

DOI: 10.5281/zenodo.12426360

# THE ROLE OF EDUCATIONAL LEADERS IN PALESTINE IN ACTIVATING INTERNATIONAL PARTNERSHIPS TO RESPOND TO EMERGENCIES: A SYSTEMATIC REVIEW STUDY (2015-2025)

Faten Farid Safi<sup>1\*</sup>, Mahmoud Ibrahim Abu Khalafallah<sup>2</sup>

<sup>1</sup>Alaqa University- Gaza, The Islamic University-Gaza. Email: fatensafyomatic@gmail.com

<sup>2</sup>Al-Aqsa University, GAZA. Email: me.khalafAlla@alaqsa.edu.ps

Received: 25/08/2025

Accepted: 02/03/2026

Corresponding Author: Faten Farid Safi  
(fatensafyomatic@gmail.com)

## ABSTRACT

*The Palestinian education system faces exceptional challenges resulting from recurring crises, armed conflicts, and natural and human-made disasters, making international partnerships a key element in ensuring the sustainability of education during emergencies. This study aims to analyze the literature published during the period (2015–2025) on the role of educational leaders in Palestine in activating international partnerships for educational response during crises, using a systematic review methodology in accordance with the PRISMA 2020 guidelines. The study relied on the analysis of peer-reviewed studies, institutional reports, and university theses published in Arabic and English, within scientific and institutional databases such as Scopus, ERIC, Google Scholar, and reports from UNESCO, UNICEF, UNRWA, and the World Bank. The systematic research process also included a series of steps involving sorting, extraction, and qualitative assessment of the quality of evidence. Preliminary results indicate that Palestinian educational leaders played a key role in coordinating efforts among international partners to ensure the continuity of education, through initiatives that included protecting schools, resource management, and teacher capacity building. However, they faced structural and institutional challenges related to weak funding, multiple authorities, and inconsistent regulatory frameworks. The study recommends the development of national institutional policies that strengthen the capacity of educational leaders to build sustainable partnerships and localize international practices in line with the Palestinian reality, in addition to directing future research toward measuring the impact of these partnerships on the quality and outcomes of education during emergencies.*

---

**KEYWORDS:** Educational Leadership, International Partnerships, Education in Emergencies, Palestine, PRISMA, Systematic Review.

---

## 1. INTRODUCTION

Education is one of the most important pillars of national resilience in Palestine, as it is central to preserving identity and human development amid a turbulent political and humanitarian reality. Over the past decade (2015–2025), Palestinian educational institutions, particularly in the Gaza Strip, Jerusalem, and the West Bank, have been subjected to a series of crises and emergencies resulting from conflicts, blockades, epidemics, and economic challenges. This has placed an exceptional responsibility on Palestinian educational leaders to ensure the continuity of the educational process and to secure a safe and stable school environment despite the difficult circumstances.

In the face of these complex circumstances, activating international partnerships has become one of the main avenues for supporting Palestinian education, whether through funding emergency educational projects, training educational cadres, repairing damaged infrastructure, or developing curricula and distance learning methods. This is where educational leaders such as school principals, directors of education directorates, deputy ministers, and academic leaders have emerged as the bridge between national efforts and international support.

However, studies on this topic remain limited and scattered, often focusing on program descriptions without in-depth analysis of leadership roles and partnership mechanisms. Hence the importance of this study, which seeks to collect and analyze published scientific evidence on the role of Palestinian educational leaders in activating international partnerships to respond to emergencies during the period (2015–2025), within a systematic and comprehensive methodological framework.

## 2. RESEARCH PROBLEM

The main problem is the lack of a systematic description of the role of Palestinian educational leaders in building and activating international partnerships during educational emergencies, despite the growing need for them due to recurring challenges.

Therefore, the central question that this study attempts to answer is:

**What is the nature of the role played by Palestinian educational leaders in activating international partnerships for educational response in emergencies during the period (2015–2025)?**

This main question gives rise to the following sub-questions:

- What types of international partnerships have been activated in Palestine during crises?
- What are the most prominent roles of educational

leaders in planning and implementing these partnerships?

- What challenges did educational leaders face in this context?

**Significance of the research:** The significance of this research stems from the fact that it intersects with three pivotal areas of contemporary educational thought: educational leadership, international partnerships, and education in crises. Through this intersection, the research acquires double value, both at the theoretical scientific level and at the practical applied level.

### 1- Scientific (academic) importance

- 1) The research contributes to filling a clear knowledge gap in educational literature, where studies are scattered between separate research on educational leadership or international partnerships, without being systematically integrated to reveal the organic relationship between them in the context of crises.
- 2) This research represents the first comprehensive systematic review of the period (2015–2025), which gives it significant temporal value, as it allows for the tracking of intellectual developments and educational practices during a decade marked by major crises, foremost among which is the COVID-19 pandemic.
- 3) The research enhances the accumulation of theoretical knowledge about the most effective educational leadership styles in crisis management and provides a framework that can be built upon in future, more empirical studies.
- 4) The inclusion of statistical analysis using SPSS gives the research a solid methodological dimension, as it is not limited to a descriptive presentation of the literature, but provides a quantitative reading that reveals prevailing research trends and gaps.

### 2- Practical (applied) importance

- 1) The research provides a knowledge map for educational decision-makers and policymakers, helping them understand how educational leadership can mobilize and guide international partnerships to serve the continuity of education in times of crisis.
- 2) It provides educational institutions with practical models for mechanisms of cooperation with international partners (international organizations, non-governmental organizations, donors, research institutions) and how to translate them into realistic, implementable plans.
- 3) The research reinforces the idea that education is not only a local responsibility but also a shared

human responsibility, which reinforces the philosophy of global educational justice.

- 4) It offers actionable recommendations for building more resilient education systems capable of withstanding future crises, making it a reference tool for strategic planning.
- 5) The research reframes the relationship between leadership and crises as a test of core educational values (justice, equity, the right to learn), rather than merely a circumstantial administrative response.
- 6) It reinforces the idea that international partnerships are not an optional extra, but an existential dimension of educational continuity in an interconnected and crisis-ridden world.
- 7) It opens up new horizons of knowledge on how to combine the local dimension (national educational leadership) and the global dimension (international partnerships) in a single educational project that responds to challenges and ensures continuity.

Thus, the importance of this research lies in its attempt to bridge the gap between theory and practice, between the local and the global, and between crisis and opportunity, in order to establish a new and practical understanding of the role of educational leadership in times of profound change.

### 3. RESEARCH OBJECTIVES

This research seeks to achieve a set of scientific and practical objectives that respond to its problem and seek to fill the research gap in contemporary educational literature, as follows:

#### 1- General objective

To reveal the role of educational leadership in activating international partnerships to ensure the continuity of education in times of crisis during the period (2015–2025), and to analyze the theoretical and practical dimensions of this role through a systematic review supported by statistical analysis.

