



Fostering Resilience in Palestinian Higher Education: Strategies for Effective Management and Progressive Transformation

Al-Khansaa Diab*

Assistant Professor, Special Education Department, David Yellin College of Education, Israel

Submission: July 05, 2024; **Published:** July 24, 2024

***Corresponding author:** Al-khansaa Diab, Assistant Professor, Special Education Department, David Yellin College of Education, Maagal Beit Hamidrash 7, Jerusalem 9634207, Israel

Abstract

This research explores how Palestinian universities have shown resilience and implemented strategies to overcome challenges caused by the occupation. It delves into the leadership-led reforms in engineering, law, and medicine within these institutions through in-depth interviews with program deans. The study highlights how faculty members adjust curricula, teaching techniques, and program frameworks to tackle obstacles and address changing needs. Key strategies identified for resilience include flexibility, investment in staff development, fostering international partnerships, and effective management practices. Progress in achieving gender equality and the successful global careers of graduates are noted as signs of effective management. By embracing pedagogy and community involvement, these universities demonstrate the power of higher education in conflict zones. They navigate adversity by encouraging critical thinking and social accountability, showcasing the potential for education to drive change during times of conflict. The insights gained from this research offer lessons for institutions confronting similar sociopolitical challenges while emphasizing the significance of resilience, adaptability, and effective management during crises.

Keywords: Educational Revolution; Critical Pedagogy; Palestinian Higher Education; Organizational Resilience; Conflict-Affected Regions; Socio-Political Challenges; Effective Management

Introduction

Palestinian higher education institutions' exceptional adaptability, innovation, and effective management under military occupation are examined in this study. In a complex socio-political environment, Shibib [1] highlighted that Palestinian colleges and universities vary from typical educational institutions globally. This study examines how Palestinian higher education public institutions and people maintain high standards in difficult times. This study was driven by a deficit in educational resilience research, particularly in war-torn countries like the Palestinian territories. Palestinians have maintained their educational system despite the constraints of occupying troops; they have surmounted huge obstacles [2]. The goal is to study how educational success can be achieved despite obstacles, helping us understand how to improve systems in challenging environments. This work focuses on Freire-influenced organizational resilience and critical pedagogy [3,4]. These frameworks examine Palestinian higher education resilience and effective management practices. The study includes qualitative methodologies, including semi-structured in-depth interviews

with Palestinian higher education leaders. This analytical method was chosen because of its simplicity and efficiency in capturing the complex dynamics of resilience, innovation, and management in the educational sector during the occupation, as shown by Golan and Shalhoub-Kevorkian [5]. These resilience measures are documented and analysed to increase educational resilience in war-torn nations, providing local and global insights. This research seeks to understand how educational institutions may empower and alter war and occupation cultures. Giacaman [6] states that understanding the Palestinian context of resilience is essential to understanding educational challenges and triumphs in these circumstances. Palestinian higher education's perseverance and ingenuity are shown in this study on how education, supported by effective management, may promote societal resilience and growth in difficult conditions.

Contextual Background

Global higher education institutions face difficulties in mission quality and accessibility. Many nations are cutting government

support for education and increasing tuition and private funding. According to the World Bank [7], this tendency increases inequality and limits possibilities for poor students, worsening the global student debt [8]. Financial pressures on graduates may limit their economic growth, indicating a worrying trend in global education. Technological improvements and job market shifts force universities to modify their curriculum. The World Economic Forum [9] stresses job-relevant skills for graduates. Trying to provide disadvantaged students equal opportunities, colleges grapple with diversity and inclusion. Online learning platforms and educational technology demonstrate the pros and cons of digital education. These changes need infrastructure, faculty, and instructional innovations. Global political trends, particularly increased nationalism and governmental meddling, endanger academic freedom and international collaboration, affecting higher education globalization [10].

The Israeli occupation poses problems for Palestinian higher education institutions [11]. Examples include financial constraints, mobility restrictions, and frequent institutional closures [12,13]. Competent Palestinians, particularly academics, flee, and academic excellence and research production suffers [14]. Effective management practices are crucial for navigating these challenges.

Palestinian institutions must adapt their courses to economic and social needs. The social effects of ongoing violence and occupation impair students' mental health and academic performance [15]. These interconnected issues require innovative solutions from universities worldwide, including Palestine. Palestinian higher education needs financing and attention due to occupation and political uncertainty. Finance, curriculum reform, technology integration, and international collaboration can solve these issues. Palestinian universities experience resource constraints, high student-to-teacher ratios, and academic unrest [16]. Safety, finances, and academic community confidence must be addressed. These institutions must provide access to education, acquire consistent government financing, and recruit talented academics [13,17]. The Israeli occupation has severely impacted Palestinian education, limiting access and disrupting learning [18]. Effective management practices are essential to address these issues systematically and sustainably.

Palestinian universities have persevered despite these obstacles. Palestinian educators have used education to empower and oppose the occupation. Despite considerable challenges, they exhibit resilience by using diverse approaches and activities to promote learning and critical thinking. This study explores resilience, creativity, and effective management in Palestinian higher education in medical, law, and civil engineering, highlighting alumni achievements and high demand among incoming students. The research explores how faculties have adapted curriculum, teaching methods, and program structures to occupational restrictions despite Israeli occupation, demonstrating organizational resilience, strategic flexibility,

effective management, and freedom pedagogy. The research investigates the influence of instructional strategies on student learning, faculty development, and institutional resilience, aiming to demonstrate higher education's capacity to enhance society.

Literature Review

Educational Resilience

Educational resilience is overcoming barriers to keep learning going. The phenomenon occurs at several socio-ecological levels [19]. Family and community support empower students' passion, ambition, and tenacity to build resilience and self-efficacy [20]. Technological and pedagogical adaptation and favorable campus climates boost resilience (Harris & Jones 2020). Education's role in community empowerment and identity development is crucial, especially amid turmoil. Research shows that cross-scalar interactions shape resilience. It highlights family and school support for adolescents overcoming tragedies. Maintaining involvement involves measures to encourage participation during school closures.

The occupied Palestinian education system perseveres and innovates despite military interference. Students are encouraged to learn despite movement constraints because they believe education empowers community identity and self-reliance. Palestinian institutions demonstrate resilience by cultivating global relationships, localizing pedagogies, sustaining research despite budget constraints, and implementing effective management practices [13]. Masten and Obradović [19] define educational resilience as the collective resolve to nurture the young, preserve the social fabric, and sustain identity amid disruptions, embodied by the cultural idea of "Sumud" (steadfastness).

