

A Systematic Literature Review on Collaborative Supervision in Education and Healthcare: Direction and Negotiation in the Gaza Context

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Abstract

This study explores the role of collaborative supervision in enhancing performance in the education and healthcare sectors in Gaza amidst the ongoing challenges of conflict. Through a systematic literature review, the research examines the impact of guidance and negotiation within collaborative supervision on improving quality in both sectors. The data analyzed includes peer-reviewed articles, reports from humanitarian organizations, and official publications. The findings indicate that collaborative supervision helps to mitigate the adverse effects of conflict by promoting innovation and peer support in education and healthcare settings. In education, it fosters adaptability, especially during disruptions such as attacks on schools or the shift to online learning due to COVID-19. In healthcare, it supports healthcare workers facing immense stress due to limited resources and ongoing violence. The study emphasizes the importance of negotiation in resource allocation, decision-making, and emotional support, particularly in crisis conditions. The research concludes that educational leadership and collaborative supervision are critical in overcoming the challenges of conflict zones, promoting professional resilience, and ensuring continued access to quality services. To achieve this, the study suggests policies and strategies that promote continuous professional development, flexibility, and the integration of innovative methods, both in teaching and healthcare delivery, to address the changing needs of Gaza's society.

1. Introduction

Gaza is considered one of the most affected areas by ongoing conflicts and armed disputes, leading to profound impacts on both the education and healthcare systems. Despite these challenges, collaborative supervision practices emerge as a crucial tool for improving performance within these sectors. Collaborative supervision enhances guidance and discussion between supervisors and teachers or healthcare professionals, contributing to the improvement of the quality of education and healthcare, even under difficult circumstances. In the context of Gaza, difficulties are exacerbated due to the blockade and constant threats, making the implementation of these practices even more complex. Studies have indicated that the ongoing conflict in Gaza has significantly contributed to the deterioration of health and education conditions in the region. For example, Barakat et al. (2024) in their study revealed that healthcare workers in Gaza face immense pressures resulting from the continuous crises, which affects their ability to provide adequate care. Additionally, Farajallah (2024) examined the impact of the blockade on the provision of mental health services in Gaza, posing additional challenges for healthcare providers.

Numerous studies have also demonstrated the impact of the conflict on education. Hussein et al. (2024) pointed out that the ongoing attacks on educational institutions in Gaza have disrupted education, complicating the application of collaborative supervision methods in schools. On the other hand, Ismail et al. (2023) noted that online education emerged as a temporary solution during the COVID-19 pandemic, where many educational institutions in Gaza sought to use these tools to overcome the challenges resulting from the conflict, reflecting the important role of technology in overcoming the difficulties of traditional supervision during tough times.

2. Literature Review

Collaborative supervision practices are fundamental in improving performance quality in both education and healthcare. In Gaza, where continuous conflicts and immense economic pressures are present, the application of these practices becomes even more vital. Many researchers indicate that collaborative supervision can significantly enhance the professional performance of individuals in these sectors through effective guidance and continuous negotiation.

In education, studies have shown that the difficult conditions resulting from the conflict may hinder traditional education, requiring innovative supervision methods such as online education. For example, Ismail et al. (2023) explained that the implementation of online education in Gaza during the COVID-19 pandemic helped maintain the educational process despite the challenges imposed by the conflict. Hussein et al. (2024) also noted that the ongoing attacks on educational institutions in Gaza led to severe disruption in education, thus increasing the need for collaborative supervision, as joint guidance and negotiation between teachers and supervisors help find effective solutions to these challenges. Furthermore, collaborative guidance enhances teachers' ability to implement curricula in a pressured environment, requiring the development of strategies for negotiating how to deliver education in times of crisis.

In the healthcare sector, collaborative supervision is a vital tool for addressing the challenges faced by healthcare workers in Gaza. According to Barakat et al. (2024), healthcare workers in the region endure significant pressures due to resource shortages and restrictions imposed by the blockade. Studies have shown that the guidance provided by supervisors helps improve healthcare workers' abilities to face difficult conditions and deliver appropriate care. The situation in Gaza requires a special approach to negotiation between healthcare providers to ensure fair and efficient resource distribution, especially under the pressure of ongoing conflict. Additionally, Farajallah (2024) highlighted that the Israeli blockade led to the deterioration of healthcare services in Gaza, necessitating the application of collaborative supervision among various healthcare workers, including doctors and nurses, to provide better care for patients.

