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INCLUDING JERUSALEM

Educational Justice, Inclusion,
and Community Resilience



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Research Tools

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1. Research Tools Overview

The research tools were developed in line with the mixed-methods approach adopted in the study, as outlined in Chapter 7. This approach guided the design of an integrated system of tools – comprising structured questionnaires, semi-structured interviews, focus groups, and expressive activities – which were devised for parents, students, and teachers. The development of the tools was guided by a shared theoretical framework, informed by 3 complementary theoretical sources.

The first is the *Palestinian Inclusive Education Policy*, drawn up by the Palestinian Ministry of Education and Higher Education (MOEHE), which interprets inclusive education as a transformative process applicable to the entire education system, aimed at ensuring access, participation, and educational success for all students, through flexible learning environments that are responsive to the needs of every student (MOEHE, 2015). The second reference is the *Minimum Standards for Education*, drawn up by the Inter-agency Network for Education in Emergencies (INEE), which defines education provision in emergencies as a fundamental right, emphasising the role of education in ensuring continuity of learning, physical and psychosocial protection, and resilience during crises (INEE, 2010, 2018). The third source is the framework developed by the *Collaborative for Academic, Social, and Emotional Learning* (CASEL), which identifies social and emotional learning as an essential element in fostering personal, interpersonal, and ethical skills that contribute to well-being and engagement at school (CASEL, 2013).

This conceptual framework guided the development of the entire data collection phase. Whilst the type of instrument that was used varied according to participant type and specific data collection method, all instruments were designed to explore the main aspects of inclusive education in emergency contexts. These aspects were organised into 5 key dimensions, which had been previously determined during the collaborative research workshops: *Empowerment*, *Right to Education*, *Inclusion*, *Well-being*, and *Teacher Strategies*. Each dimension was designed to capture the perspectives of students, parents, and teachers, whilst ensuring comparability of results. The international research team progressively defined and refined the structure, content, and wording of the items, whilst consistently referring back to the research objectives and the relevant theoretical constructs. The entire process of developing the research instruments – from defining the research questions to constructing the items and disseminating the data collection tools – is summarised below in Figure 1.

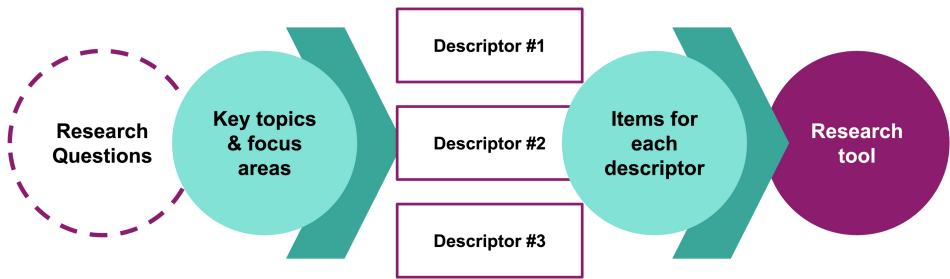


Figure 1. Research Instrument Development Process

Particular attention was paid to the accessibility and consistency of the tools, maintaining methodological alignment while adapting for participant ages, administration methods, and the specific educational context. Simultaneously, the research team engaged in ongoing consultation with MOEHE, to verify that the instruments were congruent with the priorities of the national education system and to define the operational procedures for data collection.

The validity and reliability of the data collection framework were ensured through a systematic process of review and refinement. Following an initial development phase, all instruments were submitted to experts in inclusive education, pedagogy, research methodology, and curriculum and instruction, who evaluated them for structure, clarity, consistency with study objectives, and cultural appropriateness for the Palestinian context. Each expert consulted holds the

rank of Full Professor in their respective field, has published research on inclusive education or education more broadly, and agreed to serve as an expert evaluator of the instruments. Their assessment and feedback subsequently led to revisions of the instruments, which were further refined through a second validation round following consultation with the MOEHE. This iterative process of design, critical review, and refinement helped to strengthen the validity of instrument content, the reliability of the data collection procedures, the methodological rigour of the survey, and the overall quality of the data collected.