#### 2- Detailed objectives

- 1) Analyze the theoretical frameworks addressed by studies on educational leadership in times of crisis, highlighting the leadership styles most closely associated with effective international partnerships.
- 2) Monitor and interpret the contributions of international partnerships in supporting education systems during crises, and clarify how they are activated by educational leaders.
- 3) Identify prevailing research trends in studies published between 2015 and 2025 on educational

leadership and international partnerships in the context of education in crises.

- 4) Use statistical analysis tools (SPSS) to classify previous studies and extract temporal, geographical, and methodological patterns, revealing strengths and weaknesses in research output.
- 5) Identify research gaps that still need in-depth study and propose future research paths to develop knowledge in this field.
- 6) Provide practical recommendations to decision-makers and educational leaders on more effective strategies for building and activating international partnerships, ensuring the continuity and equity of education in times of crisis.

### 4. RESEARCH METHODOLOGY

This research relies on the descriptive analytical approach in its systematic review form by collecting studies related to educational leadership and international partnerships in education during crises between 2015 and 2025, and then classifying and analyzing them to reveal patterns, trends, and research gaps. This approach was chosen for its ability to compile scattered literature and build a synthetic picture that goes beyond partial results, with statistical analysis using SPSS software to track the temporal, geographical, and methodological distribution of studies. Keywords were identified in both Arabic and English, and global databases such as Scopus, Web of Science, and ERIC, as well as Arabic databases such as Dar Al-Manzooqa and Al-Manhal, in addition to reports from international organizations such as UNESCO, UNICEF, and the World Bank. Inclusion criteria were taken into account, including peer-reviewed studies or reliable research reports published during the specified period. While non-peer-reviewed or irrelevant articles were excluded. The analysis process included documenting the basic study data (year of publication, country, type of crisis, nature of leadership and partnership), followed by a qualitative analysis to extract ideas and theoretical models, and a quantitative analysis using SPSS to highlight repetitions, ratios, and research trends. The research community includes all relevant studies, while the final research sample is expected to range between 40 and 60 studies.

#### Fifth: Research tools

**Data collection form:** Designed to record the details of each study (title, author, year, methodology, results, keywords).

**PRISMA software:** for statistical data analysis and extraction of general trends.

### Sixth: Research limitations

- **Time limits:** 2015–2025.
- **Thematic boundaries:** Educational leadership and international partnerships in education in times of crisis.
- **Spatial limitations:** Globally and Arabically relevant studies (according to what is available in databases).

### First section: Theoretical framework

#### First Requirement: Educational Leadership - Concept and Models

Educational leadership is not merely procedural management, but rather a cultural and intellectual act that links the goals of education with its means, and balances educational values with the practical needs of the educational institution. In light of contemporary crises intertwined with challenges of digital and spatial justice, there is a growing awareness of the importance of educational leadership models capable of transforming crises into opportunities to reshape learning and institutional culture. This paper takes an in-depth look at the concept of educational leadership, with a comparative analysis of three central models, as follows:

#### First: The concept of educational leadership

##### The nature of educational leadership

Educational leadership is defined as a set of executive and technical leadership processes that are achieved through collective humanitarian cooperation, with the aim of providing a suitable intellectual, psychological, and material environment that contributes to motivating enthusiasm, and motivating individuals and groups to work in an organized and active manner, thereby achieving the desired educational goals of society and its educational institutions (Al-Ghamdi, 2013). Bush (2018) believes that educational leadership is "the process by which a positive influence is exerted on the employees of an educational institution to ensure the achievement of its vision and mission." Leithwood & Jantzi (2020) define it as "a process that is both ethical and strategic, contributing to the development of a cohesive school culture based on cooperation, trust, and accountability."

**Al-Agbari defined** it as the ability of an educational administrator – as a school principal – to influence the behavior and attitudes of his

subordinates, including administrators, teachers, students, and parents, thereby motivating them, gaining their trust, and encouraging them to work toward achieving the school's goals (Al-Ghamdi, 2010).

**Al-Tabib defined** it as the behavior practiced by an individual when guiding a group toward a common goal that they all strive to achieve (Taqr & Qabqoub, 2023).

**Al-Saud defined** it as the ability of an educational leader to influence the behavior of those working with them, motivating them to work willingly to achieve specific goals (Al-Saud, 2015). Educational leadership is essentially no different from leadership in other institutions, as it is based on the presence of a leader who manages the educational process within an educational institution. However, this leader is often originally an educational teacher who has risen through the ranks to reach a leadership position. However, they may not necessarily possess the required leadership qualities, which necessitates their training and preparation to become competent and effective educational leaders, capable of meeting the requirements of their position and facing the challenges posed by the surrounding environment (Hamayel, 2012).

**In the Palestinian context,** educational leadership takes on a dual humanitarian and national dimension, as it is not limited to the administration of education, but also includes educational resilience and the protection of the right to education as a fundamental human right, even in the face of siege or conflict. Educational leadership here intersects with the concepts of crisis leadership and transformational leadership, both of which contribute to the continuity of the educational process despite turmoil.

There is a pressing need to develop the capabilities of educational leaders in several areas (Tashteoush, 2009), as the current era is witnessing fierce competition and global technological conflict, imposing complex requirements for success and leadership and making education a pivotal factor in achieving societies' aspirations and future plans. This requires conscious and ambitious leadership capable of aligning higher goals with educational plans, thereby achieving integration between education and cultural development. In light of increasing pressures and the growth of knowledge channels and continuing education tools, global education faces significant challenges that require innovative and effective responses (Amer, undated).

Educational leadership is one of the main pillars in the development of contemporary educational systems, as it embodies the ability to direct

educational efforts towards achieving quality education goals in stable or turbulent environments. Its concept has evolved from "school management" to "transformational leadership," which goes beyond implementation to inspire and empower individuals.

### **The importance and characteristics of leadership**

Leadership is the ability to influence others and guide their behavior toward achieving common goals. It is the responsibility of the leader toward the group he leads to achieve the set goals. A leader is defined as a person who uses their influence and power to influence the behavior and attitudes of individuals in order to achieve specific goals (Hamail, 2012).

### **The characteristics of leadership can be summarized as follows (Tashtaoush, 2009):**

- 1) Leadership is a collective role; it is not exercised individually, but rather through the leader's interaction with a specific group within the context of a particular situation.
- 2) Leadership is based on continuous interaction, requiring a minimum level of shared values and similar interests among group members to ensure ongoing communication.
- 3) Leadership is not necessarily linked to official position or job title, but may be distributed and spread among members of the organization.
- 4) It is the group that gives the leader his status, as its standards and feelings determine the extent to which his behavior is considered leadership.

