

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

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Chapter 9

Results

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1. Results Overview

This chapter presents the results of the study, organised according to the 3 groups of participants involved in the research: teachers, students, and families. In line with a mixed-methods research design, the quantitative and qualitative results are presented separately for each group, and subsequently read in an integrated and complementary manner. This approach supports a broad and detailed understanding of inclusive education practices in emergency contexts, drawing on both quantitative trends and qualitative interpretive depth, in line with the mixed methods research design chosen for this study. The evidence gathered from the 3 participating groups was triangulated to generate an integrated and comprehensive interpretation of the phenomena under investigation. A dedicated discussion of the results is presented in Chapter 10.

The results from the 'Teachers' group are presented in 2 parts: quantitative findings from the questionnaire, covering the dimensions of *Empowerment, Right to Education, Inclusion, Well-being, and Teacher Strategies*; and qualitative findings from the focus groups, covering teachers' professional experiences, the strategies they adopted, and the main challenges they encountered in promoting inclusion during emergencies.

The section on students reports findings from the questionnaire administered to primary school students, supplemented by qualitative data drawn from semi-structured interviews and the analysis of expressive drawings. This triangulated approach enables exploration of children's perspectives on safety, belonging, par-

ticipation and the quality of the school environment during periods of emergency.

Finally, the section on families synthesises results obtained from the questionnaire and semi-structured interviews, examining school–family collaboration, the support strategies adopted, the difficulties encountered, and parents’ expectations of the education system.

Overall, the integrated quantitative and qualitative data provide a detailed picture of the opportunities, practices, and challenges characterising inclusive education in emergency contexts within the Jerusalem Governorate, highlighting both convergences and differences across various stakeholders perspectives.

2. Results from Teachers

The total number of teachers employed in public schools was 276, comprising 258 female teachers and 6 male teachers. Private schools employed a total of 198 teachers, including 190 females and 8 males. Teachers represented a range of academic specialisations, including classroom teaching, science and mathematics, Arabic, English, social studies, and arts. For the quantitative phase, questionnaires were distributed to all teachers working in the participating schools. As shown in Table 1, a total of 100 questionnaires were returned and considered valid for quantitative statistical analysis.

Table 1. Descriptive Statistical Findings of the Respondents’ Demographics

Demographics		Frequency	Percent
Years of experience	< 5 years	22	22.0
	5–10	21	21.0
	> 10 years	57	57.0
Educational Qualification	Diploma Degree	4	4.0
	Bachelor’s Degree	72	72.0
	Master’s Degree	21	21.0
	Doctorate	3	3.0

Discipline	Math	9	9.0
	Science	12	12.0
	Classroom teacher	38	38.0
	Arabic Language	21	21.0
	English Language	14	14.0
	Social Sciences	6	6.0
Age	Under 30 years old	15	15.0
	30–45 years old	51	51.0
	Above 45 years old	34	34.0
Sum	100		

Table 1 presents the descriptive statistics of the respondents' demographic characteristics ($N = 100$). The findings indicated that the majority of participants (57%) had more than 10 years of teaching experience, reflecting a predominantly experienced sample. In terms of educational qualifications, most respondents held a bachelor's degree (72%), while fewer possessed a master's (21%) or doctoral degree (3%). Regarding discipline, classroom teachers represented the largest proportion (38%), followed by Arabic language (21%) and English language teachers (14%). With respect to age, over half of the respondents (51%) were between 30 and 45 years old, suggesting that most participants were in their mid-career stage. No statistically significant gender differences emerged across any of the questionnaire dimensions (all $p > .05$). Overall, the sample comprises a well-qualified and experienced group of educators from varied teaching disciplines.

For the qualitative phase, participants were purposefully selected from among the teachers and school staff who participated in the quantitative phase, based on their professional roles and relevance to inclusive education practices. Seventeen focus group discussions were conducted. The focus groups included school principals, Arabic language teachers, mathematics teachers, religious education teachers, English language teachers, social counsellors, and resource room teachers, ensuring representation of diverse educational roles within the school system.

2.1 Quantitative Results

A descriptive statistical analysis was carried out to further examine teachers' perceptions using questionnaire data. Means (M) and standard deviations (SD) were calculated for each item. A 3-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). Table 2 presents the descriptive statistical results across the key dimensions of inclusive education during emergencies, as identified in the questionnaire.

Table 2. Descriptive Statistical Findings of the Respondents' Evaluation on Empowerment, Right to Education, Inclusion, Well-being, and Teacher Strategies

Aspect/Item	Mean	SD	Degree
<i>Empowerment</i>			
1. Diversifying teaching methods contributes to effectively responding to emergencies that students may encounter.	4.28	.56	High
2. Professional training is viewed as a facilitating factor in enhancing teaching capacity during times of emergency.	3.85	.59	High
3. Maintaining the continuity of learning during emergencies contributes to positively enhancing student engagement.	3.73	.73	High
4. Community support such as that provided by parents and school administration is considered an essential element of education in emergency situations.	3.70	.81	High
5. The difficulty of providing equal educational opportunities for students during emergencies is one of the key challenges associated with crisis conditions.	3.50	.82	Moderate
Sum	3.81	.40	High
<i>Right to Education</i>			
6. The use of technology contributes to improving students' access to education during emergencies.	4.17	.58	High
7. Making effective use of available resources serves as a supporting factor in maintaining the continuity of education during emergencies.	4.09	.51	High
8. Providing equal educational opportunities for all students during emergencies is regarded as a fundamental element in supporting education.	3.93	.65	High
9. Reaching out to students who have become disconnected due to emergency conditions is an important step in safeguarding their continued right to education.	3.94	.70	High

10. The difficulty of ensuring that all students have access to learning materials during emergencies is one of the common challenges in such circumstances.	3.66	.84	Moderate
Sum	3.95	.41	High
<i>Inclusion</i>			
11. Effective collaboration with parents contributes to ensuring the inclusion of all students.	4.23	.56	High
12. Professional development programmes enhance the instructional skills necessary to support students' diverse needs.	4.17	.56	High
13. Administrative support is a fundamental factor in creating an inclusive and supportive learning environment for all students.	4.02	.60	High
14. Providing educational resources to support inclusive and effective education is an important element in meeting all students' needs.	3.88	.62	High
15. Addressing the needs of all learners, including the inclusion of students with learning difficulties, is considered essential to advancing inclusive education.	3.86	.66	High
Sum	4.03	.42	High
<i>Well-being</i>			
16. Providing resources and training helps facilitate inclusive learning for children with diverse needs during emergencies.	4.06	.64	High
17. Partnerships between schools and families are an important factor in sustaining inclusive education during emergencies.	4.06	.64	High
18. Inclusive educational practices that address the needs of learners with diverse educational requirements are considered a fundamental component of supporting learning.	3.83	.71	High
19. Psychosocial support programmes are viewed as an important element in assisting students affected by emergency situations.	3.75	.70	High
20. Appropriate school facilities are among the supporting factors that help maintain the continuity of education in times of emergency.	3.72	.77	High
Sum	3.88	.49	High
<i>Teacher Strategies</i>			
21. Diversifying tools and strategies is an important element in ensuring the continuity of education in any emergency.	4.02	.49	High
22. New and innovative instructional strategies help diversify learning and ensure that all students remain engaged during educational emergencies.	3.97	.55	High

