shows, enrolment rates are lower than 50% (UNICEF, 2016).

Table 8: Enrolment of children in refugee camps, Source: UNICEF, 2016

COUNTRY	OCTOBER 2012		OCTOBER 2013		OCTOBER 2014		JUNE 2015	
	POPULATION	ENROLMENT	POPULATION	ENROLMENT	POPULATION	ENROLMENT	POPULATION	ENROLMENT
Turkey	39,720	no data	256,157	69,596	318,329	117,694	602,428	213,501
Lebanon	26,114	4,660	233,473	84,615	380,230	103,023	405,268	174,233
Jordan	20,861	20,563	181,200	105,481	211,827	178,612	218,600	163,042
Iraq	12,678	1,954	39,930	8,005	58,038	18,184	73,372	41,198
Egypt	No refugees		37,352	16,181	42,567	41,689	41,506	35,432
Total	99,373	27,177	748,112	283,878	1,010,992	459,202	1,341,174	627,406

According to UNHCR data from 2015 the largest camp is located in Jordan and it is called Za'atari camp. Even that 80% of refugees are living outside the camp, around 80 000 refugees are remaining in Za'atari camp. In this camp are 4 schools: one primary school for girls, one primary school for boys, one secondary school for girls, and one secondary school for boys. One class lasts 35 minutes and girls are attending school between 8 a.m. to 12 p.m. and boys between 12 p.m. to 4 p.m. Despite the effort to include somehow children into education system, in 2012 78% of children in age between 6 to 17 did not attend school in this complex. This percentage almost doubled in 2014. In 2015 were in Za'atari camp 7 complexes with 28 schools. One of the biggest reasons of children (especially girls) was the distance. Concerning the fact of feeling unsafe, the distance plays an important role. Children which live within 250 meters had a 64,9% attendance rate, while students who are over 750 meters had a 36,2% attendance rate. In terms of teaching staff were in this camp hired by the Ministry of Education of Jordan Jordanian teachers and Syrian assisting teachers. In each class the Jordanian teachers and the Syrian assistant teachers are paired (Fray, 2016).

In Turkish refugee camps around 60% of children are attending school, but only 14% of refugee children outside camps. The biggest barrier for Syrian students in Turkey is a language as well as practical implementation of Syrian curriculum. In camps are mostly Turkish teachers teaching in Turkish language, which are not able to teach in Arabic. (Education provision for Syrian refugees in Jordan, Lebanon and Turkey, 2015).

2.4.4 Current situation of education

According to the UNICEF Syria Crisis Report from October 2016 new academic year 2016/2017 started on 18 September 2016. UNICEF and other humanitarian organizations provided basic school equipment like school bags for children with emphasis on internally displaced children in grades 1 to 4 and children in hard-to-reach areas. In total around 2,9 million of children received these materials in 13 Governorates. In some areas is hard to provide necessary education, so the materials for self-education were created. For example, in Aleppo about 15300 out-of-school children reached these materials. Another problem is crowded classrooms due to the destruction of many schools. As a response to this problem was provided 62 prefabricated classrooms benefitting 5 250 children to schools in Aleppo, Al-Hasakeh, Lattakia and Damascus. In Al-Hasakeh, Homs and Lattakia 58 schools were repaired, which caused that 12 000 children had better access to education. UNICEF in cooperation with the Ministry of Education are providing *Back to Learning* campaign, which aim is to reach 1 million conflict-affected primary school-aged children in all 14 governorates Via Back to Learning campaign of UNICEF were more than 2,9 million children between 5 to 17 years supported in formal education and 327 418 children had access to non-formal education (UNICEF, 2016).

UNESCO Education Response to the Syria Crisis 2015 – 2016 is focused on Syrian young men and women between the ages of 15 to 30 affected by the crisis as well as teachers to have them improve their pedagogical skills and to plan education system in the country. UNESCO started a two-year program called *Bridging Learning Gaps for Youth* as a response on 70% learning gap of Syrian refugee children. The program relates to the countries, where the Syrian crisis has impacted on the education system, which includes Syria, Jordan, Lebanon and Iraq (UNESCO, 2015).

The latest report from UNOCHA published in December 2016 shows, that in the area of education the big gaps is still remaining despite the efforts of various humanitarian help. From January to June 2016 1,3 million of children reached the access to education, which is still a small number in comparison with 4,6 million targeted. In total are 6,1 million children without

access to education, from this 2,8 million creates boys and 3,3 million girls. 1,75 million children are out of school and 1,35 million at risk of dropping out. 1 of 3 schools is damaged, destroyed or not able to use. In numbers are closed over 7 400 schools within Syria from the previous 22 000 opened schools before the conflict. The education system also affected by losing of teachers in schools. The formal education system has lost a total of 150 000 education personnel.

Another negative impact on Syrian education has poor conditions at schools. Not just that school should be a place where children feel safe, which is not able to achieve in Syria these days, the sanitation, water conditions and hygiene directly impacting on enrolment and retention rates.

“The psychosocial safety and physical protection of school-age children has been seriously compromised throughout the crisis, and children face constant challenges in efforts to safely access education. Education is ultimately protective, and inadequate and/or uneven access to education opportunities denies children their basic rights and protection from exploitation. Out-of-school children are at greater risk of sexual harassment, exploitation and exposure to violence, child labour, early marriage and recruitment into armed groups. Where available, schools are no longer a guaranteed safe and protective environment: in 2015 there were a total of 69 UN-verified attacks on education infrastructure and personnel, including 60 attacks on schools. Attacks on schools not only put the safety and well-being of students and school staff at risk, but also discourage parents from sending their children to school. As of October 2016, the UN verified a total of 308 attacks on education facilities and personnel” (UNOCHA, 2016).