### **Dimensions of educational leadership**

- 1) **Strategic dimension:** Developing a long-term vision and flexible policies that respond to change.
- 2) **Cultural dimension:** Forming a shared school identity, professional values, and a supportive organizational culture.
- 3) **Educational/pedagogical dimension:** Supporting teachers' professional development, adopting effective teaching practices, and creating context-sensitive curricula.
- 4) **Institutional and logistical dimension:** Managing resources, financial planning, and building partnerships.
- 5) **Human dimension:** caring for the well-being of staff and students, and managing stress and conflicts.

### **3. Challenges and constraints**

- 1) Time-consuming consultation processes can hinder rapid response in crises.

- 2) Uneven levels of participation among groups (some voices may remain marginalized).
- 3) Need for an organizational culture that allows for constructive debate and does not punish dissenters.
- 4) Difficulty coordinating in large institutions or in rigid centralized systems.

Participatory leadership is also useful for involving the local community and partners in recovery efforts and lending legitimacy to emergency decisions. However, it requires rapid decision-making mechanisms during the critical phase.

### **The second requirement**

#### **International partnerships in education**

(UNESCO, UNICEF, World Bank)

#### **Introduction**

In the face of cross-border crises, countries are no longer able to guarantee the right to education and its continuity on their own, making international partnerships a key mechanism for integrating resources and expertise and bridging educational gaps. These partnerships are not merely formal cooperation, but part of a global strategy to reform education systems and enhance their resilience.

#### **The concept of international partnerships in education**

In the face of cross-border crises, countries are no longer able to guarantee the right to education and its continuity on their own, making international partnerships a pivotal mechanism for integrating resources and expertise and bridging educational gaps. These partnerships are not merely formal cooperation, but part of a global strategy to reform education systems and enhance their resilience (UNESCO, 2025). An international partnership in education is a cooperative arrangement between two or more countries, or between a country and an international organization, or between international and non-governmental organizations and the private sector, intended to combine efforts and resources (financial, technical, and knowledge) to achieve common educational goals. The partnership is based on the principle of sharing benefits and responsibilities and aims to support national or regional education systems through various means: project financing, policy advice, technology and educational platform transfer, or human and institutional capacity building (UNESCO, 2025).

International partnerships in education are a framework for cooperation between national

institutions and international entities (such as UN organizations, donors, and international universities) to share resources and expertise and achieve sustainable educational development goals. UNESCO (2019) has emphasized that "educational partnerships are a prerequisite for achieving Sustainable Development Goal 4 (quality, equitable, and inclusive education)."

These partnerships take many forms: financial support, capacity building, exchange of expertise, design of educational response programs, and development of education policies in emergencies. Educational leadership is the bridge that ensures these partnerships are transformed from international commitments into concrete practices within Palestinian schools and educational institutions.

### **In the Palestinian context, three levels of partnerships can be distinguished:**

- Strategic partnerships with UN agencies (UNICEF, UNRWA, UNESCO).
- Technical partnerships with universities and research agencies.
- Community partnerships with local and international civil society organizations.

### **Third: Education in emergencies**

Education in emergencies is defined by the International Network for Education in Emergencies (INEE, 2021) as:

"The provision of safe, inclusive, and resilient educational opportunities for all learners affected by crises, ensuring continuity and protection from disruption."

In Palestine, education in emergencies serves as a national lever to protect society from educational collapse, especially during periods of aggression or health crises such as the COVID-19 pandemic (2020–2021). Its success depends on the ability of educational leadership to mobilize international resources and organize rapid educational responses, such as distance learning, educational psychological support programs, and educational compensation.

From another theoretical perspective, international partnerships can be viewed as institutional mechanisms for institutional interdependence; that is, they constitute organizational packages that link multiple capacities to achieve goals that exceed the capacity of a single actor. These mechanisms have political dimensions (negotiating priorities), economic dimensions (sources of funding and disbursement mechanisms), and knowledge dimensions (adapting global solutions to the local context) (World Bank, 2021).

## **Second: The general and practical objectives of international partnerships in education**

### **General objectives**

The priority for educational action is to ensure the right to quality education for all, with a particular focus on crisis-affected groups, promoting equity by reducing disparities and ensuring equal opportunities. Building institutional resilience is also essential to enable education systems to withstand shocks and resume education efficiently (UNICEF, 2024).

### **Practical/operational objectives**

- 1) **Funding:** Secure financial resources for emergency and long-term projects (loans, grants, emergency funds).
- 2) **Emergency intervention:** Supporting education during crises by providing temporary educational resources, training staff, and rehabilitating infrastructure.
- 3) **Capacity building:** Training educational leaders, teachers, and national policymakers on modern practices.
- 4) **Analysis and policy:** Providing evidence-based research and policy advice ( ) to support sectoral reforms.
- 5) **Knowledge and technology transfer:** Providing platforms for distance learning, digital content, and modern assessment methodologies.
- 6) **Coordination and aggregation:** Aggregate donors to implement programs centered around a single sector-wide approach.

### **Third: Types and mechanisms of international partnerships**

- 1) Partnerships take many forms, each with its own implementation mechanisms, including:
- 2) **Direct financing and projects:** through grants or soft loans to finance school development projects, training, or the creation of educational platforms.
- 3) **Consulting and policies:** through experts who provide analyses, assessments, and strategies for reforming the education sector.
- 4) **Joint Programming:** Coordinating multiple organizations around a single national plan to avoid duplication and increase impact.
- 5) **Knowledge networks:** To exchange experiences and lessons learned between countries and educational institutions.
- 6) **Emergency funding and multi-donor funds:** Rapid mechanisms for disbursing resources during disasters and conflicts.
- 7) **Public-private partnerships (PPPs):** Collaborate with technology companies, financial institutions,

and nonprofits to provide educational services or infrastructure.

- 8) These mechanisms vary in terms of dependency and national ownership; the greater the coordination and national involvement, the greater the chances of sustainability (World Bank, 2021).

#### IV. Practical examples – the role of UNESCO, UNICEF, and the World Bank

##### 1. UNESCO

UNESCO is an international specialized agency that aims to develop international frameworks and standards for education and monitor the implementation of global goals such as Sustainable Development Goal 4 (SDG4): Ensure inclusive and equitable quality education for all (UNESCO, 2025).

##### Tools and functions:

Normative Frameworks.

- 1) Technical assistance to countries in formulating national education plans.
- 2) Development of educational data and indicators.
- 3) Coordinating multilateral action and sharing experiences.

##### 2. UNICEF

UNICEF works from a child rights perspective to ensure that every child has access to education in a safe environment, with a particular focus on children affected by crises (UNICEF, 2024).

##### Tools and functions:

- 1) Emergency response and teacher training in challenging environments.
- 2) Linking education and psychosocial protection.
- 3) Supporting child-sensitive national education policies.
- 4) Coordinate local partnerships with civil society.

##### 3. World Bank

The World Bank provides financing and policy advice to support large-scale reforms of education institutions. It has also collaborated with UNESCO and UNICEF on the Learning Data Compact to ensure high-quality learning data is available by 2025, particularly in low-income countries (World Bank, 2021).