23. Differentiated instructional strategies are viewed as an effective means of supporting student learning during emergencies.	3.96	.51	High
24. Structured strategies serve as a facilitating factor in enabling students to easily access learning materials.	3.91	.49	High
25. The use of digital learning strategies contributes to supporting education during emergency situations.	3.72	.68	High
Sum	3.91	.45	High
Overall Mean	3.92	.36	High

As presented in Table 2, the overall mean score across all dimensions was 3.92 ($SD = 0.36$), indicating a high level of agreement and suggesting generally positive teacher perceptions of inclusive education practices during emergency conditions. Across the 5 examined dimensions, all domains achieved high mean scores. The *Inclusion* dimension recorded the highest overall mean ($M = 4.03$, $SD = 0.42$). Likewise, the *Right to Education* dimension received a high evaluation ($M = 3.95$, $SD = 0.41$), followed by the *Teacher Strategies* dimension ($M = 3.91$, $SD = 0.45$). The *Well-being* dimension also attained a high overall mean ($M = 3.88$, $SD = 0.49$). Finally, the *Empowerment* dimension recorded the lowest mean among the 5 domains ($M = 3.81$, $SD = 0.40$), although it remained within the high evaluation range.

Inferential statistical analyses were conducted to examine whether teachers' perceptions of inclusive education during emergencies differed according to years of teaching experience, educational qualification, and teaching discipline.

With regard to years of experience, descriptive statistics suggested minor variation across groups, with teachers having fewer than 5 years of experience generally reporting slightly more positive perceptions in several domains. However, one-way ANOVA revealed no statistically significant differences across any of the questionnaire dimensions (all $p > .05$), indicating that teachers' perceptions were broadly consistent regardless of professional experience.

Similarly, although descriptive analyses showed some variation according to educational qualification, particularly with diploma and doctoral holders reporting marginally higher scores on selected dimensions, these differences were not statistically significant. ANOVA results confirmed that educational qualification was not associated with significant differences in *Empowerment*, *Right to Education*, *Inclusion*, *Well-being*, *Teacher Strategies*, or the overall score (all $p > .05$).

Finally, slight differences in mean scores were observed across teaching disciplines, with English language and social science teachers tending to report somewhat more positive perceptions on some dimensions than teachers from other subject areas. Nevertheless, ANOVA findings indicated no statistically significant differences across disciplines for any of the study variables (all $p > .05$), suggesting that teachers shared similar perceptions of inclusive education during emergencies irrespective of their disciplinary background.

2.2 Qualitative Results

A total of 17 focus group discussions were conducted, with each group comprising 5 to 6 participants, including school principals, resource room teachers, social workers, and core subject teachers at the basic education level. The insights generated through the focus group discussions reveal deeply embedded understandings of inclusion shaped by the unique sociopolitical and educational realities of Jerusalem. What follows reflects the key patterns that emerged from participants' accounts, capturing the core dimensions of how inclusion is enacted, negotiated, and sustained in times of crisis.

Theme 1. Digital Pedagogical Adaptation and Learning Continuity

Participants described a wide range of digital strategies adopted to ensure educational continuity during emergencies. Teachers reported creating electronic worksheets, short instructional videos, and audio recordings to support students when face-to-face teaching was disrupted. As one participant explained: 'Sometimes we send audio recordings of lessons so students can follow along when direct communication is not possible. Several teachers also adopted flipped classroom approaches, providing introductory digital materials before lessons and reserving face-to-face time for discussion and practical application.

Online platforms such as Microsoft Teams and Zoom emerged as essential tools for organising virtual lessons and maintaining interaction with students. In parallel, schools increasingly relied on messaging applications such as WhatsApp and Messenger to facilitate rapid communication with families, distribute learning materials, and monitor students' progress. Technology was also integrated into teaching through interactive resources, including videos, smart boards, augmented reality applications, and, in some cases, artificial intelligence-based tools, which participants perceived as enhancing engagement and motivation, particularly among students with diverse learning needs.

Theme 2. Adaptive and Inclusive Teaching Practices

Teachers emphasised the importance of flexible instructional approaches capable of responding to students' heterogeneous needs during emergencies. Child-centred methodologies – including active learning, simulation, gamification, and play-based activities – were widely used to sustain participation and facilitate understanding.

Inclusive practices also involved the use of multi-sensory resources, visual and auditory supports, differentiated instruction, and individualised learning plans. Collaboration between classroom teachers and resource-room staff was considered fundamental to ensuring appropriate educational responses for students requiring additional support. Participants consistently framed inclusion as the creation of welcoming learning environments that recognise diversity and promote equal participation for all learners.

Theme 3. Holistic Student Support through School–Family Collaboration

Beyond academic instruction, participants highlighted the importance of integrated systems addressing students' educational, psychological, social, and financial needs. Schools reported providing scholarships, fee exemptions, individualised interventions, psychosocial support sessions, and referrals to specialised services where necessary.

Strong collaboration with families emerged as a recurring strategy. Parents actively supported home-based activities, participated in curriculum-related projects, and collaborated with teachers in implementing individualised interventions. Teachers described continuous communication with families as essential for monitoring student well-being and ensuring continuity between home and school environments.

Theme 4. Promoting Social and Emotional Well-being

The development of students' emotional and social competences was identified as a core educational priority, particularly in emergency contexts. Participants described using drama, theatre, verbal expression, play, and social-emotional learning activities to strengthen communication skills, emotional regulation, self-confidence, and peer relationships. Psychological support was considered a shared responsibility among teachers, counsellors, and external professionals. Individual counselling sessions, structured psychosocial programmes, and safe classroom environments were viewed as essential mechanisms for helping students cope with stress and adversity while fostering resilience and positive relationships.

