

Buad Kholes, Arianna Taddei, Catia Giaconi

INCLUDING JERUSALEM

Educational Justice, Inclusion,
and Community Resilience



LA SOCIETÀ FORMATIVA

Collana di studi e problemi di Pedagogia Sociale

fondata da

UMBERTO MARGIOTTA †

diretta da

IVANA PADOAN E RITA MINELLO

Comitato scientifico della collana

MASSIMO BALDACCI (Università di Urbino)
JEAN MARIE BARBIER (CNAM Parigi)
BRETT BLIGH (University of Lancaster)
ANTONELLA COPPI (Università IUL)
ESOH ELAMÉ (Università di Padova)
PIERGIUSEPPE ELLERANI (Università del Salento)
GIUSEPPE ELIA (Università di Bari Aldo Moro)
GIANCARLO GOLA (Università di Trieste)
RENÉE HOBBS (University of Rhode Island)
SILVIA KANIZSA (Università di Milano Bicocca)
KRISTIINA KUMPULAINEN (University of British Columbia: Vancouver)
DANIJEL LABAS (Università Cattolica di Zagabria)
DIANA LAURILLARD (University of London)
YANNICK LÉMONIE (Conservatoire National des Arts et métiers de Paris)
ISABELLA LOIODICE (Università di Foggia)
GIUSEPPINA RITA MANGIONE (Primo ricercatore - Istituto Nazionale di Documentazione,
Innovazione e Ricerca Educativa)
ANDREA MATTIA MARCELLI (Universitas Mercatorum, Roma)
UMBERTO MARGIOTTA † (Università Ca' Foscari Venezia)
FRANCESCO MARIA MELCHIORI (Università Niccolò Cusano)
MARIA CHIARA MICHELINI (Università di Urbino)
STEFANIA NIRCHI (Università degli Studi di Roma Tre)
IVANA PADOAN (Università Ca' Foscari, Venezia)
LOREDANA PERLA (Università di Bari Aldo Moro)
JOHN POESEL (Università di Melbourne, Australia)
MARIA RANIERI (Università di Firenze)
PIER CESARE RIVOLTELLA (Università di Bologna)
VINCENZO SALERNO (IUSVE, Venezia-Mestre)
ANNALISA SANNINO (University of Tampere)
MAURA STRIANO (Università di Napoli Federico II)
NEKTARIOS STELLAKIS (University of Patras, Greece)
MARIA TOMARCHIO (Università di Catania)
SIMONETTA ULIVIERI (Università di Firenze)
DAVIDE ZOLETTO (Università di Udine)

I volumi di questa collana sono sottoposti a un sistema di double blind referee

Buad Kholes, Arianna Taddei, Catia Giaconi

INCLUDING JERUSALEM
Educational Justice, Inclusion,
and Community Resilience



This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of Buad Khales, Arianna Taddei, Catia Giaconi, AQU University, University of Macerata, EducAid and can in no way be taken to reflect the views of the European Union.



unIMC
UNIVERSITÀ DI MACERATA

جامعة القدس
AL-QUDS UNIVERSITY
معهد الطفل
Child Institute



**Funded by
the European Union**



EducAid
SOCIAL INNOVATION AND INCLUSIVE EDUCATION
FOR INTERNATIONAL COOPERATION

The research was conducted within the framework of the project “Including Jerusalem: Promoting Inclusion as a Unifying Process for Primary School Children in Fragmented Communities of East Jerusalem” (ENI 431-785), implemented by EducAid and funded by the European Union between 2022 and 2026.

ISBN volume 979-12-5568-535-7
ISSN collana 2284-3000

2026 © by Pensa Evolution srl
73100 Lecce • Via Arturo Maria Caprioli, 8 • Tel. 0832.230435
www.pensamultimedia.it

TABLE OF CONTENTS

Preface	9
Introduction	15
by <i>Arianna Taddei</i>	
1. Foreword	15
2. The Palestinian Context: Emergency as a Pedagogical Category	16
3. From Safeguarding the Right to Education to Building Inclusive Educational Communities	19
4. The Palestinian Education System as a Research Context	20
5. Pedagogical Research in Emergency Contexts: Methodological Perspectives	22