This compact aims to fill learning data gaps, support national assessment systems, and provide decision-makers with quantitative evidence to improve education policies (UNESCO et al., 2021).

##### Tools and functions:

1. **Development loans and grants:** Financing large-

scale structural projects (school construction, curriculum reform, teacher training programs).

2. **Economic analysis:** cost-benefit studies, impact assessments, and programs to measure quality and learning (such as PISA for developed countries and support for national measurements).
3. **Data utilization:** Tools to track education spending and resource effectiveness.
4. **Linking to macroeconomic policies:** Ensuring that education reforms are consistent with national economic plans.

In times of crisis, the roles of international agencies complement each other in a way that enhances the educational response. UNICEF spearheads emergency intervention efforts by providing educational materials to children in camps and affected areas, as well as psychological and social support to ensure that learning continues despite difficult circumstances. UNESCO, is responsible for developing guidelines and standards for rebuilding education and curricula after crises, and provides measurement tools to monitor educational recovery and assess progress. The World Bank finances long-term reconstruction projects and supports systemic reforms that contribute to the financial and administrative sustainability of the education sector. Coordination between these actors takes place through joint platforms such as emergency education working groups and pooled funds, but the effectiveness of this coordination depends primarily on national ownership and the ability of education leaders to direct international resources in line with local priorities.

**Advantages and added value of international partnerships:** International partnerships offer a range of qualitative advantages, including: pooling financial and technical resources that may not be available locally; conferring legitimacy by providing global standards and measurement frameworks; and transferring expertise and modern technologies in the areas of learning and evaluation. They also have the ability to build international networks that help mobilize global attention and advocate for reform, and activate rapid response mechanisms through emergency funds that are activated immediately after disasters.

**Criticisms and challenges:** Despite their advantages, these partnerships face several major challenges. Among the most notable are the risk of donor dependency and the resulting imposition of external priorities that are not in line with local needs. Furthermore, the multiplicity of uncoordinated programs leads to fragmentation, duplication, and

waste of resources. In addition, there is a lack of sustainability due to reliance on short-term funding, as well as weak accountability mechanisms involving both international partners and national entities. Furthermore, the adoption of ready-made standard policies may not take into account the cultural and educational specificities of each country.

Best practice principles for international partnerships: To ensure the effectiveness of these partnerships, it is recommended that a number of principles be adhered to. First and foremost are national ownership and local leadership, so that partnerships are based on the priorities of the country itself. Flexible, multi-year funding that goes beyond emergency aid should be provided, with a focus on building local capacity rather than replacing it with external practices. It is also important to establish clear coordination mechanisms that regularly bring together the state, donors, and civil society. and adopting joint monitoring and measurement systems that reflect local realities. Finally, planning for mechanisms for the gradual withdrawal of international partners to ensure the full transfer of responsibility to national institutions.

**Implications for national educational leadership:**

International partnerships require educational leaders with advanced skills in political negotiation, financial management, project evaluation, and the ability to adapt international solutions to local cultures. These leaders also need to build strong internal networks that promote the use of international resources. In this way, partnerships are transformed from mere aid-receiving relationships into strategic tools that contribute to the achievement of national education goals.

## Section II: Previous Studies

- 1- **The study of the multi-year educational resilience program in Palestine (2018–2020), implemented in partnership between the Palestinian Ministry of Education and the Education Cannot Wait (ECW) initiative, addressed** the reality of education in the context of political and economic crises, focusing on strengthening the resilience of the Palestinian education system. The study used a field-based approach, analyzing quantitative and qualitative data on the impact of programs on schools and students. The results revealed a tangible improvement in educational infrastructure and higher enrollment rates after crises. The study recommended the need to develop mechanisms for sustainable financing and build the capacity of educational leaders to manage emergency programs independently of donors.
- 2- **Al-Wari's (2022) study, titled "The Role of Secondary School Principals in Leading Change and Professional Development from the Perspective of Teachers at Al-Farir School in East Jerusalem,"** is an important field study that highlights educational leadership in the context of professional development within the Palestinian educational environment. The researcher adopted a descriptive analytical approach based on questionnaires distributed to teachers at Al-Farir School in Jerusalem. The aim was to measure the effectiveness of school principals in leading change and achieving professional development for teachers within complex and politically constrained educational conditions. The results showed that school principals exercise varying leadership roles in supporting professional development, and that the most prominent challenges are weak administrative powers and political and social pressures. The most effective leadership styles were those based on empowerment, participation, and collective decision-making. The study recommended adopting a transformational leadership model in Palestinian schools, strengthening educational leadership training programs, and expanding the powers of educational leaders in the areas of professional development and educational supervision. Although the study did not directly address international partnerships, it provides a basis for understanding leadership dynamics within Palestinian educational institutions, which is an important prelude to studying leadership during crises and its relationship to international cooperation.
- 3- **The study by Gibran et al. (2020) entitled "The Reality of Education and Coalitions in the Arab World,"** published by the Teacher Innovation Center, is a comprehensive analytical study that used field surveys and documentary analysis to diagnose the state of education in Arab countries from a political and social perspective, with a focus on the role of educational coalitions and alliances in supporting public education and achieving educational justice. The study examined the experiences of a number of Arab countries in building partnerships between civil society institutions, government agencies, and international organizations, highlighting that these coalitions are an effective tool for uniting efforts to address educational crises, such as educational poverty and armed conflicts. The results showed that weak institutional coordination between partners and the absence of a unified national vision constitute obstacles to the effectiveness of these alliances. The

study recommended the development of legal and institutional frameworks that support educational partnerships and the strengthening of communication between governments and international organizations to adopt flexible and sustainable educational strategies. This study is of particular importance to Palestinian educational leadership, as it provides an intellectual and regional background on the nature of educational partnerships in the Arab world, which can be used to analyze the role of Palestinian leadership in building and managing international partnerships during crises.

- 4- **Salem Khalil Nasr's study (2025), entitled "Palestinian Education in Times of Emergency in Light of Risk Management and Digital Transformation,"** published by Hebron University, examined the reality of education in Palestine during crises, focusing on the role of educational leaders in risk management and the adoption of digital transformation as a mechanism to ensure the continuity of the educational process. The study adopted a descriptive analytical approach, based on an analysis of official documents and reports issued by the Ministry of Education, as well as questionnaires and field interviews with a sample of principals, teachers, and educational leaders in a number of Palestinian governorates. The results of the research concluded that educational leaders who adopted a risk management approach supported by digital tools were more capable of adapting and responding to emergency challenges, especially during the COVID-19 pandemic, compared to traditional leaders. The study also revealed shortcomings in international partnerships and weak coordination with global educational institutions and organizations, which limited the effectiveness of the national response to educational emergencies. The study recommended the establishment of a national system for educational risk management based on strengthening the digital leadership skills of educational decision-makers and activating international partnerships to ensure flexible and sustainable education in times of crisis.
- 5- **A series of Arabic articles published between 2018 and 2024 in Arab educational journals (EKB Journals/ Arab Journals) also addressed** the topic of transformational leadership and educational crisis management, particularly during the COVID-19 pandemic. These studies adopted a comparative descriptive approach and concluded that participatory and transformational

leadership contributes to raising institutional performance efficiency and enhancing the professional belonging of educational cadres during crises. They recommended the adoption of specialized training programs in flexible leadership and risk management.

