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**THE IMPACT OF THE EFFECTIVENESS OF EDUCATIONAL  
MANAGEMENT ON THE PERFORMANCE OF SCHOOLS IN  
ECONOMICALLY WEAK REGIONS**

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**IMPACTUL EFICIENȚEI MANAGEMENTULUI**  
**EDUCAȚIONAL ASUPRA PERFORMANȚEI ȘCOLILOR DIN**  
**REGIUNILE ECONOMIC SLABE**

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**ANNOTATION**  
**to the doctoral thesis in economics by Yfat Menashko**  
**“THE IMPACT OF THE EFFECTIVENESS OF EDUCATIONAL MANAGEMENT ON THE**  
**PERFORMANCE OF SCHOOLS IN ECONOMICALLY WEAK REGIONS”**  
**Free International University of Moldova, Chisinau, 2025**

**Structure of the thesis:** introduction, four chapters, conclusions and recommendations, bibliography from 280 sources, 157 pages of main text, 56 figures and 37 tables, 72 appendices.

**Key words:** management, educational management, educational management model, educational management strategy, school, school performance, economically weak region, Israel.

**Research area:** 521.03. - Economics and management in the field of activity.

**The aim of the thesis** is to develop an adaptive model and strategy of educational management aimed at enhancing the effectiveness of school governance in economically disadvantaged regions of Israel.

**Objectives:** to describe the essence and prerequisites for the development of educational management; to identify the organizational and economic conditions for the formation of educational management in schools; to present the methodological aspects of evaluating the effectiveness of educational management in school institutions; to form the structure of the methodology of scientific research; to reflect the process of organization and tools of theoretical and empirical research; to describe the methodology of obtaining and presenting the results of scientific research; to identify the specific features of managing school educational institutions in various regions of Israel; to analyze the educational management process in schools of an economically disadvantaged region of Israel; to assess the possibilities of applying educational management in schools of a disadvantaged region of Israel; to develop an adaptive model of educational management for schools in an economically disadvantaged region of Israel; to design an educational management strategy for Israeli schools, taking into account the conditions of economic vulnerability; to adapt the methodology for assessing the effectiveness of educational management implementation in schools.

**Scientific novelty and originality.** The concept of educational management has been clarified and expanded in the context of its application to the governance of school institutions. An adaptive model of educational management has been structurally and substantively developed for schools in economically disadvantaged regions of Israel. A structural diagram of the educational management strategy has been developed and a methodology for its formation and implementation for schools in an economically weak region of Israel has been presented. A methodology for assessing the effectiveness of the application of educational management to track the development trajectory of a school in the context of an economically vulnerable region of Israel has been proposed.

**The results obtained, which contribute to solving the scientific problem,** consist in the development of a model and strategy of educational management for schools in an economically disadvantaged region of Israel, as well as in the evaluation of the effectiveness of educational management implementation aimed at improving managerial practices in school institutions.

**Theoretical significance** lies in the comprehensive disclosure of the essence of educational management from the perspective of various scientific approaches, the structuring of organizational and economic conditions for its formation in the school environment, as well as the identification of methodological foundations for evaluating the effects of educational management through typologies and approaches to effectiveness in correlation with performance indicators.

**Practical significance** is determined by the growing need of an economically underdeveloped region of Israel to provide quality school education. The developed model of educational management, incorporating a strategic component, makes it possible to identify optimal and appropriate management tools aimed at enhancing the effectiveness of educational services, thereby contributing to the overall improvement of school education in the country.

**Implementation of scientific results.** The research results are presented in the form of one book chapter (0.4 c.a.), 5 articles (4,2 c.a.) published in scientific journals of category “B”, 4 articles (3,4 c.a.) published in scientific journals indexed in other databases, 2 presentations (0.7 c.a.) delivered at international conferences, and 4 presentations (2.2 c.a.) at conferences held in the Republic of Moldova.

**ADNOTARE**  
**la teza de doctor în științe economice Yfat Menashko**  
**“IMPACTUL EFICIENȚEI MANAGEMENTULUI EDUCAȚIONAL ASUPRA**  
**PERFORMANȚEI ȘCOLILOR DIN REGIUNILE ECONOMIC SLABE”,**  
**Universitatea Liberă Internațională din Moldova, Chișinău, 2025**

**Structura tezei:** introducere, patru capitole, concluzii și recomandări, bibliografie din 280 de surse, 157 de pagini de text principal, 56 de figuri și 37 de tabele, 72 de anexe.

**Cuvinte-cheie:** management, management educațional, model de management educațional, strategie de management educațional, școală, performanță școlară, regiune slab dezvoltată din punct de vedere economic, Israel.

**Domeniul de studiu:** 521.03 - Economie și management în domeniul de activitate

**Scopul tezei** constă în elaborarea unui model adaptiv și a unei strategii de management educațional, orientate spre creșterea eficienței conducerii școlilor care funcționează în regiunile economic slab dezvoltate ale Israelului.

**Obiectivele tezei:** descrie esența și premisele dezvoltării managementului educațional; a identifica condițiile organizaționale și economice ale formării managementului educațional în școli; a prezenta aspectele metodologice ale evaluării eficienței managementului educațional în instituțiile școlare; să formeze structura metodologiei cercetării științifice; reflectă procesul de organizare și instrumentele cercetării teoretice și empirice; descrie metodologia de obținere și prezentare a rezultatelor cercetării științifice; a identifica particularitățile managementului instituțiilor școlare în regiunile Israelului; a analiza procesul de management educațional în școlile dintr-o regiune economic vulnerabilă a Israelului; a evalua posibilitățile de aplicare a managementului educațional în școlile dintr-o regiune defavorizată a Israelului; a elabora un model adaptiv de management educațional pentru școlile din regiunea economic slab dezvoltată a Israelului; a formula o strategie de management educațional pentru școlile israeliene, ținând cont de condițiile de vulnerabilitate economică ale regiunii; a adapta metodologia de evaluare a eficienței aplicării managementului educațional în școli.

**Noutatea și originalitatea științifică.** A fost clarificat și completat conceptul de management educațional în contextul aplicării acestuia în conducerea instituțiilor școlare. A fost elaborat, din punct de vedere structural și conceptual, un model adaptiv de management educațional pentru școlile din regiunile economic slab dezvoltate ale Israelului. A fost elaborată o diagramă structurală a strategiei de management educațional și a fost prezentată o metodologie pentru elaborarea și implementarea acesteia pentru școlile dintr-o regiune slabă din punct de vedere economic a Israelului. A fost propusă o metodologie pentru evaluarea eficacității aplicării managementului educațional pentru a urmări traiectoria de dezvoltare a unei școli în contextul unei regiuni vulnerabile din punct de vedere economic a Israelului.

**Rezultatele obținute care contribuie la soluționarea unei probleme științifice importante** constau în elaborarea unui model și a unei strategii de management educațional pentru școlile dintr-o regiune economic slab dezvoltată a Israelului, precum și în evaluarea eficienței aplicării managementului educațional în vederea perfecționării practicilor manageriale în instituțiile de învățământ școlar.

**Semnificația teoretică** constă în dezvoltarea complexă a esenței managementului educațional din perspectiva diverselor abordări științifice, în structurarea condițiilor organizațional-economice ale formării acestuia în mediul școlar, precum și în identificarea fundamentelor metodologice ale evaluării efectelor managementului educațional prin tipologia și abordările eficienței, corelate cu indicatorii de rezultat.

**Semnificația practică** este determinată de creșterea necesității regiunii economic slab dezvoltate a Israelului de a asigura o educație școlară de calitate. Modelul elaborat de management educațional, care include o componentă strategică, permite identificarea unor instrumente manageriale optime și adecvate, orientate spre creșterea eficienței serviciilor educaționale furnizate, contribuind astfel la îmbunătățirea nivelului general al educației școlare în țară.

**Implementarea rezultatelor științifice.** Rezultatele cercetării sunt prezentate sub forma unui capitol de carte (0,4 c.a.), a 5 articole (4,2 c.a.) publicate în reviste științifice din categoria „B”, a 4 articole (3,4 c.a.) publicate în reviste științifice indexate în alte baze de date, a 2 comunicări (0,7 c.a.) prezentate la conferințe internaționale și a 4 comunicări (2,2 c.a.) – la conferințe desfășurate în Republica Moldova.

## АННОТАЦИЯ

### к диссертации на соискание ученой степени доктора экономических наук Ифат Менашко “ВЛИЯНИЕ ЭФФЕКТИВНОСТИ ОБРАЗОВАТЕЛЬНОГО МЕНЕДЖМЕНТА НА РАБОТУ ШКОЛ В ЭКОНОМИЧЕСКИ СЛАБОМ РЕГИОНЕ”,

Международный Независимый Университет Молдовы, Кишинэу, 2025

**Структура диссертации:** введение, четыре главы, выводы и рекомендации, библиография из 280 источников, 157 страниц основного текста, 56 рисунков и 37 таблиц, 72 приложений.

**Ключевые слова:** менеджмент, образовательный менеджмент, модель образовательного менеджмента, стратегия образовательного менеджмента, школа, эффективность школы, экономически слабый регион, Израиль.

**Область исследования:** 521.03. - Экономика и управление в сфере деятельности.

**Цель диссертации** заключается в разработке адаптивной модели и стратегии образовательного менеджмента, направленных на повышение эффективности управления школами, работающими в экономически слабых регионах Израиля. **Задачи диссертации:** описать сущность и предпосылки развития образовательного менеджмента; выявить организационно-экономические условия формирования образовательного менеджмента в школах; представить методологические аспекты оценки эффективности образовательного менеджмента в школьных учебных заведениях; сформировать структуру методологии научных исследований; отразить процесс организации и инструменты теоретических и эмпирических исследований; описать методологию получения и презентации результатов научного исследования; выявить особенности управления школьными образовательными учреждениями в регионах Израиля; провести анализ процесса образовательного менеджмента в школах экономически слабого региона Израиля; оценить возможности применения образовательного менеджмента в школах слабого региона Израиля; разработать адаптивную модель образовательного менеджмента для школ экономически слабого региона Израиля; сформировать стратегию образовательного менеджмента для израильских школ с учетом условий экономической уязвимости региона; адаптировать методику оценки эффективности применения образовательного менеджмента в школах.

**Научная новизна и оригинальность.** Уточнено и дополнено понятие образовательного менеджмента в контексте применения его в управлении школьными учебными заведениями. Структурно и содержательно сформирована адаптивная модель образовательного менеджмента для школ экономически слабого региона Израиля. Разработана структурная схема стратегии образовательного менеджмента и представлена методика ее формирования и внедрения для школ экономически слабого региона Израиля. Предложена методика оценки эффективности применения образовательного менеджмента для отслеживания траектории развития школы в условиях экономической уязвимости региона Израиля.

**Полученные результаты, способствующие решению научной проблемы,** заключаются в разработке модели и стратегии образовательного менеджмента для школ экономически слабого региона Израиля, а также оценки эффективности применения образовательного менеджмента для совершенствования управленческих практик в школьных учебных заведениях.

**Теоретическая значимость** заключается в комплексном раскрытии сущности образовательного менеджмента с позиций различных научных подходов, структурировании организационно-экономических условий его формирования в школьной среде, а также в выявлении методологических основ оценки эффектов образовательного менеджмента через типологию и подходы к эффективности в их взаимосвязи с результативными показателями.

**Практическая значимость** обусловлена возрастанием потребности экономически слабого региона Израиля в обеспечении качественного школьного образования. Разработанная модель образовательного менеджмента, включающая стратегический компонент, позволяет определить оптимальные и целесообразные инструменты управления, направленные на повышение эффективности предоставляемых образовательных услуг, что способствует улучшению общего уровня школьного образования в стране.

**Внедрение научных результатов.** Результаты исследования представлены в виде 1 раздела книги (0,4 а.л.), 5 статей (4,2 а.л.), опубликованных в научных журналах категории "В", 4 статей (3,4 а.л.), опубликованных в научных журналах других баз данных, 2 докладов (0,7 а.л.), представленных на зарубежных конференциях и 4 доклада (2,2 а.л.) – на конференциях, проведенных в РМ.

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## LIST OF ABBREVIATIONS

BSC – Balanced Scorecard

CAM – Context-Adaptive Model of Educational Management

CIPP – Context, Input, Process, Product (Evaluation Model)

CMO – Context, Mechanism, Outcome

CP – Control Point

EFQM – European Foundation for Quality Management

EM – educational management

EM – Educational Management

ME – Management of Education

GAP analysis – *Gap Analysis* (identifying the difference between current performance and desired goals)

ISCED – International Standard Classification of Education

MBNQA model – Malcolm Baldrige National Quality Award model

NPI – Non-Profit Institution (*Note: not “non-governmental organizations,” though the terms are sometimes used interchangeably in practice*)

OECD – Organisation for Economic Co-operation and Development

PDCA model – Plan-Do-Check-Act model

ROI – Return on Investment

SERVQUAL – Service Quality (model for measuring service quality gaps)

SWOT – Strengths, Weaknesses, Opportunities, Threats

TQM – Total Quality Management

## INTRODUCTION

**Actuality and importance of research theme.** Modern challenges in the education system caused by socio-economic inequality, regional disparities in development and limited resources, actualize the problem of increasing the efficiency of management of educational organizations in economically disadvantaged regions. In conditions of limited funding, personnel shortages and insufficiently developed infrastructure, it is competent and strategically built educational management that becomes a key factor capable of ensuring the stable functioning and development of schools, improving the quality of education and mitigating the negative consequences of territorial and social vulnerability.

The relevance of the topic is determined by the need to find management solutions that, on the one hand, meet the modern requirements of the state educational policy, and on the other hand, are adapted to the conditions of socio-economic instability. Effective educational management contributes to the formation of sustainable internal processes, increased motivation of the teaching staff, optimization of resource use and active integration of schools into the socio-cultural environment of the region.

The importance of the doctoral thesis research is that its results can serve as both a theoretical and practical basis for improving management models in schools located in socio-economically disadvantaged areas of Israel. Particular attention in the work is paid to the development of an educational management model based on the principles of adaptability, resource efficiency, strategic focus and stakeholder involvement. Such a model involves systemic planning, development of intra-school leadership, the use of monitoring and management quality assessment tools, as well as the integration of schools into the socio-cultural and economic environment of the region of Israel.

Developing and implementing effective educational management strategies in school institutions can improve students' academic achievements and the overall level of social sustainability in the communities where these schools operate. Currently, Israel lacks a unified, comprehensive, and systemically adapted model of educational management that is oriented toward the conditions of economically vulnerable regions. In the context of persistent social and territorial inequality, there is a need to develop a management approach that is sensitive to the local context and at the same time consistent with the national goals of the Israeli education system.

In this regard, the doctoral thesis study analyzed existing management practices and accumulated experience of school functioning in various regions of Israel, including economically vulnerable areas. The studied cases showed that despite the success of individual initiatives, management in schools in socially and economically weak areas remains fragmented and often

depends on the personal efforts of school principals and support programs from local or international organizations. Nevertheless, the elements identified during the analysis - such as the combination of centralized policy with the management autonomy of schools, focus on results, development of local leadership and flexibility in the distribution of resources - allow us to conclude that the implementation of a model in the practice of Israeli schools is highly relevant and practical, capable of integrating existing successful approaches, supplemented by the directions developed by the author. Such a model, which includes strategy as an implementation tool, can become the basis for improving the efficiency of school management in socially vulnerable areas, ensure the sustainability of their development and create conditions for equal access to quality education.

Thus, the study of the impact of the effectiveness of educational management on the functioning of schools in economically weak regions of Israel acquires not only scientific, but also pronounced social and practical significance, contributing to the achievement of sustainable development goals in the field of education, reducing regional disparities and strengthening social cohesion in the country's regions.

**Study degree of the research theme.** Currently, the problem of applying educational management in the context of school education remains insufficiently developed and is presented mainly at a fragmentary level. There is no holistic vision of the essence, implementation mechanisms and methodological approaches to assessing the results of educational management in the activities of schools, which complicates the formation of effective management strategies, policies and programs at the level of individual school institutions.

An analysis of existing theoretical and empirical studies shows that the issues of implementation and functioning of educational management in schools are covered only to a limited extent. Nevertheless, individual aspects of management in the field of education are considered in the works of scientists and practitioners. At the same time, there is a variability of approaches to defining the concept of "educational management", which is due to differences in scientific traditions, methodological foundations and research positions of the authors. Such pluralism of interpretations complicates the formation of a unified theoretical base necessary for the development and application of effective management decisions in the school environment.

Some authors, including Abdalla M.S., Ali I.A., Sabrina E., Giatman M., Ernawati E., highlight various approaches to defining educational management (pedagogical, managerial, result-oriented, etc.). Authors such as Grębosz-Krawczyk M. and Otto J. note that educational management is viewed as a process of purposeful creation of conditions for the personal development of students and professional growth of teachers. Another approach, supported by

Bush T., emphasizes the managerial component of educational management, which plays a dominant role. The approach focused on results is also of significant importance, as indicated by Levina E.Y.

The theory also notes the socially-oriented, systemic and environmental approaches, which are emphasized in their academic works by Pyhältö K., Soini T., Pietarinen J., Jacobides M.G., Cennamo C., Gawer A. and others. The interdisciplinary nature of educational management is reflected in the studies of Wojtaszek H., Micuła I., Świecarz G.P., Wójcik-Czerniawska A., Thrupp M., Willmott R., who also examine various aspects of the management process of this type of service. The conditions in which approaches to educational management are formed are divided by researchers into organizational and managerial, as emphasized in the works of such authors as Kondratenko NO, Aliyev P., Huseynova F., Salloum S.J., Goddard R.D., Berebitsky D., Van V.H. and others. Moldovan researchers Nikolaesku I., Gribincea A., Crișciuc V., Ciobanu M., Gutium T., Condrat V., Vicol N., Ivancov L., Pestusco N., Călugăreanu I., Sârbu O., Jalencu M., Robu E. also noted that these conditions significantly influence the formation and development of educational management in schools.

The above researchers came to the conclusion that the effectiveness of school education is a response to the influence of external and internal conditions, as well as to management activities: the adaptation of educational management to the conditions and resource capabilities of schools.

Israeli researchers Dadon-Golan Z., Ben David-Hadar I., Klein J., Isbanionly M., Ben-Asher Smadar, Israeli M., Shaked H. and others continued their research in the context of developing tools and methods for implementing educational management in schools, as well as adapting management tools to the conditions of different regions.

Thus, the author comes to a reasonable conclusion that the results of theoretical research create favorable conditions for the formation of a conceptual model, the identification of stable patterns and the formulation of evidence-based conclusions aimed at increasing the effectiveness of educational management in schools in an economically vulnerable region of Israel.

**The purpose of research** is to develop an adaptive model and strategy of educational management aimed at enhancing the effectiveness of school governance in economically disadvantaged regions of Israel.

**Research objectives:**

- to describe the essence and prerequisites for the development of educational management;
- to identify the organizational and economic conditions for the formation of educational management in schools;
- to present the methodological aspects of evaluating the effectiveness of educational

management in school institutions;

- to form the structure of the methodology of scientific research;
- to reflect the process of organization and tools of theoretical and empirical research;
- to describe the methodology of obtaining and presenting the results of scientific research;
- to identify the specific features of managing school educational institutions in various regions of Israel;
- to analyze the educational management process in schools of an economically disadvantaged region of Israel;
- to assess the possibilities of applying educational management in schools of a disadvantaged region of Israel;
- to develop an adaptive model of educational management for schools in an economically disadvantaged region of Israel;
- to design an educational management strategy for Israeli schools, taking into account the conditions of economic vulnerability;
- to adapt the methodology for assessing the effectiveness of educational management implementation in schools.

**Hypothesis of research.** The effectiveness of school management in an economically weak region of Israel depends on the level of adaptability of the management model to local socio-economic conditions and on the directions of the educational management strategy used. The introduction of such an adaptive model, taking into account the environmental conditions affecting the activities of schools in the region, will significantly increase the effectiveness of management processes, which will contribute to improving the quality of educational services and the sustainable development of the educational environment of the country as a whole.

The conducted study confirmed the scientific hypothesis that the implementation of an adaptive model and strategy of educational management, focused on the economic characteristics of the region of Israel, contributes to the increase of management efficiency, improvement of educational results and increase of satisfaction of the participants of the educational process. This conclusion is confirmed by the analysis of empirical data, including monitoring of management practices, expert assessments and data from school practice in the region. The results of the study and the management solutions proposed by the author can be used for further improvement of models and strategies of educational management in schools in conditions of regional economic vulnerability, as well as for development of educational policy at the level of individual schools and regions.

### **Generalization of the methodology and justification of the selected research methods.**

The methodological basis of the doctoral thesis research is formed on the principles of system and contextual approaches, taking into account the interdisciplinary nature of educational management and the specifics of the functioning of schools in the context of regional economic vulnerability of Israel. The methodology is aimed at a comprehensive understanding of the phenomenon under study, which is ensured by a consistent transition from the theoretical and analytical level to the applied one, with an emphasis on identifying cause-and-effect relationships between the effectiveness of educational management and the performance of school activities. The structure of the methodology includes three components: conceptual and analytical, focused on the interpretation of the categorical apparatus, analysis of scientific literature, identification of research gaps; diagnostic and research, aimed at collecting, interpreting and generalizing data obtained in the conditions of school practice in the region; prognostic and modeling, ensuring the construction of a model of educational management and assessment of the potential for its implementation. The research is based on an interdisciplinary synthesis of methodological approaches from the fields of pedagogy, economics and organizational management.

The theoretical part of the study used the analysis and generalization of scientific literature, comparative analysis of approaches and interpretation of theoretical provisions, the method of theoretical modeling, the inductive-deductive approach, which made it possible to clarify the conceptual apparatus, identify key approaches and criteria for assessing the effectiveness of educational management, and also substantiate the relevance of the study in the context of management problems in schools.

The empirical part uses both quantitative and qualitative methods, which ensures a comprehensive understanding of the state of educational management in Israel and, in particular, in an economically weak region. Content analysis, statistical and comparative analyses helped to identify systemic differences, regional disparities and the universality of problems. SWOT analysis and Porter's matrix revealed the strategic conditions for the system's functioning. Reflexive analysis of practices, questionnaires, case analysis, in-depth interviews and a focus group allowed for a deeper understanding of management practices and perceptions of management at the local level, while regression, comparative and factor analyses confirmed the importance of management factors for educational outcomes. Analysis using the CIPP - CMO methodology helped to identify the strengths and weaknesses of the school management system in an economically weak region of Israel, as well as to determine specific management mechanisms that can improve the situation in the existing context. All methods taken together ensured the reliability of the conclusions and the validity of proposals for improving educational management.

The choice of this methodological design is due to the need to move from declarative theoretical characteristics of educational management to its practical application and systemic assessment in a specific regional context. This approach made it possible to describe current school practices, as well as formulate substantiated proposals for their improvement based on scientifically verified data. The research methodology chosen by the author is aimed at achieving a high degree of applied relevance while maintaining the scientific rigor of the analysis, which ensures the reliability and reproducibility of the results.

**Scientific originality and novelty** consists in:

- clarification and supplementation of the concept of educational management with an emphasis on its applied aspect in the management system of school educational institutions, which allows for increased theoretical accuracy and ensures uniformity in the interpretation of management categories in the field of education;
- development of an adaptive model of educational management for schools in an economically weak region of Israel, taking into account the interrelationship of organizational, economic, personnel and socio-cultural conditions that influence the quality of educational processes and management decisions in school educational institutions;
- development of a structural diagram of the educational management strategy and presentation of the methodology for its formation and implementation for schools in an economically weak region of Israel;
- proposing a methodology for assessing the effectiveness of the application of educational management to track the development trajectory of a school in the context of the economic vulnerability of the region of Israel.

**Abstract of thesis chapters, focusing on the investigations and their need for the achievement of the purpose and the objectives of the research.** The doctoral thesis is presented on 157 pages of the main text. The structure of the doctoral thesis includes an introduction, four chapters, conclusions and recommendations, a bibliography of 280 sources, 37 tables, 56 figures and 72 appendices.

The **introduction** argues for the relevance and level of study of the research topic, sets out the goal and objectives, working hypothesis, research methodology, and briefly reflects the content of the doctoral thesis chapters. The introduction is formulated clearly and concisely to present the content of the doctoral thesis and emphasize its theoretical and practical significance.

**Chapter I, "Theoretical foundations of educational management in schools within the economic environment",** reveals approaches to defining the concept of educational management,

examines the essence and prerequisites for its development, and presents the nature of the influence of organizational and economic conditions on the formation of educational management in schools. Methodological aspects of assessing the effectiveness of educational management in schools are also theoretically studied.

In **Chapter II, "Theoretical and methodological foundations of conducting scientific research"**, the author demonstrates the structure and content of the methodology of scientific research within the framework of the doctoral thesis. The approaches, process of organization and tools for conducting theoretical and practical research are outlined. An important part of this chapter is the presentation of the methodology for obtaining and presenting the results of the author's scientific research.

**Chapter III, "Analysis of practices in the application of educational management in the regional context of Israel"** presents the results of the author's empirical scientific research aimed at identifying the characteristics of school management in various regions of Israel. The results and conclusions on the analysis of the educational management process in schools in an economically weak region of Israel are also presented. A comprehensive assessment of the effectiveness of educational management in the context of the economic vulnerability of the region of Israel is conducted.

In **Chapter IV, "Improving educational management in schools of economically weak regions of Israel"** the author presents the results of developing an educational management model for school educational institutions, the central core of which is an educational management strategy formed and adapted to the conditions of application in an economically weak region of Israel. The use of an assessment of the effectiveness of school educational management is also substantiated.

In **the general conclusions and recommendations**, the author summarizes the results of the study and formulates conclusions applicable to the management practice of schools in Israel. The recommendations presented are addressed to the heads of educational institutions and are aimed at improving the quality of school activities in the context of the economic vulnerability of the region of Israel. They are based on empirical research data, analysis of scientific literature and practical management experience in the field of improving the effectiveness of educational management.

## **1. THEORETICAL FOUNDATIONS OF EDUCATIONAL MANAGEMENT IN SCHOOLS WITHIN THE ECONOMIC ENVIRONMENT**

### **1.1. The essence and prerequisites for the development of educational management**

The modern economy, characterized by rapid technological development, globalization, and competition, poses new challenges to the educational system. Effective management of educational institutions has become the key to their competitiveness and ability to meet labor market requirements. Educational management, as an independent field of management, plays an important role in developing strategies to improve the quality of education, ensure sustainable development, and implement innovations. Its relevance is also determined by its significance in shaping human capital, which constitutes the foundation of economic growth in today's economy. Well-designed management processes in education contribute to the rational use of resources, the adaptation of educational programs to the needs of the economy and society, and the strengthening of connections between educational institutions, business, and the state. Research on educational management is essential, as its proper application and development have become a key condition for improving the quality of educational systems and an instrument of socio-economic progress.

The purpose of this paragraph is to conduct a theoretical study of the essence of educational management, aimed at identifying the key prerequisites that determine its development in the context of the economic environment.

The development of educational management has been driven by several key prerequisites, including the growing complexity of educational systems, globalization, technological progress, and the demand for accountability in education. The increasing importance of human capital for economic development has emphasized the need for effective management in education to optimize resource allocation and ensure high-quality outcomes. Furthermore, social transformations and the diversification of stakeholder needs have required innovative approaches to managing educational institutions. Educational management has thus emerged as a specialized branch of general management in response to the unique characteristics and evolutionary stages of education<sup>1</sup> (Appendix 1). In the mid-20th century, the growing adoption of management principles in public services, including education, laid the foundation for this evolution<sup>2</sup>. Initially, educational management borrowed heavily from industrial and organizational management theories<sup>3</sup>, focusing

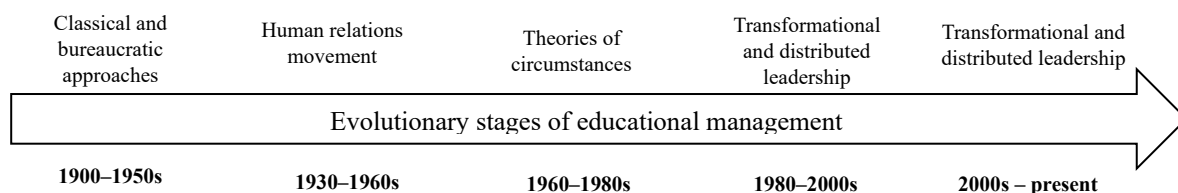
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<sup>1</sup> MENASHKO, Y., GRIBINCEA, A. *Calitatea formării profesionale în contextul revoluției 4.0.* In: Vector European, 2021, nr. 1, p. 80-84. ISSN 2345-1106.

<sup>2</sup> COOKE, B., KUMAR, A. *US philanthropy's shaping of management education in the 20th century: Toward a periodization of history.* In: Academy of Management Learning & Education, 2020, nr.19(1), p. 21-39. ISSN 1537-260X.

<sup>3</sup> KWOK, A. C. *The evolution of management theories: A literature review.* In: Nang Yan Business Journal, 2014, nr.3(1), p. 28-40. ISSN 2307-101X.

on efficiency, productivity and hierarchical structures. Over time, educational management developed its own identity, emphasizing pedagogical goals, shared decision-making and the integration of social and cultural dimensions<sup>4</sup>. This evolution reflects a shift from administrative and bureaucratic approaches to more dynamic and inclusive models. The key stages of the evolution are presented in Figure 1.1.



**Figure 1.1. Stages of evolution of educational management [developed by the author based on<sup>5 6]</sup>**

The development of educational management has evolved through key stages: early 20th-century classical and bureaucratic approaches emphasized standardization and hierarchy; mid-century human relations highlighted motivation and interaction; in the 1960s–1980s contingency theories stressed flexibility and adaptation; the late 20th century introduced transformational and distributed leadership, focusing on vision and collective responsibility (Appendix 2). Today, educational management combines technology, data analysis, and inclusiveness to create adaptive and sustainable models in response to global challenges<sup>7</sup>. The essence of educational management is defined by the integration of two key dimensions – pedagogy (the pedagogical component) and management (the managerial component). This reveals the challenge of understanding the compatibility and coherence of combining within a single category – “educational management” – two fundamentally different concepts in nature<sup>8</sup>. The integration of pedagogical and managerial foundations within the category of “educational management” makes it possible to comprehensively define its content, goals, tasks, subjects, and objects, as well as to substantiate the principles and functions of managing educational processes. The author understands the

<sup>4</sup> BEN-ASHER, S. *Teaching and research: Identity representations among teacher-education faculty members, decades after an institutional change*. In: *The Journal of Experimental Education*, 2019, nr. 87(4), p. 680-695. ISSN 0022-0973.

<sup>5</sup> ALLISON, D. J. *Toward the fifth age: The continuing evolution of academic educational administration*. In: *Educational Administration and Leadership*. London: Routledge, 2014, p. 42-63. ISBN 978-1138825765.

<sup>6</sup> HARGREAVES, A., FINK, D. *Sustainable Leadership*. San Francisco: Jossey-Bass, 2005. 352 p. ISBN 978-0787968380.

<sup>7</sup> AL-ABABNEH, H. A., ALRHAIMI, S. A. *Modern approaches to education management to ensure the quality of educational services*. In: *TEM Journal*, 2020, nr. 9 (2), p. 770-778. ISSN 2217-8309.

<sup>8</sup> WOJTASZEK, H., MICUŁA, I., ŚWIECARZ, G. P., WÓJCIK-CZERNIAWSKA, A. *Integrated approach to education management: innovative strategies and methods in combining pedagogy and management in a modern school*. In: *Journal of Modern Science*, 2023, nr.53(4), p. 592-621. ISSN 1734-2031.

process of educational management as a purposeful and systematic activity that includes the governance of the education system, the structuring of educational institutions, and the distribution of human resources, along with the application of modern managerial and digital technologies to ensure the quality of education, the strategic development of educational organizations, and their adaptation to changing socio-economic conditions (Appendix 3).

The pedagogical component serves as the fundamental basis of educational management, defining the essence of the educational process. It involves the content and methods of organizing education, as well as the transmission and formation of collective and individual knowledge. A number of researchers have introduced into scientific discourse the term “pedagogical management,” understood as a set of principles, methods, organizational forms, and technological techniques for managing the instructional and educational process, aimed at enhancing its effectiveness<sup>9</sup>. Pedagogical principles confirm that the foundation of educational management is pedagogy. This is evident in tasks such as shaping individual learning trajectories through planning and management, as well as in developing students’ key competencies.

For a deeper understanding of the essence of educational management, it is important to examine modern approaches to defining its managerial component, as these provide the foundations of management for its application in the educational sphere<sup>10</sup>. Management in the educational sphere is based on interaction with people, which corresponds to Peter Drucker’s definition of achieving results through others<sup>11</sup>. John Kotter’s approach, emphasizing order and structure, reflects the administration of the educational process<sup>12</sup>. The flexibility and practicality emphasized by Henry Mintzberg are essential for adapting education to change<sup>13</sup>. The classical definition of management as planning, organization, motivation, and control is fully applicable to educational management. The diversity of modern managerial approaches provides the methodological basis for understanding its essence, while their adaptation to the educational context ensures effective, flexible, and human-centered governance, making educational management a holistic and practice-oriented field.

The interdisciplinarity of educational management is determined by its dual nature and the absence of a unified approach to the concepts of “education” and “management.” The term has

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<sup>9</sup> NIKOLAESKU, I. et al. *Pedagogical management in inclusive process of the educational institution*. In: Amazonia Investiga, 2021, nr.10(Is. 39), p. 77-84. ISSN 2322-6307.

<sup>10</sup> THRUPT, M., WILLMOTT, R. *Educational Management in Managerialist Times: Beyond the Textural Apologists*. Berkshire: Open University Press, 2003. 265 p. ISBN 978-0335210282.

<sup>11</sup> DRUCKER, P. *The practice of management*. London: Routledge, 2012. 368 p. ISBN 9780080942360.

<sup>12</sup> KOTTER, J. P. *Accelerate: Building strategic agility for a faster-moving world*. Brighton: Harvard Business Review Press, 2014. 224 p. ISBN 978-1625271747.

<sup>13</sup> MINTZBERG, H. *Managers not MBAs*. In: Management Today, 2004, nr. 20(7), p. 10-13. ISSN 1027-4324.

various interpretations, as management in education is a relatively new phenomenon. Certain ambiguities in the conceptual framework still persist, particularly regarding the relationship between the notions of “educational management” (EM) and “management in education” (ME). The specificity of educational management lies in the fact that it encompasses the governance of the educational system as a holistic social and institutional structure. A comparative analysis of the concepts of educational management and management in education is presented in Table 1.1.

**Table 1.1. Comparative characteristics of the concepts of educational management and management in education [developed by the author based on<sup>14 15 16</sup>]**

Criterion	Educational management	Education Management	Overall performance indicators
Focus	Focuses on the efficiency of a specific organization or process.	Focused on control of the entire education system.	EM: share of achievement of the goals of the school/university. ME: level of attainment of the target indicators of the education system.
Management level	It is most often used at the level of a school, university, or individual organization.	It is applied at the level of a region, a country, and an education system.	EM: number and effectiveness of managerial decisions in a specific organization. ME: efficiency of implemented management programs at the regional/national level.
Flexibility	More flexible, takes into account market demands and innovations.	More stringent, regulated by standards.	EM: average response time to external changes. ME: degree of compliance with regulatory deadlines and procedures.
Methods	Uses modern approaches: project, marketing, service design.	Based on traditional administrative methods.	EM: share of projects implemented using innovative methods. ME: percentage of tasks completed within approved regulations.
Participant Focus	Focused on meeting the needs of students, teachers and parents.	Focused on meeting government targets and standards.	EM: satisfaction index of participants in the educational process. ME: degree of achievement of state educational standards.
Innovativeness	Actively implements new technologies and approaches to improve competitiveness.	The main focus is on maintaining stability and compliance with regulations.	EM: number of innovations introduced during a given period. ME: stability level of the key indicators of the education system.
Approach to results	Focused on achieving specific, measurable results.	The main focus is on ensuring compliance with standards and norms.	EM: percentage of planned KPIs achieved. ME: level of compliance with standard requirements.

<sup>14</sup> NURCAHYA, A., HAYATUNNISA, St., ZOHRIAH, A., FIRDAOS, R. *Basic concepts of educational management*. In: Jurnal Manajemen Indonesia (J-MIND), 2024, nr. 9(1), p. 9-20. ISSN 2503-4367.

<sup>15</sup> CONNOLLY, M., JAMES, C., FERTIG, M. *The difference between educational management and educational leadership and the importance of educational responsibility*. In: Educational Management Administration & Leadership, 2019, nr.47(4), p. 504-519. ISSN 1741-1432.

<sup>16</sup> AMANCHUKWU, R. N., STANLEY, G. J., OLOLUBE, N. P. *A review of leadership theories, principles and styles and their relevance to educational management*. In: Management, 2015, nr. 5(1), p. 6-14. ISSN 1429-9321.

Educational management is aimed at organizing, coordinating, and optimizing all aspects of the activities of educational institutions, including strategic planning, resource management, curriculum development, and quality assurance in education<sup>17</sup>. Management in education is more often understood as the application of general management principles within the context of educational activities. The management of education focuses on processes of administration, regulation, and ensuring the efficiency of specific organizations or systems, remaining predominantly an applied discipline. Educational management, by contrast, is oriented toward performance, innovation, and the needs of educational organizations, while the management of education is centered on stability and system administration. The former adapts more quickly to change, employs modern management methods, and is results-oriented, whereas the latter ensures compliance with regulations and state standards. These differences shape educational management as a flexible and innovative field<sup>18</sup> and adaptive system. As a form of social governance, it is based on intersubjective interaction regulated by the legal and regulatory framework and actively adapts to changing conditions. The priority is quality management, grounded in the integration of managerial, pedagogical, psychological, and economic aspects as a whole.

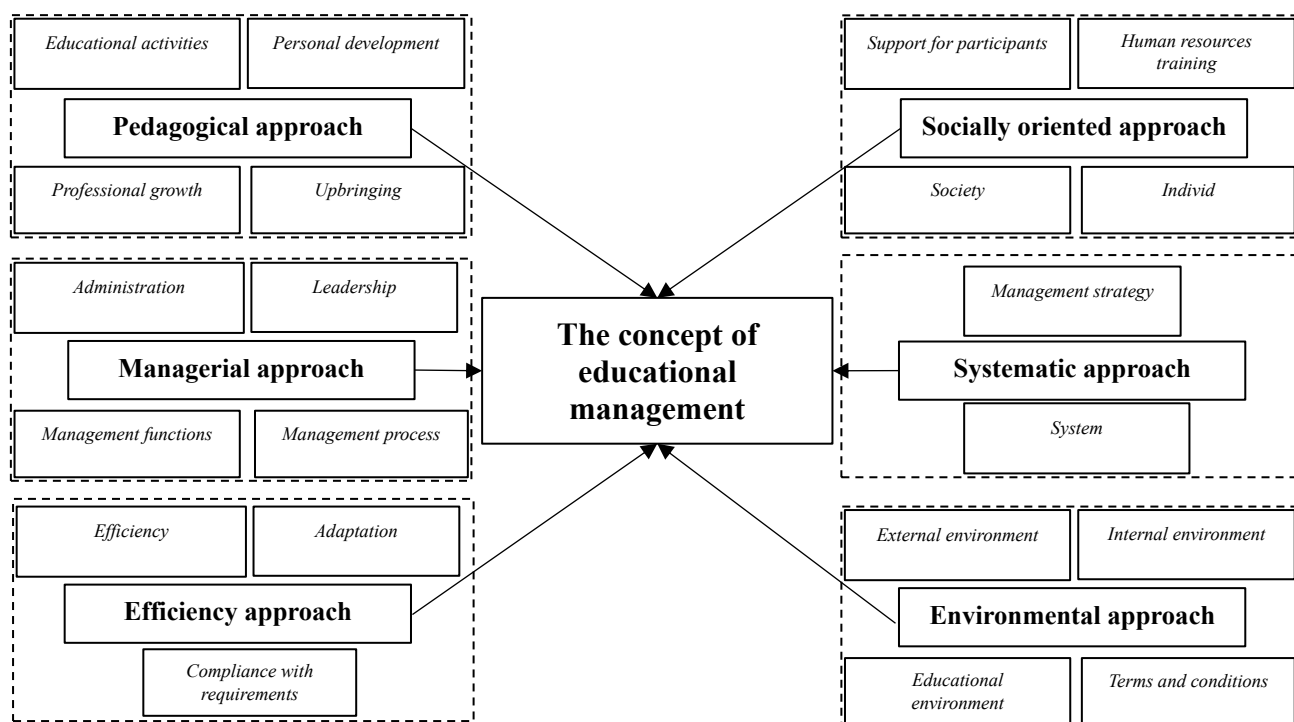
The list of effectiveness indicators provided by the author is not exhaustive. However, it may be considered sufficient to distinguish between the concepts of “educational management” and “management in education.” For educational management, the indicators reflect a focus on the results of a specific organization, flexibility, the introduction of innovations, and the satisfaction of participants in the process. For the management of education, the indicators capture the degree of achievement of state objectives, compliance with regulations, and system stability.

Educational management plays a key role in shaping a competitive and sustainable educational system, combining innovation, strategic governance, and a systemic approach. Its study within the framework of this doctoral thesis is justified by its significance for analyzing and forecasting the development of educational institutions under conditions of globalization, digitalization, and social change. Therefore, the effectiveness indicators of educational management are examined in more detail theoretically in paragraph 1.3 and applied empirically in paragraph 3.3. The analysis of scientific literature allowed the author to identify approaches to defining “educational management” (EM), which are presented in Figure 1.2.

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<sup>17</sup> WOJTASZEK, H. et al. *Integrated approach to education management: innovative strategies and methods in combining pedagogy and management in a modern school*. In: Journal of Modern Science, 2023, nr. 53(4), p.592-621. ISSN 1734-2031.

<sup>18</sup> DREIHER, D., ISRAELI, M. *Innovation as the key to improvement in healthcare and education*. In: Economic Series, nr. 22(4), 2022, p.309-318. ISSN 2393-1795.



**Figure 1.2. Approaches to the concept of educational management [developed by the author based on <sup>19 20</sup>]**

The theory considers several approaches to educational management (Appendix 4): the pedagogical approach, the managerial approach, the efficiency approach, the socially oriented approach, the systems approach, and the environmental approach. *The pedagogical approach* to educational management views it as a process of purposefully creating conditions for the personal development of students and the professional growth of teachers<sup>21</sup>. At its core is the integration of instructional, educational, and social processes, encompassing curriculum design, innovation, and teacher support. *The managerial approach* to educational management emphasizes the structured management of resources and processes in the field of education<sup>22</sup>. This approach views educational management as the scientific organization of labor, emphasizing planning, control, hierarchy, and resource optimization. *The efficiency approach* focuses on enhancing the competitiveness of the educational system through the achievement of measurable outcomes and

<sup>19</sup> ABDALLA, M. S., ALI, I. A. *Educational management, educational administration and educational leadership: definitions and general concepts*. In: SAS Journal of Medicine (SASJM), 2017, nr. 3(12), p. 326-329. ISSN 2454-5112.

<sup>20</sup> SABRINA, E., GIATMAN, M., ERNAWATI, E. *Development of curriculum management in the world of education*. In: Fair Value: Jurnal Ilmiah Akuntansi dan Keuangan, 2022, nr. 4(10), p. 4691-4696. ISSN 2622-2191.

<sup>21</sup> GRĘBOSZ-KRAWCZYK, M., OTTO, J. *Innovative pedagogical approaches in management sciences*. In: Journal of Intercultural Management, 2018, nr. 10(3), p. 83-102. ISSN 2080-0150.

<sup>22</sup> BUSH, T. *Theories of Educational Management*. In: International Journal of Educational Leadership Preparation, 2006, nr. 1(2), p. 1-25. ISSN 2155-9635.

effects, such as students' knowledge levels, competencies, graduate employability and more<sup>23</sup>. This approach understands educational management through management features oriented toward process optimization, the implementation of innovative assessment methods, and the improvement of educational service quality. The economic aspect of educational management plays an important role in this. *The socially oriented approach* emphasizes the social role of educational management. This approach is based on the idea that education is a key instrument of social integration, human capital development, and the promotion of equal opportunities<sup>24 25</sup>. Educational management in this approach aims to ensure inclusive, socially responsible education and guarantee accessibility and quality for all groups. *The systematic approach* emphasizes the strategic role of educational management, viewing it as a set of interconnected pedagogical, organizational, economic, and informational elements<sup>26</sup>. Educational management is a holistic system that develops long-term strategies to ensure the sustainability, flexibility, and adaptability of educational institutions. *The environmental approach* views the management of an educational organization as a process dependent on the influence of external and internal environmental factors<sup>27 28 29</sup>. It considers socio-economic, cultural, and technological factors, focusing on holistic development, stakeholder engagement and adaptation to the unique conditions of the educational environment.

Educational management encompasses process management, human resources, regulatory frameworks, technology, infrastructure, quality, and efficiency, serving as a link between institutions, society, and the economy. Existing definitions emphasize separate dimensions—pedagogical, economic, social, or technological - without offering a comprehensive view. This highlights the need for a definition that integrates key modern approaches and reflects the strategic, adaptive, and systemic nature of educational management. The author has formulated a comprehensive definition that incorporates most of the conceptual characteristics of educational

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<sup>23</sup> LEVINA, E. Y., et al. *Efficiency management of educational systems development: approaches and criteria*. In: International Review of Management and Marketing, 2016, nr. 6(2), p. 277-282. ISSN 2146-4405.

<sup>24</sup> BATES, R. *Educational administration and social justice*. In: Education, citizenship and social justice, 2006, nr. 1(2), p. 141-156. ISSN 1746-1979.

<sup>25</sup> MENASHKO, Y., PESTUSCO, N. The educational management for equal opportunities and fostering excellence in school: a best practice case study. In: EcoSoEn, nr. 2, 2023, p. 12-19. ISSN 2587-344X.

<sup>26</sup> PYHÄLTÖ, K., SOINI, T., PIETARINEN, J. *A systemic perspective on school reform: Principals' and chief education officers' perspectives on school development*. In: Journal of educational administration, 2011, nr. 49(1), p. 46-61. ISSN 0957-8234.

<sup>27</sup> JACOBIDES, M. G., CENNAMO, C., GAWER, A. *Towards a theory of ecosystems*. In: Strategic management journal, 2018, nr. 39(8), p. 2255-2276. [accessed 11.10.2024]. Available at: <https://doi.org/10.1002/smj.2904>

<sup>28</sup> BEN-ASHER, S., GOTTLIEB, E. E., ALSRAIHA, K. *Multiple identities: young Bedouin professionals challenging their socio-cultural representations*. In: Social Identities, 2022, nr. 28(6), p. 747-765. ISSN 1350-4630.

<sup>29</sup> FERNÁNDEZ DÍAZ, M. J., RODRIGUEZ MANTILLA, J. M., FONTANA ABAD, M. *Impact of implementation of quality management systems on internal communications and external relations at schools*. In: Total Quality Management & Business Excellence, 2016, nr. 27(1-2), p. 97-110. ISSN 14783363.

management: educational management is a holistic system of managing the educational process, based on strategic development, social responsibility, adaptation to changes in the external and internal environment, and resource optimization, in order to ensure high quality of education and the effective functioning of educational institutions under conditions of dynamic socio-cultural and economic transformations. This definition integrates existing theoretical approaches to educational management, emphasizing its key role in organizing the educational process, ensuring its effectiveness, and adapting to changing socio-economic conditions.

The subject and object of educational management can be distinguished. The subjects include teachers, academic staff, external stakeholders, pupils, and students. The subjects of educational management engaged in managerial activities in the field of education are administrative state bodies and the leadership of educational institutions. The object of educational management consists of the processes and phenomena related to the functioning and development of educational systems, institutions, and organizations<sup>30</sup>. By an educational institution or organization is meant a school, college, university, or other entities providing educational services. Within their management system, the key components serving as objects are educational processes, personnel, resources and socio-educational interaction.

**Educational processes** – the development and implementation of educational programs, curriculum design, methodological support, quality control and monitoring, as well as the introduction of innovative pedagogical technologies and digital learning tools. **Personnel** – the management of human resources, including recruitment, professional development, motivation, and performance evaluation of teaching and administrative staff. **Resources** – the management of financial, material-technical, and information resources, including budget planning, infrastructure provision, digitalization of the educational environment, and the use of data analytics to optimize managerial decisions. **Socio-educational interaction** – the formation of individualized learning trajectories, cooperation with parents, local communities, employers, and external partners, as well as the organization of mechanisms for assessing and monitoring students' educational achievements.

The goal of educational management is to ensure the high-quality functioning and sustainable development of the education system through the creation of an effective organizational environment that meets the modern requirements of the economy and innovative development, and is oriented toward the efficiency of activities and the results of a specific

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<sup>30</sup> VADIMOVNA, P. T. *Structure of educational organization as a management object*. In: Public regulation, 2019, nr. 4 (19), p. 211-221. ISSN 2414-4436.

educational organization<sup>31</sup>. To achieve this goal, it is necessary to address a number of interrelated objectives<sup>32 33 34</sup>: ensuring a high-quality educational process and the implementation of educational programs in accordance with modern challenges and requirements; developing the professional competencies of teaching, administrative, and technical staff; rational management of resources (financial, material-technical, human, informational, etc.); individualization of students' learning trajectories; and strengthening cooperation with parents, local communities, and external partners. According to the author, the formulation of the goal of educational management in an educational institution can be supplemented as follows: the goal of educational management in an educational institution is to ensure the quality and efficiency of the educational process, the sustainable development of the organization, the formation of a positive image, and the enhancement of its competitiveness in the educational space through strategic resource management, innovation, and adaptation to the requirements of society and the economy<sup>35</sup>.

Modern educational management is built on a set of general scientific principles of management (Appendix 5)<sup>36 37</sup>. The principle of systemic management reflects the need for comprehensive interaction between management levels and partner organizations. Continuity of management emphasizes the ongoing development and adaptation of educational processes, while regionality directs management toward meeting the needs of the local labor market and social environment. Decentralization fosters the autonomy of educational institutions and the flexibility of managerial decisions. Quality assurance and enhancement focus on creating monitoring mechanisms and improving educational standards. Corporate orientation builds a unified managerial culture and develops partnerships within the team and with external structures. Innovation and acmeological orientation contribute to the development of creative potential, self-realization, and the implementation of advanced educational practices. The functions of

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<sup>31</sup> OWEN, J. *Managing Education: The purpose and practice of good management in schools*. London: Routledge, 2014. 254 p. ISBN 9780582085046.

<sup>32</sup> NWANAKEZIE, I. S., OGONA, I. K. *Task development procedures for effective educational management*. In: *International Journal of Institutional Leadership, Policy and Management*, 2021, nr. 3(1), p. 106-133. ISSN 2735-9220.

<sup>33</sup> EKPOH, U. I., UKOT, S. I. *Teaching mentoring and academic staff Professional competence in universities*. In: *Educational Extracts*, 2018, nr. 6(2), p. 105-113. ISSN 2320-7612.

<sup>34</sup> YURCHENKO, A., MULESA, P., SEMENIKHINA, O. *Individual educational trajectory building as a successful teacher skill in the digital age*. In: *Pedagogy and education management review*, 2023, nr. 2, p. 64-72. ISSN 2733-2144.

<sup>35</sup> PESTUȘCO, N., MENASHKO, I. *Inovații în comerțul electronic pentru dezvoltarea afacerilor*. În: *Materialele Conferinței științifico-practică națională cu participare internațională „De la abordările inovative în predare-învățare spre inovatie în afaceri”*, 15 aprilie 2022. Chișinău, USM, 2022, p.42-48. ISBN 978-9975-159-62-3.

<sup>36</sup> AMANCHUKWU, R. N., STANLEY, G. J., OLOLUBE, N. P. *A review of leadership theories, principles and styles and their relevance to educational management*. In: *Management*, 2015, nr. 5(1), p. 6-14. ISSN 1429-9321.

<sup>37</sup> OLOLUBE, N. P., INGIABUNA, E. T., AGBOR, C. N. *Universal concepts, nature, and basics principles of educational management: Implication for present day school management*. In: *International Journal of Educational Foundations and Management*, 2014, nr. 2(1), p. 43-62. ISSN 2350-1812.

educational management represent the key directions of managerial activity aimed at ensuring the effective functioning and development of educational institutions, as presented in Table 1.2

**Table 1.2. Comparative characteristics of the management function and educational management [developed by the author based on <sup>38 39]</sup>**

Function	Functional Description for General Management	Function characteristic for EM
Planning	Definition of goals, objectives and development strategies of the organization	Planning educational processes adapted to modern standards
Organization	Building an organizational structure and allocating resources	Organization of the educational process, including management of the educational schedule and resources
Motivation	Motivating employees to achieve goals	Motivating teachers, students and parents through support and involvement
Coordination	Ensuring interaction between departments	Coordination of interaction between teachers, students, parents and external structures
Quality monitoring	Verification of compliance of results with objectives and standards Evaluation of productivity and efficiency of processes	Quality control of education and compliance with educational standards Monitoring educational outcomes
Adaptation	Not a primary function	Social adaptation of students, adaptation of educational processes to changes

These functions are aimed at implementing the tasks of an educational organization, ensuring a systemic approach to management. The implementation of educational management functions is carried out through the use of management methods. The methods of educational management are the following<sup>40 41</sup>: socio-psychological – motivation methods, corporate culture, conflict management, business games and trainings; pedagogical – active teaching methods, individualization, interactive technologies; administrative-legal – regulatory frameworks, quality control, personnel management; economic – budget planning, educational services marketing, resource management; innovative – digitalization, design thinking, the use of AI and VR/AR in education; strategic – forecasting, change management, and the development of competitive educational strategies. Modern educational management faces challenges such as insufficient managerial qualifications, financial constraints, resistance to change, and limited digitalization. Its development focuses on innovation, sustainability, systemic integration, and strategic approaches. Key directions include digitalization, creating a unified educational space, and implementing

<sup>38</sup> DAS, J. P., MISRA, S. B. *Cognitive planning and executive functions: Applications in management and education*. Tollygunge: SAGE Publications India Pvt Ltd, 2015. 359 p. ISBN 978-9351500360.

<sup>39</sup> BODDY, D. *Management: An Introduction*. London: Pearson Education, 2016. 728 p. ISBN 978-1292088594.

<sup>40</sup> BEARE, H., CALDWELL, B. J., MILLIKAN, R. H. *Creating an excellent school: Some new management techniques*. London: Routledge, 2018. 308 p. ISBN 9781138545274.

<sup>41</sup> LOPERA, H. A. C., GUTIERREZ-VELÁSQUEZ, E., BALLESTEROS, N. *Bridging the gap between theory and active learning: a case study of project-based learning in introduction to materials science and engineering*. In: IEEE Revista Iberoamericana de Tecnologías del Aprendizaje, 2022, nr. 17(2), p. 160-169. ISSN 1932-8540.

modern management technologies, all of which enhance the efficiency and competitiveness of educational institutions.

Educational management, due to its dual nature, is viewed from different approaches and possesses unique characteristics. However, existing theoretical research is insufficient to fully reveal its multidimensionality, which determines the need for further clarification and systematization of the concept. The author proposes an original definition of educational management that integrates key conceptual characteristics to ensure its comprehensive understanding. In addition, the author refines the goal of educational management, since the modern educational environment requires not only improving the quality of educational processes but also shaping the positive image and competitiveness of educational institutions. The analyzed functions, principles, and methods of educational management allow us to conclude its strategic role in the development of the education system, its adaptation to socio-economic changes, and the improvement of the efficiency of educational organizations' governance. This underlines the necessity of further study of educational management in the context of its application in schools, taking into account their specific characteristics.

## **1.2. Organizational and economic conditions for the formation of educational management in schools**

Creating an optimal environment for achieving educational goals and improving learning quality requires consideration of organizational and economic conditions. These conditions ensure effective planning, resource allocation, and stability of the educational process, without which it is impossible to implement pedagogical technologies, modernize infrastructure, or develop staff. Their importance is especially evident in economically weak regions, where limited resources demand maximum managerial efficiency. Analyzing these conditions helps identify their impact on educational management tasks and supports informed decision-making to enhance school effectiveness. The purpose of this paragraph is to conduct a theoretical analysis of the organizational and economic conditions that determine the possibilities and mechanisms for the effective formation of educational management in school institutions.

Educational management in schools is characterized by socially significant goals—such as improving learning quality and student development—and by complex interactions with external stakeholders, which place additional demands on management processes. Managerial practices in schools have a certain specificity related to the particularities of implementing the educational

process; therefore, the goal of school educational management also becomes specific<sup>42</sup>. The goal of educational management in schools is to create conditions for the stable functioning and development of the institution, ensuring high-quality teaching and upbringing of students under strict state standards, the mass nature of education, and often limited resources, as well as to build an effective and supportive educational environment that fosters each student's potential, promotes teachers' professional growth, enables strategic resource management, encourages the implementation of modern technologies, and strengthens teamwork<sup>43</sup> and promotes active cooperation with parents and the local community<sup>44</sup>.

The author highlights the specifics of school educational process management, noting that analyzing educational management tasks is key to identifying mechanisms that improve efficiency, ensure integrity, and support systematic development. *The objective of ensuring a high-quality educational process and implementing educational programs in line with modern challenges and requirements* is often pursued in schools under conditions of limited budgets and strict state control<sup>45</sup>. This objective requires efficient fund allocation, additional financing, strict accountability, adequate staffing, and modernization of school infrastructure.

Another objective, *the development of professional competencies of teaching, administrative, and technical staff in schools*, is carried out under conditions of heavy workloads and limited time for professional development<sup>46</sup>. This requires flexible training formats, mentoring, and online courses, with a focus on modern teaching methods, discipline management, and preventing teacher burnout. In schools, the objective of *rational resource management is linked to often limited budgets and strict state control*, especially in economically weak regions, which requires seeking additional sources of funding<sup>47</sup>. School administrations must coordinate decisions with higher authorities, complicating resource allocation. Educational management here

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<sup>42</sup> MENASHKO, Y., PESTUSCO, N. Effective school leadership: lessons and reflections from a twelve-year effort in a struggling urban school. În: materialele conferinței științifice internaționale: Universitas Europaea: towards a knowledge-based society through europeanisation and globalisation. Chișinău: ULIM, 2024. p. 227-229. ISBN 978-5-86654-178-2.

<sup>43</sup> ROBU, E. *Managing teams in a remote world how to maintain productivity and motivation from a distance*. In: Studii științifice actuale: un demers academic interdisciplinar, Chișinău: 2024, p. 115-132. ISBN 978-9975-72-898-0.

<sup>44</sup> ABDALLA M. S., ALI I. A. *Educational management, educational administration and educational leadership: definitions and general concepts*. In: SAS Journal of Medicine (SASJM), 2017, nr. 3(12), p. 326-329. ISSN 2454-5112.

<sup>45</sup> MADANI, R. A. *Analysis of educational quality, a goal of education for all policy*. In: Higher Education Studies, 2019, nr. 9(1), p. 100-109. ISSN 1925-4741.

<sup>46</sup> LUTFIAH, L., MAISYAROH, M., BENTY, D. D. N. *Improving the Quality of Education Through the Competence of School Administrative Staff*. In: Proceedings Series of Educational Studies, 2024, nr. 4, p. 252-260. ISSN 2987-2448.

<sup>47</sup> BELANGER, J., HAINES III, V. Y., BERNARD, M. *Human resources professionals and the cost/benefit argument: rational persuasion in action in municipal organizations*. In: The International Journal of Human Resource Management, 2018, nr. 29(16), p. 2431-2454. ISSN 0958-5192.

requires balancing budget constraints, state regulation, and the need for modernization. The objective of *individualizing students' learning trajectories* is complicated by a rigidly regulated curriculum and the mass nature of education<sup>48</sup>. It is implemented through specialized classes, elective courses, project-based learning, and digital platforms that allow students to progress at their own pace. The objective of *strengthening interaction with parents, local communities, and external partners* is a key feature of educational management, as it involves a high degree of family engagement in the educational process and the need for regular contact with parents, especially in primary school<sup>49</sup>. For schools, cooperation with local businesses, cultural institutions, and supplementary education providers is also important.

The specifics of implementing the tasks of educational management in schools are associated with a number of constraining conditions - age characteristics of students, strict requirements of state standards, the mass nature of education and a high degree of interaction with families, which requires an adaptive approach to managing the educational process and resources<sup>50</sup>. According to the author, a strategic approach may be a logical solution. The strategy helps to build a clear management structure that unites all participants in the educational process: school management, teaching staff, students and parents, and also allows<sup>51</sup>: synchronize the actions of different levels of management; define clear roles and areas of responsibility for each group of employees; establish transparent planning and monitoring procedures; plan long-term solutions and the future development of the school. Schools that use integrated strategies demonstrate higher rates of internal consistency and improved educational results. In this regard, a problem arises - the use of resources, including financial, personnel and material and technical. Limited resources, especially in economically weak regions, make it necessary to use innovative approaches to management, such as project management, program-targeted approach and monitoring systems. However, even with limited resources, a school can achieve high results if the management team has a strategic vision, motivates the team and effectively distributes available opportunities<sup>52</sup>. The coordinated work of professionals allows us to adapt to difficult conditions, find innovative solutions and create

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<sup>48</sup> PETROVNA, M. I., VLADIMIROVNA, S. K. *Innovations in Pedagogy: Methodology for Organizing the Individual Educational Trajectory of Students for General Education Institutions*. In: Research and Advances in Education, 2023, nr. 2(10), p. 48-72. ISSN 2788-7057.

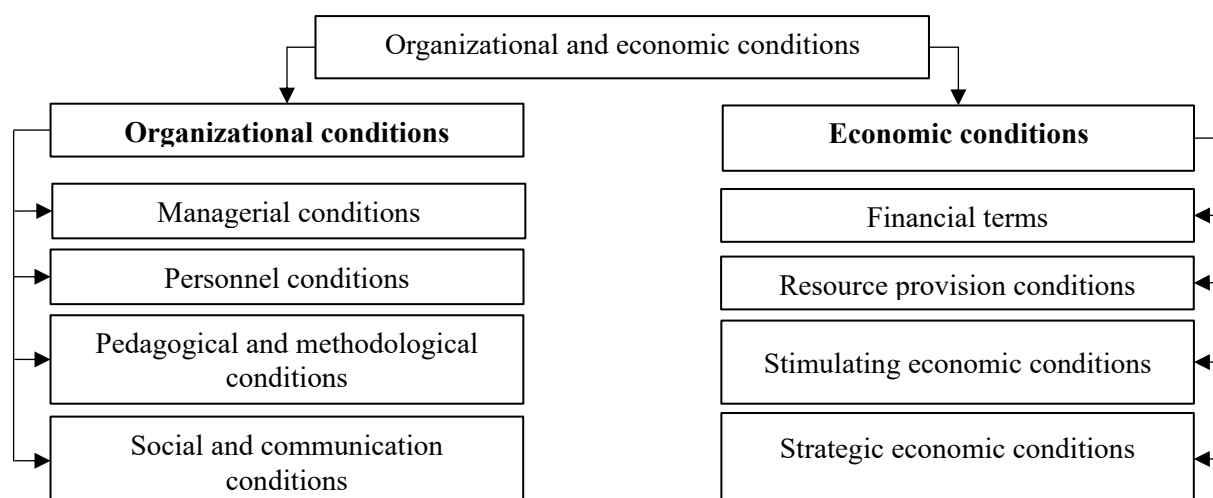
<sup>49</sup> FREDERICO, M., WHITESIDE, M. *Building school, family, and community partnerships: Developing a theoretical framework*. In: Australian Social Work, 2016, nr. 69(1), p. 51-66. ISSN 0312-407X.