Theme 5. Emergency Preparedness and Organisational Readiness

Participants stressed the need for comprehensive emergency preparedness plans extending beyond educational continuity to include psychological support, safety procedures, and crisis management. Teachers advocated systematic training for both staff and students on emergency response protocols, evacuation procedures, and basic life skills. Several respondents also emphasised the importance of maintaining calm during crises and preparing schools in advance through clearly defined emergency programmes capable of ensuring coordinated and effective responses to unexpected events.

Theme 6. Multilevel Barriers to Inclusive Education

Despite the numerous inclusive practices described, participants identified significant barriers operating at multiple levels. Teacher-related challenges included large class sizes, shortages of specialised personnel, and the need to provide repeated individualised explanations despite limited time. Student-related challenges concerned diverse learning needs and the psychosocial consequences of adverse family circumstances.

Schools also reported insufficient financial resources, limited access to technological equipment, and inadequate institutional support. Finally, several participants highlighted difficulties in collaborating with families, particularly when parents were hard to reach or reluctant to acknowledge their children's learning difficulties or disabilities. Collectively, these findings portray inclusion during emergencies as a complex process shaped by interacting pedagogical, organisational, socioeconomic, and relational constraints. In the following paragraph, the data from the qualitative and quantitative sections will be presented side by side to provide a comprehensive overview of the findings.

2.3 Descriptive Integration of Quantitative and Qualitative Findings

In line with the mixed-methods design, this section synthesises the quantitative and qualitative results, presenting the main quantitative findings alongside the corresponding qualitative evidence.

With regard to *Empowerment*, the quantitative data showed mean values in the upper range ($M = 3.81$, $SD = 0.39$), indicating a generally positive assessment of practices aimed at strengthening students' active participation in emergency contexts. Consistent with these results, the qualitative evidence showed that teachers described strategies aimed at supporting student participation through the as-

signment of flexible tasks, the promotion of active participation in learning processes, and a greater degree of personalisation of activities, including through the use of digital tools.

With regard to *Right to Education*, the quantitative analysis showed a high average score ($M = 3.95$, $SD = 0.34$), placing it amongst the highest values among the dimensions considered. In the focus groups, this dimension was highlighted through descriptions of practices aimed at ensuring educational continuity even in emergency situations, through the use of digital platforms and by maintaining contact with vulnerable students via alternatives to face-to-face teaching.

With regard to *Inclusion*, which had the highest mean value ($M = 4.03$, $SD = 0.31$), the qualitative data revealed a range of practices relating to the adaptation of teaching materials, the differentiation of activities and the creation of accessible learning environments. Teachers also described the use of collaborative approaches and compensatory tools as recurring elements in the management of emergency situations.

With regard to *Well-being*, the quantitative data indicated a high average score ($M = 3.88$, $SD = 0.37$). Consistent with this, participants' accounts highlighted practices aimed at providing socio-emotional support to students, including providing opportunities for listening, emotional regulation activities, and strategies designed to maintain peer and teacher connection when physical attendance at school was suspended or reduced.

With regard to *Teacher Strategies*, the quantitative results showed a high mean score ($M = 3.91$, $SD = 0.35$). The qualitative evidence described the adoption of flexible methodologies, the integration of digital tools into lesson planning, and the reorganisation of subject content into formats better suited to different learning contexts. Finally, regarding *Empowerment* – already mentioned in the general overview – the qualitative data highlighted organisational and collaborative elements that supported teachers' work, including coordination amongst colleagues, resource sharing, and the readjustment of assessment practices in response to the emergency.

3. Results from Students

The student sample consisted of 214 participants, of whom 116 were male and 98 were female. In terms of distribution by school year, 38 students were in Year 1, 52 in Year 2, 59 in Year 3, and 65 in Year 4. With regard to place of residence, 122 students lived in towns, 85 came from villages, and 7 lived in refugee camps.

3.1 Quantitative Results

Descriptive statistical analysis was used by calculating the arithmetic means and standard deviations of the sample participants' responses to the questionnaire items. The study adopted a 3-point Likert scale to interpret the arithmetic means, where rating levels were classified into 3 categories: low (from 1.00 to less than 1.67), medium (from 1.67 to less than 2.34), and high (from 2.34 to 3.00). The results of this analysis are presented in Table 3, which illustrates the reality of blended learning in emergency situations across its 4 dimensions: *Empowerment*, *Right to Education*, *Well-being*, and *Teacher Strategies*.

Table 3. Descriptive Statistical Findings of the Respondents' Evaluation on Empowerment, Right to Education, Well-being, and Teacher Strategies

Aspect/Item	Mean	SD	Degree
Empowerment			
1. I participate in activities that encourage me to learn.	2.20	.90	Average
2. My opinion matters in class.	2.19	.85	Average
3. I learn just like my classmates.	2.18	.90	Average
4. I participate with my classmates in educational games and various learning activities.	2.14	.91	Average
5. When I raise my hand to speak, I can express my opinion without fear.	2.06	.92	Average
Total (Empowerment and Inclusion)	2.15	.73	Average
Right to Education			
6. I use many resources that help me learn (e.g. books, pens, the blackboard, paper, colours, games, and the computer).	2.17	.85	Average
7. My school has educational games, books, and tools that help everyone learn.	2.17	.92	Average
8. When there are problems, I can go to school and continue learning.	2.12	.86	Average
9. I can learn from home in an emergency.	2.08	.90	Average
Total (Right to Education)	2.14	.68	Average
Well-being			
10. The school provides a supportive learning environment.	2.21	.94	Average
11. I am happy when the teacher helps me in class.	2.16	.92	Average

12. At my school, the teacher treats me with respect.	2.15	.90	Average
13. I feel safe at my school.	2.12	.89	Average
Total (Well-being)	2.16	.80	Average
Teacher Strategies			
14. My teacher helps me when I need help with my studies.	2.24	.90	Average
15. The teachers explain the lessons clearly.	2.21	.86	Average
16. The teacher cares about me.	2.10	.92	Average
17. The teacher helps me if I don't understand the lesson.	2.09	.90	Average
Total (Teacher Strategies)	2.16	.78	Average
Total for All Items	2.15	.71	Average

As presented in Table 3, the overall mean score across all items was 2.15 ($SD = 0.71$), indicating an average level of students' perceptions of inclusive education in emergency situations. Across the 4 examined dimensions, all domains achieved average mean scores. The *Well-being* and *Teacher Strategies* dimensions recorded the highest overall means (both $M = 2.16$, $SD = 0.80$ and 0.78 , respectively). Similarly, the *Empowerment* dimension attained an average evaluation ($M = 2.15$, $SD = 0.73$). The *Right to Education* dimension recorded the lowest overall mean ($M = 2.14$, $SD = 0.68$), although it also remained within the average evaluation range. At the item level, the highest mean was observed for 'My teacher helps me when I need help with my studies' ($M = 2.24$, $SD = 0.90$), followed by 'The school provides a supportive learning environment' ($M = 2.21$, $SD = 0.94$) and 'The teachers explain the lessons clearly' ($M = 2.21$, $SD = 0.86$). Conversely, the lowest-rated items were 'When I raise my hand to speak, I can express my opinion without fear' ($M = 2.06$, $SD = 0.92$) and 'I can learn from home in an emergency' ($M = 2.08$, $SD = 0.90$).