Section I Pedagogical Backgrounds

Chapter 1	
The Child Institute and the Journey of Empowerment in Inclusive Education: Reflections on Educational Resilience in Palestine	29
by <i>Buad Khales</i>	
1. Introduction: Reimagining Inclusive Education Through Empowerment in Jerusalem	29
2. When Education Becomes a Project of Empowerment and Resilience	30
3. The Conceptual and Theoretical Framework of Empowerment in Inclusive Education	32
4. The Philosophy of Empowerment: From Response to Reconstruction	33
5. Challenges of Empowerment in the Context of Protracted Emergencies in Jerusalem	36
6. Towards an Ethical Framework for Inclusive Education	37
7. Conclusion: Empowerment as an Educational Ethic in the Context of Protracted Emergencies	38
Chapter 2	
The Right to Education in Contexts of Protracted Emergency: A Rights-Based Perspective on Inclusive Education	43
by <i>Sawsan Victor Istephan</i>	
1. Introduction: The Right to Education in Inclusive Frameworks	43
2. The Right to Education: Inclusion, Equity, and Lived Experience	44
3. Inclusive Education in Palestine: Rights, Challenges, and Pathways to Equity	48
4. Conclusions	50

Chapter 3	
Well-being as Pedagogical Resilience:	
Reframing Inclusive Education in Contexts of Protracted Crisis	53
by <i>Nihad Majeed Abu Irmeleh</i>	
1. Introduction: Reframing Well-being in Protracted Crisis	53
2. Conceptualising Well-being in Education: From Psychological to Socio-Educational Perspectives	54
3. Well-being and Inclusive Education: A Reciprocal Relationship	56
 Chapter 4	
Personalised Learning for Inclusive Education in Emergency Contexts:	
Pedagogical Pathways for Participation	61
by <i>Maisa' Issa Khalil Abu-Nimah</i>	
1. Introduction: Personalised Learning for Inclusive Education	61
2. Differentiated Instruction as an Inclusive Pedagogical Strategy	62
3. Personalised Learning and Differentiation as Relational Pathways in Emergency Education	65
 Chapter 5	
Accessibility and Barriers to Inclusion in Contexts of Fragility:	
The Palestinian Experience of Perseverance and Hope	69
by <i>Shaima' Abdalkareem Ali</i>	
1. Introduction: Understanding the Challenges of Protracted Crises	69
2. The Question of Accessibility in the Palestinian Context	71
3. Overcoming Barriers: Research Perspectives for Inclusion	73

Section II The Field Research

Chapter 6	
Research Premises and Aims	79
by <i>Tommaso Santilli, Nihad Majeed Abu Irmeleh, Maisa' Issa Khalil Abu-Nimah, Shaima' Abdalkareem Ali, Ilaria D'Angelo, Sawsan Victor Istephan, Buad Khales, Arianna Taddei</i>	
1. Foreword	79
2. Research Objectives and Research Questions	81

Chapter 7	
Research Methodology	85
by <i>Ilaria D'Angelo, Maisa' Issa Khalil Abu-Nimah, Shaima' Abdalkareem Ali, Sawsan Victor Istephan, Buad Khales, Tommaso Santilli, Arianna Taddei, Nihad Majeed Abu Irmeleh</i>	
1. Research Approach	85
2. Research Design and Phases	86
2.1 Phase 1	87
2.1.1 Collaborative Workshop	89
2.2 Phase 2	93
2.3 Phase 3	93
3. Field Research: Between Challenges and Opportunities	95
 Chapter 8	
Research Tools	99
by <i>Shaima' Abdalkareem Ali, Sawsan Victor Istephan, Nihad Majeed Abu Irmeleh, Maisa' Issa Khalil Abu-Nimah, Arianna Taddei, Ilaria D'Angelo, Buad Khales, Tommaso Santilli, Fatin Jubeih</i>	
1. Research Tools Overview	99
2. Tools	101
2.1 Teacher Tools	101
2.1.1 Questionnaire	102
2.1.2 Focus Group	105
2.2 Student Tools	106
2.2.1 Questionnaire	106
2.2.2 Semi-structured Interview	108
2.2.3 Drawing activity	109
2.3 Parent Tools	110
2.3.1 Questionnaire	111
2.3.2 Semi-structured interviews	115
 Chapter 9	
Results	117
by <i>Sawsan Victor Istephan, Buad Khales, Nihad Majeed Abu Irmeleh, Shaima' Abdalkareem Ali, Ilaria D'Angelo, Tommaso Santilli, Arianna Taddei, Fatin Jubeih, Maisa' Issa Khalil Abu-Nimah</i>	
1. Results Overview	117
2. Results from Teachers	118
2.1 Quantitative Results	120