<sup>50</sup> LEVACIC, R. *Managing resources to support learning*. In: Leading Professional Practice in Education. Washington: SAGE Publications Ltd, 2012. 304 p. ISBN 978-1446253342.

<sup>51</sup> CALORI, R. *Essai: Philosophizing on strategic management models*. In: Business Ethics and Strategy, Volumes I and II. London: Routledge. 2018. 1114 p. ISBN 9781315261102.

<sup>52</sup> CĂLUGĂREANU, I. *Managementul performanței echipei*. In: Competitivitatea și inovarea în economia cunoașterii, 25-26 septembrie 2020, Chișinău. Chișinău Republica Moldova: Departamentul Editorial-Poligrafic al ASEM, 2020, Ediția a 22-a, pp. 203-208. ISBN 978-9975-75-985-4.

a sustainable educational environment. Leadership and teamwork become the solution for successful school management in any socio-economic circumstances<sup>53</sup>. Successful school management is the ability to ensure stability and development, achieve high educational outcomes, use resources efficiently, foster a positive climate, and adapt to external changes while maintaining quality. Educational management in schools is a complex and multifaceted process, the effectiveness of which is determined by the depth of understanding of the organizational and economic conditions that form the basis of its implementation. The organizational and economic conditions for implementing educational management in schools are divided into groups and presented in Figure 1.3.



**Figure 1.3. Organizational and economic conditions for the implementation of educational management in schools [developed by the author based on <sup>54 55</sup>]**

The category of organizational conditions for implementing educational management in schools combines managerial, personnel, pedagogical-methodological, and socio-communicative conditions, forming the foundation for the effective functioning of the educational process<sup>56</sup>. These conditions shape school management strategy, teacher training, methodological support, and external interaction, influencing the stability and effectiveness of education. The category of economic conditions influencing the implementation of educational management in schools includes financial conditions, resource provision, incentive-based economic conditions, and

<sup>53</sup> MENASHKO, Y. *Successful school leadership – practice and insights from a twelve-year endeavor at a challenging school in a backward urban area*. In: EcoSoEn, 2021, nr. 3-4, p. 118-130. ISSN 2587-344X.

<sup>54</sup> BLAGORAZUMNAIA, O., MENASHKO, Y. *Conditions for the formation of educational management in schools of economically weak regions of Israel*. In: *Бізнес-навігатор*, 2025, nr. 3 (80), p. 227-232. ISSN 2522-4751.

<sup>55</sup> KONDRATENKO, N. O. et al. *Organizational and economic support of educational services management in Ukraine*. In: *Studies of Applied Economics*, 2021, nr. 39(5), p. 1-7. ISSN 1133-3197. DOI: 10.25115/eeav39i5.4899

<sup>56</sup> ALIYEV, P., HUSEYNOVA, F. *The management of methodical work in middle and high schools*. In: *Еğitim ve Toplum Araştırmaları Dergisi*, 2018, nr. 5(1), p. 139-161. ISSN 2458-9624.

strategic economic conditions<sup>57</sup>. This category determines the school's ability to ensure sustainable financing, infrastructure development, and staff motivation<sup>58</sup> and implementation of innovations. Economic conditions, as well as organizational ones, form the basis for the efficient allocation of resources, but affect the availability and quality of education, as well as the long-term development of the school.

**Organizational conditions** form the managerial basis of school educational management, while economic conditions provide its resource base. Their interaction determines management effectiveness, resource accessibility, and the introduction of innovations<sup>59</sup>. It is therefore necessary to consider the impact of each category of conditions equally, assessing their influence on the educational process in both the short and long term. In educational management, the balance between organizational and economic conditions determines the strategic management of the school, the efficiency of resource use, and the quality of the educational process<sup>60</sup>. The author examined in detail the categories of organizational and economic conditions of influence on the formation of educational management. Organizational conditions determine the internal structure of the educational process, the distribution of roles and functions among employees, as well as the mechanisms of coordination and control<sup>61</sup>. The analysis of these conditions makes it possible to identify the key factors that influence managerial processes and to determine the best approaches for their optimization. The author analyzed the impact of organizational conditions on the formation of educational management in schools (Appendix 6). Organizational conditions are crucial for effective educational management, as they shape the environment for managerial processes. Their analysis helps identify influencing factors and define ways for optimization.

**Managerial conditions** are a group of factors that determine the effectiveness of organizing and coordinating the educational process in a school<sup>62 63</sup>. They include the following components:

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<sup>57</sup> SALLOUM, S. J., GODDARD, R. D., BEREBITSKY, D. *Resources, learning, and policy: The relative effects of social and financial capital on student learning in schools*. In: Journal of Education for Students Placed at Risk (JESPAR), 2018, nr. 23(4), p. 281-303. ISSN 1082-4669.

<sup>58</sup> SÂRBU, O., COREȚCHI, B. Motivation management as a determining factor of organizational performance and competitiveness. In: *Vector European*, 2025, nr. 1, pp. 165-176. ISSN 2345-1106. DOI: <https://doi.org/10.52507/2345-1106.2025-1.25>

<sup>59</sup> SOTIRIOU, S. et al. *Introducing large-scale innovation in schools*. In: Journal of Science Education and Technology, 2016, nr. 25, p. 541-549. ISSN 10590145.

<sup>60</sup> VAN, V. H. *Ensuring the Quality of Education and Training in the Context of Educational Innovation*. In: *Calitatea*, 2024, nr. 25(198), p. 40-50. ISSN 1844-5292.

<sup>61</sup> MENASHKO, Y. *Employees empowerment and engagement as a way to achieve personal and organizational goals*. În: Materialele conferinței științifice internaționale: Modern paradigms in the development of the national and world economy. Chisinau: USM, 2021. p. 447-450. ISBN 978-9975-158-88-6.

<sup>62</sup> NIR, A. E. *Educational centralization as a catalyst for coordination: myth or practice?* In: Journal of Educational Administration, 2021, nr. 59(1), p. 116-131. ISSN 0957-8234.

<sup>63</sup> JABBAR, H. *Between structure and agency: Contextualizing school leaders' strategic responses to market pressures*. In: American Journal of Education, 2016, nr. 122(3), p. 399-431. ISSN 0195-6744.

flexibility of the school's management structure, decision-making autonomy, digital transformation of management, and strategic planning. These components significantly influence the implementation of educational management tasks, as they ensure the promptness of managerial decisions, adaptation to changes in the educational environment, digitalization of administrative processes, and the long-term development of the school. It is therefore important to consider their impact when developing management strategies, as they determine the sustainability of the educational system, the level of school self-governance, and the efficiency of resource allocation.

***Pedagogical and methodological conditions*** are a set of factors that regulate the methodological aspects of the educational process and the quality of learning<sup>64</sup>. They include adaptation to school educational standards, the introduction of innovative teaching technologies, the individualization of learning trajectories, the project-based approach, educational programs, and the school's informational and educational base. These components have a significant impact on the formation of educational management, as they determine the flexibility and variability of learning, compliance with state standards, the level of integration of digital tools, and the effectiveness of educational programs. Considering their influence is essential for creating a modern learning system that meets both the individual needs of students and the demands of society.

***Personnel conditions*** are a set of factors that determine the professional potential of teachers and the effectiveness of human resource management in a school<sup>65</sup>. They include human resource potential, the system of professional development and career growth of staff, as well as leadership<sup>66</sup> and corporate culture. These components have a significant impact on the formation of educational management, as they determine the level of competence of teachers, their readiness to implement innovations and the ability to manage educational processes. Taking into account personnel conditions is important, as they directly affect the quality of education, the sustainability of the professional development system and the motivation of personnel, which, in turn, determines the level of educational achievements of students.

***Social and communication conditions*** are a system of factors that regulate the interaction

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<sup>64</sup> KHARKIVSKA, A. et al. *Methodological principles of pedagogical education in the context of finding and substantiating directions for quality renewal of content and process*. In: Synesis, 2023, nr. 15(3), p. 218-232. ISSN 1984-6754.

<sup>65</sup> AGUNWA, J. N., OWAN, V. J., OWAN, M. V. *Personnel management: Implications for the effectiveness of the school system*. In: International Journal of Research and Innovation in Social Science (IJRISS), 2019, nr. 3(10), p. 392-395. ISSN 2454-6186.

<sup>66</sup> SHAKED, H. *How organizational management supports instructional leadership*. In: Journal of Educational Administration, 2023, nr. 61(1), p. 60-77. ISSN 0957-8234.

of the school with various social groups and institutions<sup>67</sup>. They include: a system of interaction with parents and the local community, partnership with educational and public organizations, creation of a comfortable educational environment, digital school infrastructure and student motivation. These components influence educational management, helping to strengthen the connection between the school and society, improve the quality of education through external resources and increase student involvement in the educational process. They must be taken into account to create a favorable educational climate, ensure effective feedback and expand student opportunities through cooperation with various organizations.

Next, it is necessary to consider the **economic conditions** that influence the formation of educational management in school educational institutions. Economic conditions provide schools with the resources necessary for their work, including financing, economic incentives and consideration of regional economic characteristics<sup>68</sup>. The author analyzed the influence of economic conditions on the implementation of educational management tasks in schools (Appendix 7).

**Financial conditions** are a group of factors that determine the stability of financing the educational process and provide the school with the necessary resources for effective functioning<sup>69</sup><sup>70</sup>. They include the following components: stability of school funding, financial autonomy and attraction of extra-budgetary funds. These components have a significant impact on the implementation of educational management tasks, since they allow for the educational process to be provided, infrastructure to be modernized, innovative technologies to be introduced and professional competencies of the staff to be developed. Therefore, it is important to take their influence into account, since stable funding is the basis for sustainable development of the school, and financial flexibility allows for adaptation to changing conditions and finding additional sources of support.

**Resource provision conditions** are a set of factors that influence the material and technical

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<sup>67</sup> MCDONALD, L., MILLER, H., SANDLER, J. *A social ecological, relationship-based strategy for parent involvement: Families and Schools Together (FAST)*. In: Journal of Children's Services, 2015, nr. 10(3), p. 218-230. ISSN 1746-6660.

<sup>68</sup> POESEN-VANDEPUTTE, M., NICAISE, I. *Rich schools, poor schools. Hidden resource inequalities between primary schools*. In: Educational Research, 2015, nr. 57(1), p. 91-109. ISSN 2141-5161.

<sup>69</sup> AZIZIYAH, A., AHMAD, M. *The Role and Strategy of Schools in Financing Education to Improve Education Quality*. In: Journal of Educational Sciences, 2024, nr. 8(1), p. 83-91. ISSN 2706-6711.

<sup>70</sup> FRANCK, E., NICAISE, I. *The effectiveness of equity funding policies in schools in Europe and North America: A systematic literature review*. In: Issues in Educational Research, 2022, nr. 32(2), p. 494-512. ISSN 1837-6290.

equipment of the school and the availability of educational technologies<sup>71 72 73</sup>. They include: material and technical support, access to modern educational technologies, cost optimization and control over budgetary funds. These components have a significant impact on educational management, since the effectiveness of the educational process, the possibility of introducing innovative teaching methods and digital technologies depend on the quality of infrastructure and technical equipment. Taking these conditions into account is necessary to create a modern educational environment that meets the requirements of state standards and the needs of students.

***Stimulating economic conditions*** are a group of factors aimed at increasing staff motivation and ensuring accessibility of education<sup>74 75</sup>. They include: economic incentives for staff (bonuses, benefits, compensation), development of a system of grant support for schools and economic accessibility of education for students. These components have a key impact on educational management, as they help attract and retain qualified teachers, increase their interest in professional development and improve working conditions. Taking these conditions into account is important, since stimulating teachers directly affects the quality of the educational process, and the financial accessibility of education ensures equal opportunities for all categories of students.

***Strategic economic conditions*** are a set of factors that ensure long-term planning and sustainable development of an educational organization<sup>76 77</sup>. They include: rational distribution of resources, flexibility in budget management, investment in innovative educational projects and strategic economic interaction with stakeholders. These components have a significant impact on the formation of educational management, as they allow the school to effectively plan expenses, attract investments in the development of educational programs and cooperate with external partners. Taking these conditions into account is necessary, since a strategic approach to financial management allows schools to maintain the current level of the educational process, develop in

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<sup>71</sup> OSTANINA, E. A. *Influence of the technical equipment on the educational process*. In: Revista Eduweb, 2021, nr. 15(1), p. 145-155. ISSN 1856-7576.

<sup>72</sup> GLOVER D., LEVAČIĆ R. *Educational resource management: An international perspective*. London: UCL Press, 2020. 197 p. ISBN 978-1-78735-838-6.

<sup>73</sup> MANGAL, S. K., MANGAL, U. *Essentials of educational technology*. Delhi: PHI Learning Pvt. Ltd., 2019. 836 p. ISBN 978-8120337237.

<sup>74</sup> KUMAR, J. *Influence of motivation on teachers' job performance*. In: Humanities and Social Sciences Communications, 2023, nr. 10(1), p. 1-11. ISSN 2055-1045.

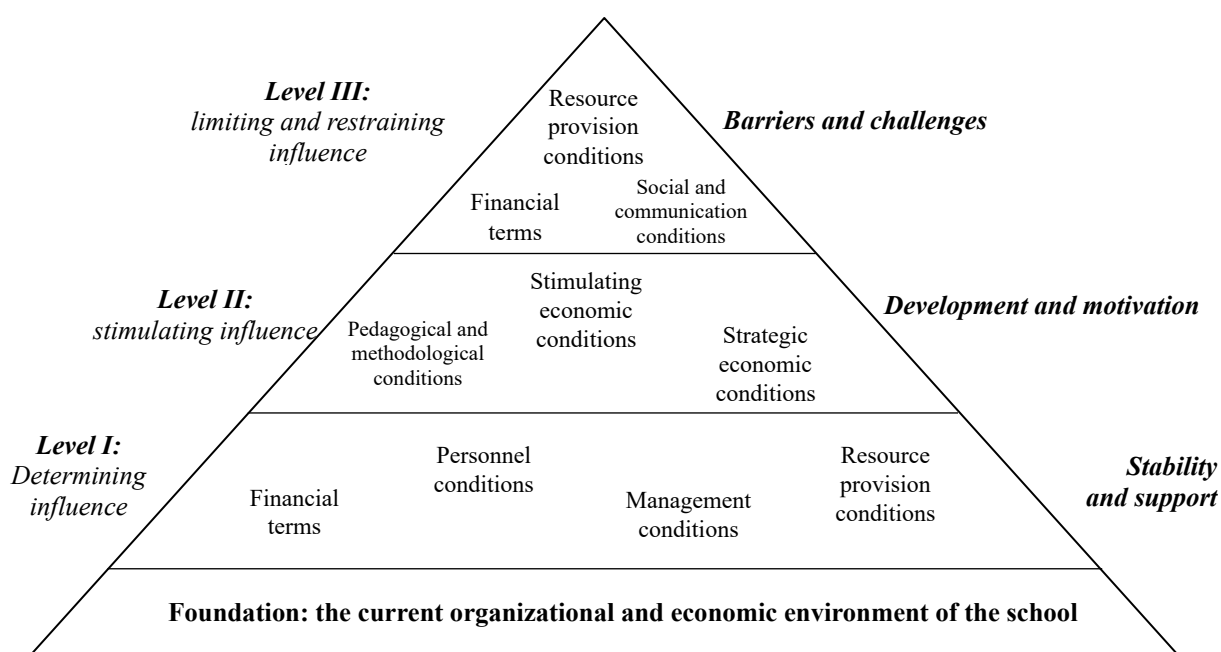
<sup>75</sup> KOLBE, T., STRUNK, K. O. *Economic incentives as a strategy for responding to teacher staffing problems: A typology of policies and practices*. In: Educational administration quarterly, 2012, nr. 48(5), p. 779-813. ISSN 0013-161X.

<sup>76</sup> AGBEDAHIN, A. V. *Sustainable development, Education for Sustainable Development, and the 2030 Agenda for Sustainable Development: Emergence, efficacy, eminence, and future*. In: Sustainable Development, 2019, nr. 27(4), p. 669-680. ISSN 09680802.

<sup>77</sup> JALENCU, M. *Semnificația valorii comerciale a rezultatelor științifice ale proiectelor de transfer tehnologic*. In: Integrare prin cercetare și inovare: Științe ale naturii și exacte, 9-10 noiembrie 2023, Chișinău. Chisinau: CEP USM, 2023, SNE, p. 811-817. ISBN 978-9975-62-690-3.

the context of changing educational policy and technological innovations.

The formation of educational management in schools is carried out within the framework of a number of organizational and economic conditions that determine the effectiveness of the management of the educational process. Given the specifics of school education, the tasks of educational management also have a number of features. Therefore, it is important to take into account the relationship of these conditions, the degree of their influence and the need to adapt management decisions to the real needs of the school. The balance of organizational and economic factors will allow the creation of a progressive educational system capable of responding to modern challenges and ensuring equal access to quality education. In order to understand the influence of organizational and economic conditions on the formation of educational management in schools, it is necessary to consider the nature of the influence of these conditions (Appendix 8). The author has developed a three-level pyramid of the influence of organizational and economic conditions, presented in Figure 1.4.



**Figure 1.4. Pyramid of influence of organizational and economic conditions on the formation of educational management in school [developed by the author]**

The pyramid illustrates how organizational and economic conditions influence educational management in schools, distinguishing supportive, stimulating, and restrictive factors. At the foundation lie the current conditions—managerial, personnel, financial, and resource—that shape everyday functioning. The first level represents supportive influences, such as financial, personnel, managerial, and resource factors ensuring stability, staffing, and sustainability. The second level reflects stimulating influences, including pedagogical-methodological, incentive-based, and strategic economic conditions that drive staff development, innovation, and partnerships. The third

level highlights restrictive influences, where resource, financial, and socio-communicative conditions may create barriers such as underfunding, weak infrastructure, and limited human resources.

The formation of educational management in schools is subject to a number of conditions that not only limit and constrain development but also represent full-fledged problems. Based on the analysis of theoretical sources, the author identified problematic aspects in the formation of educational management in schools, which are presented in Table 1.3.

**Table 1.3. Problems of formation of educational management in schools [developed by the author based on <sup>78 79 80</sup>]**

<b>The task of educational management</b>	<b>Conditions for the formation of educational management</b>	<b>Problems associated with the formation of educational management in schools</b>
Ensuring a high-quality educational process and implementing educational programs in accordance with modern challenges and requirements	Management, pedagogical and methodological, personnel, social and communication, financial, resource, incentive and strategic economic conditions	Insufficient legal framework, limited digital infrastructure, weak adaptation to change
Development of professional competencies of teaching, administrative and technical staff	Personnel, pedagogical and methodological, management conditions	Low qualification of personnel, lack of motivation, resistance to change
Rational resource management	Financial, resource, strategic economic conditions	Limited funding, irrational use of resources, difficulty in attracting additional funds
Individualization of students' educational trajectories	Pedagogical, methodological, social, communication and management conditions	Low level of innovation, weak adaptation to changes, lack of modern educational technologies

The author notes that schools face personnel, financial, and managerial constraints that hinder effective educational management, aggravated by insufficient resources. Addressing these issues requires a comprehensive approach with strategic management, systems analysis, and flexible mechanisms. Developing an innovative model that considers school specifics, resources, and external constraints, along with a clear development strategy, is essential for overcoming problems and ensuring sustainable educational processes. The author's analysis of the conditions reflected in scientific sources and their impact on the formation of educational management makes

<sup>78</sup> SARI, M. M. *Education Financing as an Effort to Improve the Quality of Education*. In: International Conference on Science, Education, and Technology, 2023, nr. 9, p. 957-965. ISSN 2963-5101.

<sup>79</sup> TINTORÉ, M., CUNHA, R. S., CABRAL, I., ALVES, J. J. M. *A scoping review of problems and challenges faced by school leaders (2003–2019)*. In: Educational Management Administration & Leadership, 2022, nr. 50(4), p. 536-573. ISSN 1741-1432.

<sup>80</sup> AKPOREHE, D. A., COMFORT, O., EGOH, B. *Principles and problems of policy implementation reconsiderations for effective secondary school administration*. In: Journal of Education and Learning (EduLearn), 2024, nr. 18(1), p. 228-235. ISSN 20899823.

it possible to identify the key factors that determine the successful functioning and development of schools. Organizational conditions form the basis for structured and effective school operations, including clear role distribution, the creation of an innovative environment, and a strategic management approach, which enhance internal consistency and support long-term goals. Economic conditions directly affect material and technical support, staff motivation, and the implementation of strategies backed by economic incentives. Financial support, the use of incentives, and cost monitoring provide the foundation for rational resource allocation, especially under limited funding. In addition, accounting for regional economic specificities and attracting external investments enable schools to adapt to the external environment and use additional opportunities for development.

According to the author, the formation of educational management requires a comprehensive approach that considers both organizational and economic conditions. Only their combined application can create a sustainable management system that ensures high-quality educational processes, adaptation to external challenges, and educational innovation. Further research in this area may focus on mechanisms for optimizing these conditions in the context of regional socio-economic disparities.

### **1.3. Methodological aspects of assessing the effectiveness of educational management in schools**

The assessment of the effectiveness of educational management is a key tool for identifying managerial resources and growth opportunities. It encompasses resource allocation, staff motivation, innovative practices, and strategic planning. A systemic approach to evaluation ensures the validity of managerial decisions and contributes to the sustainable development of schools. Theoretical reflection on approaches, models, and evaluation tools is particularly relevant in a dynamic external environment and is essential for building an adaptive educational system. The aim of the paragraph is to identify the main methodological aspects of assessing the effectiveness of educational management in schools.

Effectiveness, in a general sense, characterizes both the educational system as a whole and the forms, technologies, teaching methods, and management practices used within it<sup>81</sup>. It can be measured both at the level of the entire education system (e.g., achievement of educational goals, meeting societal needs, etc.) and at the level of individual institutions (e.g., the use of teaching

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<sup>81</sup> WITTE, K. D., LÓPEZ-TORRES, L. *Efficiency in education: A review of literature and a way forward*. In: Journal of the operational research society, 2017, nr. 68(4), p. 339-363. ISSN 0160-5682.

methods, technologies, instructional practices, and management approaches)<sup>82</sup>. Turning to the definition of the effectiveness of educational management in an educational institution, it should be noted that this is a comprehensive characteristic reflecting the degree to which the organization's goals are achieved through the rational use of resources, the optimization of managerial processes, and the creation of conditions for the sustainable development of the institution<sup>83</sup>. It is determined by the management's ability to ensure quality education, meet the needs of all stakeholders (students, parents, teachers, and the community), and adapt to changes in both the external and internal environment.

The effectiveness of educational management is an integral indicator reflecting the degree of achievement of the goals, as well as the strategic and operational tasks of managerial and pedagogical activities within an educational institution<sup>84</sup>. Management is considered effective if the goals are achieved in the optimal time frame with rational use of resources. The main task of the institution is to ensure a balance between the quality of education and the effectiveness of management<sup>85</sup>. Ensuring this requires the implementation of management technologies, strategic planning and continuous monitoring of performance results through the assessment of the effectiveness of educational management.

The assessment of the effectiveness of educational management is a systematized process of analyzing and measuring the degree of achievement of an educational organization's managerial and pedagogical goals, based on the use of quantitative and qualitative indicators<sup>86 87</sup>. According to the author, the effectiveness of educational management should be assessed not only as an outcome but also as a tool for developing managerial practice, allowing timely identification of weak points, strengthening of advantages, and ensuring the sustainable development of the educational organization. Thus, the purpose of assessing the effectiveness of educational management in schools is to conduct a comprehensive analysis and measurement of the performance of managerial and pedagogical activities in order to ensure the stable functioning and

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<sup>82</sup> JOHNES, J., PORTELA, M., THANASSOULIS, E. *Efficiency in education*. In: Journal of the operational research society, 2017, nr. 68(4), p. 331-338. ISSN 0160-5682.

<sup>83</sup> YEO, R. K. *Learning institution to learning organization: Kudos to reflective practitioners*. In: Journal of European Industrial Training, 2006, nr. 30(5), p. 396-419. ISSN 0309-0590.

<sup>84</sup> ALIYEV, U. *Management and efficiency in education: goals and strategies*. In: Вестник университета Туран, 2016, nr. 1, p. 261-266. ISSN 1562-2959.

<sup>85</sup> LEONTEV, M. G. et al. *Improving the efficiency of university management: teacher's performance monitoring as a tool to promote the quality of education*. In: European Research Studies Journal, 2018, nr. 21(2), p. 527-540. ISSN 1108-2976.

<sup>86</sup> GUNN, A. *Metrics and methodologies for measuring teaching quality in higher education: developing the Teaching Excellence Framework (TEF)*. In: Educational Review, 2018, nr. 70(2), p. 129-148. ISSN 1465-3397.

<sup>87</sup> MENASHKO, Y. And yet, we move – striving for excellence in the times of Corona. In: Journal of the Mofet Institute, 2021, nr. 66. <https://mofet.macam.ac.il/bitaoon/sheet/66/12751-2/>. (Hebrew)

development of the school, achieve high-quality teaching and upbringing of students, optimize resource use, create a supportive educational environment, implement modern technologies, develop teachers' professional potential, strengthen teamwork, and foster effective cooperation with parents and the local community<sup>88</sup>.

The measurement and evaluation of the effectiveness of educational management in schools makes it possible to accomplish the following objectives<sup>89 90</sup>: assessment of educational quality – measuring the alignment of programs with modern requirements and the satisfaction of students and parents; analysis of professional competencies – monitoring staff qualifications and development, as well as the effectiveness of professional training; evaluation of resource management – analyzing the efficiency of using financial, material, and human resources; measurement of individualized learning – assessing the success of personalized programs and the consideration of students' needs; analysis of interaction with the external environment – evaluating cooperation with parents, communities, and partners. The objectives of effectiveness assessment are aimed at a comprehensive analysis of management, the identification of strengths and weaknesses, and the strategic improvement of education quality.

The assessment of the effectiveness of educational management in schools should follow a set of principles (Appendix 9). These principles can be conventionally grouped by functional purpose into three main categories<sup>91</sup>: *principles of reliability, accuracy and objectivity* ensure reliability and eliminate data distortion when assessing educational management; *principles of comparability, timeliness, systematicity, complexity and regularity* focused on dynamic analysis and comparison of results over time and between organizations; *principles of adequacy, unambiguity, economy, uniqueness and technology* They ensure the practical applicability of assessment methods, guaranteeing that the indicators reflect precisely those aspects of educational management that are subject to analysis. The principles ensure a systematic and objective approach to management assessment, supporting monitoring, comparative analysis, and the implementation of effective strategies. Effectiveness encompasses outcomes, resource efficiency, the innovative potential of the staff, and the promotion of social equity<sup>92</sup>.

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<sup>88</sup> ROȘCA, P.I., BLAGORAZUMNAIA, O.N., MENASHKO Y. Methodological aspects of assessing the effectiveness of educational management. In: Управління змінами та інновації, 2024, nr. 12, p. 122-126. ISSN 2786-5711.

<sup>89</sup> CHENG, Y. C. *School effectiveness and school-based management*. London: Routledge, 2022. 312 p. ISBN 9781003267980.

<sup>90</sup> GROSSKOPF, S., HAYES, K. J., TAYLOR, L. L. *Efficiency in education: Research and implications*. In: Applied Economic Perspectives and Policy, 2014, nr. 36(2), p. 175-210. ISSN 2040-5790.

<sup>91</sup> TIMOTHY, T. O., AKINOLA, O. B., OLOWO, B. F. *School principals' use of management principles: a veritable tool for effective delivery of quality assurance in osun state secondary schools*. In: Educational Leader (Pemimpin Pendidikan), 2019, nr. 7, p. 1-20. ISSN 2601-0011.

<sup>92</sup>JOHNES, J., PORTELA, M., THANASSOULIS, E. *Efficiency in education*. In: Journal of the operational research society, 2017, nr. 68(4), p. 331-338. ISSN 0160-5682.

The effectiveness of educational management can be classified according to directions that reflect these components in a school's managerial activities. The author identifies types of educational management effectiveness in schools, which are presented in Table 1.4.

**Table 1.4. Characteristics of types of educational management efficiency [developed by the author based on<sup>93 94 95</sup>]**

Type of efficiency	Characteristics	Directions
Pedagogical	the degree of achievement of the goals of training, education and the effectiveness of the methods and technologies used.	human resources and development of competencies, the state of infrastructure, ICT, distance and modular learning, as well as modern methods of pedagogical control.
Economic	the ratio of results and resources expended in educational activities.	resource management, economic efficiency, budgetary discipline and competitiveness of educational services.
Organizational and managerial	achieving management goals, implementing planned activities	optimization of the school management structure, distribution of powers, school status, staff stability, use of data, network technologies, self-assessment and audit.
Social	accounting of consumer satisfaction of educational services	interaction with public institutions, taking into account educational needs, school image.

The types of educational management effectiveness are defined by the objects influenced by educational management. Pedagogical effectiveness is aimed at achieving learning and developmental goals through the use of modern technologies and methods. Economic effectiveness assesses the rational use of resources and financial expenditures. Organizational and managerial effectiveness is related to the accomplishment of managerial tasks and process optimization. Social effectiveness reflects the degree of satisfaction among consumers of educational services, as well as the level of interaction with society. An integrated consideration of these types within a unified assessment system contributes to improving education quality, reflecting the systemic nature of educational management.

According to the author, the analysis of educational management effectiveness should be based not only on their formal differentiation but also on identifying the interconnections among them. Ignoring even one type – such as social or organizational-managerial effectiveness—leads to a distorted evaluation of managerial processes. Only the integration of pedagogical, economic, managerial, and social aspects allows for an objective assessment of educational management outcomes and the development of a strategically grounded management model.

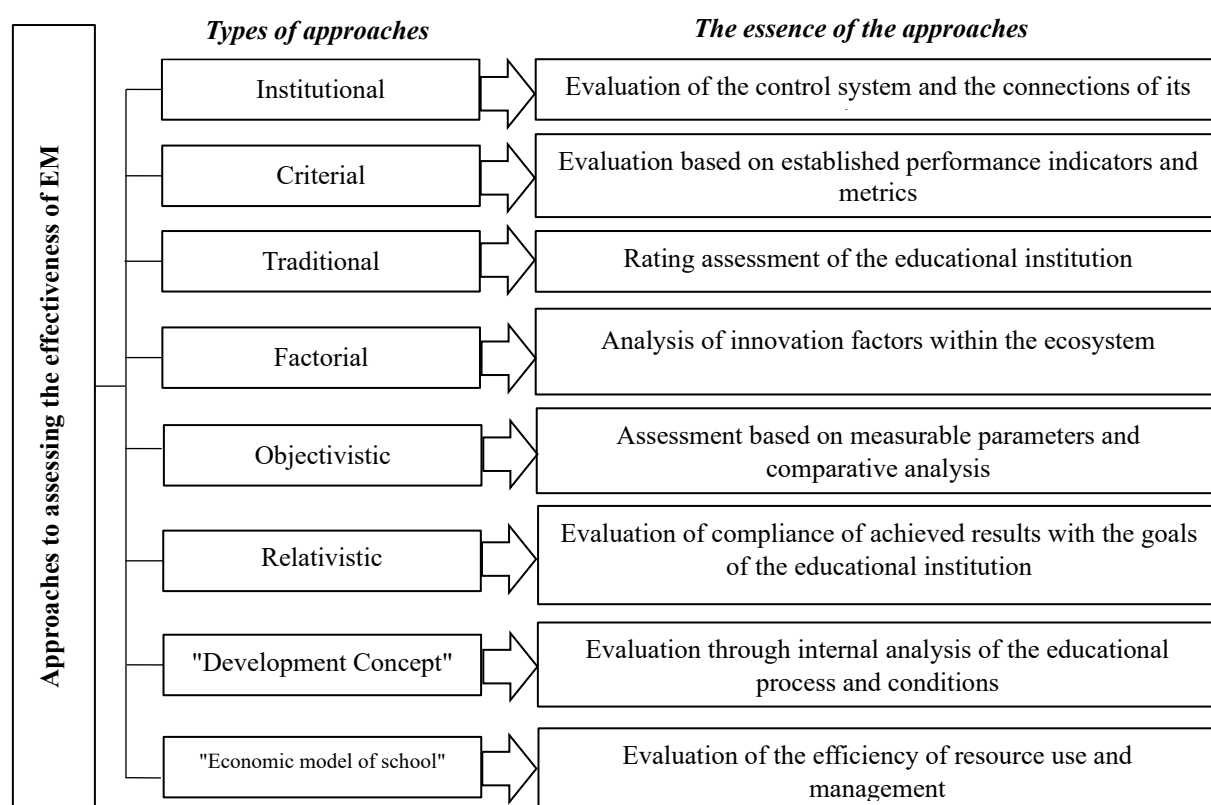
<sup>93</sup> TESHABOEV, A. *Effectiveness of pedagogical diagnostics in school practice*. In: Science and innovation, 2023, nr. 2(B11), p. 110-113. ISSN 2409-9066.

<sup>94</sup> KIM, J. *School accountability and standard-based education reform: The recall of social efficiency movement and scientific management*. In: International Journal of Educational Development, 2018, nr. 60, p. 80-87. ISSN 0738-0593.

<sup>95</sup> BARTUŠEVIČIENĖ, I., ŠAKALYTĖ, E. *Organizational assessment: effectiveness vs. efficiency*. In: Social Transformations in Contemporary Society, 2013, nr. 1(1), p. 45-53. ISSN 2345-0126.

However, the types of educational management effectiveness are influenced by organizational and economic conditions, their interrelation, and the dynamics of change (Appendix 10). This determines the specifics of managing educational processes in schools. Organizational conditions include the level of strategic planning, the degree of regulation of managerial procedures, the quality of in-school management, the level of interaction with external stakeholders, and more. Economic conditions, in turn, cover the availability and volume of funding, the efficiency of resource allocation, the investment attractiveness of the school, and so on. The interrelation between evaluation types and conditions shapes the environment for implementing educational strategies. A high correlation indicates a school's competitiveness, adaptability, and effectiveness.

The analysis of scientific literature shows that schools use different approaches to evaluating educational management effectiveness, depending on goals, resources, policy requirements, and organizational structure, as presented in Figure 1.5.



**Figure 1.5. Approaches to assessing the effectiveness of educational management in schools**  
[developed by the author based on<sup>96 97</sup>]

<sup>96</sup> ISRAELI, M. *Methodological approaches to assessment of innovative ecosystems of higher educational institutions*. In: Материалы VIII ежегодной научно-практической конференции Северо-Кавказского федерального университета «Университетская наука - региону», 2021, nr. 8, p. 13-24. ISSN 978-5-6043630-1-0.

<sup>97</sup> BOTHA, R. J. *School effectiveness: conceptualising divergent assessment approaches*. In: South African Journal of Education, 2010, nr. 30(4), p. 605-620. ISSN 0256-0100.

The approach to evaluating the effectiveness of educational management is a system based on principles, types of effectiveness, and evaluation criteria, aimed at measuring and analyzing the performance of managerial activities in schools<sup>98</sup>. The approach sets the parameters for evaluation and data interpretation in managerial decision-making within educational management. It makes it possible to take into account legal, organizational, economic, pedagogical, and social aspects, covering both quantitative and qualitative indicators. The choice of approach depends on the orientation toward internal or external evaluation and relies on specific criteria. In this case, an evaluation criterion is a measurable or qualitative indicator that allows for an objective determination of the degree of effectiveness of a school's managerial activities in achieving its stated goals<sup>99</sup>. The interrelation between approaches and criteria defines the methodology for assessing the effectiveness of educational management in schools. Depending on the purpose, a comprehensive approach may be applied, combining methods for a thorough and objective evaluation of effectiveness.

According to theoretical concepts, the following groups of evaluation criteria are distinguished in assessing the effectiveness of educational management<sup>100 101</sup>: process criteria reflect expediency – the alignment of goals with social demand; integrity – the quality of integration within the management system; variability – the expansion of opportunities for choosing diverse options and levels of school activity; structuredness – the diversity of forms and structures; and the flexibility and adaptability of school activities. Criteria of compliance of the educational management process with objective requirements for its organization, content, and outcomes reflect the alignment of the content and forms of educational management with the stated goals and results. Result criteria imply effectiveness – multilevel, diverse, and integrated outcomes, the satisfaction of educational management stakeholders, and the systemic nature of school activities. Criteria of compliance of the achievable results of educational management with the established goals of the school imply a specific requirement for goal-setting: goals must possess characteristics that make them trackable, they should be concrete, achievable, and measurable. According to the author, these groups of criteria for the effectiveness of educational management should serve as the basis for designing evaluation in schools. Only through such a

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<sup>98</sup>CHENG, Y. C. *School effectiveness and school-based management*. London: Routledge, 2022. 312 p. ISBN 9781003267980.

<sup>99</sup>LEVINA, E. Y. et al. *Efficiency management of educational systems development: approaches and criteria*. In: International Review of Management and Marketing, 2016, nr. 6(2), p. 277-282. ISSN 2146-4405.

<sup>100</sup>TUFEANU, D., SEMENESCU, A., IOANA, A. *Management Criteria and Principles, Applicable in Education and Scientific Research*. In: Advanced Engineering Forum, 2019, nr. 34, p. 277-282. ISSN 2234-991X.

<sup>101</sup>WILKOSZEWSKI, H., SUNDBY, E. *Steering from the center: New modes of governance in multi-level education systems*. In: OECD Education Working Papers, 2014, nr. 109, p. 1-34. ISSN 19939019.

comprehensive identification of parametric indicators within these groups can the objectivity of monitoring school activities in terms of educational management implementation be ensured. Of course, these groups of criteria theoretically describe the directions of evaluation in general terms and set the main parameters.

It is necessary to consider each group of criteria when applying different approaches to evaluating the effectiveness of educational management (institutional, criterial, objectivist, relativist, “Development Concept” approach, “Economic School Model” approach) (Appendix 11). Such consideration should be expressed in the proper selection and varying emphasis on specific criteria and their corresponding indicators, depending on the chosen approach in a given evaluation context of school educational management.

**The institutional approach** to assessing the effectiveness of educational management in schools views it as a complex social system functioning within established norms, rules, and values that ensure its development<sup>102</sup>. The approach evaluates the school through legal, organizational, economic and social factors, analyzing the regulatory framework, interaction with levels of education and integration into the regional system. The main examples of evaluation components (objects, criteria, indicators) of the approach are presented in Table 1.5.

**Table 1.5. Components of the effectiveness assessment of the institutional approach to EM**  
[developed by the author based on <sup>103</sup>]

Object of assessment	Evaluation criteria	Indicators
Organizational structure Intra-school environment	Manageability of the educational process	Clarity of distribution of powers, effectiveness of management decisions, level of automation of processes, level of involvement of teachers, degree of satisfaction of staff with working conditions, etc.
Regulatory framework Financial and economic activities	Compliance with regulatory requirements	Availability of a license and accreditation, compliance with educational standards, compliance with legal requirements, share of budgetary and extra-budgetary funds, efficiency of their distribution, etc.
Interaction with other levels of education Quality of the educational process	Integration of the school into the educational system	The number of agreements with universities and colleges, the proportion of graduates continuing their education, participation in network educational projects, the percentage of students who successfully completed programs, the results of independent assessment of knowledge, etc.
Interaction with the external environment	Interaction with government agencies and	The number of partnership programs, the school's participation in state educational initiatives, the level of digitalization of the educational process, the number of

<sup>102</sup> VLASOV, M., PANIKAROVA, S., DRASKOVIC, M. *Evaluating university academic efficacy: institutional approach*. In: Montenegrin Journal of Economics, 2020, nr. 16(1), p. 241-250. DOI: 10.14254/1800-5845/2020.16-1.16

<sup>103</sup> TEMPLE, P. *Space, place and institutional effectiveness in higher education*. In: Policy Reviews in Higher Education, 2018, nr. 2(2), p. 133-150. ISSN 2332-2950.

Innovative activity	partners	implemented innovative projects, participation in grant programs, etc.
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The presented criteria and indicators of the approach provide a comprehensive assessment of the school, taking into account regulatory compliance, sustainability, resource efficiency, quality of education and the level of integration. The approach is characterized by its systemic nature, reliance on the regulatory framework and the possibility of strategic forecasting. However, the rigidity of the requirements limits flexibility and innovation. It is most applicable in public schools and institutions with state-public management, where the balance between standards and community interests is important.

**The criterial approach** to assessing the effectiveness of educational management in schools is based on measuring the effectiveness of management using clearly established indicators and metrics<sup>104</sup>. It allows for the evaluation of educational performance based on specified standards and benchmarks, tracking the dynamics of change. The approach covers academic achievements, teacher effectiveness, management results, and socioeconomic parameters. Examples of evaluation components for this approach are presented in Table 1.6.

**Table 1.6. Components of the evaluation of the effectiveness of the criterial approach to EM [developed by the author based on <sup>105</sup>]**

Object of assessment	Evaluation criteria	Indicators
Educational process Teaching methods	Assessment of the quality of the educational process	The effectiveness of the pedagogical technologies used, the presence of a differentiated and individual approach, the level of student involvement, attendance rates, satisfaction with the educational process
Teaching Materials and Resources Teacher Training	Availability and level of methodological support	Provision of textbooks and teaching materials, availability of modern digital educational technologies, proportion of teachers who have completed advanced training courses, number of methodological developments and original programs
Learning Outcomes Monitoring Knowledge	Academic performance of students	Average score by subject, proportion of students with high and low results, results of external independent assessment, dynamics of changes in academic performance by year
Educational programs Curricula	Compliance of educational programs with state standards	Compliance of curricula with federal and regional educational standards, the share of compulsory subjects in the academic workload, compliance of requirements for graduate competencies with state standards

The criteria approach provides a quantitative and qualitative assessment of the educational process, allowing for the analysis of the quality of teaching, academic performance,

<sup>104</sup> HAGERER, I. *Universities act differently: identification of organizational effectiveness criteria for faculties*. In: Tertiary Education and Management, 2019, nr. 25, p. 273-287. ISSN 1358-3883.

<sup>105</sup> MAKKI, A. A. et al. *A novel strategic approach to evaluating higher education quality standards in university colleges using multi-criteria decision-making*. In: Education Sciences, 2023, nr. 13(6), p. 577. ISSN 2227-7102.

methodological support and compliance with standards. It is characterized by objectivity, consistency, transparency and the ability to assess, but it reflects qualitative aspects to a limited extent and requires a balanced choice of criteria. It is effective in schools focused on standards, ratings and strategic development, serving as a tool for informed management decisions.

**The traditional approach** to assessing the effectiveness of EM is based on classical principles of training and formal control of program development. It focuses on the schedule, teaching methods and results of final assessment, relying mainly on quantitative indicators. The approach is stable and predictable, convenient for schools with strict regulations. However, there is limited consideration of individual needs, motivation and personal development of students. The main examples of the components of this approach are presented in Table 1.7.

**Table 1.7. Components of the traditional approach to assessing the effectiveness of EM**  
[developed by the author based on <sup>106</sup>]

Object of assessment	Evaluation criteria	Indicators
Structure of the educational process Schedule of classes	Organizing the school schedule	Compliance of the schedule with sanitary and hygienic standards, balance of academic and extracurricular workload, stability of the academic schedule
Methodological activities of teachers Teaching methods	Compliance of pedagogical methods with traditional approaches	The share of the class-lesson system in the educational process, the use of traditional forms of knowledge control (tests, oral surveys, essays), the degree of application of various teaching methods
Graduates' results Final certification	Number of graduates	Number of students who completed the full course of study, percentage of graduates who received certificates, dynamics of the number of graduates
Achieving educational standards Student achievement	Level of mastery of the school curriculum	Average grade point average at the end of the year, percentage of students who successfully passed final exams, percentage of students who moved up to the next grade without academic failure

The table reflects the features of the traditional approach, based on stable teaching practices and formal achievement of standards. The assessment criteria cover the schedule, teaching methods, graduates' results and mastery of the program. The approach is effective for schools with a classical education system, ensuring continuity and stability, but limits flexibility.

**The factorial approach** focuses on analyzing the relationship between a school's various resources and the outcomes of the educational process. It involves identifying and evaluating key factors affecting the quality of education, including staff composition, material and technical

<sup>106</sup> THOMAS, S., KYRIAKIDES, L., TOWNSEND, T. *Educational effectiveness research in new, emerging, and traditional contexts*. In: The Routledge international handbook of educational effectiveness and improvement. 2015. London: Routledge. 26 p. ISBN 9781315679488.

resources, and the internal and external conditions of the institution's functioning<sup>107</sup>, which is presented in Table 1.8.

**Table 1.8. Components of the efficiency assessment of the EM factorial approach**  
[developed by the author based on<sup>108</sup>]

Object of assessment	Evaluation criteria	Indicators
Staff Qualifications of teachers	The influence of staffing on the educational process	The number of teachers with the highest qualification category, the level of professional training, the number of teachers who have completed advanced training courses, participation in competitions, etc.
IT logistics	Influence of the material and technical base	Provision of the school with teaching aids and digital platforms, availability of modern infrastructure, level of digitalization of the educational process
Economic and social conditions Administrative management	The influence of external and internal factors on the quality of education	Level of school funding, availability of educational resources, parental involvement in the educational process, level of social support for students
Educational Outcomes Student Achievement	Correlation between resources and results	Relationship between funding level and average student score, influence of teachers' qualifications on academic achievement, relationship between equipment and student satisfaction

The factor approach provides a comprehensive analysis of the relationships between resources and results, facilitating informed management decisions. Its advantages are the identification of management problems and the ability to correct processes. Disadvantages are the complexity of the analysis and the influence of subjective factors. The approach is especially useful for dynamically developing and socially heterogeneous schools.

Depending on the methods and subjects of evaluation, the following approaches can be distinguished: objectivistic and relativistic. These approaches represent two opposite concepts of evaluating the effectiveness of educational management.

**The objectivistic approach** is based on measuring educational effectiveness using objective quantitative indicators that allow us to state facts, compare educational institutions and analyze the education system as a whole<sup>109</sup>. It relies on target indicators — academic performance, teacher training, resources, and ratings — to assess and manage educational institutions. It allows ratings to be formed, development dynamics to be monitored, and incentive mechanisms to be introduced,

<sup>107</sup> BADRTDINOV, N. N., GOROBETS, D. V. *Evaluation of the Effectiveness of Management Development Institutions of Higher Education on the Basis of the Factor and Criterion Model*. In: International journal of environmental and science education, 2016, nr. 11(18), p. 12167-12182. ISSN 1306-3065.

<sup>108</sup> FEDORCHUK, Y., GORDASHNIKOVA, O., KUZNETSOV, A. *Development of efficiency assessment tools for education managers, and regional education development strategy as its basis*. In: EDULEARN21 Proceedings, 2021, p. 3085-3093. ISSN 2340-1117.

<sup>109</sup> ALI, V. *Knowledge, education and social change: Exploring efforts to move beyond objectivism and relativism*. In: ACCESS: Contemporary Issues in Education, 2022, nr. 42(1), p. 21-36. ISSN 0111-8889.

such as an “effective contract.” However, excessive reliance on quantitative indicators and the difficulties in selecting them can reduce the reliability of assessment and contribute to formalism in management.

**The relativistic approach**, by contrast, rejects absolute evaluation criteria and focuses on the alignment of educational outcomes with established goals. It emphasizes not so much quantitative measurements as the assessment of final results and the impact of the educational system on society<sup>110</sup>. The relativistic approach, based on sociological methods, evaluates satisfaction with the quality of education, taking into account subjective and social aspects. Its strength lies in flexibility, while its limitation is dependence on respondents’ opinions and external conditions. The author conducted a comparison of these approaches and presented the key differences between them in evaluating the effectiveness of educational management (Appendix 12). The objectivistic approach relies on quantitative indicators and rankings, providing a standardized and comparable assessment, particularly relevant for state institutions. The relativistic approach focuses on subjective perceptions, participant satisfaction, and individual goals, offering flexibility but lacking universality. Their combination allows for a comprehensive assessment of educational management effectiveness, integrating objective data with qualitative characteristics of the environment.

**The "Development Concept"** approach is focused on the internal analysis of the educational organization's processes and their impact on the quality of education (Appendix 13). Unlike the objectivist and relativist approaches, this approach focuses on self-examination and identifying internal growth factors. It covers the analysis of teacher training, methodological work, professional development, intra-school interaction, and student satisfaction. It is based on internal assessments with quantitative and qualitative indicators. The approach is focused on sustainable development and flexibility, but is vulnerable due to the subjectivity of the assessment and high resource intensity. It is effective for schools focused on innovation and internal improvement, and complements other approaches by taking into account internal quality management mechanisms.

**The "Economic model of school" approach** treats an educational institution as a system operating under conditions of limited resources and focused on optimizing the ratio of costs and results (Appendix 14). The approach considers a school as a system with limited resources focused on optimizing costs and results. It is based on the rational use of resources, assessment of profitability and investment efficiency. Attention is paid to financing, resource allocation and performance. The approach helps to identify ineffective expenses, strengthen managerial

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<sup>110</sup> SCHEURICH, J. J. *Social relativism:(not quite) a postmodernist epistemology*. In: Research method in the postmodern. London: Routledge, 2014. 200 p. ISBN 9781315043258.

responsibility and adjust strategy. The criteria allow for assessing financial and personnel policies, profitability and compliance with economic conditions. The model is relevant for autonomous and private schools, but may limit the humanitarian and social focus.

The presented approaches form the methodological basis for assessing the effectiveness of educational management, defining principles, analytical logic, and key criteria. Models, in turn, serve as tools for the practical implementation of the chosen approach. There are various models for evaluating the effectiveness of educational management, each suitable for specific purposes and types of educational institutions. The author grouped the models according to the purpose of evaluation in schools: for comprehensive assessment of school management quality – EFQM, BSC, MBNQA, TQM; for evaluating educational programs and their impact – Kirkpatrick, CIPP, PDCA; for analyzing the quality of educational services and participant satisfaction – SERVQUAL, ROI; for resource and process management – SCOR, ROI, PDCA (Appendix 15). In assessing the effectiveness of educational management in schools, different models are applied, each emphasizing specific aspects of management and development (Appendix 16).

The EFQM model is used for a comprehensive analysis of strategic management, identifying strengths and weaknesses and developing school development strategies<sup>111</sup>. BSC focuses on four perspectives: finance, customers, internal processes, learning and innovation, allowing you to track performance over time<sup>112</sup>. The MBNQA model assesses management through the lens of leadership, strategy and stakeholder engagement<sup>113</sup>. TQM is focused on continuous improvement of processes through the involvement of all participants and analysis of results<sup>114</sup>. Kirkpatrick models (four levels of analysis) are used to evaluate training programs<sup>115</sup>: perception, knowledge, behavior, outcome) and CIPP, which covers context, resources, process and outcome, which allows for the adaptation and development of educational programs<sup>116</sup>. The PDCA model provides cyclical management, facilitating continuous adjustment of strategies and improvement of

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<sup>111</sup> DU, G. et al. *Effectiveness of design process of education quality assurance system based on EFQM model*. In: Eurasia Journal of Mathematics, Science and Technology Education, 2017, nr. 13(12), p. 8205-8211. ISSN 1305-8215.

<sup>112</sup> REDA, N. W. *Balanced scorecard in higher education institutions: Congruence and roles to quality assurance practices*. In: Quality Assurance in Education, 2017, nr. 25(4), p. 489-499. ISSN 0968-4883.

<sup>113</sup> PURBA, H. H. *A systematic literature review of Malcolm Baldrige national quality award (MBNQA)*. In: Journal of Technology Management for Growing Economies, 2021, nr. 12(1), p. 1-12. ISSN 0976-545X.

<sup>114</sup> KIGOZI, E., KO, J., ON, Y. *Total quality management (TQM) practices applied in education institutions: a systematic review of literature*. In: International Journal of Innovative Business Strategies, 2019, nr. 5(2), p. 341-352. ISSN 2046-3626.

<sup>115</sup> NAWAZ, F., AHMAD, W., KHUSHNOOD, M. *Kirkpatrick model and training effectiveness: a meta-analysis 1982 to 2021*. In: Business & Economic Review, 2022, nr. 14(2), p. 35-56. ISSN 2519-1233.

<sup>116</sup> AZIZ, S., MAHMOOD, M., REHMAN, Z. *Implementation of CIPP model for quality evaluation at school level: a case study*. In: Journal of Education and Educational Development, 2018, nr. 5(1), p. 189-206. ISSN 2310-0869.

quality<sup>117</sup>. SERVQUAL assesses participant satisfaction by identifying gaps between expectations and actual quality of educational services<sup>118</sup>. From an economic perspective, the effectiveness of education can be assessed through ROI<sup>119</sup>, reflecting the financial return of programs, in contrast to the SERVQUAL model, which is focused on subjective perception. SCOR is used to analyze and optimize the entire management system, including resources and processes<sup>120</sup>. The choice of model depends on the goals and priorities of the school. Their application facilitates the adaptation of strategies, quality improvement, and increased managerial efficiency.

Based on the theoretical study of the main methodological aspects of evaluating the effectiveness of educational management in schools, the author draws the following conclusions. First, the lack of unified terminology in the scientific literature complicates the selection of evaluation methods. There are no universal measurement techniques, which requires the adaptation of approaches to the specific conditions of each school. Second, measuring effectiveness requires a comprehensive approach that includes the analysis of academic, financial, social, and organizational aspects. This makes it possible not only to evaluate current results but also to identify directions for improvement. Third, there is no single classification of indicators of educational management effectiveness in schools. The existing groups of indicators are general in nature, so each educational institution must select them individually, taking into account its own tasks and specifics. Fourth, existing evaluation models (EFQM, BSC, Kirkpatrick, ROI, etc.) focus on different aspects of management, but none of them is universal. Their application requires adaptation to the specific goals of the school.

For effective evaluation of educational management in schools, a flexible approach is needed—one that takes into account the specifics of the educational process, adapts models, and selects indicators individually.

#### **1.4. Conclusions for Chapter 1**

1. The relevance of educational management, identified through theoretical research, determines the necessity of clearly defining this process. According to the author, educational management is a holistic system of managing the educational process, based on strategic

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<sup>117</sup> INDRA, R. et al. *Development of Quality Management Model in Realizing Quality School Through Leadership and School-Based Evaluation*. In: AL-ISHLAH: Journal Pendidikan, 2023, nr. 15(4), p. 6361-6375. ISSN 2087-9490.

<sup>118</sup> ĐONLAGIĆ, S., FAZLIĆ, S. *Quality assessment in higher education using the SERVQUALQ model*. In: Management: journal of contemporary management issues, 2015, nr. 20(1), p. 39-57. ISSN 1331-0194.

<sup>119</sup> SMITH, R., KNAPP, K. *Return on Instructional Investment (ROI) model: A practical guide for school leaders*. In: Academy of Educational Leadership Journal, 2019, nr. 23(1), p. 1-11. ISSN 1095-6328.

<sup>120</sup> SARRICO, C. S., ROSA, M. J. *Supply chain quality management in education*. In: International Journal of Quality & Reliability Management, 2016, nr. 33(4), p. 499-517. ISSN 0265-671X.

development, social responsibility, adaptation to changes in the external and internal environment, as well as resource optimization, in order to ensure high quality of education and the effective functioning of educational institutions under conditions of dynamic socio-cultural and economic transformations.

2. Theoretical analysis has shown that educational management represents a step-by-step process (environmental analysis, strategic planning, organizational design, implementation of management technologies, stakeholder interaction, and evaluation of results), where each stage corresponds to a specific managerial impact, ensuring the systemic nature and direction of managerial decisions towards improving the efficiency of school functioning.

3. The formation of effective educational management requires a comprehensive approach based on strategic development, taking into account organizational and economic conditions that influence it. Organizational conditions ensure structured management, innovation orientation, and distribution of managerial roles, while economic conditions determine the level of resource provision, staff motivation, and the implementation of strategic goals. Their consideration in the execution of educational management tasks in schools contributes to management sustainability, high quality of education, and adaptability to external challenges.

4. The methodology for evaluating the effectiveness of educational management requires a flexible and integrated approach, including the adaptation of models and the individual selection of indicators, taking into account academic, financial, social, and organizational aspects within the framework of the chosen approach (institutional, criterial, traditional, factorial, etc.). In the absence of universal evaluation methods and classifications of indicators, each school must develop its own evaluation system, based on the specifics of its activities and development goals.

5. Research on theoretical approaches to evaluation has revealed that there is no universal approach or classification of indicators for assessing the effectiveness of educational management. Each school should establish its own evaluation system, relying on the specifics of its activities, the context of its functioning, and the goals of strategic development.

6. Theoretical analysis has clarified the essence, goals, and functions of educational management, revealed its organizational and economic conditions, and systematized approaches and indicators for evaluating effectiveness. This ensured a holistic vision of key constructs and provided the basis for empirical research methods. It established a framework for assessing school management practices, identifying gaps between theory and practice, and analyzing the impact of organizational and economic conditions. The systematization of approaches and indicators enables the study of Israeli schools and supports the development of the author's evaluation model, ensuring both the validity and practical significance of conclusions.

## **2. THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF CONDUCTING SCIENTIFIC RESEARCH**

### **2.1. The structure of research methodology**

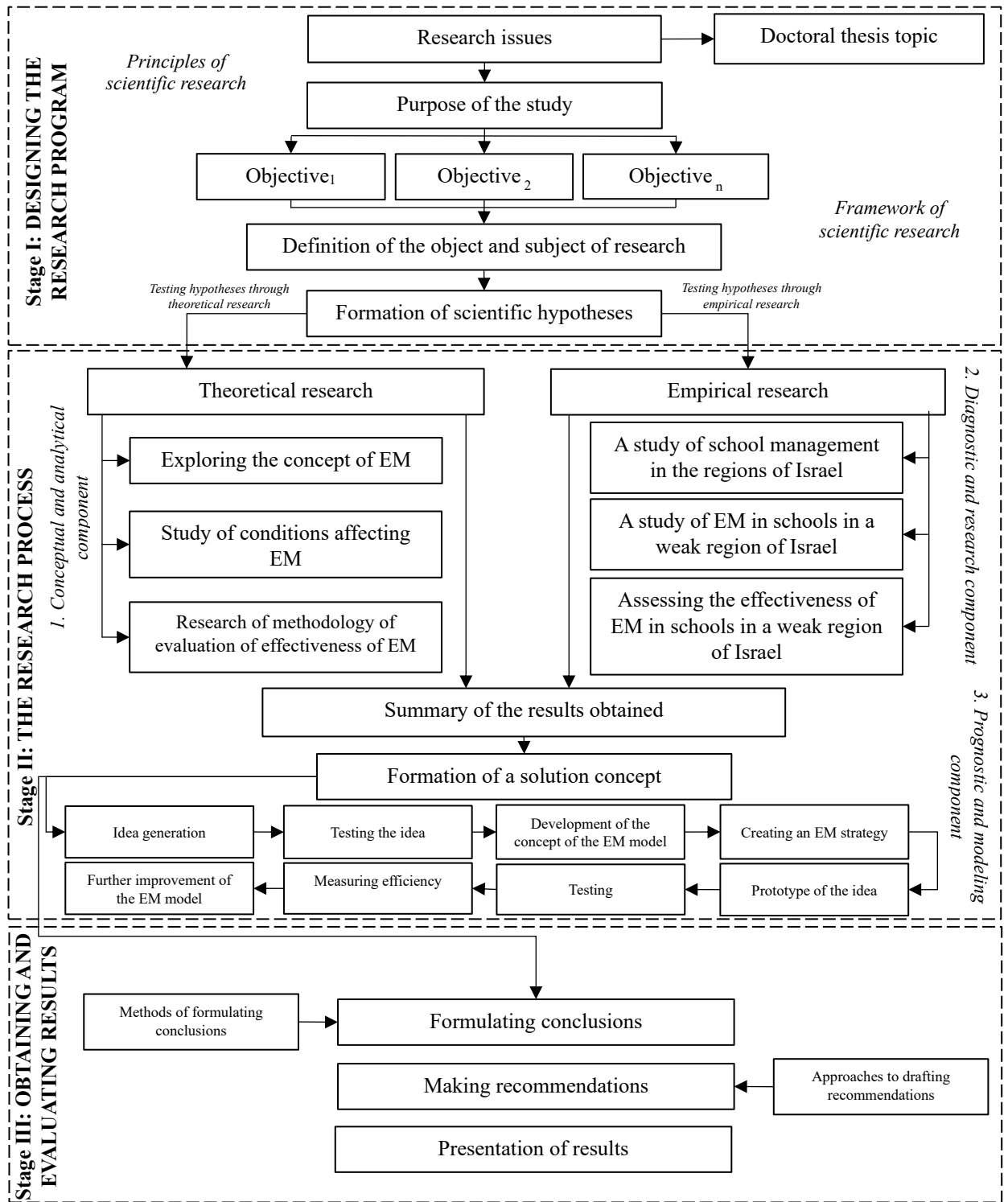
The presentation of the theoretical and methodological foundation of the doctoral thesis research was developed by the author based on the need for a comprehensive analysis of the essence, mechanisms, and consequences of applying educational management under conditions of socio-economic vulnerability. The chosen approach makes it possible to reveal not only the structure and content of managerial processes in schools but also their impact on educational outcomes and the overall resilience of the system.

The research methodology is aimed at a comprehensive understanding of the phenomenon of educational management, ensured by a consistent transition from the theoretical-analytical level to the applied level, with an emphasis on identifying causal relationships between the effectiveness of educational management and the performance of schools. This approach allows managerial practices to be considered not in isolation, but within a dynamic and functional context that reflects the interaction of multiple factors—from legal and regulatory to organizational and cultural. The study is based on an interdisciplinary synthesis of methodological approaches from pedagogy, economics, and organizational management.

The methodology adopted by the author is grounded in the following principles (Appendix 17):

- Systematicity, ensuring a holistic coverage of all components of the educational process and their interactions;
- Contextuality, taking into account the specific features of the socio-economic environment of the region;
- Interdisciplinarity, integrating approaches from related scientific fields (economics, management, pedagogy);
- Justified transition from theory to practice, expressed through the step-by-step concretization of conceptual foundations into applied solutions;
- Relevance of methods to research goals, ensuring the selection of tools appropriate to the studied problem.

These principles are reflected in the structure of the doctoral thesis through the combination of analytical, empirical, and prognostic methods, as well as through the emphasis on the practical applicability of results in school management. The author has developed a structural block diagram of the research methodology, presented in Figure 2.1.



**Figure 2.1. The structure of the doctoral thesis research methodology [developed by the author]**

The structure presented in the diagram demonstrates the research logic — from theory to practice. The logic of this study represents the sequence and internal coherence of the stages of scientific analysis aimed at achieving the stated goal and addressing the research objectives. The proposed research structure ensures the internal integrity of the study, moving from problem

identification to its resolution through scientific analysis, the justification of managerial decisions, and the evaluation of their effectiveness in the context of school educational practice.