Organizational Resilience in Higher Education

Organizations can survive in turbulent settings with resilience [21]. Modern views go beyond crisis response to include adaptation and problem-solving. Effective management is a key component in these strategies. Ecological frameworks highlight organizations' connectedness with ecosystems, where variability, redundancy, and interdependencies impact resilience and provide continuity under stress [22]. These frameworks demonstrate how ecological variety, redundancies, and interdependencies help organizations endure stress [23]. It stresses institutional resilience's external aspects and how institutions interact with their surroundings. Cognitive models study how internal leadership, communication, and collective sensemaking impact adversity mobilization [24]. They illuminate organizational dynamics, notably leadership communication and collective sensemaking. These models show how internal variables impact an institution's mobilization and response to adversity [25]. This approach emphasizes psychological and behavioral components of organizational resilience and internal strategies for coping with crises.

Resilience has two key elements - operational and strategic. Operational resilience deals with sudden disturbances, while

strategic resilience involves managing long-term external changes [26]. Effective management practices are crucial in both these aspects. This theory discusses how Palestinian higher education deals with occupation-related challenges and still manages to provide quality education amid chronic restrictions. Organizational resilience helps higher education institutions weather disruptions, recover from instability, and adapt to changing conditions, ensuring sustainability. Beyond crisis response, organizational resilience includes adaptability and problem-solving [25]. Integrated methods examine how external volatility and internal responses affect institutional resilience [21]. This approach, bridging the ecological and cognitive models, illustrates the intricate relationship between internal organizational capacities and external environmental constraints. Palestinian higher education institutions have shown their resilience by providing quality education and addressing changing social requirements despite persistent restrictions and uncertainty induced by occupation.

Critical Pedagogy

Critical pedagogy challenges assumptions of knowledge neutrality and views education as inherently political. It problematizes oppressive hierarchies while promoting collective learning focused on structural critique to empower marginalized communities [27]. Rooted in equity movements, critical pedagogy fosters analytical empowerment by challenging conventional systems that often perpetuate domination [3,4,28]. Critical pedagogy, spanning educational contexts globally from early childhood to higher education, confronts urgent justice issues including racism and environmental harm [29].

Within turbulent Palestine, engaging critical pedagogy proves deeply relevant as it can enhance teaching practices by spurring liberating dialogues and participation in meaning-making regarding immediate occupation effects alongside neocolonial pressures [30,31]. This aligns with resilience objectives of nurturing analytical and self-reflective capacities enabling self-determination.

Higher Education Challenges in Conflict Zones

Research on higher education in conflict zones highlights violence's impact on academic institutions, emphasizing the need for peacebuilding and support for affected communities. It emphasizes resilience, adaptation strategies, and effective management practices. A study showed how post-election violence in Kenya disrupted public universities, highlighting the importance of supporting conflict-affected groups and promoting peacebuilding initiatives [32]. UN peacekeeping deployments increased enrollment and gender parity in conflict-ridden African countries by encouraging educational investment through stabilized environments, enabling student mobility [33]. Yemen's escalating volatility compelled private universities to cultivate external relationships to sustain student participation urgently [34]. Northeastern Nigeria's Boko Haram insurgency

drastically shrank higher education participation and institutional performance while displacing and blocking access for many [35]. These cases demonstrate how conflict severely impacts academic infrastructures, necessitating supportive interventions and effective management practices. Tenret [36] examined difficulties in implementing affirmative action for war-affected Sudanese students, including inconsistent execution, limited political prioritization, and evolving contexts eroding efficacy over time. Tailored treatment plans are crucial for promoting social cohesion and supporting at-risk colleges. Understanding how colleges cultivate resilience is essential for collaborative knowledge creation and policy improvements with increasing global uncertainty.

Strategic Flexibility

Strategic flexibility is critical for educational institutions, especially in conflict zones where academic excellence must be maintained despite significant restrictions. According to Herhausen et al. [37], strategic flexibility involves practical resources and strategy reconfiguration that enable organizations to navigate rapidly changing environments. Effective management practices are integral to developing this flexibility. To achieve this, institutions must develop innovative curriculum delivery methods that ensure sustainability and relevance, embodying the essence of resilient flexibility. Bondzi-Simpson and Agomor [38] demonstrate how an entrepreneurial approach enabled the Ghana Institute of Management and Public Administration to respond effectively to financial crises, highlighting the importance of strategic flexibility in overcoming adversity. Furthermore, Pieprz, Sheth, and Zhang [39] emphasize the importance of flexibility in university campus planning for multidisciplinary pedagogies and future demands. They suggest that design and technology are essential to creating flexible learning environments. Hoefft [40] proposes a conceptual model that identifies strategic flexibility components that match institutional strategies with product, process, and consumer needs to meet modern student expectations. Strategic flexibility is crucial to higher education's innovation, sustainability, and resilience. Institutions must adapt to current and future challenges to succeed by leveraging dynamic capabilities, strategic leadership, innovative curriculum delivery methods, and effective management practices.

Palestinian faculties have implemented essential changes despite the military occupation, producing justice-oriented professionals. This research aims to describe these practices, ensuring education and social well-being continue despite unfavorable conditions.

Methodology

This study's qualitative research technique is known for its depth in exploring complex subjects like occupational and educational transition [41]. This strategy is ideal for understanding academics' multifaceted perspectives, experiences, and coping methods [42]. In-depth interviews provided rich, thorough

participant information for this study. These semi-structured interviews revealed the origins, challenges, and creativity of the chosen institutions' training programs.

In the population study, the deans of engineering, medical, and law faculties were interviewed. Semi-structured, in-depth interviews in Arabic, translated to English by Claude, were conducted. These persons were chosen for their key positions and intimate understanding of field-specific breakthroughs and issues [43]. This research uses in-depth interviews with three engineering, law, and medicine deans. Limited participation may seem like a drawback, yet it enables a precise and concentrated investigation of workplace educational transformative pedagogies, practices, and effective management. Deans' broad oversight allows them to assess organizational methods and faculty issues and triumphs from both macro and micro perspectives. This method enables a thorough and accurate explanation of the phenomenon, which a bigger sample may hinder [44]. Focusing on these important informants generates a rich story that sheds light on strained leadership and decision-making. This strategy aids the study of war zone education, strategic leadership, and effective management practices.

There were several reasons behind the selection of medicine, law, and engineering disciplines. These fields were chosen because each program was the first established in Palestine, and they are the most successful and well-known programs in Palestinian higher education, with excellent performance and reputation. Moreover, these disciplines are fundamental professions that are crucial for societal construction and development. They form essential pillars for building a self-sufficient society that can operate independently from Israeli authorities. This independence is particularly significant in the ongoing occupation where autonomy in education and professional services is critical to national resilience and self-determination.