2.2 Qualitative Results	123
2.3 Descriptive Integration of Quantitative and Qualitative Findings	125
3. Results from Students	126
3.1 Quantitative Results	127
3.2 Qualitative Results	129
3.3 Descriptive Integration of Quantitative and Qualitative Findings	132
4. Results from Parents	133
4.1 Quantitative Results	135
4.2 Qualitative Results	138
4.3 Descriptive Integration of Quantitative and Qualitative Findings	144
Chapter 10	
Discussion	147
by <i>Maisa' Issa Khalil Abu-Nimah, Nihad Majeed Abu Irmeleh, Fatin Jubeh, Shaima' Abdalkareem Ali, Ilaria D'Angelo, Sawsan Victor Istephan, Buad Khales, Tommaso Santilli, Arianna Taddei</i>	
1. Foreword	147
2. Community Initiatives Aimed at Ensuring Equal Learning Opportunities During Emergencies	148
3. The Right to Education in Emergency Situations	150
4. Inclusion in Emergency Situations	152
5. Well-being in Emergency Situations	154
6. Teachers' Strategic Skills During Emergencies	156
7. Integrated Discussion of the Results	157
Closing Remarks	165
by <i>Buad Khales, Nihad Majeed Abu Irmeleh, Maisa' Issa Khalil Abu-Nimah, Shaima' Abdalkareem Ali, Ilaria D'Angelo, Sawsan Victor Istephan, Tommaso Santilli, Arianna Taddei</i>	
1. Methodological Limitations of the Research	165
2. Implications for Pedagogy and International Cooperation	166
3. Prospects for Future Research	167
4. Epistemological Reflections: Towards a Pedagogy of Situated Knowledge and Dialogical Research	168
Authors' Notes	171
Voices from the Palestinian Research Team	171
Voices from the Italian Research Team	172

Chapter 7

Research Methodology

*Ilaria D'Angelo, Maisa' Issa Khalil Abu-Nimah, Shaima' Abdalkareem Ali,
Sawsan Victor Istephan, Buad Khales, Tommaso Santilli, Arianna Taddei,
Nihad Majeed Abu Irmeleh*

1. Research Approach

The research employs a participatory approach (Cornwall & Jewkes, 1995) within a mixed-methods study design (Creswell, 2021). The choice of this methodological framework is consistent with the Project's objectives, as described in previous Chapters, and serves the research process, as will be explored in greater detail in this Chapter.

From this perspective, the individuals and groups involved are regarded as active protagonists and agents of change, capable of critically reflecting on their own circumstances and of devising solutions and perspectives aimed at increasing participation in various areas of life (Cornwall & Jewkes, 1995). The participatory approach is premised on a recognition of the situated knowledge and lived experiences of the participants as key resources in the research processes within the intervention context (Del Bianco et al., 2024; Giaconi et al., 2024; Sarmiento-Pelayo, 2015; Shogren & Raley, 2022). The participatory approach values the priorities, processes, and perspectives expressed by stakeholders (May, 2024), enabling the generation of situated and meaningful knowledge that is useful both for understanding the phenomenon under investigation and for defining strategies and interventions aimed at producing transformative and generative actions (Del Bianco et al., 2024; Giaconi & Del Bianco, 2025; Giaconi et al., 2024; Israel et al., 2010; Shogren & Raley, 2022). Consequently, the participatory approach is particularly well-suited to investigating inequalities and forms of exclusion, as it creates a safe and empowering space where communities can identify key issues

and devise solutions, thereby enhancing the effectiveness, sustainability, and appropriateness of interventions, as well as their quality and social impact (Afifi et al., 2020; Ellis et al., 2007; Giaconi et al., 2024; Lykes, 2013).

In line with these guidelines, the Including Jerusalem Project was developed by adopting, in particular, a co-design approach, understood here as a ‘process of joint inquiry and imagination’ aimed at ‘jointly bringing about positive change’ (Steen, 2013, pp. 27–28). As will be explored in greater detail in the following sections, the co-design activities within the Including Jerusalem Project involved researchers and doctoral students from the University of Macerata (Italy) and Al-Quds University (Palestine), and thus occurred within a framework of international cooperation. The co-design activities also occurred within a framework of research capacity building (Biesta et al., 2011; Rees et al., 2007), thereby fostering active participation and shared responsibility for the Project during all research stages. This has enabled a generative dialogue to be established amongst researchers, which has fostered processes of professional empowerment and advocacy (Del Bianco, 2019; May, 2024). This research approach values project-based dialogue as a fundamental resource in the development of innovative solutions that are better suited to meet the needs of the context (Giaconi & Del Bianco, 2025; Giaconi et al., 2019; Sarmiento-Pelayo, 2015). In light of this, the following sections will present the research design in detail, along with its structure across the various operational phases.