The author has developed a research design for this study, which reflects the step-by-step logic of the research — from defining goals, objectives, and hypotheses to formulating conclusions, recommendations, and their presentation (Appendix 18). It systematically specifies the methods, tools, limitations, and potential biases at each stage, ensuring methodological transparency and the reproducibility of results. Such an approach links the theoretical and empirical parts of the study into a unified research strategy.

At the first stage, ***“Designing the Research Program”*** a relevant scientific and practical problem is formulated, related to the effectiveness of educational management in schools of economically disadvantaged regions of Israel. At this stage, the overall direction of the study is set and the doctoral thesis topic is defined. The main research goal is then determined, which in this case is the development of an adaptive model and strategy of educational management aimed at improving the effectiveness of school governance in economically weak regions of Israel. Based on this goal, three categories of tasks are outlined: theoretical research tasks, which include describing the essence and prerequisites for the development of educational management, identifying the organizational and economic conditions for its formation in schools, and presenting the methodological aspects of evaluating its effectiveness in educational institutions; empirical research tasks, which involve identifying the specific features of managing schools in different regions of Israel, analyzing the process of educational management in schools of economically weak regions, and evaluating its effectiveness under conditions of economic vulnerability; and practical tasks, which consist in developing an adaptive model of educational management for schools in economically weak regions of Israel, formulating a management strategy for Israeli schools under conditions of economic vulnerability, and adapting the methodology for evaluating the effectiveness of educational management in schools. At this stage, the object and subject of the study are also defined: the object is the system of educational management in schools, while the subject consists of the processes, mechanisms, and methods for increasing the effectiveness of educational management in the context of regional vulnerability. Based on the analysis of the initial context, scientific hypotheses are then formulated, which are later tested through theoretical and empirical research<sup>121</sup>. Everything implemented at this stage occurs under the influence of principles (systematicity, contextuality, interdisciplinarity, etc.) and within the framework of scientific research.

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<sup>121</sup> AMEN, A. *Basic Research Methods*. [accessed 06.11.2023]. Available at: [https://www.scribd.com/document/562113177/Basic-Research-Methods?language\\_settings\\_changed=English](https://www.scribd.com/document/562113177/Basic-Research-Methods?language_settings_changed=English)

**The second stage, “Research process,”** is conventionally divided into three components:

**1. Conceptual and analytical component**, focused on developing theoretical foundations for the study<sup>122</sup>. This component includes the analysis of scientific literature and foreign sources on educational management; the refinement of the conceptual framework and identification of research gaps; the classification and systematization of approaches to evaluating management effectiveness in education; and the formulation of hypotheses and the definition of the scientific problem within the logic of interdisciplinary analysis. This component is essential for studying the concept of educational management (analysis of concepts, scientific approaches, and management models); examining the conditions influencing educational management (identifying external and internal factors such as the regulatory framework, economic situation, human resource potential, etc.); and investigating the methodology for evaluating the effectiveness of educational management (review of methods, indicators, and evaluation criteria applied in both scientific and practical contexts).

**2. The diagnostic-research component** is aimed at the empirical substantiation of the proposed theoretical propositions and includes the following: the collection of primary data in schools of economically weak regions of Israel (interviews, surveys, analysis of reporting documentation, etc.); the processing and interpretation of data using statistical and other quantitative research methods; the identification of stable managerial models, along with their strengths and weaknesses; and the diagnosis of the state of educational management at the level of individual schools in Israel. The empirical part of the study involves a step-by-step analysis of school management across different regions of Israel, with the aim of reviewing and systematizing existing management models. Particular attention is paid to schools operating under conditions of economic vulnerability: a targeted study of educational management in these institutions was conducted, focusing on identifying their specific features, problematic areas, and organizational difficulties. At the final stage, a comprehensive assessment of the effectiveness of educational management in schools of economically weak regions was carried out on the basis of applied analysis of managerial practices, which included the collection and interpretation of both quantitative and qualitative data. The obtained results were then synthesized: theoretical and empirical findings were combined, patterns were identified, and the hypotheses were confirmed or refuted.

**3. The predictive modeling component** is responsible for constructing the applied part of the

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<sup>122</sup> SALAWU, R. et al. *Theoretical and conceptual frameworks in research: Conceptual clarification*. In: European Chemical Bulletin, 2023, nr. 12(12), p. 2103-2117. ISSN 2063-5346.

study<sup>123</sup>. This component follows the synthesis of theoretical and empirical analysis results and is aimed at developing applied managerial solutions in the field of educational management in schools. The concept of addressing the problems identified during the theoretical and practical study is implemented through specific stages: idea generation, idea validation, development of the EM model concept, creation of an EM strategy, prototyping the idea, testing the model, measuring effectiveness, and further improving the EM model (Appendix 19).

As a result, this component includes: the development of an adaptive model of school educational management tailored to the specific context of Israel's regions; the formulation of a strategy for its implementation in the managerial practice of schools in economically weak regions; the justification of a methodology for evaluating the effectiveness of the proposed educational management model; and the forecasting of possible scenarios for the development of school education when applying new managerial tools. The logic of this component is directed toward ensuring the applied effectiveness of the research and the practical feasibility of implementing the developed educational management model under specific regional conditions.

**The third stage “Obtaining and Presenting Results”** completes the research work and includes key actions aimed at interpreting, practically understanding, and presenting the scientific data obtained. Based on theoretical and empirical data, the results are systematized and interpreted.

**The conclusions** represent the logical conclusion of the study and reflect the degree of achievement of the set goals, confirmation or refutation of hypotheses, as well as the identified patterns that affect the effectiveness of educational management<sup>124</sup>. Particular attention is paid to the internal consistency of the findings with the objectives and stages of the study. Further, specific **recommendations** are developed aimed at improving management practices in educational organizations<sup>125</sup>. The recommendations include practical steps for the implementation of the proposed model and strategy of educational management, take into account the conditions of economic vulnerability of the region and can be used by school administrations, regional education departments and other stakeholders.

The final stage involves **presenting the results** to a broad scientific and professional audience. This includes preparing and formatting a scientific report, publishing key research findings in scientific journals, and defending a doctoral thesis. The presentation of the results

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<sup>123</sup> YANG, Y. et al. *Predictive models in software engineering: Challenges and opportunities*. In: ACM Transactions on Software Engineering and Methodology (TOSEM), 2022, nr. 31(3), p. 1-72. ISSN 1049-331X.

<sup>124</sup> SCHÜNEMANN, H. J. et al. *Interpreting results and drawing conclusions*. In: Cochrane handbook for systematic reviews of interventions, 2019, p. 403-431. ISBN 978-0-470-51845-8.

<sup>125</sup> DEMIR, F. et al. *Strategic improvement planning in schools: A sociotechnical approach for understanding current practices and design recommendations*. In: Management in Education, 2019, nr. 33(4), p. 166-180. ISSN 0892-0206.

ensures the inclusion of the author's model and approaches in scientific and practical discourse, promotes the further development of the research field and the implementation of the proposed solutions in management practice.

This structuring of the methodology ensures the logical integrity of the study, its scientific validity and practical focus. The choice of this methodological design is due to the need to move from declarative theoretical characteristics of educational management to its practical application and systemic assessment in a specific regional context. This approach allowed us to describe current school practices and formulate reasonable proposals for their improvement based on scientifically verified data. The research methodology chosen by the author is aimed at achieving a high degree of applied relevance while maintaining the scientific rigor of the analysis, which ensures the reliability and reproducibility of the results obtained.

## **2.2. Organization and tools of theoretical and empirical research**

The organization of theoretical and empirical research within this doctoral thesis is structured in accordance with the research methodology framework developed by the author and presented earlier, and it is aimed at a step-by-step examination of the phenomenon of educational management in the context of economically disadvantaged regions of Israel. The theoretical part of the study focuses on substantiating the conceptual framework, identifying methodological foundations, and analyzing existing concepts, while the empirical part provides for the testing of hypotheses, as well as the collection and interpretation of data on the practices of educational management in schools under specific regional conditions in Israel<sup>126</sup>. The main characteristics of theoretical and empirical studies are presented in Table 2.1.

**Table 2.1. Main characteristics of theoretical and empirical studies [developed by the author]**

<b>Sources of information</b>	<b>Nature of research results</b>	<b>Research approaches used</b>
- Scientific articles, monographs, analytical reports	- Generalized theoretical conclusions	- Theoretical and analytical
- School management documentation, internal reports	- Diagnostic and applied results	- Content analysis, reflexive and case approach
- Interviews and expert assessments of managers	- Evaluation of effectiveness and development of recommendations	- Empirical-analytical, comparative-factorial

The presented table reflects a holistic and structured approach to the organization of theoretical and empirical research within the framework of the doctoral thesis. A clear distinction

<sup>126</sup> *The Research Methods Handbook*. [accessed 05.11.2022]. Available at: <https://go-gn.net/wp-content/uploads/2020/07/GO-GN-Research-Methods.pdf>

between sources of information, the nature of the results obtained and the applied research approaches allows for the methodological consistency of the study. Such systematization demonstrates the logical coherence between the stages of analysis, the depth of the material elaboration and the scientific validity of the conclusions, which together enhances the reliability and applied value of the results obtained.

**The theoretical research** was organized on the basis of the following methods:

- **Analysis of scientific literature (descriptive and critical).** Descriptive analysis was applied to systematize existing approaches to educational management and to identify key concepts and categories. Critical analysis made it possible to assess the degree to which the research object has been studied, to identify scientific gaps and contradictions in existing interpretations, and to justify the need for independent research.
- **Inductive-deductive approach.** This was used for the logical transition from specific observations (e.g., analysis of individual cases and theories) to broader generalizations, and subsequently for testing these generalizations through the analysis of new situations. It ensured the development of the content of the educational management concept based on the analysis of specific concepts and practices.
- **Comparative-historical method and comparative analysis.** These were employed to study the development of the concept of educational management across different historical periods and educational systems. They made it possible to trace the transformation of managerial paradigms, identify stable elements and emerging trends, and provide a basis for the conceptual understanding of modern educational management.
- **Theoretical modeling method.** This was used to construct the author's model of educational management. The method allowed for the identification of the main structural elements of the model (goals, objectives, principles, etc.), the substantiation of their interrelations, and the formulation of a strategy for adapting the model to the conditions of an economically vulnerable region of Israel.

The expected results included the formulation of the author's definition of the concept of educational management for schools, the definition of conditions influencing the application of educational management in schools, and the substantiation of the criteria for its effectiveness. The information and theoretical base consisted of:

- scientific articles and monographs (mainly in English);
- publications of leading researchers in the field of economics, management and pedagogy (including works by Israeli and Moldovan researchers).

The type of information collected for theoretical research was primarily secondary,

qualitative and generalized, used to build a conceptual framework and systematize approaches to theoretical concepts, notions, definitions, classifications, etc. The rationale for the choice of theoretical research methods is related to the need to identify interdisciplinary foundations of management practices in education and adapt them to the specifics of the Israeli school education system in economically vulnerable regions of the country.

**Empirical research** was aimed at specifying and verifying theoretical findings. The empirical methods applied by the author complement one another and form a comprehensive diagnostic system that ensures in-depth validation of theoretical propositions (Appendix 20). Their combination made it possible to cover both the formal aspects of management and reflective practices and subjective evaluations, which is particularly important in the context of studying educational management under the economically vulnerable conditions of the region. This approach strengthened the scientific validity of the model and strategy proposed in the doctoral thesis and enhanced the practical value of the recommendations.

The empirical part of the research relied on a diverse and multilayered data set, ensuring a comprehensive analysis of the processes and mechanisms of educational management in schools of economically vulnerable regions of Israel. The empirical analysis was based on data collected from a sample of general education schools located in various regions of Israel, with a focus on those operating under conditions of limited funding, staff shortages, and social vulnerability. The sample included schools with different administrative statuses (municipal, state, and semi-state), which ensured the representativeness of the study.

The analysis also used relevant state and municipal documents regulating issues of educational policy, school autonomy, resource distribution, and quality standards. The study included strategic school development plans, annual reports, internal audits, minutes of pedagogical councils, and institutional self-assessment reports. These materials made it possible to identify real managerial practices and the degree of implementation of managerial and strategic goals.

During the field stage of the research, semi-structured interviews were conducted with principals, deputy heads for quality management, coordinators of educational programs, and representatives of municipal departments of school education. In addition, an anonymous survey was organized among the teaching staff of schools to identify their perceptions of the effectiveness of managerial decisions and their satisfaction with the existing system of educational management.

The empirical stage of the research used both primary and secondary data, differing in source and content. Primary data included interviews, surveys, analyses of internal school management documentation, and expert assessments obtained directly during fieldwork. Secondary data

consisted of analytical reports, open statistical data, research center publications, documents from the Israeli Ministry of Education, as well as international organizations such as the OECD, UNESCO, and others.

In terms of processing, the data were divided into qualitative and quantitative. Qualitative data included textual sources — interviews, management documents, and meeting protocols — which were analyzed through content analysis and reflective analysis of managerial practices. Quantitative data included statistical indicators, survey results, and performance metrics, processed through comparative and factor analysis.

The choice of such a combined methodological base was determined by the need to study deeply and comprehensively the specific features of educational management functioning under conditions of economic instability. This approach not only empirically confirmed or refuted theoretical propositions and model solutions but also ensured a high level of objectivity, completeness, and reliability of the findings. The combination of qualitative and quantitative approaches contributed to forming a comprehensive, multidimensional, and scientifically substantiated picture of the phenomenon under study, thereby increasing both the research and practical significance of the doctoral thesis. Thus, the combination of theoretical analysis and empirical diagnostics ensured the scientific validity, verifiability, and practical orientation of the research results, consistent with the logic of the doctoral thesis methodological framework.

### **2.3. Methodology for obtaining and presenting the results of scientific research**

The methodology for obtaining and presenting research results in this doctoral thesis is based on a comprehensive logic aligned with the stages of the prognostic-modeling component. The purpose of this stage was not only to produce scientifically grounded conclusions but also to develop applied managerial solutions tailored to the practical functioning of schools in economically disadvantaged regions of Israel.

The process of obtaining results followed a clearly structured sequence of actions, through which the transition was made from theoretical concepts to managerial models and strategic decisions for schools. The production of research results was accompanied by analytical, expert, and empirical elaboration, which made it possible to move from abstract theoretical propositions to a structured and practically implementable management toolkit.

The research results were presented in accordance with the requirements of scientific visualization, academic argumentation, and professional communication<sup>127</sup>. The preparation

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<sup>127</sup> UGWU, C., EZE, V. *Qualitative Research*. In: International Digital Organization for Scientific Research, 2023, nr.2, p. 20-35. ISSN 2579-0803.

included the following:

1. Development of a presentation - a visual block accompanied the defense of the doctoral thesis. The presentation used diagrams, charts, tables and infographics reflecting:

- structural components of the concept of educational management;
- logical structure of the study;
- structure of the educational management model;
- strategy of educational management for schools and features of its implementation;
- criteria for assessing the effectiveness of educational management.

2. Preparation of the report (scientific speech) - the text of the speech before the members of the commission was developed in the logic from problem to solution and included: relevance, goal, objectives, methodology, scientific research hypothesis, brief results of the theoretical and empirical part, description of the model and strategy of educational management, conclusions and recommendations. The report was accompanied by explanations of the slides and references to the key elements of the doctoral thesis.

3. The author used the following formats for presenting the results:

- in the doctoral thesis - all results were structured by chapters, provided with links to empirical data, presented in the form of tables, diagrams, conclusions and explanations;
- at the defense - the results were presented in abbreviated form, with an emphasis on novelty, evidence and applied potential;
- in publications - individual fragments of the doctoral thesis formed the basis of scientific articles, including those with an emphasis on international experience and comparative analysis.

The functional purpose of the research formats used by the author is presented in Table 2.2.

**Table 2.2. Functional purpose of scientific results presentation formats [developed by the author]**

<b>Presentation format</b>	<b>Target audience</b>	<b>Functional purpose</b>
Text of the doctoral thesis	Academic community, commission, experts of the Higher Attestation Commission	Demonstration of completeness, depth, novelty and methodological rigor
Presentation at the defense	Members of the committee on defense, scientific opponents	Visualization of key findings, clarity and persuasiveness
Scientific report	Commission, representatives of the education system	Logical presentation of the essence of the research, reflection of the applied focus
Scientific publications	Readers of specialized journals, interested persons, participants of scientific conferences	Expanding scientific discussion, consolidating results in the scientific community
Methodological recommendations	School management, municipal departments, stakeholders	Practical application of the results, translation of the model and strategy of educational management in school educational institutions

Infographics, diagrams, tables	Universal addressees (including students, their parents, etc.)	Quick perception of complex data, integration into the educational process
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The presented table demonstrates the variety of formats for presenting the results of scientific research and their functional purpose depending on the target audience. Such a multi-channel model of broadcasting scientific data allows for academic completeness and validity of the presented conclusions, as well as their adaptation for various levels of perception - from the scientific community to educational practitioners. The use of text, visual and methodological forms of presentation makes the results of the doctoral thesis research accessible, applicable and oriented both to the scientific development of educational management and to its implementation in the management practice of schools in economically weak regions of Israel.

This enhances the applied significance of the research and promotes the effective integration of scientific developments into the real educational process. During the defense of the doctoral thesis, academic standards for the presentation of scientific material were observed. The speaker consistently presented information within six stages:

- **The problem and its scientific significance.** The presentation began with the formulation and justification of the research problem — the low managerial effectiveness of schools operating under conditions of economic vulnerability. The author emphasized that existing educational management practices lack an adaptive model that takes into account regional instability, limited resources, and the social heterogeneity of the student population. The problem was presented as insufficiently studied in the scientific literature in the context of Israeli schools. The scientific significance of the study lies in its attempt to fill this gap by creating a theoretically grounded and practically applicable model of educational management capable of improving the effectiveness of school systems in vulnerable regions.

- **Theoretical elaboration.** The second part of the presentation introduced the theoretical and methodological foundation of the research. The author consistently highlighted the key scholarly approaches to educational management, drawing on the works of various researchers and authors. The speaker emphasized the variability in the interpretations of the concept of “educational management” and justified his own position, formulated through the analysis of academic literature and current managerial practice.

- **Methodological foundations.** This section presented the logic and structure of the doctoral thesis research methodology. The author outlined the systemic, contextual, and problem-oriented approaches that underpinned the choice of methods. The principles of scientific work were disclosed, along with the rationale for employing comprehensive research methods. The structure of the methodology was also described, comprising the conceptual-analytical, diagnostic-research,

and prognostic-modeling components.

- **Course, logic, and results of the empirical research.** The sample was presented, focusing primarily on schools in economically disadvantaged regions of Israel where in-depth research was conducted. The tools were described, including questionnaires, semi-structured interview scripts, internal reporting documents, and management protocols. The logic of data collection and interpretation was demonstrated, along with case examples of managerial decisions. Based on the data obtained, the author identified key barriers to the effectiveness of educational management, developed a typology of existing managerial models, and assessed their performance.

- **Justification of the model and strategy of educational management in schools.** The author's adaptive model of educational management, developed from the synthesis of theoretical propositions and empirical data analysis, was presented. The speaker elaborated on its structure, components, operating principles, and regulatory mechanisms in response to changing external and internal conditions. Special attention was given to the strategy as the central element of the model. Resources, tools, success indicators, and the stages of model implementation were detailed. The author demonstrated how the proposed strategy incorporates the socio-economic vulnerability of the region and ensures the resilience of managerial decisions in an unstable environment.

- **Algorithm for implementation and evidence of effectiveness of the author's developments.** This was the final part of the presentation. The author demonstrated how the model could be practically adapted to a specific school, simulated the stages of strategy implementation in the school's natural operational context, and presented the results of pilot testing. Quantitative and qualitative indicators were provided, showing the model's effectiveness: increased teacher satisfaction, reduced conflict, improved academic outcomes, and optimized resource allocation. The presentation concluded with findings confirming that the proposed model can serve as an effective tool for improving management quality in schools with low economic stability.

The use of visual materials enhanced the perception of information, while clear structuring demonstrated the scientific rigor and practical viability of the proposed solutions. The methodology for obtaining and presenting results in this doctoral thesis illustrates the logical completeness of the research and its applied orientation. The consistent progression from hypothesis formulation to model construction and testing, followed by its adaptation and presentation, ensured a high level of validity and scientific reliability of the findings. The combination of verbal, visual, and documentary forms of presenting results strengthened the argumentation and made it possible to effectively convey both the scientific novelty and the significance of the conclusions for the educational and managerial practice of schools in Israel.

## **2.4. Conclusions for Chapter 2**

1. The methodology of scientific research defines the logical structure and sequence of three stages (designing the research program, conducting the research process, and obtaining and evaluating results), as well as the analytical framework, thereby ensuring the scientific validity and systematic character of the doctoral thesis. It is based on the principles of goal relevance, contextuality, and reproducibility of results. Methodological integrity enables the transition from theoretical propositions to practical managerial solutions.

2. The applied methods and tools of theoretical and empirical research ensured the implementation of the second stage of the doctoral thesis - the research process, which includes three interrelated components: the conceptual-analytical, the diagnostic-research, and the prognostic-modeling. Theoretical methods contributed to the formation of the categorical framework, the identification of scientific contradictions, and the substantiation of the educational management model, while empirical methods made it possible to verify theoretical propositions, diagnose managerial practices in schools, and evaluate the effectiveness of the developed solutions. Together, these methods provided analytical depth, scientific rigor, and the practical applicability of the research results.

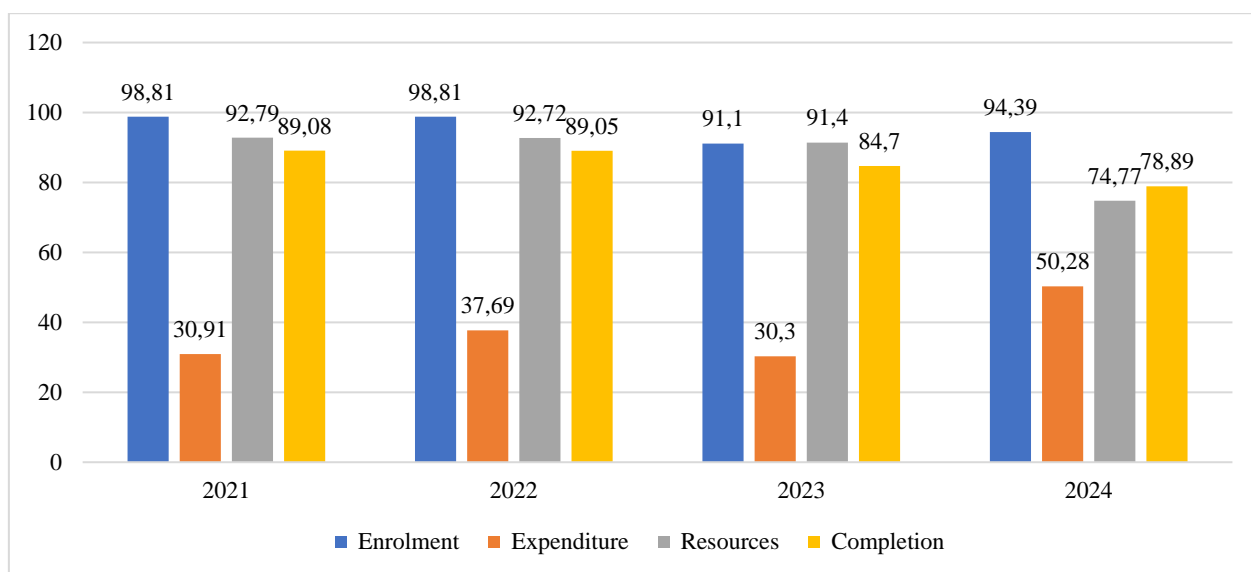
3. The process of obtaining and presenting research findings must demonstrate logical completeness, scientific justification, and a high level of applied orientation. A multi-format presentation of scientific results allows for the effective communication of both the novelty of the study and its potential for real implementation in the managerial practice of schools in economically vulnerable regions.

4. A well-grounded choice of methods for analysis and presentation of results must strictly correspond to the goals, objectives, and logic of the research, directly influencing the scientific reliability and applied value of the conclusions. It is important to account for the limitations of each method - from potential data distortion to reduced analytical depth - and to compensate for them through a combined approach. A rational and critically validated methodological toolkit forms the basis for obtaining valid, reproducible, and practically significant results.

### 3. ANALYSIS OF PRACTICES IN THE APPLICATION OF EDUCATIONAL MANAGEMENT IN THE REGIONAL CONTEXT OF ISRAEL

#### 3.1. Peculiarities of the management of educational institutions in the regions of Israel

The education system in Israel combines centralized governance with regional specificities shaped by socio-economic, cultural, and demographic factors. Differences in management approaches across regions make it necessary to analyze school practices to substantiate the research hypothesis. This analysis provides an empirical basis for assessing the adaptability of managerial models, comparing regional variations, and evaluating their potential for broader application. The research will also clarify whether educational inequality arises from managerial approaches or macroeconomic influences, while identifying strategies, problem areas, and the effectiveness of existing models to propose recommendations for optimizing educational management under regional conditions. Israel's education system is characterized by high levels of investment in research and innovation<sup>128</sup>, which is reflected in its high positions in the Global Knowledge Index (Appendix 21), which is presented in Figure 3.1.



**Figure 3.1. Israel Global Knowledge Index (2021-2024)** <sup>129 130 131 132 133</sup>

<sup>128</sup> ROSHKA, P.I., BLAGORAZUMNAYA, O.N., ISRAELI, M., DREIHER, D. *Innovation as an element of the development of healthcare and education in Israel*. In: Modern engineering and innovative technologies, 2022, nr.24 (2), p. 39-47. ISSN 2567-5273.

<sup>129</sup> Global Knowledge Index (GKI). [accessed 07.11.2024]. Available at: <https://www.knowledge4all.com/gki>

<sup>130</sup> Global Knowledge Index (GKI) – 2024  
[https://knowledge4all.com/admin/2024/Methodology/GKI\\_Report\\_EN.pdf](https://knowledge4all.com/admin/2024/Methodology/GKI_Report_EN.pdf)

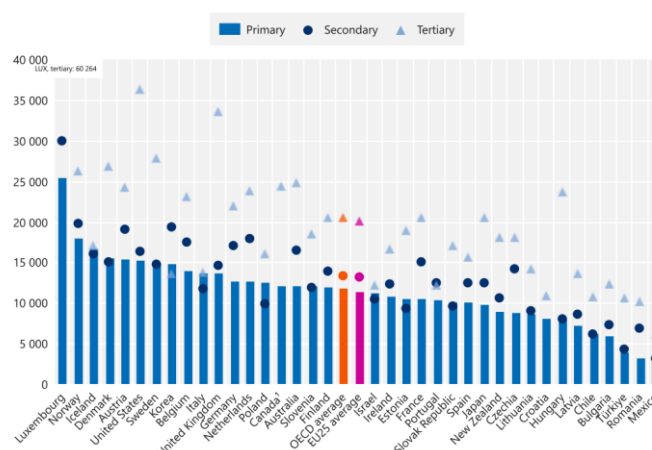
<sup>131</sup> Global Knowledge Index (GKI) – 2023  
[https://knowledge4all.com/admin/2023/Methodology/GKI2023\\_Methodology\\_EN.pdf](https://knowledge4all.com/admin/2023/Methodology/GKI2023_Methodology_EN.pdf)

<sup>132</sup> Global Knowledge Index (GKI) – 2022  
[https://knowledge4all.com/admin/2022/Methodology/GKI2022\\_Methodology\\_EN.pdf](https://knowledge4all.com/admin/2022/Methodology/GKI2022_Methodology_EN.pdf)

<sup>133</sup> Global Knowledge Index (GKI) – 2021  
[https://www.undp.org/sites/g/files/zskgke326/files/migration/arabstates/GKI-Report-2021---CPs-3\\_Full\\_compressed.pdf](https://www.undp.org/sites/g/files/zskgke326/files/migration/arabstates/GKI-Report-2021---CPs-3_Full_compressed.pdf)

The education system in Israel is governed by the central government through the Ministry of Education, the Ministry of Finance, and local authorities. Although school autonomy has increased, the Ministry of Education sets educational policy, particularly for primary and middle schools, while upper secondary schools fall under the jurisdiction of local authorities. The Ministry of Education supervises the Hebrew and Arab state streams at the national level, while responsibility for the state-religious and ultra-Orthodox independent streams lies with specialized sub-units within the ministry. The ultra-Orthodox independent stream, while state-funded, is subject to less supervision by state policies. Other bodies also contribute to shaping educational policy (Appendix 22). Schools in Israel have less autonomy over resource allocation than the OECD average. According to the author, this division of managerial functions between state and local authorities, together with the existence of parallel educational streams with varying levels of accountability, creates inconsistency in the implementation of educational policy. The reduced autonomy of schools in resource allocation compared to the OECD average limits their ability to adapt to local conditions and hinders the effective implementation of adaptive management models, especially in socially and economically vulnerable regions.

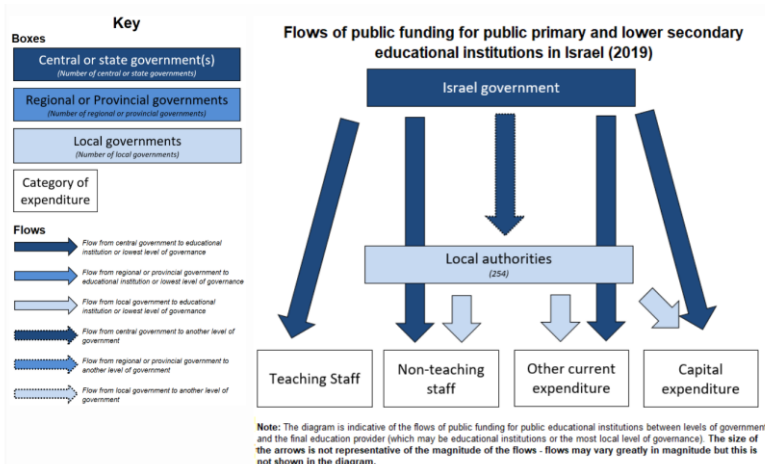
The Israeli education system is a multi-level structure aligned with the International Standard Classification of Education (ISCED) (Appendix 23), covering the entire cycle from early childhood to doctoral studies and ensuring continuity and flexible educational pathways. Early childhood education (ISCED 0) develops basic skills for children up to age 6, followed by primary education (ISCED 1) in six- or eight-year cycles, and lower secondary (ISCED 2) in Grades 7–9 or 7–8. Upper secondary (ISCED 3) offers three- or four-year programs, both leading to the Matriculation Certificate, with opportunities for academic or vocational specialization. Post-secondary (ISCED 4) bridges secondary and higher education, while higher education (ISCED 5–8) provides bachelor's, master's, and doctoral programs, ranging from 3–4 years to 6–7 years for medicine. A key feature of the system is flexibility, with preparatory programs enabling transitions between tracks, tailored to students' needs and labor market demands. Compulsory education begins at age 6 and ends at 18, ensuring broad access, inclusion of special and adult education and the development of highly skilled human capital. This framework guarantees near-universal coverage of the school-age population and provides a foundation for social cohesion and equal opportunities. At the same time, it places significant responsibility on the education system to adapt curricula, resources, and teaching methods to diverse socio-economic and cultural contexts across different regions. Average annual expenditure per student from primary to tertiary education (including R&D) in Israel is US\$11,111, compared to an average of US\$14,209 in OECD countries, as shown in Figure 3.2.



**Figure 3.2. Total expenditure per full-time equivalent student in primary, secondary and tertiary education (2021)<sup>134</sup>**

*\*OECD data for 2022-2024 are not available at this time.*

In most countries, expenditure increases with the level of education. In Israel, per student expenditure is US\$ 11327 in primary education, US\$ 10464 in secondary education, and US\$ 12239 in tertiary education. In OECD countries, public authorities are responsible for the vast majority of education expenditure, especially at the compulsory level. In Israel, 96% of total expenditure on primary institutions comes from public sources, above the OECD average of 93%. Private expenditure accounts for a large share in pre-primary and tertiary education in many countries. In Israel, the share of public expenditure on pre-primary education is 92%, above the OECD average of 86%, and for tertiary education it is 57%, compared with the OECD average of 68%. The sources of funding for the Israeli education system are presented in Figure 3.3.



**Figure 3.3. Sources of funding for the Israeli education system<sup>135</sup>**

<sup>134</sup> Education at a Glance 2024 - Country notes: Israel. [accessed 02.02.2022]. Available at: [https://www.oecd.org/en/publications/education-at-a-glance-2024-country-notes\\_fab77ef0-en/israel\\_9a3451d2-en.html](https://www.oecd.org/en/publications/education-at-a-glance-2024-country-notes_fab77ef0-en/israel_9a3451d2-en.html)

<sup>135</sup> Education GPS. Israel. [accessed 23.11.2024]. Available at: <https://gpseducation.oecd.org/CountryProfile?primaryCountry=ISR>

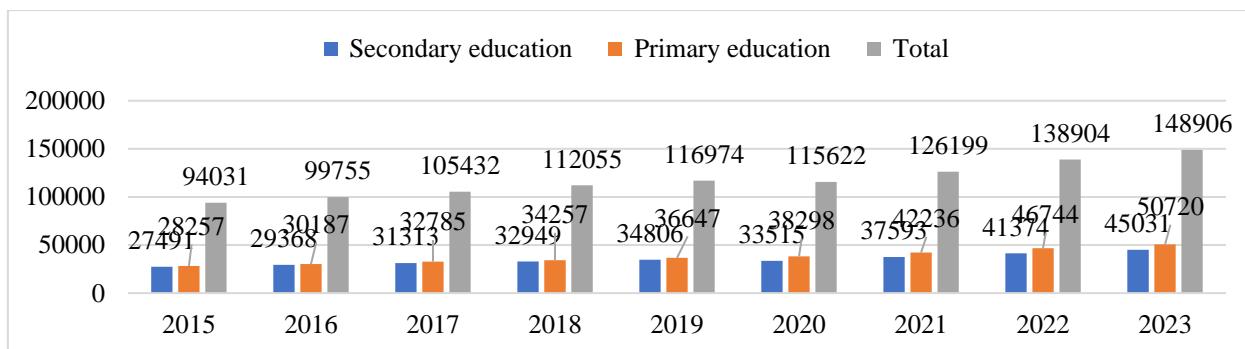
The main source of funding is the government of Israel, which provides direct transfers to local authorities. Local authorities, in turn, allocate these funds to various categories of expenditure: salaries of teaching staff, non-teaching personnel, current operating costs, as well as capital investments. It is important to note that the scheme reflects the directions of fund flows but not their volume, since the size of the arrows does not correspond to the actual amount of financing. Internal transfers between levels of government are also permitted, which indicates a multi-level and decentralized system of education budget distribution. Thus, the Israeli education financing system combines centralized governance with broad involvement of local authorities in resource allocation at the local level. This structure reflects a balance between national control and regional autonomy, ensuring alignment with state policy while allowing adjustments to local needs. However, the degree of decentralization also generates disparities in the quality and efficiency of resource distribution across regions.

The method of financing private institutions varies significantly across countries: some are fully or largely funded by the state, while others receive little or no public funding. In Israel, public sources spend USD 13276 per full-time student in state primary institutions, whereas this figure amounts to only USD 3,218 per full-time student in private institutions (the OECD averages are USD 11914 for state primary institutions and USD 7867 for private ones).

The analyzed data allow the author to conclude that the existing financing system demonstrates considerable inequality in the distribution of resources between public and private institutions, which, in the long run, may deepen educational disparities and limit access to quality services in certain sectors. This is especially important to take into account when developing adaptive management models aimed at equalizing opportunities and improving the efficiency of schools in economically vulnerable regions.

Tuition fees constitute an important component of private expenditure on higher education, but they differ significantly among countries. In Israel, where the tuition fee for national bachelor's students amounts to USD 3088 per year, it is situated in the middle range among OECD countries for which data are available. Israel spends 6.1% of its Gross Domestic Product (GDP) on educational institutions from primary to tertiary levels (including R&D).

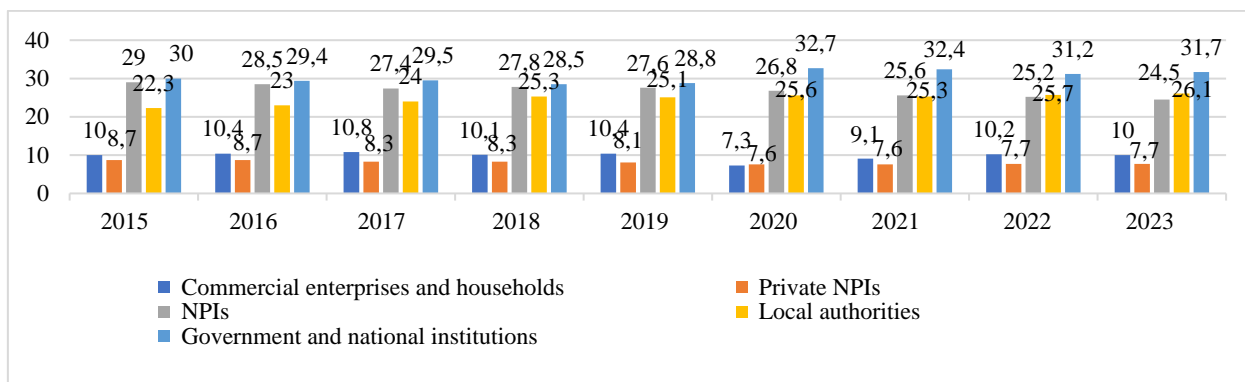
This exceeds the OECD average of 4.9% of GDP. On average across OECD countries, the share of GDP allocated to educational institutions (from primary to tertiary) remained broadly stable, standing at 4.9% in both 2015 and 2021. However, trends vary significantly between countries. Israel is among the countries where expenditure as a share of GDP has remained relatively constant at around 6.1% (Appendix 24). National expenditure on education, by type of expenditure and level of education (2015–2023), is presented in Figure 3.4.



**Figure 3.4. National expenditure on education, by type of expenditure and level of education in Israel (2015-2023)<sup>136</sup>**

\* More recent statistical data is not currently publicly available.

National expenditure on education in Israel in 2015–2023 shows steady growth (Appendix 25). Funding for primary education increased by 63.8%, secondary education by 79.5%, and total expenditure increased by 58.3%. The increase is especially noticeable in 2022–2023, due to the expansion of educational infrastructure and measures to support the system after the pandemic. Expenditure on secondary education is consistently higher, reflecting its higher resource requirements. With further growth in funding, the problems of regional inequality and shortage of qualified personnel remain unresolved. National expenditure on education by type of expenditure and level of education are presented in Figure 3.5.



**Figure 3.5. National expenditure on education, by type of expenditure and level of education, and by operating and financing sector (2015-2023)<sup>137</sup>**

\* More recent statistical data is not currently publicly available.

From 2015 to 2023, the main share of education expenditures in Israel was consistently covered by state and national institutions (Appendix 26). The share of private organizations and households remained low and virtually unchanged. A slight decline in the contribution of local

<sup>136</sup> Education - Statistical Abstract of Israel 2024. [accessed 30.03.2023]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

<sup>137</sup> Ibidem. Education - Statistical Abstract of Israel 2024. [accessed 30.03.2023]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

authorities can be observed, accompanied by a growing role of non-profit institutions (NPIs) in financing. The scheme reflects the structure of school education in Israel, which includes primary school (Grades 1–6), lower secondary school (Grades 7–9), and upper secondary school (Grades 10–12), with the possibility of an additional program (Appendix 27). At the upper secondary level, students are divided into different educational tracks: general education, vocational, agricultural, military academies, and yeshivas. The Israeli school system is classified into four types<sup>138</sup>: State (Mamlachti), State-Religious (Mamlachti Dati), Independent (Hinuch Mukar) and Ultra-Orthodox education (the Torah study network).

**State Education.** In state schools, 75% of the curriculum consists of compulsory subjects, covering tradition, the humanities, and social sciences (Tanakh, History of Israel, Civics, Geography), languages (Hebrew, English), exact sciences (Mathematics, Physics, Chemistry, Biology, Computer Science), and Physical Education. Judaism is studied from a cultural rather than a religious perspective. The remaining 25% of subjects are chosen by the school from an approved list (e.g., Music, Crafts, Art, etc.). If the limit is exceeded, parents and local authorities share the cost. Curricula are uniform across all schools and are approved by the Ministry of Education. Significant attention is given to students' social and civic engagement.

**State-Religious Education.** The core curriculum of state-religious schools is almost identical to that of state schools, but up to 40% of instructional time is devoted to religious subjects, with additional lessons focusing on advanced Jewish and religious studies. Students in these schools are required to dress and behave in accordance with religious standards, and daily prayers are an integral part of the school day. Boys and girls generally study separately in such schools.

**Independent Education.** Schools of this type may be recognized or unrecognized by the Ministry of Education. In recognized schools, state curricula are followed, but educational norms are determined by the board of directors or by parents. Education is fee-based, sometimes with subsidies for new immigrants. Most secondary schools fall into the category of recognized independent institutions, managed by municipalities, networks, or committees. Unrecognized religious schools teach only part of the state curriculum and remain under limited supervision by the Ministry (primarily in matters of material support).

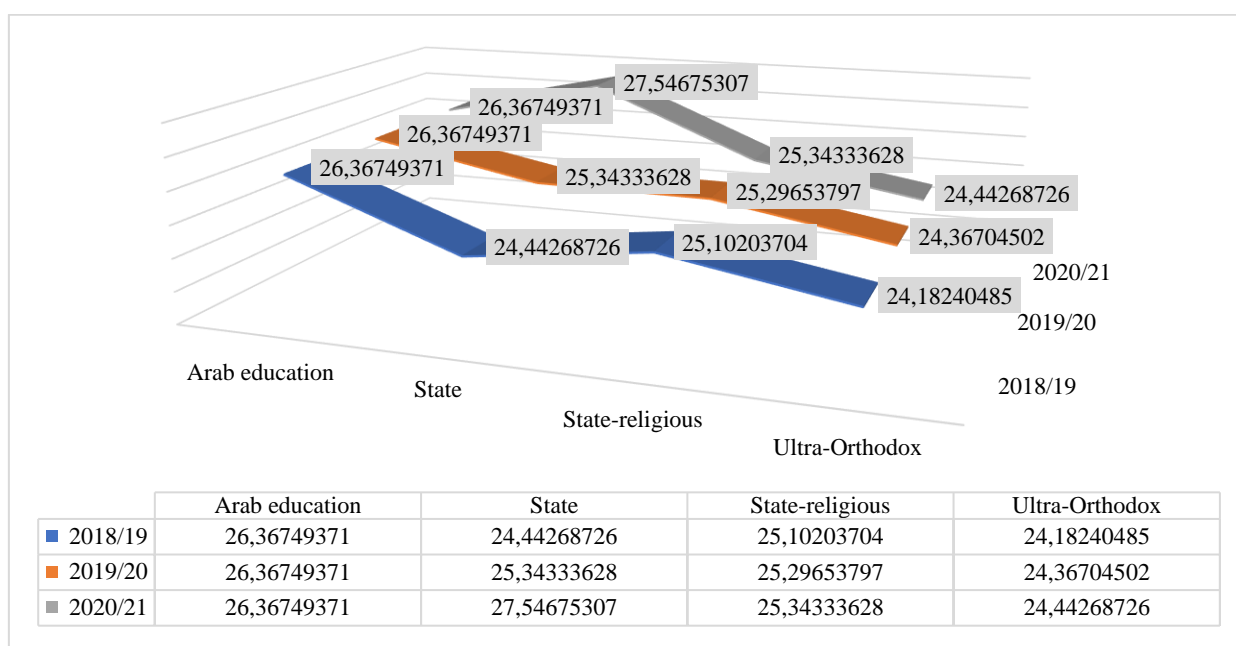
**Ultra-Orthodox Education** (Torah Study Network). Independent religious schools in Israel place strong emphasis on religious instruction and traditions, combining state curricula with their own. They are recognized by the Ministry of Education and receive state support but maintain autonomy in student admissions and the design of supplementary curricula, which increases

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<sup>138</sup> *Education*. 9th Edition. Jerusalem: Ministry of Aliyah and Integration, 2019. 80 p. [accessed 11.06.2024]. Available at: [https://www.gov.il/BlobFolder/generalpage/education\\_guides/ru/edu\\_ru.pdf](https://www.gov.il/BlobFolder/generalpage/education_guides/ru/edu_ru.pdf)

financial contributions from parents.

Average number of students in primary education by supervision (2018-2024) shown in Figure 3.6.



**Figure 3.6. Average number of students in primary education by supervision (2018-2024)<sup>139</sup>**

The analysis of the presented data shows that between the 2018/19 and 2020/21 school years, Israel experienced an overall trend toward a reduction in the average number of pupils per class in primary education across all supervisory sectors: state, state-religious, ultra-Orthodox, and Arab. The most significant decrease was recorded in the ultra-Orthodox sector, where the average class size fell from 27.5 to 24.4 students, which may indicate targeted measures to reduce classroom overcrowding in this segment. In both the state and Arab sectors, the average class size also declined from 26.4 to 24.4 students. In state-religious schools, the dynamics were less pronounced but still demonstrated a moderate reduction in classroom load.

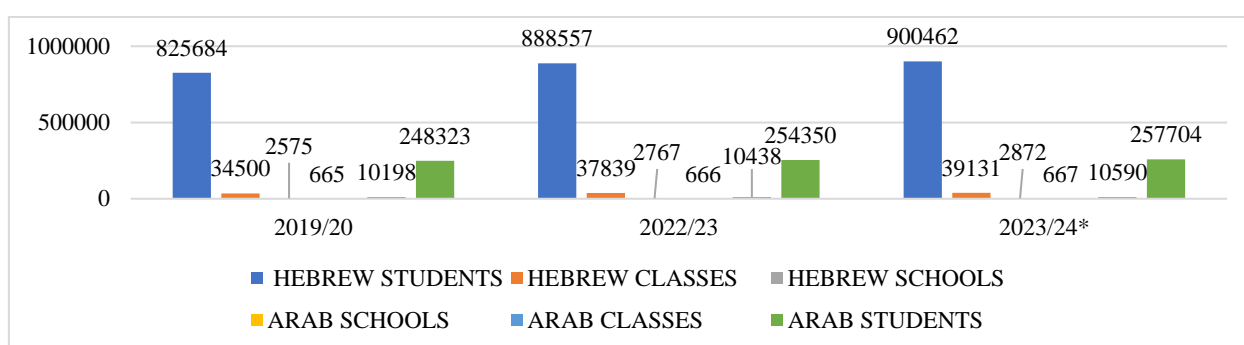
The heterogeneity of Israeli society and the diversity of its communities and religious groups are reflected in the structure and operating principles of Israel's school education system. The heterogeneity of the education system<sup>140</sup> is reflected in the various segments that make up the school system, in its budget, and in the existence of different types of educational institutions that meet the needs of the various sectors of Israeli society<sup>141</sup>. Israeli schools are commonly divided

<sup>139</sup> Education - Statistical Abstract of Israel 2024. [accessed 12.05.2024]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

<sup>140</sup> SIROTA, J., ROBU, E., HAJAJRA, M. *Comparative analysis of education systems of different countries*. In: EcoSoEn, 2019, nr. 1-2, p. 55-62. ISSN 2587-344X.

<sup>141</sup> BLAGORAZUMNAIA, O., MENASHKO, Y. *The role of Israel's educational system in promoting sustainable development*. In: Journal of Research on Trade, Management and Economic Development, 2025, Volume 12, Issue 1(23), p.100-113. ISSN 2345-1424.

into different “sectors” of education according to four main criteria: by educational level (depending on the age of students) (Appendix 28); by the legal status of the school (Appendix 29); by the type of administrative subordination and supervisory control over the school (Appendix 30); and by the sectoral affiliation of the school. For students who struggle to integrate into the learning process, so-called boarding schools and vocational schools are available (Appendix 31). The school education system in Israel is also organized along a sectoral principle, which reflects the ethno-confessional and cultural diversity of society. The primary division is into two sectors<sup>142</sup>: The Jewish sector (Aleph) includes both the Jewish population and a significant part of the non-Jewish but non-Arab population. The latter group consists of children of immigrants not recognized as Jews under Halakha, as well as children of foreign workers, diplomats, and other individuals temporarily residing in the country. Education in this sector is conducted in Hebrew and is oriented toward Israeli national and, to some extent, secular values. The Non-Jewish sector (Bet) comprises four main subcategories: Arab, Bedouin, Druze, and Circassian. Instruction here is generally provided in Arabic, with due consideration for the cultural and religious characteristics of the respective groups. The sectoral division of the Israeli school system makes it possible to accommodate the cultural, linguistic, and religious particularities of the diverse ethnic groups living in the country. However, despite its pluralism, this division reinforces social segmentation, creating parallel educational trajectories and complicating the task of integration within a unified civic space. This situation requires educational management to adopt flexible solutions aimed at preserving cultural identity while ensuring equal access to quality education. A consolidated chart reflecting Hebrew and Arab schools, classes, and students in primary education (2019–2024) is presented in Figure 3.7.

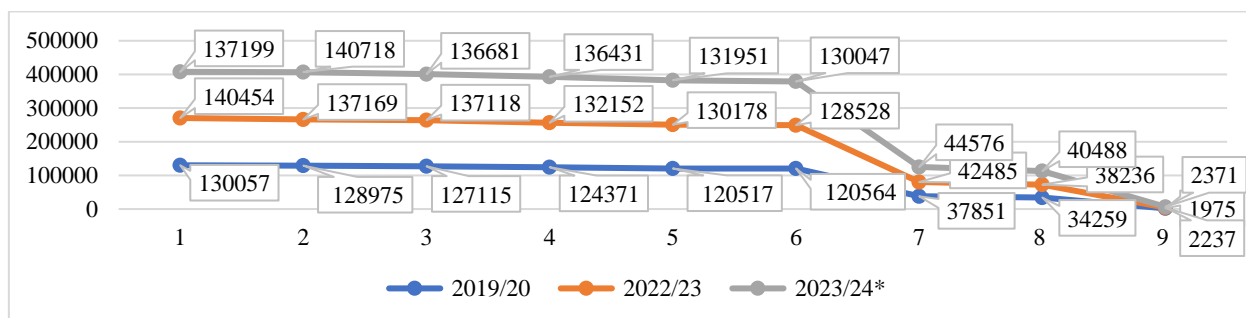


**Figure 3.7. Hebrew and arab schools, classes and students in primary education (2019-2024)** <sup>143</sup>

<sup>142</sup> *The Education System in Israel*. Knesset: Knesset Research Center, 2015. 31 p. [accessed 02.02.2024]. Available at: <https://main.knesset.gov.il/RU/activity/mmm/mmmRu170515.pdf>

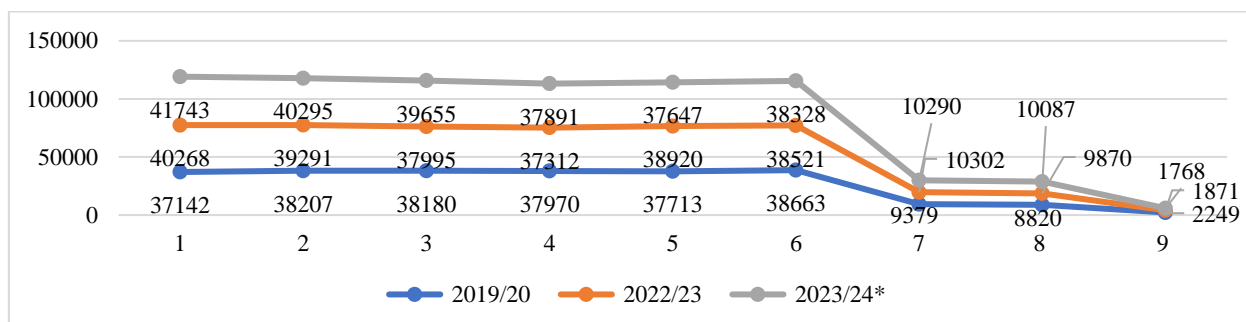
<sup>143</sup> *Education - Statistical Abstract of Israel 2024*. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

From 2019/20 to 2023/24, the number of students in Israeli elementary schools grew steadily in both the Jewish and Arab sectors (Appendix 32). However, the growth in the number of students in Arab schools outpaced the growth in the number of schools and classes, indicating an increasing burden on the educational infrastructure of the Arab sector. For a deeper understanding of the dynamics of the number of students in Jewish elementary schools in Israel by grade level in the period from 2019 to 2024, the data are presented in Figure 3.8.



**Figure 3.8. Hebrew students in primary education, by grade (2019-2024)<sup>144</sup>**

An analysis of the graph shows a gradual decrease in the number of students as they move to higher grades. In the primary grades (1–6), the number remains relatively stable, with a slight decline, while in grades 7–9, there is a sharp decrease in the number of students. This trend may be due to the transition of some students to other forms of education, educational institutions, or demographic changes. The number of Arab students in Israeli elementary schools by grade in the period 2019–2024 is also considered; data are provided in Figure 3.9.



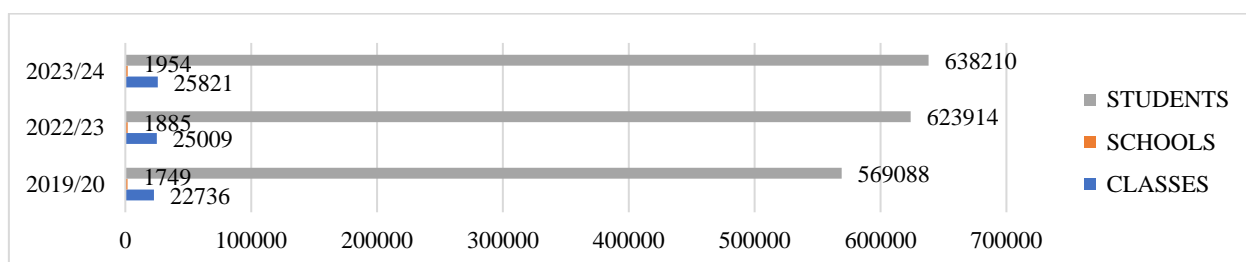
**Figure 3.9. Arab students in primary education, by grade (2019-2024)<sup>145</sup>**

The chart also shows the relative stability in the number of Arab pupils in grades 1 through 6. However, beginning from grade 7, there is a sharp decline in student numbers, similar to the trends observed in Jewish schools. In the 2023/24 school year, the overall number of pupils at the primary level increased, indicating growing demographic pressure on the education system in the

<sup>144</sup> Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

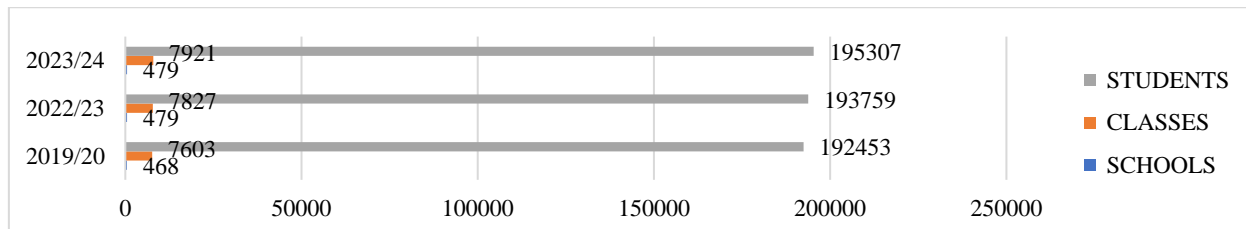
<sup>145</sup> Ibidem. Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

Arab sector. The author analyzed the situation in secondary school education, and the results are presented in Figures 3.10 and 3.11, respectively (Appendix 33).



**Figure 3.10. Hebrew schools, classes and students in secondary education (2019-2024)<sup>146</sup>**

The graph shows a steady increase in the number of students in Jewish secondary schools in Israel from 2019/20 to 2023/24. The number of students increased from 569,088 in 2019/20 to 638,210 in 2023/24, representing an increase of approximately 12.1% over four years. The number of schools also increased, from 1,749 to 1,954, indicating an expansion of infrastructure to accommodate the increasing number of students. The number of classes increased from 22,736 to 25,821, indicating the creation of additional classroom spaces and a decrease in the average class size. The increase in the number of schools and classes is in sync with the increase in the number of students, indicating the system's efforts to maintain a balance between demographic growth and educational resources.

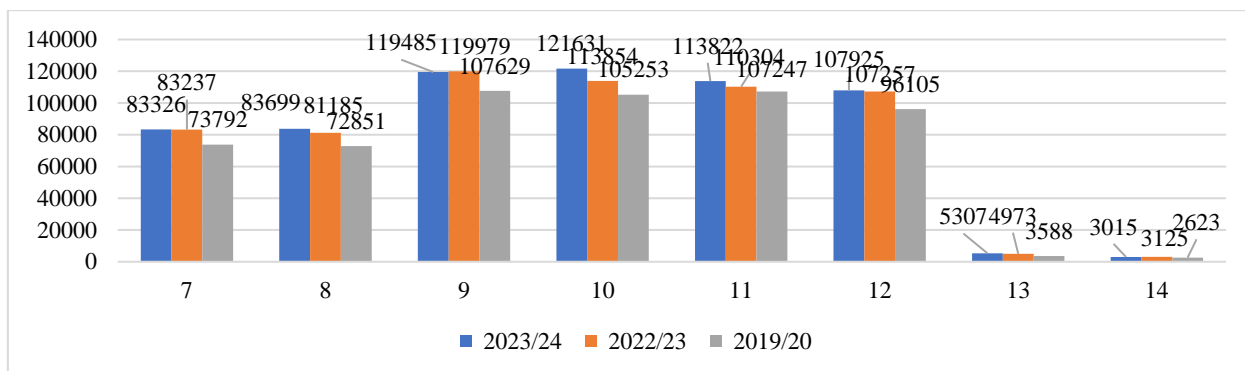


**Figure 3.11. Arab schools, classes and students in secondary education (2019-2024)<sup>147</sup>**

The graph shows that the number of students in Arab secondary schools has also gradually increased. Student enrollment rose from 192,453 in 2019/20 to 195,307 in 2023/24, representing an increase of only about 1.5%. The number of classes grew from 7,603 to 7,921, while the number of schools remained almost unchanged, increasing only from 468 to 479. The growth of students and classes in the Arab sector is significantly slower than in the Jewish sector, reflecting demographic and infrastructural differences between the two. The author also conducted a more focused analysis of the number of Hebrew and Arab students in secondary education, by grade (2019–2024), presented in Figures 3.12 and 3.13, respectively (Appendix 34).

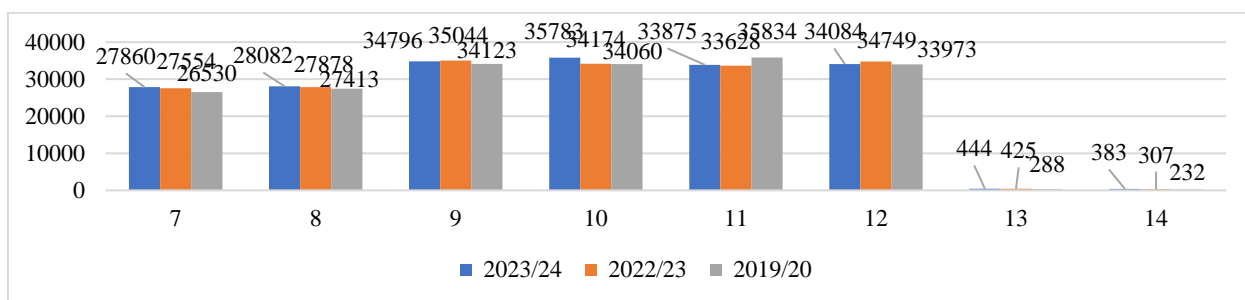
<sup>146</sup> Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

<sup>147</sup> Ibidem. Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>



**Figure 3.12. Hebrew students in secondary education, by grade (2019-2024)<sup>148</sup>**

The analysis of student distribution by grade shows a similar structure in both the Jewish and Arab sectors: the largest number of students is concentrated in grades 9–11, followed by a sharp decline in grades 13–14, reflecting the end of compulsory schooling and the transition to other forms of education or entry into the labor market.



**Figure 3.13. Arab students in secondary education, by grade (2019-2024)<sup>149</sup>**

In the Jewish sector, the total number of students in each grade significantly exceeds that of the Arab sector, with a more pronounced increase in student numbers between 2019 and 2024. In the Arab sector, grade-level dynamics remain more stable; however, participation in the upper grades (13–14) is considerably lower, indicating challenges in continuing education beyond the compulsory stage. The distribution of students in lower and upper secondary education by supervision was also analyzed (Appendix 35). In lower secondary education, from 2015/16 to 2023/24, the state sector has remained dominant (~77–79%), with a moderate increase in the share of state-religious schools (from 20.8% to 22.5%). In upper secondary education, there has been a gradual decline in the state sector's share (from 58.2% to 55%) and a rise in the share of state-religious schools (from 25.4% to 29%), reflecting the strengthening role of religious education at higher levels.

The legislative framework of Israel's school education system covers issues of compulsory

<sup>148</sup> Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

<sup>149</sup> Ibidem. Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

education, accessibility, quality, and inclusiveness, while also defining the administrative powers of the Minister of Education (Appendix 36). The Israeli legal system in the field of school education demonstrates a combination of universality (universal and free education), pluralism (consideration of religious and cultural characteristics), and legal protection of students. Recent legislative changes have been aimed at strengthening inclusion, ensuring equal access, and expanding the scope of educational management. However, the system's fragmentation remains a challenge, particularly in terms of enforcing uniform educational standards across all sectors. The primary legislative foundation for establishing educational standards is the State Education Law (1953)<sup>150</sup>, which defines the goals and objectives of school education, including the formation of civic identity, the transmission of cultural and Jewish heritage, and the development of scientific and moral reasoning. The Minister of Education is authorized to approve core curricula and oversee their implementation through the inspection system. Educational standards are also shaped by the *National Curriculum*<sup>151</sup>, which, although not a law, is formulated on the basis of the aforementioned legislation. It includes compulsory subjects (Hebrew, mathematics, English, Jewish tradition, civics, etc.), known as *Limudei Libah* (core subjects). Refusal to teach these subjects may result in a reduction of state funding, which is particularly relevant for schools with special status. National educational standards in Israel are shaped through centralized legislative regulation and are defined within compulsory programs approved by the Minister of Education. However, due to the existence of multiple types of schools, the degree of compliance with these standards varies. Legislation grants special conditions to religious and cultural minorities, which strengthens pluralism but simultaneously complicates the creation of a unified educational space and the control of education quality.