Inferential statistical analyses were conducted to examine whether students' perceptions of inclusive education in emergency situations differed according to gender, grade level, and place of residence. No statistically significant gender differences emerged ($p > .05$), indicating that male and female students reported comparable evaluations of their educational experiences during emergencies. Similarly, although minor variations in descriptive statistics were observed across grade levels, ANOVA results revealed no statistically significant differences ($p > .05$), suggesting that students shared broadly similar perceptions regardless of age or

school year. Finally, no statistically significant differences were found according to place of residence ($p > .05$). Despite slight variations in mean scores across students living in cities, villages, and camps, these differences were not statistically reliable, indicating that perceptions of inclusive education during emergencies were largely consistent across residential contexts.

3.2 Qualitative Results

The analysis of the semi-structured interviews revealed how students perceive and experience inclusive education in emergency situations through their own voices and everyday experiences. Responses to the 3 guiding questions – focusing on feelings of safety, perceptions of the school environment, and aspirations for their school – were analysed using thematic analysis (Braun & Clarke, 2006), resulting in 3 overarching themes that capture students' priorities, concerns, and expectations.

Theme 1. School Safety as Physical Protection and Emotional Security

Students consistently associated feeling safe at school with both physical protection and the quality of interpersonal relationships. Rather than describing safety as a positive emotional state, many defined it through the absence of danger or fear. As one child explained: 'The school is safe; no one can enter it'. Another stated: 'Yes, I feel safe, and I don't feel afraid'. These statements suggest that perceptions of safety are closely tied to protection from external threats rather than taken-for-granted conditions. At the same time, children emphasised that safety also depends on the social climate within the school. Several expressed the wish for a school 'without beatings or fights', indicating that peer violence undermines their sense of well-being. Similarly, one participant reported being afraid of the principal 'when he shouts', revealing that interactions with adults can also influence children's perceptions of psychological safety. One said: 'I love it when the teacher hugs me'. Another said: 'I feel comfortable when I'm studying'. This last remark is worth deeper consideration, as it points to learning itself as a source of psychological safety, not just the result of it. Taken together, these accounts portray school safety as a multidimensional construct encompassing physical security, emotional reassurance, and respectful relationships with both peers and educators.

Theme 2. Experiences of the School Environment: Belonging, Participation, and Everyday Challenges

When reflecting on their daily school experiences, students highlighted the importance of participation, recognition, and supportive relationships, while also

describing situations that generated feelings of exclusion. One child shared, ‘When I raise my hand, the teacher chooses another student; and she doesn’t write my name on the list of participants even though I was participating’, illustrating how limited opportunities for classroom participation can undermine students’ sense of belonging. Others expressed a desire for more active roles in the learning process, stating, ‘I want the teacher to let the student explain the lesson’, thereby advocating for greater agency and voice within classroom activities. Conversely, other accounts suggested that educational relationships may at times reinforce exclusion or unequal treatment, highlighting the importance of inclusive pedagogical practices that ensure all students feel seen, heard, and valued. Overall, the narratives indicate that inclusive education is experienced not only through access to learning but also through everyday interactions that foster participation, belonging, and positive social relationships.

Theme 3. Aspirations for a More Inclusive and Child-Friendly School

Students’ aspirations extended well beyond access to academic instruction, revealing a holistic understanding of what constitutes a meaningful and inclusive educational experience. Recreational opportunities emerged as a recurring concern, with one student lamenting, ‘when we have PE class, they take it away from us’, reflecting frustration over the loss of opportunities for play and physical activity. Participants also called for more engaging and participatory teaching approaches. One student requested ‘more resources when the teacher explains’, suggesting a desire for richer and more interactive learning experiences. Several students explicitly addressed issues of fairness and assessment. Their comments included requests such as ‘let studying be interesting and the tests easy’ and ‘let exams take everyone’s level into account’, highlighting expectations for educational practices that recognise individual differences and reduce unnecessary barriers to success. Collectively, these statements demonstrate that students conceive of inclusive education as encompassing equitable assessment, engaging pedagogy, meaningful participation, and access to recreational and developmental opportunities alongside academic learning.

Expressive Drawing

The expressive drawing activity titled ‘Draw your School’ provided a complementary perspective on students’ lived experiences of inclusive education during emergencies. Their interpretation was informed by the complementary frameworks of Burns (1987), who emphasises the symbolic meaning of visual representations, Cox (2005), who conceptualises children’s drawings as reflections of

their cognitive understanding and lived experiences, and Malchiodi (1998), who highlights their value as indicators of emotional expression and psychosocial functioning. Rather than serving as diagnostic tools, the drawings were interpreted alongside the interview data to provide a richer understanding of students' perceptions and aspirations.

One of the most recurrent features was the depiction of the school as a house-like structure, typically characterised by a triangular roof, windows, and a front door. From Burns' symbolic perspective, this representation suggests that the students perceived their school as a place of protection and emotional containment. Cox's developmental framework further indicates that children tend to depict environments that are familiar and personally meaningful rather than architecturally accurate, while Malchiodi's perspective suggests that transforming the school into a home-like image reflects an emotional investment in the educational environment and a desire for stability within contexts of uncertainty.

The widespread absence of playgrounds, trees, flowers, or recreational elements was equally meaningful. Burns' framework interprets such omissions as indicative of the relative emotional salience of different environmental features, suggesting that safety and structure may currently outweigh leisure in the students' representations. From Cox's viewpoint, these omissions likely mirror the students' everyday experiences rather than idealised fantasies, revealing environments where opportunities for play and exploration are limited. Consistent with Malchiodi's interpretative approach, the visual minimalism may also reflect restricted opportunities for positive emotional expression, reinforcing interview findings in which students repeatedly expressed a desire for larger playgrounds, sports, and enjoyable school activities.