2. Research Design and Phases

The research design of the Including Jerusalem Project was structured in accordance with the specific epistemological and methodological framework that characterises the Project.

Within this framework, the adoption of a mixed-methods design is consistent with the participatory and co-design approaches outlined above. The integration of qualitative and quantitative tools allows for a more comprehensive and appropriate response to the complexity of the context under investigation, providing an analysis that is capable both of highlighting the interpretative depth of lived experiences and of identifying recurring and quantifiable trends or patterns (Creswell, 2014; Creswell & Plano Clark, 2018; Fetter et al., 2013). This research design is particularly well-suited to contexts characterised by vulnerability and inequalities, where the complexity of the phenomena under investigation requires methods capable of providing an understanding that is as comprehensive, situated

and action-oriented as possible. More specifically, the research design is structured as a progressive and interconnected framework, divided into 3 main macro-phases that reflect the participatory and co-designed nature of the study (Figure 1). Taken together, these phases constitute an iterative and participatory research process, the structure and respective stages of which will be explored in greater detail in the following sub-sections.



Figure 1. Research Timeline

2.1 Phase 1

As elaborated previously by Abu-Nimah et al. (2025), the team from the University of Macerata organised a collaborative workshop, involving researchers and doctoral students from Al-Quds University, aimed at methodological alignment and the joint development of the research framework. The collaborative workshop aimed to identify and share the epistemological and methodological frameworks necessary to define the research objectives, stages of fieldwork, and data collection tools.

In this initial phase, the research team from the University of Macerata and Al-Quds University validated the research questions that would subsequently guide the field study, focusing on the key dimensions of education, inclusion, and well-being in emergency contexts. As outlined in the previous Chapter, the research questions aimed to investigate the practices adopted by communities to ensure equal educational opportunities during crises; the definition of the right to education in such contexts; how the concept of inclusion is understood; the strategies used to address well-being; and the skills considered essential for teachers working in emergencies.

Secondly, the methodological framework of the research and the related operational stages of data collection and analysis were defined. The decision to adopt a mixed-methods design was made with 4 doctoral students from Al-Quds University, who were also members of the research team involved in fieldwork and responsible for data collection.

The collaborative workshop activities also enabled the research team to define

the research participant sample based on the various target groups already identified by the Project. As outlined in the previous Chapter, this study focuses on the Palestinian school environment as a whole, encompassing the institutional, pedagogical, and community dimensions of education within crisis contexts. To this end, the research involved Palestinian school leaders; core teaching staff; specialist teachers; students of diverse academic levels, genders, and social backgrounds; and their families, who represent a critical dimension for understanding the broader educational ecosystem. Selection criteria were designed to ensure balanced representation, including variability in academic achievement, inclusion of children with diverse needs, and equitable gender representation.

In particular, the selection of schools participating in the field research represented a crucial stage in the co-design and methodological planning process. This process required successive adjustments in response to government restrictions progressively introduced in relation to the Israeli–Palestinian conflict, making it necessary to adapt the sampling strategies and operational procedures. The outcome of this process led to the definition of a final sample comprising a total of 20 schools – 15 state schools and 5 private schools – with 20 school representatives identified (1 for each school). Specifically, the 20 schools are located in the Jerusalem Governorate, comprising 15 public schools affiliated with the Palestinian Ministry of Education and the Islamic Waqf, and 5 private schools. Of the public schools, 12 were situated inside the Wall, distributed across Beit Hanina, Nabi Samuel, Sur Baher, Wadi al-Joz, and Sharafat, while 3 schools were located outside the Wall in al-Ram and al-‘Eizariya. The private school sample included 4 schools located inside the Wall (3 in Beit Hanina and 1 in Ras al-Amud) and 1 school outside the Wall (in al-Ram). The study participants – comprising teachers, students, and families – belong to the schools selected for the research sample. The specific participant selection criteria for each target group will be presented in the following Chapter.

Based on an assessment of the research sample and the feasibility of the operational procedures within the context of the study, a methodological strategy was defined aimed at simultaneously ensuring the feasibility of field research activities, stakeholder participation, and the production of meaningful, high-quality data.

Subsequently, the survey instruments were developed based on the definition of indicators capable of specifying the Project’s objectives, as illustrated in Table 1. This process will be examined in greater detail in the next Chapter, which is dedicated to the presentation of the survey instruments.

The combined use of several data collection tools for each target group made it possible to gather both comparable information on educational and family cir-

cumstances, and qualitative insights into the experiences, needs, and strategies adopted to support inclusive educational and teaching pathways in a context characterised by vulnerability and instability.