Despite a clear legislative framework for school education in Israel, its implementation faces a contradiction between universality and cultural-religious diversity. This normative multilayeredness supports pluralism but weakens policy coherence and complicates quality assurance, creating a risk of educational fragmentation in the absence of mechanisms to ensure equal student preparation across school types. The Ministry of Education of Israel functions as the central governing authority of the education system, endowed with broad regulatory and strategic powers<sup>152</sup>. The Ministry develops curricula, licenses schools, oversees compulsory and special

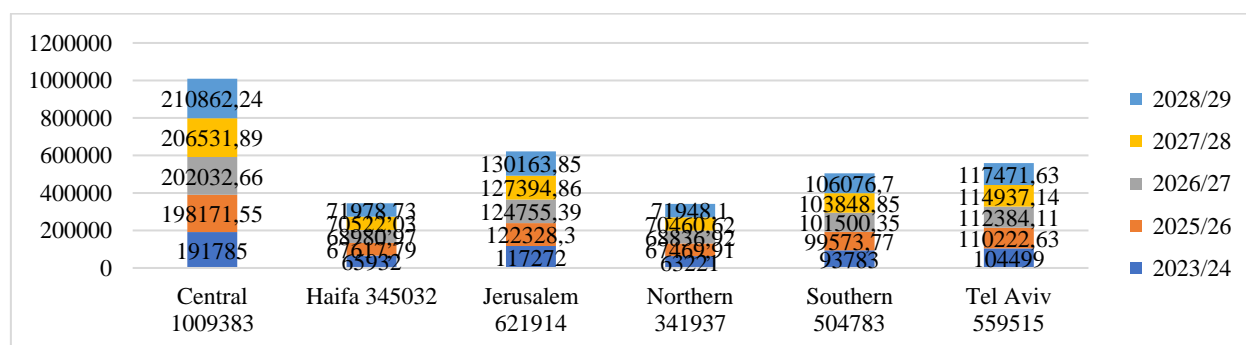
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<sup>150</sup> *The Israel Education Law* (1953). [accessed 01.02.2025]. Available at: <https://www.adalah.org/uploads/oldfiles/Public/files/Discriminatory-Laws-Database/English/24-State-Education-Law-1953.pdf>

<sup>151</sup> *School Education System in Israel*. [accessed 03.02.2025]. Available at: <https://www.israeleducation.info/k12/school-education-system-in-israel.html>

<sup>152</sup> *Website of the Ministry of Education of Israel*. [accessed 12.03.2024]. Available at: [https://www.gov.il/en/departments/ministry\\_of\\_education/govil-landing-page](https://www.gov.il/en/departments/ministry_of_education/govil-landing-page)

education, and allocates the budget. However, its influence is limited: due to the diversity of schools and concessions made to communities (such as the Haredi and Arab sectors), institutions may vary the content of their programs. To maintain oversight, the Ministry employs inspections, accreditation, and funding mechanisms, linking financial support to compliance with state standards. Thus, the Ministry functions as both administrator and mediator, balancing standardization with respect for educational diversity in a complex society. Between 2020 and 2024, Israel's school education policy was characterized by conservatism amid a rapidly changing social and political reality. In the context of crises (COVID-19, judicial reform, the 2023 war), the school system remained stable, though social divisions deepened. Financial policy increased spending on primary, secondary, and special education, expanded support for children with special needs, and redistributed funds in favor of religious schools, thereby reinforcing polarization. Personnel policy contributed to improving teacher qualifications but was accompanied by staff turnover and higher absenteeism. Schools were regarded as instruments of strengthening social solidarity, yet stratification among sectors persisted. Overall, education policy combined conservatism with selective modernization. The analyzed education policy of Israel provides the basis for the following projection of students in secondary education (2023–2029), Figure 3.14.

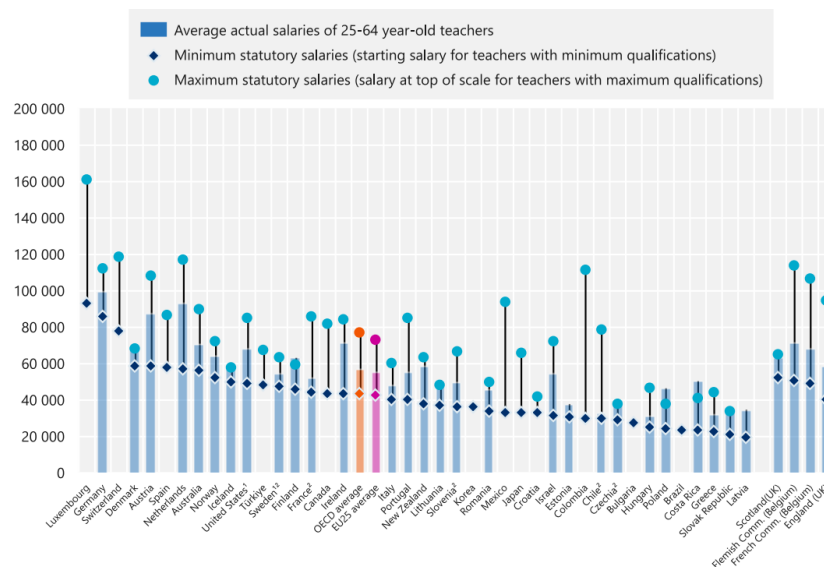


**Figure 3.14. Projection of students in secondary education (2023-2029)<sup>153</sup>**

The forecast for 2023–2029 shows that the growth in the number of students (Hebrew students) in secondary education will be uneven across the regions of Israel. The Central District will maintain absolute leadership in terms of student numbers and demonstrate the highest increase, which is linked to the region's high population density and dynamic economic development. Jerusalem and the Southern District also show steady growth, reflecting both natural demographic trends and state programs for the development of peripheral areas. At the same time, the Haifa and Northern Districts demonstrate more moderate growth rates, associated with more stable or stagnating demographic indicators. The Tel Aviv District, despite its urbanization, shows

<sup>153</sup> Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

modest growth due to limited space and a mature population structure. The forecast indicates growing regional educational asymmetry, requiring resource redistribution, new schools, and expanded infrastructure, particularly in the Central, Jerusalem, and Southern Districts. The author conducted a SWOT analysis of the Israeli school education system (Appendix 37). The information for the analysis was collected from the OECD report on Israeli education<sup>154</sup> and from the current strategic document reflecting Israel's school education policy (the Taub Center Report, 2024 – "*The Education System in Israel 2020–2024: A Conservative System in a Dynamic Reality*")<sup>155</sup>. The system is distinguished by high academic achievements, digitalization, and support for gifted students, but it faces serious challenges. The main ones are rigid legislation that does not take regional differences into account, thereby reinforcing inequality, as well as a shortage of qualified teachers, particularly in peripheral areas<sup>156</sup>. The problem is exacerbated by the low attractiveness of the profession, the lack of career prospects, and insufficient salaries, which negatively affect the quality of education. *Lower secondary teachers' average actual salaries compared to the statutory minimum and maximum salaries* are presented in Figure 3.15.



**Figure 3.15. Lower secondary teachers' average actual salaries compared to the statutory minimum and maximum salaries (2023) <sup>157</sup>**

\* More recent statistical data is not currently publicly available.

<sup>154</sup> *Education policy outlook*. Israel. OECD, 2016. 24 p. [accessed 07.05.2023]. Available at: <https://www.oecd.org/content/dam/oecd/en/about/projects/edu/education-policy-outlook/398023-Education-Policy-Outlook-Country-Profile-Israel.pdf>

<sup>155</sup> BLASS, N. *The Education System in Israel 2020–2024: A Conservative System in a Dynamic Reality*. Jerusalem: Taub Center for Social Policy Studies in Israel, 2024. 41 p. [accessed 12.02.2025]. Available at: [https://www.taubcenter.org.il/wp-content/uploads/2025/01/Education-2024-ENG-1.pdf?utm\\_source=chatgpt.com](https://www.taubcenter.org.il/wp-content/uploads/2025/01/Education-2024-ENG-1.pdf?utm_source=chatgpt.com)

<sup>157</sup> *OECD Education at a Glance Database* on OECD. [accessed 06.03.2024]. Available at: <https://stats.oecd.org/>

In 2023, the actual salary of lower secondary school teachers in Israel reached 54430 \$ (compared to the OECD average of USD 56462), which is 74% higher than the statutory minimum salary (entry-level with minimum qualifications) of 31201 \$ <sup>158</sup>. The difference between actual salaries and the legally mandated minimum wage is partly explained by the composition of the teaching workforce (in terms of qualifications and experience), as these factors influence the level of statutory pay, as well as by the scope of additional work-related compensation (bonuses and task-specific allowances). Teachers' work encompasses a wide range of responsibilities, including teaching, lesson preparation, grading assignments, and communication with parents. The number of contractual teaching hours varies substantially across countries. In Israel, lower-secondary school teachers are required to teach 692 hours annually, which is close to the OECD average of 706 hours per year. The student–teacher ratio also differs across countries and educational levels. On average across the OECD, there are 14 students per teacher in primary education, 13 in lower-secondary education, and 13 in upper-secondary education. In Israel, the corresponding figures are 15 in primary, 13 in lower-secondary, and 11 in upper-secondary education. While lower student–teacher ratios enable teachers to devote greater attention to individual learners' needs, they also entail higher overall teacher salary expenditures and must be weighed against alternative spending priorities. Between 2013 and 2022, the average age of teachers increased across OECD countries. In lower-secondary education, 36% of teachers are aged 50 or older, compared with 35% in 2013. In Israel, the proportion of teachers in this age group is smaller, with 31% aged 50 and above, compared to 28% in 2013.

A SWOT analysis further revealed significant achievement gaps among different student subgroups. The Israeli system, while oriented toward supporting cultural diversity, faces the risk of deepening social segregation due to practices of tracking, selection, and school choice. In the absence of clear governance mechanisms to manage these processes, stratification of students by socio-economic and cultural background tends to intensify.

Israel is a relatively small country and, due to its compact size, is conventionally divided into (Appendix 38):

- **Economically developed region:** Tel Aviv, Central District, Haifa (partially);
- **Economically weak region:** Southern District (Negev), Northern District (Galilee), East Jerusalem, and peripheral settlements. Within the weak region, particularly problematic areas include Bedouin settlements in the Negev, Arab villages in the North, and small towns.

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<sup>158</sup> What do OECD data on teachers' salaries tell us? Education indicators in focus. OECD, 2023. [accessed 12.02.2025]. Available at: [https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/10/what-do-oecd-data-on-teachers-salaries-tell-us\\_449e60c7/de0196b5-en.pdf](https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/10/what-do-oecd-data-on-teachers-salaries-tell-us_449e60c7/de0196b5-en.pdf)

The analysis of economic indicators in Israel's developed region reflects the main economic characteristics of the country's advanced regions—Tel Aviv and the Central District—as presented in Table 3.1.

**Table 3.1. Economic situation in the developed region of Israel**<sup>159</sup>

Indicator	Tel Aviv District	Central District
Average household income	~\$5,000–5,500 per month	~\$4,500–5,000
Unemployment rate (2023)	~3%	~4%
Investment in education per student	~\$12,000–\$14,000 per year	~\$10,000–12,000
Proportion of population with higher education	More than 55%	About 50%

The Tel Aviv and Central Districts demonstrate strong socio-economic indicators: household incomes exceed the national average, unemployment rates are low, and investments in education are substantial. In Tel Aviv, more than 55% of the population hold higher education degrees, while in the Central District this figure is approximately 50%. These regions confirm the correlation between higher income levels and educational attainment, which contributes to the reduction of social inequality. The distribution of Jewish and Arab populations across Israel's districts is also of particular interest, serving as a key factor distinguishing wealthier from poorer regions. According to available data, the highest concentration of the Jewish population is found in the Central and Tel Aviv Districts (Appendix 39).

Economically weak regions are characterized by household incomes 30–50% below the national average, poverty levels exceeding 20–25%, unemployment rates twice as high as in developed districts, elevated emigration, underdeveloped infrastructure, and a proportion of students failing to meet basic standards that is 1.5–2 times higher. Such regions have limited access to quality education and investment opportunities. The analysis of economic indicators in Israel's weaker regions is presented in Table 3.2.

**Table 3.2. The economic situation in Israel's weak region**<sup>160</sup>

Indicator	Southern District	Northern District
Average household income	~\$2,500–3,000 per month	~\$2,800–3,200
Unemployment rate (2023)	~8–10%	~7–9%
Investment in education per student	~\$6,000–7,500 per year	~\$6,500–8,000
Proportion of population with higher education	Less than 30%	About 35%

The data show that Israel's Southern and Northern districts are economically vulnerable, with household incomes of only 2500–3200\$ per month—nearly half those in the Tel Aviv and Central districts—and unemployment rates of 8–10%, well above the national average.

<sup>159</sup> *Statistical Abstract of Israel* 2023. [accessed 02.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2023/Statistical-Abstract-of-Israel-2023-No-74.aspx>

<sup>160</sup> Ibidem. *Statistical Abstract of Israel* 2023. [accessed 02.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2023/Statistical-Abstract-of-Israel-2023-No-74.aspx>

Investments in education per student are 30–40% lower than in developed regions, while the share of the population with higher education is under 30% in the South and about 35% in the North. These deficits in income, employment, and educational capital reinforce a systemic cycle of regional inequality. Without targeted redistribution of educational resources and investment in human capital in peripheral areas, the risk of social marginalization and internal polarization will continue to grow.

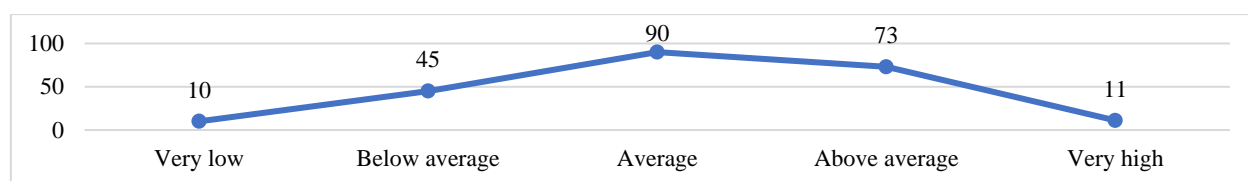
The analysis showed that poor regions suffer from a shortage of qualified teachers, low wages in education, and population migration to developed centers. Limited access to educational, economic, and infrastructural resources, along with weak support for local initiatives, deepens social inequality. Economic disparities stem from low education quality, weak involvement in high-tech industries, and geographic isolation, leading to lower incomes, higher unemployment, and slower development. In contrast, developed regions demonstrate higher educational outcomes and better infrastructure, reinforcing socio-economic stratification. Educational inequality in weaker regions is driven by underfunding, staff shortages, and poor use of modern management practices. National policy often overlooks regional specificities, widening the gap between standards and reality, and resulting in lower education quality, fewer resources, and reduced student achievement.

### **3.2. Analysis of the process of educational management in schools of an economically weak region of Israel**

The analysis of educational management in Israel's economically weak regions (Negev, Galilee, East Jerusalem, peripheral settlements) is relevant due to their social and economic vulnerability. These areas face infrastructure problems, low funding, and scarce resources, especially in Bedouin and Arab communities. Despite certain achievements, schools struggle with limited access to quality education, making effective management crucial for equal opportunities and better outcomes. Yet, management here remains fragmented—combining partial pedagogical modernization with weak strategic planning, limited use of models, and insufficient monitoring. The implementation of educational management in an economically weak region of Israel is associated with a whole range of problems. The key ones are: lack of funding, leading to a decrease in the quality of the educational environment and limiting the implementation of innovative programs; personnel shortage, expressed in an insufficient number of qualified teaching and management personnel; weak integration of schools with local communities, which hinders the adaptation of educational programs to the specific cultural and economic conditions of the region; limited opportunities for innovation due to the lack of infrastructure, a shortage of material and

technical resources and weak digitalization of educational processes. An analysis of the process of implementing educational management in schools in the Negev, Galilee, East Jerusalem and peripheral settlements is an important area of this research. A well-organized management process can minimize the effects of socio-economic inequality, stimulate the development of human capital, and create conditions for sustainable development of the school education system in the long term. In addition, identifying successful practices of school management in difficult conditions can serve as a basis for transferring experience to other countries facing similar socio-economic challenges.

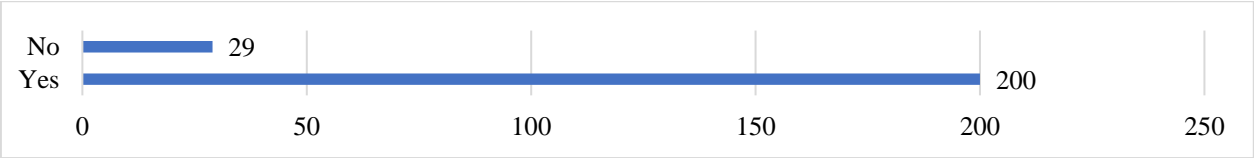
In order to obtain empirical data on the extent of application of educational management in Israeli schools, the author conducted a survey of teachers in Israeli schools. The questionnaire was developed by the author of the study and contained 69 questions grouped into thematic sections (Appendix 40). The questions were formulated in Hebrew and English for the convenience of respondents. The average time required to complete the questionnaire was 15-20 minutes. 229 teachers took part in the survey. The sample of respondents was formed purposefully (Appendix 41). The author of the study selected a group of schools taking into account their territorial location in different regions of Israel: both in economically developed and in economically vulnerable areas. The principle of proportional representation ensured the presence of schools from all key regions of the country. Within the selected schools, teachers representing different levels of school education, with different professional experience and specializations were surveyed. The author especially highlighted for analysis the responses to the questionnaire questions directly related to the implementation of educational management in schools, as well as the general state of management from the point of view of teachers. The answers to the question about the general state of management in schools are presented in Figure 3.16.



**Figure 3.16. Responses to the question: “How do you rate the current level of management effectiveness in your school?” [developed by the author]**

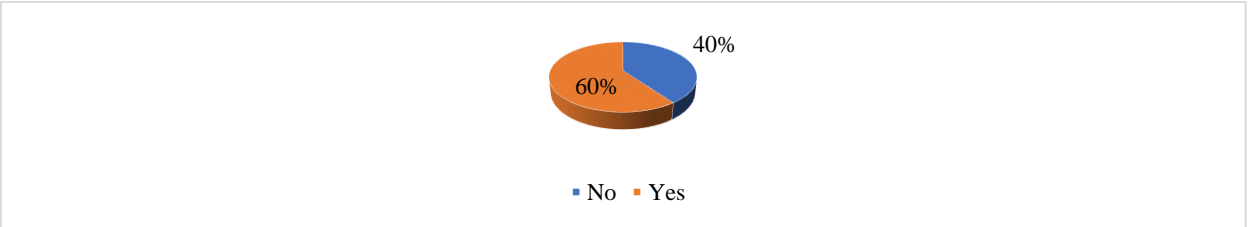
The majority of respondents (90 people) assess the current level of management effectiveness in their school as average, and another 73 – above average. This indicates a moderately positive perception of the quality of management, with only 11 people considering it very high and 10 – very low. This distribution indicates a certain level of stability in management processes, but also indicates a limited number of schools where management is perceived as

exemplary. At the same time, almost a quarter of respondents (45 people) note below average effectiveness, which may indicate management difficulties in individual institutions. The assessment of management effectiveness in schools is predominantly neutral-positive, but without pronounced leadership. The question regarding the management structure received the answers presented in Figure 3.17.



**Figure 3.17. Response to the question: “There is a certain management and leadership structure in the school” [developed by the author]**

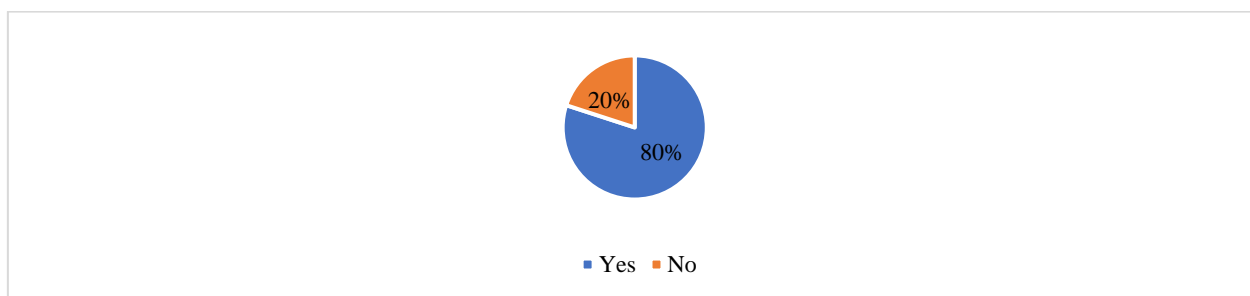
The majority of respondents (200 out of 229 teachers) confirmed the existence of some kind of management and leadership structure in their school. Only 29 participants noted its absence. This indicates that in the overwhelming majority of Israeli schools the management structure is formalized and is probably perceived as a stable part of the organizational culture. However, the presence of negative responses indicates that there are exceptions that require an analysis of the reasons for this – perhaps this is due to new, small or alternative types of schools. The responses to the statement about empowering teachers to decide important issues are presented in Figure 3.18.



**Figure 3.18. Response to the question: “At school, teachers are given significant authority to decide important issues” [developed by the author]**

According to the diagram, 60% of teachers feel they have significant authority in decision-making, while 40% report no such participation, showing incomplete teacher involvement and a centralized management model in Israeli schools. This highlights weak understanding of management mechanisms and leadership. Among 229 respondents, collaborative and innovative styles were most positively noted, though fragmentation persists, with effectiveness depending on the principal’s personality and regional context. Teachers identified key difficulties: low participation in decisions, resistance to change, lack of resources, bureaucracy, poor management training, and weak monitoring. Problems stem mainly from implementation rather than planning, reflecting systemic challenges—fragmented management, limited support for autonomy, and weak

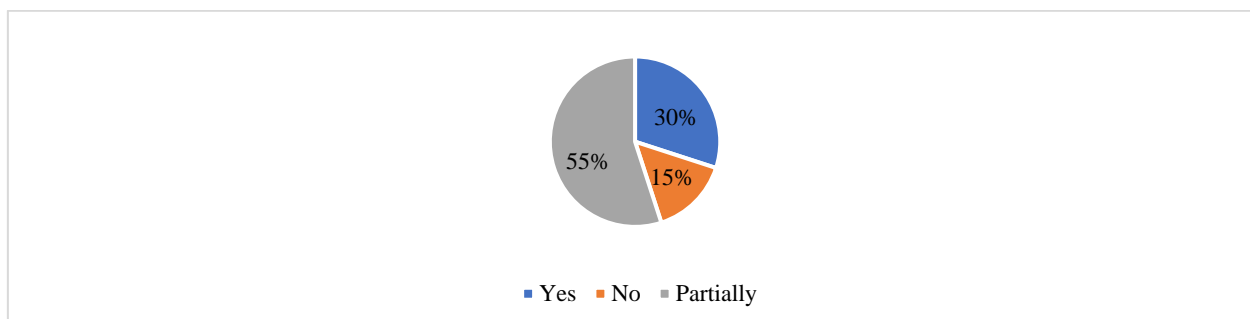
team culture. This underlines the need for stronger leadership, communication, and flexible change management. Responses on principal accessibility are shown in Figure 3.19.



**Figure 3.19. Responses to the question: “The school principal is accessible to students, teachers and parents, adhering to an open door policy in management” [developed by the author]**

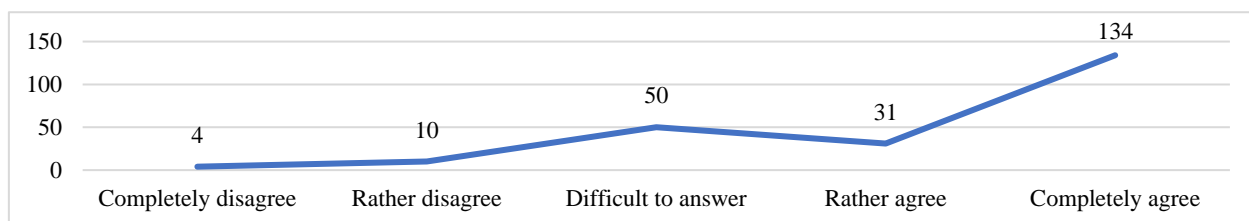
Most teachers (80%) report that principals follow a democratic style based on accessibility and openness, which fosters trust, better communication, and greater involvement of parents and students. At the same time, 20% note a lack of accessibility, which may reflect formal rather than real openness, authoritarian tendencies, or overload with administrative tasks. Since “accessibility” can mean either physical presence or readiness for dialogue, perceptions vary. Thus, while open management is generally dominant, the 20% negative responses point to a gap that requires deeper analysis.

In response to the open question about the principal’s role, 35–40% see them as an active leader and visionary, 30% as an organizer without inspiring leadership, 20% as a formal administrator, and 10–15% note weak or no leadership. Overall, teachers’ views are mixed: while many acknowledge strategic and inspiring leadership, nearly half see the principal mainly as an administrator with limited impact on school development, reflecting varied leadership practices and expectations in Israeli schools. The question about the strategic vision of the school’s leadership received the responses shown in Figure 3.20.



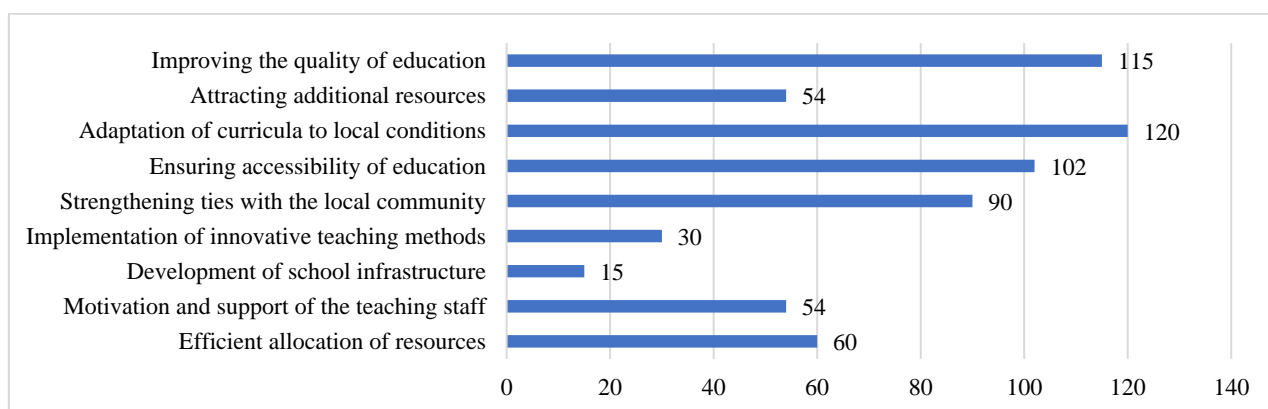
**Figure 3.20. Responses to the question: “Do you agree that your school’s leadership demonstrates a strategic vision in the development of the educational process?” [developed by the author]**

Responses on strategic vision show mixed perceptions: 30% believe it exists, 55% see it only partially, and 15% deny it. This points to unclear or poorly communicated goals, with the dominance of “partially” suggesting an unsystematic or unstable strategy. Moving to the general analysis of educational management in schools, the first question concerned the potential importance of educational management for the school, and the results are presented in Figure 3.21.



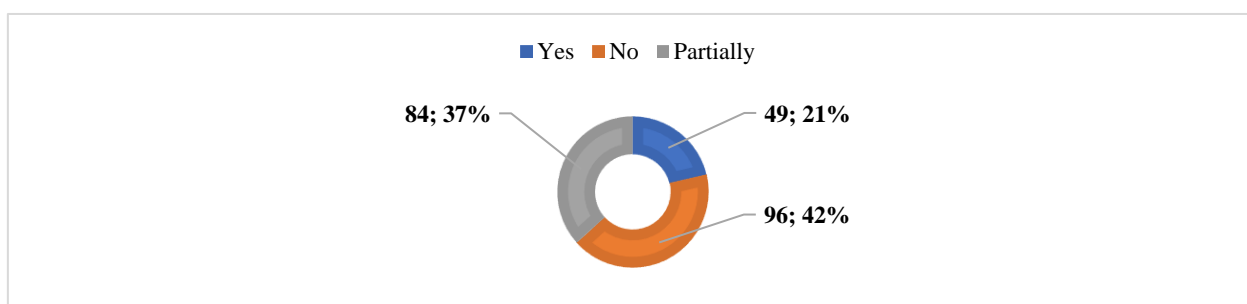
**Figure 3.21. Responses to the question: “To what extent do you agree with the statement: ‘Educational management has potential for development in my school’” [developed by the author]**

The diagram reflects a high level of positive assessment of the potential of educational management: 134 respondents (more than 58%) completely agree, and another 31 (13.5%) rather agree with the statement. This indicates the dominance of conviction in the possibility of developing management processes in schools. At the same time, 50 people (21.8%) found it difficult to answer, which may indicate a heterogeneity in understanding the essence of educational management or a lack of sufficient awareness. The low proportion of those who disagree (about 6%) indicates the absence of pronounced pessimism among teachers. The author analyzed the implementation of the goal and objectives of educational management in schools in an economically weak region of Israel (Beersheba, Nazareth, Bedouin settlements, etc.) (Appendix 42). The survey showed that school teachers highlight certain tasks of OM, which is shown in Figure 3.22.



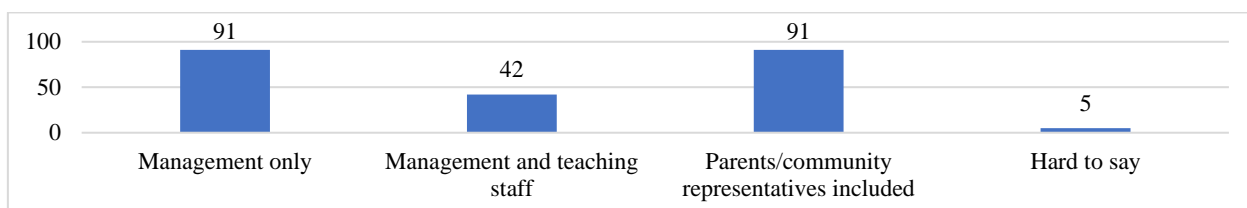
**Figure 3.22. Distribution of responses to the question: “Which of the following tasks do you think are priorities for educational management in your school?” [developed by the author]**

Since respondents could select multiple answers, the main priorities identified were adapting curricula to local conditions (120 responses) and improving education quality (115). Other important tasks included ensuring accessibility (102), strengthening community ties (90), and introducing innovative methods (84). Less significant were attracting resources and staff motivation (54 each) and infrastructure development (50). Overall, schools prioritize substantive and socially significant goals-quality, accessibility, and socialization-while resource-related tasks are seen as complex and beyond their authority. In specific socio-cultural contexts (e.g., Basma-Tabun, Ort Akko), emphasis is placed on inclusiveness and multiculturalism; in Ort Kiryat Malakhi, on practice-oriented training and industry ties. Schools in weak regions demonstrate flexibility and autonomy, relying on teacher initiatives, grants, or integration of cultural and spiritual elements. Bedouin and Arab schools adapt to local traditions, while border schools (e.g., Sha'ar Hanegev) focus on psychosocial support and resilience. The responses to the question regarding the management strategy in schools were presented in Figure 3.23.



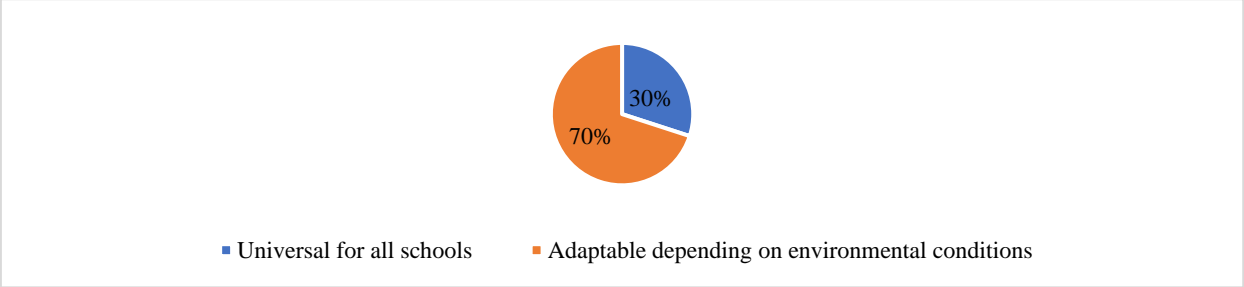
**Figure 3.23. Answers to the question: "Does your school implement a management strategy?" [developed by the author]**

The diagram shows that only 21% of respondents (49) see a management strategy in their school, 42% (96) note its absence, and 37% (84) say it is only partially implemented. Thus, nearly 80% do not perceive a clear strategy, reflecting fragmented rather than systemic management. This points to weak formalization, poor communication, and lack of implementation mechanisms, which limits the potential of educational management for sustainable school development. It is also important to study the role of participants in the strategic management of the school and the structure of the OM strategy, which is presented in Figures 3.24. and 3.25.



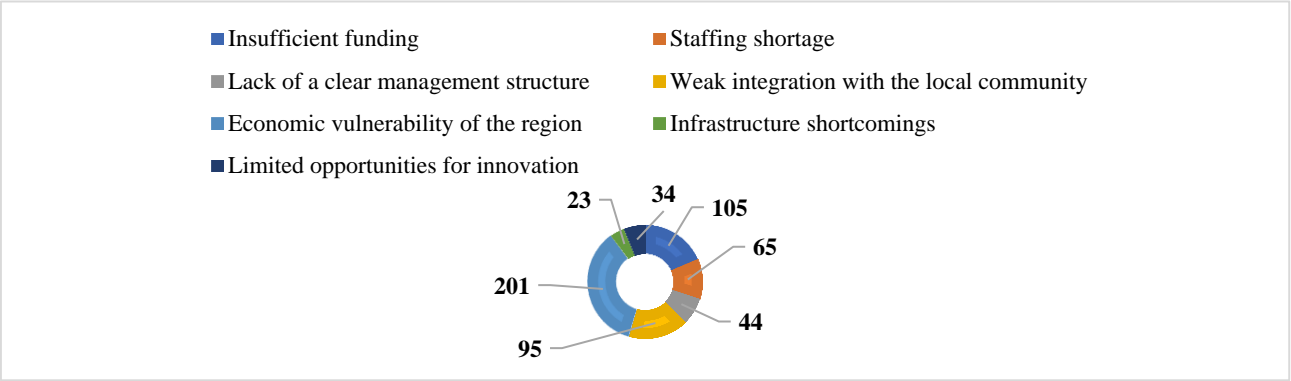
**Figure 3.24. Responses to the question: "Who is involved in developing your school's management strategy?" [developed by the author]**

Data show that in developing school strategies, either management alone (91 respondents, 39,7%) or management with parents (91; 39.7%) are most involved, while teachers participate far less (42, 18.3%); 5 respondents (2.2%) were unsure. This dual model reflects openness through parent involvement but weak engagement of teachers, creating an imbalance that may hinder alignment between strategic goals and classroom practice.



**Figure 3.25. Answers to the question: “The structure of the educational management strategy should be...” [developed by the author]**

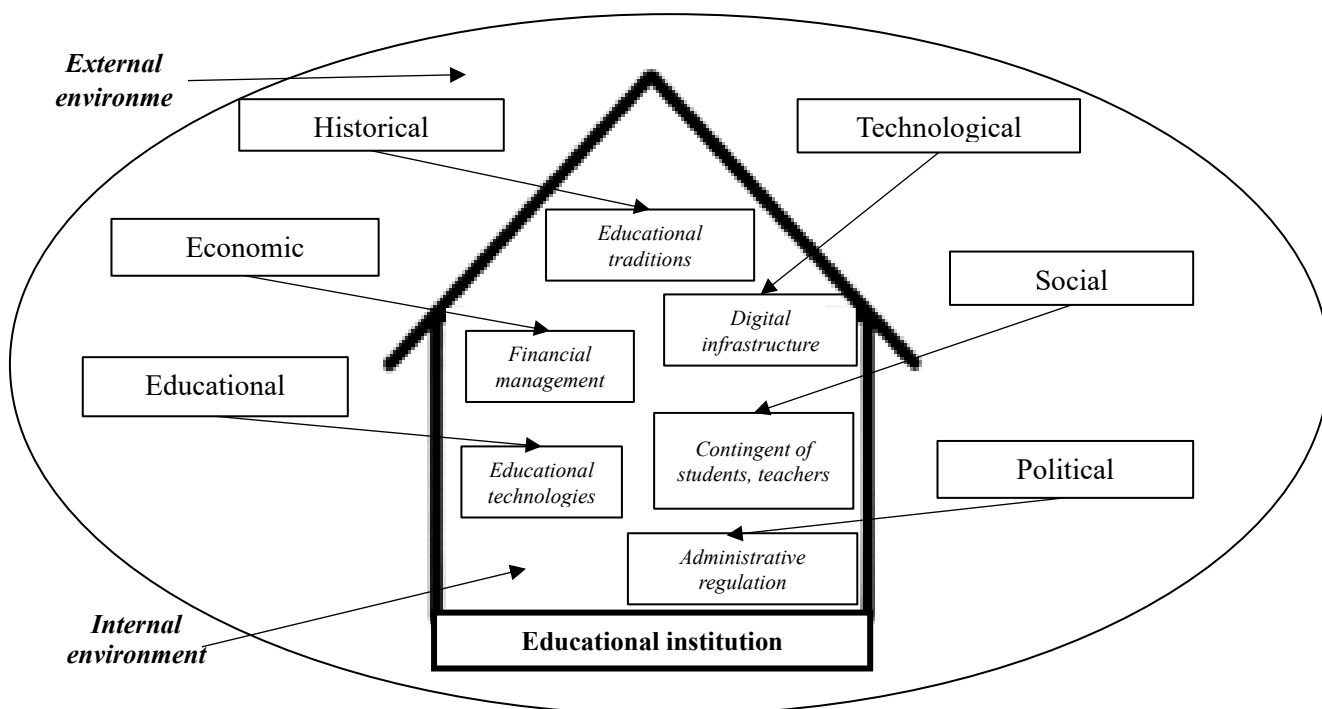
According to the data, 70% of respondents believe the strategy should adapt to the external environment, while 30% support universality. This shows a clear preference for context-based management, especially in vulnerable regions of Israel, where resource and staffing shortages demand flexible planning. Universal models risk ineffectiveness, whereas adaptive strategies help schools respond to challenges and set realistic priorities. When asked about the factors influencing the effective implementation of EM, respondents gave the answers presented in Figure 3.26.



**Figure 3.26. Responses to the question: “What, in your opinion, are the reasons most often hindering effective school management?” [developed by the author]**

The main barrier to effective school management is insufficient funding (201 responses), highlighting dependence on material resources. Next is the lack of a clear management structure (105), showing organizational instability. Personnel shortage (65) and limited innovation (34) further constrain transformation, while weak community integration (44) and poor infrastructure (23) reflect low external connectivity. Overall, barriers are systemic – resource deficits, instability, and staffing issues - complicating strategic management at all levels. External factors (educational,

economic, social, political, technological, historical) shape internal conditions, influencing management development (Figure 3.27).



**Figure 3.27. Factors influencing the formation of educational management in schools in a weak region of Israel [developed by the author]**

The factors of the external environment presented in the diagram demonstrate their influence on educational management through transformation into internal factors of the school. Educational factors shape the quality of the educational process, including the training of teachers, the content of programs, educational work and the assessment of results<sup>161</sup>. Feedback from participants in the educational process and equal opportunities for students ensure the adaptation of strategies. These factors are transformed into an internal factor of “educational technologies”, including teaching methods, quality control, teacher development, etc. In a number of schools, such as Yeruham Science Center School and Tzfat Comprehensive School, the quality of the educational process directly depends on educational factors - the level of training of teachers, the content of programs, the implementation of educational initiatives. However, the lack of systemic state support for modernization leads to the fact that the development of educational technologies remains irregular and depends on local efforts of schools and teachers. The integration of innovative teaching methods, especially in the field of natural sciences and digital technologies, is fragmentary and requires strengthening.

<sup>161</sup> AKAREEM, H. S., HOSSAIN, S. S. *Determinants of education quality: what makes students' perception different?* In: Open review of educational research, 2016, nr. 3(1), p. 52-67. ISSN 2326-5507.

*Economic factors* determine the availability of educational resources through funding, cost planning and strategic budget allocation<sup>162</sup>. Socioeconomic changes demand flexible financial management, including budgeting and resource efficiency. Schools in Ofakim, Dimona, Kiryat Malakhi, and Beit She'an face chronic funding deficits, limiting staff development, materials, and programs. Still, some optimize costs and attract extra funding through NGO and private partnerships. *Social factors* determine the adaptation of educational management to the level of education of the population, demographic changes and the needs of the labor market<sup>163</sup>. Migration and demographic shifts require adapting personnel policies and programs, forming the internal factor of "student and teacher population." In Sderot and Acre, growing diversity and vulnerable groups complicate uniform standards, prompting schools to introduce individual learning paths and psychosocial support. *Political factors* set the legal and regulatory framework for education governance, including government policies, reforms and international standards<sup>164</sup>. They regulate funding, autonomy, and accessibility, forming the internal factor of "administrative regulation" (standards, control, norms). In East Jerusalem (UNRWA schools, Anta Ma'ana Institute), unstable legal frameworks, policy shifts, and limited state resources force constant strategy adjustments, making schools highly dependent on external authorities and international organizations. *Technological factors* determine the digitalization of educational management through the introduction of electronic platforms, AI and data analytics<sup>165</sup>. The development of digital solutions requires continuous adaptation of strategies<sup>166</sup>. These processes are moving into the internal factor of "digital infrastructure", which includes automation of management and integration of IT solutions. Schools such as Ort Kiryat Gat and Ort Kiryat Malakhi are actively implementing elements of digitalization: electronic diaries, online learning platforms, automated management systems. However, in most schools in the region, the development of digital infrastructure is carried out irregularly, often within the framework of short-term projects, rather than through systemic strategies. The lack of a sustainable digital environment limits the possibilities of implementing advanced educational technologies and distance learning. *Historical factors* shape

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<sup>162</sup> WOESSMANN, L. *The economic case for education*. In: Education Economics, 2016, nr. 24(1), p. 3-32. ISSN 0964-5292.

<sup>163</sup> BEN-DAVID KOLIKANT, Y. *Adapting school to the twenty-first century: Educators' perspectives*. In: Technology, Pedagogy and Education, 2019, nr. 28(3), p. 287-299. ISSN 1475-939X.

<sup>164</sup> NIR, A. E., KAFLE, B. S. *The effect of political stability on public education quality*. In: International Journal of Educational Management, 2013, nr. 27(2), p. 110-126. ISSN 0951-354X.

<sup>165</sup> BASRI, H., HASRI, S. *Modern Education Management: Challenges, Strategies Towards a Future of Continuing Education*. In: Munaddhomah: Jurnal Manajemen Pendidikan Islam, 2024, nr. 5(3), p. 260-269. ISSN 2775-2933.

<sup>166</sup> SHVARDAK, M. *Modern technologies of management of educational establishments*. In: Міжнародний науковий журнал «OCBITA I HAYKA», 2018, nr. 24(1), p.227-230. ISSN 2617-0833.

the evolution of educational systems and approaches to management<sup>167</sup>. Educational traditions shape sustainability, institutional culture, and continuity. In Arab villages, Bedouin settlements, and small towns, traditions define specific practices, as seen in Netivot Comprehensive and Sha'ar Hanegev High School, where cultural values and teacher–student interaction remain central. These traditions influence management amid socio-economic instability. Thus, educational management in weak regions depends on socio-economic, political, historical, and technological factors, requiring adapted, flexible strategies that consider local contexts and support schools as centers of community growth.

Over the past two decades, several key educational reforms have been implemented in Israel<sup>168</sup>, aimed at improving the quality of education in weak regions: **The “Oz Le-Tmura” Reform (2008)**<sup>169</sup>, changed the teacher salary system, introduced extra hours for individual student support, and expanded professional development. However, in weaker regions its implementation faced challenges due to staff shortages and limited infrastructure. **Reform-2021**<sup>170</sup>, when the Ministry of Education proposed a reform to expand principals’ powers over curricula and budgets, aiming for more flexible management. In weak regions, however, its implementation was hindered by insufficient training and lack of resources. **Inclusive Education Initiatives**<sup>171</sup>. In recent years, emphasis has been placed on integrating children with special needs into mainstream schools. This is particularly relevant for Bedouin and Arab communities where access to inclusive education has previously been limited. A study of weak regions in Israel shows persistent challenges: low achievement, especially among Arabic-speaking students, and difficulties in reform implementation due to scarce resources, staff, and infrastructure. Sustainable progress requires comprehensive strategies tailored to regional needs with adequate system-wide support. According to the data of the international TIMSS 2023 study, Israeli schoolchildren demonstrated a significant decline in academic performance, particularly in mathematics and science<sup>172</sup>. The average score in mathematics fell from 519 in 2019 to 487 in 2023, while in science it decreased from 513 to

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<sup>167</sup> YAMPOL, Y., POLISHCHUK, S. *The study of the management of the quality of education in institutions of general secondary education: historical aspect*. In: Scientific Journal of Polonia University, 2023, nr. 56(1), p. 288-295. ISSN 2957-1898.

<sup>168</sup> ISBANIONLY, M., DANAIATA, D., HURBEAN, L. *Managing the implementation process of educational system reform in Israel*. In: Procedia-Social and Behavioral Sciences, 2018, nr. 238, p. 259-266. ISSN 1877-0428.

<sup>169</sup> AVIDOV-UNGAR, O. *The Personalized Continuing Professional Learning of Teachers: A Global Perspective*. Milton Park: Routledge, 2023. 196 p. ISBN 9781032543413

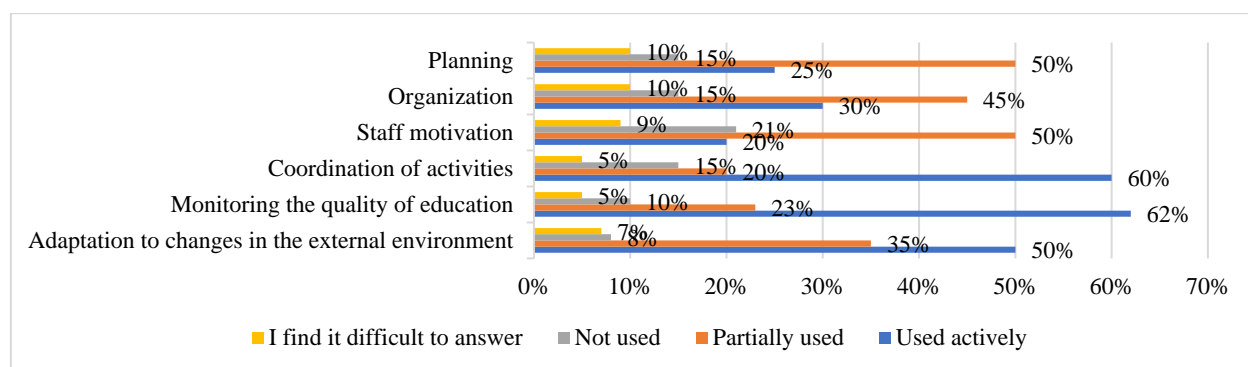
<sup>170</sup> SCHORI EYAL, N. *The National Authority for Measurement and Evaluation in Education*. In: PIRLS, 2021. [accessed 11.02.2023]. Available at: <https://pirls2021.org/wp-content/uploads/2022/10/Israel.pdf>

<sup>171</sup> MADAR, N. K., DANOCH, A. *Inclusive education in Israel: A study of policy impact on access to education*. In: International Journal of Inclusive Education, 2024, nr. 28(1), p. 78-89. ISSN 1464-5173.

<sup>172</sup> DAVID, H. *A critical overview at Israel's PISA 2018 results*. In: Journal for the Education of Gifted Young Scientists, Special Issue, 2020, nr. 9(5), p. 1-10. ISSN 2149- 360X.

481. The situation is especially alarming among Arabic-speaking students: their scores dropped by 56 points in mathematics and by 49 points in science. In addition, the proportion of students who did not reach the basic level of achievement increased from 12.5% to 20%. Although data are limited, Bedouin settlements and Arab villages show higher absenteeism, driven by socio-economic factors such as family responsibilities and limited access to schools. According to a study by the Myers-JDC-Brookdale Institute, the dropout rate among Bedouin youth in the Negev remains significantly higher than in other groups in Israel<sup>173</sup>. For example, in 2014, the dropout rate among 17-year-old Bedouin boys was 29%, significantly higher than the national average. The Gini index is used to measure inequality in the distribution of educational resources. A study in Israel shows that educational inequality is growing in a southern school district<sup>174</sup>.

According to the survey, educational management in weak regions of Israel is a comprehensive process focused on key goals: ensuring quality education, integrating vulnerable groups, adapting services to socio-economic conditions, reducing inequality, and strengthening ties with communities and partners, Figure 3.28.



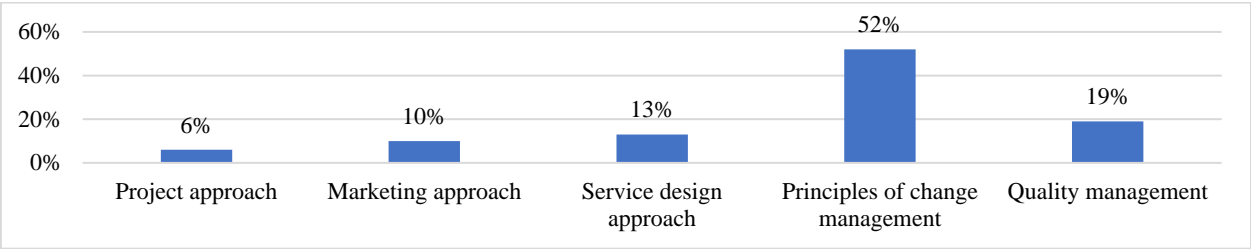
**Figure 3.28. Answers to the question: "Evaluate the implementation of educational management functions in the school" [developed by the author]**

The diagram shows that key functions of educational management are most active in quality monitoring (62%), coordination (60%), and adaptation to external changes (50%), reflecting a focus on process consistency and flexibility. Strategically important functions like planning (25%), organizing (30%), and motivating staff (21%) are weaker, pointing to a short-term, operational approach. Schools prioritize current tasks and stability but lack strategic direction. Management balances ministry requirements with local needs, emphasizing individualized strategies, the school's social mission, and systems for monitoring performance, attendance, and student well-

<sup>173</sup> *MJB Data Snapshot: The Bedouin in the Negev*, 2017. [accessed 10.08.2024]. Available at: <https://brookdale.jdc.org.il/wp-content/uploads/2018/01/MJB-Data-Snapshot-The-Bedouin-in-Israel-May-2017-FINAL.pdf>

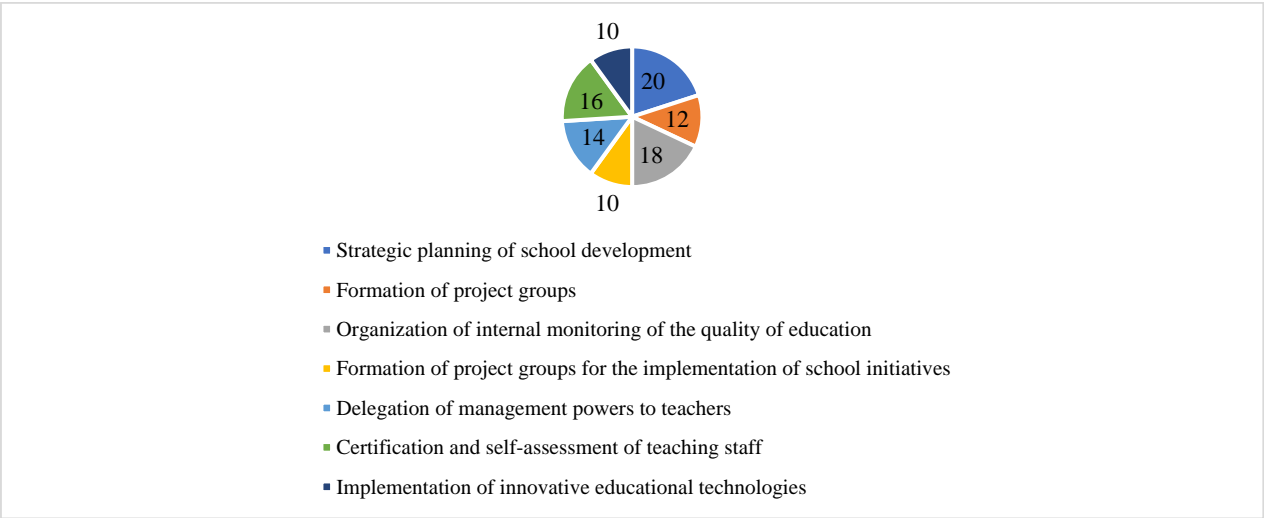
<sup>174</sup> FENIGER, Y., SHAVIT, Y., CALLER, S. Schooling and equity in Israel. In: *Oxford Research Encyclopedia of Education*. Oxford University Press, 2021. [accessed 18.01.2025]. Available at: DOI: [10.1093/acrefore/9780190264093.013.1545](https://doi.org/10.1093/acrefore/9780190264093.013.1545)

being. The author also studied the EM methods that are currently used in schools and received the responses from respondents, shown in Figure 3.29.



**Figure 3.29. Responses to the question: “What methods/approaches of educational management are used in your school?” [developed by the author]**

The graph shows that change management is the most used method (52%), reflecting schools’ focus on adaptation and innovation. Other methods are less common: quality management (19%), service design (13%), marketing (10%), and project approach (6%). This highlights limited use of integrated approaches, with reliance on change management but weak implementation of other methods needed for comprehensive management culture. The answers to the question about EM tools are presented in Figure 3.30.



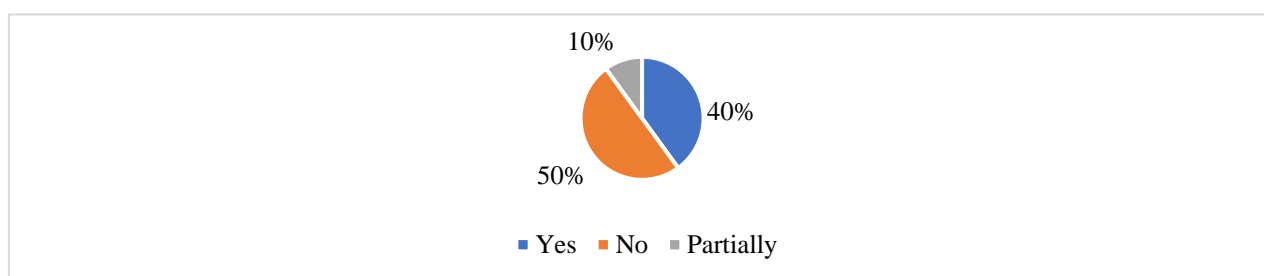
**Figure 3.30. Answers to the question: “What educational management tools are used in your school?” [developed by the author]**

The diagram shows that strategic planning and internal quality monitoring are the most widely used tools, while others are applied less intensively. The main problem in weak regions is the absence of a strategic planning mechanism adapted to local socio-economic conditions, which limits schools’ integration into community development and systematic quality improvement. At the operational level, management is expressed through flexible personnel policies (hiring teachers with intercultural and stress-management skills), attracting extra-budgetary funding (grants, NGO and business partnerships), and developing extracurricular activities that integrate arts, sports,

science, and technology into student support programs.

The main problem in implementing operational educational management is the insufficient institutionalization of flexible resource management practices, which leads to fragmentation of projects, high dependence on external sources of funding and limited sustainable development of extracurricular and innovative programs. However, despite a number of shortcomings, successful practices of educational management in schools in this region can be identified. These include the Darca school<sup>175</sup> and AMIT<sup>176</sup>, who are actively involved in implementing leadership development programs for principals and teachers. Also Pilot STEM programs in schools in the Negev and Galilee<sup>177</sup>, which focus on developing students' engineering and scientific competencies. Localization of educational programs is also noted - adaptation of educational materials to the cultural characteristics of Arab and Bedouin students. Academic support centers are being created, preparation for Bagrut and additional assistance is provided to students from vulnerable groups.

Educational management in schools in economically weak regions of Israel fulfills pedagogical, managerial, and social functions by reducing risks of marginalization and fostering children's integration into society. However, its development is fragmented and needs an integrated approach that combines strategic planning, adaptive resource use, teacher support, and community involvement. In these regions, educational management ensures access and quality but faces structural problems such as underfunding, staff shortages, limited innovation, and weak links to community needs. It is also important to examine the extent to which EM is implemented in Israeli schools at the pedagogical level (Figure 3.31) and at the management level (Figure 3.32).



**Figure 3.31. Answers to the question: “Are elements of educational management used in teaching activities (at the teacher level)?” [developed by the author]**

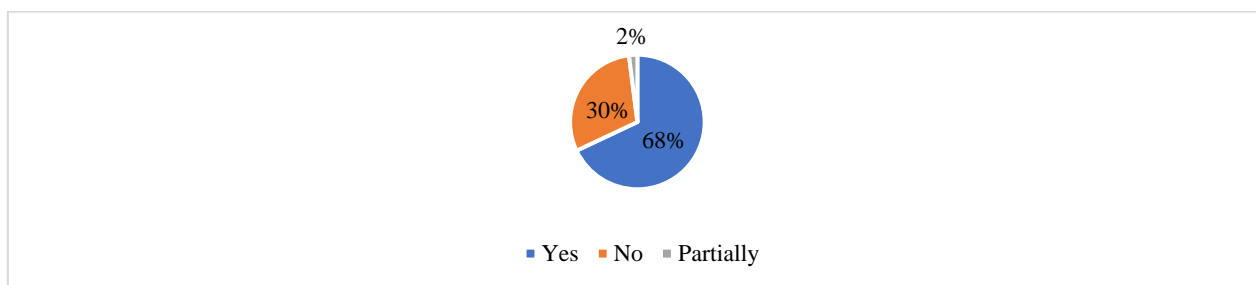
Of the 229 respondents to the question about the application of educational management elements in pedagogical activity: 40% (92 respondents) answered "Yes", 50% (115 respondents) - "No", 10% (22 respondents) - "Partially". Thus, the majority of teachers (115 respondents) believe that educational management elements are not applied at the pedagogical level. At the

<sup>175</sup> Darca schools. [accessed 03.02.2025]. Available at: <https://darca.org.il/en/homepage/>

<sup>176</sup> AMIT. [accessed 02.04.2025]. Available at: <https://amitchildren.org/>

<sup>177</sup> Galilee. [accessed 02.03.2025]. Available at: <https://www.masaisrael.org/our-programs/stem/>

same time, 92 respondents confirmed the application of such elements, which indicates the orientation of educational management elements to the pedagogical level.



**Figure 3.32. Answers to the question: “Are elements of educational management applied in the administrative activities of the school (at the management level)?” [developed by the author]**

68% of respondents confirmed the application of educational management at the school administration level, 30% denied it, and 2% noted partial use. This shows a generally high level of implementation but also highlights significant differences in perception and practice between schools. The functioning of schools in the Negev, Galilee, East Jerusalem and other peripheral settlements demonstrates a fragmented application of educational management in two main areas - pedagogical and managerial. At the *pedagogical level*, fragmentation is manifested in the limited renewal of educational programs and teaching methods. For example, schools such as Yeruham Science Center School and Sha'ar Hanegev High School demonstrate successful practices in the fields of natural sciences and psychosocial education. However, these achievements often remain local initiatives dependent on external support (e.g., government grants or private foundations), and not a systemic part of the region's educational policy. Most schools, including Amal Beit She'an High School and Makif Alef Dimona, are forced to rely on basic academic programs, with limited opportunities for the development of interdisciplinary and innovative approaches. Insufficient laboratory equipment, outdated teaching materials and a shortage of teachers proficient in modern pedagogical technologies create significant barriers to the quality of the pedagogical process.

At the *management level*, fragmentation manifests itself in weak institutionalization of strategic planning and performance evaluation. For example, schools such as Ort Kiryat Gat and Ort Kiryat Malakhi actively collaborate with regional industries to introduce elements of applied education. However, such partnerships tend to be ad hoc, through individual agreements, without broad government coordination or strategic support. Schools in cities such as Ofakim, Netivot, and Kiryat Malakhi are forced to compensate for the lack of funding through teacher initiatives and NGO participation. Management teams often operate under high administrative burdens and

limited access to advanced training programs on modern approaches to educational management<sup>178</sup>. The situation in multinational schools, such as Ort Akko High School, deserves special attention, where the integration of students from different ethnocultural groups requires the use of special models of inclusive management. However, the lack of standard solutions leads to such models being developed and applied exclusively at the level of individual schools, without the possibility of scaling.

The author conducted semi-structured interviews with school administrators in a weak region of Israel to examine educational management practices, problems, and mechanisms under limited resources and social vulnerability (Appendix 43). The interviews aimed to gather qualitative data on school management, strategies, and external interactions. They revealed key barriers to educational management in weak regions of Israel, systematized deficiencies, and suggested solutions, Table 3.3.

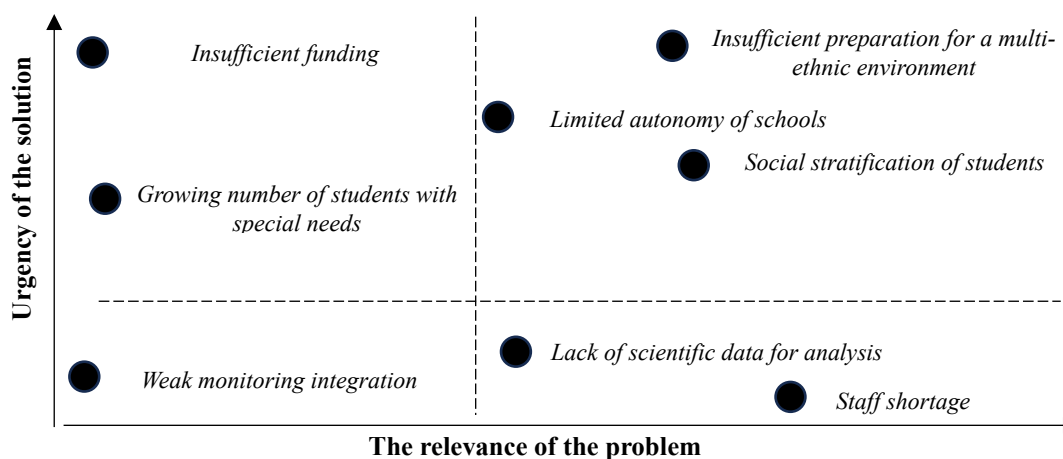
**Table 3.3. Results of in-depth interviews with school administrations in a weak region of Israel [developed by the author]**

Question	Answer	Brief analysis	Solutions
Does your school have a strategic development plan?	"There is, but it is not updated regularly, there is no support for its implementation"	Weak institutional planning.	Development of clear strategies with mandatory support from the municipality.
How is the personnel policy organized?	"It is difficult to find qualified teachers, especially in math and English"	Staff shortages in key subject areas.	Programs for attracting young specialists and improving qualifications.
How are resources distributed?	"Part of the budget goes to infrastructure, part to support weak students, but the funds are clearly not enough"	Prioritizing spending without a systematic long-term strategy.	Developing a model for prioritizing investments within the framework of school autonomy.
How is interaction with the municipality organized?	"There is support, but it is often formal; in real matters the school acts independently"	Insufficient involvement of local government.	Systematization of interaction through cooperation agreements.
What are the main problems of educational management?	"Lack of resources, personnel, high social burden on the school"	A combination of resource and social factors.	Comprehensive programs to support schools in vulnerable regions.

Analysis of responses from school administrators in a vulnerable region of Israel showed that strategic plans exist but lack external support and coordination. Schools face teacher shortages, limited funding, and mostly formal ties with municipal authorities, leaving development

<sup>178</sup> MENASHKO, Y., PESTUSCO, N. *The work model for organizational management in building a team climate in the education system*. In: Studia Universitatis Moldaviae Scientific Journal, nr.11(01), 2022, p. 39-48. ISSN 2587-4446.

to school management. Key problems include scarce resources, staff deficits, high social burdens, and weak integration of initiatives. To structure these issues, the author applied the Problem Mapping method, classifying problems by relevance, priority, complexity, and impact on education quality. The map is shown in Figure 3.33.