3. PROPOSAL PART

From the analytical part is obvious, that education is one of the most damaged sectors in Syria. Despite the efforts of humanitarian organizations, the improvement of education still not meeting the needs of the society and does not reach the targets, which are set. I tried to analyse the education in different levels of education in different regions of Syria. I think it is necessary to not look on education in Syria as a complex, but to find the solutions, how to improve it in each sector. The analysis shows, that each region has special requirements and different level of destruction because of the war. In some regions like Aleppo, Ar-Raqqa or for example, Damascus is situation critical, so the restoration of schools is not solution. In these regions is crucial to first provide the basic needs for people. In terms of education in these regions is necessary to improve self-learning system, which is currently implementing in some parts of the country, because the situation is still serious enough to not put children into the risk with attending some possible school. On the other hand, some regions registered an increase in their enrolment rates. This situation occurred due to movement of children from more affected areas, to the less ones. These regions are facing the problem with crowded classrooms and lack of teachers. Renovation of schools and financial support to train and motivate teachers in these regions can be one of the solution, but here comes the question: Will these children move back to their regions after the end of the conflict or will they settle in the places, where they are now? It is hard to predict some scenario like that, because the end of war is in sight.

Almost 5 million people left Syria and are refugees in neighbouring countries, most of them are children and women. According to this fact is necessary to focus on education of Syrian refugee children in host countries as well. This fact is well known for organizations providing humanitarian support, as it shows the report after the London Conference held in February 2016. Donors, are focusing not just how to improve the situation in Syria, but they are considering the fact, that education should be somehow improved in host countries as well. The biggest financial support is receiving Turkey and Lebanon. Education abroad brings many problems and challenges. Countries trying to provide better access to education for Syrian children like two-shift class system in Jordan, when the Government of Jordan is providing special afternoon classes just for Syrian children and morning classes for both Syrian and Jordan children. The division of children by nationality can be problematic in another big issue connected with education and it's the integration of children. According to experts, if a person will not return back to his native country within 5 years, he will not return never. The scenario, how it will be

is very far away at the moment as well, but what we all know is that integration of Syrian children to the societies of host countries is very important. As well as varied the education requirements in Syria in different governorates, education in host countries are different country by country. In Turkey is one of the biggest problem the language. Turkish teachers are not able to speak Arabic, which is creating a big gap between Syrian students and others. Lack of Arabic speaking teachers can be solved with some more complex system of educating Arabic for Turkish teachers. The solution might be quite expensive and long-term, but if we will consider the number of refugees in Turkey, can be one of the options. The program to improve about 7000 Turkish teachers was already implemented, they were trained in psychological support and the school environment, but this program should focus on language barrier as well. Lebanon is facing the problem with implementing Syrian curriculum, some schools already started to implement their own Lebanese curriculum on Syrian children. In general, there should be more united system for host countries dealing issues like: How to teach Syrian children, how to acknowledge their previous study results and how their study achievements abroad will be acknowledged in Syria, this shows the importance of the support of the Government of Syria.

The Governments of Syria and host countries are not the only entities, which are supporting the education of Syrian children. As I mention in analytical part, UNICEF in cooperation with the Ministry of Education are providing Back to Learning campaign, focusing on educating children in Syria. In host countries, UNESCO started a two-year program Bridging Learning Gaps for Youth. These programs have a big impact on improvement of education of Syrian children, but due to ongoing conflict and the still very alarming situation is not possible to reach the targets, which were set (mostly the results are reaching only 20-30% from stated target). One of the challenging strategy for next years can be the 3RP Regional Refugee and Resilience Plan 2017-2018, which is a result of the efforts of many donors and around 200 agencies, where education is one of 8 main areas, where the humanitarian aid will be provided.

In my opinion, the situation in Syria is still very unstable, so is natural, that the main focus of humanitarian aid is on ensuring basic needs of people, to reduce poverty and provide security. Children are living in fear and because of unclear future of their native country are not motivated to educate themselves, but from a wider point of view is education very important sector, which is one of the tools of nation-building and future prosperity of the state. I think, that education support should focus on host countries and governorates of Syria, which are not damaged at all like for example Aleppo is. In the most affected regions of Syria I perceive one of the best steps, which should be improved, the self-educating material system.

CONCLUSION

The bachelor thesis analysed the level of education in different regions of Syria, which was damaged because of the ongoing crisis. Literature research enabled theoretical knowledge to the broader view on current problem.

The Syrian crisis started in March 2011 and has a huge impact on education not just in Syria, but in neighbouring countries as well, because they are hosting almost 5 million refugees, where most of them are women and children. Syrian children are facing many problems. In the most affected regions, they don't have an access to education at all or they are not attending the school because of the security risk. In host countries are refugee children trying to adapt mostly disunited education system, which is providing for them and language barrier is just deepening the gap to continue in their education. Analyses shows the huge difference in the level of education in different governorates of Syria. Some of the regions lost almost all of the students, because the majority of school facilities are destroyed, damaged or used for other purposes, mostly like shelters. Other regions are facing the increase of students, which is caused because of the movement of children. Organizations should consider this disparity and concentrate the humanitarian aid, according to need of each region. Better concentration of the financial support, improved programs of requalification and motivation of teachers and finally an understanding of the exact needs at given place can be the way, how to reform the education system of Syrian children.

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