

Buad Kholes, Arianna Taddei, Catia Giaconi

INCLUDING JERUSALEM

Educational Justice, Inclusion,
and Community Resilience



XXV

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 *Nihad Majeed Abu Irmeleh*

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 *Maisa' Issa Khalil Abu-Nimah*

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 *Shaima' Abdalkareem Ali*

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

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 10

Discussion

*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*

1. Foreword

This chapter presents an integrated discussion of the findings emerging from the research through the triangulation of qualitative and quantitative evidence drawn from the perspectives of the groups involved in the study. In line with the mixed-methods design and Convergent Parallel Design adopted (Creswell & Plano Clark, 2018; see Part II, Chapters 2 and 5), the discussion relates the findings to the study's 5 research questions to provide a comprehensive understanding of the phenomenon under investigation.

Triangulation (Creswell & Plano Clark, 2023; Fetters et al., 2013) enables comparison of different perspectives of the same phenomenon. Here, it highlights convergences, divergences, and complementarities across the evidence gathered through the various research instruments administered to teachers, students, and parents. This process moves beyond a narrow, group-specific interpretation of the findings to provide a more in-depth understanding of the dynamics characterising inclusive education in emergency contexts. The discussion is organised into 6 sections. The first 5 sections address the respective research questions (see Part II, Chapter 6), while the final section provides an integrated discussion of the study's main findings.

2. Community Initiatives Aimed at Ensuring Equal Learning Opportunities During Emergencies

Triangulating the findings emerging from the first research question – ‘*What practices are realised by the community to guarantee equal learning opportunities in emergency situations?*’ – suggests that empowerment is one of the main processes through which the community seeks to promote educational equity. This finding aligns with the Education in Emergencies perspective that learning continuity depends not just on access to schooling, but also on the school ecosystem’s capacity (Bronfenbrenner, 1979; Rahman, 2025) to foster active student participation and engagement (Inter-Agency Network for Education in Emergencies [INEE], 2024).

Empowerment, as a relational and societal construct, therefore requires contexts that enable authentic participation through the collective contribution of schools, parents, and communities. The entire ecosystem is called upon to create the conditions that foster student agency and the development of meaningful educational experiences (Epstein, 2018; Teklemariam et al., 2026).

Based on these premises, a first point of convergence concerns one of the main strategies adopted to ensure equal opportunities: the establishment of a stable school–family partnership that supports the continuity of student learning. Beyond a simple exchange of information, school–family collaboration is described by both teachers and parents as an essential condition for continuously monitoring student needs, adapting teaching practices, and preventing disruptions to instruction activities. Teachers reported that dialogue with parents offers them valuable insight for adapting teaching methods and resources to individual learners’ needs, while parents described their own active participation in planning instructional interventions – through jointly identifying support strategies and, in some cases, direct involvement in school activities.

This form of cooperation is widely recognised in the literature as a key factor in strengthening the school community’s capacity to respond to student needs during emergencies. It promotes student engagement and reduces the risk that temporary difficulties will produce new inequalities (Christenson, 2003; Epstein et al., 2019). Neither teachers nor parents describe these practices as exceptional interventions; rather, they regard them as an integral part of their everyday collaboration. This suggests that the quality of the school–family relationship itself is one of the main factors underpinning the resilience of learning processes in crisis contexts, consistent with previous research (Epstein, 2018; Goodall, 2020).

A second point of convergence concerns the recognition, by both teachers and

parents, of empowerment practices that extend beyond the strictly educational domain. These include psychological support, financial assistance, specialised counselling, socio-psychological programmes for parents, and collaboration with local organisations. Together, these findings confirm that ensuring equal opportunities in emergency situations requires a systemic response involving the entire school ecosystem (Abu Irmeleh et al., 2026; Epstein, 2018; Khaled et al., 2026). Indeed, highly unstable contexts generate needs that affect not only students but also teachers and parents. Addressing these challenges therefore requires integrated responses capable of simultaneously supporting the educational, emotional, relational, and social dimensions of all members of the school community (Teklemariam et al., 2026).

While the adults' perspectives show consistency, the students' viewpoints introduce an interesting element of discontinuity. Indeed, although teachers and parents assigned high ratings to empowerment practices in the questionnaires ($M = 3.81$, $SD = 0.39$ and $M = 3.88$, $SD = 0.71$, respectively), students reported only moderate ratings, with a mean score of 2.15 ($SD = 0.73$). This discrepancy emerged consistently across both the quantitative and qualitative evidence, suggesting that the adoption of participatory practices does not automatically translate into opportunities for student involvement. Student interviews indicated that being listened to and involved in decisions concerning school life is an essential condition for feeling fully recognised within the educational process. In this regard, the account of a student who describes not being selected by the teacher despite volunteering is particularly revealing, as it illustrates how inequalities may also arise through everyday interactions.

