# 2.10.2. Access to education

The conflict has severely disrupted access to education in Syria,[899] with displaced children being especially affected.[900] During 2025, insecurity, natural hazards, infrastructure and staffing challenges, use of schools as shelters, and limited access to essential services led to school disruptions and reduction in instructional time across multiple governorates.[901] Presence of unexploded ordnance including 'near educational facilities and along transit routes' was reported as a concern affecting access to schools.[902] Economic hardship and the inability to cover education-related expenses were also reported as barriers to school enrolment,[903] resulting in many children dropping out of school to support their families.[904]

Following the January 2026 clashes in northeast Syria, education services in Aleppo, Raqqa, Deir Ez-Zor, and Hasaka governorates were 'severely impacted'.[905] Particularly, in Aleppo several school facilities had reportedly sustained damages.[906] Following the downfall of the Assad regime, several initiatives have been launched to rehabilitate schools that were previously damaged or deemed unsuitable for educational use.[907] As of May 2026, education remained severely disrupted, especially in northeast Syria, as well as in regions with high numbers of returnees and in flood-affected areas.[908]

Returnee students, including IDP children and those who returned from abroad, faced additional challenges to re-entering formal education.[909] In many areas, increased demand due to returns has led to capacity constraints, including overcrowding and limited services.[910] Reintegration of students is hindered by damaged educational facilities,[911] lack of basic supplies,[912] long travel distances, and limited transport, with girls being disproportionately affected.[913] Children returning from abroad face difficulties reintegrating into Syria due to language barriers, differences in curricula and culture,[914] separation from communities formed during displacement, and limited connections to their families' places of origin.[915]

School non-attendance among IDP returnee and refugee returnee children is mainly driven by economic hardship and lack of documentation, particularly the inability to afford school-related costs and transportation. Child labour was indicated as a reason for children's non-school attendance by 27 % of IDP returnees and 14 % of refugee returnees surveyed by UNHCR during the first quarter of 2026.[916]

A shortage of educational staff was reported.[917] Teachers worked under precarious conditions, often being inadequately paid.[918] This resulted in high turnover rates[919] or absenteeism that compromised the quality of education, which was further undermined by insecurity.[920]

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