Table 1. Research Tools

Target Group	Research Tools
School leadership and teachers	Focus group (conducted via Zoom); and questionnaire (via Google Forms)
Students	Mixed tool including questionnaire, interview questions, and drawing activities.
Students' families	Semi-structured interview (conducted via Zoom); and questionnaire (via Google Forms)

2.1.1 Collaborative Workshop

The collaborative workshop was a central part of the Project's methodology, providing a shared space to generate knowledge, reflect together, and jointly design the research process. The workshop was not an isolated consultation event or a technical team meeting. Instead, it was embedded within a broader participatory research framework that recognised the value of the different forms of expertise researchers and doctoral students brought to the Project.

From the earliest stages of the Project, the activities carried out during the workshop represented key milestones in the development of the research design, providing an important forum for dialogue that enabled collective reflection aimed at negotiating shared meanings and fostering alignment between the two research teams. Rather than relying on predefined research frameworks, the workshop was designed so that research objectives, methodological choices, and data collection strategies developed gradually through group discussion and critical reflection. The meetings arranged within the workshop provided opportunities to examine existing assumptions, discuss contextual challenges, and identify shared research priorities. Within this framework, the workshop helped ensure the contextual relevance of the study by keeping it closely connected to the experiences of Palestinian schools and communities, while maintaining coherence with the most widely recognised international theoretical frameworks on inclusive education.

The collaborative workshop consisted of 4 online sessions, each lasting 3 hours,

for a total of 12 hours. Table 2 outlines its structure and main topics, while Figure 2 illustrates a sample of the workshop slides.

Table 2. Collaborative Workshop Structure and Contents

Session	Title	Topic
Day 1 17 February 2025	Research design, process and team building	General presentation and introduction, to start establishing meaningful connections and envision a common perspective on the Project.
Day 2 18 February 2025	Data collection: methods and tools (Part 1)	Focus on methodological aspects (approaches and data collection tools) to collectively reflect upon the most suitable approaches and tools for the research. Drafting of the research tools.
Day 3 19 February 2025	Data collection: methods and tools (Part 2)	Focus on methodological aspects (approaches and data collection tools) to collectively reflect upon the most suitable approaches and tools for the research. Drafting of the research tools.
Day 4 24 February 2025	Data analysis: methods and tools	Focus on methodological aspects (approaches and data analysis tools) to collectively reflect upon the most suitable approaches and tools for the research.
	Debriefing, feedback and next steps	Closing on the workshop, briefing on the state of the work, collection of feedback and planning of future steps.

From a methodological perspective, the workshop functioned as a research capacity-building opportunity (Rees et al., 2007; Biesta et al., 2011), helping to build the professional expertise, resources, and conditions needed to carry out the research in a collaborative and participatory manner. Continuous interaction between the Italian and Palestinian partners promoted an intercultural dialogue that enriched the research process and supported the co-construction of situated knowledge. Through collective reflection, the research team was able to critically examine its own assumptions, negotiate shared meanings, and jointly identify solutions to emerging challenges. In this sense, the workshop contributed not only to knowledge generation but also to strengthening both research teams’ sense of ownership of the Project (Schön, 2017).




Workshop Day 1

Research Design, Process and Team Building

Introducing ourselves



What is your **name**?
 What is your **background**?
 What are your **research interests**?
 What is a unique **feature** that distinguishes you?




Workshop Day 2

Data collection: methods and tools (I)

A map of possible tools



Interview
Which structure and questions?

Questionnaire
Which structure and questions?

Observation
Which indicators and checklists?

Audiovisual
Which subjects and perspectives?




Workshop Day 3

Data collection: methods and tools (II)

Choosing the tools, sample and timing:

	Students	Teachers	Families
Semi-structured interview	Yes Number: XX		Yes Number: XX
Focus Groups		Yes Number: XX	
Questionnaire	Yes Number: XX	Yes Number: XX	Yes Number: XX
Direct observation / Audiovisual	Yes (according by teachers) Number: XX		




Workshop Day 4

Data Analysis: methods and tools Debriefing, feedback and next steps

Working across the targets

Key trajectories:

- Allowing for **triangulation** (e.g., comparing and integrating different perspectives on same topics)
- Detecting **specificities** (e.g., operating the right adaptations and solutions for each target)
- Maintaining the **bigger picture** (e.g., structuring tools for complementarity)