All instruments were administered in accordance with agreed procedures, designed to ensure compliance with ethical research principles and the protection of participants, and subject to informed consent. Prior to data collection, participants were informed of the aims of the study, the voluntary nature of their participation, and their right to withdraw at any time without consequence. Anonymity and confidentiality were guaranteed, and participants were informed that the data would be used exclusively for scientific purposes. For the student instruments, interviews were conducted and recorded only where consent had been obtained from a parent or legal guardian.

2. Tools

The research tools developed for the 3 groups of participants involved in the study – teachers, students (male and female), and parents – are presented below. For each group, every data collection tool used will be described, along with its structure, purpose, and specific characteristics in relation to the research objectives.

2.1 Teacher Tools

To ascertain the views of teachers in Grades 1 to 4 of primary schools in the Jerusalem Governorate, a structured questionnaire and focus groups were used, comprising a qualitative–quantitative approach. Both tools were designed to explore teacher perceptions and practices of inclusive education in emergencies, focusing on equal learning opportunities, the right to education, student well-being, and strategies for ensuring continuity of learning in crisis contexts. Both tools included an introductory section dedicated to collecting key personal and professional details of participants (see Table 1).

Table 1. Demographic Information

Years of Experience	< 5 years; 5–10 years; > 10 years
Qualification	Diploma; Bachelor degree; Masters; Doctorate (PhD)
Discipline	Math; Science; Classroom teacher; Arabic Language; English Language; Social sciences
Age	< 30 years old; 30–45 years old; > 45 years old
Gender	Male; Female

2.1.1 Questionnaire

The reliability of the quantitative instrument was assessed by calculating Cronbach’s coefficient of internal consistency, which yielded a value of $\alpha = 0.908$, indicating a high overall reliability of the instrument. The questionnaire consists of 25 items, to which teachers responded using a five-point Likert scale ranging from ‘Strongly Disagree (1)’ to ‘Strongly Agree (5)’. A three-level interpretation scale was used to categorise respondents’ mean scores: Low (1.00–2.33), Moderate (2.34–3.66), and High (3.67–5.00).

The items were organised into 5 dimensions. The first dimension, *Empowerment*, explores teachers’ approaches to teaching in emergency situations, the professional and community support teachers receive, difficulties encountered in ensuring equal learning opportunities, and student engagement. The second dimension, *Right to Education*, analyses strategies to ensure the continuity of the right to education, taking into account access to teaching materials, technology use, resource availability, and monitoring of student absenteeism. The third dimension, *Inclusion*, examines resource availability, school administrative support, family collaboration, professional development opportunities, and teachers’ capacity to address student needs. The fourth dimension, *Well-being*, considers the school’s role in promoting student well-being in emergency situations, with particular attention given to resource availability, psychological and social support, family collaboration, and the suitability of school premises. The final dimension, *Teacher Strategies*, examines the teaching methodologies adopted by teachers, with reference to the use of digital technologies, differentiated instruction, activity organisation, and the design of interventions aimed at encouraging student participation, particularly in emergency contexts. Table 2 shows the final questionnaire.

Table 2. Teacher Questionnaire

Aspects	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Empowerment					
I apply different methods of teaching that consider the difficulty of the situation for my students.					
I receive professional training support for teaching during emergencies.					
I receive community support (e.g. from parents, school administration) for teaching during emergencies.					
I face difficulties in offering equal learning opportunities for students during emergencies.					
I observe positive engagement from my students when trying to maintain continuity of learning during emergencies.					
Right to Education					
I provide equal educational opportunities for all students during crises.					
I encounter challenges in ensuring all students have access to educational materials during crises.					
I use technology to improve student access to education during crises.					
I use various resources to continue providing education during crises.					
I follow up with students who have dropped out due to emergency circumstances that affected their right to education.					
Inclusion					
I evaluate the availability of educational resources as being sufficient to support effective and inclusive teaching based on their applicability to all students' needs.					