Furthermore, students express a desire to participate more actively in classroom activities and contribute to school life. Their accounts suggest that equal opportunities are not limited to attending school, but also encompass the possibility of playing an active role in teaching and learning. In this context, access to education is a necessary but insufficient condition: genuine participation requires that students contribute to the construction of knowledge, express their views, and have their role within the school community recognised. This interpretation aligns with the construct of student agency (Mameli et al., 2023; OECD, 2019a, 2019b; Reeve & Tseng, 2011), highlighting that empowerment promotes learning not only when students receive support, but above all when they are recognised as competent contributors to knowledge-building. Taken together, these findings suggest that teachers and parents tend to interpret empowerment primarily as the community's capacity to provide support and services, while students associate it above all with the opportunity to be heard and to have their contributions recognised.

3. The Right to Education in Emergency Situations

Triangulating the findings related to the second research question – ‘*What does the right to education mean in these situations?*’ – highlights how the different groups in the study understand the right to education differently. As in the previous section, a discrepancy emerged between the high quantitative ratings assigned by teachers ($M = 3.95$; $SD = 0.34$) and parents ($M = 3.78$; $SD = 0.72$), and the more moderate ratings reported by students ($M = 2.14$; $SD = 0.68$). For the latter, this was the lowest-rated dimension across the entire questionnaire.

From a qualitative perspective, Tomaševski’s (2006) 4-A scheme provides a particularly useful lens through which to interpret this discrepancy. The adults’ accounts reflect a conception of the right to education primarily associated with the dimensions of availability and accessibility, emphasising the school system’s capacity to ensure continuity of education even under emergency conditions. By contrast, students’ accounts place greater emphasis on the dimensions of acceptability and adaptability. For them, the right to education extends beyond the possibility of continuing to attend school and encompasses the quality of their everyday educational experience. This includes opportunities to participate actively in school life, engage in play and recreational activities, be listened to and assessed fairly, build positive relationships with teachers and classmates, and fully develop their personalities.

Despite these differing perspectives, continuity of education emerges as a shared concern across all participant groups, albeit in different ways. In this regard, the analysis of student drawings is particularly revealing. The recurring depiction of school as a stable building, symbolically comparable to a home, suggests that students perceive it as a place of protection and stability in a context marked by uncertainty. This symbolic representation highlights the role of the school in sustaining access to education and in providing routine and a sense of normality and existential continuity, thereby offering students a secure point of reference during emergencies (INEE, 2024).

Maintaining stable educational pathways is also a priority for both parents and teachers. However, achieving this is not always possible in practice. From the teachers’ perspective, considerable efforts have been made to differentiate instruction and ensure continuity of learning through video lessons, audio recordings, digital platforms, augmented reality tools, and, in some cases, artificial intelligence applications. At the same time, while recognising the value of these efforts, parents emphasise the fragility of the conditions on which their effectiveness depends. They highlight organisational challenges related to emergency management, eco-

conomic and demographic inequalities, communication difficulties, and the teaching responsibilities placed on parents.

These reflections point to another area of convergence between teachers and parents: the central role of technology in safeguarding the right to education. However, even in this respect, their perspectives diverge regarding the conditions that determine its effective use. Teachers describe digital technologies as a practical means of safeguarding students' right to education by ensuring continuity of learning, maintaining communication with parents, and supporting differentiated instruction. Parents, in turn, acknowledge the value of these technologies while drawing attention to the limitations imposed by the social inequalities that characterise crisis contexts such as Palestine.

In particular, distance schooling is described as being shaped by unequal access to financial resources and digital devices, the quality of internet connections, the need to create home environments conducive to learning, and the organisational responsibilities placed on parents. Against this background, the findings highlight that technology, although an indispensable resource, may itself become a source of inequality unless supported by appropriate policies (Avdiel & Blau, 2025; United Nations Educational, Scientific and Cultural Organization [UNESCO], 1960, 2016; United Nations, 2015; Veletsianos & Houlden, 2019).

Another area of convergence concerns the role of the school–family partnership. Teachers place a high value on communication with parents, considering it essential for monitoring student well-being and ensuring continuity between school and home. Parents likewise recognise the importance of this relationship but describe a more complex reality, shaped by the challenges associated with distance teaching. In particular, the interviews reveal difficulties in interpreting assignments, scheduling conflicts between online classes, and unclear expectations regarding the respective responsibilities of teachers and parents. Consequently, cooperation between the two is necessary but, on its own, insufficient: it requires shared organisational models, clear procedures, and advance planning for emergencies.