**Figure 3.33. Map of educational management problems in schools in a weak region of Israel [developed by the author]**

Educational management in weak regions of Israel faces systemic barriers: underfunding, teacher shortages, and student inequality. Limited resources hinder infrastructure, innovation, and strategic planning, while lack of qualified staff lowers service quality and overloads existing personnel. Social stratification complicates equal opportunities, requiring flexible programs. Weak institutional support, poor data for analysis, limited autonomy, and low digitalization slow reforms. As a result, management remains fragmented, focused on current issues, with strategic approaches underdeveloped.

The analysis of Moldovan school statistics revealed typical challenges of weak regions - uneven resource distribution, unequal access to education, staffing gaps, and territorial disparities in support - providing a basis for assessing educational management in resource-limited contexts<sup>179</sup>, <sup>180</sup>. Statistical data on day institutions of primary and secondary education, in territorial aspect (day education) are presented in Table 3.4.

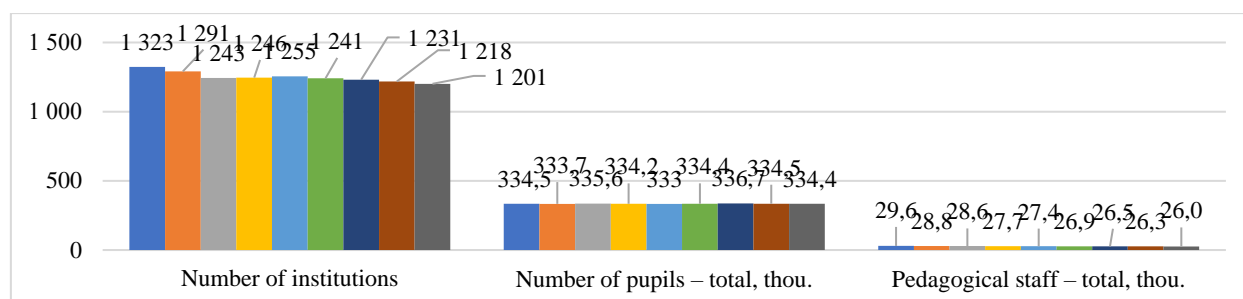
<sup>179</sup> CRIȘCIUC, V. *Current Situation in the Dynamics of General Education in the Republic of Moldova*. In: Review of Artistic Education, 2021, nr. 22, p. 283-287. ISSN 2501 - 238X.

<sup>180</sup> VICOL, N. *Școala și cadrul didactic: traseul ambianței educative prin reușită*. Chișinău: Institutul de Științe ale Educației, 2021. 220 p. ISBN 978-9975-56-945-3.

**Table 3.4. Day institutions of primary and secondary education of the Republic of Moldova, in territorial aspect (day education) 2015-2024 <sup>181</sup>**

Municipalities/ districts/ regions	Number of institutions					Number of pupils				
	2015/16	2020/21	2021/22	2022/23	2023/24	2015/16	2020/21	2021/22	2022/23	2023/24
<b>Chisinau</b>	<b>149</b>	<b>153</b>	<b>153</b>	<b>153</b>	<b>153</b>	<b>80 878</b>	<b>94 009</b>	<b>97 746</b>	<b>100 273</b>	<b>103 564</b>
<i>North</i>	433	403	399	395	<b>153</b>	86 874	83 702	83 360	81 657	80 394
<i>Center</i>	453	423	418	411	405	101 060	94 549	93 899	92 293	91 006
<i>South</i>	231	209	208	207	202	48 807	43 840	43 110	42 051	41 057
<b>UTA Gagauzia</b>	49	46	46	45	45	14 614	15 846	16 116	15 849	15 778
<b>UATSN and Bender</b>	6	5	5	5	5	1 197	1 410	1 490	1 505	1 656
<b>Total</b>	<b>1 321</b>	<b>1 239</b>	<b>1 229</b>	<b>1 216</b>	<b>1 199</b>	<b>333 430</b>	<b>333 356</b>	<b>335 721</b>	<b>333 628</b>	<b>333 455</b>

Between 2015/16 and 2023/24, the number of schools in Moldova fell from 1321 to 1199, while student numbers stayed stable (330,000), showing network optimization with preserved coverage (Appendix 44). Chisinau gained 22686 students without new schools, reflecting migration and resource concentration. In other regions, school and student numbers declined slightly, while Gagauzia and UTA SMR remained stable. Overall, education is marked by resource redistribution toward urban centers, improving efficiency but deepening regional inequality, requiring flexible management tailored to local conditions. The author also analyzed statistics on institutions/Pupils/Staff of primary and secondary education, which is presented in Figure 3.34.



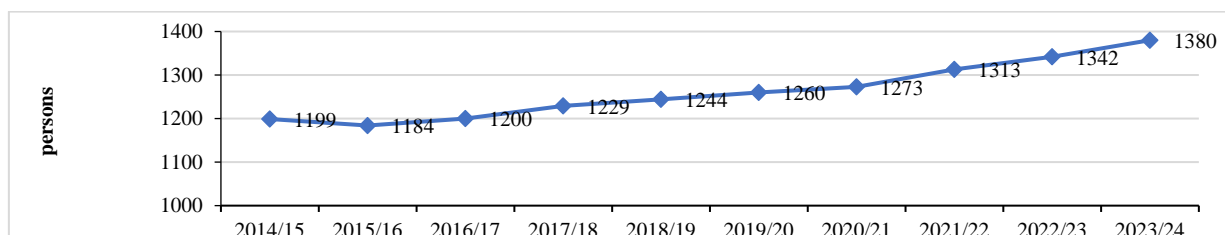
**Figure 3.34. Institutions/Pupils/Staff of primary and secondary education of the Republic of Moldova <sup>182</sup>**

From 2015/16 to 2023/24, the number of schools in Moldova decreased from 1323 to 1201 (Appendix 45), while student numbers remained stable ( $\approx 333$ – $337$  thousand). At the same time, teaching staff fell from 29.6 to 26.0 thousand, creating risks of teacher shortages, increased workload, and declining quality, highlighting the need for new management strategies. An important indicator is the number of pupils per 10000 inhabitants, which reflects the level of

<sup>181</sup> *Statistical Yearbook of the Republic of Moldova*, editions 2002-2024. [accessed 01.03.2025]. Available at: [https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877\\_59482.html](https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877_59482.html)

<sup>182</sup> Ibidem. *Statistical Yearbook of the Republic of Moldova*, editions 2002-2024. [accessed 01.03.2025]. Available at: [https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877\\_59482.html](https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877_59482.html)

population coverage by school education and allows us to assess the demographic burden on the education system, which is presented in Figure 3.35.



**Figure 3.35. Number of pupils per 10 000 inhabitants of the Republic of Moldova<sup>183</sup>**

Between 2014/15 and 2023/24, the number of students per 10,000 inhabitants in Moldova rose from 1184 to 1380 (Appendix 46). This reflects a growing share of schoolchildren in the population and improved education coverage, highlighting important trends for planning resources, curricula, and infrastructure. The statistical data are presented in Table 3.5.

**Table 3.5. Pupils in institutions of primary and secondary education of the Republic of Moldova, by grade, 2015-2024<sup>184</sup>**

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
<b>Total</b>	<b>333 430</b>	<b>332 691</b>	<b>334 443</b>	<b>333 118</b>	<b>332 133</b>	<b>333 356</b>	<b>335 721</b>	<b>333 628</b>	<b>334 404</b>
<b>Grade 1-4</b>	<b>137 845</b>	<b>139 335</b>	<b>140 141</b>	<b>139 612</b>	<b>139 179</b>	<b>137 332</b>	<b>137 942</b>	<b>137 227</b>	<b>136 696</b>
<b>Grade 5-9</b>	<b>160 583</b>	<b>159 730</b>	<b>160 232</b>	<b>159 427</b>	<b>158 637</b>	<b>159 979</b>	<b>160 857</b>	<b>159 189</b>	<b>159 798</b>
<b>Grade 10-12</b>	<b>35 002</b>	<b>33 626</b>	<b>34 070</b>	<b>34 079</b>	<b>34 317</b>	<b>36 045</b>	<b>36 922</b>	<b>37 212</b>	<b>37 910</b>

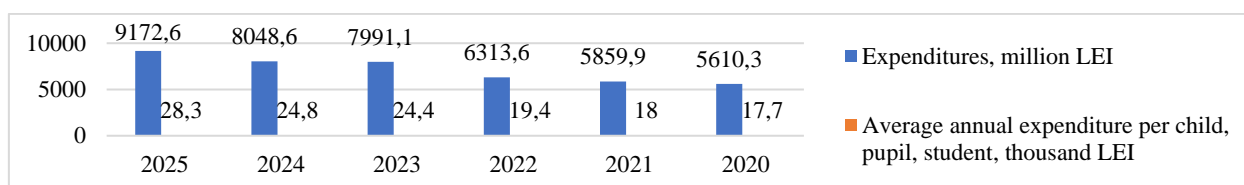
The analysis of the presented data shows that the total number of students in primary and secondary schools in Moldova remained relatively stable in the period from 2015/16 to 2023/24 academic years, fluctuating between 332133 and 335721. At the same time, there was a moderate decrease in the number of students in primary grades (Grade 1-4) - from 137845 to 136696, which indicates the impact of demographic processes and the decrease in the birth rate in previous years. The number of students in the middle grades (Grade 5-9) also slightly decreased, while the number of students in high school (Grade 10-12) increased - from 35002 to 37910, which may indicate an increase in the duration of schooling and an increase in the coverage of high school. The data confirm the need to adapt educational management to new demographic realities, especially in terms of planning educational institutions networks, personnel policy and updating the content of high school. Currently, the main task facing the education of the Republic of Moldova is to increase competitiveness in the global market of educational services<sup>185</sup>. The Ministry of Education and

<sup>183</sup> *Statistical Yearbook of the Republic of Moldova*, editions 2002-2024. [accessed 01.03.2025]. Available at: [https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877\\_59482.html](https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877_59482.html)

<sup>184</sup> Ibidem. *Statistical Yearbook of the Republic of Moldova*, editions 2002-2024. [accessed 01.03.2025]. Available at: [https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877\\_59482.html](https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877_59482.html)

<sup>185</sup> GUTIU, T. *Quality and competitiveness of education in the Republic of Moldova in global indices*. In: Euromentor Journal-Studies about education, 2021, nr. 12(4), p. 38-48. ISSN 2067-7839.

Research of the Republic of Moldova, in cooperation with development partners, began to implement reforms in the education system in 2009-2020. The emphasis in education was placed on quality<sup>186</sup> and, accordingly, the process of assessing student performance<sup>187</sup>. The Republic of Moldova has initiated various national projects<sup>188</sup> on the creation of a Network of Model Schools<sup>189</sup>, which aims to improve the quality of education and equality throughout the country. Improving the education system, including through projects funded by the European Commission, contributes to the formation of trained future specialists. The author analyzed the degree of funding for school education in the Republic of Moldova, which is presented in Figure 3.36.



**Figure 3.36. Total expenditures in the field of education in Republic of Moldova (2020-2025)<sup>190</sup>**

Between 2020 and 2025, Moldova's education spending rose from 5610.3 to 9172.6 million lei, with per-student funding increasing from 17.7 to 28.3 thousand lei. Despite this, the number of schools declined in most regions, especially in the North and Center (Appendix 47), reflecting demographic shifts and network optimization, but also deepening rural access disparities. Student numbers grew to 104.4 thousand in 2023/24, mainly in Chisinau, while the North and South saw declines (Appendix 48). Teacher numbers fell across regions, most in the North and South (Appendix 49). Similar to weak regions in Israel, Moldova faces underfunding, teacher shortages, and student inequality, which hinder modernization and require flexible, adaptive management solutions.

<sup>186</sup> IVANCOV, L. *Aspecte actuale ale procesului educațional*. In: *Inovații pedagogice în sfera digitală*, 2020, p. 456-458. ISBN 978-9975-3405-1-9.

<sup>187</sup> CONDRAT, V. *The urgent need to rethink the education system in Moldova*. In: *European integration through the strengthening of education, research, innovations in Eastern Partnership Countries*, 2022, 259 p. ISBN 978-9975-165-23-5.

<sup>188</sup> CĂLUGĂREANU, I. *Analiza modelelor de parteneriat public-privat și a proiectelor de infrastructură*. In: *Modern paradigms in the development of the national and world economy*, 29-30 octombrie 2021, Chișinău. Chișinău: CEP USM, 2021, p. 357-364. ISBN 978-9975-158-88-6.

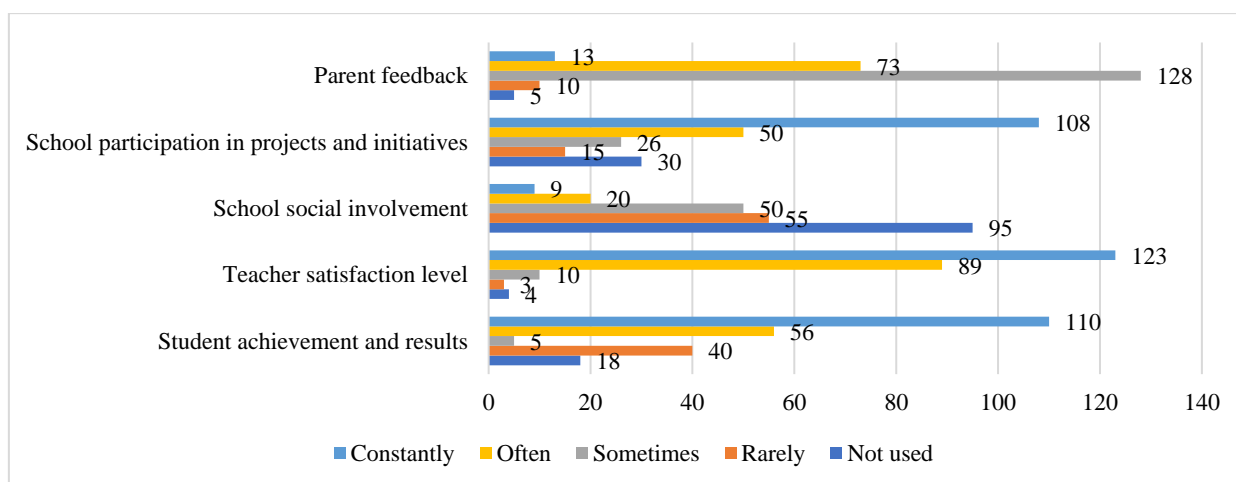
<sup>189</sup> CIOBANU, M., SAVCENCO, S., COLESNICOVA, T. *New model schools in the Republic of Moldova: current situation and future prospects*. In: *Creșterea economică în condițiile globalizării*, 2017, nr. 2(166), p. 298-308. ISSN 0022-4715.

<sup>190</sup> Ce este Bugetul pentru cetățeni? Ministerul Finanțelor al Republicii Moldova, 2025. [accessed 11.03.2025]. Available at: <https://mf.gov.md/ro/buget/transparen%C8%9Ba-bugetar%C4%83/bugetul-pentru-cet%C4%83%C8%9Beni>

### **3.3. Assessing the possibilities of applying educational management in schools in a weak region of Israel**

Effective school management is essential for ensuring a high-quality educational environment, especially in socio-economically vulnerable regions. It shapes resource allocation, personnel policy, and the organization of the learning process, directly affecting student achievement, school competitiveness, and rankings. In disadvantaged areas, where schools face financial shortages, staff deficits, and low parental involvement, effective management becomes a key factor in reducing inequality and improving outcomes. The study of educational management in vulnerable regions of Israel highlights mechanisms that enhance school performance. Analysis of rankings, student results, teacher satisfaction, and resource use helps identify effective practices and formulate recommendations for improving management under challenging socio-economic conditions. Israel's underperforming schools are mainly Arab and state-religious institutions in peripheral areas of the south and north. Students there showed the lowest results in core subjects (native language, mathematics, English, and science) and reported low satisfaction and even fear of attending school. Private religious schools of the Shas movement and *Torah Judaism* were mostly excluded from the ranking, though those tested also showed weak results. Of the 45 weakest schools, 21 are in the south (mostly Bedouin settlements), 13 in the north, 9 in poor localities of the central and Jerusalem districts, and 2 in the Sharon region. In total, 42% are Arab, 40% Jewish state-religious, and 18% Jewish state schools. Over one-third are located in the poorest localities (CBS levels 1–2). No schools from economically developed cities were included. Class sizes in weak schools (26.4 students) are similar to the national average (26.6 students). However, Jewish underperforming schools tend to have smaller classes, while Arab underperforming schools have larger ones.

As part of the conducted survey aimed at assessing the effectiveness of educational management, the author obtained results that reveal the extent of its application and the potential for using relevant tools in schools, as presented in Figure 3.37.



**Figure 3.37. Answer to the question: "Using indicators in assessing the effectiveness of school management" [developed by the author]**

According to the data presented in the chart, when assessing the managerial effectiveness of schools, academic indicators such as student achievement and performance are the most frequently and systematically applied: 110 respondents identified them as permanently used indicators, and another 56 as frequently used. This highlights the dominance of quantitatively measurable parameters aligned with traditional evaluation metrics. Considerable attention is also given to teacher satisfaction: 123 participants indicated that this indicator is used permanently, and 89 reported frequent use, underlining schools' efforts to consider the quality of the internal professional environment as a managerial indicator.

Indicators related to schools' social engagement show moderate activity: 95 responses marked them as permanent, and 55 as frequent. This reflects the importance of school–community relations as an element of modern educational management. At the same time, parental feedback remains the least utilized criterion: 128 respondents stated it is not used at all, while only 13 indicated it is applied permanently. A similar trend is observed in participation in projects and initiatives, where 108 respondents reported permanent use, but irregular or episodic application remains significant. Overall, the results demonstrate that internal academic and staff-related indicators prevail in schools, whereas parental feedback and social interaction are undervalued. This may limit the comprehensiveness of managerial effectiveness assessment, especially in light of contemporary requirements for openness and inclusivity in educational management. Among other indicators of effectiveness, teachers noted: clarity of authority distribution, efficiency of managerial decisions, automation of processes, the number of partnership programs, and the effectiveness of pedagogical technologies and technical resources, among others. The conducted survey of administrators and teaching staff in schools of Israel's economically weak region provided a comprehensive view of the perception of educational management quality. The survey

assessed such aspects as the presence of strategic planning, the quality of personnel policy, the organization of professional development, the degree of digitalization of management processes, and the functioning of internal monitoring systems.

The survey results revealed several systemic shortcomings in school management. A significant share of administrators and teachers consider managerial planning to be insufficient or fragmented, while personnel policy in many schools is carried out without long-term strategies for attracting and retaining specialists. Professional development programs for teachers are often episodic, and the use of digital technologies remains limited, primarily restricted to basic document flow automation. Furthermore, internal systems for monitoring educational processes and outcomes are weakly developed and not consistently applied to support managerial decision-making. In parallel with the survey, expert assessments of the level of development of education quality management systems were conducted<sup>191</sup>. External experts analyzed school documents, assessment and self-assessment results, and observed planning and analysis processes. Based on the collected data, a regression model was constructed for the dependence of educational results (Y) on five key factors of educational management (X<sub>1</sub>–X<sub>5</sub>):

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon, Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon,$$

where:

- X<sub>1</sub>X<sub>1</sub>X<sub>1</sub> — quality of management planning;
- X<sub>2</sub>X<sub>2</sub>X<sub>2</sub> — effectiveness of HR policy;
- X<sub>3</sub>X<sub>3</sub>X<sub>3</sub> — availability of a professional development system;
- X<sub>4</sub>X<sub>4</sub>X<sub>4</sub> — level of implementation of digital technologies;
- X<sub>5</sub>X<sub>5</sub>X<sub>5</sub> — quality of internal monitoring and feedback.

The quality of management planning (X<sub>1</sub>X<sub>1</sub>X<sub>1</sub>) and the effectiveness of personnel policy (X<sub>2</sub>X<sub>2</sub>X<sub>2</sub>) have the greatest impact on educational results. Their combined contribution to the variation in educational achievements ranges from 45 to 50%. The presence of a professional development system (X<sub>3</sub>X<sub>3</sub>X<sub>3</sub>) and the level of digitalization (X<sub>4</sub>X<sub>4</sub>X<sub>4</sub>) have a moderate impact, explaining 15–20% of the changes in educational results. The quality of internal monitoring and feedback (X<sub>5</sub>X<sub>5</sub>X<sub>5</sub>) is of particular importance for sustainable growth in results, although its direct impact on current academic performance is somewhat lower.

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<sup>191</sup> MENASHKO, Y. The beginning of the sequel. In: Excellence in Education According to the Gevim Model. Ed. KLAVIR, R., MENASHKO, Y. et al. London: Nature & Science Publishing, 2016. p.233-240. ISBN 978-965-7248-13-3

Thus, the analysis leads to the following general conclusions. The success of schools in economically weak regions largely depends on the quality of educational management, particularly in the areas of planning and personnel policy. The modernization of educational management—especially in strategic planning, systematic staff development, and the integration of digital solutions—has the potential to generate significant improvements in educational outcomes. Collectively, educational management factors account for up to 80% of the variation in students' academic results, underscoring the critical importance of systematically developing managerial processes to reduce educational inequality. These findings highlight the need for targeted investment in the professionalization of managerial practices in schools located in vulnerable regions<sup>192</sup>, what should become a priority as a regional<sup>193</sup>, as well as state educational policy.

The conducted regression analysis allowed us to identify key internal factors of educational management that have a significant impact on the educational results of schools in the economically weak region of Israel. It was established that the quality of management planning, the effectiveness of personnel policy, the development of the professional potential of teachers<sup>194</sup>, the introduction of digital technologies and the organization of internal monitoring determine up to 80% of the variations in the level of educational achievements of students. However, for a comprehensive assessment of the possibilities and limitations of the application of effective educational management practices, it is necessary to take into account not only internal but also external influences on the educational system<sup>195</sup>. Schools operate in a dynamic external environment influenced by competition, the development of alternative forms of education, the availability of resources and changing expectations of consumers of educational services.

In this context, it is advisable to apply Porter's Five Forces model, which enables a systematic analysis of the macro-environment in which schools operate (Appendix 50). This analysis helps to identify which external forces may facilitate or hinder the successful implementation of managerial strategies, as well as how schools can adapt to external challenges in order to ensure the sustainable improvement of education quality under conditions of socio-economic vulnerability in the region. The results of the competitive forces analysis are presented

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<sup>192</sup> HADAR, E., ELIAZ, Y. *A School for the Poor? A Case Study of an Arab School in Israel Serving the Working Class*. In: Child & Youth Care Forum. New York: Springer US, 2024, nr. 53 (2), p. 293-313. [accessed 01.02.2025]. Available at: <https://doi.org/10.1007/s10566-023-09755-8>

<sup>193</sup> SAFFURI, R. *Appointing Officials in Local Authorities in the Arab Society in the State of Israel*. In: Cross-Cultural Management Journal, 2024, nr. 2, p. 207-212. ISSN 2286-0452.

<sup>194</sup> NATOUR, Y. *The Relationship between School Management and the Use of Innovative Teaching Methods in Arab Schools in Israel*. In: Revista de Management Comparat International, 2024, nr. 25(1), p. 138-147. ISSN 1582-3458.

<sup>195</sup> ARAR, K., TAMIR, E., ABU-HUSSAIN, J. *Understanding reforms, school reactions to major changes: The case of Israel*. In: Journal of Educational Administration and History, 2019, nr. 51(4), p. 402-418. ISSN 0022-0620.

in Table 3.6.

**Table 3.6. Porter's 5 Forces Analysis for the Environment in Which Schools Operate in an Economically Weak Region of Israel [developed by the author]**

Strength	Short term impact on EM
Competition between schools	Intensifying competition for students and resources requires improved management quality.
The threat of new entrants	The growth of alternative forms of education requires flexibility in educational practices.
The threat of substitutes	The popularization of distance learning reduces the attractiveness of traditional schools.
The power of suppliers	Shortages of personnel and resources increase dependence on a limited number of suppliers.
The Power of Consumers	Parents and students have increasingly high demands on the quality of educational services.

In order to comprehensively study the external factors influencing the implementation of educational management in schools in an economically weak region of Israel, Porter's five competitive forces analysis method was used<sup>196</sup>. This tool made it possible to systematize the main threats and opportunities arising in the macro- and meso-environment of school education, as well as to identify areas for improving management strategies.

The analysis showed that **competition between existing schools**<sup>197</sup> is reinforced by performance ratings, participation in quality programs, and competition for scarce resources, requiring schools to adopt management practices that improve efficiency and reputation. **The threat of new entrants** is reflected in the expansion of alternative forms of education<sup>198</sup>, from private schools, online platforms, and NGO initiatives. In weak regions the threat is moderate but may rise with better technology and investment, requiring hybrid learning and more personalized pathways. **The threat of substitutes** is linked to the growing popularity of distance and home schooling, especially among families dissatisfied with the quality of traditional schools<sup>199</sup>. This creates pressure on schools and increases the need to modernize educational programs, integrate digital solutions and develop additional extracurricular activities. **The strength of suppliers** - staff, technology, and materials—is critical. In weak regions, limited access to qualified teachers and modern resources heightens dependence on external suppliers and deepens educational

<sup>196</sup> PANGARKAR, N., PRABHUDESAI, R. *Using Porter's Five Forces analysis to drive strategy*. In: Global Business and Organizational Excellence, 2024, nr. 43(5), p. 24-34. ISSN 1932-2054.

<sup>197</sup> KAPTZON, A., Yemini M. *Market logic at school: Emerging intra-school competition between private and public STEM programs in Israel*. In: Education Policy Analysis Archives, 2018, nr. 26, p. 104-104. ISSN 1068-2341.

<sup>198</sup> BAR-HAIM, E., BLANK, C. *Second-chance alternatives and maintained inequality in access to higher education in Israel*. In: Social Inclusion, 2019, nr. 7(1), p. 28-37. ISSN 2183-2803.

<sup>199</sup> CHAN, K. et al. *The Israel study*. In: Return Migrants in Hong Kong, Singapore and Israel: Choices, Stresses and Coping, 2021. 216 p. ISBN 978-3030409623.

inequality<sup>200</sup>. **The power of consumers** is rising as parents and students demand higher quality. Schools must improve outcomes, strengthen feedback, and involve parents in management and planning. Porter's Five Forces analysis shows that effective educational management in weak regions depends on both internal resources and the ability to adapt to external factors such as competition, alternative education, resource availability, and changing stakeholder expectations. Addressing these factors is essential for developing sustainable strategies to reduce regional educational inequality.

To gain a deeper understanding of the specific impact of educational management, an online focus group was conducted to explore the attitudes of teachers and school administrators toward the relevance of educational management in schools of economically weak regions, as well as to analyze the feasibility of adapting international educational management practices to regional conditions (Appendix 51). The focus group complemented the quantitative results of regression and competitive analysis with qualitative data reflecting the real perspectives of practitioners and experts. The analysis of participants' responses regarding the influence of educational management on school performance is presented in Table 3.7.

**Table 3.7. Analysis of focus group participants' responses on the impact of educational management on school performance [developed by the author]**

<b>Focus group question</b>	<b>Brief response from participants</b>	<b>Interpretation of the answer</b>
How do you understand educational management?	EM is perceived as a systemic organization of processes that influence the quality of education.	Participants' understanding of OM is related to coordination, planning and motivation of staff.
Does effective management influence the success of a school?	Most participants considered influence to be critical to improving results.	Confirmation of the hypothesis about the direct relationship between the effectiveness of EM and students' achievements.
What difficulties are typical for schools in a weak region?	Lack of resources, personnel shortage, weak support for innovation.	Key barriers to successful application of EM in a weak region were identified.
What foreign practices can be adapted?	Mentoring programs, school autonomy, digitalization of processes.	Participants see the potential for borrowing management models to improve efficiency.
What are the recommendations for developing EM?	Improving the qualifications of managers, strengthening internal monitoring, using flexible strategies.	Practical directions for improving educational management have been formulated.

The analysis of focus group participants' responses, presented in the table, provided qualitative insights into how educational management is perceived as a driver of school performance in Israel's economically weak regions. The discussion confirmed that educational

<sup>200</sup> AYALON, H. et al. *Educational inequality in Israel*. In: From research to policy. Taub Center, 2019. 61 p. [accessed 20.01.2025]. Available at: <https://taubcenter.org.il/wp-content/uploads/educationinequalityinIsraeleng.pdf>

management is seen by the teaching community as a key factor shaping the organization, quality, and efficiency of educational processes, primarily linked to coordination, strategic planning, motivation, and staff development. Most participants agreed that effective educational management critically impacts student achievement. This supports earlier regression analysis results showing a direct correlation between the development of management processes and student performance. The discussion also highlighted barriers to successful implementation: lack of financial and human resources, weak support for innovation, and underdeveloped internal quality monitoring. These findings align with the SWOT analysis and Porter's Five Forces assessment. Attention was given to adapting international practices. Participants noted the value of mentoring programs, greater school autonomy, and digitalization as effective strategies under resource constraints. Recommendations included training school leaders, improving monitoring systems, and applying flexible management models. These measures address the socio-economic realities of weak regions and help reduce inequality. The focus group thus complemented quantitative findings with qualitative data, confirmed earlier patterns, and identified concrete directions for improvement.

Drawing on regression, SWOT, Porter's model, and the focus group, a set of factors shaping educational management in Israel's weak regions was identified. Respondents stressed the need for a comprehensive approach that combines planning, resources, staff development, and stakeholder involvement, with emphasis on flexible models adapted to local contexts. Teachers most often cited sufficient funding, infrastructure renewal, access to digital tools, and professional development as key conditions for improvement. They also stressed the need for space for initiatives, less bureaucracy, and greater autonomy. Overall, responses point to a need for renewed management practices focused on collaboration, resource support, professionalization, and contextual adaptation. The analysis showed that educational management effectiveness depends on the interaction of external economic conditions and internal managerial factors. Economic conditions determine the resource base, while management ensures the quality of educational and organizational processes within schools.

To systematize these factors for further research and practical application, a table was compiled highlighting the key economic and managerial conditions influencing the formation of effective educational management in schools of economically weak regions. The empirically identified conditions for the development of educational management in schools of Israel's disadvantaged regions are presented in Table 3.8.

**Table 3.8. Conditions for the formation of educational management in schools in an economically weak region of Israel [developed by the author <sup>201</sup>]**

Condition type	Condition	Description
Economic conditions	Limited funding	Insufficient funds for infrastructure development, staff training and technology upgrades.
	Shortage of human resources	Lack of qualified managers and teachers, especially in remote areas.
	Dependence on external sources of funding	Vulnerability to political changes and instability of budgetary funding.
	Low level of school equipment	Limited access to modern educational technologies and resources.
Management conditions	Availability of strategic planning	Development of long-term plans for school development, taking into account educational goals and resource constraints.
	Effective HR policy	Developing strategies to attract, retain and develop professional staff.
	Systematic professional development of personnel	Continuous professional development of managers and teachers through courses, mentoring and self-development.
	Implementation of digital technologies in management	Automation of planning, monitoring and communication processes.
	Development of an internal quality monitoring system	Creation of mechanisms for regular assessment of the effectiveness of educational and management processes.
	Active interaction with the community	Participation of parents, local communities and external stakeholders in school governance.

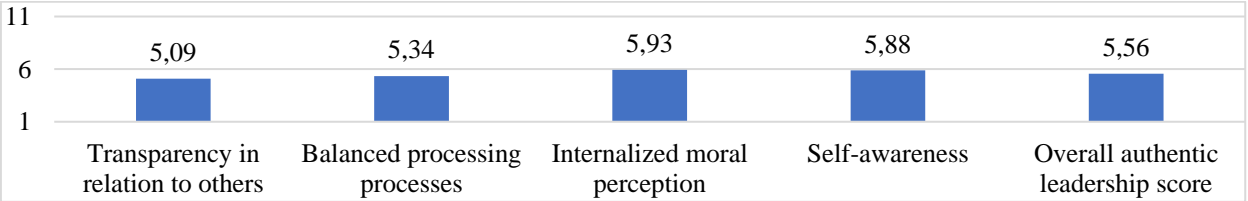
The systematization of conditions for educational management in Israel's weak regions revealed two key factor levels: economic and managerial. While economic conditions provide basic infrastructure, in weak regions they limit development due to underfunding, staff shortages, reliance on external support, and poor equipment, all of which hinder innovation and reduce educational outcomes. Additionally, 16 principals and school managers were surveyed separately (Appendix 52) to assess leadership, using a Likert scale questionnaire. The analysis of responses indicated that the overall level of leadership components in schools was rated as moderately high. The highest average scores were recorded for the following dimensions: internalized moral perspective - most participants demonstrated strong commitment to their values and moral principles, reflecting the stability of ethical orientation in professional activities; self-awareness - results indicated a fairly high awareness of participants' strengths and weaknesses, as well as the importance of feedback for self-development.

Moderate scores were noted for other dimensions: balanced processing indicated openness to different views, though sometimes with limited engagement, while relational transparency showed variability, with some participants remaining distant or reluctant to admit mistakes. Over

<sup>201</sup> BLAGORAZUMNAIA, O., MENASHKO, Y. *Conditions for the formation of educational management in schools of economically weak regions of Israel*. In: Бізнес-навігатор, nr. 3 (80), 2025, p. 122-126. ISSN 2522-4751.

60% of participants scored 16–20 points across components, reflecting a high level of authentic leadership; 30% showed medium results, and about 10% scored lower, highlighting gaps in openness. Managerial conditions remain critical for adapting schools to external challenges. Strategic planning, effective HR policies, professional development, digitalization, monitoring, and community engagement can offset economic constraints. Leadership—administrative and pedagogical—also plays a central role in shaping school effectiveness, motivation, collaboration, and innovation. The findings confirmed that strong leadership directly correlates with better teaching quality, higher student and parent satisfaction, and effective school development, while pedagogical leadership fosters collaboration and professional growth that positively impacts student outcomes.

Principal's authentic leadership factors according to principals' self report are presented in Figure 3.38.

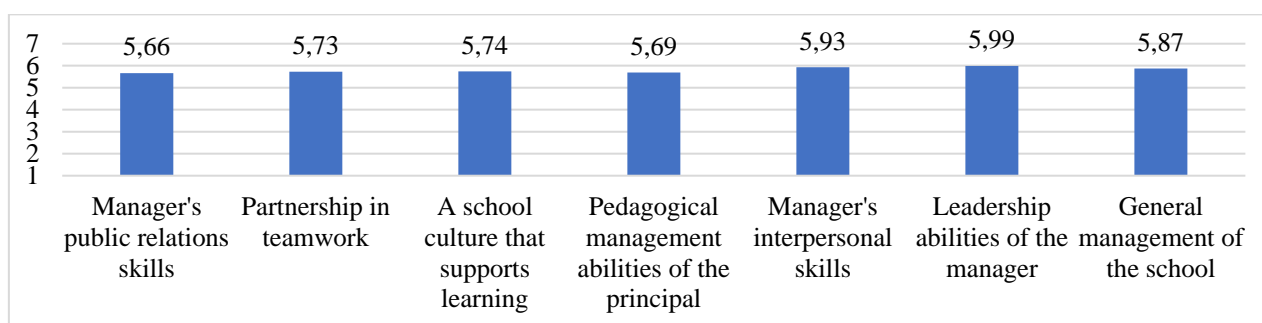


**Figure 3.38. Principal's authentic leadership factors according to principals' self report**  
[developed by the author based on<sup>202</sup>]

The analysis of the data presented in the chart indicates a high level of authentic leadership development among school principals based on their self-assessment. All factors of authentic leadership received high scores, ranging from 5.09 to 5.93. The highest-rated factor was Internalized Moral Perspective (5.93), reflecting a strong internal orientation of principals toward moral values and ethical principles in school management. This was followed by Self-Awareness (5.88) and the Overall Authentic Leadership Score (5.56), highlighting well-developed self-reflection and a strong overall perception of their leadership abilities. Relatively lower scores were given to Relational Transparency (5.09), which may point to potential for improvement in openness and transparent communication with teaching staff and other stakeholders. Nevertheless, even the lowest values remain high, indicating that school principals possess strong leadership competencies that contribute to effective management, a positive school climate, and the achievement of educational goals. These findings confirm the significant role of authentic leadership as a key factor in the successful functioning of educational organizations. Management

<sup>202</sup> MENASHKO, Y. *Authentic leadership as a driving force to promoting organization in a challenging reality*. In: XI International scientific and practical conference «Innovative Solutions to Modern Scientific Challenges» (February 21-23, 2024) Zagreb, Croatia: International Scientific Unity. 2024. p. 108-113.

factors according to teachers' self report shown in the Figure 3.39.



**Figure 3.39. Management factors according to teachers' self report [developed by the author based on <sup>203</sup>]**

Teachers rated principals' managerial activities highly, with scores ranging from 5.66 to 5.99. The highest were Leadership Abilities (5.99) and Interpersonal Skills (5.93), followed by School Culture Supporting Learning (5.74) and Teamwork Partnership (5.73). Slightly lower scores were given for Public Relations Skills (5.66) and Pedagogical Management Abilities (5.69). Overall, principals are viewed as strong leaders fostering effective communication and supportive school culture. RAMA ranks schools using a cultivation index from 1 (high status) to 10 (low status). This study focused on schools in the 7th decile or higher, all from low socioeconomic backgrounds. The index includes parental education (40%), family income per capita (20%), periphery status (20%), and disadvantaged origin (20%). Schools were grouped into low- and high-achievement categories. T-tests showed no significant differences in principals' age or experience, meaning these factors do not explain achievement gaps. The comparison of principals' demographic variables between low-achieving and high-achieving schools is presented in Table 3.9.

**Table 3.9. Comparison of the demographic variables of the principals between the schools with low achievements and the schools with high achievements [developed by the author]**

Variable	Low achievements (n=89)	High Achievements (n=67)	T	p	Significant difference?
Age	50.25 (4.20)	52.00 (3.22)	0.847	.413	Non-significant
General experience	10.13 (9.46)	13.67 (7.06)	0.767	.458	Non-significant
Experience at the current school	8.75 (5.99)	13.50 (6.80)	1.386	.191	Non-significant

Table presents differences in the demographic variables of the teachers between the schools with low achievements and the schools with high achievements. These differences were tested using T-tests for two independent samples for the continuous variables (e.g. age) as well as chi-

<sup>203</sup> MENASHKO, Y. *Driving organizational success: the role of managerial leadership in goal attainment*. In: XII International scientific and practical conference «Scientific Theories and Practices as an Engine of Modern Development» (February 28 – March 1, 2024) Bratislava, Slovakia, International Scientific Unity. 2024. p. 91-95.

square tests for the categorical variables (e.g. gender). Results show that there are no significant differences in the demographic variables of the teachers who teach in the two groups. However, differences close to significance were found in two variables - education and experience in the school. It was found that the level of education of teachers in schools with high achievements is higher compared to teachers in schools with low achievements. Meanwhile, a higher rate of master's degree holders was found in the schools with high achievements (60%) compared to schools with low achievements (42.5%). It was also found that teachers in the schools with high achievements have greater experience in the current schools (average of 13.80 years) compared to teachers in the schools with low achievements (average of 11.06).

Comparison of the demographic variables of the teachers between the schools with low achievements and the schools with high achievements presented in the Table 3.10.

**Table 3.10. Comparison of the demographic variables of the teachers between the schools with low achievements and the schools with high achievements [developed by the author]**

Variable	Low achievements	High achievements	T	X <sup>2</sup>	p	Significant difference?
Gender				0.140	.708	Non-significant
• Female	94.5%	96.0%				
• Male	5.5%	4.0%				
Teacher type				1.680	.194	Non-significant
• Homeroom teacher	71.2%	60.0%				
• Subject teacher	28.8%	40.0%				
Role in school				1.377	.241	Non-significant
• Yes	57.5%	68.0%				
• No	42.5%	32.0%				
Education				3.650	.056	Non-significant
• BA	57.5%	40.0%				
• MA	42.5%	60.0%				
Age	42.60 (9.93)	42.50 (8.99)		0.059	.953	Non-significant
Experience in teaching	15.97 (10.52)	16.92 (9.07)		0.517	.606	Non-significant
Experience in the school	11.06 (8.30)	13.80 (7.69)		1.849	.067	Non-significant

Based on the data, it can be concluded that the successful development of educational management in schools of economically weak regions is possible only through a comprehensive approach that combines both improved resource provision and the active enhancement of internal managerial processes. The establishment of a balanced education management system, built on the optimization of both types of conditions, is essential for reducing educational inequality and increasing the competitiveness of schools in economically vulnerable areas.

However, to obtain a more accurate answer regarding the possibility of applying educational

management in schools in an economically weak region of Israel, from the author's point of view, it is necessary to conduct a more detailed diagnosis of the schools' readiness for this according to the CIPP-CMO model. The model proposed by the author is a comprehensive analytical approach combining the **CIPP (Context - Input - Process - Product)** model by D. Staffelbeam<sup>204</sup> and the **CMO (Context - Mechanism - Outcome)** logic of a realistic assessment<sup>205</sup>. The CIPP model provides a systematic review of educational management in four interconnected blocks:

- Context – analysis of contextual factors that determine the framework of management decisions;
- Input – assessment of resource provision and input conditions;
- Process – analysis of the progress of management and pedagogical processes;
- Product – assessment of achieved educational and management results.

The integration of the CMO logic model supplements this framework with an explanation of which specific managerial mechanisms (Mechanism), in a given context (Context), lead to particular outcomes (Outcome). This approach made it possible to analyze the managerial situation in schools, identify the levers of management capable of driving change in the desired direction, assess the feasibility and readiness of schools to implement educational management, and understand the potential results of such implementation.

This CIPP-CMO diagnostic is based on the author's previously conducted studies (surveys, in-depth interviews, focus groups, statistical analysis, etc.), which provided access to real primary data collected specifically for the purposes of this research. It thus enabled the assessment of the applicability of educational management in schools in general, rather than in a single institution, as the studies were designed to capture the state of managerial practices and educational outcomes across schools in Israel's economically weak region. The diagnostic serves as an analytical tool that integrates empirical data and a theoretical model, allowing a shift from merely identifying governance problems in school education to constructing evidence-based models, strategies, and concrete scenarios for addressing them at the regional level.

For each CIPP block, relevant indicators reflecting the specific context of weak regions were identified (class size, ICT infrastructure, teacher and parent involvement in planning and management, learning outcomes, etc.). Results for each indicator were compared against threshold values defined as the minimum acceptable for the effective future implementation of the

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<sup>204</sup> AZIZ, S., MAHMOOD, M., REHMAN, Z. *Implementation of CIPP model for quality evaluation at school level: a case study*. In: Journal of Education and Educational Development, 2018, nr. 5(1), p. 189-206. ISSN 2310-0869.

<sup>205</sup> BONELL, C. et al. *Realist trials and the testing of context-mechanism-outcome configurations: a response to Van Belle et al.* In: Trials, 2016, nr. 17(1), p. 478. ISSN 1745-6215. DOI 10.1186/s13063-016-1613-9.

educational management model (Appendix 53). A comprehensive analysis of schools' readiness to apply educational management using the CIPP-CMO model, conducted by the author, is presented in Table 3.11.

**Table 3.11. Analysis of the readiness of schools in an economically weak region of Israel to apply educational management according to the CIPP-CMO model [developed by the author]**

<b>CIPP block</b>	<b>Key observations</b>	<b>CMO-link (Context → Mechanism → Outcome)</b>	<b>Rating (0–100)</b>	<b>Conclusion</b>
<b>Context</b>	Low socio-economic status of the region, high proportion of students with language barriers, overcrowded classes in Arab schools.	<b>C:</b> low socioeconomic status + language barriers → <b>M:</b> bilingual communications, tutoring, targeted load relief → <b>O:</b> increased engagement and retention	40	The context is unfavorable; critical for successful implementation of EM
<b>Input</b>	Underfunding relative to OECD benchmarks, ICT equipment ≈60%, 40% of principals with specialized training, administration CPC below target level.	<b>C:</b> resource shortage → <b>M:</b> grants, partnerships, targeted CPCs → <b>O:</b> expansion of resource base and competencies	45	Resources are partially available, but not enough for sustainable implementation
<b>Process</b>	Regular monitoring of academics (80%), weaker — climate (60%) and parental feedback (10%), limited autonomy, teacher engagement <60%.	<b>C:</b> low autonomy + weak feedback → <b>M:</b> PDCA, delegation regulations, expansion of communication channels → <b>O:</b> increased feasibility of decisions	50	Average level of processes; there is room for improvement without large expenditures
<b>Product</b>	Decline in TIMSS results in key subjects (–6%), low attendance (–8 p.p.), high dropout rate in Bedouin settlements (~25%).	<b>C:</b> low achievement and attendance → <b>M:</b> early warning system, mentoring, academic interventions → <b>O:</b> improving achievement and retention	42	Efficiency in the “red zone”; targeted support measures are required

The table presents the results of the analysis across the four blocks of the CIPP-CMO model (Context – Input – Process – Product). For each block, actual values of key indicators obtained through surveys, in-depth interviews, focus groups, and statistical analysis were compared with established threshold benchmarks. Each indicator was then assigned a score on a 0–2 scale, after which an average block score was calculated and converted to a 0–100 scale.

The CMO linkages reveal causal mechanisms, showing which managerial actions (Mechanism) in a given context (Context) can lead to expected outcomes (Outcome). This approach allows for recording both the current level of school readiness and identifying specific

directions for managerial interventions.

The analysis showed that under current conditions none of the blocks reach a high level of readiness ( $\geq 70$  points). The weakest positions are observed in the **Context** (40/100) and **Product** (42/100) blocks, reflecting the impact of low socio-economic status, language barriers, overcrowded classes, and unsatisfactory educational outcomes. The **Input** block (45/100) demonstrates partial resource availability but highlights shortages in ICT infrastructure, managerial competencies, and financial support. The **Process** block (50/100) shows the greatest potential for short-term improvement through expanding feedback channels, increasing autonomy, and standardizing managerial cycles (PDCA). These results indicate the necessity of comprehensive preparation for the implementation of educational management: leveling the resource base, adapting managerial mechanisms to a multilingual environment, strengthening monitoring systems, and introducing measures to improve attendance and reduce dropout rates.

For the aggregated assessment, a School Managerial Capacity Index (IUS) was calculated using the following formula:

$$\text{IUS} = 0.20 * \text{Context} + 0.25 * \text{Input} + 0.35 * \text{Process} + 0.20 * \text{Product}$$

Each block was standardized on a scale of 0–100, where: 0–49 points – low readiness for the implementation of OM; 50–69 – moderate readiness; 70–84 – sufficient readiness; 85–100 – high readiness. Based on the average values obtained from the analysis, indicators were recorded that are substituted into the formula:

$$\text{IUS} = 0.20 * 40 + 0.25 * 45 + 0.35 * 50 + 0.20 * 42$$

$$\text{IUS} = 8.0 + 11.25 + 17.25 + 8.40 = 45.15$$

The obtained  $\text{IUS} \approx 45$  indicates the low readiness of schools in Israel's economically weak region for the implementation of the educational management model under current conditions. This suggests that the realization of the proposed model, without prior corrective measures, is highly likely to encounter institutional and resource-related barriers. The main limitations are, first and foremost, contextual—low socio-economic status, cultural and linguistic heterogeneity, and peripheral location. Resource-related constraints include underfunding compared to OECD averages, insufficient digital infrastructure, and limited human resources. Procedural constraints involve the low level of managerial autonomy, the dominance of academic metrics alongside weak systems of parental feedback, and limited stakeholder involvement. Outcome-related constraints are reflected in declining achievement in core subjects, low attendance, and high dropout rates.

Implementing the educational management model requires strengthening resources, staff training, digital infrastructure, and reducing disparities in peripheral schools. Management must adapt to a multilingual, multicultural environment with stronger parental involvement and

monitoring systems to reduce dropout and improve attendance. Effective management depends on both external factors (funding, staffing, resources) and internal ones (strategic planning, personnel policy, professional growth, digitalization, monitoring, community engagement). Sustainable improvement is possible only through combining resource optimization with strengthened internal management processes.

### **3.4. Conclusions for Chapter 3**

1. The conducted research made it possible to comprehensively analyze the specifics of educational management in schools of economically weak regions of Israel and to identify the key conditions determining the success of its development. First, it was established that the socio-economic situation in disadvantaged regions significantly complicates the achievement of educational goals. A shortage of qualified staff, limited funding, weak infrastructure, and population migration to more developed centers lead to a decline in the quality of educational services and a deepening of social inequality. These structural differences between regions create persistent barriers to achieving equal educational opportunities.

2. The main factors influencing the effectiveness of educational management in schools were identified: educational, economic, social, political, technological, and historical. The greatest impact comes from educational and economic conditions. Surveys and in-depth interviews revealed that in schools of disadvantaged regions, educational management is applied mainly to address current tasks, while strategic management and the implementation of modern development practices remain underdeveloped due to limited resources and human capital.

3. The analysis of conditions for the formation of educational management demonstrated that its successful development is possible only through a comprehensive consideration of both external economic barriers and internal organizational and managerial factors. On the one hand, it requires addressing issues of insufficient funding, staff shortages, and infrastructure modernization; on the other hand, strengthening strategic planning, improving human resource policies, digitizing management processes, fostering engagement of schools with the community.

4. Effective development of educational management in economically weak regions is achievable only through comprehensive strategies that combine resource optimization with the improvement of internal management processes. Only the synergy of these directions can ensure sustainable growth in the quality of education, contribute to reducing educational inequality, and enhance the competitiveness of schools under conditions of socio-economic vulnerability.

5. The analysis showed that the implementation of educational management in schools of economically weak regions is currently hindered by both external and internal factors. The key

barriers include insufficient funding and dependence on unstable external sources of support, a shortage of qualified staff and a weak system of professional development, a low level of infrastructure, and limited opportunities for digitalization. Additional constraints include the insufficient systematization of internal management processes - such as strategic planning, quality monitoring, and human resource policy—as well as weak engagement with local communities and external partners, which hampers the mobilization of additional resources.

## **4. IMPROVING EDUCATIONAL MANAGEMENT IN SCHOOLS OF ECONOMICALLY WEAK REGIONS OF ISRAEL**

### **4.1. Developing an adaptive model of educational management for schools in an economically weak region of Israel**

The development of an adaptive educational management model is highly relevant for schools in economically weak regions of Israel, where limited resources, social instability, and educational inequality require both sustainability and flexibility. Such schools must quickly adapt managerial and pedagogical strategies to crises, funding shifts, demographic changes, and migration pressures. The proposed model offers a methodological and practical foundation by integrating managerial, pedagogical, and organizational-technological components, fostering an educational environment capable of self-regulation and adaptation to micro- and macro-level factors. It thus becomes a key tool for ensuring quality education, institutional sustainability, and managerial efficiency under economic instability. The author's theoretical and empirical research confirms the strategic importance of education in Israel while highlighting persistent challenges in school management, intensified by diverse regional conditions. To address these issues, particularly in vulnerable regions, the author developed a contextually adaptive management model aimed at improving existing approaches at the school level, bridging theoretical gaps and responding to practical problems in the Israeli school system. It defines structural components aimed at enhancing school management in weak regions, where problems stem from rigid management structures, limited adaptability, and inefficiencies in delivering educational services. These findings, confirmed by empirical research, are discussed in detail in Chapter 3 of the doctoral thesis. In the context of the development and implementation of an adaptive model of educational management<sup>206</sup> for schools in economically disadvantaged regions of Israel, the author developed recommendations for the Ministry of Education aimed at both theoretical understanding and practical institutional consolidation of the model. Effective implementation of the context-adaptive educational management model requires institutional support and coordination to prevent fragmentation and ensure sustainable development<sup>207</sup>. The key task is to strengthen school-level management, especially in economically weak regions.

In this study, the author introduces the Contextually Adaptive Model of Educational Management (CAM), an integrated system of principles, mechanisms, and managerial practices

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<sup>206</sup> MARKINA, I. et al. *The formation of the adaptive model of educational management in the sphere of higher education*. In: International Journal of Innovation, Creativity and Change, 2020, nr.11(5), p.200-217. ISSN 2201-1323.

<sup>207</sup> SARGHINI, A., TALEBI, B., HOSEINZADE, O. *Elements of the educational policy model in schools (a systematic review)*. In: Journal of Education and Health Promotion, 2023, nr. 12(1), p. 42. ISSN 2277-9531.

designed to ensure the sustainable functioning and development of schools under unstable and resource-deficient conditions. Developed on the basis of adaptive management, comprehensive approaches, and systemic transformation, CAM addresses the specific challenges of economically vulnerable educational environments. CAM represents a structured set of managerial activities, processes, methods, and tools for planning, organizing, delivering, and controlling educational services, coordinating resources, and improving educational quality<sup>208</sup>. It integrates managerial actions and methodological approaches to establish management standards in practice, meet students' needs, and enhance the effectiveness of Israel's education system. The model's development was driven by the aspiration to provide quality education, the multi-level complexity of school services, the rapidly changing needs of students and parents, and the requirements of national and international standards. From these premises, CAM defines key principles: **effectiveness** (ensuring access to quality education for all, especially in vulnerable contexts); **safety** (preventing psychological, social, or physical harm); **learner orientation** (accounting for individual needs, trajectories, and cultural specificities); **equity** (guaranteeing equal access regardless of demographic or social factors); **integration** (coordinating all participants at different levels of management); and **rational resource use** (maximizing outcomes while minimizing losses and inefficiencies).

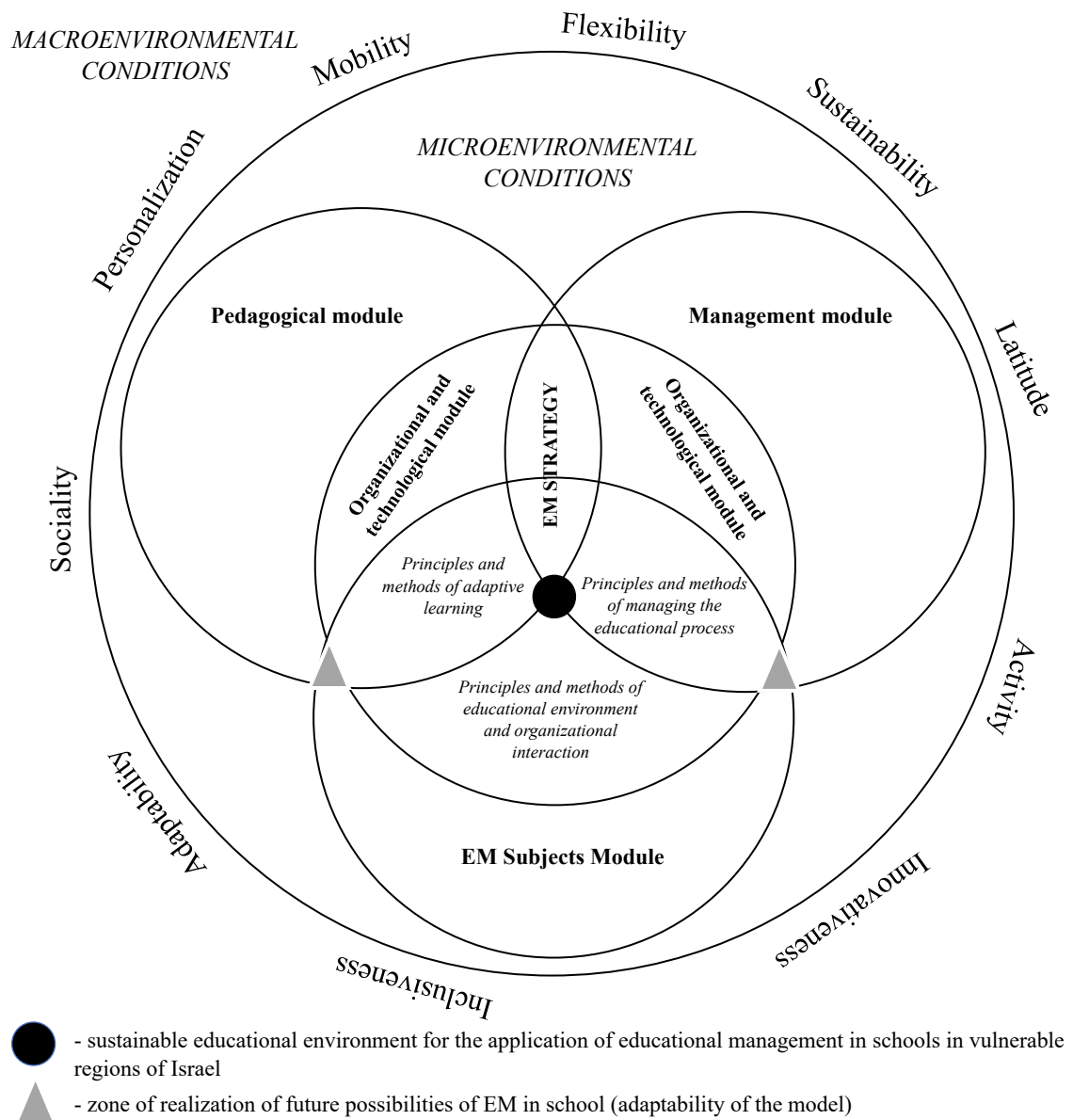
Existing models<sup>209</sup>, are typically designed and tested under conditions of stability, institutional support, regulatory predictability, and resource abundance. They prove to be ineffective in contexts where the education system faces a persistent shortage of personnel and infrastructural resources, as well as a high proportion of students from socially vulnerable groups. Contextual adaptiveness implies that managerial decisions within CAM are grounded in a detailed analysis of local conditions, including the demographic and economic specificities of the region, institutional constraints, human and infrastructural capacities, and the sociocultural characteristics of communities. The proposed Contextually Adaptive Model demonstrates scientific novelty by introducing the concept of contextual adaptiveness, substantiating the need to institutionalize adaptive approaches in Israel's vulnerable regions, and offering tools to reduce disparities in education quality. It provides a scientific and practical basis for rethinking education management

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<sup>208</sup> MENASHKO, Y., BLAGORAZUMNAIA, O. Modeling the process of educational management in schools in socially and economically vulnerable regions of Israel. In: International Scientific and Practical Conference "Sustainability and Economic Resilience in the Context of Global Systemic Transformations". March 27-28, ASEM, 2025, p. 117-129. ISBN 978-9975-168-27-4.

<sup>209</sup> JAIN, V., GUPTA, S.S., SHANKAR, K. T., BAGARIA, K.R. *A study on leadership management, principles, theories, and educational management*. In: World Journal of English Language, 2022, nr. 12(3), p.203-211. ISSN 1925-0703.

in unstable environments, emphasizing governance systems embedded in the local context. The model is presented in Figure 4.1.



**Figure 4.1. Context-Adaptive Model of Educational Management for schools in a weak region of Israel [developed by the author]**

The CAM of educational management, proposed by the author, is a comprehensive managerial instrument adapted to schools in economically weak regions of Israel. Its implementation requires not only administrative and methodological support but also the assurance of genuine quality in education through well-founded managerial actions and institutional decisions. The primary goal is to create a flexible, context-sensitive management system capable of addressing external challenges and internal constraints while maintaining a focus on quality and equity. The objectives of CAM align with the overarching aim of educational

management—to ensure sustainable quality education meeting the needs of the state, society, and individuals—as well as with the local tasks of schools in socio-economically vulnerable regions (Appendix 54).

The Contextually Adaptive Model of Educational Management for schools represents an integrated, modular construct designed for managing educational organizations under conditions of high environmental variability, resource constraints, and social vulnerability. The model includes four interconnected modules – **pedagogical, managerial, organizational and technological, and the module of subjects of educational management**, each of which performs specific management functions, but at the same time is integrated into a single adaptive management strategy (Appendix 55), addressing the problems identified during empirical research, as presented in Table 4.1.

**Table 4.1. Characteristics of the CAM modules [developed by the author]**

<b>Module</b>	<b>Brief description</b>	<b>Problems to be solved</b>
Pedagogical module	development, implementation and adaptation of educational programs taking into account the individual characteristics of students and modern teaching methods.	Insufficient individualization of learning, outdated programs and teaching methods, low motivation of students, etc.
Management module	strategic planning, resource allocation and monitoring of the effectiveness of the educational process.	Inefficient use of resources, lack of systemic planning, poor performance of management decisions, etc.
Organizational and technological module	infrastructure support for the educational process, technical equipment of schools and implementation of innovative solutions	Worn-out or insufficient infrastructure, low level of technical equipment, slow implementation of innovations, etc.
Module of subjects of educational management	interaction of all participants in the educational process - administration, teachers, students, parents and external stakeholders.	Lack of communication and coordination between participants, weak involvement of parents and stakeholders, conflicts of interest, etc.

Within the pedagogical module, curricula, teaching methods, assessment systems, and mechanisms for teachers' professional development are designed. The managerial module, providing strategic planning, includes mechanisms of financial management, human resource policy, regulatory frameworks, and interaction with governmental and public structures. The organizational-technological module encompasses the material and technical base, digital educational technologies, automated management systems, and mechanisms for ensuring the safety of the educational environment. The stakeholder module of educational management is aimed at building effective communication links, engaging the community in education management, and creating partnership programs to expand educational opportunities.

The interrelation of the modules of the Contextually Adaptive Model of Educational Management ensures not only the structural integrity of the model but also its functional

effectiveness when implemented in schools of socially vulnerable regions of Israel. The comprehensive interaction of the modules determines the sustainable development of the educational organization by ensuring the coordinated integration of pedagogical, managerial, technological, and communicative processes under conditions of limited resources and high environmental variability.

At the intersection of the pedagogical, organizational-technological, and stakeholder modules of educational management, principles and methods of adaptive learning are formed, aimed at transforming the content and forms of educational activity. Here, digital educational technologies, differentiated learning approaches, and feedback tools with participants in the educational process are integrated. As a result, educational trajectories are personalized, student motivation is enhanced, and parents and the local community are activated in the governance of the learning process, collectively increasing the flexibility of the school and its responsiveness to student needs.

At the intersection of the organizational-technological, managerial, and stakeholder modules of educational management, principles and methods of managing the educational process<sup>210</sup>, ensuring timely adoption of management decisions based on analytical data and monitoring of key indicators. Effective mechanisms for strategic and operational management are formed here<sup>211</sup>, including anti-crisis response, resource allocation, risk assessment and systemic correction of educational processes. This creates conditions for the sustainability of school functioning, minimization of management errors and development of responses to regional challenges in real time. The area of intersection of all four modules—the pedagogical, managerial, organizational-technological, and stakeholder modules—forms the core of the model, in which the principles of the educational environment and organizational interaction are consolidated. This core represents a sustainable educational environment that supports the strategic development of the school, its institutional integrity, and the inclusive nature of management. At this level, an adaptive educational management strategy is developed, enabling schools to independently transform internal processes in accordance with local realities, including changes in demographics, infrastructure, regulatory frameworks, and the social composition of students.