An important aspect that emerges in the literature is the negotiating capacity within collaborative supervision in crisis-ridden contexts. Negotiating resources and priorities is an essential part of crisis management in both sectors. According to Ahmed (2023), the guidance and negotiation between healthcare providers reflect the challenges of maintaining healthcare services during conflict, with negotiation being a key component in rebuilding the healthcare system after crises.

Importance:

The importance of this study lies in highlighting the critical role of collaborative supervision in improving guidance and negotiation in the two vital sectors of Gaza: education and healthcare. In light of the difficult circumstances in Gaza, including the ongoing blockade and frequent military conflicts, workers in both sectors face unprecedented challenges, making it difficult to maintain high levels of quality and effectiveness. Collaborative supervision, which combines continuous guidance with constructive discussions, is an essential tool for enhancing individuals' and teams' abilities to work together despite difficulties.

By studying how guidance and negotiation are applied in Gaza's environment, we can understand how to improve professional performance in the fields of education and healthcare. Many previous studies have shown that the use of collaborative supervision helps enhance cooperation among individuals, leading to improved quality in education and healthcare services provided in challenging environments. For instance, guidance helps teachers and healthcare workers overcome daily challenges, while negotiation allows them to exchange ideas and opinions on best practices, reaching consensus among team members.

This study will also help provide practical solutions that can be applied in the education and healthcare sectors, contributing to improving the response to the needs of the Gazan community. Given the unique situation faced by this sector, the results of this study are expected to contribute to the development of policies and practices that help ensure the continuity of education and healthcare services under these exceptional conditions.

Objective:

This research aims to conduct a systematic review of the literature related to collaborative supervision in the education and healthcare sectors in Gaza. By analyzing the current literature, the study will focus on identifying the role of guidance and negotiation in improving educational and healthcare processes. We will examine the impact of these practices on educational and healthcare

outcomes in Gaza, with the goal of providing practical recommendations that can be applied to improve professional performance and develop supervision methods in sectors affected by ongoing conflict.

One of the main objectives is to analyze how guidance and negotiation are applied in a challenging and complex environment. This research will explore how these practices can be adapted to suit Gaza's specific context, where psychological and economic pressures from the ongoing conflict are prevalent. Additionally, the impact of collaborative supervision on the quality of education and healthcare services will be analyzed, as well as how coordination and collaboration between supervisors, teachers, and healthcare workers can ensure the provision of effective services despite field difficulties.

3. Methods

This study adopts a systematic literature review methodology to explore the role of collaborative supervision in the education and healthcare sectors in Gaza. The primary objective is to examine how direction and negotiation within collaborative supervision impact outcomes in these sectors, especially under the challenging conditions imposed by the ongoing conflict. Data collection involved a comprehensive review of relevant academic literature, reports from humanitarian organizations, and government publications to provide a multifaceted view of the topic.

Data were collected from a variety of sources, including peer-reviewed journal articles, books, and reports from international humanitarian organizations such as the World Health Organization (WHO), the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), and Médecins Sans Frontières (MSF). Additionally, databases such as Google Scholar, PubMed, Scopus, ERIC, and others were used. These reports provided valuable insights into the challenges faced by professionals in Gaza's education and healthcare sectors. Furthermore, official publications from local organizations, such as the Ministry of Education in Gaza and the Palestinian Ministry of Health, were reviewed to understand the unique context in Gaza.

The studies selected for this review were those that addressed the use of collaborative supervision in education and healthcare environments, particularly in conflict zones or areas with significant political, economic, and social pressures. Special attention was given to articles discussing supervision strategies, the role of negotiation in resource allocation, and the direction provided by supervisors during crises.

4. Results and Discussion

The literature on collaborative supervision in Gaza's education and healthcare sectors highlights the profound impact that such practices have on the functioning of these vital sectors, especially under the ongoing conditions of conflict. In healthcare, the effects of collaboration among healthcare providers and supervisors are especially critical in mitigating the overwhelming challenges caused by the blockade, resource scarcity, and the constant threat of violence. A recurring theme in the studies reviewed is the central role of collaborative supervision in maintaining a cohesive healthcare team capable of addressing urgent medical needs despite the severe limitations. Studies like those of Barakat et al. (2024) and Farajallah (2024) emphasize that collaborative efforts between healthcare providers and supervisors help alleviate the burden of stress and burnout caused by the high demand for services and limited resources. Healthcare workers, often operating under extreme conditions, benefit from the shared decision-making and guidance provided by supervisors, which fosters a sense of solidarity and reduces individual isolation in such an overwhelming environment.