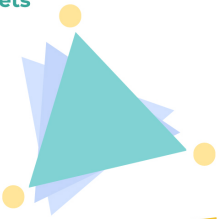


Figure 2. Sample of Slides From the Workshop

The use of digital workshop notebooks was significantly helpful in this process. The digital notebooks were developed using Google Slides and employed as both reflective and documentation tools throughout the entire workshop series. Each team member was provided with a personal copy of the notebook, which was used to record observations, add virtual sticky notes, insert comments, and document the co-design process. These notebooks enabled participants to capture the most meaningful insights emerging during the workshop sessions, as well as the professional and personal reflections that developed following the co-design activities. Beyond their documentation function, the notebooks constituted a valuable qualitative data source, enabling the entire research team to reconstruct the evolution of ideas, identify recurring themes, and monitor the progressive refinement of methodological decisions. In this sense, the workshop notebooks document moments of negotiation, uncertainty, and reinterpretation, thereby providing a richer understanding of the collaborative processes through which the research design was co-developed. Figure 3 illustrates an extract from the workshop notebook of a member of the research team.

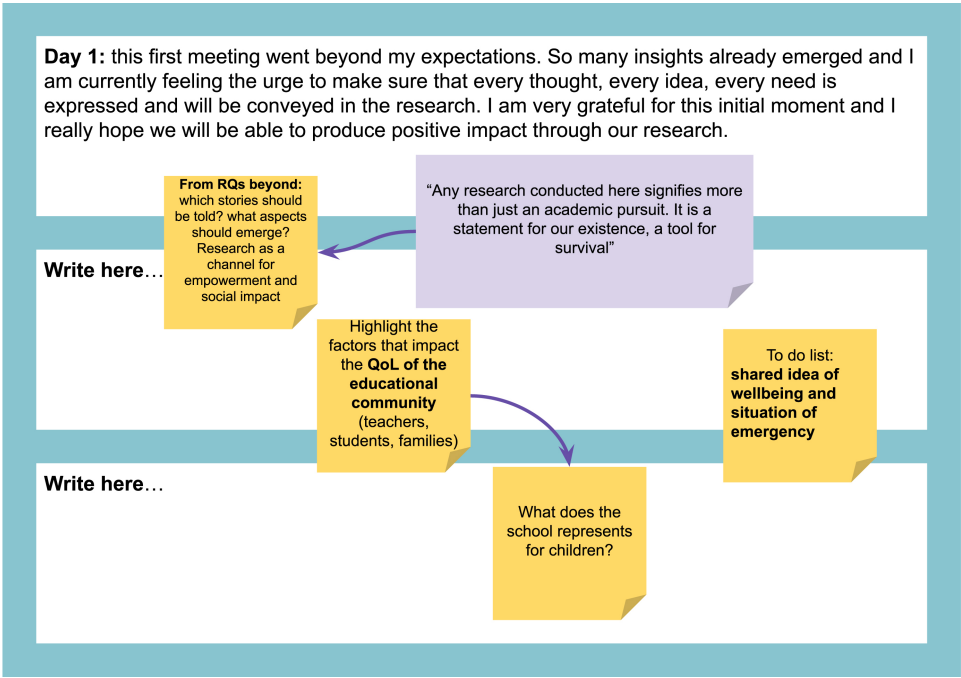


Figure 3. Workshop Notebook Extract

2.2 Phase 2

The second phase of the research was devoted to conducting fieldwork and collecting data in line with the methodological framework defined during the workshop. Four doctoral students from Al-Quds University were actively involved in coordinating the data collection activities, taking responsibility for specific work units. Each doctoral student was assigned 5 of the schools in the sample, with the task of supervising the entire data collection process, predominantly remotely. The allocation of schools took place, where possible, by taking into account the researchers' local origins and any existing professional relationships with certain schools, in order to facilitate travel, communication and the coordination of activities as much as possible. This approach proved particularly important in light of the restrictions on mobility imposed by the conflict, which made it necessary to rely entirely on remote working methods.

As previously mentioned, a Project Liaison Officer was appointed for each school. This person acted as a liaison between the research team and the school community, taking charge of distributing the resources intended for teachers and students. Teachers completed the questionnaires independently and assisted in carrying out the data collection activities with students, in accordance with the guidelines previously shared with the research team. At the same time, the doctoral students liaised with families and collected data relating to the extra-curricular dimension, encouraging the participation of families interested in taking part in the research. This organisational approach made it possible to integrate the school perspective with that of the family, ensuring, as discussed below, a more in-depth and nuanced understanding of educational practices and the conditions for inclusion and well-being within the research context.

The doctoral students were also responsible for archiving and organising the data produced within their own work unit, ensuring compliance with the agreed procedures for data management and contributing to the creation of a database for subsequent stages of analysis.