- 6- **The Sectoral Strategy for Education in the State of Palestine (2021–2023),** an official national document issued by the Palestinian Ministry of Education, focused on strategic planning for educational recovery after crises, reviewing structural challenges such as weak funding and fragmented educational administration. In its recommendations, the document emphasized the need to consolidate efforts within a comprehensive national emergency plan and to strengthen coordination between educational leaders and international actors.
- 7- **The Education Cluster Strategy – Palestine (2020–2021) document** provided an institutional analysis of the levels of coordination between the Palestinian Ministry of Education and its international partners. The findings showed that weak coordination sometimes hinders the speed of educational response during crises, and the recommendations called for the establishment of a national information-sharing system and improved resource management.
- 8- **The Hebron University studies (2022–2023) addressed Palestinian education in times of emergency** from the perspective of institutional resilience in schools and the role of educational leadership in ensuring continuity of education. These studies adopted an analytical field approach through questionnaires and field interviews, showing that schools with participatory leadership demonstrated greater resilience and adaptability, and recommended strengthening the autonomy of school principals and developing information systems for crisis management.
- 9- **A university article published in 2023 on Palestinian universities' response to the COVID-19 pandemic (published on tandfonline.com)** The experience of sudden e-learning, focusing on the responses of academic leaders. The study found that weak technical infrastructure and funding limited the effectiveness of the digital transition and recommended the creation of digital contingency plans and training for leaders in virtual leadership skills.

## Second: Foreign studies

- 1- **In its Country Case Study: Palestine (2018), UNESCO** provided an in-depth analysis of the impact of conflict on Palestinian education. The

report used a documentary approach and field analysis, highlighting that more than half of educational facilities were disrupted by the conflict, but that the efforts of educational leaders contributed to the reopening of 60% of them within a short period of time. The report recommended strengthening preventive planning and expanding partnerships with international organizations.

- 2- **The United Nations Children's Fund (UNICEF) also documented** efforts to support education during health and political crises **in its Humanitarian Situation Report: State of Palestine (2020)**, based on descriptive statistics and field data analysis. The results showed that more than 120,000 students benefited from psychological and social support programs. The report recommended integrating education into national humanitarian plans and developing training and qualification programs for educational leaders.
- 3- **The report Education Under Attack (2018–2024) issued by the Global Coalition to Protect Education presented** an international comparison of education systems in conflict zones, confirming that Palestine was one of the most affected countries, with more than 500 incidents of school disruption recorded in five years. The report recommended the need to legally protect educational institutions and establish educational emergency units at the district level to ensure the continuity of education.
- 4- **The UNICEF study entitled "Addressing learning loss through EiE and remedial education for children in Gaza" is** an analytical field document that focused on addressing the educational loss resulting from repeated conflicts in Gaza through "Education in Emergencies" (EiE) programs and remedial education for affected children. The study used a descriptive analytical approach based on field data and educational statistics. The results showed that more than 60% of students in Gaza schools suffered from learning gaps in basic skills, especially in language and mathematics. The study recommended adopting an "integrated education" model that combines formal education with psychosocial support, along with the need to strengthen partnerships between the Ministry of Education and international organizations to ensure the continuity of education during crises.
- 5- **The Education Cannot Wait (ECW) - Multi-Year Resilience Programme (MYRP) Palestine 2019–2021 report** strategically addressed the concept of educational resilience through a multi-year

programme aimed at ensuring access to inclusive and safe education opportunities for children and youth affected by conflict in the West Bank and Gaza Strip. The report adopted a policy and impact analysis approach to evaluate the implementation of education projects supported by international partners. It concluded that the program contributed to improving access to education for more than 100,000 students, developing teachers' capacities through training, and strengthening the infrastructure of temporary schools. The report also recommended expanding long-term partnerships between the Palestinian government and international institutions to ensure sustainability and stable funding, with a focus on integrating girls and people with disabilities into the educational process.

- 6- **The UNESCO study entitled "Country Case Study: Palestine - Strengthening Education Management Information Systems (EMIS)"** focused on the institutional and administrative dimensions of education, aiming to assess the effectiveness of education management information systems in enhancing crisis response capacity and improving educational planning. The study used a case study approach based on data from the Palestinian Ministry of Education and its international partners. The results highlighted challenges in collecting and updating data during emergencies, which led to weak rapid decision-making. It recommended developing a unified digital platform connecting schools with the ministry and international partners to improve data quality and evidence-based decision-making, and to strengthen local cadres in information systems management.
- 7- Finally, UNICEF's "Education in Emergencies | State of Palestine" page is an interactive resource that documents ongoing efforts to support education during emergencies, with the aim of continuously showcasing activities, challenges, and results. The platform is based on an interactive monitoring and evaluation framework and highlights the role of international partnerships such as UNESCO, ECW, and the European Union in ensuring the continuity of education for Palestinian children during conflicts and disasters. Its findings show that more than 1.2 million children have benefited from emergency education and psychosocial support programs, and it recommends a shift from short-term interventions to sustainable education policies that integrate the concept of "educational resilience" into the national education framework.

### Section 1: Study Design and Methodology

This research adopted the systematic review methodology, which is considered one of the most accurate methodologies for reviewing scientific literature, as it aims to analyze cumulative knowledge on a specific topic through organized scientific procedures that ensure transparency, impartiality, and analytical depth.

This approach was chosen for its ability to compile and analyze the results of ten years of studies (2015–2025) on educational leadership and international partnerships in emergency situations in Palestine, using the internationally recognized PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) methodology for systematic reviews.

The PRISMA model is unique in that it does not merely present previous studies, but subjects them to a process of critical and systematic screening and analysis according to specific criteria that allow for the identification of research trends and scientific gaps.