Another notable pattern was the limited use of colour and the predominance of monochromatic pencil drawings. While Burns associates restrained visual expression with simplified symbolic representations under stressful conditions, Cox argues that drawing style should be interpreted in relation to developmental and contextual factors rather than artistic ability alone. From Malchiodi's perspective, the restricted colour palette may reflect reduced emotional expressiveness or adaptive responses to prolonged exposure to stressful environments, although such interpretations should remain cautious and contextualised rather than diagnostic.

Conversely, drawings containing hearts, flowers, smiling faces, or anthropomorphic school buildings suggest strong emotional attachment to school. Burns would interpret these symbols as manifestations of affection and perceived security; Cox views them as evidence of children's tendency to attribute personal meaning and social qualities to significant environments; and Malchiodi considers

them indicators of positive emotional engagement and a sense of belonging within the educational setting.

Finally, the occasional inclusion of weapons, armed figures, or conflict-related imagery should be interpreted within the broader sociocultural context rather than as evidence of aggressive tendencies. Burns' symbolic framework suggests that such elements externalise salient aspects of children's lived realities; Cox's perspective emphasises that children frequently represent what they observe and experience in their surrounding environments; and Malchiodi highlights that artistic expression often provides a safe medium through which stressful experiences and emotions can be communicated when they are difficult to verbalise. Considered together, these frameworks indicate that the drawings primarily reflect the students' attempts to make sense of their everyday environment while simultaneously expressing aspirations for safety, normality, and inclusive educational experiences.

3.3 Descriptive Integration of Quantitative and Qualitative Findings

In order to provide a comprehensive interpretation of the evidence gathered, this section presents the quantitative and qualitative results together, describing the correlations between the questionnaire findings and the evidence from the interviews and drawings.

With regard to *Empowerment*, the quantitative data showed mean values in the middle range ($M = 2.15$, $SD = 0.73$), indicating a moderately positive perception of the opportunities for participation and involvement offered by schools during emergency situations. Consistent with these results, the qualitative evidence suggested that students attached particular importance to being listened to, to active participation in learning activities, and to feeling valued within the classroom environment. The drawings confirm this through the frequent depiction of school as a significant place of belonging and connection.

With regard to *Right to Education*, the quantitative analysis showed the lowest average score among those recorded ($M = 2.14$, $SD = 0.68$), whilst still falling within the average rating range. The qualitative evidence described school as an essential setting for ensuring learning continuity during emergencies, highlighting the value of being able to continue attending school and maintaining learning despite the associated difficulties.

With regard to *Well-being*, the quantitative results showed an average score of $M = 2.16$ ($SD = 0.80$). Consistent with this, the students' narratives described well-being as closely linked to their perception of physical and emotional safety,

the quality of their relationships with teachers and classmates, and the opportunity to experience school as a welcoming and protective environment. The drawings also reflected this, frequently depicting school as a familiar space characterised by symbolic elements associated with serenity, protection, and belonging.

With regard to *Teacher Strategies*, the quantitative findings yielded a mean score of $M = 2.16$ ($SD = 0.78$). The qualitative evidence identified teachers as central to students' school experiences, highlighting the importance of individual support, responsiveness to student needs, and teaching approaches that promote greater participation. Simultaneously, students expressed expectation for more engaging learning activities, a wider range of educational resources, and assessment practices that are more responsive to individual differences. Overall, the quantitative and qualitative findings presented a broadly consistent picture of students' school experiences in emergencies.

4. Results from Parents

The participating families live in diverse areas of the Jerusalem Governorate, both inside and outside the Wall. Families residing inside the Wall were mainly distributed across the neighbourhoods Wadi al-Joz, Silwan, Shu fat, Ras al-Amud, and Sheikh Jarrah, while those living outside the Wall were primarily located in al-Ram and al-'Eizariya. These areas differ in terms of access to education, social, and support services, exposing families to varying educational opportunities and constraints. The study population consisted of households of primary school students (Grades 1–4) enrolled in both public and private schools in the Jerusalem Governorate: a total of 374 parents completed the survey.

Table 4. Descriptive Statistical Findings of the Respondents' Demographics

Demographics		Frequency	Percent
Gender	Male	26	7.0
	Female	348	93.0
Educational Qualification	High School	138	36.9
	Diploma Degree	65	17.4
	Bachelor's Degree	132	35.3
	Master's Degree	31	8.3
	Doctorate	8	2.1

Place of Residence	Village	152	40.6
	City	212	56.7
	Refugee Camp	10	2.7
Number of family members living in the same household	2.00	4	1.1
	3.00	11	2.9
	4.00	48	12.8
	5.00	106	28.3
	6.00	92	24.6
	7.00	62	16.6
	8.00	31	8.3
	9.00	11	2.9
	10.00	9	2.4
Does your child/do any of your children have learning difficulties?	Yes	63	16.8
	No	311	83.2
Sum	374		

Table 4 presents the descriptive statistical findings of the respondents' demographics ($N = 374$). The majority of participants were female (93.0%), while only 7.0% were male. Regarding educational qualifications, most respondents held a high school diploma (36.9%) or a bachelor's degree (35.3%), followed by diploma degrees (17.4%), master's degrees (8.3%), and a small proportion held doctorates (2.1%). In terms of place of residence, more than half of the respondents lived in cities (56.7%), with 40.6% in villages, and a minority (2.7%) in refugee camps. Household size varied, with most families comprising 5 (28.3%) or 6 members (24.6%), while smaller households of 2–4 members and larger households of 7–10 members were less frequent. Regarding children with learning difficulties, 16.8% of families reported at least 1 affected child. Of these, most had only 1 child with difficulties (68.3%), followed by 2 children (23.8%); very few families (7.9%) had 3 or more, for a total of 63 families.

For the qualitative data, participants were purposefully selected in collaboration with school principals to ensure diverse representation. The sample included parents of students from single-gender and coeducational schools, with and without learning difficulties, totalling 6 parents from each school.

4.1 Quantitative Results

First, a quantitative descriptive analysis was conducted on the questionnaire data. Means (M) and standard deviations (SD) were calculated for each item, and parents' evaluations were interpreted using a 3-level scale: Low (1.00–2.33), Moderate (2.34–3.66), and High (3.67–5.00). Table 5 presents these results, offering an overall picture of parents' evaluations across the key dimensions of inclusive education in emergencies identified by the questionnaire.