2.3 Phase 3

The mixed-methods design adopted for this study required the integration of qualitative and quantitative data to develop a comprehensive understanding of educational processes, inclusive practices, and well-being within the investigated context. More specifically, the study employed a Convergent Parallel Design

(Creswell & Plano Clark, 2018). Accordingly, quantitative and qualitative data were initially analysed separately and subsequently integrated during the final interpretative phase through a triangulation strategy (Creswell & Plano Clark, 2023; Fetters et al., 2013).

The quantitative analysis focused on describing the characteristics of the sample and exploring the main patterns emerging from the questionnaire data. To this end, descriptive and inferential statistical analyses were conducted to identify frequencies, distributions, and recurring patterns that helped contextualise and support the qualitative findings (Siedlecki, 2020).

In contrast, the qualitative analysis focused on identifying the meanings that participants attributed to their experiences in relation to the study's main research topics. To this end, Thematic Analysis (Clarke & Braun, 2017) was employed to identify meaning units, recurring themes, and emerging conceptual categories. This process enabled the organisation and synthesis of large volumes of qualitative data into progressively more refined interpretative categories, providing deeper insights into the underlying assumptions, practices, and lived experiences reported by participants.

The integration of the different data sources represented the final stage of the research design and was carried out through triangulation procedures. Consistent with the Convergent Parallel Design, this phase involved the systematic comparison of findings derived from the qualitative and quantitative analyses in order to identify areas of convergence, divergence, and complementarity (Creswell & Plano Clark, 2018; Fetters et al., 2013). The entire analytical process was conducted collaboratively by the research team through ongoing discussion and the joint validation of findings. As discussed in greater detail in Chapter 9, this integrative process enabled the perspectives of the different stakeholder groups – school leaders, teachers, students, and families – to be brought together, combining evidence from a range of research methods. This strengthened both the robustness and the interpretative credibility of the overall findings. Consistent with the participatory orientation of the study, the purpose was not simply to describe the phenomenon under investigation but to develop shared interpretations capable of informing recommendations and strategies to enhance educational and inclusive practices in crisis-affected contexts.

3. Field Research: Between Challenges and Opportunities

The field research represented a crucial stage in testing the methodological and participatory choices developed during the co-design process, requiring continuous adaptation to the characteristics of the research context, characterised by instability, logistical constraints, and restrictions on mobility. Within this framework, the validation of the research instruments, the organisation of coordination meetings, and the implementation of data collection required ongoing adjustments to ensure both feasibility and methodological rigour.

Among the main operational challenges was the limited possibility of conducting face-to-face activities, which led the research team to organise several meetings and interview sessions via Zoom. Although this reduced opportunities for direct interaction and engagement, it enabled continuity of the research process under changing contextual conditions. Similarly, reaching the selected schools required careful logistical planning. Particular attention was given to the fact that many participating schools were located in areas on the outskirts of Jerusalem that required researchers to obtain special access permits. To mitigate these constraints, interviews with teachers, families, and school principals were conducted online while the research team simultaneously finalised the development and contextual validation of the research instruments.

At the same time, the fieldwork highlighted a number of enabling factors that supported the implementation of the study. The collaboration among members of the Italian and Palestinian research teams facilitated the sharing of expertise and the joint resolution of emerging issues. The research process was further supported by careful attention to ethical and organisational aspects, including informed consent procedures, confidentiality safeguards, and respectful engagement with teachers, families, school leaders, and other stakeholders. The adoption of online communication tools and shared digital environments not only addressed practical constraints, but also facilitated continuous coordination, monitoring, and documentation of Project activities.

More broadly, the field experience represented an opportunity for reciprocal learning and methodological development. In particular, the intercultural dialogue between the Italian and Palestinian research teams fostered an iterative and participatory process through which theoretical principles were continuously discussed and interpreted in relation to the local context (Steen, 2013; Taddei et al., 2025).