I evaluate the school administration's support in creating an inclusive and conducive learning environment for all students.					
I find my collaboration with parents effective in supporting the learning and inclusion of all students.					
I find the professional development programmes helpful in enhancing my teaching skills to support diverse student needs.					
I evaluate my ability to meet the needs of all students, including those with learning difficulties, as an essential part of fostering an inclusive classroom.					
Well-being					
I believe that the resources and training provided by the school contribute to facilitating inclusive learning for students with diverse needs during emergencies.					
I can apply inclusive teaching practices catered to students with diverse learning needs.					
I think that the school provides psychological and social support programmes for students impacted by emergencies.					
I think that the partnership between the school and families maintains continuity of inclusive education during emergencies.					
I think that the school has the proper facilities to support continuing education in times of emergency.					
Strategies					
I apply digital learning strategies to support my teaching during emergencies.					
I use various tools and strategies to ensure continuous education in any emergency situation.					

I use structured strategies to ensure students can easily access the educational materials I provide.					
I use differentiated instructional strategies to support effective student learning during emergencies.					
I implement new and innovative instructional strategies to differentiate learning and to ensure all students remain engaged in education during crises.					

2.1.2 Focus Group

Focus group discussions were conducted using a semi-structured approach, so as to encourage dialogue amongst participants and to allow for the emergence of shared reflection, critical issues, and strategies developed through professional experience. The selection process for participants was designed to represent the various professional roles found in primary schools. The sample therefore included headteachers, resource room teachers, social workers, and core subject teachers at primary level. Sessions were scheduled in consultation with schools, lasted approximately 50-60 minutes each, and involved 5-6 participants per session. Due to lockdowns and limited access to school premises, all discussions were conducted online via Zoom, which enabled data collection to continue whilst ensuring participant safety.

The discussion guide comprises 6 open-ended questions (see Table 3), designed to steer discussions without restricting spontaneity and to encourage in-depth exploration of teachers' professional experiences. The questions correspond to six areas. The first concerns the teaching strategies used to maintain continuity of education in emergencies. The second addresses how support is provided to vulnerable students. The third explores teachers' experience of inclusive education. The fourth examines the main challenges in safeguarding the right to education of students most at risk of exclusion. The fifth considers the role of teachers in fostering emotional and social development. The sixth addresses the adjustments teachers make to their skills, methods, and strategies to encourage student participation during crises.

Table 3. Focus Groups

What are the main strategies you use to ensure the continuity of education during emergency situations?
How do you support students experiencing conditions of vulnerability (e.g. poverty, disability, or other forms of disadvantage)?
What has been your experience with inclusive education (e.g. inclusion of students with disabilities or other special educational needs)?
What are the main challenges you encounter in providing education to marginalised or vulnerable students?
How do teachers support students' social and emotional development in the school context?
How have you adapted your teaching skills, strategies, and methods to engage students during emergency learning situations?

2.2 Student Tools

In line with the study’s objectives, the research team sought to explore the perspectives of students aged 6–10 years attending Grades 1 to 4 in primary schools across the Jerusalem Governorate. Given the developmental characteristics of this age group, and following a review of the relevant literature (Reynolds & Johnson, 2011; Virole & Ricadat, 2022), the team developed an integrated mixed-methods research instrument comprising 3 complementary components that engaged different modes of expression: a pictorial closed-ended questionnaire, a semi-structured interview, and a drawing activity.

2.2.1 Questionnaire

The reliability of the pictorial questionnaire was assessed by examining its internal consistency using Cronbach’s alpha. Across the 17 items, the instrument achieved a coefficient of 0.964, indicating excellent internal consistency and confirming its suitability for data collection. To ensure accessibility and ease of use for all students, the questionnaire employed a three-point response scale based on facial expressions (emoticons), comprising the following options: disagree (😞), neutral (😐), and agree (😄). For the calculation of means and standard deviations, the emoticon-based response scale was converted into a three-point Likert scale. Mean scores were subsequently interpreted according to 3 levels: Low (1.00 to < 1.67), Moderate (1.67 to < 2.34), and High (2.34 to 3.00).