Furthermore, in the education sector, the importance of collaborative supervision becomes evident in maintaining the continuity of education in Gaza, despite the physical and psychological impacts of ongoing violence. Research conducted by Hussein et al. (2024) demonstrates that attacks on schools and the destruction of infrastructure have posed significant challenges to maintaining

traditional forms of education. In response, collaborative supervision has been shown to help educators remain effective by promoting peer support and facilitating innovative approaches to teaching. The integration of technology, especially during the COVID-19 pandemic, played a crucial role in this transformation. Ismail & Ismail (2023) highlight the experiences of medical students and educators who adopted e-learning models, thus maintaining educational progress despite physical restrictions. Through online platforms and virtual collaboration, supervisors and teachers worked together to ensure that the educational process continued, adapting to the changing conditions and ensuring that students still received the necessary knowledge and guidance.

The review also underscores the significant role that technology plays in both education and healthcare in Gaza. In the healthcare sector, technologies like telemedicine have enabled healthcare providers to continue consultations and training remotely, thus reducing some of the logistical barriers created by the conflict. Pathan et al. (2024) demonstrate how digital platforms can facilitate better communication between supervisors and healthcare workers, making it easier to manage patient care and training in an environment where direct interaction is often not feasible. Similarly, in the education sector, technology has not only helped to sustain learning during periods of crisis but has also opened up new possibilities for collaborative supervision. The use of e-learning tools has provided a platform for teachers and supervisors to collaborate and innovate, ensuring that educational goals are met even in a highly disrupted environment.

A significant aspect that emerged from the literature is the essential role of negotiation within collaborative supervision. Supervisors in both healthcare and education must regularly negotiate with their teams to prioritize actions, allocate resources, and adapt to an ever-changing environment. Zughbur (2023) and Ahmed (2023) highlight that the nature of the Gaza conflict requires constant negotiation, whether it's about how to distribute limited medical supplies in a healthcare setting or how to structure an education curriculum amidst the destruction of schools. These negotiations are often not just about resource allocation but also involve emotional and psychological considerations, as both healthcare workers and educators face the mental strain of working in a war-torn region. Collaborative supervision thus becomes a mechanism through which these professionals not only share resources but also provide emotional support and guidance, ensuring that they can continue to perform effectively despite overwhelming challenges.

The findings from the literature reviewed demonstrate that collaborative supervision plays an indispensable role in maintaining and improving the quality of healthcare and education services in Gaza. In healthcare, the significance of collaborative supervision becomes particularly clear when considering the extreme strain placed on Gaza's health system by the ongoing blockade, shortage of medical supplies, and the psychological toll of working in a warzone. The studies by Barakat et al. (2024) and Farajallah (2024) clearly highlight how collaborative supervision in the healthcare sector helps mitigate the adverse effects of these challenges. By working together, healthcare supervisors and workers can share resources, make collective decisions, and ensure the effective use of the few resources available. Moreover, the emotional and mental support offered through this form of supervision is critical in preventing burnout, a common issue in conflict zones. This collaborative approach helps build a resilient healthcare workforce capable of responding to urgent medical needs, even when faced with significant adversity.

Similarly, the role of collaborative supervision in education has proven to be essential for maintaining educational continuity during times of crisis. Hussein et al. (2024) emphasize the severe impact of the Israeli blockade and ongoing attacks on educational infrastructure in Gaza. Yet, through collaborative supervision, educators have been able to adapt and overcome these challenges by developing innovative teaching methods and adjusting curricula to fit the needs of students during periods of instability. The integration of technology, as highlighted by Ismail & Ismail (2023), allowed for the continuation of education through e-learning platforms, fostering an environment in which teachers and supervisors could collaborate despite physical barriers. This approach not only ensured

that students continued to learn, but it also empowered educators to overcome the limitations imposed by the conflict. Collaborative supervision in education has, therefore, helped maintain the quality of instruction and teacher performance, ensuring that the educational system in Gaza remained resilient in the face of adversity.