The decision to focus on deans from specific disciplines was made because of their essential roles within their respective faculties. As the primary figures overseeing their schools' operations and strategic directions, deans comprehensively understand their programs' challenges and unique achievements. Being in a leadership position, their insights offer a detailed and broad perspective. This approach aligns with the study's aim to capture nuanced understandings of resilience, transformation, and effective management in higher education, especially under the constraints of military occupation. Interviewing these elite figures was an efficient means of gathering substantive information on how these faculties navigate and overcome the multifaceted obstacles they face.

The interview procedure was flexible and focused using basic research questions while rigor and validity were maintained in the approach to capture the complex dynamics of resilience, innovation, and effective management [45]. This strategy simplifies studying pedagogical innovation implementation

issues and academic stakeholder impacts. Starting the interviews with open-ended inquiries, interviewers were asked about their backgrounds, challenges, and prior initiatives. The interviewers got the questions beforehand to prepare or offer comments. Deans' offices conducted 1.5-hour interviews in Arabic, which were translated and transcribed. Qualitative analysis was done to discover interview components, create themes and categories, and develop hypotheses and explanations. The approach involved coding to locate "meaning units" and abstracting and interpreting them into themes [46].

In conducting the research, the highest ethical standards were followed to ensure the protection of all participants [47]. We prioritized informed consent and anonymity for all involved according to ethical guidelines. We intentionally limited the detailed information about each university's specific circumstances to respect their privacy. The study focused on public universities under the Palestinian Ministry of Higher Education, which share a common experience of operating under occupation.

Colleagues in the college department validated the interviews, transcripts, and analyses to ensure the dependability and trustworthiness of the results. Despite scheduling conflicts, the interviews had a relaxed atmosphere, and the responders' enthusiasm and achievement increased the data's breadth and depth. The use of Claude made for translation, editing, and spell-checking, given that the correspondent author's Arabic is the native language and English is a fourth language.

Findings

The study's findings highlight the Palestinian universities' unparalleled perseverance in the face of military occupation. Through qualitative interviews with academic leaders, the research uncovers discernible patterns concerning strategic adaptability, critical pedagogy, identity, gender equity, global collaboration, and effective management practices. The analysis further elucidates the innovative ways constraints are transformed into opportunities that align with global standards.

Strategic Adaptability

The analysis reveals Palestinian universities' impressive strategic flexibility in establishing critical academic programs despite restrictions from prolonged military occupation. Effective management practices are crucial in these achievements. The Dean of the Faculty of Medicine explained why the medical program began under difficult conditions:

"...Since the occupation prohibited us from establishing hospitals or basic medical sciences, many high school graduates with strong grades who wanted to study medicine were taken abroad...After the Soviet Union collapsed, this option disappeared. Students must pay for coursework and living expenses without governmental aid... It will be challenging for students... Europe closed, favoring EU students and making international admission

tough. US medical schools struggle to admit international students... Top students want to be doctors, but international colleges do not accept them... Arab countries admit fewer Palestinian students... After Oslo in 1994, 10% of students were hardly accepted in Arab countries... we had A tremendous desire to act..."

The Faculty of Civil Engineering and the Faculty of Law, established in 1882, were also first in this field at the homeland level (homeland is the term used by the interviewees). The heads of the programs spoke of motives and realities similar to those quoted by the Dean of the Faculty of Medicine.

The faculties of medicine, law, and engineering in Palestinian higher education have demonstrated resilience, flexibility, and effective management practices despite severe constraints imposed by the Israeli occupation. Through proactive and reactive strategies, these institutions have addressed educational needs within the Palestinian context, fostering local alternatives and enabling financially and geopolitically constrained students to continue their education. This narrative underscores their determination to provide education in the midst of occupation and political instability.

One example of the community-based practical training paradigm is when medical students start practicing in their first year. The Dean of Medicine emphasizes this approach where students attend community institutions, meet people, and listen to their needs. He explains:

"We experienced challenges due to limited clinics and hospitals that could accept many students. We had 30 students early on, then 45 in the second, and so on... We started with a few students to implement the technique..."

The medical school developed a pioneering community-based learning model to overcome the lack of clinical training facilities. This approach shows how challenges led to innovative teaching methods aligning with the global community-oriented healthcare trend. The medical school managed to turn constraints into opportunities for empowerment.

The law faculty has implemented legal clinics and skills-based courses to compensate for the limited internship opportunities. These courses have been designed to connect legal education to society's requirements and protect civil liberties.

"We increased a budget for legal ethics in partnership with USAID and traveled to examine American colleges' experience in this sector... The legal clinic is the first in Palestine and the Middle East universities. It started several years ago... Legal clinics 1 and 2 exist. The student studies human rights and observes occupation rules such as home demolitions, targeted assassinations, and Israeli court lawsuits. Today we improve the clinic by having students fight in court with an attorney under his supervision. A legal clinic resembles US training. He can sue at a US forensic

clinic but not here until he finishes school and conducts a two-year internship."

Program Objective Implementation Issues

Implementing program objectives, especially in community medicine, requires flexibility and resistance-promoting education. Palestine's inadequate family medical system leads to hospitalization in other countries. According to the Faculty of Medicine dean, community medicine is difficult due to a lack of infrastructure:

"...It was difficult...For instance, established clinics must provide community medicine, yet few qualified doctors exist. We lack a family medical center that connects people to the hospital."

The dean presented the aims:

"This includes providing adequate medical staff and building a strong team with a leadership vision to guide the Palestinian physician community. Students studying Palestinian society may create research systems that fit society and follow the international norm for medical studies, which is community-oriented rather than hospital-oriented."

The dean emphasized Palestinian society's unique goals while upholding international principles. According to the dean, community medicine's goal was tough and may have been achieved:

"...Experts help, but we need community infrastructure... Vision and goals are harder to express than reality... Community medicine needs clinics and administrators... Family medicine replaces hospital specialties... Hospitals now accept family medicine... Family physicians globally are the first hospital admission stop... We had vision but no infrastructure..."

This pattern of strategic flexibility and curriculum innovation aligns with the "resilient flexibility" concept outlined by researchers focused on education in conflict zones [37,38]. By adapting creatively, Palestinian universities uphold academic excellence despite restrictions.

Innovative Pedagogy and Independent Program Components

The Faculty of Law, like medicine and civil engineering, emphasized self-directed, active learning above teacher-centered methods:

"Our objective was to introduce self-directed learning to students instead of the traditional frontal teaching method used in high schools. In the traditional method, the instructor takes control and teaches the lessons, discouraging students from exploring and trying independently. Due to this, they may find it difficult and unacceptable to engage in self-study. They often lack the confidence and experience to take on projects independently or with peers. This is a new approach in our school,

and we understand that the school's attitude plays a crucial role in students' preparedness. However, the school curriculum can often hinder intellectual study, a challenge we aim to overcome."