Table 5. Descriptive Statistical Findings of the Respondents' Evaluation on Empowerment, Right to Education, Inclusion, Well-being, and Teacher Strategies

Aspect/Item	Mean	SD	Degree
<i>Empowerment</i>			
1. Parental involvement is seen as an effective way to form educational support groups for children during emergencies.	4.10	.75	High
2. Provision of educational resources (e.g. books, digital devices, and worksheets) is crucial for supporting student learning in emergencies.	3.86	.95	High
3. Community support facilitates student learning during emergencies.	3.79	.90	High
4. Community initiatives, such as volunteer teaching groups, are supportive of enhancing student learning during emergencies.	3.78	.92	High
Sum	3.88	.71	High
<i>Right to Education</i>			
5. Teachers and school administrators make appropriate efforts to support student education during crises, in accordance with guidelines for educational staff.	4.12	.74	High
6. Children have access to appropriate educational opportunities during emergencies.	3.81	.92	High
7. Children have access to essential educational resources (e.g. books, digital devices, and the internet) during emergencies.	3.77	.89	High
8. Existing laws contribute to protecting students' right to education during emergencies.	3.61	.97	Moderate
9. Support from educational or community institutions is important to ensure the continuity of student education.	3.59	.94	Moderate
Sum	3.78	.72	High

<i>Inclusion</i>			
10. Communication between parents, school administrators, and teachers is perceived as open, respectful, and focused on meeting the needs of all students.	4.03	.80	High
11. The school responds positively to parental feedback and opinions.	4.00	.78	High
12. The quality of education provided to students is inclusive and supports diverse learning needs.	3.91	.87	High
13. Parental involvement in school activities is a supportive element of the inclusive educational process for all students.	3.90	.78	High
14. The level of support provided to students with diverse needs contributes to ensuring equal opportunities for all learners.	3.69	.86	High
Sum	3.91	.68	High
<i>Well-being</i>			
15. The school provides educational activities and materials to effectively support student learning during emergencies.	3.93	.76	High
16. The school provides adequate support to promote inclusive education for all students.	3.92	.78	High
17. Children have access to educational materials and technologies that contribute to effective learning.	3.86	.819	High
18. Teachers' willingness to address students' psychological and emotional needs is considered essential to supporting them.	3.85	.86	High
19. The school is actively engaged with parents in decision-making and provides support for students during emergencies.	3.81	.88	High
Sum	3.88	.71	High
<i>Teacher Strategies</i>			
20. Teachers' classroom practices foster student well-being and reduce stress and anxiety.	3.94	.79	High
21. Children benefit from emotional support provided by teachers (e.g. listening and empathy) during crises.	3.93	.77	High
22. Effective communication between teachers and parents is crucial for monitoring students' feelings, behaviour, and academic progress.	3.89	.85	High
23. Additional training in psychosocial support strategies during emergencies is essential for teachers.	3.84	.86	High
24. The school provides effective psychosocial resources to the community to help students cope with changes.	3.68	.88	High
Sum	3.86	.65	High
Overall Mean	3.86	.62	High

As presented in Table 5, the overall mean score for all items is 3.86 ($SD = 0.62$), which falls within the high evaluation level. Across the 5 study dimensions, all domains achieve high mean scores. The *Inclusion* dimension records the highest overall mean ($M = 3.91$, $SD = 0.68$). Similarly, the dimensions of *Empowerment* ($M = 3.88$, $SD = 0.71$) and *Well-being* ($M = 3.88$, $SD = 0.71$) received high evaluation. The *Right to Education* dimension also attained a high overall mean ($M = 3.78$, $SD = 0.72$). However, 2 items, relating to the role of existing laws and institutional support, were rated moderately. Finally, the *Teacher Strategies* dimension achieved a high mean score ($M = 3.86$, $SD = 0.65$).

Inferential statistical analyses were conducted to identify any statistically significant differences across the aforementioned demographic variables at the significance level ($\alpha \leq 0.05$).

No statistically significant gender differences emerged across any of the questionnaire dimensions (all $p > .05$), indicating that parent evaluation of inclusive education during emergencies was consistent across male and female respondents.

In relation to educational qualification, descriptive statistics suggested lower ratings among participants holding bachelor's and master's degrees compared to those with high school or diploma qualifications. ANOVA confirmed statistically significant differences across all dimensions (all $p < .001$). Post hoc analyses indicated that respondents holding high school and diploma qualifications generally reported more positive evaluations than those holding bachelor's or master's degrees. No statistically significant differences were observed for participants involving doctorate degrees, although the results warrant cautious interpretation given the small sample size.

With reference to place of residence, although minor variations in mean scores were observed across villages, cities, and refugee camps, ANOVA results revealed no statistically significant differences in any study dimension (all $p > .05$). These findings suggested that parent perceptions were largely consistent regardless of place of residence.

In relation to family size, Kruskal–Wallis analysis showed no significant differences according to family size for *Empowerment*, *Right to Education*, *Flexibility and Adaptation*, *Well-being*, or the overall average (all $p > .05$). A significant difference emerged only for *Teacher Strategies* ($H = 16.310$, $p = .038$). However, none of the pairwise comparisons remained significant after Bonferroni correction, suggesting that family size does not appear to produce statistically reliable differences.

Finally, no statistically significant differences emerged between parents of children with or without learning difficulties across any questionnaire dimension (all

$p > .05$), although the difference for *Teacher Strategies* approached statistical significance ($p = .061$) and parents of children with learning difficulties assigned slightly higher scores in all domains.

4.2 Qualitative Results

The thematic analysis of parents' responses from the semi-structured interviews revealed a complex picture of perceptions of inclusive education during emergencies in Jerusalem Governorate schools. These perceptions are organised according to 7 main themes: continuity of education and safety; material and organisational constraints; quality of school support and academic interventions; teacher personality, commitment, and relationship with students; school–family partnerships and communication; positive parenting and partnership with students; and psychological and social support systems.

Theme 1: Continuity of Education and Safety

The first theme concerns continuity of education and safety, both shaped directly by the disruptions of the emergency context that participants experienced. Parents shared their experiences of severe anxiety regarding their children's education during crises. One parent stated: 'Education should never stop. Educational continuity must be provided for all students regardless of the current situation'. Other parents expressed the following concerns: 'I don't feel safe leaving my house' and 'When we discuss the safety of students, it is also true for all teachers,; it is also dangerous for them to be going back to school'. In relation to the lack of co-ordinated emergency planning, a father shared his frustration with not receiving information about an emergency programme designed specifically for parents and educators. Additionally, a mother stated her opinion simply: 'Emergency education isn't working. This generation has been challenged by many emergencies'.