The functional interrelations of CAM modules generate key managerial effects that strengthen schools' resilience and effectiveness in socio-economically vulnerable regions. They

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<sup>210</sup> YI, Z. *Basic principles of the educational process management*. In: Innovation processes in the lighting sector of Ukraine and the countries of Central Europe: country, problems and prospects, 2024, p. 367-368. [accessed 02.12.2024]. Available at: <https://conference.wunu.edu.ua/index.php/iposu/article/view/591>

<sup>211</sup> KHALILOV, T. et al. *Strategic management mechanisms, directions, and functions in higher education*. In: Pakistan journal of life and social sciences, 2024, nr. 22(2), p. 12146-12162. ISSN 2221-7630.

enhance managerial agency by enabling schools to set goals, allocate resources, and build partnerships, thereby moving beyond administrative execution toward autonomy and maturity. Integration reduces process fragmentation by linking pedagogical and administrative components, ensuring coherence and transparency. Educational outcomes improve through adaptive teaching and data-driven management, lowering dropout rates and boosting motivation and trust. Sustainable external relations are fostered as schools engage with communities, authorities, NGOs, and businesses, expanding resources and partnerships. Finally, CAM creates conditions for institutional growth, promoting innovation, competency development, and competitiveness, positioning schools not merely to survive but to drive regional educational and community transformation.

The interrelation of CAM modules generates a synergistic effect, strengthening both management integrity and educational outcomes, measurable through performance, engagement, sustainability, digitalization, and flexibility. In vulnerable regions, schools become growth points of the educational environment. The model distinguishes between macro factors (mobility, resilience, innovation, inclusiveness, personalization) and micro processes (managerial and pedagogical), with its adaptive nature enabling schools to shape context-specific strategies. At its core is the educational management strategy, ensuring coherence, while module intersections implement key principles such as adaptive learning, process management, environment formation, and organizational interaction. Special attention should be given to the symbolic elements of the model: the black dot, representing a stable educational environment (the zone of effective model implementation), and the gray pyramid, denoting the prospective zone of development of the school's managerial potential. This visual distinction highlights the need to balance the already achieved level of stability with the necessity of continuous institutional growth under conditions of uncertainty and risk. To embed the model into the existing school management system, an algorithm is required, the purpose of which is to ensure the practical implementation of the model in schools, taking into account their initial state, resources, constraints, and regional specificities. The structure of the algorithm is presented in Table 4.2.

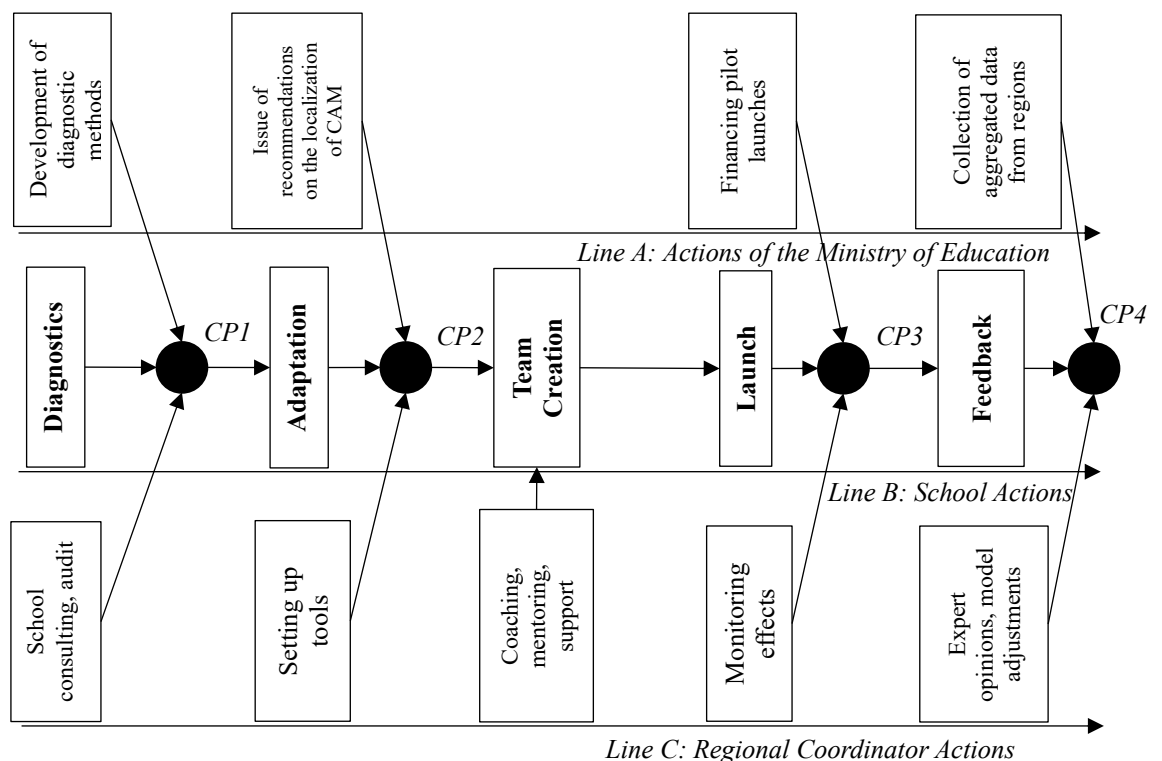
**Table 4.2. Stages of the algorithm for adapting the CAM to the conditions of the weak region of Israel [developed by the author]**

Stage	Stage content	Key mechanisms	Actual result
1. Diagnostics of the initial state	Assessment of the current level of managerial, pedagogical, technological and personnel readiness of the school	Sociological survey, expert assessment, SWOT analysis, documentation analysis	Objective understanding of the situation, identification of deficiencies
2. Contextual	Customization of CAM	Modification of	Flexible scenario for

adaptation of the model	components (modules, tools, strategies) to the conditions of a specific school	strategy, allocation of priority modules, adaptation to resources	implementing CAM, taking into account limitations
3. Formation of the implementation team	Assigning responsible persons, forming a project group within the school	Involvement of administration, teachers, parents, local partners	Responsible performers and supportive environment
4. Launching the model in pilot mode	Implementation of CAM in the school management practice with gradual expansion	Trial application of modules, local innovations, internal audit	Beginning of transformation of management processes
5. Feedback and adjustments	Data collection, feedback, reflection, model adjustment to results	Questionnaires, interviews, internal monitoring, external examination	

The distinctive feature of this algorithm is the development of a dynamic, context-oriented procedure for adapting the education management model, designed specifically for unstable educational environments. The author proposes a step-by-step implementation algorithm that interconnects the processes of diagnostics, localization, teamwork, and feedback, which allows educational management to be realized not declaratively but in concrete school practice.

To enhance clarity, the author has developed a stage-functional roadmap for the implementation of CAM, which is presented as a diagram in Figure 4.2.



**Figure 4.2. Stage-functional map of CAM implementation [developed by the author]**

The stage-functional map presented in the diagram reflects a comprehensive mechanism for implementing CAM in schools in an economically weak region of Israel. The diagram is based on

the principle of **parallel interaction of education management entities** at three levels: centralized (the Israeli Ministry of Education), local (schools), and coordination and methodological (regional coordinator). Such a multi-level organization allows for both institutional support for changes and flexibility in adapting the model to local conditions. Therefore, the map includes three functional lines of action:

- **Line A** — actions of the Israeli Ministry of Education. This reflects the role of the state as the developer of normative and methodological bases for the implementation of CAM. In particular, the Ministry develops diagnostic methods, issues recommendations for localization of the model, finances pilot launches and collects aggregated data from regions to analyze the scalability of the model.

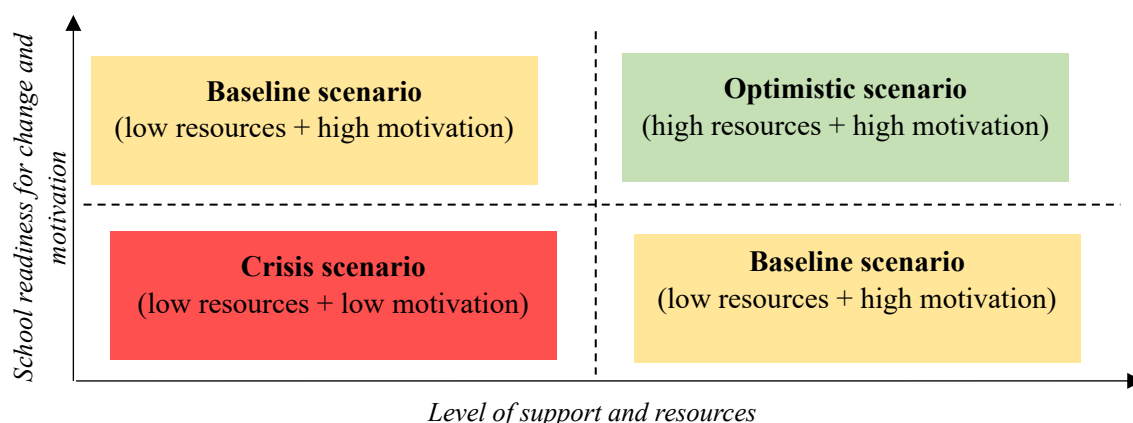
- **Line B** — school actions. It is at this level that the practical implementation of the model is carried out. The school goes through the stages of diagnosing the current state, adapting the model to its own context, forming an implementation team, launching the model and organizing a feedback system. The entire cycle is focused on the flexible and step-by-step implementation of innovative management solutions in the context of educational management.

- **Line C** — actions of the regional coordinator. The regional coordinator, such as an educational institute, methodological center, or municipal body, provides scientific, methodological, and organizational support. It advises schools during diagnostics, assists in tool setup, supports implementation teams through coaching and mentoring, and contributes to monitoring and expert evaluation. This structure may also be established within a public-private partnership.

The key feature of the map is the presence of **four control points (CP)**, which represent critical stages of transition from one implementation phase to another. Control points perform the functions of monitoring, intermediate validation and institutional control. They allow recording the achievement of key goals and provide feedback necessary for flexible adjustment of actions at all levels (Appendix 56). **CP1 (Diagnostics)** records the completion of the diagnostics stage, when the school receives an objective idea of its current state, and the ministry and coordinator receive the basis for recommendations and methodological support. **CP2 (Adaptation)** marks the moment of approval of the adapted version of the CAM, developed taking into account local conditions and resources, which allows avoiding the formal implementation of universal solutions. **CP3 (Team)** signals the readiness of the school team for implementation: those responsible have been identified, interaction has been established, and the initial methodological support has been completed. **CP4 (Response)** reflects the completion of the initial launch of the model and the transition to the stage of collecting feedback, verifying the results and analytical correction.

The implementation of the map requires a sustainable format of interaction between participants. Among the most effective forms are the use of online support platforms, conducting methodological webinars, organizing regional consulting centers, as well as the functioning of network professional communities and mentoring groups. These formats increase the efficiency of communication and contribute to the institutional strengthening of the model.

The implementation of CAM involves risks at different levels. For the Ministry of Education, these include delays in standards, insufficient funding, and weak coordination, mitigated by flexible budgeting, templates, and digital tools. At the school level, challenges such as staff shortages, low readiness, and resistance to change are addressed through internal rotation, professional support, and local motivation. Regional coordinators face resource constraints and overload, managed by expanding expert pools, engaging universities and NGOs, and applying digital tools for remote support. The author conducted a scenario analysis of the application of the CAM for schools in economically weak regions of Israel in order to visualize its applied character. Three scenarios were developed (optimistic, baseline, and crisis), reflecting different possible development paths depending on the initial organizational and economic conditions (Appendix 57). The scenario matrix for the application of the CAM is presented in Figure 4.3.



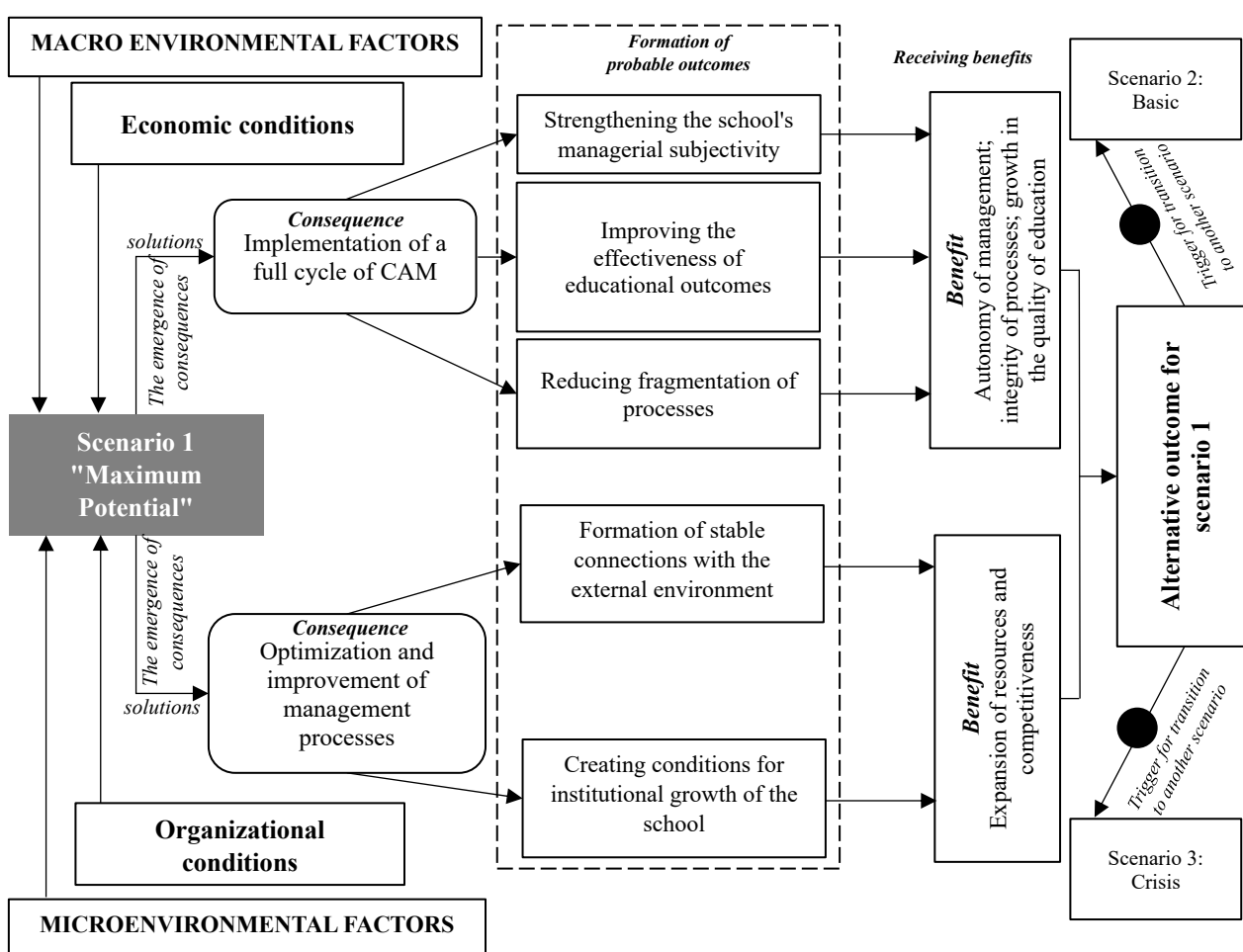
**Figure 4.3. Scenario matrix for the application of the CAM [developed by the author]**

Each scenario was constructed on the basis of the previously conducted analysis of management and studies of the application of educational management approaches in Israeli schools, the organizational and economic context, as well as the stages of model implementation, potential risks, and expected outcomes. The scenario analysis made it possible to identify a range of possible trajectories for applying the CAM, adapted to various school operating conditions. The author recommends using these scenarios as a tool for strategic planning (the core of the CAM - the educational management strategy discussed in Section 4.2) in school organizations, particularly where long-term, and in some cases medium-term, planning is essential, taking into

account the current state of the system and the available resources.

The CAM scenario matrix shows how the level of resources and support correlates with readiness for change and motivation, determining the format of model implementation. The optimistic scenario combines high resources and high motivation, yielding maximum effect. The baseline scenario occurs with either low resources and high motivation or high resources and low motivation, producing moderate improvements. The crisis scenario reflects both low resources and low motivation, limiting implementation to basic system maintenance. The matrix thus helps align initial conditions with scenarios and adapt strategies for applying the CAM in schools.

A scenario answers how the CAM will be implemented and adapted under different projections of data and conditions. The structure of Scenario 1 is shown in Figure 4.4.



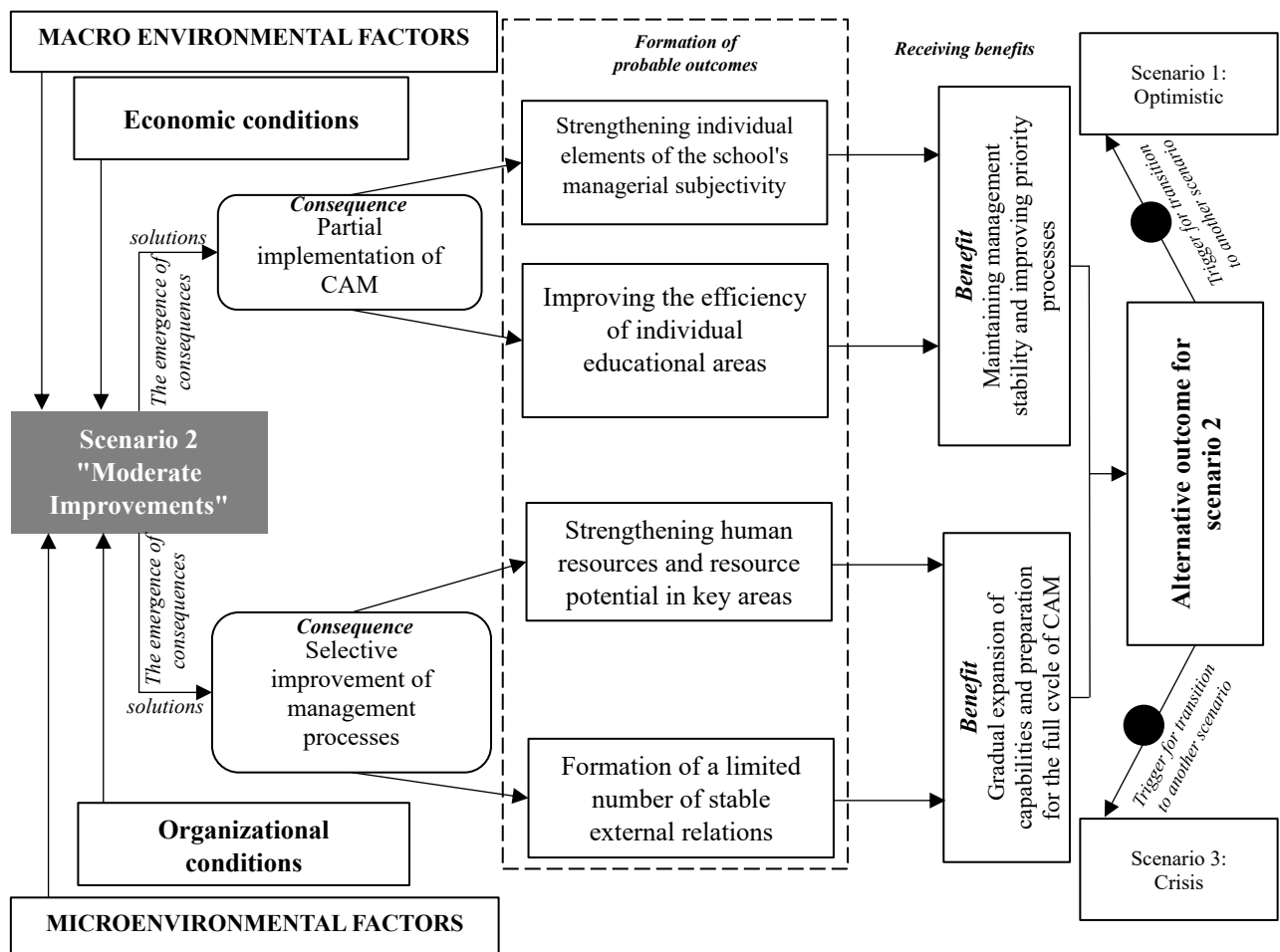
**Figure 4.4. Structure of Scenario 1: “Maximum Potential” (Optimistic Scenario)**

[developed by the author]

The “Maximum Potential” scenario represents the optimistic model of CAM implementation, in which **organizational and economic conditions** are at the most favorable level: management processes are optimized, staffing is stable, and resources are fully and sustainably secured. Under these conditions, it becomes possible to implement the full cycle of the

model with the involvement of all CAM modules, ensuring the comprehensive development of the school and the transformation of existing management processes into the full application of educational management. Scenario 1 results may trigger a shift to baseline or crisis scenarios due to events such as funding cuts, policy changes, or staff turnover, demonstrating the model's adaptability to less resource-intensive conditions. Probable **outcomes** include stronger school managerial agency, improved educational results, and reduced process fragmentation, while optimization fosters external partnerships and conditions for institutional growth. The outcomes are grouped into two **benefit** clusters. The first - management autonomy, process integrity, and improved education quality - reflects the results of CAM module integration and the strengthening of school agency. The second - resource expansion and competitiveness - captures the effects of stronger external connections and institutional development. Scenario 1 results may trigger a shift to baseline or crisis scenarios due to events such as funding cuts, policy changes, or staff turnover, demonstrating the model's adaptability to less resource-intensive conditions.

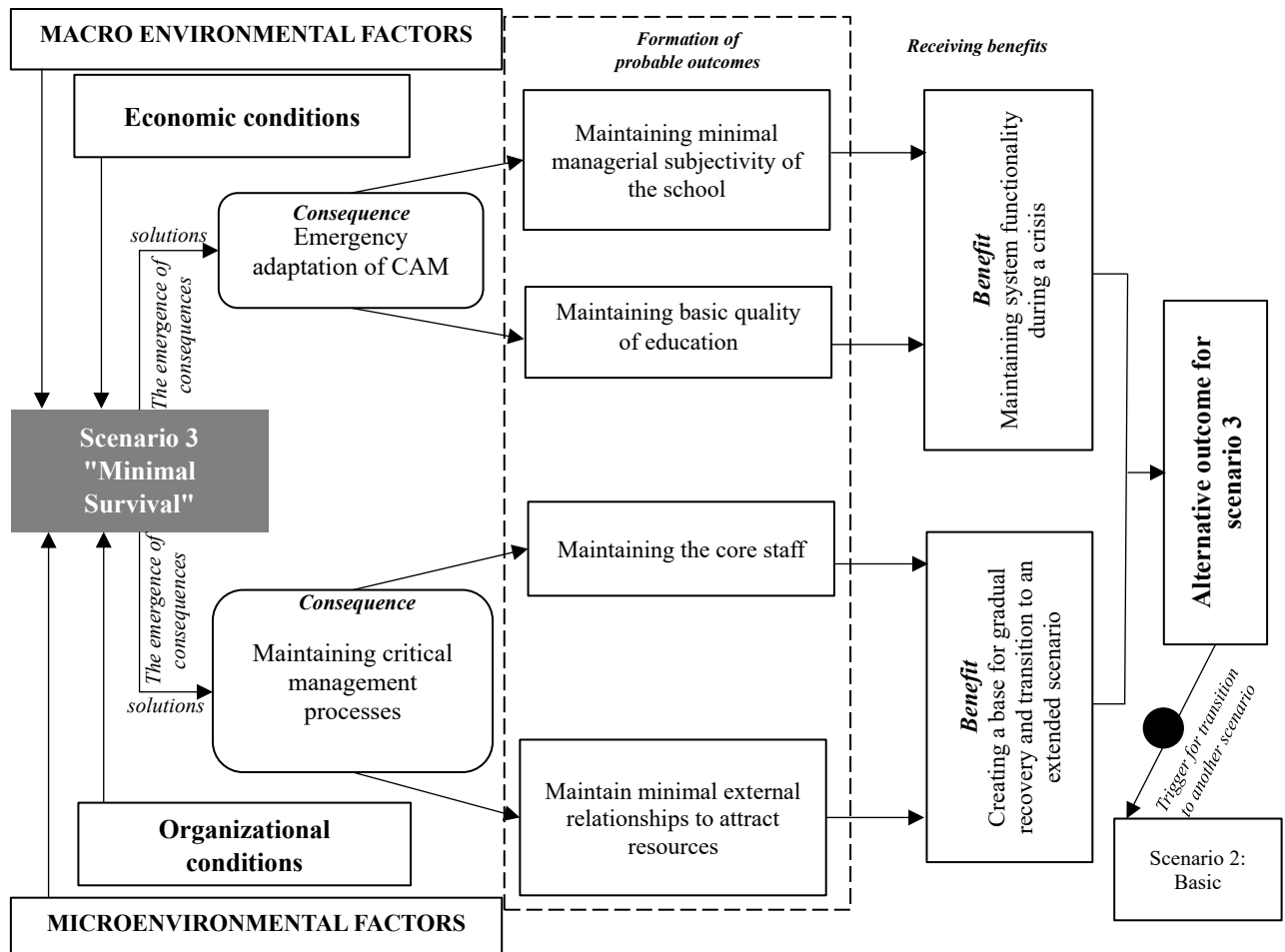
The structure of the second scenario is presented in Figure 4.5.



**Figure 4.5. Structure of Scenario 2: "Moderate Improvements" (Basic Scenario)**

[developed by the author]

The “**Moderate Improvements**” scenario reflects conditions where CAM can only be partially implemented through selective module adoption and targeted managerial improvements. Unlike the “Maximum Potential” scenario with its full cycle and comprehensive transformation, here progress is limited to strengthening certain management and pedagogical practices, modest efficiency gains, consolidation of resources without significant growth, and a small number of external partnerships. The benefits are restrained, focusing on maintaining core processes while gradually expanding opportunities for full CAM implementation in the future. Depending on the dynamics of conditions, this scenario may shift toward the optimistic path if resources and motivation increase, enabling systemic transformation, or toward the crisis path if circumstances deteriorate, reducing implementation to a minimal level and prioritizing basic system maintenance. The structure of Scenario 3 is presented in Figure 4.6.



**Figure 4.6. Scenario structure 3: “Minimal Survival” (Crisis Scenario) [developed by the author]**

The “Minimal Survival” scenario represents the least favorable option for the development of school management, where the existing level of governance and strategic development is reduced to merely maintaining the system’s basic viability. Unlike the optimistic and baseline

scenarios, which involve partial or full implementation of CAM and the advancement of managerial processes, in this case the model's application is limited to the emergency adaptation of selected elements. Managerial decisions are reactive rather than strategic, resulting in a low level of systemic governance. The key distinctions compared to the previous scenarios are as follows: the focus is on preservation (of minimal managerial agency, the core staff, and basic educational quality) rather than on development; minimization of external linkages - contacts with the external environment are maintained only to the extent necessary for securing critical resources; and limited managerial functions - instead of optimizing or improving processes, as in Scenarios 1 and 2, only the most essential procedures are maintained. The level of governance in this scenario can be described as crisis-driven operational management, where the system functions "from breakdown to breakdown," prioritizing survival over development. The possibility of moving to a higher level (transition to the baseline scenario) remains, but it requires the stabilization of economic and organizational conditions affecting school management.

One of the key components of the CAM developed by the author is the **strategy**, which plays a system-forming role in the model's architecture. Unlike traditional approaches based on linear goal-setting and implementation, CAM conceives strategy as an adaptive, non-linear, and reflexive management system capable of dynamically responding to changes in both the external and internal school environment. Embedded as a central integrative component, the strategy ensures coherence among the four main modules (pedagogical, managerial, organizational-technological, and stakeholder) and supports sustainable functioning under the uncertainty typical of vulnerable regions. Its function extends beyond planning and control to the creation of a unified management field, aligning diverse interests, resources, and capacities. The strategy operates as a tool of horizontal and vertical alignment, structuring environments marked by fragmentation, risk, and resource shortages. In vulnerable regions, it also acts as a social mechanism for mobilizing human, informational, material, and symbolic resources, enhancing school resilience.

As a navigator in uncertainty, the strategy sets direction, defines flexible benchmarks, and enables schools to adapt while maintaining integrity. It serves as an instrument of resilience, crucial for schools in vulnerable regions, functioning not as a static plan but as a dynamic system that shifts priorities, adapts creatively, and synchronizes decisions across levels. Its system-forming role unites all modules into a coherent structure that ensures sustainable functioning and development under unstable conditions.

The author conducted pilot testing of the CAM, which was carried out in two stages. **At the first stage, pilot testing was implemented in schools.** To verify the applied potential of the CAM, pilot testing was conducted in two schools in Israel, with the results confirmed by official

implementation reports. In each school, the model was adapted to local conditions, which made it possible to test it under different scenario-based conditions. **At the second stage**, the author validated the results obtained in schools through a *combined method of model verification*, where simulation modeling tested the operability of scenarios in various practical conditions, and the Delphi method provided expert confirmation of the realism and applicability of these scenarios in broader practice. The Delphi method was applied with the involvement of 14 experts (school principals and top management of schools in Israel). The second stage demonstrated that the CAM was not only practically applied in schools but also received expert verification from specialists. The results of the first stage of pilot testing of the CAM proposed by the author are presented in Table 4.3.

**Table 4.3. Results of the pilot testing of the CAM in Israeli schools [developed by the author]**

School	Scenario of application of the model	Elements of the model adapted for school	Major changes in school management	First recorded effects
School No. 1. <i>Mitzpe Elementary school</i>	Basic Scenario "Moderate Improvements"	Management module (redistribution of management functions, implementation of a monitoring system), pedagogical and methodological module	- optimization of document flow; - ensuring equal access to innovations, resources; - improvement of EM at all management levels (introduction of monthly meetings on KPI, adaptation of educational programs to the level of students, etc.)	-increased teacher satisfaction; -improved student discipline; -increased student satisfaction; -increased accessibility to educational resources.
School No. 2. <i>Gevim Elementary</i>	Optimistic scenario "Maximum potential"	Social and communication module, personnel module, elements of strategic planning	- partnership agreements with NGOs and universities were concluded; - a set of EM management tools was applied; - adaptation of the management strategy to local conditions.	-increased teacher engagement; -increased number of potential external projects; -overcoming regional inequality; -increased student satisfaction.

In both cases, the model was adapted to local conditions, and regardless of the scenario, improvements in management, staff stability, and external engagement confirmed the flexibility and scalability of CAM. The first pilot stage proved its ability to optimize management, improve outcomes, and develop human resources. The second stage combines simulation modeling and the Delphi method to test all three scenarios with expert verification, refining forecasts and strengthening the reliability of conclusions. The parameters for simulation modeling of CAM scenarios are presented in Table 4.4.

**Table 4.4. Parameters for the simulation of CAM scenarios [developed by the author]**

Indicator / KPI	Optimistic scenario	Basic scenario	Crisis scenario
Quality of education (average score)	~ +15% for 3 years	~ +7% for 3 years	~ 0–2% (stabilization)
Teacher satisfaction	~ 85%	~ 70%	~ 55%
Student satisfaction	~ 88%	~ 75%	~ 60%
Staff stability	~ +20% retention	~ +10% retention	Preserving the basic core
Number of external partnerships	~ +50%	~ +20%	~ +5%
Availability of educational resources	Full support	Partial security	Minimum required level

The indicators selected for simulation modeling are not exhaustive and may be modified or supplemented depending on the objectives of the study, the availability of data, and the specific characteristics of a given school or region in Israel. The numerical values for each scenario were derived by the author based on the planned outcomes of CAM implementation as well as the results of pilot testing in two schools (Mitzpe Elementary School and Gevim Elementary School). It should be noted that these results are approximate, since a school does not function in an isolated environment but rather within a complex system of external and internal factors and conditions that influence managerial processes as well as educational and economic outcomes. Nevertheless, the presented indicators make it possible to clearly demonstrate the differences between scenarios and the resulting effects of their application, thereby facilitating a more accurate choice of educational management strategy.

Following the simulation modeling of the CAM scenarios, a two-round Delphi survey was conducted with the participation of 14 experts (school principals, top management, and senior staff) (Appendix 58). The experts were provided with a unified set of materials: a brief description of the CAM modules, records of pilot implementation in the two schools (Mitzpe Elementary School and Gevim Elementary School), the assumptions of the simulation, and the projected KPI values for the three scenarios. The task was formulated as an assessment of the probability of achieving the simulated forecasts under real conditions of schools in economically disadvantaged regions of Israel over the timeframe specified in the tables. The survey was conducted anonymously, with individual completion of questionnaires. All experts had equal weight. The results of the first round of the expert survey are presented in Table 4.5.

**Table 4.5. Initial estimates of the probability of forecasts being realized (% agreement with simulation) (round 1) [developed by the author]**

Indicator / KPI	Simulation	Average expert rating	Rating range	Expert comments
Quality of education (optimistic)	+15%	+12%	10–15%	Fluctuations are possible when school management changes

Teacher satisfaction (basic)	70%	68%	60–75%	Realistic if external incentives remain unchanged
Staff stability (crisis)	Saving the core	90% agree	—	Provided there is minimal support

The collected responses were statistically aggregated (mean value and range of assessments), while the textual comments were thematically categorized. Already at this stage, it can be noted that the assessments were close to the results of the simulation, but more “cautious.” For the indicator “quality of education (optimistic scenario),” the average expert assessment was +12% compared to the model forecast of +15%; comments highlighted risks of staff turnover and managerial instability. For “teacher satisfaction (baseline scenario),” the average was 68% compared to the forecast of 70% (dependent on maintaining incentives). For the qualitative indicator “staff stability (crisis scenario),” 90% of experts agreed with the statement that the core staff could be retained with minimal support.

Subsequently, a summary was distributed to the experts without attribution: medians and means, ranges, and selected statements from the comments (controlled feedback). The experts were asked to review their own responses in light of the group opinion and the arguments of their colleagues. The results of the second round of expert evaluation are presented in Table 4.6.

**Table 4.6. Adjustment after reviewing the opinions of fellow experts (round 2) [developed by the author]**

Indicator / KPI	Final assessment of experts	Consensus (level of agreement)
Quality of education (optimistic)	+13%	92%
Teacher satisfaction (basic)	69%	95%
Staff stability (crisis)	Saving the core	100%

An expected convergence of opinions occurred: for “quality of education (optimistic),” the final assessment increased by +13% with a 92% level of agreement; for “teacher satisfaction (baseline)” the result was 69% with 95% agreement; and for “staff stability (crisis)” a full consensus of 100% was reached with the formulation “core retention.” In the table, the values of “consensus” are interpreted as the share of experts whose final assessments fell within a narrow interval ( $\pm 2$  percentage points for quantitative indicators; binary agreement/disagreement for qualitative indicators). Thus, the Delphi method both verified the results of simulation modeling and pilot implementation and refined the probabilities of achieving target KPIs by identifying factors behind discrepancies. The comparison of rounds 1 and 2 shows greater consistency and closer alignment with model forecasts, strengthening the evidential validity of CAM pilot testing.

The author proposes the CAM to improve management quality in schools of economically vulnerable regions of Israel. The model enables not only functioning but development through

strategic flexibility, systemic integration, and adaptive mechanisms, equalizing regional potential, strengthening school agency, and fostering a fair educational environment. Its systemic coherence ensures managerial integrity, reduces fragmentation, and builds a unified space resilient to challenges. Functional integration enhances goal-setting, self-regulation, and resource coordination, improving effectiveness and institutional maturity, positioning schools as active participants in regional development. CAM also reinforces adaptive and innovative mechanisms, openness to external relations, and conditions for growth, raising education quality and social significance. To ensure sustainable implementation, it is recommended to institutionalize the Stage-Functional Roadmap as a multi-level regulatory framework guiding the coordinated actions of the Ministry of Education, schools, and regional coordinators.

#### **4.2. Developing an educational management strategy for Israeli schools under conditions of regional economic vulnerability**

The relevance of developing an educational management strategy for schools in economically weak regions of Israel is determined by the high degree of instability and the uneven distribution of educational resources, human capital, and the level of family involvement in the learning process. As the conducted research has shown, schools in this region face multiple challenges: low student motivation, staff shortages, weak infrastructure, the digital divide, and limited participation of parents and the community in the creation of the educational service itself. Under these structural constraints, educational management requires not universal solutions but an adaptive strategy sensitive to the specifics of the local regional context. In this situation, educational management should not merely ensure compliance with standards but become a system of sustainable support for the student within a complex economic and educational environment.

The need for flexibility in educational management strategy arises from rapid migration, demographic, and economic changes in peripheral and multicultural communities of Israel. Schools must adapt by reconfiguring both the content and organizational components of the educational process. Flexibility involves varying learning formats, reallocating resources, creating individual learning pathways, and providing differentiated support for teachers and students, all based on feedback and user involvement. Applying service design principles and data-driven management - through tools such as student journey maps, design sessions, prototyping, and phased implementation - allows the creation of service-oriented management models where students, families, and teachers act as co-designers of the educational environment. Such a strategy ensures compliance with standards while genuinely improving the educational experience in

conditions of social and economic inequality.

The problems identified as a result of the conducted research generally demonstrate structural imbalance, low stability of managerial processes, a deficit of agency within schools, and other related issues. The development and implementation of an educational management strategy based on service design will make it possible to effectively address these challenges and positively influence the effectiveness of educational management in schools<sup>212</sup>.

The educational management strategy based on service design, developed by the author, represents an innovative approach to the management of educational institutions, aimed at improving the quality of educational services and the satisfaction of all participants in the process. Unlike traditional management models, service design, in interaction with classical elements of management strategy, places emphasis on students' needs, the personalization of the educational experience, and the optimization of interaction among all stakeholders in school education<sup>213</sup>. This approach enables schools to improve service convenience, expand access to learning, optimize administrative processes, and develop adaptive programs suited to contemporary challenges. The integration of strategy and service design enhances educational quality while making management systems more flexible, innovation-oriented, and sustainable.

The author's proposed strategy recognizes the specific conditions of socio-economically weak regions of Israel, where traditional models prove ineffective due to systemic shortages of staff, finances, and infrastructure. Under such constraints, development requires approaches that function with minimal resources. At its core, the strategy redefines the educational service through service design principles, emphasizing user experience, stakeholder involvement, and optimization of interaction points in the school environment. Unlike costly systemic reforms, it shifts attention from large-scale transformations to localized adjustments, increasing managerial responsiveness to the needs of students, parents, and teachers.

The novelty of the proposed approach lies in viewing the educational management strategy as a tool for improving the school environment through rational coordination of limited resources. It enables sustainable development by relying on internal potential and community involvement, without major external investments. The practical significance is that the strategy serves as a targeted mechanism for enhancing school management effectiveness at minimal cost in economically vulnerable regions of Israel.

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<sup>212</sup> YIFTACHEL, O. (ed.). *Ethnic frontiers and peripheries: Landscapes of development and inequality in Israel*. Milton Park: Routledge, 2021. 356 p. ISBN 9780367167233.

<sup>213</sup> BLAGORAZUMNAIA, O.N., MENASHKO, Y., ISRAELI, M. Service design as a key element of educational management strategy. In: *Annals of Spiru Haret University. Economic Series*, Vol. 13(22), Issue 1, 2025, p.122-127. ISSN 2393-1795.

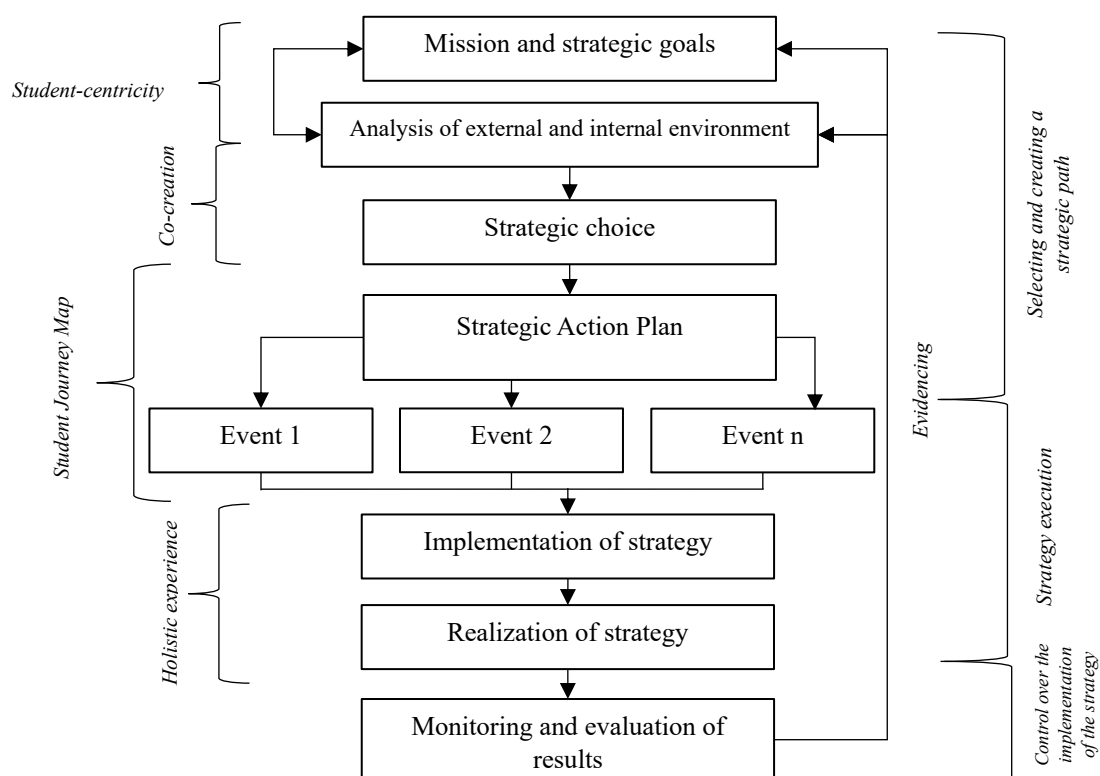
The purpose of the educational management strategy is to ensure the sustainable improvement of school performance in economically weak regions of Israel through the introduction of a service-oriented management approach based on service design principles. By coordinating existing resources, adapting the educational service to real conditions, and engaging stakeholders, this approach creates a flexible, cost-effective, and user-centered management system.

The tasks of the educational management strategy for schools in economically weak regions of Israel are formulated in line with current managerial priorities and are aimed at implementing a comprehensive approach to improving school effectiveness. Accordingly, the main tasks of the author's proposed strategy include:

- Ensuring the quality of the educational process through the introduction of flexible, adaptive forms of learning organization and the design of educational services that take into account the sociocultural and economic challenges of the region. This task focuses on introducing flexible and adaptive forms of learning that reflect the socio-economic and cultural realities of the region, ensuring not only academic results but also equitable access to education.
- Developing the professional competencies of teaching and administrative staff by implementing cost-effective models of mentoring, service practices of interaction, and local mechanisms of support for in-school professional growth. Given limited funding, priority is placed on cost-effective models of mentoring, peer learning, and local support mechanisms to strengthen teachers' and administrators' qualifications, motivation, and engagement.
- Rationalizing resource management based on a project-oriented approach and service design, which makes it possible to optimize the allocation of human, financial, informational, and infrastructural resources according to the real needs of users. This objective emphasizes optimizing the use of human, financial, and infrastructural resources through project-oriented approaches and service design, aligning allocations with the actual needs of schools and students.
- Individualizing students' educational trajectories by designing personalized support mechanisms grounded in user experience analysis, feedback, and the dynamic adaptation of learning pathways. The strategy seeks to design personalized learning pathways based on user experience and feedback, enhancing student motivation, reducing dropout rates, and supporting individual potential.
- Strengthening socio-educational partnerships through the institutionalization of co-design mechanisms and collaboration between the school, families, local communities, employers, and external partners, thereby ensuring shared responsibility for educational outcomes. The goal is to establish sustainable collaboration with families, communities, employers, and external partners,

expanding resources and fostering shared responsibility for educational outcomes.

The structural scheme of the educational management strategy for a school based on service design is presented in Figure 4.7.



**Figure 4.7. Structural diagram of the educational management strategy for schools in an economically weak region of Israel based on service design [developed by the author]**

The diagram presents a strategic school management model based on educational management, where service design principles are central. It integrates the mandatory elements of the management strategy with key service design components, highlighting their interrelations. The model's components are divided into strategic and service design elements, each scientifically justified by the authors.

***The first group includes the strategic elements of educational management:*** the process of analyzing the external and internal environment of the educational organization, defining its mission and strategic objectives, developing the program of strategic management activities and methods, implementing and executing the educational management strategy, and the process of monitoring and evaluating results as a mechanism for quality control of the strategy. This group plays a fundamental role in shaping the concept of the educational management strategy in interrelation with the elements of service design.

- **The process of analyzing the external and internal environment** This involves a systematic analysis of the conditions in which a school operates, including internal strengths and

weaknesses (staff, resources, curricula) and external opportunities and threats (labor market demands, demographics, competition). Such analysis is an essential component of strategic management, allowing schools to position themselves in the competitive environment and respond to societal needs. In economically vulnerable regions of Israel, schools face rigid hierarchies, limited autonomy, scarce resources, and weak staff involvement, which requires the use of both qualitative methods (SWOT, GAP analysis, interviews) and quantitative assessments to identify real potential for managing change.

- **Mission and strategic goals of the school** are formulated as a statement of purpose and vision, forming the basis for long-term goals. In strategic management, the mission defines direction, while goals must be measurable, achievable, and aligned with stakeholder needs. In education, the mission should reflect value for students, and goals should focus on improving learning quality and achievement, while also considering the perspectives of other stakeholders<sup>214</sup>. The author proposes a template for formulating the mission of a school in an economically weak region of Israel:

Mission of the school — [designation of the objective function] for [target group] through [key actions / principles], taking into account [the specifics of the economic and organizational conditions of the region] and based on [core values].

According to this formula, the school's mission is to create a sustainable, inclusive, and learner-centered environment that guarantees access to quality education, considering the social context, regional conditions, and community potential, through effective resource use, innovative teaching, and partnerships with families and stakeholders. Each strategic goal aligns with a level of service design: tactical - updating teaching content and methods; organizational - improving internal efficiency and management sustainability; strategic - strengthening external relations and integrating into the regional educational ecosystem. This approach ensures strategy coherence, accounts for resource constraints, and activates the school's internal potential through service design principles and stakeholder engagement.

**The process of developing the program of activities** within the educational management strategy is based on the school's mission, objectives, and analysis of its external and internal environment. It involves setting priorities, designing programs and innovations, allocating resources, and planning changes. As the central element of school management, this stage requires informed decisions supported by educational research and best practices, ensuring the validity of the chosen strategic course.

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<sup>214</sup> KAMARA, Y. et al. *Application of Strategic Management in Educational Organizations*. In: Global Scientific and Academic Research Journal of Education and literature, 2024, nr. 2(7), p. 1-11. ISSN 2583-7966.

A strategic choice is a well-grounded managerial decision on the direction of a school's long-term development, made on the basis of an analysis of its initial conditions (internal resources, organizational constraints, external challenges, and opportunities). Depending on its current situation, a school may select one or several strategic scenarios that define the type of development, the focus of resources, and the approach to delivering the educational service (Appendix 59). The strategic program of activities is a documented plan for the step-by-step implementation of the chosen development path of the school, reflecting: the goals and priorities of development; specific initiatives and actions; responsible executors (actors); resource provision; implementation timelines; expected outcomes; and evaluation indicators (Appendix 60).

- **The implementation of the educational management strategy** means translating it into concrete actions such as curriculum changes, teacher training, new learning technologies, and improved student services. It requires effective communication, motivation, coordination, and change management across all units. Success depends on clear task distribution and resource allocation, with innovations proving effective only when supported by teachers and administration.

- **The process of monitoring and evaluating the results of the educational management strategy**, as a form of quality control, involves the continuous assessment of strategy implementation progress and the quality of educational services. Key indicators are used, such as student performance, learner satisfaction, rankings, and accreditations. Based on monitoring, corrective measures are introduced. Measurement and control are mandatory elements of the strategic cycle. Regular evaluation ensures accountability and transparency, thereby strengthening the trust of stakeholders (students, parents, the state). In education, tracking learning outcomes and ensuring data openness (for example, published performance reports and institutional rankings) serve as evidence of quality and reinforce the institution's reputation. The process of evaluating the effectiveness of strategy outcomes will be described in more detail in the following paragraph.

*The second group includes service design elements* adapted for use within the framework of the educational management strategy: student-centeredness, co-creation, student journey mapping, evidence-based approach, and holistic experience<sup>215</sup>. These elements contribute to building an effective educational management strategy aimed at improving the quality of educational services and the satisfaction of all participants in the process.

- **Student-centeredness** — user orientation, which implies a focus on the needs of the end-user of the educational service. In education, the primary “user” is the student (or learner). This

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<sup>215</sup> KNIGHT, E., DAYMOND, J., PAROUTIS, S. *Design-led strategy: how to bring design thinking into the art of strategic management*. In: California management review, 2020, nr. 62(2), p. 30-52. ISSN 2162-8564.

principle means designing all processes with regard to the experience, expectations, and convenience of students. The shift from traditional teaching to student-centered approaches enhances students' independence and responsibility, their engagement in the learning process, and the development of soft skills. Such approaches improve student achievement and motivation, which confirms the importance of orienting strategy toward students' needs. This principle should be reflected across all components of the educational management strategy matrix.

- **Co-creation** — stakeholder participation, where all key stakeholders are involved in the design and improvement of educational services: leadership, staff, teachers, parents, external actors, and the students themselves. Co-creation means that strategy and services are developed not by a narrow group of administrators but with the active participation of those who use or provide them. The involvement of students and teachers in the co-design of educational management strategy enhances the quality of outcomes. Co-creation is the active engagement of all stakeholders (including students) in developing the educational process and school management with the goal of improving its quality. Taking into account the perspectives of students and staff in planning changes increases both satisfaction and the effectiveness of implementation.

- **Student journey mapping (customer journey, user pathway design)** — a principle of sequence that considers the entire cycle of student interaction with the school as a series of interconnected stages. This means the educational service is designed with attention to all stages of the student's experience—from the first contact (admission, enrollment campaign) to graduation and even post-graduation interaction with the institution. Service design methodology employs the customer journey map to identify all contact points and steps through which the user (in this case, the student) interacts with the school's services. The map allows identification of bottlenecks and improvement of process cohesion. All steps experienced by the student must be accounted for and logically sequenced—from the beginning to the end of the educational service (Appendix 61). This approach ensures the integrity of the experience: no stage (e.g., course enrollment, receiving consultation, examinations) falls outside the scope of educational management. As a result, convenience for learners increases and processes become more effective.

- **Evidence (proof of the educational service)** — in service design, evidence refers to the visualization and materialization of service outcomes to strengthen user trust. Applied to education, this principle means that the quality of the educational process must be confirmed by tangible evidence: certificates, diplomas, measurable achievements, student feedback, rankings, and other visible indicators. Transparent presentation of learning outcomes and proofs of educational quality enhance the trust of students, parents, and society at large. Educational

management that embeds a system of reporting and indicators ensures institutional accountability, thereby building trust among all participants in the process. For example, published performance reports or program accreditations serve as “evidence” that the promised quality of education has indeed been achieved.

- **Holistic experience (integrality)** — this element of service design requires considering all aspects of the educational service as a whole and ensuring consistency among them. In educational management, integrity means that every stage and element of student interaction with the school is well designed and aligned with others. This includes the learning process, extracurricular support, administrative services, and infrastructure (classrooms, dormitories, digital platforms)—all of which must function synchronously to create the best possible experience. According to the author, it is essential not only to design individual components of the service well but also to integrate them into a unified system of user experience. This approach presupposes the interconnection of all services—academic, administrative, technical, etc. If even one “link” in the internal process is weak, it can undermine the entire complex system of user interaction. Therefore, the strategy must be systemic, taking into account people (staff, students, partners), infrastructure (campus, information systems, etc.), and processes (rules and procedures) as a whole. Holistic service design of the educational service ensures sustainable quality: front-office processes (student interaction) and back-office processes (organizational work behind the service) are equally refined and mutually supportive.

It is necessary to reflect the degree of interdependence and mutual influence of these elements within the unified structure of the school’s educational management strategy. The author presents the interrelation of the elements of educational management strategy and service design in Table 4.7.

**Table 4.7. Interrelationship between elements of educational management strategy and service design [developed by the author]**

Element of EM strategy	Element of service design	The Role of Interaction of Elements in the EM Strategy
Mission and strategic goals	Student-centricity	Defining educational goals with a focus on student needs. Developing personalized programs and services.
Analysis of external and internal environment	Co-Creation	Involving students, teachers and employers in the analysis of conditions and development of strategies. Joint design of educational solutions.
Strategy development (program planning, etc.)	Student Journey Map	Designing the entire educational trajectory of a student, removing barriers and ensuring smooth processes.
Implementation of strategy	Holistic experience	Integration of all services and educational processes into a single system, ensuring consistency and

(process management)		convenience.
Monitoring, evaluation of results and quality control	Evidence	Transparency and accountability of the strategy. Regular collection of data on the quality of teaching, student and graduate satisfaction.

The components listed in the table are closely interconnected. Service design strengthens strategic educational management. Thus, the mission and goals of the educational management strategy become student-centered. User orientation directs the mission of the institution toward meeting students' educational needs. Strategic goals are formulated with regard to enhancing the student experience (for example, the goal of improving satisfaction with learning or graduate success). Student-centered schools demonstrate higher outcomes and student satisfaction. A student-centered approach fosters motivation, engagement, and responsibility, thereby contributing to the achievement of strategic quality indicators in education.

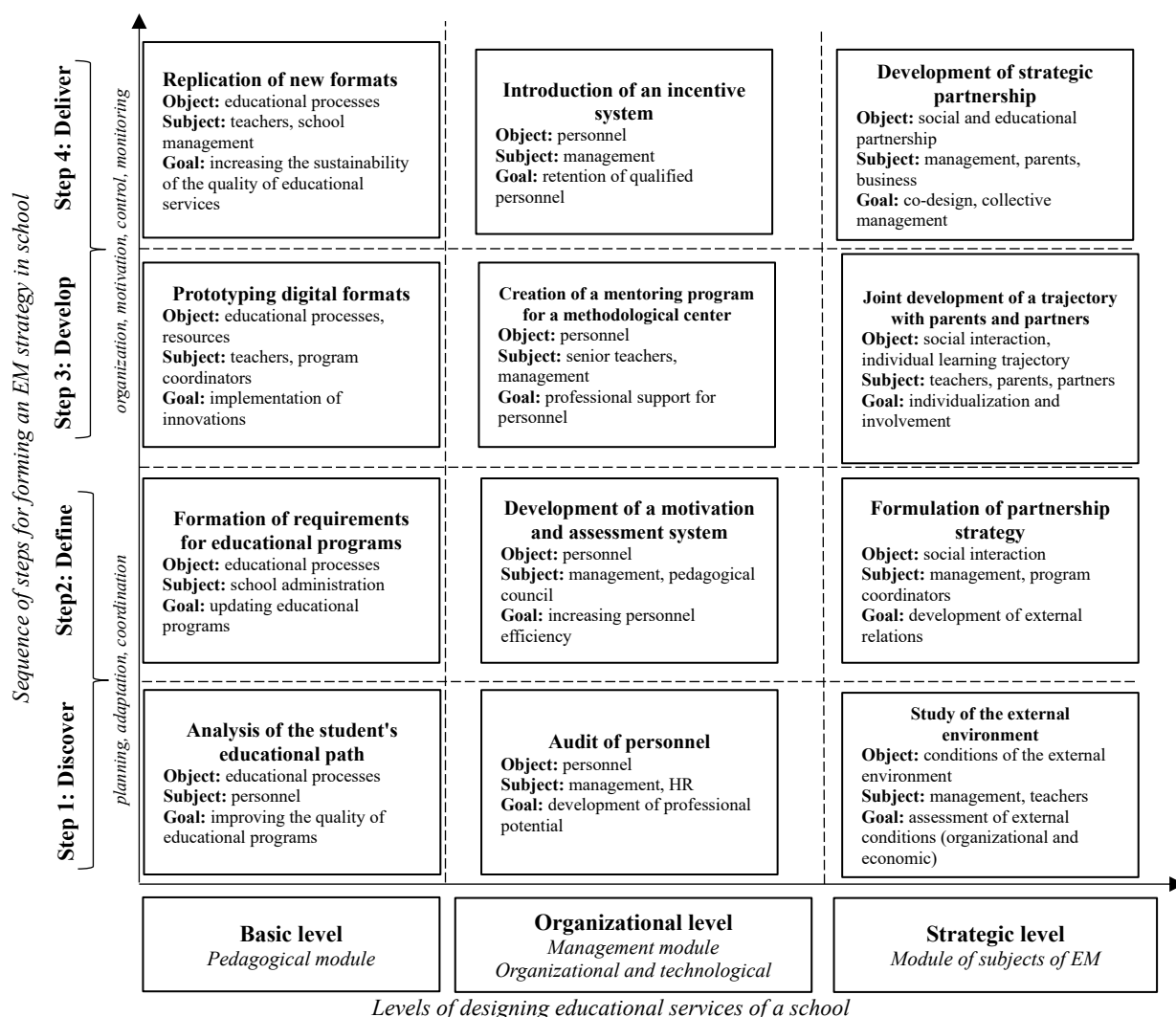
The next elements of interaction are the strategy element - analysis of the external and internal environment — and co-creation. For example, the involvement of stakeholders in strategy development. The principle of co-creation means that in strategic planning, the views and ideas of teachers, students, and employers are taken into account. This leads to a more realistic strategy that is supported by all. Involving stakeholders in education management is recognized as essential for meeting their expectations. When students and staff become co-authors of change, their responsibility for results increases, and resistance to innovation decreases. Thus, service design brings a culture of collaboration into educational management.

Designing sequential educational processes under the influence of service design involves viewing the student's educational journey as a continuous process and an individual trajectory (admission – learning – graduation – subsequent interaction). Strategic management, based on this approach, coordinates various units (admissions office, faculties, career center, etc.) so that transitions between stages are smooth. Service design tools (student journey maps, service blueprints) help identify and eliminate bottlenecks at the intersections of processes. This increases the effectiveness of strategy implementation: all processes are structured according to the logic of the “student journey” and reinforce one another, avoiding breaks.

A service-design-based educational management strategy uses feedback and visible results (surveys, performance metrics, student achievements) to strengthen monitoring, accountability, and institutional reputation. A holistic approach aligns people, infrastructure, technologies, and activities into a unified architecture, ensuring coordination between front-stage (classroom) and backstage (administrative) processes. Cross-functional collaboration prevents weak links and secures consistent quality at every stage. The structure of the strategy shows that integrating

service design with core managerial elements (mission, analysis, planning, implementation, evaluation) enhances student experience. Their interrelations drive cyclical improvement, raising satisfaction, efficiency, and sustainable institutional development.

Taking into account the challenges identified during the research faced by schools in economically weak regions of Israel, and the structure of the educational management strategy outlined earlier, the author developed a methodology for designing and implementing an educational management strategy. This methodology includes two components: a matrix model that reflects the interrelation between the stages of strategy formation and the levels of educational service design under resource constraints; and the pathway for implementing the educational management strategy in schools. The presented matrix of the educational management strategy is built on service design principles and the Double Diamond model, adapted to the educational environment and the context of school management, as illustrated in Figure 4.8.



**Figure 4.8. Matrix for the formation of an educational management strategy for schools in a weak region of Israel [developed by the author]**

The presented matrix ensures the step-by-step development of an educational management strategy in the logic of progression from analysis to practical implementation. It reflects the logical and substantive sequence of steps through which the educational service provided by the school is gradually expanded and developed. All activities are distributed across four steps (Discover, Define, Develop, Deliver) and simultaneously structured along three levels of service design: tactical, organizational, and strategic.

The methodology of service design in this model is expressed through: a focus on the consumer (student) experience; the involvement of management actors at the stage of service design (co-creation); the design of the service as a system of interactions with clearly defined goals and roles. The Double Diamond model is represented in the logic of divergence and convergence, where Discover and Define correspond to the stages of identifying and refining the problem, while Develop and Deliver represent the stages of designing and implementing solutions. Thus, the matrix serves as a practice-oriented guide for school leadership, allowing the educational service to be constructed not as a set of administrative procedures but as a value proposition adapted to regional opportunities and needs.

Each of the four steps includes specific activities aimed at achieving a measurable outcome. The *object* of each activity is that which must be directly managed (staff, processes, resources, partnerships, etc.); the *subjects* are the key participants in implementation; and the *goal* of each activity is the managerial effect or growth point toward which the activity is directed.

The author also embeds the functional orientation of the steps of educational management strategy. The steps Discover and Define support the implementation of the basic functions of educational management: strategic and tactical planning, resource coordination, and service adaptation to internal and external conditions. Discover represents the stage of identifying initial conditions, where the analysis of existing trajectories, resources, and personnel is carried out. Define represents the stage of forming managerial decisions and project foundations for updating the content and structure of the service. The steps Develop and Deliver are associated with the implementation of other functions of educational management—organization, motivation, control, monitoring—and are aimed at introducing and scaling project-based solutions in the practice of school management.

The matrix for strategy formation consists of three levels of service design within the school: basic, organizational, and strategic.

**1. Basic level.** At this level, the service itself is designed as an educational product—its structure, content, and methods of implementation. This is the level at which the service becomes technological, digitalized, and adapted to the student. It reflects the pedagogical module (a

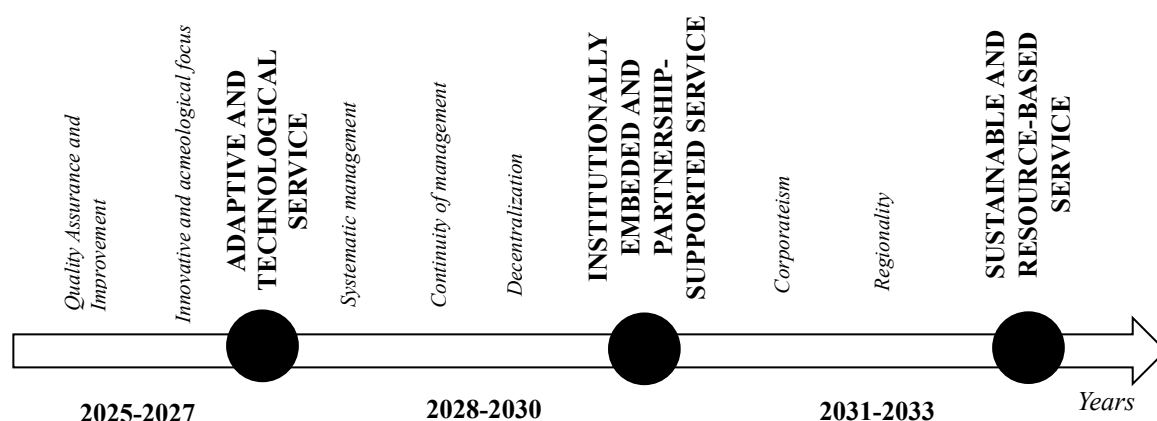
component of the adaptive educational management model), which is responsible for the development, implementation, and adaptation of educational programs, taking into account students' individual characteristics and modern pedagogical methods. At this level, the following activities are carried out (Appendix 62): analysis of the student's educational pathway; development of requirements for curricula; prototyping of digital formats; scaling of new formats. As a result, the service becomes "*adaptive and technological*", oriented toward the student experience and flexible learning.