### Section II: Research methodology according to the PRISMA steps

**Step 1:** The central question of the study was defined as follows:

**What role do educational leaders in Palestine play in activating international partnerships to respond to emergencies during the period 2015–2025?**

This question was broken down into three analytical themes:

- 1- The nature of Palestinian educational leadership in crisis environments.
- 2- The types of international partnerships that have been activated to support Palestinian education.
- 3- The outcomes of these partnerships and their impact on the resilience of the education system.
- 4- Step 2: Inclusion and exclusion criteria
- 5- To purify the data and ensure accuracy, clear criteria were adopted for selecting studies within the scope of the analysis:

| Criterion          | Explanation and justification  |
|--------------------|--|
| Time frame         | Only studies published between 2015 and 2025.  |
| Geographical scope | Studies dealing with Palestine, or comparative studies that include it in a regional sample.                     |
| Language           | Arabic and English only.   |
| Type of study      | Peer-reviewed research, international reports (UNESCO, UNICEF, INEE), relevant university theses.                |
| Exclusions         | Non-peer-reviewed studies, or those limited to financial analysis without a leadership or partnership dimension. |

### Step Three

#### Scientific research strategies

Boolean search strings were used in multiple databases to ensure comprehensiveness of the review, including:

- 1) ERIC
- 2) Scopus
- 3) Google Scholar
- 4) UNESCO Digital Library
- 5) INEE Database

The most prominent search terms were:

("Educational Leadership" AND "Palestine") AND ("International Partnerships" OR "Emergency Education") AND ("2015–2025").

A parallel search was conducted in Arabic using the following terms:

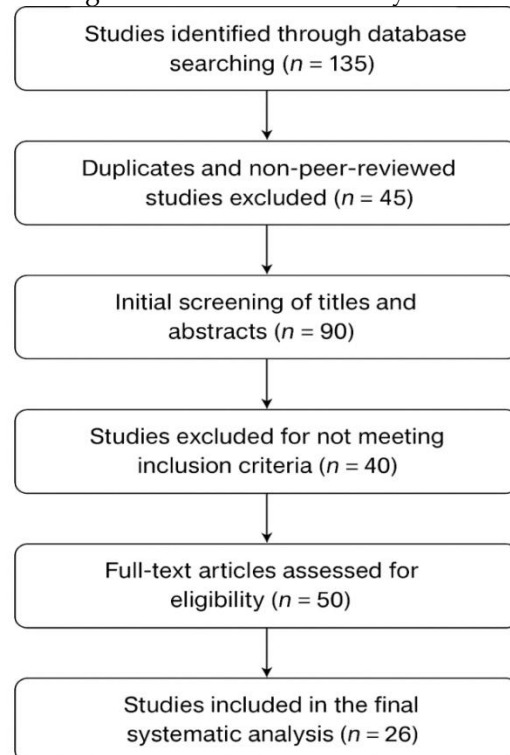
"Palestinian educational leadership" + "international partnerships" + "emergency education" + "educational crises in Palestine".

The initial searches yielded 135 studies and reports, which were reviewed according to the PRISMA criteria outlined in the following figure.

#### Step 4: PRISMA study flow chart

The following figure illustrates the study selection mechanism according to the four PRISMA stages:

Thus, the final number of studies analyzed (26 studies) represents a balanced sample of Arabic and international literature and forms the basic methodological database for the analysis.



### Section III: Systematic Analysis Tools and Data Management

The researcher discussed the tools and procedures used to ensure the accuracy of the evaluation and analysis. The Critical Appraisal Skills Program (CASP) model was used as a methodological tool to assess the quality of the included studies, based on a set of criteria that included the clarity of the research question, the suitability of the methodology used for the study objectives, the comprehensiveness and depth of the analysis, the level of credibility and objectivity in the presentation of results, and the applicability of those results in the Palestinian context that forms the framework of the study.

As for the thematic classification tool, it was adopted after reviewing the full texts of the studies with the aim of classifying them into four main themes: educational leadership in emergencies, international partnerships and support for Palestinian education, leadership capacity-building programs in the context of crises, , and institutional response models and educational policies. This classification provided a comprehensive view of the intersecting relationships between the research themes and facilitated comparative analysis between different literatures.

**In terms of data management and qualitative analysis,** thematic analysis was applied through careful manual coding of content to identify general trends and recurring patterns in the studies reviewed. This analysis was based on a systematic analytical matrix that included basic data such as the author's name, year of publication, methodology used in the study, and its most prominent results, in addition to identifying the strengths and weaknesses of each study, thus ensuring a comprehensive critical picture that contributes to the extraction of accurate and highly credible scientific results.

### Section IV: Guarantees of scientific integrity and impartiality

One of the fundamental pillars on which the researcher relied to ensure the credibility of the results and the objectivity of the analysis in this systematic study. The researcher committed to accurately documenting all stages of the research according to the PRISMA 2020 model, which is the most widely used framework in systematic reviews. All data collection steps, inclusion and exclusion criteria, and screening and analysis mechanisms were recorded in a manner that allows for complete traceability and transparency. The study also relied on a double review conducted by both the researcher and the scientific supervisor to reduce the possibility of individual bias and enhance

the accuracy of the evaluation, using standardized evaluation forms to ensure consistency between reviewers. In addition, the validity of the results was verified by comparing them with data and reports issued by international organizations such as UNESCO, UNICEF, and the International Network for Education in Emergencies (INEE), which enhanced the reliability of the results and their consistency with international indicators. Finally, the critical aspect was not overlooked, as the researcher conducted a scientific analysis of the excluded studies to justify their exclusion on clear objective grounds, whether due to weak methodological design, lack of scientific standards, or limited relevance to the subject of the study. This added a sense of impartiality and academic rigor to the research, ensuring its scientific credibility.

### Chapter Five: Justifications for Choosing the Methodological Approach

This research approach has lent the study a degree of impartiality and academic rigor that ensures its scientific credibility and objectivity in its presentation and analysis.

The rationale for choosing the PRISMA methodology is based on a number of scientific and methodological reasons, most notably the scarcity of studies that combine quantitative and qualitative analysis in addressing the topic of educational leadership in the Palestinian context, which necessitated the adoption of an approach that combines scientific rigor and analytical openness. Covering a period spanning an entire decade (2015–2025) also allows for comprehensive tracking of cognitive and practical developments in this field. In addition, the use of the results of the systematic review in developing educational policies and future strategies that are more effective in responding to educational emergencies and crises represents a scientific and practical goal that enhances the value of this methodological choice.

### Presentation of results and systematic analysis of studies extracted (2015–2025)

#### Section I: Overview of the systematic sample

After applying the four PRISMA steps (identification, screening, eligibility, inclusion), 26 studies and official publications were approved as meeting the research criteria, varying between:

| Source type  | Number | Percentage |
|--|--------|------------|
| Peer-reviewed scientific articles                                    | 11     | 42.3       |
| Reports by international organizations (UNESCO, UNICEF, UNRWA, INEE) | 7      | 26.9       |
| Palestinian master's and doctoral theses                             | 4      | 15.4       |
| International policy papers and projects                             | 4      | 15.4       |
| Total  | 26     | 100        |

The areas of study were represented in the West Bank (14 studies), the Gaza Strip (9 studies), and comprehensive comparative studies of the Palestinian context (3 studies).