According to parents' accounts, the challenges of a remote-education-based response to the emergency extend beyond the technological level, revealing deep-rooted pedagogical and social issues. For example, one influencing factor appears to be the widening gap in financial resources and digital access: many families disclosed that they cannot afford to purchase the requisite devices for distance learning for each family member, so remote education represents a privilege rather than a right. On the other hand, parents reported benefiting from remote education tools provided by teachers (e.g. asynchronous digital resources and pre-

recorded instructional videos). One mother commented: ‘As a parent, I am not a teacher and cannot explain things the same way the teacher would. The teacher’s recorded lessons were good for me as a parent’. Most parents support the idea of reducing students’ academic workload, establishing emergency preparedness plans, and adopting a range of teaching methods to ensure educational continuity during crises. However, parents still emphasise challenges in remote education, especially in providing suitable remote learning environments: ‘The child needs a focused environment for online education, which requires their mother’s supervision’.

Educational continuity also reshapes the roles of family members. Many mothers shared that they would feel burdened trying to fill the role of teacher while managing their households and domestic responsibilities, as their children are required to participate in overlapping Zoom calls. One mother explained: ‘As a mother, I am stuck teaching at home, yet I can’t open Zoom with one of my children; sometimes, the timing isn’t consistent and you cannot get clear explanations regarding recorded and periodic lessons’. This directly impacts parents who do not understand what is required of them or how to locate assignments and lessons.

Data also highlighted engagement problems during emergency remote learning. One father commented: ‘When using Microsoft Teams during an emergency, interaction is often limited, and my child is disengaged unless the teacher actively involves him’. He added, ‘I observe that they do not pay attention to one another. They perform better when using both video and audio’, suggesting that visual and audio contact increases a sense of proximity.

Theme 2: Material and Organisational Constraints

Parents are realistic about the evident challenges. One commented that ‘The school is in a tough position; any time a group of people donates or organises any events, the school accepts’, indicating a dependence on outside funding sources. One administrator stated that there were ‘No books for kindergarten yet from the ministry; they are still in the ministry’, clearly indicating bureaucratic issues impacting early years operations.

Theme 3: Quality of School Support and Academic Intervention

Parents’ accounts assessed how well schools adapted educational practices for students with specific needs. One parent described how teachers supported their child’s desire to become a class monitor by assigning him into a scouting group, which increased his motivation. They explained that their child progressed from avoiding social activities to becoming a leader who participates in school broad-

casts. In this direction, as highlighted in the previous section, school counsellors were considered to play an important role in monitoring and supporting at-risk students through preventive interventions.

Positive reinforcement emerged as another effective strategy for increasing students' confidence and engagement, according to parents. One parent highlighted the encouraging feedback their child received on schoolwork: 'You are a champion'. Teachers were appreciated for providing support beyond traditional classroom instruction. As one parent stated: 'This year, he [the student] has completely transformed, and I am so proud of the work the teachers have done'. Conversely, some parents expressed concerns regarding the development of foundational academic skills during the early grades: 'Teachers should focus on the basics of letters and writing'.

Despite the examples given of effective individualised support, the analysis revealed significant disparities in the availability and quality of support services across schools. One parent shared the following: 'My son has been diagnosed with Attention Deficit/Hyperactivity Disorder (ADHD). He attended a local boys' school for 1 year and 6 months, where he received support from a specialist who conducted an assessment for diagnosis; revealed concentration difficulties, and so the teacher provided him with an individualised learning plan, which greatly aided his success'. She continued: 'After he completed his treatment, he returned to a regular school. He has received continued encouragement from the teachers, was able to participate in the school's broadcasts, and now is also a member of the school's sports team'.

However, such experiences appear to be exceptions rather than the norm. Of her child's teachers, another parent revealed, '[They] did not communicate with me – they hold only one meeting per year and no courses for mothers; they just call when there's a problem with my son', indicating reactive rather than proactive engagement. Participants described how this disparity creates equity issues in accessing services, leading to marginalisation.

Theme 4: Teacher Personality, Commitment, and Relationship with Students

Parents consistently identified teacher attributes as a key factor influencing educational success. One parent explained: 'It is important for a teacher to be patient; the teacher has to control the class, especially during remote sessions where they are connected via computers'. That same respondent emphasised: 'Teachers have to show their commitment through seriousness, and parents have to encourage their children to commit themselves to learning'. Parents also highlighted examples of effective remote teaching practices: 'The students benefited from

remote sessions; the way the teacher conducted remote sessions demonstrated there was commitment between student and teacher'. Participants described teacher – student relationships as extending beyond academics. Teachers were reported to support students on multiple levels, such as helping them obtain school uniforms, demonstrating patience with challenging behaviours, and creating a welcoming and engaging learning environment. Positive interpersonal relationships appear to have contributed significantly to student well-being and sense of belonging. These accounts suggest that teacher commitment and professionalism play a fundamental role in sustaining student engagement, particularly during periods of educational disruption.

Parents particularly valued teachers' efforts in supporting students who may be subject to exclusion or discrimination. One participant shared: 'My son wears glasses; the teacher tells the class not to make fun of my son'. Examples were given of teachers addressing individual differences through inclusive educational practices: 'the teacher normalised differences in student performance, so that each student was able to accept differences'. Such approaches help students develop positive self-perception, promote peer acceptance, and foster inclusive classroom environments in which diversity is recognised and respected.

Theme 5: School–Family Partnerships and Communication

Parents highlighted the importance of a strong school–family partnership in supporting children's social and emotional development. Families contribute to creating a supportive educational environment by visiting their child's school, maintaining regular contact with teachers, and actively participating in school life. One parent suggested, 'Have his classmates come to the house with the teacher, so that they can establish better relationships', emphasising the value of extending social connections beyond the school setting. Another parent stated, 'I have substituted for the teacher in the class when he was not present, and my son felt so happy to see me in his school', demonstrating how schools are becoming more open to parental participation in educational activities. Parents also highlighted how schools and families frequently work together to address students' educational needs. One parent shared: 'I spoke with the principal and told him I wanted to help my son who has tremendous difficulties in reading'. In response, the school connected the child with a resource teacher who provided targeted support, encouragement, and reassurance to both the student and the parent. Schools also organised meetings where parents could discuss educational activities and experiences. Such examples demonstrate how partnerships between schools and families can strengthen students' well-being in emergency contexts. Parents

also appreciated regular communication regarding their children's progress: 'When a problem occurs, they communicate with me as a parent, and they call me for meetings to observe how my child is doing'. Participants affirmed how school counsellors maintained ongoing contact with families and, when necessary, referred them to external psychological services. Following intervention, counsellors continued to monitor progress and provide feedback.