The dean highlights the contrast between traditional teacher-centered approaches and his innovative student-focused teaching methods.

Faculty have adopted student-centered learning and other new methods to meet society's changing requirements. Putting students first ensures they have the skills and knowledge to succeed in today's world.

The medicine dean stressed his motto in leading the faculty:

"...Join us in this transformative, innovative method to improve everyone's future..."

Communication Skills

Medical training models in old model Arab universities lacked emphasis on communication skills, whereas Palestinian academia, following Western doctor training models, prioritized effective communication and interpersonal skills.

The dean explained:

"Most doctors who were in the field and studied in the old scheme do not have behavioral skills with the patient or with parents...for this purpose; we introduced a theoretical course followed by simulations."

The Faculty of Law and Civil Engineering also used new pedagogies to link their curricula with professional and social requirements. These innovative legal and engineering programs emphasize practical skills, technical aptitude, and specialized knowledge.

Professional and Legal Writing Training

The Faculty of Law has implemented a novel program that focuses on enhancing legal writing skills, aiming to equip aspiring lawyers with vital abilities. The Dean of Law stated that they had introduced an additional program focused on legal writing:

"... We have also added another track of legal writing; we will train the future attorney how to write the lawsuit in the future or write in the language of lawsuits in the State Attorney's Office... To demonstrate social intent and a commitment to train for society's future."

This innovation shows progressive thinking that adapts to social needs.

Modifications in Civil Engineering Education

The Faculty of Civil Engineering has made program revisions to ensure that the capabilities of its graduates are in line with the requirements of the local and regional markets, including the Gulf states. The dean explained:

"The Faculty of Civil Engineering also made program changes to help graduates meet field and local and regional market needs: In the Gulf states..."

These modifications indicate a flexible approach to guarantee the pertinence and practicality of the engineering education offered.

Computer Lab

The Faculty of Law implemented a computer lab to enhance law students' utilization of information technologies, crucial for contemporary legal practice. The Dean of the Faculty of Law said:

"Law students can practice processing information in a computer lab to prepare for careers as attorneys, judges, or other fields."

Undergraduate Law BA

Specialized study in undergraduate law is a major change. The Dean highlighted that the new program's expanded law specialization makes it unique:

"We concentrated law disciplines in the new curriculum, which is transformative. Students learn all the law basics initially. After the third year, he can study international, criminal, administrative, commercial, or civil law for 15 hours."

Since the curriculum emphasizes student needs and the needs of the society that graduates will serve, the faculty dean sees it as a pedagogical change. He believed these emphases exist elsewhere but not in Palestine. The innovation comes from incorporating Western programmatic and structural aspects into Palestinian organizations' plans and adapting them to their requirements and character.

The Faculty of Law program enhances legal writing skills for attorneys, while the Faculty of Civil Engineering revamps the curriculum for regional and global markets. A computer lab prepares students for digital legal practice, and undergraduate law specializations meet societal and professional needs.

The law and engineering faculties have stressed the necessity of innovative teaching approaches and student-centered learning as part of a new educational revolution. This reform seeks to empower Palestinian society and suit its educational demands. The new method emphasizes self-directed learning, practical skills training, and early community participation, creating more dynamic, interactive, and socially responsive educational models.

Critical Pedagogy and Social Responsibility

The prominent focus on experiential learning, skills acquisition, and community service programs demonstrates a commitment to the tenets of critical pedagogy (Freire 2021). This progressive educational philosophy advocates praxis - the fusion of critical reflection and social action to empower learners.

For instance, the legal clinic tackles real-world human rights cases related to the political context. The law dean explained proudly:

“The legal clinic is the first in Palestine and the Middle East universities...The student studies human rights and observes occupation rules such as home demolitions, targeted assassinations, and Israeli court lawsuits.”

Likewise, final year engineering students undertake projects addressing societal challenges like improving West Bank-Gaza connectivity. As the Engineering Dean stated:

“The final project referenced sociopolitical reality. For instance, a great initiative in which students designed a secure way from Gaza to the West Bank as a viable connection.”

This pattern demonstrates an ethos of Sumud (perseverance) directed towards social change, fusing cultural resilience with pedagogical innovation. The community-engaged programs epitomize Palestinian universities' commitment to access, excellence, and social responsibility amidst adversity. This orientation aligns with Freire's [4] emphasis on praxis - transforming social reality through educated action. By analyzing the interplay between cultural and pedagogical resilience, we gain insight into the roots of such educational innovation.

Integration of Practical Training Abroad

The medical program offered a semester or 6-week elective study at foreign faculties:

“During six weeks, students travel abroad to engage with people, observe different situations, and interact with other students. Many of them come from backgrounds with limited resources and sources. However, as they travel and meet other students, they realize their conditions are better than they thought. This discovery boosts their confidence and shows they are doing well despite their limited resources.”

There is a shift towards self-directed learning, practical skills, global standards, ethics, and early community engagement in Law, Medicine, and Engineering.

Integrated Legal Research Seminar in Palestinian Community

The Law Dean was pleased to host the Legal Research Seminar in which students presented legal research to a large audience, including parents, and broadcast on Palestinian television to stress academic research writing.

“Every year, I watch students perform legal research before graduation. I brought the Jerusalem educational television and the student's parents, and the student explained his study for 10-15 minutes as a Ph.D. student. I believe it shapes the student's personality and abilities to show himself to the Office of Attorney or other body. He will also know how to write scholarly research.

We also teach academic research methodologies, which is unique...”

The program emphasizes faculty involvement in the Palestinian community and involves students in legal discussions, which pleases the Dean and helps their careers.

Programs have adopted experiential learning, integrating community interaction and civic participation in medical, legal, and engineering fields. High-impact education fosters achievement, global citizenship, and societal equity, serving communities in turbulent times with innovation and social responsibility.

Gender Equity and Social Progress

The increasing enrolment of women in medicine (60%) and engineering (60%) is a remarkable gain toward gender inclusion in historically male-dominated fields. As the Medicine Dean stated proudly:

“About 60% of our students are women...Local and regional originality compared to the Arab globe for the initial ones.”

The Dean of Civil Engineering agrees that 60% female enrollment highlights a trend toward gender equality in historically male-dominated professions in Palestinian academia and beyond.

Female enrolment in Palestinian higher education institutions is a positive step toward gender balance. This societal trend toward equal representation is a tribute to these organisations' efforts to promote science and technology diversity. It shows their dedication to strengthening disadvantaged groups and challenging social conventions. This development is due to supportive policies, programming methodologies, and messaging and culture reforms, according to Kricorian et al. [48].