Within this framework, institutional support also emerges as a crucial factor. Ensuring the right to education during emergencies requires the development of coordinated policies and preparedness strategies capable of supporting schools in responding effectively to crisis situations (Committee on Economic, Social and Cultural Rights [CESCR], 1999). Parents' accounts, however, point to insufficient regulatory and organisational support, reflected in the absence of structured emergency plans and shared operational guidelines. Their perspectives reinforce the view that the quality of the educational response depends not only on the com-

mitment of individual schools, but also on the availability of coordinated public policies and effective governance.

4. Inclusion in Emergency Situations

Triangulating the findings on the third research question – ‘*What does inclusion mean in these situations?*’ – yields a conception of inclusion consistent with the main theoretical paradigms: not merely a guarantee of access to education, but a dynamic, multidimensional process ensuring equity, dignity, participation, and respect for all students’ needs (Booth & Ainscow, 2002; UNESCO, 1990, 2012).

However, this understanding must be read against the critical conditions of the Palestinian social and educational context, where the principles of inclusive education face significant barriers to effective implementation. Here, inclusion is not simply a matter of meeting regulatory requirements; rather, it takes shape as an ongoing process of pedagogical mediation, through which educators respond to organisational, relational, socioeconomic, and institutional constraints that limit its full realisation (Dryden-Peterson, 2016).

From this perspective, personalisation plays a central role: it is the pedagogical means through which the gap between students’ right to education (United Nations General Assembly [UNGA], 1989) and its practical realisation can be bridged, in a context where continuity and quality of learning are severely compromised. Teachers and parents’ perspectives showed that positive perceptions of inclusion are closely linked to differentiated instructional strategies, accessible learning environments, a sustained school–family partnership, and continuity of educational provision.

The high scores reported by teachers on the *Inclusion* dimension of the questionnaire ($M = 4.03$; $SD = 0.31$) were corroborated by their qualitative evidence. They described the use of multisensory resources and compensatory tools alongside active and collaborative approaches designed to promote student engagement. They also referred to the use of digital technologies to sustain learning continuity and maintain communication with parents when face-to-face teaching was suspended. This perspective is echoed by parents, who assigned the highest mean score in the entire questionnaire to the dimension of flexibility and instructional adaptation ($M = 3.91$; $SD = 0.68$).

Their accounts reinforce a conception of inclusion realised through adapting curriculum content, instructional strategies, and learning objectives, alongside multiple means of engagement, representation, action and expression, and assess-

ment (CAST, 2024; Kohout-Diaz, 2023; Meyer et al., 2014). It follows that adapting the curriculum to contextual conditions and to the profound inequalities of Palestinian students' educational experiences cannot be reduced to a purely methodological competence on the part of teachers. Rather, it should be understood as a shared ethical responsibility of schools, parents, and the wider community – one aimed at safeguarding the well-being, dignity, participation, and right to education of all learners. Furthermore, adults' accounts reflect a conception of inclusion that extends beyond a purely organisational and instructional view of education. Instead, it emerges as a daily practice of resilience, taking shape through relationships that support students' emotional and psychological development (UNESCO, 2020).

Thus, the pedagogical principle of care emerges as the foundation of the educational relationship (Bondi & Tavanti, 2025). In the Palestinian school context, this principle is realised through the establishment of appropriate expectations for learning outcomes and through attention to students' emotional, psychological, and social well-being. It is further reflected in teachers' willingness to assume responsibilities towards students and parents that sometimes extend beyond their formal professional duties. For school systems operating under crisis conditions, investing in personalisation and the educational relationship represents a moral, professional, and systemic strategy for promoting social justice (Nussbaum, 2011).

An integrated analysis of the findings nevertheless reveals a discrepancy between adults' perceptions and those of students, whose ratings for *Empowerment* and *Inclusion* are considerably more moderate ($M = 2.15$; $SD = 0.73$). Although students recognise school as a safe and relationally meaningful environment, their accounts reveal experiences of marginalisation arising from inaccessible and overcrowded settings, together with limited opportunities to express themselves, be heard, and have their aspirations recognised. They also emphasise the need for schools to provide play and recreation spaces, engaging teaching approaches, and assessment practices that are more equitable and responsive to individual differences. Furthermore, consistent with previous research (Bakhshi et al., 2018; Kett & van Ommeren, 2009), greater forms of exclusion are reported by students with disabilities. Their accounts describe receiving less attention from teachers, having fewer opportunities for social interaction, and lacking access to specialised services capable of supporting shared responsibility among schools, parents, and the wider community.

