Chapter 5
The Impact of NGOs in Rebuilding Higher Education in the Recovery Phase

Ahmad Kayaly

WATAN Foundation, Syria

ABSTRACT

This chapter is an extensive investigation into the crucial role that non-governmental organisations (NGOs) play in facilitating the restoration and reconstruction of higher education systems following conflicts, natural disasters, and other crises. Higher education institutions usually experience major hurdles in such challenging situations. This chapter covers the many facets of the influence of NGOs on the reconstruction of higher education, spanning crucial subjects such as accessibility, quality, innovation, and sustainability. The talk thoroughly addresses the practical and ethical concerns, providing insight into the subtle dynamics of the interplay between NGOs and the recovery of higher education. This chapter stresses the relevance of non-governmental organisations (NGOs) in aiding communities that are dealing with crisis-related disturbances to their educational institutions.

INTRODUCTION

In the chaotic aftermath of battles, the devastation of natural catastrophes, and the confusion created by other societal crises, the path to recovery for societies often rests upon the regeneration of their higher education systems. Higher education institutions stand as the citadels of knowledge, innovation, and human progress, serving as the furnace in which the future is fashioned. Yet, when confronted with the immense challenges offered by these tragedies, these organisations find themselves at a crossroads, with the formidable task of restoring their foundations. "The Impact of NGOs in Rebuilding Higher Education in the Recovery Phase" starts on an expanded investigation of the essential role played by Non-Governmental Organizations (NGOs) in supporting the recovery and reconstruction of higher education institutions in the wake of crises. Within these pages, we begin on a journey through the subtle

DOI: 10.4018/979-8-3693-1926-0.ch005

and numerous elements of NGO involvement, putting light on their important contributions to access, quality, innovation, and sustainability in the sphere of post-crisis higher education.

NGOs emerge as important partners in the endeavour to breathe life back into higher education institutions left reeling in the wake of tragedy. Their amazing agility, unrivalled experience, and steadfast devotion position them as key agents of change, bridging the divide between the immediate demands of educational systems and the wellspring of resources and support available from the international community. This partnership concept crosses boundaries and ideologies, enabling a harmonic collaboration between global and local stakeholders, guiding their collective efforts toward the effective recovery of higher education. As we embark on this chapter's intellectual voyage, our compass takes us to study the important dimensions of NGO engagement in higher education recovery. We focus a spotlight on their vital role in extending access and equity, enhancing educational quality, inspiring innovation, and promoting the long-term sustainability of educational efforts. We go deep into their modus operandi, their methods, their achievements, and their tribulations, providing a vivid portrayal of their impact upon the education scene during times of crisis.

Yet, our trip does not only encompass the practical realities of NGO activity. We also navigate the complicated terrain of ethics, morality, and social responsibility that underlie these collaborations. We wrestle with the significant ramifications of the decisions made by NGOs as they attempt to be agents of positive change, oftentimes in circumstances loaded with political, economic, and cultural sensitivity. This chapter seeks to be a complete compass, guiding our readers through the labyrinthine maze of NGO contributions to the resilience and human development of societies besieged by crisis-induced disturbances to their educational institutions. Drawing from a rich tapestry of various case studies, empirical research, and the collective wisdom of individuals in the area, our purpose is to deliver not only knowledge but significant insights. These findings will serve as lighthouses for policymakers, educators, and development practitioners, putting light on the complex and essential junction of NGOs and higher education recovery. In our exploration, we want not only to throw light on the past and present but also to show the route forward towards a more resilient, egalitarian, and enlightened world.

In the wake of disasters, whether they be natural or human-made, the ramifications typically reach far beyond the immediate physical destruction. Societies are left struggling with the enormous issues of restoring not only their infrastructure but also their social fabric. Amidst the instability and uncertainty that follow such revolutions, higher education systems play a key role in determining the future of these communities. Higher education institutions, with their power to nurture knowledge, innovation, and human potential, serve as the linchpin for societal growth. They are the bastions where the seeds of progress are sowed, and the leaders of tomorrow are trained. However, when calamity strikes, these very institutions find themselves exposed, their foundations disturbed, and their capacity to serve their important duties in risk.

Nonetheless, hope comes in the form of Non-Governmental Organizations (NGOs), whose presence and contributions are important in the recovery phase. These organizations, generally driven by a sense of social responsibility and a desire to constructive change, come in to bridge the gaps created by disasters. Their versatility and skill make them important allies in the fight to restore higher education systems.

The impact of NGOs in this context is nothing short of revolutionary. They bring with them not only financial resources but also a wealth of expertise and knowledge. This influx of support allows higher education institutions to not just rebuild but also to innovate and improve. Access to quality education becomes a reality for individuals who may otherwise be left behind in the aftermath of a crisis.

18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/the-impact-of-ngos-in-rebuilding-higher-education-in-the-recovery-phase/343828

Related Content

Corporate Sustainability and Responsibility and Disaster Risk Reduction: A Serbian Overview
Vesela Milorad Radovic (2019). *Emergency and Disaster Management: Concepts, Methodologies, Tools, and Applications (pp. 1410-1427).*
www.irma-international.org/chapter/corporate-sustainability-and-responsibility-and-disaster-risk-reduction/207633

Can We Use Your Router, Please?: Benefits and Implications of an Emergency Switch for Wireless Routers
Kamill Panitzek, Immanuel Schweizer, Axel Schulz, Tobias Bönning, Gero Seipeland Max Mühlhäuser (2012). *International Journal of Information Systems for Crisis Response and Management (pp. 59-70).*
www.irma-international.org/article/can-use-your-router-please/75445

Exercise 24: Using Social Media for Crisis Response
Austin W. Howe, Murray E. Jennex, George H. Bresslerand Eric Frost (2011). *International Journal of Information Systems for Crisis Response and Management (pp. 36-54).*
www.irma-international.org/article/exercise-using-social-media-crisis/60614

Disaster Crisis Communication Innovations: Lessons Learned From 2011 Floods in Thailand
Shubham Pathak (2019). *International Journal of Disaster Response and Emergency Management (pp. 1-16).*
www.irma-international.org/article/disaster-crisis-communication-innovations/240784

Cell Phone Use with Social Ties During Crises: The Case of the Virginia Tech Tragedy
Andrea Kavanaugh, Steven D. Sheetz, Francis Quekand B. Joon Kim (2013). *Using Social and Information Technologies for Disaster and Crisis Management (pp. 84-97).*
www.irma-international.org/chapter/cell-phone-use-social-ties/74860