The first section of the questionnaire collected participants’ demographic in-

formation. The second section comprised 17 closed-ended items organised into 5 dimensions. The *Empowerment* dimension explored students' perceptions of being enabled to play an active role in their own learning through the relational, emotional, material, and participatory resources available within the school environment. The *Right to Education* dimension addressed students' opportunities to access education, express their opinions freely, and learn on an equal basis with their peers. The *Inclusion* dimension examined the quality of school environment and the extent to which teaching practices supported the participation and learning of all students. The *Well-being* dimension focused on students' perceptions of safety and their psychological and emotional well-being within school. Finally, the *Teacher Strategies* dimension explored the continuity of learning during emergency situations and students' perceptions of the individual support, care, and attention provided by their teachers.

From a procedural perspective, the questionnaire was administered in small-group sessions, involving a maximum of 5 students to ensure appropriate support throughout the completion process, which typically required between 10 and 20 minutes. At the beginning of each session, participants were welcomed in a friendly and reassuring manner, and the purpose of the questionnaire was explained using age-appropriate language. Each questionnaire item was then read aloud slowly to ensure that all students fully understood its meaning. To promote a positive and comfortable atmosphere, participants were reassured that their responses would remain confidential and that there were no right or wrong answers. Table 4 presents the questionnaire.

Table 4. Questionnaire for Students

DEMOGRAPHIC INFORMATION			
1. Age			
2. Gender	 		
3. Grade	Grade 1 Grade 2 Grade 3 Grade 4		
4. Place of residence	 Camp  Village  City  Bedouin area		
Aspects		Agree	Neutral Disagree

Empowerment			
My teacher helps me when I need support with learning.			
I feel safe at my school.			
I use many resources that help me learn (e.g. books, pencils, board, papers, colours, games, and a computer).			
I join my classmates in playing educational games and doing various activities for learning.			
Right to Education			
When there are problems, I am able to go to school and keep learning.			
When I raise my hand to share my opinion, I can speak without fear.			
I learn the same way as my friends in class.			
Inclusion			
The school provides a supportive learning environment.			
The teacher explains the lessons clearly.			
I take part in activities that encourage me to learn.			
At my school, the teacher treats me with respect.			
My school has toys, books, and tools that help everyone learn.			
Well-being			
I feel happy when my teacher helps me in class.			
My opinion is important in class.			
The teacher cares about me.			
Strategies			
My teacher helps me if I don't understand the lesson.			
I can learn from home during emergencies.			

2.2.2 Semi-structured Interview

The semi-structured interviews constituted the first qualitative component of the research instrument developed for students. As previously described, the interviews were conducted individually and recorded at participating schools, fol-

lowing informed consent from each student’s parent or legal guardian. All interviews were audio-recorded and subsequently transcribed for data analysis. As shown in Table 5, the interview protocol consisted of 3 guiding questions designed to explore students’ perceptions of safety at school, their experiences of the school environment, and their perspectives and aspirations for their schooling experience.

Table 5. Semi-Structured Interview

What makes you feel safe at school?
Tell me about your classroom: what do you like and don’t like?
How do you wish your school would be?

2.2.3 Drawing activity

The second and final qualitative component of the instrument developed for students consisted of an individual drawing activity conducted at the end of the semi-structured interview. The activity lasted approximately 15 minutes, with additional time provided when needed. The combined administration of the semi-structured interview and the drawing task required approximately 30–40 minutes in total.

The drawing activity provided the children with an opportunity to represent their school through a mode of communication aligned with their expressive abilities. Specifically, the drawing activity invited participants to use basic materials – including paper, pencils, markers, and coloured pencils – to draw an imaginary school they hoped and wished for. Upon completing the drawing, each was invited to describe and explain their work, thereby complementing the visual representation with a personal narrative. Taken together, the drawings constituted visual maps of the children’s perceptions, lived experiences, and aspirations, making it possible to capture dimensions of their school experience that would have been difficult to access through verbal data alone. Figure 2 presents the worksheet provided to participants for the drawing activity.

Drawing activity
Draw your school

ارسم مدرستك



 **Thank You for Your Participation!** 
 **شكراً لمشاركتكم الرائعة** 

Figure 2. Draw Your School

2.3 Parent Tools

The parent survey explored parents’ perceptions of how inclusive education is implemented in schools during emergencies. It examined five areas. The first concerns the perceived accessibility, equity, and inclusiveness of educational settings. The second addresses the quality of support provided to students. The third explores parents’ experiences and expectations of inclusive education. The fourth considers their satisfaction with the services received. The fifth examines the influence of selected socio-demographic variables on these perceptions.