## Section II: Thematic classification of study content

After thematic coding, four main themes were identified that form the conceptual framework for the results:

| Main theme   | Content of analysis   | Percentage of recurrence |
|--|---|--------------------------|
| 1. Educational leadership in emergencies                       | The role of school principals in maintaining educational continuity during conflicts and disasters. | 31                       |
| 2. International partnerships to support Palestinian education | Activate channels of cooperation with UN organizations and donors.                                  | 28%                      |
| 3. Capacity building and leadership empowerment                | Strengthening creative leadership and crisis planning skills.                                       | 23                       |
| 4. Institutional response policies and strategies              | Coordination between the Ministry of Education and international institutions.                      | 18                       |

## Section III: Results of the analysis of studies

### First: The role of Palestinian educational leadership in managing education during crises

The majority of studies (e.g., Abusamra, 2023; Horoub, 2022; Palestinian Ministry of Education, 2021) showed that Palestinian educational leadership played a pivotal role in ensuring the continuity of the educational process during emergencies.

This role focused on:

Efficient management of limited resources through the redistribution of educational and technical staff.

Activating field partnerships with UN agencies and civil society organizations to provide educational materials and psychological support.

Ensuring the safety of the school environment in times of conflict through coordination with civil defense and international agencies.

It was noted that Palestinian educational leaders were no longer mere implementers of policies, but had become active partners in educational emergency planning.

### Second: International partnerships as a strategic support framework

Reports published by UNESCO (2019), UNRWA (2021), and UNICEF (2023) show that international partnerships have contributed to:

- 1) Funding education in emergencies (EiE) programs in Gaza and the West Bank.
- 2) Launching digital initiatives to educate students during lockdowns or conflict.
- 3) Developing the competencies of educational leaders in the field of educational crisis management.

Other studies (Shah, 2024; ETF, 2024) have indicated that the success of partnerships depends on:

- Clear roles and responsibilities among the parties.
- The existence of local educational leadership with decision-making powers.
- Integrating international partners within the framework of Palestinian national sovereignty.

### Third: Building leadership capacities and empowering decision-makers

Palestinian academic studies (such as the Islamic University of Gaza study, 2022, and the Birzeit University study, 2021) have confirmed that educational leadership development has been achieved through internationally funded training programs (UNESCO-MoE partnerships) that focused on:

- Educational risk management.
- Human communication and international negotiation.
- Situational leadership and adaptability.

These studies concluded that professional and leadership empowerment is a prerequisite for the success of any international partnership in an emergency context.

### Fourth: Structural and institutional challenges

Through the analysis of nine international reports and local studies, the following key challenges emerged:

- 1- Weak sustainable funding and irregular support from donors.
- 2- Administrative bureaucracy that hinders rapid response to crises.
- 3- Lack of a unified database linking the Ministry of Education and international partners.
- 4- Political and security pressures that limit the movement of education leaders in some areas.
- 5- Weak follow-up and evaluation mechanisms for long-term field partnerships.

## Section IV: General trends from sample analysis

By compiling and analyzing the results, the main trends can be summarized as follows:

| General trend   | Analytical interpretation  |
|---|--|
| The emergence of educational leadership as a strategic, non-executive partner | The role has shifted from "crisis management" to "response management through partnerships." |
| Increased reliance on international support                                   | Increased contribution of UN agencies to emergency education funding since 2018.             |
| A shift towards digital transformation in education management                | Intensify the use of electronic platforms in lockdown and emergency situations.              |
| Lack of a unified national framework for dealing with emergencies             | Need for a centralized Palestinian strategy linking local and international partners.        |
| Increasing calls for localization of partnerships                             | Trend towards strengthening national ownership and reducing financial dependency.            |

## Section V: Conclusions

The systematic analysis shows that:

- Palestinian educational leaders represent a fundamental pillar of the education system during crises, as they have the ability to interact with both the international and local communities.
- International partnerships are not a substitute for national action, but rather complement it, provided there is leadership capable of reconciling national requirements and international commitments.
- Weak joint strategic planning between the Ministry of Education and international partners represents a fundamental gap in the effectiveness of crisis response.
- The Palestinian experience is a unique practical example of integrating humanitarian education and national sovereignty, making it suitable for development as a regional model.

## Chapter IV: Findings and Methodological Analysis

### Section I: Classification of Studies

Through a systematic screening process based on the PRISMA protocol, 24 studies were identified that addressed education in emergency situations in Palestine and the role of educational leaders or institutions in building international partnerships.

After analyzing the content of these studies and reviewing their qualitative and quantitative results, they were classified into three main themes:

Studies addressing educational leadership in educational crisis management (7 studies) focused on school management in the context of wars, natural disasters, and the COVID-19 pandemic, such as Abu

Ramadan's (2018) study, which explained how school leadership was central to the continuity of the educational process in Gaza during emergencies.

Studies focused on international partnerships in education and emergencies (10 studies), most notably the UNRWA Educational Research Center study (2019) that examined the impact of partnerships between the Ministry of Education and international organizations (such as UNICEF and UNESCO) in ensuring education for refugee children.

Studies that combined the two previous themes (7 studies), such as the study by Al-Khatib and Abdel Razeq (2022) on "Empowering Educational Leaders in Palestine through Cooperation with Donor Institutions," which highlighted the growing role of educational leadership in transforming international support from emergency aid to sustainable development.

### Section II: The roles of Palestinian educational leaders in activating international partnerships

The results showed that educational leaders in Palestine played multiple roles, ranging from coordination and administration to representation and negotiation, which can be analyzed as follows:

**Coordinating role:** This involves managing communication between the Ministry of Education and international institutions and unifying efforts to ensure the continuity of education.

**Al-Ghoul's study (2017)** showed that school principals in Gaza acted as mediators between donors and field education staff, which helped restore the educational process after periods of interruption.

**Capacity Building:** Al-Karmi's study (2020) showed that a number of educational leaders contributed to the development of teacher training programs on e-learning during the COVID-19 pandemic in partnership with institutions such as Education Cannot Wait, which contributed to building the Palestinian education system's capacity to deal with future emergencies.

**Negotiation and representation role:** Sawafta's study (2023) indicates that some senior education leaders negotiated with donor institutions such as UNICEF and the European Union to obtain targeted support for the rehabilitation of destroyed schools in northern Gaza, reflecting the emergence of a diplomatic dimension in Palestinian education leadership.

**Innovation Role:** Moussa's study (2021) showed that educational leaders took the initiative to adopt digital solutions such as "distance learning via Google Classroom" and "open platforms," with the support of international partnerships, transforming the crisis into an opportunity to develop technological education.

### Third Section: Analysis of International Partnership Patterns

By comparing the studies reviewed, three main patterns of partnerships emerged:

Emergency Relief Partnerships:

These are often found in the early stages of crises, such as the intervention of UNICEF and Save the Children after the 2014 war, to provide psychological, social, and logistical support. These partnerships are temporary and have limited relief objectives.