A final area of convergence concerns the challenges to inclusion identified by all stakeholder groups involved in the study. These are described as a combination of systemic, organisational, pedagogical, and relational barriers. For example,

teachers' accounts highlight a shortage of specialised support teachers for students with disabilities; inaccessible and overcrowded school facilities; limited financial, technological, and time resources; and an inadequate institutional response to these challenges. Taken together, these conditions place teachers under considerable emotional and professional strain, intensified by having to cope simultaneously with their own experiences of precariousness as well as those of their students. This condition, which resembles the phenomenon of vicarious trauma (Figley, 1995), may contribute to the development of burnout, which is characterised by emotional exhaustion, a reduced sense of professional efficacy, and a progressive decline in occupational well-being (Maslach & Leiter, 2016). Parents, for their part, report disparities in the availability and quality of support services across schools, together with the absence of emergency plans and unequal access to financial resources and digital devices. They also describe the substantial responsibilities associated with distance teaching, as well as forms of parental involvement that are often reactive rather than proactive.

5. Well-being in Emergency Situations

Triangulating the findings related to the research question – ‘*How is well-being addressed in these situations?*’ – revealed a shared understanding of well-being as an essential condition for ensuring effective educational processes in emergency contexts (Burde et al., 2015). Consistent with the international literature identifying well-being as a prerequisite for learning, participation, and personal development (Soutter, O’Steen & Gilmore, 2014; Tobia et al., 2019; UNGA, 1989), it is not interpreted merely as the absence of psychological distress (Ben-Arieh et al., 2014; Dodge et al., 2012). Rather, well-being is understood as a multidimensional, situated construct that emerges from the dynamic interplay of organisational conditions, teaching practices, and individuals’ lived experiences. In the Palestinian context, it depends on schools’ capacity to manage the uncertainty associated with potential emergencies, mitigate disruptions to education, and provide students with a minimum level of educational and emotional stability. Overall, the quantitative findings indicated high levels of perceived school well-being among both teachers ($M = 3.88$; $SD = 0.49$) and parents ($M = 3.88$; $SD = 0.71$). Students also reported positive perceptions of safety, belonging, and support, although their ratings were more moderate than those of adults ($M = 2.16$; $SD = 0.80$).

All stakeholder groups agreed that well-being is a pedagogical responsibility requiring the practical implementation of the principles of inclusive education

and differentiated instruction, grounded in an understanding of students' psychological, emotional, and relational needs. In this regard, teachers described the use of individual psychological counselling, expressive and play-based activities, adapted learning objectives, and inclusive assessment practices to help students manage stress. They also referred to the development of programmes aimed at promoting emotional regulation, a sense of self-efficacy, and positive relationships both among peers and between students and teachers.

As discussed earlier, student drawings portrayed school as an emotionally reassuring and protective environment in the face of external threats. Safety and connection emerge as key qualities of the educational experience in Palestinian schools. At the same time, other dimensions of school well-being – engagement in learning activities, opportunities for expression and participation, and feeling heard and recognised – appear less well-developed (Hossain et al., 2022). A further point of convergence concerns understanding well-being as a shared experience that extends beyond individual students to include parents as integral members of the school community. This perspective reflects a conception of well-being not as an individual emotional state but as a relational condition grounded in trust and mutual respect – among adults, and between adults and students – a condition essential for both learning and educational development (Allen et al., 2018).

From this perspective, the decision of some schools to involve parents in psychological and social support programmes, support groups, and initiatives designed to help them process the emotional consequences of the conflict assumes particular significance. These practices can be understood not as ancillary forms of support directed at parents but as components of a broader pedagogical approach aimed at strengthening shared responsibility and the school–family partnership.

In fact, parents and teachers constitute a mesosystem (Bronfenbrenner, 1979) in which conditions can be created to promote student well-being, participation, and learning in emergency contexts (Burde et al., 2015; Pirchio et al., 2013; Powell et al., 2010). Promoting communication between parents and teachers supports instructional planning that is more responsive to students' needs. It also represents an important pedagogical resource for enhancing the well-being of both teachers and parents while reducing feelings of isolation and social detachment, particularly during periods of distance teaching. In this way, the school–family partnership functions as a key mechanism for strengthening the resilience of the entire school ecosystem during emergencies.

6. Teachers' Strategic Skills During Emergencies

The fifth and final research question asks, '*Which competences are strategic for teachers in emergency situations?*' The triangulated findings show that teachers and parents share a common understanding of the strategic competences teachers should draw upon in such situations. Student accounts, in turn, offer a complementary perspective on how these competences are enacted in everyday practice. This difference is reflected first and foremost in the quantitative findings: teachers and parents assigned high ratings ($M = 3.91$, $SD = 0.35$ and $M = 3.86$, $SD = 0.65$, respectively), whereas students reported more moderate ratings ($M = 2.16$, $SD = 0.78$). This discrepancy suggests that practices considered effective by adults are not necessarily experienced by students as adequate forms of support. However, this does not call into question teachers' professional competence. Rather, it highlights the need to evaluate the effectiveness of these practices in terms of their capacity to make educational support genuinely accessible and meaningful for students, particularly in situations of greater vulnerability (Noddings, 2013; Subban et al., 2022).