From a procedural perspective, participant selection was carried out in collaboration with school principals to ensure a purposeful and diverse sample. In single-sex schools, the sample included 3 parents of typically developing students and 3 parents of students with learning difficulties or disabilities. In coeducational schools, the sample comprised 2 parents of male students, 2 parents of female students, and 2 parents of students with learning difficulties, resulting in a total of 6 parents recruited from each school. To provide a holistic and ecological understanding of the phenomenon under investigation, the research design combined semi-structured interviews with a questionnaire.

2.3.1 Questionnaire

As with the questionnaire administered to teachers, the reliability of the parents' questionnaire was assessed by examining its internal consistency using Cronbach's alpha. The resulting coefficient of 0.963 across the 24 items indicates a high level of internal consistency, confirming the instrument's reliability and suitability for data collection.

As shown in Table 6, the first section of the questionnaire collects participants' demographic information, while the second section comprises 24 items rated by parents on a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). A three-level interpretation scale was employed to categorise respondents' mean scores: Low (1.00–2.33), Moderate (2.34–3.66), and High (3.67–5.00).

The questionnaire items were organised into 5 key dimensions. The first dimension, *Empowerment*, refers to support from the local community, access to educational resources, and parental participation in initiatives and mutual support networks during emergencies. The second dimension, the *Right to Education*, concerns the adequacy of educational opportunities, legal protections, and support provided by educational institutions and the wider community. The third dimension, *Inclusion*, relates to the inclusiveness of educational provision, school–family communication, the effectiveness of support for students with special educational needs, and parental involvement. The fourth dimension, *Well-being*, encompasses the adequacy of activities and resources, teachers' preparedness to address students' psychological and emotional needs, and parental involvement in decision-making processes. The final dimension, *Teacher Strategies*, refers to emotional support provided to students, communication with parents, teachers' ability to reduce stress and anxiety in the classroom, and the availability of psychological and professional support resources.

Table 6. Parents' Questionnaire

DEMOGRAPHIC INFORMATION					
1. Gender	☐ Male ☐ Female				
2. Age Group	☐ < 25 years ☐ 25–34 years ☐ 35–44 years ☐ > 45				
3. Educational Qualification	☐ High School ☐ Diploma Degree ☐ Bachelor's Degree ☐ Master's Degree ☐ Doctorate				
4. Place of Residence	☐ Village ☐ City ☐ Refugee Camp ☐ Bedouin Community				
5. Number of family members living in the same house					
6. Does your child/do any of your children have learning difficulties? (Please answer 'Yes' or 'No'. If your answer is 'Yes', please indicate how many of your children are affected.)	☐ Yes Number of children (- -) ☐ No				
Aspects	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Empowerment					
1. I receive support from the local community to facilitate my child's learning during emergencies.					
2. I access educational resources including books, digital devices, and worksheets, for my child during emergencies.					
3. I participate in community initiatives (e.g. volunteer tutoring groups) to enhance my child's learning during emergencies.					
4. I collaborate with other parents to form educational support groups for our children during emergencies.					

Right to Education					
5. I think my child is receiving suitable educational opportunities during crises.					
6. I think my child has access to crucial educational resources (e.g. books, digital devices, and the internet) during crises.					
7. I believe that current school laws protect my child's right to education in times of crisis.					
8. I receive support from educational or community institutions (e.g. the Directorate of Education or community education centres) to help safeguard my child's sustained education.					
9. I feel that teachers and school administration are making appropriate efforts to support children's education during crises, in line with the instructions and guidance shared with educational staff.					
Inclusion					
10. I observe that the quality of education my child receives at school is inclusive and supportive of diverse learning needs.					
11. I observe that communication between myself and the school administration and teachers is open, respectful, and focused on addressing the needs of all students.					
12. I think that the level of support provided by the school for students with diverse needs is effective in ensuring equal opportunities for all learners.					
13. I am involved in school activities and contribute to the inclusive educational process for all students.					
14. I think that the school is attentive to parents' feedback and suggestions.					