Global Impact through Excellence & Collaboration

The exceptional global success of Palestinian graduates and the extensive international partnerships forged are equally important findings. These show Palestinian universities' progress in achieving worldwide distinction despite adversity.

The law dean:

“Our relationship involves presenting at their conferences... Lawyers and lecturers learn what works for them from others' experiences. In addition, lecturers exchange on diverse research topics...”

By sustaining global networks, Palestinian institutions advance their agendas, diversify resources (Shabi et al. 2021), and fulfill obligations to students - acting as anchors of resilience for society in turbulent times [49].

The faculties have a great record of providing excellent education and training. Graduates' stories and plans were the focus of the interviews.

The Dean of Law also proudly remembers graduates' accomplishments:

"Palestinian law faculty has numerous distinctive qualities. Many alumni, including junior judges and magistrates, serve as judges, proving it is a top faculty. The Faculty of Law produced the first female Shari'a (religion) judges. Seven law faculties were chosen from ten attorneys in competition examinations for judicial training and coaching last year and the year before. The highest percentage of State Attorney's Office judge and Bar Authority nominations come from our faculty. Approximately 2200 faculty alumni, including State Attorney's Office lawyers, intelligence, security authority, and consultants, have worked in the legal system. Most of them earned doctorates and teach at our faculty. Some studied in the US and Arab countries. Our alumni teach at other Palestinian universities."

The Faculty of Medicine has made graduate school a brand and success story. The Dean adds:

"We talk about our students' quality everywhere. Local doctors recognize our university's medical graduates' quality; therefore, they seek them out... Students must interview for the residency program in the US, and because they invest in them, they need them to work for a while... Yes, we promote ourselves. It is great to demonstrate where we are but not to advertise... Students also prove themselves and promote me and our curriculum."

Finally, extensive global partnerships demonstrate Palestinian universities' pursuit of worldwide distinction despite adversity:

"Our relationship involves presenting at their conferences... Lawyers and lecturers learn what works for them from others' experiences." (Law Dean)

Diversifying resources helps strengthen institutions facing turbulence (Shabi et al. 2021) and sustaining society.

Palestinian universities have shown impressive resilience, flexibility, and effective management in the face of adversity. Despite the challenges of occupation, their legal and medical programs have nurtured professionals who exceed global benchmarks of excellence. The high-quality education imparted through innovative experiential learning has empowered graduates to reach global prominence. The continued success of alumni locally and worldwide remains the best testament to educational quality.

Identity and Comparative Narratives

The desire to match or surpass academic standards in Israel emerges as a marker of positive identity and overcoming negative stereotypes related to military occupation. This manifests in the adoption of Western pedagogies and emphasis on global success. As the Engineering Dean proclaimed:

"European-American and Jordanian models are used in our teaching. The approach is unique since all students spend the first year together and are divided into engineering industries..."

The reliance on external models indicates an underlying social identity dynamic [50,51] where benchmarking strengthens Palestinian higher education leaders' professional identity and distinction.

Additionally, the Medicine Dean explicitly situated his faculty's excellence in a comparative light:

"In the USMLE (United States Medical Licensing Examination), 18 of 25 students scored 99% from the top averages... No one can compete with medical graduates..."

This discourse reveals an underlying motivation to achieve parity or exceed standards in more privileged settings like Israel and North America. By contextualizing the Palestinian educational experience within global conflict zones [5], this analysis elucidates how historical power dynamics shape strategies undertaken by universities worldwide to promote resilience.

Effective Global Training and Academic Excellency

The Law Faculty highlights a new training approach in Palestinian universities. The dean explained:

"Clinic legal terminology, information technology, and professional ethics are merged within our US-adopted field. This section has helped law students train and improve..."

The dean described the training's challenges in detail. The program's founders used role-playing games and 'staged trial' to prepare students for court. He said:

"...With the help of a project funded by USAID (The United States Agency for International Development), we have developed the curriculum and improved content as well as the staged trial; in this course, I teach students how to conduct international or local law. The student gets a position as a lawyer ..."

This example indicates that curricula often borrow innovation from Western training approaches to meet system standards.

To provide high-quality training for students, the internship term at the Palestinian Academy's top law faculty has been extended to two years following the Jordanian model.

"...I proposed considering our staged trial...The student will gain experience in coordination with the bureau during the study. Like the legal clinic which will train our student and bring him down 6 or 3 months from the internship period. It is great that he will be trained practically during the academic period, simplifying the two-year internship."

The Dean of Engineering needed to underline that the faculty's

training paradigm is imported from the West and is tough and challenging, presumably meaning that it is not Israeli. He said:

“European-American and Jordanian models are used in our teaching. The approach is unique since all students spend the first year together and are divided into engineering industries... Our studies include several prerequisites and tasks.”

Investment in Staff

The Faculty of Medicine recruited successful graduates to teach and develop research programs and international relationships.

“We established a neurology center. Our graduate was interested in this profession and received a US scholarship. He undertakes research in the US and “remotely” and sends it here, and our students are taking part... Students are studying depression and Alzheimer’s... Students are actively involved in the early research. Today, we urge students to focus on research projects and study...”

The Faculty of Law collaborates with international colleagues and partners:

“Our private international law and human rights institute hosts seminars, events, and conventions. Today we are partnering with the University... in the US to study international law and human rights in English...The faculty has extensive international contacts, notably with US universities...We cooperate with other universities in Europe as well...”

The Law Faculty exchanges professors with foreign universities:

“We have relationships with universities in Egypt, Morocco, and Europe. We present at their conferences. I attended a class on illegal Palestinian immigration to Europe with a friend. We want Europeans to attend a meeting on building the Palestinian constitution. Lawyers and lecturers can learn what works for them from others’ experiences and exchange diverse research topics.”

Offering regular professional training for law program lecturers in partnership with foreign institutions is an investment in their growth and development.

The emphasis on faculty quality, relations with universities worldwide, and training graduates to run faculties in the future shows a desire to position Palestinian higher education worldwide as a representative of Palestinian society. The deans exclusively mentioned academic relationships with Western and Arab universities, not Israeli ones.

Academic Excellence and Integrity

The Medicine, Law, and Civil Engineering schools prioritize academic excellence, honesty, and meritocracy, aiming to admit only the best students and fostering exceptional professionals for local and international success.

Medical Faculty Dean:

“Our program is competitive; they want only the best doctors. We also accept top high school students. We want a top doctor... I remind them that we are between Israel and Arab states like Jordan; therefore, to succeed, you must improve on all sides... only professional factors, not personal ties or favoritism, are the focus...”

The new local strategy appears to prioritize merit over family or social connections, representing a cultural revolution [52].

The Civil Engineering Dean too addressed this issue:

“This faculty has one of the highest admission thresholds, admitting 600 students annually... We registered 300 Tawjihi students with an average of 93 or higher.”