**2. Organizational level.** This level concerns the design of the conditions for implementing the service: human resources, organizational structure, and infrastructural support. It creates the environment in which the "*adaptive and technological*" educational service can be sustainably implemented. This level reflects two modules of the adaptive educational management model: the managerial module and the organizational-technological module. The first ensures strategic planning, resource allocation, and performance monitoring of the educational process, while the second provides infrastructural support, technical equipment for schools, and the introduction of innovative solutions. Activities at this level include (Appendix 63): staff audit; development of a motivation and evaluation system; creation of a mentoring program and methodological center; introduction of an incentive system. As a result, the service becomes "*sustainable and resource-supported*", with engaged and professionally developed staff.

**3. Strategic level.** This level is focused on designing the service ecosystem through sustainable external interactions and partnerships. At this level, institutional frameworks and support for school activities are created, ensuring coordination among all stakeholders and promoting communication, community participation, and partnerships to expand educational opportunities. Activities at this level include (Appendix 64): development of strategic partnerships; joint design of educational pathways with parents and partners; formulation of a partnership strategy; analysis of the external environment. At this level, schools also align their long-term goals with regional and national educational priorities, ensuring coherence with broader policy frameworks. Strategic planning involves creating resilience mechanisms that allow institutions to adapt to social, cultural, and economic changes in the external environment. Moreover, emphasis is placed on developing networks of collaboration that go beyond the local community, integrating schools into regional, national, and even international educational ecosystems. This systemic orientation ensures that schools in economically weak regions can strengthen their role as active actors in sustainable development.

As a result, the service becomes "*institutionally embedded and partnership-supported*", integrated into the regional educational ecosystem. The pathway of strategic development of

educational management in a school in an economically weak region of Israel is presented in Figure 4.9.



**Figure 4.9. Path of strategic development of educational management in a school in an economically weak region of Israel [developed by the author]**

The presented pathway of strategic development of educational management in a school in an economically weak region of Israel illustrates a progressive, step-by-step movement from the initial adaptation of the service to a sustainable and institutionally embedded format of its implementation. Each time stage (2025–2027, 2028–2030, 2031–2033) reflects not only the transformation of the educational service itself but also the actualization of key management principles that ensure its viability under conditions of limited resources. At the first stage, an adaptive and technological service is formed, with primary attention focused on the principles of innovation, digitalization, quality improvement, and the acmeological approach. The second stage—institutional and partnership embedding of the service—reflects the school’s integration into the regional community and the formation of sustainable management mechanisms. The third stage is characterized by the transition to a sustainable and resource-supported service, which requires the implementation of systemic, continuous, and decentralized management principles.

The process of implementing the educational management strategy must be synchronized with the general strategy (or development policy) of the specific school, which constitutes a set of mission, goals, objectives, and priorities fixed in local regulations. For this it is necessary to: conduct a comparative analysis of the school’s current strategy and the author’s proposed educational management strategy, identifying common and contradictory directions and overlapping areas; form a “coordination core”—a substantiated document or protocol indicating how the educational management strategy complements and develops the school’s general policy; update or revise the school’s strategic documents (sections on goals, partnerships, and innovative development) to include elements of the service-based approach oriented toward the needs of

students and the community; appoint an educational management strategy implementation coordinator within the administration to oversee integration and monitor the alignment of goals and activities. The economic situation in Israel's weak regions is subject to cyclical fluctuations (e.g., reductions or reallocations of funding, changes in grant programs, migration processes, etc.). Therefore, the educational management strategy developed by the author is flexible and adaptable, supported by the adaptation mechanisms presented in Table 4.8.

**Table 4.8. Mechanisms for adapting the school's educational management strategy depending on changing regional conditions [developed by the author]**

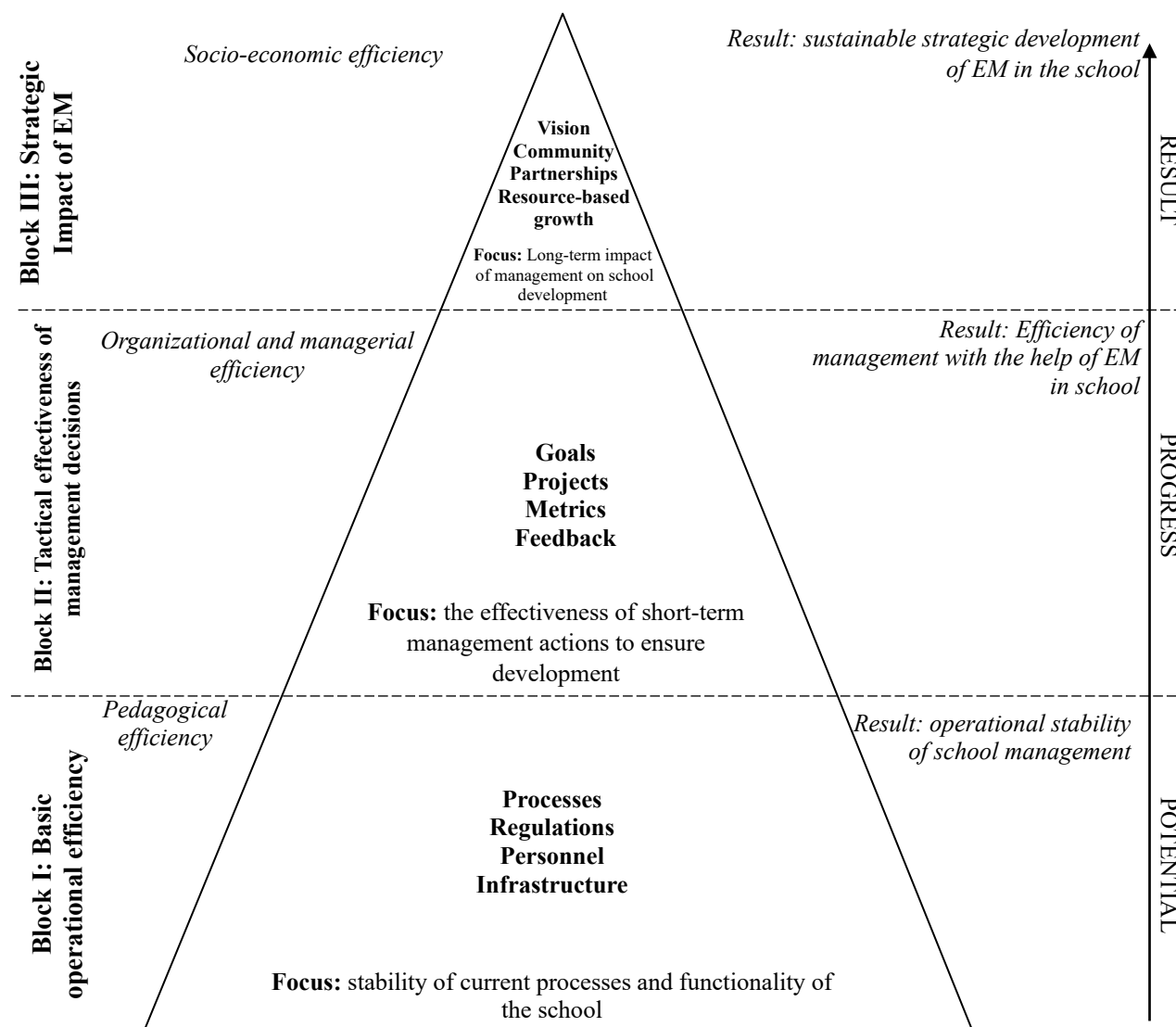
<b>Adaptation mechanism</b>	<b>Essential characteristic</b>	<b>Management effect</b>
Threshold signal system	Using pre-defined indicators (e.g. falling funding, rising numbers of vulnerable students) as triggers for partial revisions of strategy.	Increases the strategy's sensitivity to environmental changes and allows timely initiation of corrective actions without a complete reboot.
Flexible planning	Division of strategy activities into <i>mandatory (basic)</i> and <i>conditional (variable)</i> , which are activated when additional resources or opportunities appear.	Ensures adaptability of strategy and rationalization of resource use in conditions of instability.
Backup development scenarios	Alternative trajectories are provided for key areas: low-cost, partnership, delayed launch.	Reduces management risks, allows the school to maintain strategic direction even under external restrictions.
Integration of external resources	Constant monitoring and use of external sources (grants, NGO programs, municipal assistance) in the current configuration of the strategy.	Expands the resource base and promotes sustainability of strategy implementation without dependence on a single source.

The adaptation mechanisms of educational management strategy reflect a modern approach to governance under uncertainty and limited resources. They ensure resilience and flexibility while preserving the strategy's logic and goals. Adaptation becomes an embedded element of management, keeping the strategy relevant and effective, and turning it into a dynamic tool that responds to changing conditions. The effectiveness of schools in vulnerable regions is achieved through an evolutionary management strategy that balances internal change with external conditions. In Israel's economically weak regions, a service-design-based strategy is recommended to adapt educational services by coordinating resources and engaging stakeholders. Using a matrix approach such as the adapted Double Diamond model ensures a logical sequence from diagnosis to implementation, while phased execution - adaptation, integration, institutionalization - strengthens resilience and supports sustainable development.

#### **4.3. Methodology for assessing the effectiveness of educational management in schools**

Amid socio-economic disparities, especially in Israel's vulnerable regions, school success depends on both implementing a strategic model of educational management and developing a

scientifically grounded methodology for evaluating its effectiveness. Such a methodology provides verified, transparent, and adaptive managerial decisions under limited resources. It must assess not only outcomes but also processes and potential for sustainable growth, combining systemic and competence-based approaches. For vulnerable regions, a multi-level methodology is essential to analyze current processes and the medium- and long-term effects of management. To this end, the author developed a model based on upward dynamics—from operational stability to the strategic impact of educational management on school development, presented Figure 4.10.



**Figure 4.10. Model of methodology for assessing the effectiveness of educational management in schools [developed by the author]**

The model of the developed methodology for assessing the effectiveness of educational management interprets effectiveness not as a static, one-time indicator, but as a dynamic sequence of interrelated states that reflect the stages of managerial impact within an educational organization. This logic of analysis is particularly important under conditions of limited resources

and a highly volatile external environment, where it is necessary not only to record the presence of a result but also to trace the path of its achievement, assess its sustainability, adaptability, and potential for replication. The methodology is visualized as a three-level pyramid, with each level (or block) corresponding to a specific type of effectiveness. **Operational effectiveness** – the fundamental level of a school’s functioning, focused on stability as the basis for further change. Without it, meaningful managerial or strategic development is neither practical nor justified. **Tactical effectiveness** – reflects short-term managerial decisions for development, process optimization, and innovation. It marks the shift from stability to change and shows the school’s ability to drive internal transformations. **Strategic effectiveness** – the highest level, capturing the long-term impact of management on institutional growth. It reflects managerial maturity, the ability to sustain effective practices, integrate into wider initiatives, and evolve from a service provider into an educational center of growth and influence. These components consistently reflect the progression from a school’s internal potential to concrete changes and, subsequently, to long-term institutional development, Table 4.9.

**Table 4.9. Blocks for assessing the effectiveness of educational management in schools**

[developed by the author]

Evaluation block	Purpose and focus of analysis	Examples of indicators and characteristics
I. Operational (basic level)	Functioning of the school. Ensuring stability and manageability of daily processes.	<ul style="list-style-type: none"> <li>– Staffing of teaching and administrative personnel</li> <li>– Regularity of holding pedagogical councils, methodological associations</li> <li>– Availability of basic resources (equipment, infrastructure)</li> <li>– Compliance with safety and sanitary requirements</li> <li>– Organization of electronic document management and basic digitalization of processes</li> <li>– The degree of implementation of curricula and work schedules and others.</li> </ul>
II. Tactical (intermediate level)	Implementation of changes. Evaluation of short-term changes and management actions.	<ul style="list-style-type: none"> <li>– Implementation of school projects and development initiatives</li> <li>– Availability of a system for collecting and analyzing feedback from participants in the educational process</li> <li>– Prompt adjustment of plans in response to external challenges</li> <li>– Involvement of teachers in the decision-making process</li> <li>– Piloting and implementation of new educational technologies</li> <li>– Level of professional development of employees (courses, trainings) and others.</li> </ul>

III. Strategic (highest level)	Long-term development. Analysis of institutional development and sustainability of the school.	<ul style="list-style-type: none"> <li>– Long-term partnerships with external organizations (universities, NGOs, businesses)</li> <li>– Increase in the social reputation of the school in the region</li> <li>– Development of student self-government and school communities</li> <li>– Availability of independent innovative educational programs</li> <li>– Stability of staff (low turnover)</li> <li>– Attracting extra-budgetary resources (grants, sponsorships)</li> <li>– Participation of the school in regional and national educational development projects and others.</li> </ul>
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The table systematizes the main levels of assessing educational management effectiveness and provides examples of indicators for each stage of development. This structure allows identifying the current state of schools and tracing their progression from operational functioning to strategic development. The indicators support both internal self-assessment and external monitoring, which is especially relevant for economically weak regions with resource constraints.

The three-level pyramid reflects the evolution of the management system-potential, progress, and result - marking the natural trajectory of school growth. At the **operational level**, the focus is on stable functioning: regulated processes, adequate staffing, resources, and compliance with standards. Without this base, further development is impossible. At the **tactical level**, management shifts to development projects, flexible decision-making, and use of monitoring data, showing the school's ability to manage change. At the **strategic level**, schools demonstrate maturity by setting long-term visions, consolidating resources, building partnerships, and influencing the wider environment, becoming centers of development and innovation. Thus, the pyramid illustrates the path from basic stability to managing change and achieving strategic sustainability in the educational and social infrastructure of the region.

Horizontally, the model shifts from internal resources to managerial efficiency and external socio-economic outcomes, assessing both administrative maturity and the school's potential as a center of sustainability and growth. The three-level approach presents school management as a coherent, progressive system with the following levels:

- **The bottom level of the pyramid is Block I: basic operational efficiency** reflects the stability of key functional processes, without which neither tactical nor strategic growth is possible. Here, the presence and stability of basic management elements are assessed: organizational processes; regulatory procedures; personnel provision; infrastructural conditions (Appendix 65). *Organizational processes* are understood as daily management, educational and administrative actions that ensure the stable operation of the school as an integral structure<sup>216</sup>.

<sup>216</sup> GARBANZO-VARGAS, G. M. *Organizational development and change processes in educational institutions, a challenge for the management of education*. In: Revista Educación, 2016, nr. 40(1), p. 67-87. ISSN 0034-8082.

These processes create the framework of the school's operational activities, without which it is impossible to maintain minimum quality standards or launch development mechanisms. Organizational processes ensure regularity, predictability and rhythm of the school's functioning. *Regulatory regulations* include all local acts governing the organization of the educational process, management activities and internal procedures: school charter; regulations on structural divisions; instructions on labor protection, sanitary standards, safety; regulations on interaction between employees and students. The presence of relevant, clearly structured regulations ensures legal certainty and stability in the functioning of an educational organization. They serve as a basis for unifying procedures, reduce the risk of management errors and ensure compliance with external requirements (supervisory authorities, the Ministry of Education, etc.). *Staffing implies* the availability of competent, stable and qualified personnel at the school, necessary for the implementation of educational and management tasks<sup>217</sup>: staffing (teachers, administration, support staff); compliance with qualification requirements (education, advanced training, experience); availability of mechanisms for the adaptation of new employees and professional development. *Infrastructure conditions* include the material and technical base and resource provision<sup>218</sup>, necessary for the stable operation of the school: the condition of buildings and premises; the availability and serviceability of educational equipment (classrooms, laboratories, sports facilities); access to digital infrastructure (Internet, computers, interactive technologies); the availability of specialized premises (libraries, psychological assistance rooms, canteens); ensuring security measures (video surveillance systems, security, fire protection).

This level is a critical filter: without its successful functioning, any further management efforts will be extremely vulnerable and unproductive. It determines how functional the school is as a system and how ready it is for development, and also records the ability of the educational organization to maintain sustainable work in conditions of limitations.

**Middle level - II block: tactical effectiveness of management decisions** focuses on assessing the effectiveness of short-term management actions aimed at implementing local changes. What is important here is not so much the resources as their application: setting goals; launching projects; using metrics; organizing feedback (Appendix 66). *Goal-setting* involves defining specific, measurable, and realistic objectives for educational or managerial development. Examples include short-term priorities (improving math teaching), diagnostic-based targets

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<sup>217</sup> SIMBOLON, A. M. Y. et al. *The Concept of Education Personnel Management in Educational Institutions*. In: GIC Proceeding, 2023, nr. 1, p. 16-29. ISSN 3025-1885.

<sup>218</sup> NURMAYULI, N. *The management of facilities and infrastructures in educational institution*. In: Idarah: Jurnal Pendidikan dan Kependidikan, 2022, nr. 6(1), p. 87-102. ISSN 2656-8012.

(reducing failure rates by 10%), and setting deadlines with clear criteria. Proper goal-setting focuses resources, makes management predictable, and ensures objectives align with the school's capacity and the context of a vulnerable region with limited resources. *Project implementation* is the translation of formulated goals into specific managerial or educational initiatives with clear timelines, designated responsibilities, and expected outcomes. *The use of metrics* involves introducing a system of quantitative and qualitative indicators to measure both intermediate and final results of projects and initiatives. *The organization of feedback* implies establishing a system for continuously collecting information from all stakeholders - students, parents, teachers, staff - regarding the quality of managerial and educational practices.

This block makes it possible to record managerial activity and the school's ability to implement initiatives, adapt to change, and shape its internal trajectory of progress. It demonstrates the extent to which the school administration's operational actions are transformed into measurable and purposeful results. At this stage, the school moves from simply "functioning" to "developing," which is a necessary prerequisite for achieving the strategic level of effectiveness.

**Top Level — Block III: Strategic Impact of Educational Management** reflects the long-term impact of management on school development, focusing on vision, community building, partnerships, and resource growth (financial, human, social, symbolic). It assesses the school's strategic capacity to drive sustainable growth and integrate into wider social and educational processes (Appendix 67). Evaluation focuses on building a coherent vision, sustaining quality, adapting to change, and uniting the school community through professional growth and stakeholder engagement. It also assesses partnerships, resource use, and the integration of new practices, framing management as the creation of an adaptive ecosystem with strategic impact and growth potential in weak regions.

At the top of the pyramid is **socio-economic effectiveness**, which integrates two key aspects - social and economic<sup>219</sup>. **Social effectiveness** reflects the school's interaction with social institutions and partners, assessment of community needs, public involvement in governance, and its ability to build a positive image, showing its role as part of the region's social infrastructure. **Economic effectiveness** is defined by the quality of managing financial, material, and human resources, budget discipline, cost-effectiveness for consumers, and the competitive environment that drives efficient resource use.

The middle level of the pyramid focuses on organizational and managerial effectiveness,

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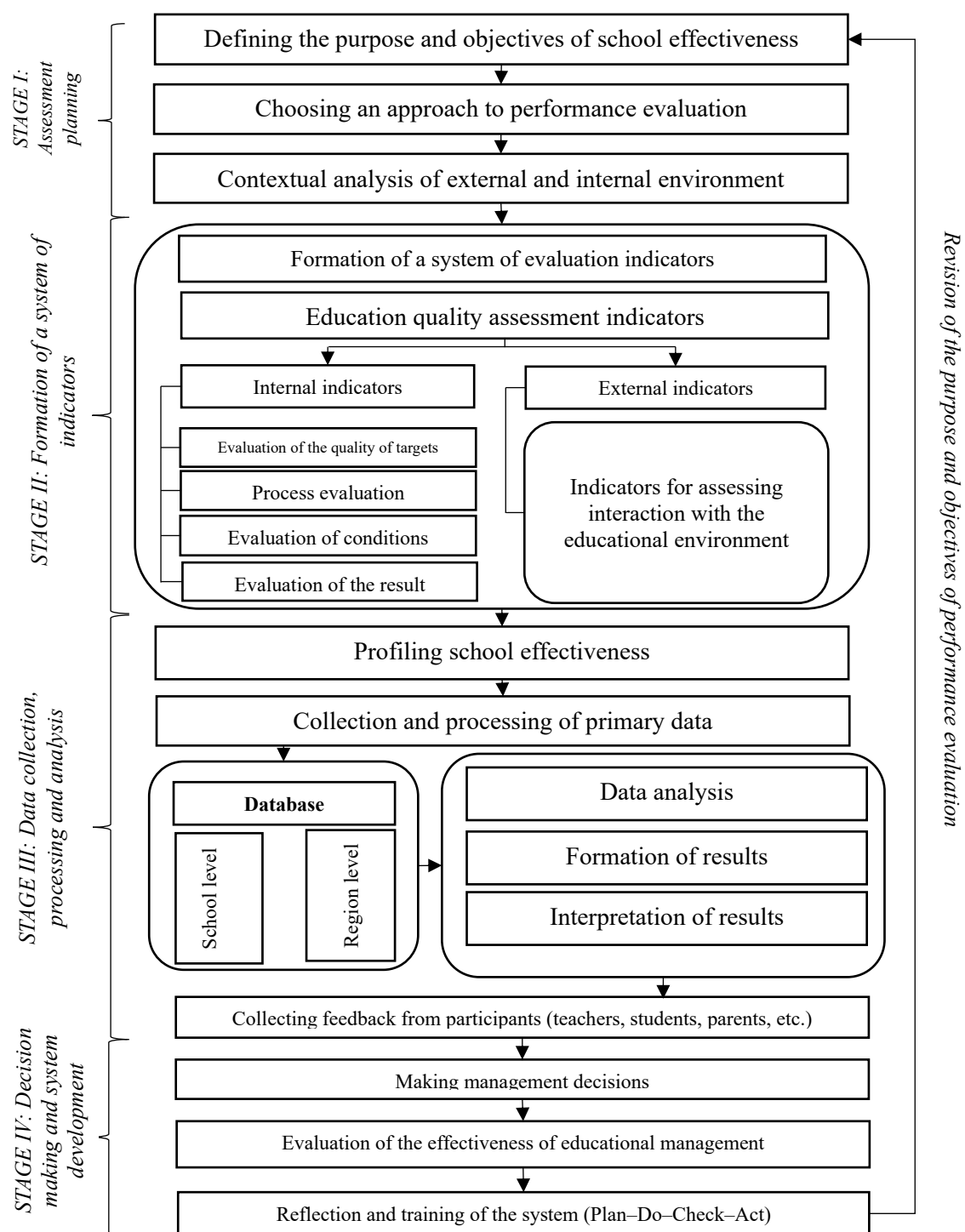
<sup>219</sup> BORODIYENKO, O. et al. *Socio-economic prerequisites of strategic development of educational institutions*. In: Financial and credit activity problems of theory and practice, 2022, nr. 1(42), p. 464-473. ISSN 2310-8770.

expressed through the **optimization of organizational structures**, clear distribution of authority and responsibility across management levels, stability of administrative staff, and the development of internal quality assessment mechanisms (self-assessments, public reports, use of digital technologies for monitoring). This dimension makes it possible to evaluate the maturity of the school's internal management system.

The lower level of the pyramid represents **pedagogical efficiency**, which evaluates the quality of human resources management, the level of professionalism of teachers, the state of the educational infrastructure, the level of implementation of information and telecommunication technologies in the educational process, the development of monitoring and distance learning forms, the use of modular technologies and test systems of pedagogical control. Pedagogical efficiency forms the foundation for further tactical and strategic changes, ensuring the quality of the educational process as the basis for the entire management cycle.

the methodology for assessing the effectiveness of educational management in schools, presented in the form of a pyramidal structure, allows us to record and analyze the transition from operational stability to institutional sustainability, thereby emphasizing the importance of systemic, step-by-step and strategically structured management in the conditions of socio-economic vulnerability of the region in which the school operates. Therefore, the methodology is based on the principles of strategic management, which allow us to record not only operational, but also delayed, accumulated effects that ensure long-term transformation of the school as an institution. Such a theoretical and practical basis made it possible to design a methodology that simultaneously reflects both internal management processes and the degree of influence of external factors - regulatory, socio-economic, partnership and infrastructural - on the effectiveness and sustainability of educational management in schools.

To make assessment integral to school management, a clear algorithm is required to track progress, identify gaps, and support evidence-based decisions. In this regard, the author developed an **algorithm for assessing the effectiveness of educational management in schools**, visualized in Figure 4.11.



**Figure 4.11. Algorithm for adapting the methodology for assessing the effectiveness of educational management in the school education system [developed by the author based on<sup>220</sup>]**

The algorithm follows a logical sequence - from diagnosing basic conditions to analyzing results and adjusting strategy. It integrates assessment into daily management, ensuring a

<sup>220</sup> ROȘCA, P.I., BLAGORAZUMNAIA, O.N., MENASHKO Y. *Methodological aspects of assessing the effectiveness of educational management*. In: *Управління змінами та інновації*, nr. 12, 2024, p. 122-126. ISSN 2786-5711.

continuous focus on sustainable school development. Structured in four stages, it provides a systematic, ongoing, and replicable approach to evaluating school performance.

**Stage I. Setting goals and planning assessment.** The algorithm starts with defining assessment goals - whether educational quality, resource management, social engagement, or all areas. Then, an appropriate approach is selected (competence-based, systemic, service-oriented, etc.). The stage concludes with a contextual analysis of internal and external conditions - regional socio-economics, staff, resources, infrastructure, and student profile - to set realistic benchmarks for evaluation.

**Stage II. Formation of a system of indicators.** At the second stage, a system of performance indicators is developed, divided into internal (quality of goals, processes, conditions, and results such as student achievement and satisfaction) and external (school interaction with the educational environment and society) (Appendix 68). External indicators include the degree of involvement of the school in partnership projects, social activity, participation of parents and the public in management (Appendix 69). The author set requirements for indicators: adaptation to school specifics, flexibility, and accessibility. They target strategic goals of schools in weak regions and cover two aspects - education quality and interaction with the school environment - reflecting conditions and opportunities for personal development within socio-economic context. The system of indicators covers the parameters of the breadth, intensity, safety, sustainability, barrier-free educational environment, as well as the degree of its social activity, structure and mobility (Appendix 70). Indicators also consider school integration into the community, service openness, cooperation with economic actors, and image building. This system enables objective assessment of internal processes and external ties, forming the basis for data collection, analysis, and informed decisions for quality and sustainability. The stage concludes with compiling a school performance profile for monitoring.

**Stage III. Collection, processing and analysis of data.** The third stage involves practical work with information: collecting and processing primary data for all indicators and creating a database at both school and regional levels. Data analysis then structures results using quantitative and qualitative methods and interprets them in light of initial goals, with special focus on comparing actual data with efficiency criteria. At this stage, feedback is also gathered from teachers, students, parents, and administrators, capturing subjective assessments and hidden issues not visible in formal indicators.

**Stage IV. Decision-making and system development.** The fourth stage involves making management decisions based on the results and data interpretation. School administration develops corrective measures to address deficits, optimize processes, and build on strengths. This is

followed by evaluating the effectiveness of these decisions and identifying areas for further improvement. The stage concludes with reflection and system learning through the Plan–Do–Check–Act (PDCA) cycle: planning changes, implementing them, assessing results, and updating development priorities and evaluation indicators for the next cycle. Thus, the adapted methodology provides a comprehensive, multi-level assessment of the effectiveness of educational management, serving as a tool for strategic reflection and evidence-based decision-making in school development, particularly under conditions of limited resources and an unstable external environment in Israel's economically weak regions.

The author proposes and recommends the use of one of two alternative methodologies for evaluating the effectiveness of the CAM in schools. The choice of methodology depends on the initial level of the integral indicator of target achievement, the presence or absence of critical risk factors, the dynamics of development over recent years, the degree of resource provision, the level of staff motivation, and other factors. For schools in Israel's economically weak regions that demonstrate stable development and face no serious risks, it is advisable to apply the methodology for calculating the standard integral index - **Contextual-Scenario Factor-Trend Calculation for Evaluating the Effectiveness of Educational Management (CSFT)**. For schools in crisis or exposed to significant threats, it is recommended to use the **Crisis-Adaptive Index of Effectiveness (CAIE)**, which takes into account growth potential and the impact of negative factors (Appendix 71). The choice of methodology for evaluating the effectiveness of the CAM is carried out using a decision tree that step by step guides the school toward one of the two options (Appendix 72). The author conducted a demonstration calculation using the example of a hypothetical School X with simulated indicator data. The data were used in a conditional form, since the purpose of the calculation is to illustrate the methodology rather than to evaluate a specific educational institution. The presented demonstration calculations serve as an auxiliary step-by-step guide for school specialists, enabling them to consistently apply the author's recommendations for assessing the effectiveness of the implemented educational management model under real conditions.

**The first methodology, Contextual-Scenario Factor-Trend Calculation for Evaluating the Effectiveness of Educational Management (CSFT)**, is based on a combination of factor analysis (to identify the influence of key conditions and the contribution of model components to management outcomes) and scenario modeling (to test the model's resilience under different conditions according to scenarios). Thus, this methodology integrates the following methods into a single framework: trend analysis, factor analysis, comparative analysis, and scenario modeling. The novelty of the approach lies in: the introduction of an **integral index of educational**

**management effectiveness (IEM)**; the combination of qualitative (expert) and quantitative (statistical) indicators within a single formula; the ability to adapt the calculation to different scenarios (crisis, baseline, optimistic) based on parameters from the matrix; linking the outcome to the school's strategic management direction and the modules of the model.

For the calculation, the author proposes to use the following formula:

$$I_{EM} = \left[ \frac{\sum_{i=1}^n (P_i * W_i)}{\sum_{i=1}^n W_i} \right] * K_{tr} * K_{sc} , \quad (4.1)$$

where:  $P_i$  – the actual value of indicator  $i$  in the school (as a % of the target benchmark achieved);  $W_i$  – the weight of importance of indicator  $i$  (based on expert survey results or influence analysis);  $K_{tr}$  – the trend coefficient (reflecting the dynamics of change over 3 years:  $>1$  – growth,  $<1$  — decline);  $K_{sc}$  – the scenario coefficient reflecting macro- and micro-environmental conditions, taking the following values: optimistic - 1,15; baseline (high resources/low motivation or low resources/high motivation) - 1,00; crisis - 0,85.

The author provides a step-by-step demonstration of evaluating the effectiveness of the model for a hypothetical School X. The analysis covers a three-year period, which is considered the minimum meaningful timeframe to allow for the assessment of trends and data dynamics. The evaluation of effectiveness is carried out in six consecutive steps.

**Step 1. Identification of performance indicators by the modules of the model.** The CAM requires identifying key modules with indicators: pedagogical (teaching quality, adaptive practices), managerial (strategic management, collaboration), stakeholder (engagement, satisfaction), and organizational-technological (equipment, digitalization). Indicators are chosen based on the school's context, goals, and prospects, covering operational efficiency, tactical decision-making, and strategic impact. All must be measurable, either quantitative or qualitative. As an example, the author provides the measurement characteristics of the selected indicators for School X in Table 4.10.

**Table 4.10. Characteristics of indicators by modules of the model for assessing the effectiveness of EM in School X [developed by the author]**

Module	Performance indicator	Measurement characteristic
Pedagogical	1. Share of educational programs adapted to the individual characteristics of students (%)	Number of adapted programs ÷ total number of programs × 100
	2. Average level of teacher qualifications (certification scores)	Average value for assessment sheets, scale 0–100
Managerial	3. Implementation of the strategic plan (%)	Share of implemented activities according to the school development plan
	4. Efficiency of resource allocation (scores)	Assessment of the use of finances and personnel on an efficiency scale (0–100)

Organizational and technological	5. Level of technical equipment (%)	Share of classrooms equipped with modern equipment
	6. Degree of implementation of digital technologies (%)	Share of lessons conducted using digital tools
Module of subjects of EM	7. Level of satisfaction of process participants (%)	Average satisfaction of teachers, parents and students
	8. Parental involvement index (%)	Share of parents participating in management and educational activities

The table shows that modules are repeated, the percentage of repetition of modules (and accordingly the number of indicators related to it) should depend on the degree of importance of its specific school. In the absence of visible problem points related to the essence of modules, each module should be presented at least once and at least 1 efficiency indicator should correspond to it. In the considered conditional example, attention is paid to all modules equally.

**Step 2. Determine the weight of each indicator  $W_i$ .** The weight reflects the significance of the indicator for the integral assessment and is determined by the expert method. At this step, it is necessary to conduct an expert survey of at least five experts, specialists, practitioners to derive the average value. The experts distribute the sum of the weights equal to 1,00 between the selected indicators and the result of this distribution is derived, presented in Table 4.11.

**Table 4.11. Determining the weight of indicators using the expert method for School X**  
[developed by the author]

Indicator	Weight ( $W_i$ )
1. Adaptation of programs	0,12
2. Qualification of teachers	0,13
3. Implementation of the strategic plan	0,15
4. Efficiency of resource allocation	0,12
5. Technical equipment	0,12
6. Digital technologies	0,12
7. Satisfaction of participants	0,12
8. Involvement of parents	0,12
<b>TOTAL</b>	<b>1,00</b>

At this stage, expert assessment shows that the implementation of the strategic plan carries the greatest weight, followed by teachers' qualifications, while the other indicators are considered equally important for the application of educational management in School X. **Step 3. Collection and presentation of the actual data of School X.** At this stage, as the initial basis for calculating the integral index of effectiveness of the educational management model, hypothetical data were collected on the key performance indicators of the notional School X for the last academic year. All indicator values are presented either as a percentage of achievement of the target benchmark or as scores on a 0-100 scale (depending on the nature of the indicator). This makes it possible to bring heterogeneous data to a unified comparative basis and ensure their correct integration into the calculation. The target benchmark represents the normative or planned value of the indicator,

reflecting the desired level of achievement under the effective implementation of the educational management model. For example, a target benchmark of 90% for technical equipment means that ideally 90% of classrooms should be equipped with modern facilities. The actual value ( $P_i$ ) is the level of the indicator actually achieved in School X during the analyzed period, expressed as a percentage of the target benchmark or as a score. For instance, an actual value of 70% for program adaptation means that 70% of the planned number of educational programs have been adapted. The data are presented in Table 4.12.

**Table 4.12. Target benchmark and actual data for the indicators of School X (2024\*)**  
[developed by the author]

Indicator	Target benchmark, %/point	Actual value ( $P_i$ ), %/point
1. Adaptation of programs	80%	70%
2. Qualification of teachers	90	82
3. Implementation of the strategic plan	100%	88%
4. Efficiency of resource allocation	90	75
5. Technical equipment	95%	85%
6. Digital technologies	90%	80%
7. Satisfaction of participants	85%	78%
8. Involvement of parents	70%	55%

\* The year 2024 is considered as the last available year for analysis, allowing for the assessment of the current state of the model's implementation.

The analysis of the actual values in comparison with the target benchmarks shows that the closest alignment with the planned indicators is observed in technical equipment (85% against the target of 95%) and the implementation of the strategic plan (88% against the target of 100%). At the same time, the least achieved indicator is parental engagement (55% against the target of 70%), which indicates the need for additional measures to increase parents' participation in the educational process.

**Step 4. Calculation of weighted values of indicators ( $P_i \times W_i$ ).** All percentages are converted to a numerical form (for example, 85% = 85), which allows them to be used in arithmetic operations without distortion. For each indicator, the product is calculated  $P_i \times W_i$ , which reflects its contribution to the integral assessment taking into account the significance. The calculation of the weighted values of the indicators of school X is presented in Table 4.13.

**Table 4.13. Calculation of weighted values of indicators of School X [developed by the author]**

Indicator	$W_i$	$P_i$	$P_i \times W_i$
1. Adaptation of programs	0,12	70	8,40
2. Qualification of teachers	0,13	82	10,66
3. Implementation of the strategic plan	0,15	88	13,20

4. Efficiency of resource allocation	0,12	75	9,00
5. Technical equipment	0,12	85	10,20
6. Digital technologies	0,12	80	9,60
7. Satisfaction of participants	0,12	78	9,36
8. Involvement of parents	0,12	55	6,60
<b>TOTAL</b>	<b>1,00</b>	<b>—</b>	<b>77,02</b>

Thus, each indicator contributes to the integral index not an absolute value, but a proportional contribution adjusted by weight. Subsequently, the sum of all products gives a weighted average assessment of the fulfillment of target indicators for School X.

**Step 5. Calculation of the weighted average value (basic integral score).** The calculation at this step is made according to the formula:

$$\frac{\sum(P_i * W_i)}{\sum W_i} = \frac{77,02}{1,00} = 77,02 \quad (4.2)$$

The obtained result indicates that, given the current weights and outcomes, School X fulfills **77,0%** of the target indicators of its CAM. This demonstrates that the educational management model is generally functioning at a sufficiently good level, ensuring the accomplishment of most priority tasks, while still retaining potential for improvement in specific areas. The calculated weighted average value not only reflects the overall level of goal attainment by School X but also serves as a basis for identifying the strengths and weaknesses of the model, thereby allowing for the determination of priority directions for the school's further strategic development.

**Step 6. Calculation of the trend coefficient  $K_{tr}$ .** To assess the dynamics of changes in recent years, the trend coefficient is used, reflecting the direction and rate of development of School X's indicators. The calculation is based on integral (weighted average) values for two periods — three years ago (70,5) and the current year (77,02). On this basis, the following calculation is performed:

$$K_{tr} = \frac{77,02}{70,5} \approx 1,092 \quad (4.3)$$

The obtained result indicates that over the past three years the integral assessment of the effectiveness of the educational management model in School X has increased by approximately 9,2%. An increase of 9,2% does not represent a sharp leap but rather a steady improvement, which is particularly important for school educational institutions where changes occur gradually and require consolidation.

**Step 7. Calculation of the scenario coefficient  $K_{sc}$ .** The scenario coefficient is determined on the basis of the scenario matrix incorporated into the CAM and reflects the influence of external and internal conditions on the implementation of the model. For School X, the conditions are defined as follows: resources - medium, motivation - high. This combination corresponds to the baseline scenario with high motivation under limited resources, in which:  $K_{sc} = 1,00$ .

**Step 8. Determination of the integral index  $I_{EM}$ .** Integral index of the effectiveness of the

educational management model ( $I_{EM}$ ) is calculated using the formula:

$$I_{EM} = 77,02 * 1,092 * 1,00 \approx 84,03 \quad (4.4)$$

Substituting the data obtained in the previous steps into the formula and performing the calculation, we obtain the result of 84,03. The obtained value means that under the current conditions, School X demonstrates a sufficiently high level of implementation of target indicators within the framework of the baseline scenario. This confirms that the CAM model provides above-average efficiency, but there remains potential for further improvement, primarily in areas with lower actual results (parental involvement, program adaptation, resource allocation efficiency).

**Step 9. Interpretation of the result of the integral index calculation for School X.** At this stage, the interpretation of the calculation result is carried out according to the scheme presented in Table 4.14.

**Table 4.14. Scheme for the interpretation of results based on the calculation of the integral index [developed by the author]**

Meaning $I_{EM}$	Result characteristics	Model application scenario	Strategic direction
90–100	High efficiency, sustainable model	Optimistic	Innovative development, scaling
75–89	Above average efficiency, growth potential	Basic	Strengthening the resource base, developing ICT and parental involvement
60–74	Average efficiency, high risks	Basic/Crisis	Stabilization, eliminating weaknesses
<60	Low efficiency, unstable model	Crisis	Anti-crisis program

The obtained result for School X — 84,03 — falls within the range of 75–89 and therefore corresponds to the baseline scenario, indicating above-average effectiveness, but also highlighting the need for measures to increase parental involvement and improve resource allocation efficiency. At this stage, it is important to select a further strategic development direction that will allow the school to maintain the achieved level and ensure its growth. To this end, the strategic action program (within the managerial module of the CAM) should be adjusted with a focus on projects that enhance school–community interaction and optimize the use of the resource base. Such adjustments will make it possible to increase the integral index in the future and approach the optimistic scenario of model implementation. The conclusion and decisions regarding further actions are recommended to be made by the leadership of School X in collaboration with the experts involved in evaluating the effectiveness of the CAM’s application.

**The second methodology for calculating the Crisis-Adaptive Index of Effectiveness (CAIE)** is developed with consideration of the specific context of school educational institutions in economically disadvantaged regions of Israel, which operate under conditions of low baseline

indicators, limited resources, and the presence of critical risk factors. Unlike the standard integral index (IEM), which is primarily aimed at recording the current level of achievement of target benchmarks, the Crisis-Adaptive Effectiveness Index (CAEI) is supplemented by the calculation of growth potential and the direct inclusion of negative factors affecting the effectiveness of CAM implementation in the school management system. Thus, the evaluation is carried out in a more comprehensive manner, with an emphasis on identifying opportunities for overcoming crisis conditions and determining priority areas for development. The methodology is applied to schools that are initially in an unfavorable position but seek to use the CAM as a tool for the step-by-step improvement of their condition and the achievement of sustainable development.

For calculation, the author suggests using the following formula:

$$CAIE = \left[ \frac{\sum_{i=1}^n (P_i * W_i)}{\sum W_i} * K_{pot} \right] * (1 - K_{risc}) * K_{sc} , \quad (4.5)$$

where:

$P_i$  — actual value of the indicator;

$W_i$  — indicator weight;

$K_{pot}$  — growth potential coefficient (how quickly the indicators improve);

$K_{risc}$  — risk coefficient (influence of negative factors, from 0 to 0,3);

$K_{sc}$  — scenario coefficient (as in the first method).

**Step 1. The selection of indicators** occurs according to the same principle as in the first methodology.

**Step 2. Determining the weight of each indicator  $W_i$ .** This is the stage of determining the weight of indicators, as in the application of the first methodology, by the expert method with the distribution of the sum of weights = 1,00. In "crisis" schools, the emphasis is on indicators that can give a quick effect (for example, the indicators "parental involvement", "efficiency of resource allocation" receive greater weight).

**Step 3. Collection and presentation of actual school data.** Actual values are recorded as % of target achievement (usually low due to the school's crisis situation).

**Step 4. Calculation of weighted values of indicators ( $P_i \times W_i$ )** is produced in the same way as in the first methodology according to the formula:

$$P_i * W_i = \text{Actual value} * \text{Weight of the indicator} \quad (4.6)$$

The sum represents a basic integral indicator.

**Step 5. Determining the growth potential coefficient ( $K_{pot}$ )** is carried out according to the formula:

$$K_{pot} = 1 + \frac{\Delta P_{year}}{100} , \quad (4.7)$$

where  $\Delta P_{year}$  - the average annual increase across all indicators, %.

The interpretation is carried out according to Table 4.15.

**Table 4.15. Interpretation of the growth potential coefficient for the school**

$K_{pot}$	Average growth, %/ year	Evaluation
1,00–1,05	0–5%	Low rate
1,06–1,08	6–8%	Medium rate
$\geq 1,09$	$\geq 9\%$	High rate

Interval scale of interpretations  $K_{pot}$  based on three sources:

1. *Normative and target guidelines for educational planning.* A number of strategies and state programs of Israel set target growth rates for key indicators. At the time of calculation, the most relevant data are checked according to strategies and state programs in the field of school education. For the calculation of this conditional example, the following values are accepted: for "stable" schools, rates of 3-5% per year are considered sufficient; for lagging schools, target indicators are usually higher - 8-10% per year or more, in order to make up the gap in a limited period (3-5 years).

2. *Comparative (benchmarking) analysis*, which compares data from schools implementing the CAM. If the average growth rate for a sample of successful schools = 7-9% per year, this becomes the "golden mean" of the scale. Anything significantly lower signals insufficient dynamics.

3. *The logic of strategic management in crisis conditions.* In management theory, there is a concept of a "breakthrough point": to overcome a crisis, the rate of improvement must be at least 1,5-2 times higher than in a stable situation. For "crisis" schools, this means that 5% growth = slow pace; 6-8% — average; 9-12% and higher — high, ensuring a quick exit from the crisis. For example, over the last 3 years the average growth was +5% per year:

$$K_{pot} = 1 + 0,05 = 1,05$$

Therefore, 1,05 is a low growth rate. The dynamics are positive, but too slow for a crisis school. At this rate, reaching a sustainable level will take many years.

**Step 6. Determining the risk coefficient ( $K_{risk}$ ).** This coefficient takes into account negative factors that can reduce the efficiency of the CAM implementation. It is calculated as the sum of the shares of influence of each risk (from 0 to 0,3). The range from 0 to 0,3 for the risk coefficient is selected based on the logic of the weighted influence of risks on the final assessment and the need to maintain a balance between taking into account negative factors and the significance of other calculation elements:

- 0 — no risk — the value 0 is assigned if this risk is completely absent or its influence is

insignificant.

- 0.1 — low risk — slight negative impact that can be eliminated without significant resources.

- 0.2 — moderate risk — significant negative impact requiring intervention and resource costs.

- 0.3 — high risk — the maximum permissible assessment of an individual risk in the methodology, means a critical impact that can seriously reduce the efficiency of the model. The upper limit of 0,3 is chosen so that even a combination of several risks does not “zero out” the result, but adjusts it within ~30–40%, which is sufficient for anti-crisis adjustment, but does not make the calculation ineffective. The calculation of the risk coefficient begins with the formation of a list of key risks characteristic of educational management (for example, high staff turnover, depreciation of the material and technical base, low motivation of teachers and/or students, lack of funding, weak interaction with parents and the community). Then, for each risk, an expert assessment is given on a scale: 0 - no risk; 0,05 - very low risk; 0,10 - low risk; 0,15 - average risk; 0,20 - above average; 0,25 - high; 0,30 - critical.

All risk assessments are summed up using the formula:

$$K_{risc} = \sum_{j=1}^m r_j \quad (4.8)$$

where:  $r_j$  - the assessment of the  $j$ -th risk,  $m$  — the number of risks evaluated.

For example, given the following data: high staff turnover: –0,05, deterioration of the material and technical base: – 0,07, low student motivation: –0,08, the following substitution into the formula is obtained:

$$K_{risc} = 0,05 + 0,07 + 0,08 = 0,20$$

Interpretation of the obtained result:

0.00–0.10 — low risk, minimal impact;

0.11–0.20 — moderate risk, requiring corrective measures;

0.21–0.30 — high risk, necessitating anti-crisis intervention.

In the considered hypothetical case  $K_{risc}=0,20$  - this represents the upper boundary of moderate risk, which already requires plans for its mitigation.

**Step 7. Determination of the scenario coefficient ( $K_{sc}$ ).** The scenario coefficient is selected from the CAM scenario matrix depending on the availability of resources and the level of motivation. Let us assume that in this hypothetical example the school obtained the value  $K_{sc} = 0,85$ .

**Step 8. The calculation of the CAEI** is carried out using the following formula:

$$CAIE = \left[ \frac{\sum_{i=1}^n (P_i * W_i)}{\sum W_i} * K_{pot} \right] * (1 - K_{risc}) * K_{sc} \quad (4.9)$$

*\*In the formula, one represents the baseline reference point, corresponding to 100% effectiveness, which is then adjusted depending on the influence of risks.*

Next, the substitution of the values obtained in the previous steps (the weighted average value - 53,74;  $K_{pot} = 1,05$ ;  $K_{risc} = 0,20$ ;  $K_{sc} = 0,85$ ) into the formula and the step-by-step calculation:

$$53,74 \times 1,05 = 56,42$$

$$56,42 \times (1 - 0,20) = 45,14$$

$$45,14 \times 0,85 \approx 38,37$$

The resulting **CAEI value is 38,37**, which must be interpreted according to the scale.

**Step 9. Interpretation of the results** according to the interval scale, which is presented in Table 4.16.

**Table 4.16. Interval scale of the CAEI**

Range	Characteristic	Recommendations
70–100	High efficiency	Transition to the standard method (IEM)
50–69	Average efficiency	Active development program
30–49	Low efficiency, potential	Comprehensive anti-crisis strategy
< 30	Critical efficiency	Management restructuring

The calculation according to the CAIE methodology showed that the school is in the low efficiency zone. Despite the positive but slow growth rate ( $K_{pot}=1,05$ ), the situation is heavily influenced by risks ( $K_{risc}=0,20$ ) and crisis scenario ( $K_{sc}=0,85$ ). This indicates the need to implement a comprehensive anti-crisis program, including: strengthening personnel policy and reducing staff turnover; updating the material and technical base; programs for motivating students and parents; targeting an increase in the rate of improvement to at least 8-10% per year. Only with accelerated growth and reduced risks will the school be able to move into the zone of average efficiency and then to the use of the standard assessment method (IEM).

The proposed model for assessing educational management effectiveness is a context-adaptive approach aimed at improving outcomes, managerial flexibility, sustainability, and teacher involvement. It evaluates the school as an integrated system, balancing operational stability, tactical performance, and strategic development. The algorithm provides a replicable sequence from goal-setting and indicator selection to data analysis and decision-making, embedding assessment into continuous management. Recommended for schools in Israel's economically weak regions, it supports self-assessment and development planning. The indicator system captures both internal processes and external interactions, ensuring transparency, strengthening decision-making, and fostering sustainable development, while remaining adaptable to each school's context.

#### **4.4. Conclusions for Chapter 4**

1. The context-adaptive model of educational management (CAM) developed by the author is an innovative management structure that ensures the integrity of school management processes in economically weak regions. Its modular structure helps to build interconnected management mechanisms, overcome fragmentation and strengthen the institutional sustainability of school educational organizations. The innovative nature of the model lies in the integration of flexibility, adaptability and a strategic approach in the context of regional resource constraints.

2. The application of the author's CAM within the framework of three scenarios (optimistic, basic and crisis) will help to determine the range of possible management decisions and their consequences for schools in an unstable environment. The scenario matrix allows comparing the effectiveness of actions and the benefits of future strategic decisions, identifying the most sustainable approaches and adapting educational management to different levels of resource provision and external challenges. Thus, the matrix of scenarios for applying the CAM serves as a tool for forecasting and increasing the validity of management decisions.

3. The implementation of the educational management strategy, designed by the author on the principles of service design and Double Diamond and adapted to the specifics of the regional environment of Israel, will allow schools in an economically weak region to move from survival to sustainable development. The strategy is focused on coordinating available resources, involving process participants and gradually improving the quality of school educational services. The scientific novelty of this approach lies in the development of a service-oriented model of strategic development of schools, taking into account the real needs of the environment.

4. The methodology for assessing the effectiveness of educational management, proposed by the author, is based on the principles of a comprehensive analysis of the school's management activities through an assessment of potential, progress and performance results. It is aimed at identifying the balance between operational stability, tactical effectiveness and strategic development. The peculiarity of the methodology lies in the holistic interpretation of management effectiveness in the evolutionary growth of a particular school.

5. The algorithm for adapting the methodology for assessing the effectiveness of educational management formed by the author ensures a reproducible sequence of actions, including the formation of goals, a system of indicators, data collection, analysis of results and decision-making. Its structure is aimed at introducing a culture of continuous development of educational organizations. Its essence lies in the systemic organization of the self-assessment process, built into the strategic cycle of school management.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

Different school institutions apply a variety of approaches to managing their activities. A noticeable heterogeneity can be observed in how these are used: some schools apply only isolated management tools, while others construct more comprehensive and strategically oriented models. Certain tools remain at the level of formal declarations and fail to be integrated into real practice, limiting their actual impact on school effectiveness. The scientific literature lacks sufficient evidence to clearly determine which specific management practices are most effective in economically weak regions and how they affect the sustainability and quality of educational services. Thus, the goal of the study is to develop an adaptive model and strategy for educational management aimed at improving the effectiveness of management in schools operating in an economically weak region of Israel. The combination of analyzed theoretical approaches to the development of educational management and the results of empirical research made it possible to formulate conclusions and practical recommendations for improving school management under conditions of limited resources.

Based on the analyzed material on the research topic, the author made the following **conclusions:**

1. This research highlights the essential role of educational management in schools, particularly in economically weak regions. As a result of theoretical analysis, the author refined the definition of educational management. The author defines educational management as a complex, integrated system that guides the educational process through strategic planning, social accountability, adaptability to internal and external changes, and resource optimization – all directed toward delivering quality education and ensuring the effective operation of schools amid rapid socio-cultural and economic transformation.

2. Summarizing the conceptual and theoretical contributions of various scholars on educational management and its formation under socio-economic challenges, the author concludes that education management is carried out through distinct yet interconnected stages: environmental assessment, strategic planning, organizational structuring, application of managerial technologies, stakeholder engagement, and evaluation of results. Each stage contributes a specific managerial effect, reinforcing the systemic and long-term orientation of decisions aimed at improving school effectiveness.

3. According to the author, building effective educational management systems requires a multifaceted strategy that integrates both organizational and economic factors. Organizational conditions shape structure, innovation capacity, and role distribution within management, while economic factors determine resource availability, staff motivation, and the realization of strategic

goals. Addressing these elements in school management fosters resilience, adaptability, and sustainable educational quality.

4. The author concludes that assessing the success of educational management requires adaptable and holistic approaches. Schools must independently select and adapt performance indicators that encompass academic, financial, social, and organizational dimensions, aligning them with appropriate evaluation models – institutional, criteria-based, traditional, or factor-oriented. Given the absence of universal assessment tools or standardized sets of indicators, each school should construct its own evaluation framework that reflects its operational context and strategic objectives.

5. The empirical component of the study led the author to conclude that schools in economically disadvantaged regions of Israel face deep-rooted structural challenges, including shortages of qualified staff, limited budgets, inadequate infrastructure, and population migration to wealthier areas. This combination of organizational and economic constraints undermines the quality of educational services and exacerbates social inequality, creating persistent barriers to equal educational opportunities.

6. As a result of the research, the author identified several key factors shaping management success — educational, economic, social, political, technological, and historical — with educational and economic factors exerting the strongest influence. Fieldwork demonstrated that management efforts in such schools are often concentrated on addressing immediate problems, while strategic management and innovative practices remain underutilized, primarily due to resource limitations.

7. The author's analysis makes it possible to conclude that significant progress in educational management can be achieved by eliminating both external economic barriers (such as insufficient funding and weak infrastructure) and internal organizational shortcomings (such as deficiencies in strategic planning, personnel policy, and digital management tools). Only through coordinated development of these directions will schools in economically weak regions be able to improve learning outcomes, reduce inequality, and enhance competitiveness despite ongoing socio-economic pressures.

As practically applicable measures to improve the quality and effectiveness of school management processes, the author formulated the following **recommendations**:

1. It is proposed that the **Israeli Ministry of Education** formalize the Context-Adapted Model (CAM) as a modular structure within the Ministry's regulatory framework and apply its step-by-step functional implementation map to achieve systemic transformation toward coherent and goal-oriented management in schools located in economically weak regions of Israel. It is

crucial to ensure coordinated implementation of the model across the entire region, involving all schools and avoiding isolated adoption in individual institutions.

2. **School administrations** are advised to apply the author's CAM within three scenarios (optimistic, baseline, and crisis) using a scenario matrix to forecast and evaluate managerial decisions. This will help identify the most resilient approaches, compare strategy effectiveness, and adapt educational management to different levels of resources and external challenges, thereby improving the validity and impact of managerial actions.

3. **School leadership in economically weak regions** of Israel is recommended to implement an educational management strategy based on the Double Diamond matrix methodology and service design, carrying it out through the stages of adaptation, sustainable implementation, and institutionalization.

4. **School management** in economically weak regions is encouraged to integrate the methodology for assessing the effectiveness of educational management into the practice of internal monitoring and self-assessment, tailoring its application to the level of resources, staff capacity, and strategic priorities of each school.

5. **Actors within Israel's secondary education system and all stakeholders** are recommended to adopt a structured evaluation algorithm that includes goal-setting, indicator development, data collection and analysis, and decision-making. This will foster a culture of continuous improvement in educational management. The algorithm is proposed for use in regular self-assessment and adaptation to the local conditions and capacities of each school.

6. **Researchers and practitioners in the field of educational management** are advised to apply the proposed expanded definition of educational management, with an emphasis on its practical dimension within the school governance system. This will enhance conceptual rigor and contribute to the establishment of a unified approach to interpreting managerial categories in education.

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## **APPENDICES**

Evolution of education

	<b>Contents of education</b>	<b>Transfer of knowledge</b>	<b>Place of implementation of education</b>	<b>Business views graduates as</b>
Education 1.0	Dictated	From teacher to student	In the school building	Assembly line workers who are not expected to be creative
Education 2.0	Socially constructed	From teacher to student and between students	In the building or on the network via PC	Workers poorly prepared for the knowledge economy
Education 3.0	Socially constructed and contextually updated	Knowledge is constructed with students in the process of personally significant activities	With the advent of mobile devices - everywhere	Knowledge-producing workers, ready for cooperation and entrepreneurship, innovation, knowledge construction
Education 4.0	It is created as a result of practical, individual or group activity, i.e. through innovative activity.	Strengthened by positive reflection of innovative activity. The 24/7 and 1:1 model is ubiquitous, in study, life, work	In the global network replacing the class	Workers who produce innovations that ensure the construction of new knowledge

Source: <sup>221</sup> <sup>222</sup>

<sup>221</sup> BONFIELD, C. A. et al. *Transformation or evolution? Education 4.0, teaching and learning in the digital age*. In: Higher education pedagogies, 2020, nr. 5(1), p. 223-246. ISSN 2375-2696.

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## Stages of evolution of educational management

Stage	Chronological framework	Key Features
Classical and bureaucratic approaches <sup>223</sup>	1900–1950s	The influence of Taylor's scientific management and Weber's bureaucracy. Focus on standardization, efficiency and hierarchy.
Human Relations Movement <sup>224</sup>	1930–1960s	Attention to the social and emotional needs of teachers and students. Influence of the work of Elton Mayo and the Hawthorne studies. Participatory management.
Theories of Circumstances <sup>225</sup>	1960s–1980s	Flexibility and adaptability of management. Rejection of a universal approach. Leaders adapt strategies to the organizational context.
Transformational and Distributed Leadership <sup>226</sup>	1980–2000s	Focus on vision, change management and stakeholder empowerment. Distributed leadership that emphasizes collective responsibility.
Modern approaches <sup>227</sup> <sup>228</sup>	2000s – present	Integrating systems thinking, artificial intelligence and data analytics. Sustainable and culturally responsive leadership. Focus on inclusion.

Source: developed by the author based on<sup>223-228</sup>

<sup>223</sup> WEBER, M., HENDERSON, A. M. *The Theory of Social and Economic Organization*. New York: Martino Fine Books, 2012. 450 p. ISBN 978-1614272571.

<sup>224</sup> MAYO, E. *The human problems of an industrial civilization*. London: Routledge, 2004. 204 p. ISBN 978-0415604239.

<sup>225</sup> FIEDLER, F. E. *The contingency model: A theory of leadership effectiveness*. In: Small groups: Key readings, 2006. vol. 369, p. 60051-9. ISBN 9780203647585.

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<sup>227</sup> HARGREAVES, A., FINK, D. *Sustainable Leadership*. San Francisco: Jossey-Bass, 2005. 352 p. ISBN 978-0787968380.

<sup>228</sup> ALLISON, D. J. *Toward the fifth age: The continuing evolution of academic educational administration*. In: Educational Administration and Leadership. London: Routledge, 2014. 314 p. ISBN 978-1138825765.

## Stages of the educational management process

Stage	Characteristics of the stage	Management impact
Analysis and forecasting of the educational environment <sup>229</sup>	Study of student needs, labour market trends, regulatory framework, demographic and social factors.	Collection and analysis of data, identification of problem areas, development forecasting.
Formation of development strategy <sup>230</sup>	Definition of the mission, goals and priorities for the development of an educational institution, development of a long-term strategy.	Concept development, strategic planning, modeling of educational programs.
Organizational design <sup>231</sup>	Formation of the structure of an educational institution, distribution of functions, staffing.	Optimization of organizational structure, personnel management, regulatory framework.
Development and implementation of management technologies <sup>232</sup>	Implementation of digital tools, innovative methods, and education quality monitoring systems.	Automation of processes, digitalization of management, increasing the efficiency of educational services.
Interaction with stakeholders, partners <sup>233</sup>	Establishing partnerships with government agencies, employers, parents and communities.	Development of communication strategies, attraction of partners, integration of social resources.
Assessment and correction of educational processes <sup>234 235</sup>	Monitoring management efficiency, analysis of educational results, adjustment of strategies.	Quality control of education, evaluation of the effectiveness of decisions, implementation of improvements.

Source: developed by the author based on<sup>229-235</sup>

<sup>229</sup> KHARITONOV, I. M. et al. *Higher school education quality forecasting by regression analysis methods*. In: Cyber-Physical Systems: Design and Application for Industry 4.0, 2021, p. 383-397. ISSN 2198-4182.

<sup>230</sup> BORODIENKO, O. et al. *Socio-economic prerequisites of strategic development of educational institutions*. In: Financial and credit activity problems of theory and practice, 2022, nr. 1(42), p. 464-473. ISSN 2306-4994.

<sup>231</sup> BOBKOV, I. V. D. A. L., SAVCHINA, O. V. K. O. V. *Educational Institutions Development: Two Basic Types of Organizational Structure*. In: Innovation management, entrepreneurship and sustainability, 2018, p. 190-200. [accessed 06.07.2024]. Available at: [https://imes.vse.cz/wp-content/uploads/2018/07/Conference\\_Proceedings\\_IMES\\_2018.pdf](https://imes.vse.cz/wp-content/uploads/2018/07/Conference_Proceedings_IMES_2018.pdf)

<sup>232</sup> SAJID, W. A. et al. *Educational Institution Management Information System*. In: 2024 35th Conference of Open Innovations Association (FRUCT), IEEE, 2024, p. 625-632. [accessed 08.07.2024]. Available at: <https://digitalrepo.alnoor.edu.iq/files/original/d478786f490de06dea271c1cd13a2a7206e20d31.pdf>

<sup>233</sup> AMEY, M. J., EDDY, P. L. *Creating strategic partnerships: A guide for educational institutions and their partners*. Milton Park: Taylor & Francis, 2023. 246 p. ISBN 978-1-57922-755-5

<sup>234</sup> AKILINA, O., ZHYLTISOV, O., MYKHATSKA, A. *Monitoring the quality of education as a management tool for changes in higher educational institution*. In: Scientific Journal of Polonia University, 2019, nr. 33 (2), p. 19-27. ISSN 2957-1898.

<sup>235</sup> LUKASHENKO, D. V. et al. *Approaches to Monitoring and Diagnostics of Education System*. In: European Proceedings of Social and Behavioral Sciences, 2020, p. 806-812. ISSN 2357-1330. DOI: 10.15405/epsbs.2020.08.02.106

### Definition of the concept of educational management from the perspective of various approaches

Authors	Definition of educational management (EM)	Approach to determining EM
Arifudin O., Ali HR	EM is the process of creating conditions for the development of the personality of students and the professional growth of teachers, organized through targeted planning and control of educational activities <sup>236</sup> .	Pedagogical approach (educational)
Egwu JU	EM is a pedagogically oriented system of management of educational organizations, based on the integration of educational, upbringing and social processes <sup>237</sup> .	
Azer AG	EM is an activity aimed at creating an educational environment that promotes innovative development of the individual and is implemented through organizational and managerial mechanisms <sup>238</sup> .	
Amon L., Bustami M.R.	EM - development and management of curricula in the educational sphere <sup>239 240</sup> .	
Sergiovanni, TJ, Starratt, RJ	EM is a process of managing an educational organization, including planning, organizing, directing and monitoring activities aimed at achieving educational goals and objectives <sup>241</sup> .	Management approach (administrative)
Berliner JC	EM is a planning and management process aimed at optimizing the quality of education in educational organizations <sup>242</sup> .	
Nurcahya A., Hayatunnisa St., Zohriah A., Firdaos R.	EM is a key element in the management, organization and administration of educational institutions for the effective and efficient achievement of desired educational goals <sup>243</sup> .	
Jain V., Gupta S.S., Shankar K.T., Bagaria K.R.	EM - application of management and leadership theories in educational institutions <sup>244</sup> .	