Well-being					
15. The learning activities and resources provided by the school in the current situation support my child's learning effectively.					
16. The school offers adequate support to promote inclusive learning for all students.					
17. Teachers are adequately prepared to address the psychological and emotional needs of their students.					
18. The school actively engages parents in decision-making and provides support strategies for students during crises.					
19. My child has access to learning materials (e.g. textbooks, worksheets, smart board, etc.) and technologies that facilitate effective education.					
Teacher Strategies					
20. Teachers support students emotionally during times of crisis (e.g. by listening to them, showing empathy, or helping them feel safe and understood).					
21. Teachers communicate effectively with parents to follow up on their children's feelings, behaviour, and learning progress. (This includes checking if the child feels emotionally supported, safe, and is doing well at school.)					
22. What the teacher does in class helps make students feel less stressed or anxious.					
23. Teachers need more training in psychological support strategies during crises.					
24. The school community provides psychological resources to help children cope with changes.					

2.3.2 Semi-structured interviews

The semi-structured interviews were conducted individually online via Zoom and were organised into 2 phases, as illustrated in Table 7. The first phase collected demographic information; the second comprised 5 open-ended questions designed to encourage parents to reflect on a range of topics. The first sought recommendations for teachers on maintaining educational continuity during a crisis. The second explored parental strategies for supporting children facing social challenges. The third addressed parents' satisfaction with the extracurricular activities provided by the school. The fourth considered how parents support their children's emotional expression and their development of meaningful social relationships. The fifth asked what social and emotional support is offered to parents themselves. Throughout the interviews, parents were invited to elaborate on their responses by drawing on their own experiences.

Each interview lasted approximately 30 minutes. Having received the participants' informed consent, all interviews were audio-recorded and subsequently transcribed using systematic procedures to ensure completeness, accuracy, and methodological rigour in the collection and analysis of the data. The following Chapter presents the findings obtained through the administration of the research instruments across the 3 target groups.

Table 7. Semi-structured Interview

DEMOGRAPHIC INFORMATION	
1	<i>Age:</i> ☐ < 25 years ☐ 25–34 years ☐ 35–44 years ☐ > 45years
2	<i>Gender:</i> ☐ Male ☐ Female
3	<i>Optional:</i> <i>Description of family (number of members, location of house)</i>
INTERVIEW QUESTIONS	
1	What advice would you like to give to teachers to help them improve education in emergency situations?
2	How could you support your children when they face social challenges? If your children encounter social challenges, such as isolation or difficulty integrating with peers, what measures do you implement to support them? Kindly share an example from your own experience.

3	Are you satisfied with extracurricular activities in the school? If 'yes', why?; if 'no', why not?
4	How can the family support the child in expressing their emotions and building positive relationships with others?
5	What kind of socio-emotional support do you receive? Can you provide an example? (When? Was it enough?)

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La Società Formativa

Collana di studi e problemi di Pedagogia Sociale

Including Jerusalem. Educational Justice, Inclusion, and Community Resilience presents a pedagogical research and international cooperation initiative promoted by EducAid NGO, aimed at promoting inclusive educational processes in primary schools in East Jerusalem and surrounding areas within the Including Jerusalem project. The initiative seeks to advance the right to inclusive and quality education in a context of protracted emergency, fostering dialogue between research, educational communities, and context-responsive practices. The volume approaches inclusion as a pedagogical paradigm through which the relationships between rights, participation, social justice, and Quality of Life can be critically explored, recognising schools and educational communities as key settings for fostering individual and collective resilience, belonging, and opportunities for the future. Drawing on the perspectives of researchers, school leaders, teachers, students, and families, the book captures the complexity of the Palestinian experience and highlights practices, professional competences, and community resources that can sustain inclusive processes even in conditions of profound vulnerability. The volume is addressed to those working in education, international cooperation, and pedagogical research, offering a context-sensitive perspective on inclusive education in emergencies and contributing to the international debate on inclusion, educational justice, and community resilience.