The law dean explained:

“We offer a unique practical curriculum in the third and fourth years not found even in Israel... Government courts, prosecutors, police, and human rights groups are included.”

Deans’ statements highlight faculty dedication to academic success, enhancing teaching, and student achievement. Competitive edge, creative admissions, high entry hurdles, innovative Law Faculty programs, and morality contribute to professional success.

Faculty Excellence

The faculty’s educational strategy emphasizes selecting academically qualified and professionally experienced professors to provide students with different viewpoints and innovative information.

Medicine Dean said:

“Top graduates were immediately accepted into the Faculty of Medicine upon returning from PhD studies in the US, Europe, or France.”

The Law Faculty Dean added:

“All Ph.D. holding faculty and professors are special... Many years of experience... As the first faculty, we hired specialists. Best skills... we have excellent commercial and public sector teachers in many fields.”

The civic engineering dean explained:

“Even though I graduated from the US, 85% of engineering professors have European or American doctorates. Our Teaching Assistants are accomplished faculty members obtaining graduate degrees and doctorates, then returning to the faculty.”

Faculty deans are fostering a diverse academic workforce, promoting dialogue, exposing students to diverse ideas, and promoting rigorous global education, thereby enhancing leadership status.

Palestinian universities use creative curricula, instruction, and practical training to promote academia and society while incorporating global best practices. They are committed to creating a global, locally responsive educational ecosystem through internships, staff investment, and international collaborations. Palestinian higher education institutions have persevered and innovated under military occupation. They used strategic and adaptive methods to overcome hurdles and complete their instructional duties. This extensive study adds to higher education by revealing resilience, creativity, and transformation in conflict-affected contexts. The study confirms the importance of education in social growth, empowerment, and resistance, giving a model for other institutions confronting comparable issues worldwide. The discourse contextualizes resilience in Palestinian higher education with its various findings. Strategic flexibility, critical pedagogy, effective management, and global linkages fostered by struggling universities have led to an empowered education model as resistance. Progress toward gender parity in the system highlights the system's development. The qualitative inquiry illuminates how educational systems may adapt and strengthen society during prolonged conflict by analyzing trends across topics, interpreting meanings, and placing discoveries in context. The current approach is built to work in difficult environments, which advances education in conflict-affected places.

Discussion

This research examines the resilience of Palestinian higher education institutions amid the Israeli-Palestinian conflict. This study focuses on the first established programs in Palestine, including engineering, law, and medicine. While there is a significant gap in the literature regarding educational resilience in conflict zones, this study aims to better understand how higher education systems can thrive in challenging environments. The analysis shows that Palestinian higher education institutions have demonstrated impressive resilience and innovation in the face of occupation, utilizing strategic flexibility, effective management, critical pedagogy, and a commitment to maintaining high educational standards. By adapting curricula and teaching methods to suit the socio-political context, faculties have implemented community-based medical training, legal education that tackles real-world challenges, and engineering programs that cater to local and regional needs.

The findings of this research resonate deeply with the principles of critical pedagogy as posited by Paulo Freire [3,4], which advocates for education that fosters critical consciousness and social responsibility. The Palestinian institutions' approach aligns with Freire's emphasis on education as a tool for empowerment and societal transformation. This is particularly relevant in a context where education can serve as a form of resistance to occupation and societal oppression [53].

The strategies employed by Palestinian higher education

institutions align with the concepts outlined by Weick and Sutcliffe [21] regarding organizational resilience. According to these concepts, adaptability, problem-solving, and maintaining continuity under stress are essential. Effective management practices are crucial in achieving these objectives. A recent study by Putra and Istiyani [25] showed that Palestinian higher education institutions exemplify these principles in a unique conflict-affected setting.

When comparing the findings of this study with other research, it becomes clear that the Palestinian context presents unique challenges and responses. For example, while global higher education trends emphasize technological and pedagogical innovation, Palestinian institutions prioritize critical pedagogy, effective management, and resilience. This contrast is highlighted by both the UNESCO [8] and World Economic Forum [9]. The Palestinian case study offers valuable insights into education in conflict zones, demonstrating how education can be used as resistance and adaptation in politically unstable environments.

Women's representation in STEM fields has increased in Medicine and Civil Engineering faculties, showing progress towards inclusion and diversity. Academic departments challenge gender roles, advocate for inclusivity, and help redefine social norms. Eliminating gender-based obstacles in STEM requires early challenge of assumptions and supportive systems [8,48,54]. Palestinian higher education has surpassed 60% female enrollment, showing a proactive approach. The critical mass of women in medicine needs equitable pedagogies and recruitment. Education can increase diversity through intelligent programming and policy changes, inspiring others to follow suit.

The study's findings may be subject to alternative interpretations through the lens of cultural resilience. Experts like Masten and Obradović [14] and Cassidy [20] argue that resilience is a response by institutions deeply rooted in cultural practices and beliefs. The concept of "Sumud" prevalent in Palestinian society is a cultural ethos that emphasizes steadfastness and perseverance. This ethos could play a significant role in shaping the resilience of educational institutions. The interconnection between cultural and educational resilience creates a unique form of adaptation and resistance to adversity [55].

When comparing the findings of this study to global trends in higher education, we can see that the Palestinian context presents unique challenges and requires adaptive strategies. UNESCO [8] and The World Economic Forum [9] have reported on global trends emphasizing technological advancements and job market relevance. However, Palestinian institutions focus on critical pedagogy, effective management, and resilience under occupation. This comparison adds to the global discourse on higher education in conflict zones, providing valuable insights into education as a form of resistance and societal empowerment [56].

This study examines how Palestinian higher education deans develop and strengthen their professional identity in the midst of complex relationships between different groups while also comparing themselves to Israeli institutions. According to Halabi [50] and Tajfel and Turner [51], national identity is often shaped by perceived differences and group recognition goals. In this case, the professional identity of Palestinian higher education professionals is influenced by their national identity. Palestinian universities aim to build independent capacities that challenge negative stereotypes. They strive to show Israelis they can build institutions without their help or presence. Emotional resilience is crucial in integrating professional identities while maintaining uniqueness, fulfilling personal goals, and achieving their dreams [57]. It appears that the deans identify as intellectuals who aim to increase the awareness and influence of their students to create a more positive reality [3].

This study highlights Palestinian higher education institutions' impressive resilience, innovation, and effective management in the face of significant challenges from prolonged military occupation. The research findings showcase how various faculties have adapted strategically to maintain educational standards and empower society despite adversity. Placing these discoveries within the existing literature enables a contextualized understanding of the situation. Golan and Shalhoub Kevorkian's [5] research on academia in conflict zones provides unique insights into the Palestinian experience from a global perspective. Additionally, Naqib and Ismail [2] offered a comparative examination of the specific difficulties faced by Palestinian higher education institutions owing to the politico-military situation. This study's findings integrate with prior academic works, providing a nuanced analysis of educational systems' resilience amidst conflict.