References

- Abu-Nimah, M. I. K., Abdalkareem Ali, S., Majeed Abu Irmeleh, N., Victor Istephan, S., Khales, B., Taddei, A., D'Angelo, I., & Santilli, T. (2025). Promoting inclusion in East Jerusalem: Pedagogical trajectories and methodological challenges of an international cooperation research. *Italian Journal of Special Education for Inclusion*, 13(2), 55–63. <https://doi.org/10.7346/sipes-02-2025-04>
- Afifi, R. A., Abdulrahim, S., Betancourt, T., Btedinni, D., Berent, J., Dellos, L., Farrar, J., Nakkash, R., Osman, R., Saravanan, M., Story, W. T., Zombo, M., & Parker, E. (2020). Implementing community based participatory research with communities affected by humanitarian crises: The potential to recalibrate equity and power in vulnerable contexts. *American Journal of Community Psychology*, 66(3–4), 381–391.
- Biesta, G., Allan, J., & Edwards, R. (2011). The theory question in research capacity building in education: Towards an agenda for research and practice. *British Journal of Educational Studies*, 59(3), 225–239. <https://doi.org/10.1080/00071005-2011.599793>
- Clarke, V., & Braun, V. (2017). Thematic analysis. *The Journal of Positive Psychology*, 12(3), 297–298.
- Cornwall, A., & Jewkes, R. (1995). What is participatory research? *Social Science & Medicine*, 41(12), 1667–1676. [https://doi.org/10.1016/0277-9536\(95\)00127-S](https://doi.org/10.1016/0277-9536(95)00127-S)
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE.
- Creswell, J. W. (2021). *A concise introduction to mixed methods research*. SAGE.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE.
- Creswell, J. W., & Plano Clark, V. L. (2023). *Designing and conducting mixed methods research* (4th ed.). SAGE.
- Del Bianco, N. (2019). *Autodeterminazione nelle persone con disabilità intellettive: Studi, ricerche e questioni di pedagogia speciale*. FrancoAngeli.
- Del Bianco, N., D'Angelo, I., Caldarelli, A., Shogren, K., & Giaconi, C. (2024). Co-designing inclusive museums with people with intellectual disabilities: A pilot study in immersive virtual environments. *The International Journal of the Inclusive Museum*, 18(1), 63–81. <https://dx.doi.org/10.18848/1835-2014/CGP/v18i01/63-81>
- Ellis, B. H., Kia-Keating, M., Yusuf, S. A., Lincoln, A., & Nur, A. (2007). Ethical research in refugee communities and the use of community participatory methods. *Transcultural Psychiatry*, 44(3), 459–481. <https://doi.org/10.1177/1363461507081642>
- Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs – Principles and practices. *Health Services Research*, 48(6), 2134–2156. <https://doi.org/10.1111/1475-6773.12117>
- Giaconi, C., & Del Bianco, N. (2025). *La pedagogia speciale per il progetto di vita*. Pensa MultiMedia.

- Giaconi, C., Del Bianco, N., D'Angelo, I., Ceccacci, S., Borsini, L., & Shogren, K. (2024). Museum accessibility and people with disabilities: The challenge of co-designing pathways. *Giornale italiano di educazione alla salute, sport e didattica inclusiva*, 8(2), 1–21.
- Giaconi, C., Del Bianco, N., & Rodrigues, B. (2019). *Gettare lo sguardo in avanti: La coprogettazione nella pedagogia speciale*. Edizioni Accademiche Italiane.
- Israel, B. A., Coombe, C. M., Cheezum, R. R., Schulz, A. J., McGranaghan, R. J., Lichtenstein, R., Reyes, A. G., Clement, J., & Burris, A. (2010). Community-based participatory research: A capacity-building approach for policy advocacy aimed at eliminating health disparities. *American Journal of Public Health*, 100(11), 2094–2102. <https://doi.org/10.2105/AJPH.2009.170506>
- Lykes, M. B. (2013). Participatory and action research as a transformative praxis: Responding to humanitarian crises from the margins. *American Psychologist*, 68(8), 774. <https://doi.org/10.1037/a0034360>
- May, E. (2024). Critical pedagogy and disability in participatory research: a review. *Information and Learning Sciences*, 125(7/8), 437–455. <https://doi.org/10.1108/ILS-02-2023-0021>
- Rees, G., Baron, S., Boyask, R., & Taylor, C. (2007). Research capacity building, professional learning and the social practices of educational research. *British Educational Research Journal*, 33(5), 761–779. <https://doi.org/10.1080/01411920701582447>
- Sarmiento-Pelayo, M. P. (2015). Co-design: A central approach to the inclusion of people with disabilities. *Revista de la Facultad de Medicina*, 63, 149–154.
- Schön, D. A. (2017). *The reflective practitioner: How professionals think in action*. Routledge.
- Shogren, K. A., & Raley, S. K. (2022). *Self-determination and causal agency theory*. Springer.
- Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), 8–12.
- Steen, M. (2013). Co-design as a process of joint inquiry and imagination. *Design Issues*, 29(2), 16–28.
- Taddei, A., D'Angelo, I., Santilli, T., & Khales, B. (2025). Inclusive education in emergency: Cooperazione interuniversitaria per la formazione dei futuri insegnanti in Palestina. *Educrazia*, 1(1), 454–466. <https://educrazia.com/?m=202511>

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.