Beyond supporting students, schools recognised the importance of addressing parents' well-being – particularly that of mothers – offering them psychological and social support programmes. Parents described these actions as rooted in the understanding that their own emotional well-being directly affects their children. One parent shared an example of a support group activity: 'Each mother shares what their name means, by who they are named, what they would like to be named, and how they are affected by their names. We enjoy discussing our shared experiences'. These structured meetings, often organised weekly in collaboration with local associations, provided opportunities for emotional expression, peer support, and community belonging. The collaborative relationships established between families and schools contributed to high levels of trust and satisfaction. In this sense, parents proved to completely trust school staff with their children. One participant commented: 'We have complete trust in the teachers and know that they care for our children'. Another parent who works in the school cafeteria said, 'This year's teachers are wonderful'. These parents recognised how mutual trust plays an integral role in building successful school–family partnerships.

Parents also highlighted the importance of balancing support with accountability within school administration. One participant stated: 'In order to create relationships with students' families, it is critical to hold both the parent and the principal accountable'. This perspective suggests that productive school–family relationships are built on a foundation of shared responsibilities and clear expectations. On the other hand, despite describing generally positive experiences, some parents reported limitations in formal communication processes. One participant observed: 'There is no official meeting until the start of the school year, when we get information about the school's policies'. Although informal visits were described as often being possible, access to information frequently depended on parents' availability and initiative. As a result, families with less time or fewer opportunities for informal visits tended to experience reduced access to school-related information, highlighting an area for potential improvement.

Theme 6: Positive Parenting and Partnership with Children

Interview data also provides evidence of pedagogically aware parents who are developing democratic partnership models with their children. In this sense, parents viewed themselves as older, wiser peer rather than authoritarian figures, asking their children what they think about their decisions rather than issuing commands. Parents reported that, during the emergency, they sought to support their children's autonomy and encourage them to express their thoughts and feelings freely. To achieve this, they stated how they engaged in everyday practices such as open conversations about feelings, encouraged recreational and social activities (e.g. play dates), and provided opportunities to take on responsibilities (e.g. class jobs and group projects). This reflects parents' efforts to create supportive and safe environments for their children despite challenging circumstances. Activities such as journalling about hopes and aspirations, holiday plans, and hobbies were perceived as valuable coping strategies. They also valued drawing as a medium for working through emotional experiences.

However, the harsh reality often prevents parents from achieving these educational objectives. One mother illustrated: 'As a mother, I have a hard time encouraging my oldest son to express his feelings. He is very shy. I try to bring him too many educational books, get him to write about what is bothering him, or give them to his father, try to play together and share their toys. Sometimes we go to the park, but it is no longer safe for him to go out, and we have to walk on the street'.

Theme 7: Psychological and Social Support Systems

In interviews, many parents whose children have experienced family crises due to their fathers' incarceration echoed similar sentiments about how their children were feeling. One parent shared of their child: 'His psyche resembles that of a blind person due to his father being in prison, indicating the depths of their child's pain and mental suffering. Addressing this pain required substantial collaborative intervention by the school and family: 'I talked to the school and worked with the guidance counsellor. I visited the school often'. The support of the counsellor, who 'met with my child and with me to provide support', evidences a collaborative approach in support of both student and family. Another parent stated, 'My son was so happy that I was at the school', emphasising the importance of effective school-family partnership when addressing significant mental health issues.

Parents demonstrated a keen awareness of the effect of family crises on their child's psychological state. As one parent recalled, 'In the fourth grade, he resented his younger sister for having better grades than him', illustrating how intra-family

mental health challenges can directly affect a child's academic performance. Another mother emphasised: 'Teachers need to be aware of what is going on in the child's life and should ease the educational process to some degree'. The mother also offered to 'provide remote education to reduce the number of tasks the student has to complete while still receiving a complete education', demonstrating that flexibility during emergencies could allow teachers to address the mental health needs of their students. The mother continued her praise: 'The school has not let us down on anything; they provided excellent service to my son. They motivated him and encouraged him, thank God'.

Beyond addressing psychological distress, parents highlighted the importance of fostering students' active participation within the school community as a form of social support. Many participants expressed desire for schools to adopt democratic approaches that help students feel valued and included. One mother stated: 'The assistant principal asks her opinion and she gives it; and the principal does the same by consulting her for plans for activities and celebrations'. By consulting students on school activities and decisions, schools ensure that each student has a voice in matters that affect them while simultaneously promoting civic participation skills that support active citizenship and belonging.

4.3 Descriptive Integration of Quantitative and Qualitative Findings

This section integrates the quantitative and qualitative findings, bringing together the main questionnaire results with the themes identified in the interviews. With regard to *Empowerment*, the quantitative findings revealed a high mean score ($M = 3.88$, $SD = 0.71$), indicating generally positive perceptions of family and community involvement in supporting education during emergencies. Consistent with these findings, the qualitative data showed that parents described practices that promote students' active participation, foster school–family collaboration, and engage the wider educational community in supporting students.

Regarding *Right to Education*, the quantitative analysis yielded a high mean score ($M = 3.78$, $SD = 0.72$), although somewhat more moderate ratings were observed for items relating to legislative frameworks and institutional support. The qualitative findings echoed these results, with parents highlighting the importance of ensuring educational continuity during emergencies, the challenges associated with remote learning, unequal access to educational resources, and the need for effective educational planning during crisis.

Flexibility and Educational Adaptation recorded the highest mean score among

all dimensions examined ($M = 3.91$, $SD = 0.68$). The qualitative findings described practices involving adapted educational pathways, school–family communication, personalised educational interventions, and differentiated responses tailored to student needs. Parents also referred to schools’ ability to adapt organisational and teaching practices to promote student participation, even during emergencies.

With regard to *Well-being*, the quantitative findings indicated a high mean score ($M = 3.88$, $SD = 0.71$). Consistent with these results, the qualitative narratives emphasised psychological and emotional support for students and families, school counselling services, initiatives to support parents, and the development of educational relationships that foster safety, belonging, and resilience during emergencies.

Finally, for *Teacher Strategies*, the quantitative findings showed a high mean score ($M = 3.86$, $SD = 0.65$). The qualitative evidence described teachers actively providing emotional support, adapting teaching activities, fostering inclusive relationships, and maintaining ongoing communication with families. Participants also consistently highlighted teacher professionalism, empathy, and school–family collaboration as key features of the educational practices implemented during emergencies.

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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.