Palestinian universities are looking to form global alliances that can help them improve their academic status and address various issues. According to Kremen and Kremen [49], such initiatives are crucial for the self-determination of higher education professionals. It is important to align global resources and standards with local needs and identities to achieve success in Palestinian higher education. This approach can help achieve urgent academic goals, promote resilience and self-determination, and empower these institutions during challenging times.

International collaboration is essential for the success, resilience, and positive outcomes of Palestinian universities in academia. Palestinian academic institutions proactively pursue international alliances to advance their agendas and tackle recurring challenges [58,59]. Collaboration of this nature can afford autonomy to specialists in higher education [49]. Furthermore, the prioritization of financial sustainability is enhanced by the diversification of finance, which is significantly influenced by the formation of global alliances [1].

Conclusion

This study displays the resilience, transformation, and effective management of Palestinian higher education institutions

in the face of military occupation. Despite the challenges, these institutions have adopted innovative teaching methods and programs, which have yielded exceptional graduates. Higher education institutions in conflict zones have a critical role, and this research emphasizes their potential for empowerment and resistance. It also provides a model for educational institutions in conflict-affected areas where resilience, strategic flexibility, effective management, and critical pedagogy can promote high educational standards and social responsibility. The study focuses on particular disciplines crucial to societal development and their adaptation and success despite the adversities posed by the occupation. The selection of these faculties and their deans provides a strategic approach to understanding the resilience, innovation, and effective management within Palestinian higher education. This study offers valuable perspectives to the broader discourses on education in conflict zones.

Limitations

This study offers valuable insights into the methods of resilience and effective management in Palestinian higher education. However, the study's qualitative approach and narrow disciplinary focus limit its scope. Future studies should integrate quantitative methodologies and broaden their scope across different disciplines to gain a more comprehensive understanding. Additionally, including viewpoints from students or alumni could provide a more inclusive understanding of the effectiveness of these initiatives. Conducting comparative research with other countries affected by conflict would help find the universal applicability of educational resilience and the impact of cultural elements. By expanding research parameters, this study can not only confirm and expand upon its findings but also establish a stronger framework for supporting higher education in areas affected by violence. This method has the potential to improve the theoretical and practical understanding of educational resilience, providing useful insights for policymakers and educational leaders worldwide. A comprehensive approach to studying resilience in higher education could help improve educational practices in conflict-affected regions.

References

1. Shibib K (2021) From Higher Education in Historic Palestine towards a Pan-Palestinian Higher Education. *Contemporary Arab Affairs* 14(3): 21-54.
2. Naqib H, Ismail I (2020) Learning and Teaching at Higher Education Level in Palestine: Challenges, Approaches and Achievements. *International Journal for Research in Applied Science & Engineering Technology* 8: 1404-1409.
3. Freire P (1998) *Teachers as cultural workers: Letters to those who dare to teach the edge, critical studies in educational theory*. Westview Press.
4. Freire P (2021) *Education for critical consciousness*. Bloomsbury Publishing.
5. Golan D, Shalhoub-Kevorkian N (2019) Engaged academia in a conflict zone? Palestinian and Jewish students in Israel. In: Markovich D, Golan D and Shalhoub-Kevorkian N (Eds.), *Understanding campus-community partnerships in conflict zones: Engaging students for*