The importance of negotiation within the framework of collaborative supervision cannot be overstated, especially in such a volatile environment as Gaza. Negotiation is integral to addressing the complexities of resource allocation and decision-making. Zughbur (2023) and Ahmed (2023) illustrate that healthcare and education providers in Gaza are continuously negotiating how to best use limited resources, whether it's deciding which patients to prioritize in hospitals or which subjects should be taught in schools. These negotiations often go beyond logistical considerations, touching on emotional and psychological aspects of the profession. For example, healthcare workers face the difficult task of making life-or-death decisions in the context of scarce resources, while educators must balance the demands of the curriculum with the well-being of their students. In both sectors, collaborative supervision fosters an environment in which these negotiations can occur in a supportive and constructive manner, helping professionals feel more empowered and capable of performing their duties effectively.

In comparing these findings to similar studies, it becomes evident that while Gaza's unique political and socio-economic context poses significant challenges to both sectors, the use of collaborative supervision has been a common thread in overcoming many of these difficulties. Studies from other conflict-affected regions, such as Syria and Sudan (Bdaiwi et al., 2023; El-Sbahi et al., 2024), show that collaborative supervision is also a critical strategy in these areas for mitigating the impacts of conflict on healthcare and education. However, the specific context of Gaza, with its prolonged blockade and recurrent violence, necessitates unique adaptations of collaborative supervision practices. The ongoing negotiations and direction provided by supervisors are tailored to the region's specific needs, highlighting the flexibility and importance of such strategies in conflict zones.

The implications of these findings are clear: while collaborative supervision is effective in enhancing the quality of education and healthcare services, its full potential can only be realized if the broader political and infrastructural challenges in Gaza are addressed. The blockade, destruction of infrastructure, and continued violence create an environment where even the most effective collaborative practices may struggle to achieve long-term sustainability without external support. Therefore, while collaborative supervision remains a powerful tool for improving outcomes in Gaza, it is equally important to address the systemic issues that exacerbate the challenges faced by both healthcare workers and educators in the region. More research is needed to explore how international organizations and humanitarian agencies can support the scalability and sustainability of these practices in the long run.

In conclusion, the results and discussion emphasize that collaborative supervision in Gaza's education and healthcare sectors plays a pivotal role in sustaining and improving services under extremely challenging conditions. The negotiation and direction provided through collaborative efforts help professionals navigate the complexities of working in a conflict zone, enabling them to continue serving their communities despite the ongoing crisis. However, for these practices to have a lasting impact, a broader approach that addresses the underlying political and infrastructural issues is necessary.

5. Conclusion

The findings from this review highlight the pivotal role that collaborative supervision plays in improving the education and healthcare systems in Gaza, particularly under the challenging conditions imposed by the ongoing conflict. Both sectors face unique and substantial obstacles, including resource scarcity, infrastructural damage, and the psychological toll on professionals.

However, the integration of collaborative supervision has proven to be an effective strategy for maintaining service delivery, enhancing professional performance, and fostering resilience in the face of these challenges.

In healthcare, collaborative supervision has proven indispensable in alleviating the strain on healthcare workers, promoting team cohesion, and ensuring that patient care remains a priority despite limited resources. The studies reviewed underscore how collaboration among healthcare providers and supervisors helps mitigate burnout, improves decision-making, and ensures more efficient use of scarce resources. In the context of Gaza, where healthcare infrastructure is severely impacted by the blockade and recurring violence, such collaborative efforts enable healthcare professionals to continue providing care under extreme conditions.

Similarly, in education, collaborative supervision has been essential for sustaining the quality of teaching during periods of instability. With schools often targeted and educational resources in short supply, educators in Gaza have leveraged collaborative supervision to adapt their teaching methods, integrate technology, and maintain the educational process. The use of e-learning platforms, particularly during the COVID-19 pandemic, has provided a vital avenue for continued education, ensuring that students' learning remains uninterrupted. Moreover, collaborative supervision has fostered creativity and innovation in addressing educational challenges, helping teachers to navigate and adapt to the evolving crisis.

The negotiation component within collaborative supervision has also been significant, as it allows for effective resource allocation, prioritization, and decision-making in both sectors. Supervisors and their teams regularly engage in negotiations to allocate resources and set priorities, ensuring that the most pressing needs are met. This process not only addresses logistical concerns but also provides emotional support to professionals working under immense pressure, helping to maintain their morale and commitment.

