Education During the Active War: Exploring Teachers' Perceptions and Practice in Syria

by Sharifian, Dornblaser & Vazquez Silva

Abstract:

Education is the basic right of every child in any condition. Unfortunately, the conflict in Syria has denied 2 million students education and destroyed 7,000 schools (United Nations Children's Emergency Fund [UNICEF], 2021). Education during conflict is even more critical to promote strong social, emotional, and cognitive development in children. There have been several studies to evaluate the availability and accessibility of education in conflict zones (Mundy & Dryden-Peterson, 2011; Badrasawi et al., 2018). However, there are rare, if any, studies to explore teachers' perception of teaching during war and their performance. Teachers in a war zone certainly have the most significant role in fostering students' development in a different aspect by implementing creative teaching in their lessons. Thus, this study explored the perceptions of primary school Syrian teachers about education in a war zone and their creative teaching practices.

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Lindsay Dornblaser acquired her M.A. in Teaching from James Madison University (JMU) in 2021. During her time at JMU, Dornblaser was the grant coordinator for the Mixed Delivery Grant (MDG). Mixed Delivery Grants are intended to support public/private systems of preschool delivery with a focus on expanding the number of at-risk three- and/or four-year-old children served in high quality early childhood care and education (ECCE) in community-based (private) settings. MDG will increase the capacity of communities to serve those children who are currently underserved or unserved in a publicly funded ECCE program, with a particular focus on increased access for populations including children and families of color and those living in childcare deserts. In addition, she was the grant coordinator for the Preschool Development Grant (PDG) for the Harrisonburg/Rockingham area. Participation in high-quality early childhood programs can effectively support the school readiness of at-risk children. With Virginia's award of a three-year federal Preschool Development Grant (PDG B-5) opportunities exist for communities to strengthen their local early-childhood system. Dornblaser will start her teaching career as a third-grade teacher in Roanoke, Virginia."

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