The first strategic competence identified by participants is pedagogical flexibility (Eikeland & Ohna, 2022; OECD, 2024; Tomlinson, 2017), which teachers describe as the capacity to continuously redesign instruction by modifying curriculum content, adapting assessment practices, adopting active and inclusive approaches, and integrating digital technologies. Despite the challenges parents report, technology is viewed not merely as technical support for distance teaching, but as a resource expanding opportunities to adapt teaching to different contexts and learners' needs. Parents reinforce this view, emphasising teachers' capacity to modify learning activities and teaching approaches and to tailor educational interventions to individual learners. Together, these perspectives suggest that, in emergency situations, teaching competence should not be understood as mastery of predefined methodologies, but rather as the professional capacity to continuously adapt learning environments, tools, and strategies in order to ensure continuity of education.

A second recurring theme is competence in building educational partnerships and managing relationships with colleagues and parents. Consistent with the ecosystemic conception of teaching professionalism (Bronfenbrenner, 1979; Rahman, 2025), both teachers and parents identify school–family cooperation as an essential condition for promoting student well-being.

A third area of convergence is emotional regulation (Mordini et al., 2013; Sutton, 2004). Both groups of adults recognise that, in crisis situations, teachers are

required to fulfil responsibilities that extend beyond their instructional role. In this regard, teachers emphasise the need to promote student social and emotional well-being, collaborate with counsellors and external professionals, remain calm during emergencies, and help prepare the entire school community to respond effectively to crises. Parents, for their part, place greater value on qualities such as empathy, patience, willingness to listen, and capacity to provide emotional support. They also highlight the importance of fostering student motivation, confidence, and self-esteem through positive feedback and recognition of individual achievements.

Taken together, these findings reinforce the view that adopting an educational leadership approach can foster resilience across the school community, even under conditions of severe emergency (Istifan et al., 2026; Madali ska-Michalak & Flores, 2025) – an approach characterised by its capacity to provide relational security and mitigate uncertainty throughout the school community. Compared with the competences identified by adults, students' accounts once again offer a particularly valuable interpretive perspective. Unlike teachers and parents, students do not explicitly describe which competences teachers should or should not possess. Instead, they highlight their importance indirectly, through situations where these competences are not fully enacted. Their calls for greater individual support, more engaging teaching approaches, and increased opportunities for participation echo the same competences adults identify: pedagogical flexibility, relational competence, and responsiveness to learners' needs. Rather than outlining an alternative model of teaching professionalism, student accounts show how these competences play out in everyday practice.

7. Integrated Discussion of the Results

A comprehensive analysis of the 5 research questions highlights certain interpretive patterns common to the entire study. The triangulated evidence from teachers, parents, and students shows that the results form complementary perspectives on the same phenomena, rather than 3 separate sets of evidence. A first common element concerns the systematic difference between the ratings adults and students gave in the questionnaire: across all dimensions, parents and teachers assigned high scores, while students gave moderate ratings. Even for *Well-being* – the one dimension where students' rating was high – their score was still lower than that of adults.

This recurring pattern suggests the difference reflects not individual aspects

of the school experience, but a different way of interpreting its quality. While teachers and parents tend to evaluate the *availability* of strategies the school has implemented, and the education system's ability to maintain continuity even under critical conditions, students focus on the *quality* of their daily school and interpersonal experiences. The qualitative findings help explain this discrepancy: students' accounts did not question the value of schooling or their teachers' commitment, but rather consistently pointed to a need for greater participation, recognition, and consideration. At the same time, the triangulation highlights several important areas of convergence across the participant groups. Chief among these is the relationship between teachers and parents, which emerges as one of the principal resources sustaining students' education during emergencies. The findings show that the school–family partnership extends well beyond communication between adults, taking the form of a genuine educational partnership built on shared responsibilities, goals, and strategies that promote students' learning and well-being.

Overall, the findings suggest that the resilience of the school ecosystem depends, to a considerable extent, on building a community in which schools and parents act as complementary partners. At the same time, the analysis identifies several critical challenges, most clearly raised by parents: distance teaching and digital technologies are recognised as valuable resources, but also expose existing inequalities – including unequal access to digital devices, the financial resources required to obtain them, and the digital literacy needed to use them effectively. The triangulated findings therefore confirm that technology is fundamental to sustaining continuity of education during emergencies, though its effectiveness depends not only on the availability of digital tools but also on the education system's capacity to ensure their equitable and sustainable use. This is a challenge even for school systems with greater stability and affluence, but it becomes considerably more complex in prolonged emergency contexts such as Palestine, where multidimensional vulnerability and poverty further constrain educational opportunities.