In conclusion, the application of collaborative supervision in Gaza's education and healthcare sectors is a crucial strategy for maintaining and improving service delivery despite the ongoing conflict. While these practices have demonstrated positive outcomes, their full potential can only be realized with sustained support, both locally and internationally. Addressing the broader political and infrastructural challenges in Gaza will be essential to ensure the sustainability and scalability of collaborative supervision efforts. Continued research and development of collaborative supervision models, tailored to the specific needs of conflict zones, are necessary to enhance the effectiveness of these strategies in Gaza and similar regions facing ongoing crises.

6. Recommendations

Based on the findings of this review, several key recommendations for future research and practical applications in the context of collaborative supervision in Gaza's education and healthcare sectors are presented. These suggestions aim to enhance the effectiveness of collaborative supervision and ensure its sustainability in addressing the unique challenges faced by these sectors under conflict conditions.

1. Expansion of Collaborative Supervision Models

Future research should explore the development and implementation of more diverse and adaptable collaborative supervision models tailored to the specific needs of Gaza's educational and healthcare contexts. Research could investigate how these models can be scaled across different regions in Gaza and beyond, particularly in other conflict-affected areas. Furthermore, practical applications should focus on creating frameworks that can be easily adapted to different educational or healthcare settings, whether urban or rural, ensuring broad applicability and impact (Hussein et al., 2024; Sahudi & Maarif, 2024).

2. Technology Integration in Collaborative Supervision

Given the success of e-learning platforms and digital health technologies in sustaining education and healthcare services during crises, further research should focus on enhancing these technological integrations. This includes exploring the use of mobile applications, telemedicine, and online supervision platforms to improve communication and collaboration between supervisors and staff. Studies could investigate the effectiveness of different digital tools in promoting collaborative learning and supervision, and their potential to mitigate logistical challenges, especially in remote or hard-to-reach areas of Gaza (Ismail & Ismail, 2023; Pathan et al., 2024).

3. Training and Capacity Building for Supervisors

Future studies should focus on the training and professional development of supervisors in both the education and healthcare sectors, especially in conflict zones. Research could explore how training programs for supervisors can be designed to foster stronger leadership skills, improve emotional intelligence, and enhance the ability to navigate difficult negotiations. Practical applications should involve establishing comprehensive training programs that include strategies for managing trauma, stress, and burnout among supervisors and staff, thus improving their capacity to provide effective guidance during times of crisis (Zughbur, 2023; Farajallah, 2024).

4. Longitudinal Studies on the Impact of Collaborative Supervision

While the immediate benefits of collaborative supervision are evident, there is a need for longitudinal studies to assess its long-term impact on both sectors. Research should focus on tracking the effectiveness of collaborative supervision practices over time, including how these strategies contribute to professional resilience, the sustainability of education and healthcare systems, and the overall quality of services provided. These studies could also examine the impact on the mental and emotional well-being of professionals, exploring how ongoing collaboration and support can enhance job satisfaction and retention rates (Blanchet et al., 2024; Barakat et al., 2024).

5. International Collaboration and Support

One of the critical findings from this review is the importance of external support in strengthening the capacity for collaborative supervision in Gaza. Future research should investigate how international organizations, such as the United Nations, non-governmental organizations (NGOs), and other humanitarian agencies, can support the expansion of collaborative supervision practices in conflict zones. This could include exploring the role of international partnerships in providing resources, training, and funding for these initiatives, ensuring their sustainability despite political and economic challenges (Dyer, 2014; Kooli & Kooli, 2025).

6. Focus on Mental Health Support for Professionals

Given the intense psychological pressures faced by both healthcare workers and educators in Gaza, future research should explore how collaborative supervision can be more explicitly integrated with mental health support. Studies could investigate how supervisors can be trained to recognize signs of stress, trauma, and burnout among staff, and how collaborative supervision can be used as a tool for providing emotional and psychological support. Practical applications should focus on developing programs that provide not only professional guidance but also mental health resources, fostering a holistic approach to supervision in conflict zones (Shrivastava & Shrivastava, 2023; Ahmed, 2023).

7. Policy Development and Advocacy

Finally, research should aim to influence policy development and advocacy efforts to incorporate collaborative supervision into broader educational and healthcare reforms in Gaza. Policymakers should be encouraged to recognize the importance of supervisory practices that foster collaboration, negotiation, and emotional support. Future studies could explore how to create

policies that institutionalize collaborative supervision, ensuring that these practices are embedded in the systems of education and healthcare and that they receive the necessary funding and political support (Hussein et al., 2024; Barakat et al., 2024).

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