- transformative change. Palgrave Macmillan, pp. 15-38.
6. Giacaman R (2020) Reflections on the meaning of “resilience” in the Palestinian context. *Journal of Public Health* 42(3): e369–e400.
 7. The World Bank (2023) Education overview. World Bank.
 8. UNESCO (2020) Global education monitoring report 2020: Inclusion and education: All means all. United Nations Educational, Scientific and Cultural Organization.
 9. World Economic Forum (2023) The Future of Jobs Report 2023.
 10. De Wit H, & Altbach PG (2021) Internationalization in higher education: Global trends and recommendations for its future. In *Higher Education in the Next Decade*, Brill, pp. 303-325.
 11. Palestine Ministry of Higher Education (2023) Israel continues to violate the sanctity of Palestinian universities.
 12. Iter N, Sharabati-Shahin M, Ramahi RJ, & Shahin GO (2023) Proposed policies in light of procedures adopted by Palestinian universities during emergency. *Cogent Education* 10(1).
 13. Isaac J, Jemmali H, Fallah B, Al-Issa F, Istanbuli A, et al. (2019) Study of higher education and research in Palestine. Applied Research Institute – Jerusalem and SIDA.
 14. Mataria A, Abu-Hantash I, & Amer W (2008) The “brain drain” of the Palestinian society: with an exploratory study of the health and higher education sectors. Jerusalem and Ramallah: Palestine Economic Policy Research Institute (MAS)¹
 15. Thabet AM, & Abdalla T (2018) Mental Health Problems among University Palestinian Students. *JOJ Nurs Health Care* 7(1): 642-648¹
 16. Koni A, Zainal K, Ibrahim M (2012) An Assessment of the Services Quality of Palestine Higher Education. *International Education Studies* 6(2).
 17. Reach Education Fund (2022) Challenges and obstacles in West Bank and Gaza Strip’s higher education system.
 18. Hammond K (2012) Lifelong Learning in Palestine. *Holy Land Studies* 11: 79-85.
 19. Masten AS, Obradović J (2008) Disaster Preparation and Recovery: Lessons from Research on Resilience in Human Development. *Ecology and Society* 13(1).
 20. Cassidy S (2015) Resilience building in students: The role of academic self-efficacy. *Frontiers in Psychology* 6: 1781¹
 21. Weick KE, Sutcliffe KM (2015) *Managing the unexpected: Sustained performance in a complex world* 3rd edition. Hoboken: Wiley.
 22. Walker B, Holling CS, Carpenter SR, & Kinzig AP (2004) Resilience, Adaptability and Transformability in Social-ecological Systems. *Ecology and Society* 9(2).
 23. Bento F, Giglio Bottino A, Cerchiareto Pereira F, Forastieri de Almeida J, & Gomes Rodrigues F (2021) Resilience in higher education: a complex perspective to lecturers’ adaptive processes in response to the COVID-19 pandemic. *Education Sciences* 11(9): 492¹
 24. Lengnick-Hall CA, & Beck TE (2005) Adaptive Fit Versus Robust Transformation: How Organizations Respond to Environmental Change. *Journal of Management* 31(5): 738-757.
 25. Putra YS, & Istiyani A (2022) Developing organizational resilience with the mediating role of leader – Member exchange. *Annals of Human Resource Management Research* 2(1): 59-69.
 26. Xiao L, Cao H (2017) Organizational Resilience: The Theoretical Model and Research Implication. *ITM Web of Conferences*, 12: 04021.
 27. Giroux HA (2007) Utopian Thinking in Dangerous Times: Critical Pedagogy and the Project of Educated Hope. *Utopian Pedagogy: Radical Experiments against Neoliberal Globalization*. In: Cote M, Day RJF and de Peuter G, (eds.), Toronto: University of Toronto Press, pp. 25-42.
 28. Shor, I., & Freire, P. (1987) *A pedagogy for liberation: Dialogues on transforming education*. Greenwood Publishing Group¹
 29. Luitel BC, Dahal N, & Pant BP (2022) Critical Pedagogy: Future and Hope. *Journal of Transformative Praxis* 3(1): 1-8.
 30. Baramki G (2010) *Peaceful resistance: Building a Palestinian university under occupation*. Pluto Press; London¹
 31. Johnson P (1986) Palestinian Universities Under Occupation. *Journal of Palestine Studies* 15(4): 127-133.
 32. Johnson AT (2013) University agency in peacebuilding: Perspectives on conflict and development in Kenya. *Prospects* 43: 329-345¹
 33. Reeder BW, & Polizzi MS (2021) Transforming Zones of Exclusion to Zones of Inclusion? Local-Level UN Peacekeeping Deployments and Educational Attainment. *International Studies Quarterly* 65(4): 867-880¹
 34. Al-salhi HA, El Damanhoury K, & Alawadly S (2021) The effect of relationship cultivation strategies on organizational reputation in conflict zones: The case of Yemeni private universities. *Public relations review*, 47(1)¹
 35. Audu AR (2018) The Dynamics of the Boko Haram Insurgency and Higher Education in Northeastern Nigeria, Sengupta E & Blessinger P (Ed.), *Strategies, Policies, and Directions for Refugee Education (Innovations in Higher Education Teaching and Learning*, Emerald Publishing Limited, Leeds, 13: 69-83.
 36. Tenret E (2016) Exclusive universities: Use and misuse of affirmative action in Sudanese higher education. *Comparative Education Review* 60(2): 375-402.
 37. Herhausen D, Morgan RE, Brozović D, & Volberda HW (2021) Re-examining strategic flexibility: a meta-analysis of its antecedents, consequences and contingencies. *British Journal of Management* 32(2): 435-455¹
 38. Bondzi-Simpson PE, & Agomor KS (2021) Financing Public Universities in Ghana Through Strategic Agility: Lessons from Ghana Institute of Management and Public Administration (GIMPA). *Global Journal of Flexible Systems Management* 22(1): 1-15.
 39. Pieprz D, Sheth R, & Zhang T (2021) Rethinking the Future of the University Campus. *Journal of Green Building* 16(3): 253-274¹
 40. Hoelt F (2022) The three dimensions of strategic flexibility. *International Journal of Organizational Analysis* 30(6): 1728-1740¹
 41. Creswell JW, Poth CN (2018) *Qualitative Inquiry and Research Design Choosing among Five Approaches*. 4th Edition, SAGE Publications, Inc., Thousand Oaks.
 42. Merriam SB, & Tisdell EJ (2015) *Qualitative Research: A Guide to Design and Implementation*. San Francisco, CA: Wiley.
 43. Patton MQ (2014) *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications¹
 44. Nowell LS, Norris JM, White DE, & Moules NJ (2017) Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of qualitative methods* 16(1).
 45. Roulston K, & Choi M (2018) Qualitative interviews. *The SAGE handbook of qualitative data collection*, pp. 233-249¹
 46. Braun V & Clarke V (2019) Reflecting on reflexive thematic analysis. *Qualitative research in sport, exercise and health* 11(4): 589-597¹
 47. Farrugia L (2019) WASP (Write a Scientific Paper): The ongoing process of ethical decision-making in qualitative research: Ethical principles and their application to the research process. *Early Human Development* 133: 48-51.

48. Kricorian K, Seu M, Lopez D, Ureta E, & Equils O (2020) Factors influencing participation of underrepresented students in STEM fields: matched mentors and mindsets. *International Journal of STEM Education* 7(1).
49. Kremen FM, & Kremen SA (2020) Activities to support students' professional self-determination in higher education institutions. *Moscow University Pedagogical Education Bulletin* 3: 109-117.
50. Halabi R (Ed.) (2004) *Israeli and Palestinian identities in dialogue: The school for peace approach*. Rutgers University Press.
51. Tajfel H, & Turner JC (2010) An integrative theory of intergroup conflict. In: Postmes T & Branscombe NR (Eds.), *Rediscovering social identity*. Psychology Press, pp. 173-190.
52. Kerr Winter B, Salamma RAM, & Qabaja KA (2015) Medical education in Palestine. *Medical Teacher* 37(2): 125-130.
53. Bruhn C (2006) Higher education as empowerment. The case of Palestinian universities. *American Behavioral Scientist* 49(8): 1125-1142.
54. Saujani R (2018) *Girls who code: Learn to code and change the world*. Penguin.
55. Safarini G (2010) Higher education and research in Palestine. Presented to the 2nd EMUNI Research Souk, The Euro-Mediterranean Student research Multi-Conference "Living together in the Multi-Cultured Society", An-Najah National University, Nablus- Palestine.
56. Sultana RG (1999) The Euro-Mediterranean region and its universities – An overview of trends challenges and prospects. *Mediterranean Journal of Educational Studies* 4(2): 7-49.
57. Yang S, Shu D, & Yin H (2021) "Teaching, my passion; publishing, my pain": unpacking academics' professional identity tensions through the lens of emotional resilience. *Higher Education* 84(2): 235-254.
58. Qwaider M (2021) The Effectiveness of the Educational Programs of the European Union in Developing the Palestinian Higher Education "the Erasmus+ Program as a Model. *International Journal for Quality Assurance* 4(2): 74-90.
59. STEM and Gender Advancement (SAGA) (2019). UNESCO.



This work is licensed under Creative Commons Attribution 4.0 License
DOI: [10.19080/ASM.2024.10.555795](https://doi.org/10.19080/ASM.2024.10.555795)

**Your next submission with Juniper Publishers
will reach you the below assets**

- Quality Editorial service
- Swift Peer Review
- Reprints availability
- E-prints Service
- Manuscript Podcast for convenient understanding
- Global attainment for your research
- Manuscript accessibility in different formats
(Pdf, E-pub, Full Text, Audio)
- Unceasing customer service

Track the below URL for one-step submission
<https://juniperpublishers.com/online-submission.php>