Pedagogical flexibility stands out as another recurring element across the dimensions examined, emerging as one of the main factors contributing to school resilience. Indeed, teachers' capacity for differentiated instruction – adapting methodologies, tools, organisation, and interpersonal approaches – supports continuity of education, personalisation of interventions, responsiveness to unforeseen events, the creation of inclusive environments, and the management of emotional dynamics. The research reinforces the understanding that, in highly unstable contexts, the defining feature of teaching professionalism lies not in ap-

plying standardised inclusive procedures, but in adapting instructional practices to the evolving needs of students and the conditions of the context.

At the same time, this finding challenges the view of pedagogical flexibility as a teacher's individual responsibility alone; emergency situations also place school staff under significant emotional, organisational, and personal pressure. In such circumstances, the capacity to adapt one's professional practice depends on community and institutional support provided to teachers. Pedagogical flexibility, therefore, cannot be viewed as a skill exercised independently of teachers' working and living conditions, but rather as a process that develops and is sustained only when adequate levels of well-being, organisational support, and professional recognition are present. Investing in school resilience means supporting not only students but also teachers, so that they can continue to fulfil their roles with balance and continuity even in the most critical situations.

Alongside these aspects, a systemic limitation also becomes clearly apparent: teachers and parents share the perception that institutional support does not always match the complexity of their life contexts. Their requests centre on greater resource availability, shared protocols for managing emergencies, more coordinated operational guidelines, and proactive planning to support schools' work. This finding highlights that educational resilience cannot be entrusted solely to individual teachers' professionalism and their collaboration with parents, but requires structured policies and organisational frameworks that support the efforts of school communities.

Finally, regardless of differences in participants' perceptions, the triangulated evidence clearly reaffirms the school's role as a point of reference in emergency situations. While teachers and parents value its capacity to ensure continuity of education, students recognise it first and foremost as a place of belonging, connection, and everyday life. This synthesis is expressed most vividly in the students' drawings, which – despite simple landscapes, a limited colour palette, and occasional conflict-related elements – consistently depict the school as a stable, home-like building. It is in this image that the triangulated analysis of responses to the 5 research questions reveals its most profound insight: in emergency situations, the school's resilience lies not solely in keeping learning pathways active, but above all in its continued capacity to represent, in students' eyes, a liveable place – a home offering protection, belonging, and hope, even when their world loses stability.

References

- Abu Irmeleh, N., Taddei, A., Istephan, S., D'Angelo, I., Ali, S., Santilli, T., Abu Nimah, M., & Khales, B. (2026). *Lo sguardo illuminato sull'educazione inclusiva: una prospettiva e una valutazione dei genitori*.
- Allen, K., Kern, M. L., Vella-Brodrick, D., Hattie, J., & Waters, L. (2018). What schools need to know about fostering school belonging: A meta-analysis. *Educational Psychology Review*, 30, 1–34. <https://doi.org/10.1007/s10648-016-9389-8>
- Avdiel, O., & Blau, I. (2025). Building resilience: Technological adaptation and enhancing collaboration among educators and learners in flexible emergency learning spaces. *Education Sciences*, 15(12), 1596. <https://doi.org/10.3390/educsci15121596>
- Bakhshi, P., Babulal, G. M., & Trani, J.-F. (2018). Education and disability in a conflict affected context: Are children with disabilities less likely to learn and be protected in Darfur? *World Development*, 106, 248–259. <https://doi.org/10.1016/j.worlddev.-2018.01.019>
- Ben-Arieh, A., Casas, F., Frønes, I., & Korbin, J. E. (2014). Multifaceted concept of child well-being. In A. Ben-Arieh, F. Casas, I. Frønes, & J. E. Korbin (Eds.), *Handbook of child well-being* (pp. 1–27). Springer. https://doi.org/10.1007/978-90-481-9063-8_134
- Bondi, A., & Tavanti, M. (2025). *I CARE. L'Obbedienza non è più una virtù – A sessant'anni dal processo*. Fondazione Don Lorenzo Milani.
- Booth, T., & Ainscow, M. (2002). *Index for inclusion: Developing learning and participation in schools*. CSIE.
- Bronfenbrenner, U. (1979). *Ecologia dello sviluppo umano*. Trad. it. 1986, il Mulino.
- Burde, D., Guven, O., Kelcey, J., Lahmann, H., & Al-Abbadi, K. (2015). *What works to promote children's educational access, quality of learning, and wellbeing in crisis-affected contexts*. *Education Rigorous Literature Review*. Department for International Development. https://assets.publishing.service.gov.uk/media/57a0897ee5274a31e00000-e0/61127-Education-in-Emergencies-Rigorous-Review_FINAL_2015_10_26.pdf
- CAST. (2024). *CAST universal design for learning guidelines version 3.0*. <https://udlguidelines.cast.org>
- Christenson, S. L. (2003). The family-school partnership: An opportunity to promote the learning competence of all students. *School Psychology Quarterly*, 18(4), 454–482. <https://doi.org/10.1521/scpq.18.4.454.26995>
- Committee on Economic, Social and Cultural Rights (CESCR). (1999). *General Comment No. 13: The right to education (Article 13 of the Covenant)* (E/C.12/1999/10). United Nations. <https://digitallibrary.un.org/record/407275>
- 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). Revisiting mixed methods research designs twenty years later. *Handbook of mixed methods research designs*, 1(1), 21–36. <https://doi.org/10.4135/9781529614572.n6>

- Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3), 222–235. <https://doi.org/10.5502/ijw.v2i3.4>
- Dryden-Peterson, S. (2016). Refugee education: The crossroads of globalization. *Educational Researcher*, 45(9), 473–482. <https://doi.org/10.3102/0013189x16683398>
- Eikeland, I., & Ohna, S. E. (2022). Differentiation in education: A configurative review. *Nordic Journal of Studies in Educational Policy*, 8(3), 157–170. <https://doi.org/10.1080/20020317.2022.2039351>
- Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (4th ed.). Routledge. in *education* (pp. 555–574). John Wiley & Sons. <https://doi.org/10.1002/9781119083054.ch26>
- Epstein, J. L., Jung, S. B., & Sheldon, S. B. (2019). Toward equity in school, family, and community partnerships: The role of networks and the process of scale up. *The Wiley handbook of family, school, and community relationships in education*, 555–574.
- Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs – principles and practices. *Health Services Research*, 48(6pt2), 2134–2156. <https://doi.org/10.1111/1475-6773.12117>
- Figley, C. R. (1995). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*. Brunner-Routledge. <https://doi.org/10.3928/0279-3695-19961101-26>
- Goodall, J. (2020). Parental engagement and deficit discourses: Absolving the system and solving parents. *Educational Review*, 72(4), 499–517. <https://doi.org/10.1080/00131911.2018.1559801>
- Hossain, S., O'Neill, S., & Strnadová, I. (2022). What constitutes student well being: A scoping review of students' perspectives. *Child Indicators Research*, 16, 447–483. <https://doi.org/10.1007/s12187-022-09990-w>
- Inter-Agency Network for Education in Emergencies (INEE). (2024). *Minimum standards for education: Preparedness, response, recovery* (3rd ed.). INEE. <https://inee.org/-minimum-standards>
- Istifan, S., Al-Ja'bah, F., Al-Khalis, B., Al-Ali, S., Taddei, A., Santilli, T., Abu Nimah, M., D'Angelo, I., & Abu Irmeleh, N. (2026). *Le voci degli studenti: la realtà dell'educazione inclusiva in contesti di emergenza dal punto di vista degli alunni delle classi dalla prima alla quarta nella provincia di Gerusalemme*. In press.
- Kett, M., & van Ommeren, M. (2009). Disability, conflict, and emergencies. *The Lancet*, 374(9704), 1801–1803. [https://doi.org/10.1016/s0140-6736\(09\)62024-9](https://doi.org/10.1016/s0140-6736(09)62024-9)
- Khales, B., Taddei, A., Istephan, S., Abu Irmeleh, N., Santilli, T., Ali, S., Abu Nimah, M., & D'Angelo, I. (2026). *Il potere dell'educazione inclusiva: spunti dalla pratica e dalle percezioni degli insegnanti*. In press.
- Kohout-Diaz, M. (2023). Inclusive education for all: Principles of a shared inclusive ethos. *European Journal of Education*, 58, 185–196. <https://doi.org/10.1111/ejed.12560>