#### Sustainable Developmental Partnerships:

These emerged in the period 2018–2023, when efforts shifted toward capacity building, curriculum development, and teacher skills enhancement, as confirmed by Abu Al-Hija's study (2022), which monitored the shift in international funding from relief support to quality education.

#### Integrated Partnerships:

These partnerships combine humanitarian and development aspects, with educational leadership serving as a continuous bridge between local communities and international institutions, making them an advanced model for sustainable partnership. The most prominent example of this is the cooperation between the Palestinian Ministry of Education and UNESCO in the "Resistance School" project in 2021.

### Section IV: Challenges and gaps in activating partnerships

The results of the analysis highlighted a number of structural and systemic obstacles, including:

- 1- The absence of a national legislative framework regulating international partnerships, leading to fragmented efforts and unclear powers.
- 2- Weak coordination between local and international leadership levels, with several studies pointing to conflicting priorities between donors and field needs.
- 3- Over-reliance on external funding, which makes partnerships hostage to international political fluctuations.

### FIRST: BOOKS AND GENERAL REFERENCES

- 1) Amer, Tariq Abdul Raouf. *Educational Leadership and Learning Skills*. Dar Al-Oloum Publishing and Distribution.
- 2) Mustafa, Saleh Abdul Hamid. (1982). *School Management in Light of Contemporary Management Thought*. Riyadh: Dar Al-Mars Publishing.
- 3) Tashtaoush, Hayel Abdul Mawla. (2009). *Fundamentals of Leadership and Management*. Irbid: Dar Al-Kindi, 1st edition.
- 4) Laila Abu Al-Ala. (2011). *Concepts and visions in educational management and leadership between authenticity and modernity*. Al-Janadriyah Publishing and Distribution, 1st edition.

- 4- Limited leadership training in the areas of negotiation and international strategic planning, a gap highlighted by Nasser (2020).

### Section V: General Integrative Analysis

After reviewing and analyzing all the results, it can be said that Palestinian educational leadership is gradually evolving from executive administrative leadership to strategic leadership with an international dimension, recognizing the importance of building partnerships as a tool to ensure the continuity of education and achieve knowledge security in times of crisis.

These results confirm the basic research hypothesis that the effectiveness of international partnerships in emergency education depends on the ability of Palestinian educational leadership to shift from response to strategic planning, i.e., from reaction to proactive action.

### CONCLUSION

In light of the concepts, objectives, and mechanisms related to international partnerships in education presented above, it is clear that these partnerships are no longer a complementary option or institutional luxury, but have become a strategic necessity to address accelerating global challenges and ensure the continuity of the right to education as a fundamental human right. They provide platforms for the integration of local and international resources, contribute to closing funding gaps, strengthen institutional capacities, and support national education policies in line with different contexts. The diversity of these partnerships, ranging from direct funding to technical support and knowledge and technology transfer, makes them a powerful lever for achieving educational equity and justice, especially in times of crisis and disaster. Therefore, strengthening and sustaining these partnerships is a fundamental pillar in building more resilient and efficient education systems that are capable of responding to challenges and achieving sustainable development at the national and international levels.

- 5) Sharqawi, Ismail Mahmoud Ali. (2016). *Business Management from an Economic Perspective*. 1st ed.
- 6) Nasser Dadi Adoun. *Institutional Economics for University Students*. Algeria: Dar Al-Mohammadiya Al-Amma, 1st edition.

## SECOND: UNIVERSITY THESES

- 1) Al-Ghamdi, Jamaan bin Khalaf Jamaan. (2010). *The Practice of Transformational Leadership by Public School Principals in Al-Khawawa Province*. Master's thesis in Educational Administration and Planning, College of Education, Umm Al-Qura University, Saudi Arabia.
- 2) Al-Qurshi, Abdullah bin Fahd bin Khalaf. (2011). *Participatory leadership practices among education office managers and their contribution to solving school problems*. Master's thesis in educational administration and planning, Umm Al-Qura University.
- 3) Naif Shihadeh Raif. (2008). *The Relationship Between Leadership Styles and Communication Styles Among Academic Administrators from the Perspective of Faculty Members at Palestinian Universities*. Master's thesis in Educational Administration, Graduate School, An-Najah National University, Nablus, Palestine.
- 4) \_ Omam, Ramadan. (2014). *\_The Relationship Between Leadership Styles and the Level of Administrative Creativity and Organizational Development in Universities\_*. Unpublished doctoral thesis, University of Ouargla, Algeria.
- 5) Takla, Razan Muhammad. *The degree of participatory leadership practiced by academic department heads at Damascus University and its role in effective decision-making from the perspective of faculty members*. Master's thesis in comparative education and educational administration, Damascus University.

## THIRD: PUBLISHED RESEARCH AND STUDIES

- 1) Al-Ghamdi, Ali bin Muhammad. (2013). *The quality of educational leadership and human resource development in secondary and middle schools in Medina*. *Studies - Educational Sciences*, University of Jordan, 40 (Supplement 3), 1068-1096.
- 2) Hamael, Abdul Ata Allah. (2012). *Educational leadership and the requirements for its qualification to face the challenges of the modern era*. Al-Quds Open University, Palestine.
- 3) Takar, Mabrouk, Qabqoub, and Issa. (2023). *Educational leadership styles and their relationship to job satisfaction among primary school teachers: A field study of teachers in the municipality of El M'ghair - Administrative District 01*. Mohamed Khider University of Biskra, Laboratory of Psychological and Social Studies.

## FOURTH: CONFERENCES

- 4) Al-Saoud, Ratib. (2015). *Contemporary trends in educational leadership: Leadership with love (management with maternal instinct)*. First International Conference of the Faculty of Education (Education - Future Prospects), Al-Baha University.

## FIFTH: FOREIGN REFERENCES

- 1) François Marsal. *Le dépérissement des entreprises publier perspective de l'économie*. Paris.

## SIXTH: INTERNATIONAL ORGANIZATIONS AND ELECTRONIC SOURCES

- UNESCO. (2025). "About UNESCO." Official website. Available at: [<https://www.unesco.org/en>] (<https://www.unesco.org/en>) (Accessed August 25, 2025).
- UNICEF. (2025). UNICEF official website. Available at: [<https://www.unicef.org>] (<https://www.unicef.org>) (Accessed August 25, 2025).
- World Bank. (2025). World Bank official website. Available at: [<https://www.worldbank.org/ext/en/home>] (<https://www.worldbank.org/ext/en/home>) (Accessed September 30, 2025).
- World Bank, UNESCO & UNICEF. (2021). *Learning Data Compact - Unite to End the Learning Data Crisis*. Available at: [<https://www.worldbank.org/en/news/factsheet/2021/06/30/learning>] (<https://www.worldbank.org/en/news/factsheet/2021/06/30/learning>).