- Madali ska-Michalak, J., & Flores, M. A. (2025). *Teacher and school resilience in an era of uncertainty*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-031-93961-7>
- Mameli, C., Grazia, V., & Molinari, L. (2023). Student agency: Theoretical elaborations and implications for research and practice. *International Journal of Educational Research*, 122, Article 102258. <https://doi.org/10.1016/j.ijer.2023.102258>
- Maslach, C., & Leiter, M. P. (2016). Burnout. In G. Fink (Ed.), *Stress: Concepts, cognition, emotion, and behavior* (pp. 351–357). Academic Press. <https://doi.org/10.1016/B978-0-12-800951-2.00044-3>
- Meyer, A., Rose, D., & Gordon, D. (2014). *Universal design for learning: Theory and practice* (2014 ed.). CAST Professional Publishing.
- Mordini, V., Castellucci, V., Giardi, W., & Tripaldi, S. (2013). Burnout, empatia e regolazione emotiva: quali relazioni. *Cognitivismo Clinico*, 10(2), 185–199.
- Noddings, N. (2013). *Caring: A relational approach to ethics and moral education*. University of California Press. <https://doi.org/10.1525/9780520957343>
- Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Harvard University Press. <https://doi.org/10.4159/harvard.9780674061200>
- Organisation for Economic Co-operation and Development (OECD). (2019a). *OECD Learning Compass 2030: Student agency for 2030* (Concept Note). OECD Publishing. <https://www.oecd.org/en/about/projects/future-of-education-and-skills-2030.html>
- Organisation for Economic Co-operation and Development (OECD). (2019b). *OECD Future of Education and Skills 2030 Anticipation-Action Reflection Cycle for 2030* (Conceptual learning framework). OECD Publishing. <https://doi.org/10.1787/39105d40-en>
- Organisation for Economic Co-operation and Development (OECD). (2024). *Curriculum flexibility and autonomy: Promoting a thriving learning environment*. OECD Publishing. <https://doi.org/10.1787/eccbbac2-en>
- Pirchio, S., Trittrini, C., Passiatore, Y., & Taeschner, T. (2013). The role of the relationship between parents and educators for child behaviour and well-being. *International Journal about Parents in Education*, 7, 145–155. <https://doi.org/10.54195/ijpe.18223>
- Powell, D. R., San Juan, R. R., Son, S., & File, N. (2010). Parent-school relationships and children's academic and social outcomes in public school pre-kindergarten. *Journal of School Psychology*, 48, 269–292. <https://doi.org/10.1016/j.jsp.2010.03.002>
- Rahman, L. (2025). Bronfenbrenner's ecological systems theory in childhood resilience and motivation in learning: A literature review. *Open Journal of Social Sciences*, 13, 550–561. <https://doi.org/10.4236/jss.2025.136037>
- Reeve, J., & Tseng, C.-M. (2011). Agency as a fourth aspect of students' engagement during learning activities. *Contemporary Educational Psychology*, 36(4), 257–267. <https://doi.org/10.1016/j.cedpsych.2011.05.002>
- Soutter, A. K., O'Steen, B., & Gilmore, A. (2014). The student well-being model: A conceptual framework for the development of student well-being indicators. *International Journal of Adolescence and Youth*, 19(4), 496–520. <https://doi.org/10.1080/02673843.2012.754362>

- Subban, P., Woodcock, S., Sharma, U., & May, F. (2022). Student experiences of inclusive education in secondary schools: A systematic review of the literature. *Teaching and Teacher Education*, 119, 103853. <https://doi.org/10.1016/j.tate.2022.103853>
- Sutton, R. E. (2004). Emotional regulation goals and strategies of teachers. *Social Psychology of Education*, 7(4), 379–398. <https://doi.org/10.1007/s11218-004-4229-y>
- Teklemariam, K., Kakos, M., & Gridley, N. (2026). Helping families breathe: From parallel work to partnership empowerment in community-mediated school engagement. *Educar*, 62(1), 35–50. <https://doi.org/10.5565/rev/educar.2623>
- Tobia, V., Greco, A., Steca, P., & Marzocchi, G. M. (2019). Children's wellbeing at school: A multidimensional and multi-informant approach. *Journal of Happiness Studies*, 20(3), 841–861. <https://doi.org/10.1007/s10902-018-9974-2>
- Tomaševski, K. (2006). *Human rights obligations in education: The 4-A scheme*. Wolf Legal Publishers. <https://unesdoc.unesco.org/ark:/48223/pf0000205846>
- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD. <https://www.ascd.org/books/how-to-differentiate-instruction-in-academically-diverse-classrooms-3rd-edition>
- United Nations (UN). (1948). *Universal Declaration of Human Rights*. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*. <https://sdgs.un.org/2030agenda>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (1960). *Convention against discrimination in education*. <https://www.unesco.org/en/legal-affairs/convention-against-discrimination-education>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (1990). *World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs*. <https://unesdoc.unesco.org/ark:/48223/pf0000127583.locale=en>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2012). *Education for All (EFA)*. <https://unesdoc.unesco.org/ark:/48223/pf0000217542>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2016). *Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000245656>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2020). *Global Education Monitoring Report 2020: Inclusion and education: All means all*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000373718.locale=en>
- United Nations General Assembly (UNGA). (1989). *Convention on the Rights of the Child*. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>
- Veletsianos, G., & Houlden, S. (2019). An analysis of flexible learning and flexibility over the last 40 years of distance education. *Distance Education*, 40(4), 454–468. <https://doi.org/10.1080/01587919.2019.1681893>

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.