<sup>236</sup> ARIFUDIN, O., ALI, H. R. *Teacher personality competence in building the character of students*. In: International Journal of Education and Digital Learning (IJEDL), 2022, nr. 1(1), p. 5-12. ISSN 2962-052X.

<sup>237</sup> EGWU, J. U. *Impact of educational management on the 21st century education pedagogy in Imo state public secondary schools*. In: Journal of Educational Research & Development, 2022, nr. 5(2), p. 109-119. ISSN 2682-5201.

<sup>238</sup> AZER, A. G. *The influence of the school environment on the personality formation of students*. In: BBC, 2023, nr. 7, p. 126-132. ISSN 1473-4575.

<sup>239</sup> AMON, L., BUSTAMI, M. R. *Implementation of School-Based Management in Curriculum and Learning Processes: a Literatur Review*. In: Jurnal Pendidikan Dasar Dan Menengah (Dikdasmen), 2021, nr. 1(1), p. 1-11. ISSN 2808-1811.

<sup>240</sup> SABRINA, E., GIATMAN, M., ERNAWATI, E. *Development of curriculum management in the world of education*. In: Fair Value: Jurnal Ilmiah Akuntansi dan Keuangan, 2022, nr. 4(10), p. 4691-4696. ISSN 2622-2191.

<sup>241</sup> SERGIOVANNI, T.J., STARRATT, R.J. *Supervision: A Redefinition*. New York: McGraw-Hill, 2013. 216 p. ISBN 978-0073378664.

<sup>242</sup> BERLINER, J.C. *Planning and Management*. In: The Soviet Economy, London: 1st Edition, 2023. 468 p. ISBN 9781003391913.

<sup>243</sup> NURCAHYA, A., HAYATUNNISA, St., ZOHRIAH, A., FIRDAOS, R. *Basic concepts of educational management*. In: Jurnal Manajemen Indonesia (J-MIND), 2024, nr. 9(1), p. 9-20. ISSN 2503-4367.

<sup>244</sup> JAIN, V., GUPTA, S. S., SHANKAR, K. T., BAGARIA, K. R. *A study on leadership management, principles, theories, and educational management*. In: World Journal of English Language, 2022, nr. 12(3), p.203-211. ISSN 1925-0703.

Hargreaves A.  Qutni D., Kristiawan M., Fitriani Y.	EM – the application of management technologies and approaches to improve the effectiveness of educational programs and their compliance with the requirements of society and the labor market <sup>245</sup> . EM is the science and art by which human resources are formed to adapt to the demands of society <sup>246</sup> .	Efficiency approach (economic)
Gunter HM  Cardno C.	EM is an activity aimed at coordinating, directing and supporting participants in the educational process to achieve socially significant learning goals <sup>247</sup> . EM is the science and art of preparing human resources, shaping individuals in accordance with the goals required by society and accepted by the individual, necessary for effective and productive educational relationships <sup>248</sup> .	Socially oriented approach (social, humanistic)
Bush T.  Sisouvong V., Pasanchay K.  Senge PM  Dogaru GV, Costovici DA, Bitca MD	EM is a system for managing resources and processes aimed at improving the quality of educational services and creating an innovative educational environment <sup>249</sup> . EM - includes strategies for managing educational institutions and includes various approaches aimed at increasing efficiency, adaptability and effectiveness in providing quality education <sup>250</sup> . EM is a holistic management system that covers the entire educational process from its planning to the achievement of final results, focused on creating individual learning paths and ensuring sustainable development of educational structures <sup>251</sup> . EM is the process of managing education as a system in which educational goals, objectives, methods, resources and results are linked into a single whole, ensuring consistent movement from the beginning of training to the achievement of planned competencies and professional growth <sup>252</sup> .	Systematic approach
Hofman, RH, Dijkstra, NJ, Hofman, WA Fernández Díaz, MJ, Rodriguez Mantilla, JM,	EM is a process of managing an educational organization aimed at achieving the goals of training and education, taking into account the influence of the external and internal environment, including socio-economic, cultural and technological factors <sup>253</sup> . EM is a management system that focuses on adapting an	Environmental approach

<sup>245</sup> HARGREAVES, A. *The Global Fourth Way: The Quest for Educational Excellence*. Thousand Oaks: Corwin, 2012. 256 p. ISBN 978-1412987868.

<sup>246</sup> QUTNI, D., KRISTIAWAN, M., FITRIANI, Y. *Human resource management in improving the quality of education*. In: Edunesia: Jurnal Ilmiah Pendidikan, 2021, nr. 2(2), p. 354-366. ISSN 27225194.

<sup>247</sup> GUNTER, H.M. *Leadership and the Reform of Education*. Bristol: Policy Press, 2011. 208 p. ISBN 978-1847427663.

<sup>248</sup> CARDNO, C. *Managing effective relationships in education*. Los Angeles: SAGE Publications Ltd, 2012. 224 p. ISBN 978-1446203040.

<sup>249</sup> BUSH, T. *Theories of Educational Leadership and Management*. Thousand Oaks: SAGE Publications Ltd, 2020. 208 p. ISBN 978-1526432131.

<sup>250</sup> SISOUVONG, V., PASANCHAY, K. *Modern Educational Institution Management Strategies*. In: Journal of Education and Learning Reviews, 2024, nr. 1(6), p. 23-36. ISSN 2089-9823

<sup>251</sup> SENGE, P. M. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Knopf Doubleday Publishing Group, 2006. 445 p. ISBN 978-0385517256.

<sup>252</sup> DOGARU, G. V., COSTOVICI, D. A., BITCA, M. D. *Challenges in managing the education system in 2020*. In: International Journal of Business and Management Invention (IJBMI), 2020, nr. 9(8), p.51-57. ISSN 2319-801X.

<sup>253</sup> HOFMAN, R. H., DIJKSTRA, N. J., HOFMAN, W. A. *Internal versus external quality management*. In: International Journal of Leadership in Education, 2008, nr. 11(3), p. 281-300. ISSN 13603124.

Fontana ABAD, M Priyambodo, P., Hasanah, E.	educational institution to environmental changes, ensuring effective interaction with external and internal stakeholders and creating conditions for sustainable development <sup>254</sup> . EM is a set of measures for the analysis, planning, organization and control of the educational process, based on the relationship with the external environment in which the educational organization operates, and taking into account its unique characteristics <sup>255</sup> .	
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Source: developed by the author based on <sup>236-255</sup>

<sup>254</sup> FERNÁNDEZ DÍAZ, M. J., RODRIGUEZ MANTILLA, J. M., FONTANA ABAD, M. *Impact of implementation of quality management systems on internal communications and external relations at schools*. In: Total Quality Management & Business Excellence, 2016, nr. 27(1-2), p. 97-110. ISSN 14783363.

<sup>255</sup> PRIYAMBODO, P., HASANAH, E. *Strategic planning in increasing quality of education*. In: Nidhomul Haq: Jurnal Manajemen Pendidikan Islam, 2021, nr. 6(1), p. 109-126. ISSN 2503-1481.

## Principles of formation of educational management

Principle	Content	Example of practical implementation
Systematic management <sup>256</sup>	This is achieved through a combination of vertical structure (regional, municipal and institutional levels) and horizontal interaction (cooperation between educational, cultural, medical, sports, industrial and scientific organizations).	Creation of a network of interactions between schools, universities and additional education organizations, cooperation with research centers and industrial partners.
Continuity of management <sup>257</sup>	Includes the continuous development of the education system at all levels, continuous improvement of the qualifications of teachers, managers and educational teams, which is a prerequisite for effective management.	Implementation of continuous professional development programs for teachers, mandatory participation in advanced training courses, regular certification of teachers.
Regionalism of management <sup>258</sup>	It is aimed at taking into account the social needs of the region, training personnel for the economy, small and medium-sized businesses, agriculture, taking into account demographic characteristics and innovative development of the education system.	Development of educational programs in accordance with the needs of the regional labor market, cooperation with local employers for student internships.
Decentralization of governance <sup>259</sup>	It involves the redistribution of management functions, increased autonomy of educational organizations, flexibility in decision-making and adaptation to local conditions.	Granting schools and universities independence in developing curricula, introducing a grant system for implementing their own educational initiatives.
Ensuring and improving the quality of education <sup>260</sup>	Aimed at creating a quality management system for education (QMS) in educational institutions aimed at developing human capital and achieving high educational standards.	Implementation of internal monitoring systems for the quality of education, use of international methods for assessing educational results (PISA, TIMSS).
Corporate governance <sup>261</sup>	Includes the development of corporate culture in teaching staff, the creation of a management team of like-minded people, the formation of business-educational organizations and partnerships between the	Creation of intra-school professional communities, participation in joint projects with partners, holding corporate events for the teaching staff.

<sup>256</sup> OLOLUBE, N. P., INGIABUNA, E. T., AGBOR, C. N. *Universal concepts, nature, and basics principles of educational management: Implication for present day school management*. In: International Journal of Educational Foundations and Management, 2014, nr. 2(1), p. 43-62. ISSN 2350-1812.

<sup>257</sup> SARKIS, J. *The continuity of learning*. In: IEEE Engineering Management Review, 2021, nr. 49(3), p. 6-12. ISSN 03608581.

<sup>258</sup> SANTOS, M. A., SCHIAVINATI, N. C. VALADÃO JÚNIOR, V., PEREIRA, V.S. *Regionality in Administration: How is the construct widespread in Brazilian higher education*. In: Gestão & Regionalidade, 2024, nr. 40, p. 1-22. ISSN 2176-5308. <https://doi.org/10.13037/gr.vol40.e20248326>

<sup>259</sup> PANAGORET, D. M., PANAGORET, A. A., COPORAN, C. *The impact of the educational management on the educational process quality in the context of school education decentralization*. In: Valahian Journal of Economic Studies, 2014, nr. 5(2), p. 45-50. ISSN 2067-9440.

<sup>260</sup> JEMMY, J. et al. *Systematic education management and conceptual framework in improving the quality of education: Literature review*. In: Innovative: Journal of Social Science Research, 2023, nr. 3(5), p. 351-362. ISSN 2807-4246.

<sup>261</sup> ILHAM, M. *Principal Strategies for Developing an Organizational Culture in Education Management*. In: ITQAN: Jurnal Ilmu-Ilmu Kependidikan, 2021, nr. 12(2), p. 173-182. ISSN 2086-7018.

	individual and the team.	
Innovative <sup>262</sup> and acmeological <sup>263</sup> focus	Creation of conditions for creative self-realization, self-development and self-improvement of subjects of the educational process, moral and material incentives for achievements, formation of motivation for innovative activity and success.	Opening of creative education centers, holding competitions of pedagogical innovations, introducing flexible educational trajectories for students.

Source: developed by the author based on <sup>256-263</sup>

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<sup>262</sup> FULLAN, M. *Research into educational innovation*. In: The management of educational institutions. London: Routledge, 2018. p. 245-261. ISBN 9781351041140.

<sup>263</sup> OBLAKULOVNA, E. G. *Application of the acmeological approach to improve the efficiency of the professional educational process*. In: Journal of Pharmaceutical Negative Results, 2023, nr. 14(3), p. 2551-2555. ISSN 2229-7723.

## Organizational conditions for the formation of educational management in schools

Object EM	Group of conditions	Condition components	The influence of conditions on the solution of EM problems in school
- Resources	<b>Management conditions</b>	<ul style="list-style-type: none"> <li>-Flexibility of the school's management structure</li> <li>-Autonomy in decision making at school</li> <li>-Digital transformation of school management</li> <li>-Strategic planning</li> </ul>	<ul style="list-style-type: none"> <li>- <b>The flexibility of the management structure</b> allows for the prompt adaptation of educational programs to changes in standards and modern requirements. <i>(task 1)</i></li> <li>- <b>Autonomy in decision-making</b> gives the school the opportunity to independently develop programs for improving the qualifications of personnel, taking into account the high workload. <i>(task 2)</i></li> <li>- <b>Effective resource management</b> through school autonomy allows for the optimization of budget expenditures and the attraction of additional sources of funding. <i>(task 3)</i></li> <li>- <b>Digital transformation of management</b> promotes individualization of educational trajectories through the use of educational platforms and analytical tools. <i>(task 4)</i></li> <li>- <b>Modern digital technologies</b> simplify the interaction of the school with parents, universities and external partners, increasing the involvement of all participants in the educational process. <i>(task 5)</i></li> </ul>
- Educational processes	<b>Pedagogical and methodological conditions</b>	<ul style="list-style-type: none"> <li>-Adaptation to school educational standards</li> <li>-Implementation of innovative technologies in school education</li> <li>-Individualization of school educational trajectories</li> <li>- Project approach at school</li> <li>-Educational programs of the school</li> <li>- Information and educational base of the school</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Adaptation to educational standards</b> ensures that educational programs meet modern requirements and challenges. <i>(task 1)</i></li> <li>- <b>The introduction of innovative technologies</b> contributes to the development of professional competencies of teachers and the improvement of the quality of the educational process. <i>(task 2)</i></li> <li>- <b>The use of modern methods and technologies</b> helps to optimize resource management and increase the efficiency of their use. <i>(task 3)</i></li> <li>- <b>Individualization of educational trajectories</b> makes possible personalized learning taking into account the needs and abilities of students. <i>(task 4)</i></li> <li>- <b>The project approach</b> develops interaction between the school, parents and external partners, involving them in the educational process. <i>(task 5)</i></li> </ul>
-Staff	<b>Personnel conditions</b>	<ul style="list-style-type: none"> <li>-School's human resources potential</li> <li>-System of advanced training and professional growth of school personnel</li> </ul>	<ul style="list-style-type: none"> <li>- <b>High human resources potential</b> ensures high-quality implementation of educational programs and the introduction of modern teaching methods. <i>(task 1)</i></li> <li>- <b>The presence of a system for advanced training</b> contributes to the development of</li> </ul>

		-Leadership and corporate culture at school	professional competencies of personnel, despite the high academic workload. (task 2) - <b>Effective personnel management</b> allows for the optimal distribution of resources, minimizing the shortage of specialists and increasing the efficiency of the school. (task 3) - <b>Leadership and teamwork</b> help shape individual educational trajectories and support innovative teaching methods. (task 4) - <b>Corporate culture and staff involvement</b> facilitate interaction with parents, local communities and external partners. (task 5)
- Social and educational interaction	<b>Social and communication conditions</b>	-System of interaction with parents and the local community, external organizations -Partnership of the school with educational and public organizations -Creating a comfortable educational environment for school students -Digital infrastructure of the school -Motivation of students	- <b>An effective system of interaction with parents and the local community</b> contributes to improving the quality of the educational process through their active participation. (task 1) - <b>Partnership with educational and public organizations</b> expands opportunities for professional development of teachers and administrative staff. (task 2) - <b>Creating a comfortable educational environment</b> increases the efficiency of resource management and promotes their rational use. (task 3) - <b>The development of digital infrastructure</b> facilitates the individualization of educational trajectories through online learning and personalized educational resources. (task 4) - <b>The system of motivation of students</b> increases their involvement in the educational process and helps to strengthen interaction with parents and external partners. (task 5)

Source: developed by the author based on <sup>264 265 266 267 268 269 270</sup>

<sup>264</sup> RAMPA, S. H. *Teachers' views of a flexible management framework: A case study in selected schools*. In: Procedia-Social and Behavioral Sciences, 2014, nr. 116, p. 3038-3043. ISSN 1877-0428.

<sup>265</sup> TAŞDAN, M., KARTAL, M., GÖZÜM, A. İ. C., KALOGIANNAKIS, M. *Digital Transformation in School Management: Insights from Administrators' Perspectives*. In: Empowering STEM Educators with Digital Tools. Hershey: IGI Global Scientific Publishing, 2025. 418 p. ISBN 979-8369398074.

<sup>266</sup> YAAKOB, M. F. M., MUSA, M. R., HABIBI, A., OTHMAN, R. *Strategic management and Strategic Planning in school: Is it worth for teachers?* In: Academy of Strategic Management Journal, 2019, nr. 18(3), p. 1-6. ISSN 1544-1458.

<sup>267</sup> AZKIYAH, S. N. *Educational effectiveness research as the knowledge base of improving education*. In: Pertanika Journal of Social Sciences and Humanities, 2017, nr. 25(3), p. 1019-1038. ISSN 0128-7702.

<sup>268</sup> NYCHKALO, N., MURANOVA, N., VOLIARSKA, O. S., KUDINA, V. *Professional development of academic staff by means of information and communication technologies: the ukrainian experince*. In: Information Technologies and Learning Tools, 2022, nr. 4(90), p. 162-172. ISSN 2076-8184.

<sup>269</sup> KALKAN, Ü. et al. *The relationship between school administrators' leadership styles, school culture, and organizational image*. In: Sage Open, 2020, nr. 10(1), p. 1-15. ISSN 2158-2440.

<sup>270</sup> VERGER, A. *Partnering with non-governmental organizations in public education: contributions to an ongoing debate*. In: Journal of Educational Administration, 2019, nr. 57(4), p. 426-430. ISSN 0957-8234.

Economic conditions for the formation of educational management in schools

Object EM	Group of conditions	Condition Components	The influence of conditions on the solution of EM problems in school
-Resources	<b>Financial terms</b>	-Stability of school funding -Financial autonomy of the school -Attracting extra-budgetary funds to the school	<b>Stable funding</b> ensures high-quality implementation of educational programs and the introduction of modern technologies. <i>(task 1)</i> <b>Financial autonomy</b> promotes the development of professional competencies of personnel through flexible management of advanced training programs. <i>(task 2)</i> <b>Attracting extra-budgetary funds</b> optimizes resource management and covers the financing gap. <i>(task 3)</i> <b>Additional funding</b> supports the individualisation of learning through digital platforms and tailored programmes. <i>(Objective 4)</i> <b>Financial autonomy</b> expands the school's partnerships with parents, universities and external organizations. <i>(task 5)</i>
-Resources - Educational processes	<b>Resource provision conditions</b>	-Material and technical support of the school - School access to modern educational technologies - Optimization of expenses and control over school budget funds	<b>Material and technical support</b> creates a comfortable educational environment and supports the implementation of educational programs. <i>(task 1)</i> <b>Access to modern educational technologies</b> helps improve the qualifications of teachers and master new teaching methods. <i>(task 2)</i> <b>Optimization of expenses and budget control</b> ensure efficient distribution of resources and stability of the educational process. <i>(task 3)</i> Modern equipment and digital platforms make it possible to implement personalized educational trajectories. <i>(task 4)</i> <b>Rational use of resources</b> helps to establish cooperation with external partners and expand the educational opportunities of the school. <i>(task 5)</i>
-Resources -Staff	<b>Stimulating economic conditions</b>	-Economic incentives for school staff (bonuses, benefits, compensation) -Development of a system of grant support for schools -Economic accessibility of education for students	<b>Economic incentives</b> for staff increase teacher motivation and the quality of the educational process. <i>(task 1)</i> <b>The grant support system</b> creates opportunities for the professional development of teachers and administrative staff. <i>(task 2)</i> <b>Financial incentives</b> help to allocate resources efficiently and attract qualified specialists. <i>(task 3)</i> <b>Affordable access</b> to education promotes individualization of learning paths and equal opportunities for all students. <i>(task 4)</i> <b>Grants and financial support</b> ensure the school's active interaction with external partners and educational communities. <i>(task 5)</i>

-Resources - Social and educational interaction	<b>Strategic economic conditions</b>	-Rational distribution of school resources -Flexibility in managing the school budget -Investing in innovative educational projects -Strategic economic interaction with stakeholders	<b>Rational distribution of resources</b> ensures the smooth implementation of educational programs and the stability of the educational process. ( <i>task 1</i> ) <b>Flexibility in budget management</b> allows for the adaptation of professional development programs to the needs of teachers and the capabilities of the school. ( <i>task 2</i> ) <b>Investing in innovative educational projects</b> contributes to the modernization of infrastructure and the introduction of new educational technologies. ( <i>task 3</i> ) <b>Strategic economic interaction</b> creates conditions for individualization of educational trajectories and expansion of educational opportunities. ( <i>task 4</i> ) Sound <b>economic planning</b> strengthens the school's cooperation with partners, expanding educational initiatives and resources. ( <i>task 5</i> )
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Source: developed by the author based on <sup>271</sup> <sup>272</sup> <sup>273</sup> <sup>274</sup>

<sup>271</sup> FRANCK, E., NICAISE, I. *The effectiveness of equity funding policies in schools in Europe and North America: A systematic literature review*. In: Issues in Educational Research, 2022, nr. 32(2), p. 494-512. ISSN 1837-6290.

<sup>272</sup> GLOVER D., LEVAČIĆ R. *Educational resource management: An international perspective*. London: UCL Press, 2020. 197 p. ISBN 978-1-78735-838-6.

<sup>273</sup> KOLBE, T., STRUNK, K. O. *Economic incentives as a strategy for responding to teacher staffing problems: A typology of policies and practices*. In: Educational administration quarterly, 2012, nr. 48(5), p. 779-813. ISSN 0013-161X.

<sup>274</sup> KAFEL, T., ZIEBICKI, B. *Dynamics of the evolution of the strategic management concept: From the planning school to the neostrategic approach*. In: Journal of Entrepreneurship, Management and Innovation, 2021, nr. 17(2), p. 7-28. ISSN 2299-7326.

**The nature of the influence of organizational and economic conditions on the formation of educational management in school**

Condition	The determining influence	Limiting influence	Stimulating effect	Moderating influence	Author's comment
<b>ORGANIZATIONAL CONDITIONS</b>					
Management conditions	<b><i>Flexibility of management structure, Autonomy in decision-making, Strategic planning</i></b> Management flexibility and autonomy facilitate quick decision-making and adaptation to change.	<b><i>Tight control over management, Limited school autonomy</i></b> Excessive bureaucracy and rigid controls can slow down management processes and innovation.	<b><i>Digital Transformation of Management, Development of Strategic Planning</i></b> Flexibility in resource management allows for efficient reallocation of budgets and personnel.	<b><i>Difficulty in implementing digital tools, Administrative barriers</i></b> Strict regulation of management processes limits the initiative of the administration.	Flexibility in management is necessary, but over-regulation can slow down processes.
Pedagogical and methodological conditions	<b><i>Adaptation to educational standards, Educational programs, Information and educational base</i></b> The introduction of innovative methods and digital technologies improves the quality of education.	<b><i>Limited opportunities for innovation, Difficulty in individualizing learning</i></b> The regulation of educational standards limits the flexibility of educational programs.	<b><i>Implementation of innovative technologies, Project approach</i></b> Modern technologies and project-based teaching methods increase student engagement.	<b><i>Resources</i></b> Lack of resources for methodological work makes it difficult to develop new educational programs.	Modern technologies are necessary, but they must be implemented taking into account the specifics of the school.
Personnel conditions	<b><i>Human Resources, Leadership and Corporate Culture</i></b> The high level of professional training of the staff ensures the stability of the educational process.	<b><i>Lack of qualified personnel, Limited opportunities for advanced training</i></b> The shortage of qualified personnel reduces the quality of the educational process.	<b><i>System advanced training and professional growth</i></b> Improving the qualifications and professional development of personnel strengthens the educational environment.	<b><i>High workload for staff, Limited opportunities for advanced training</i></b> Limited opportunities for advanced training lead to a decrease in the professional level of teachers.	It is important to combine the development of human resources with staff motivation.
Social and communication conditions	<b><i>System of interaction with parents</i></b>	<b><i>Weak digital infrastructure, Insufficient</i></b>	<b><i>Creating a comfortable educational</i></b>	<b><i>Weak digital infrastructure, Lack of</i></b>	The school must actively engage with

	<i>and the local community, Partnership with educational organizations</i> Active interaction with parents and partners expands the educational opportunities of the school.	<i>interaction with external organizations</i> Insufficient interaction with the community reduces the school's support for project implementation.	<i>environment, Motivating students</i> Creating a comfortable educational environment promotes successful socialization and motivation of students.	<i>parental involvement</i> Weak digital infrastructure limits the effectiveness of interactions with parents and partners.	the community to improve the learning environment.
<b>ECONOMIC CONDITIONS</b>					
Financial terms	<i>Stability of financing, Financial autonomy</i> Stable funding makes it possible to implement long-term educational programs and modernize infrastructure.	<i>Limited budget, bureaucratic barriers to funding</i> Limited budgets result in a lack of resources to develop the school and support students.	<i>Attracting extra-budgetary funds, Flexibility in financial management</i> Additional funding through grants and partnerships expands the school's capabilities.	<i>Long budget approval processes, Insufficient financial independence</i> Delays or reductions in funding threaten the implementation of educational projects.	Balanced funding is a key factor in the sustainability of the educational process.
Resource provision conditions	<i>Logistics, Access to modern technologies</i> Providing a modern educational base increases the efficiency of the educational process.	<i>Weak material and technical base, Limited resources for modernization</i> A weak material and technical base limits the implementation of digital and innovative educational technologies.	<i>Optimization of expenses, Control over budget funds</i> Ensuring accessibility to modern educational technologies makes learning more productive.	<i>Lack of modern technologies, Limited access to educational resources</i> Lack of funding for modernization of the material base limits the quality of education.	The material and technical base plays an important role in ensuring the availability of quality education.
Stimulating economic conditions	<i>Economic incentives for staff, Development of a grant support system</i> Incentives for staff increase motivation and quality of work of teachers.	<i>Lack of financial incentives for staff, Lack of grants</i> Lack of incentives for staff reduces engagement levels and work efficiency.	<i>Economic accessibility of education, Grant support for schools</i> Financial incentives help reduce staff turnover and improve the quality of work.	<i>Insufficient funding for grant programs, Limited incentives for teachers</i> Lack of grant support limits opportunities for the development of teachers and school initiatives.	Financial motivation is important, but must be combined with non-material incentives.
Strategic economic conditions	<i>Rational distribution of resources,</i>	<i>Inefficient budget allocation,</i>	<i>Investing in innovative projects,</i>	<i>Bureaucratic restrictions on investment,</i>	Flexibility in financial management

	<b><i>Flexibility in budget management</i></b> Rational budget planning promotes efficient use of resources and innovation.	<b><i>Limited investment opportunities</i></b> Inefficient budget allocation hinders school modernization and the development of educational programs.	<b><i>Strategic economic interaction</i></b> Flexibility in budget management allows us to quickly respond to the school's needs and improve learning conditions.	<b><i>Insufficient funding for innovation programs</i></b> Strict budgetary frameworks limit the possibilities for innovation and development of educational programs.	allows the school to develop even with a limited budget.
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Source: developed by the author based on <sup>275 276 277 278 279 280</sup>

<sup>275</sup> KIM, S., RYU, S. *Strategic public management for financial condition: Focus on fund balances of school districts*. In: The Social Science Journal, 2017, nr. 54(3), p. 249-260. ISSN 0362-3319.

<sup>276</sup> JABBAR, H. *Between structure and agency: Contextualizing school leaders' strategic responses to market pressures*. In: American Journal of Education, 2016, nr. 122(3), p. 399-431. ISSN 0195-6744.

<sup>277</sup> SARBAH, A., OTU-NYARKO, D. *An overview of the design school of strategic management (strategy formulation as a process of conception)*. In: Open Journal of Business and Management, 2014, nr. 2(3), p. 231-249. ISSN 2329-3284.

<sup>278</sup> MAIER, A., DANIEL, J., OAKES, J., LAM, L. *Community Schools as an Effective School Improvement Strategy: A Review of the Evidence*. Palo Alto: Learning Policy Institute, 2017. 159 p. [accessed 12.12.2023]. Available at: [https://www.communityschools.org/wp-content/uploads/sites/2/2020/11/Community\\_Schools\\_Effective\\_REPORT.pdf](https://www.communityschools.org/wp-content/uploads/sites/2/2020/11/Community_Schools_Effective_REPORT.pdf)

<sup>279</sup> MANCA, S., DELFINO, M. *Adapting educational practices in emergency remote education: Continuity and change from a student perspective*. In: British Journal of Educational Technology, 2021, nr. 52(4), p. 1394-1413. ISSN 0007-1013.

<sup>280</sup> BEJAOU A. (ed.). *Corporate Leadership and Its Role in Shaping Organizational Culture and Performance*. Hershey: IGI Global, 2020. 376 p. ISBN 978-1522582663.

### Methodological principles for assessing the effectiveness of educational management in schools

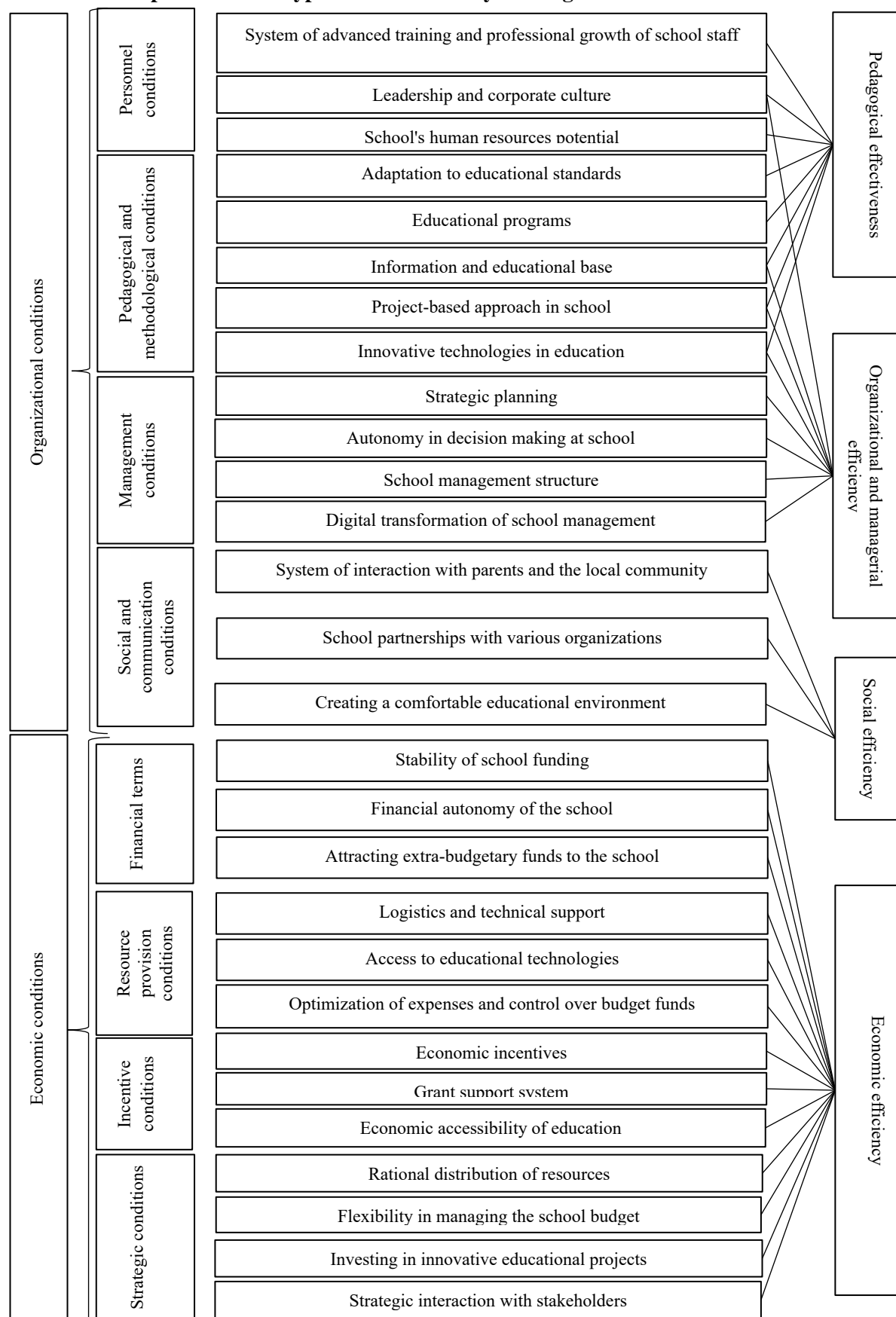
Principle	Characteristics of the principle
<b>Adequacy</b>	The indicators for assessing the effectiveness of educational management should reflect the degree of achievement of the school's management goals, taking into account all key aspects of the educational process, including the quality of teaching, the rationality of resource management and the level of interaction with stakeholders.
<b>Accuracy</b>	Methods and tools for measuring effectiveness should ensure the minimization of errors, eliminating the possibility of distorting the real state of the educational process and management decisions, which is especially important when comparing the dynamics of school development.
<b>Objectivity</b>	Evaluation indicators should be based on reliable data and exclude the possibility of manipulation of results, and also create incentives for a real increase in the effectiveness of educational management, and not for an artificial improvement of reporting values.
<b>Reliability</b>	The collection and processing of information should be carried out using reliable methods that provide the possibility of independent verification of the accuracy of the data obtained, which helps to avoid subjective and unreliable interpretations of management results.
<b>Unambiguity</b>	The indicators must be clearly formulated, eliminating ambiguity in interpretation, ensuring their comprehensibility for both managers and teachers, as well as for parents and students, which increases the transparency and accessibility of assessing the effectiveness of educational management.
<b>Economy</b>	The procedure for assessing effectiveness should be based on minimizing costs, using existing information systems and monitoring mechanisms, which reduces the administrative burden on the educational organization.
<b>Comparability</b>	The data obtained during the evaluation process should provide the opportunity to compare the effectiveness of the school's educational management over time, as well as with similar indicators in other educational institutions, including at the regional and international levels.
<b>Timeliness and regularity</b>	The assessment of the effectiveness of educational management should be carried out at a specified frequency, ensuring the prompt identification of problem areas and the adjustment of school management strategies, while the data should be up-to-date and provided without significant time delays.
<b>Uniqueness</b>	Each indicator should reflect a specific aspect of the effectiveness of educational management, without being an aggregated result of several heterogeneous indicators, which contributes to a more accurate and detailed analysis of management decisions.
<b>Systematicity</b>	Systematic evaluation of efficiency, determination of efficiency taking into account the action of all internal and external factors, repeatability of evaluation procedures with a certain time frequency, consideration and interrelation of all types of efficiency.
<b>Complexity</b>	Integrated use of various sources of information, assessment methods, criteria and indicators.
<b>Technological</b>	Implementation of simple, cost-effective, convenient, understandable, accessible technologies and methods for assessing efficiency, use of technical, hardware, computer, software tools.

Source:<sup>281 282</sup>

<sup>281</sup> TIMOTHY, T. O., AKINOLA, O. B., OLOWO, B. F. *School principals' use of management principles: a veritable tool for effective delivery of quality assurance in osun state secondary schools*. In: Educational Leader (Pemimpin Pendidikan), 2019, nr. 7, p. 1-20. ISSN 2601-0011.

<sup>282</sup> KHATTRI, N., REEVE, A. L., KANE, M. B. *Principles and practices of performance assessment*. London: Routledge, 2012. 260 p. ISBN 9780805829716.

# The relationship between the types of EM efficiency and organizational and economic conditions



Source: developed by the author

**Contents of groups of criteria for assessing the effectiveness of EM in schools according to different approaches**

Approach / group of criteria	Process criteria	Process Requirements Compliance Criteria	Result criteria	Criteria for compliance with results and objectives
<b>Institutional</b>	Manageability of the educational process	Compliance with regulatory requirements	Integration of the school into the educational system	Interaction with government agencies and partners
<b>Criterial</b>	Assessment of the quality of the educational process	Availability and level of methodological support	Academic performance of students	Compliance of educational programs with state standards
<b>Traditional</b>	Organizing the school schedule	Compliance of pedagogical methods with traditional approaches	Number of graduates	Level of mastery of the school curriculum
<b>Factorial</b>	The influence of staffing on the educational process	Influence of the material and technical base	The influence of external and internal factors on the quality of education	Correlation between resources and results
<b>Objectivistic</b>	Availability of a system of measurable indicators	Compliance with established indicators	Academic performance, school rankings	Achieving performance targets
<b>Relativistic</b>	Evaluation of perception of the educational process	Parent and student satisfaction	Level of satisfaction of process participants	Achieving subjective educational goals
<b>"Development Concept"</b>	Implementation of innovative educational practices	Professional development of teachers	Dynamics of school development	Improving students' competencies and educational outcomes
<b>"Economic Model of School"</b>	Optimization of financial and human resources	Rational use of resources	Profitability of educational projects	Correspondence of educational policy to economic requirements

Source: developed by the author based on <sup>283 284 285 286 287</sup>

<sup>283</sup> TUFEANU, D., SEMENESCU, A., IOANA, A. *Management Criteria and Principles, Applicable in Education and Scientific Research*. In: Advanced Engineering Forum, 2019, nr. 34, p. 277-282. ISSN 2234-991X.

<sup>284</sup> LEVINA E. Y. et al. *Efficiency management of educational systems development: approaches and criteria*. In: International Review of Management and Marketing, 2016, nr. 6(2), p. 277-282. ISSN 2146-4405.

<sup>285</sup> SAKHARCHUK, N. *Criteria system of quality of education: methodological and practical aspects of establishment*. In: INTED2019 Proceedings, 2019, p. 4044-4051. ISSN 2340-1079.

<sup>286</sup> MEHRA, S. *Criteria of quality school education*. In: International Journal of Advanced Research and Development, 2018, nr. 3(02), p. 665-668. ISSN 2455-4030.

<sup>287</sup> WILKOSZEWSKI, H., SUNDBY, E. *Steering from the centre: New modes of governance in multi-level education systems*. In: OECD Education Working Papers, 2014, nr. 109, p. 1-34. ISSN 19939019.

**Comparative analysis of relativistic and objectivistic approaches to assessing the effectiveness of educational management**

Approach	Objects of assessment	Evaluation criteria	Indicators
<b>Objectivistic</b>	Monitoring educational results Rating system	Availability of a system of measurable indicators	Number of parameters assessed, coverage of monitoring studies, availability of statistically significant data
	External Independent Assessment Education Standards	Compliance with established indicators	Compliance with educational standards, the proportion of students who meet the established requirements
	Learning outcomes Final assessment	Academic performance, school rankings	Average score of students, school rating among educational institutions of the region, dynamics of changes in educational achievements
	Strategic Management Performance Targets	Achieving performance targets	The share of achieved target indicators, compliance of educational results with planned values, the level of qualification of teachers
<b>Relativistic</b>	Perception of the educational process Social opinion	Evaluation of perception of the educational process	Assessment of the educational environment by students, parents and teachers, level of comfort in learning
	Feedback from parents Survey results	Parent and student satisfaction	Percentage of positive reviews, parental activity in the educational process, school trust index
	Social interaction Communication with process participants	Level of satisfaction of process participants	Number of complaints and appeals, level of student involvement in school life, assessment of the psychological climate in the classroom
	Individual educational trajectories Self-development of students	Achieving subjective educational goals	The percentage of students implementing individual educational plans, satisfaction of graduates with the education they received, the level of their further education and employment

Source: developed by the author based on <sup>288 289</sup>

<sup>288</sup> ALI, V. *Knowledge, education and social change: Exploring efforts to move beyond objectivism and relativism*. In: ACCESS: Contemporary Issues in Education, 2022, nr. 42(1), p. 21-36. ISSN 0111-8889.

<sup>289</sup> SCHEURICH, J. J. *Social relativism: (not quite) a postmodernist epistemology*. In: Research method in the postmodern. London: Routledge, 2014. 200 p. ISBN 9781315043258.

**Components of the effectiveness assessment of the EM approach "Development Concept"**

Object of assessment	Evaluation criteria	Indicators
Educational technologies Teaching methods	Implementation of innovative educational practices	The share of digital educational technologies, the number of implemented innovative programs, the use of active and interactive teaching methods, the use of adaptive learning
Staffing Advanced training for teachers	Professional development of teachers	Number of teachers who have completed advanced training courses, number of internships and exchange programs, participation in methodological associations, proportion of teachers with academic degrees
Infrastructure development Financing educational initiatives	Dynamics of school development	Expansion of the material and technical base, level of funding for educational projects, number of implemented strategic initiatives, growth rates of educational indicators
Learning outcomes Personal development of students	Improving students' competencies and educational outcomes	Average score of students, results of participation in competitions and olympiads, level of functional literacy, percentage of graduates admitted to leading educational institutions

Source: developed by the author based on<sup>290</sup>

<sup>290</sup> KVIESKIENĖ, G., CELIEŠIENĖ, E. *Adequate educational system for sustainable development*. In: *Environments*, 2014, nr. 18(16), p. 30. ISSN 2076-3298.

**Components of the effectiveness assessment of the EM approach "Economic model of school"**

<b>Object of assessment</b>	<b>Evaluation criteria</b>	<b>Indicators</b>
Financial planning HR policy	Optimization of financial and human resources	Ratio of teaching staff to students, share of extra-budgetary funding sources, efficiency of distribution of wage fund, level of provision of school personnel
Material and technical support Use of educational resources	Rational use of resources	Level of occupancy of educational premises, coefficient of use of educational equipment, costs per student, energy efficiency indicators
Additional education projects Innovative educational programs	Profitability of educational projects	The share of self-sustaining educational programs, the percentage of extra-budgetary revenues from the sale of additional educational services, the return on investment in educational initiatives
Economic sustainability of the school Strategic management	Correspondence of educational policy to economic requirements	Financial autonomy of the school, the ratio of income and expenses, the level of investment and grants, the compliance of educational programs with market requirements

Source: developed by the author based on <sup>291</sup>

<sup>291</sup> REYNOLDS, D. et al. *Educational effectiveness research (EER): A state-of-the-art review*. In: School effectiveness and school improvement, 2014, nr. 25(2), p. 197-230. ISSN 1744-5124.

## Models for assessing the effectiveness of educational management in schools

Purpose of using the model	Model	Model characteristics	Methods/tools for evaluating effectiveness
Comprehensive assessment of the quality of school management	EFQM <sup>292</sup>	Assesses strategic management, processes and results through 9 criteria.	Self-assessment, scoring scale, SWOT analysis, benchmarking
	BSC <sup>293</sup>	Includes 4 key perspectives: finance, customers, internal processes, learning and innovation.	KPI analysis, engagement metrics, ROI, financial metrics
	MBNQA <sup>294</sup>	Analyzes leadership, strategic planning, student focus, and process management.	Baldrige Award criteria assessment (0–1000 points), questionnaire
	TQM <sup>295</sup>	Focused on continuous improvement of educational processes and quality of management.	Cause and Effect (Ishikawa) Diagrams, Statistical Quality Control (SQC)
Evaluation of educational programs and their impact	Kirkpatrick Model <sup>296</sup>	Assesses learning at 4 levels: response, learning, behavior, results.	Questionnaires, knowledge testing, performance analysis, observation
	CIPP <sup>297</sup>	Analyzes the context, inputs, processes and final educational results.	Comparative analysis, data collection at each stage (Context, Input, Process, Product)
	PDCA <sup>298</sup>	Management cycle for planning, implementing, checking and adjusting educational programs.	Cyclic Control Method: Adjusting Strategy Based on Results Evaluation
Analysis of the quality of educational services and satisfaction of	SERVQUAL <sup>299</sup>	Evaluates educational services according to 5 parameters: reliability, response, confidence, empathy, material factors.	The difference between expectations and actual quality (Gap analysis), surveys, NPS (Net Promoter Score)

<sup>292</sup> DU, G. et al. *Effectiveness of design process of education quality assurance system based on EFQM model*. In: Eurasia Journal of Mathematics, Science and Technology Education, 2017, nr. 13(12), p. 8205-8211. ISSN 1305-8215.

<sup>293</sup> REDA, N. W. *Balanced scorecard in higher education institutions: Congruence and roles to quality assurance practices*. In: Quality Assurance in Education, 2017, nr. 25(4), p. 489-499. ISSN 0968-4883.

<sup>294</sup> PURBA, H. H. *A systematic literature review of Malcolm Baldrige national quality award (MBNQA)*. In: Journal of Technology Management for Growing Economies, 2021, nr. 12(1), p. 1-12. ISSN 0976-545X.

<sup>295</sup> KIGOZI, E., KO, J., ON, Y. *Total quality management (TQM) practices applied in education institutions: a systematic review of literature*. In: International Journal of Innovative Business Strategies, 2019, nr. 5(2), p. 341-352. ISSN 2046-3626.

<sup>296</sup> NAWAZ, F., AHMAD, W., KHUSHNOOD, M. *Kirkpatrick model and training effectiveness: a meta-analysis 1982 to 2021*. In: Business & Economic Review, 2022, nr. 14(2), p. 35-56. ISSN 2519-1233.

<sup>297</sup> AZIZ, S., MAHMOOD, M., REHMAN, Z. *Implementation of CIPP model for quality evaluation at school level: a case study*. In: Journal of Education and Educational Development, 2018, nr. 5(1), p. 189-206. ISSN 2310-0869.

<sup>298</sup> INDRA, R. et al. *Development of Quality Management Model in Realizing Quality School Through Leadership and School-Based Evaluation*. In: AL-ISHLAH: Jurnal Pendidikan, 2023, nr. 15(4), p. 6361-6375. ISSN 2087-9490.

<sup>299</sup> DONLAGIĆ, S., FAZLIĆ, S. *Quality assessment in higher education using the SERVQUALQ model*. In: Management: journal of contemporary management issues, 2015, T. 20(1), p. 39-57. ISSN 1331-0194.

participants	ROI <sup>300</sup>	Analyzes the return on investment in education by comparing costs and benefits.	ROI formula = (Benefit – Cost) / Cost × 100%
Resource and process management	SCOR <sup>301</sup>	Assesses the effectiveness of internal processes and resource provision of the school.	Supply chain assessment, resource flow analysis, performance KPIs
	ROI	Calculates the financial return on educational initiatives and investments.	Financial cost-benefit analysis, comparison with similar programs
	PDCA	Used for continuous improvement of educational processes and resource management.	Plan-Do-Check-Act cycle, process adjustments

Source: developed by the author based on <sup>292-301</sup>

<sup>300</sup> SMITH, R., KNAPP, K. *Return on Instructional Investment (ROI) model: A practical guide for school leaders*. In: Academy of Educational Leadership Journal, 2019, nr. 23(1), p. 1-11. ISSN 1095-6328.

<sup>301</sup> SARRICO, C. S., ROSA, M. J. *Supply chain quality management in education*. In: International Journal of Quality & Reliability Management, 2016, nr. 33(4), p. 499-517. ISSN 0265-671X.

## Objectives of using models for assessing the effectiveness of EM in schools

Purpose of using the model	Model	Model characteristics
Comprehensive assessment of the quality of school management	EFQM	Assesses strategic management, processes and results through 9 criteria.
	BSC	Includes 4 key perspectives: finance, customers, internal processes, learning and innovation.
	MBNQA	Analyzes leadership, strategic planning, student focus, and process management.
	TQM	Focused on continuous improvement of educational processes and quality of management.
Evaluation of educational programs and their impact	Kirkpatrick Model	Assesses learning at 4 levels: response, learning, behavior, results.
	CIPP	Analyzes the context, inputs, processes and final educational results.
	PDCA	Management cycle for planning, implementing, checking and adjusting educational programs.
Analysis of the quality of educational services and satisfaction of participants	SERVQUAL	Evaluates educational services according to 5 parameters: reliability, response, confidence, empathy, material factors.
	ROI	Analyzes the return on investment in education by comparing costs and benefits.
Resource and process management	SCOR	Assesses the effectiveness of internal processes and resource provision of the school.
	ROI	Calculates the financial return on educational initiatives and investments.
	PDCA	Used for continuous improvement of educational processes and resource management.

Source: <sup>302</sup> <sup>303</sup> <sup>304</sup>

<sup>302</sup> LEE, S., COSTELLO, F. J., LEE, K. C. *Hierarchical balanced scorecard-based organizational goals and the efficiency of controls processes*. In: Journal of Business Research, 2021, nr. 132, p. 270-288. ISSN 0148-2963.

<sup>303</sup> MASHAGBA, I. A. S. *The impact of Total quality management (TQM) on the efficiency of academic performance-empirical study-The higher education sector-The university of Jordan*. In: Int. J. Sci. Technol. Res, 2014, nr. 3, p. 358-364. ISSN 2277-8616.

<sup>304</sup> CREEMERS, B. P., KYRIAKIDES, L. *Critical analysis of the current approaches to modelling educational effectiveness: The importance of establishing a dynamic model*. In: School effectiveness and school improvement, 2006, nr. 17(3), p. 347-366. ISSN 1744-5124.

## Principles of the methodology of doctoral thesis research

Principle	Content and manifestation in the study	Practical implementation in the doctoral thesis
Systematicity	A comprehensive coverage of all components of the educational process, their interrelations and mutual influences.	Construction of a model of educational management as an interconnected structure with elements of diagnostics, strategy and effectiveness assessment.
Contextuality	Taking into account the socio-economic and regional characteristics of the educational environment.	Analysis of the operating conditions of schools in an economically vulnerable region of Israel and adaptation of management approaches.
Interdisciplinarity	Integration of theories and methods from pedagogy, economics and management for a comprehensive analysis of the problem.	Use of conceptual apparatus and analytical tools from different disciplines in constructing the research concept.
Transition from theory to practice	Transition from the conceptual level to specific models and management tools.	Development of an educational management strategy and an algorithm for its implementation in schools in the region.
Relevance of methods to the research objective	Adequate choice of methods and approaches corresponding to the purpose, objectives and object of the study.	Application of SWOT analysis, expert assessments, case methods and other types of research to analyze and substantiate management decisions.

Source: developed by the author based on <sup>305</sup>

<sup>305</sup> MANIK, K. N. et al. *Study of Ontological, Epistemological and Axiological Principles in Final Academic Assignments for Dissertation Scientific Papers: Philosophical Values in Scientific Writing*. In: International Journal of Multidisciplinary: Applied Business and Education Research, 2024, nr. 5(1), p. 330-338. ISSN 2774-5368.

## Research design for conducting doctoral thesis research

Research stage	The goal of the stage	Methods and approaches	Tools / Software	Limitations of the study	Possible biases in conducting research
<b>Stage I: DESIGNING THE RESEARCH PROGRAM</b>					
Definition of the problem and topic of the doctoral thesis research	Clarify the object, subject and context of the doctoral thesis research	Literature analysis, comparative analysis, content analysis, practical observations during work at school	Databases (Scopus, WoS, etc.), Google Scholar, library catalogs, observation	Limited access to some sources	Subjectivity in the selection of literature
Formulation of the purpose, objectives and hypothesis of the study	Define clear research guidelines	Logical analysis, deduction, systematization	Goal Setting Document, MindMap Diagrams	Possibility of too narrow or too broad formulation	Research biases in setting a working hypothesis
Definition of the object and subject of research	Focus research on a specific area or field	Theoretical justification, classification of concepts within the research area	Tables	Limitations on geography and subject matter (school education system in Israel, economically weak regions of Israel)	Distortion due to oversimplification of the subject of research
<b>Stage II: THE RESEARCH PROCESS</b>					
Theoretical research (concepts, conditions, methods, approaches)	To form a theoretical basis for the study	Systematization of theories, conceptual modeling	MS Word, Excel	Limited translations and available works	Confirmatory bias (searching for what confirms the hypothesis)
Empirical Research (Israel, Regions)	To identify the actual state of educational management in schools, to determine the effectiveness of existing practices	Quantitative and qualitative research methods (questionnaires, interviews, observation, focus group, SWOT analysis, Porter's 5 forces analysis, descriptive	Google Forms, MS Excel, MS Word, voice recorder, graphic editors, etc.	Limited access to schools and respondents, limited time period and volume of data, lack of publicly available information, etc.	Socially desirable responses of respondents, sampling error, data coding errors, statistical distortions

		statistics, correlation, comparative analysis, etc.)			
Summary of results	Synthesis of theoretical and empirical findings	Comparative-analytical method	MS Word, comparison tables, diagrams, maps	Risk of misinterpretation	Personal distortions of the researcher
Formation of a solution concept	Developing Practical Solutions to Improve School Management in an Economically Weak Region of Israel	Brainstorming, prototyping, service design, design thinking, etc.	Miro, Canva, PowerPoint	Limited resources for testing, prototyping, modeling	Subjectivity of idea selection
Testing and measuring the effectiveness of solutions	Check the functionality of the model	Pilot study, statistical testing, scenario analysis	Feedback tools, observation diary	Limited pilot contingent	Inactive respondents with whom a pilot study is conducted
<b>Stage III: OBTAINING AND PRESENTING THE RESULTS</b>					
Formulating conclusions and recommendations	Complete the research, formulate conclusions based on the identified problems, propose practical solutions in the form of specific targeted recommendations	Synthesis, deduction, expert assessment of the researcher	MS Word, PowerPoint, Canva	Limited applicability outside the research context	Risk of overgeneralization, generalization
Presentation of results	Present the findings to the scientific community, interested parties (representatives of Israeli schools)	Presentation and visual methods	PowerPoint, Canva, graphic editors	Time limits for the report	Subjective audience reaction

Source: developed by the author

## Stages of forming the concept of solutions to the research problem

Stage	Contents	Purpose and result
Generation of ideas	Formation of hypotheses and proposals based on identified problems and successful practices.	Defining areas for developing the EM model.
Testing ideas	Preliminary selection and expert evaluation of proposed solutions.	Excluding ineffective and weak ideas, selecting promising areas.
Development of the concept of the EM model	Creation of a structured concept of the model taking into account the goals, principles, mechanisms and expected results.	Formation of the logical basis of the EM model adapted to the regional context.
Creation of the EM strategy	Development of a step-by-step plan for implementing the model, determination of resources and indicators of success.	Preparation for the practical implementation of the model in the school management system.
Prototyping of the idea	Creation of management decisions (programs, regulations, algorithms) ready for testing.	Transition from an abstract model to applied forms of management activity.
Testing of the model	Pilot or analytical verification of the applicability of the model in the educational environment.	Identification of risks and weaknesses, finalization of the model until it is ready for large-scale implementation.
Measuring the effectiveness	Evaluation of the results and feasibility of implementing the model using the developed criteria.	Confirmation of the model's productivity, identification of areas for improvement.
Further improvement of the model	Adaptation of the model based on the results of implementation, monitoring and feedback from participants in the educational process.	Ensuring the sustainability and flexibility of the model, its updating in the changing conditions of regional education.

Source: developed by the author based on <sup>306, 307</sup>

<sup>306</sup> VUKOVIĆ, M., DAŠIĆ, D., VUKOVIĆ, A. *Initial steps in preparing a scientific concept outline—formulating the problem and determining the research subject*. In: Sport mediji i biznis, 2024, nr. 10(1), p. 75-90. ISSN 2956-0780.

<sup>307</sup> SAUVE-CIENCEWICKI, A. et al. *A simple problem formulation framework to create the right solution to the right problem*. In: Regulatory Toxicology and Pharmacology, 2019, nr. 101, p. 187-193. ISSN 0273-2300.

## Empirical research methods

Method	Purpose of the method in the study	Expected results and analytical effect
Content analysis of management documentation	Extracting management patterns from school reports and strategies	Identification of frequent decisions, planning levels, compliance of strategy with practice
Reflexive analysis of practices	Understanding management decisions and their consequences in a real educational context	Analysis of cause-and-effect relationships between the actions of managers and the results of school functioning
Case analysis	In-depth study of specific management situations in schools in a problematic region	Identification of successful and ineffective management models, formation of a situational analysis base
SWOT analysis	Assessment of the Israeli education system	Comprehensive understanding of strengths/weaknesses, external opportunities and risks
Expert interviews, questionnaires, focus groups	Obtaining a professional assessment and description of real management problems from system participants	Formation of expert judgments, identification of hidden factors and management practices
Comparative and factor analysis	Comparison of data from different schools and identification of dominant factors of efficiency	Statistically substantiated typology of management conditions and influences
Efficiency assessment by indicators	Objective measurement of the impact of management decisions on the results of an educational organization	Testing the hypothesis about the influence of the EM model, identification of strengths and weaknesses in the management system
Porter's 5 forces analysis	Analysis of the external environment and competitive factors	Identification of barriers and pressure points on management decisions in the school.
Regression analysis of educational results	Assessment of the degree of influence of various management factors on student results.	Qualitative confirmation of the relationship between management conditions and the quality of education in the school.
CIPP-CMO analysis	Assessment of the readiness of schools to implement EM and identification of key factors.	Determination of strengths/weaknesses, cause-and-effect relationships and areas for improvement.

Source: developed by the author

Global knowledge index by county (2021-2024)

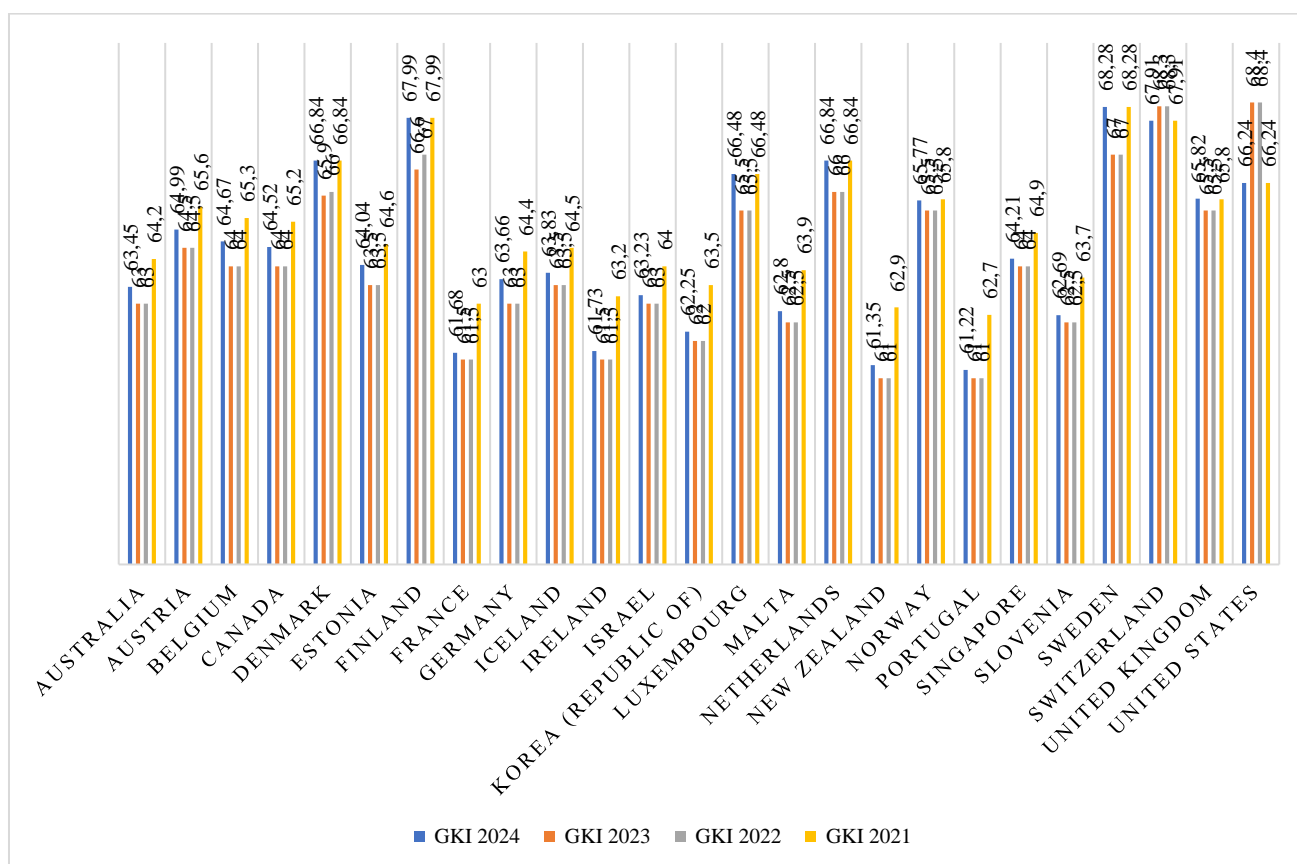


Figure 21.1. Global knowledge index by county (2021-2024)

Source: <sup>308</sup>

Table 21.1. Global knowledge index by county (2021-2024)

Contry	GKI 2021	GKI 2022	GKI 2023	GKI 2024
Sweden	68,28	67	67	68,28
Finland	67,99	67	66,6	67,99
Switzerland	67,91	68,3	68,3	67,91
Denmark	66,84	66	65,9	66,84
Netherlands	66,84	66	66	66,84
Luxembourg	66,48	65,5	65,5	66,48
United States	66,24	68,4	68,4	66,24
United Kingdom	65,8	65,5	65,5	65,82
Norway	65,8	65,5	65,5	65,77
Austria	65,6	64,5	64,5	64,99
Belgium	65,3	64	64	64,67
Canada	65,2	64	64	64,52
Singapore	64,9	64	64	64,21
Estonia	64,6	63,5	63,5	64,04
Iceland	64,5	63,5	63,5	63,83

<sup>308</sup> Global Knowledge Index (GKI). [accessed 07.11.2024]. Available at: <https://www.knowledge4all.com/gki>

<b>Germany</b>	64,4	63	63	63,66
<b>Australia</b>	64,2	63	63	63,45
<b>Israel</b>	64	63	63	63,23
<b>Malta</b>	63,9	62,5	62,5	62,8
<b>Slovenia</b>	63,7	62,5	62,5	62,69
<b>Korea (Republic of)</b>	63,5	62	62	62,25
<b>Ireland</b>	63,2	61,5	61,5	61,73
<b>France</b>	63	61,5	61,5	61,68
<b>New Zealand</b>	62,9	61	61	61,35
<b>Portugal</b>	62,7	61	61	61,22

Source:<sup>309</sup>

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<sup>309</sup> Global Knowledge Index (GKI). [accessed 07.11.2024]. Available at: <https://www.knowledge4all.com/gki>

## Education policy making bodies in Israel

Organization	Status and Role	Main functions
National Authority for Assessment and Evaluation in Education <sup>310</sup>	Independent technical body within the Ministry of Education	Assessment and monitoring of the effectiveness of the Israeli education system
Examination Department, Ministry of Education <sup>311</sup>	Governmental unit	Responsibility for conducting matriculation exams and other VET qualifications
Vocational Training & HR Development Division <sup>312</sup>	Governmental unit	Administration of most VET exams and qualifications
Israeli Institute for School Leadership <sup>313</sup>	Independent organization	Training and professionalizing school leaders; developing tools and supporting school leadership networks
Council for Higher Education, CHE <sup>314</sup>	Corporation established by the Higher Education Council Act (1958)	Licensing, accreditation, quality assurance in higher education; developing proposals for sector development through the Planning and Budget Committee
Unions, industry groups, NGOs, community groups <sup>315</sup>	Various professional and public organizations	Representation of the interests of teachers, industry, community; participation in evaluation and standardization (e.g. National Institute for Testing and Evaluation)

Source: <sup>310-315</sup>

<sup>310</sup> National Authority for Assessment and Evaluation in Education. [accessed 08.08.2024]. Available at: <https://www.ica.nl/node/1637>

<sup>311</sup> Examination Department. Ministry of Education. [accessed 06.07.2024]. Available at: [https://www.gov.il/en/departments/ministry\\_of\\_education/govil-landing-page](https://www.gov.il/en/departments/ministry_of_education/govil-landing-page)

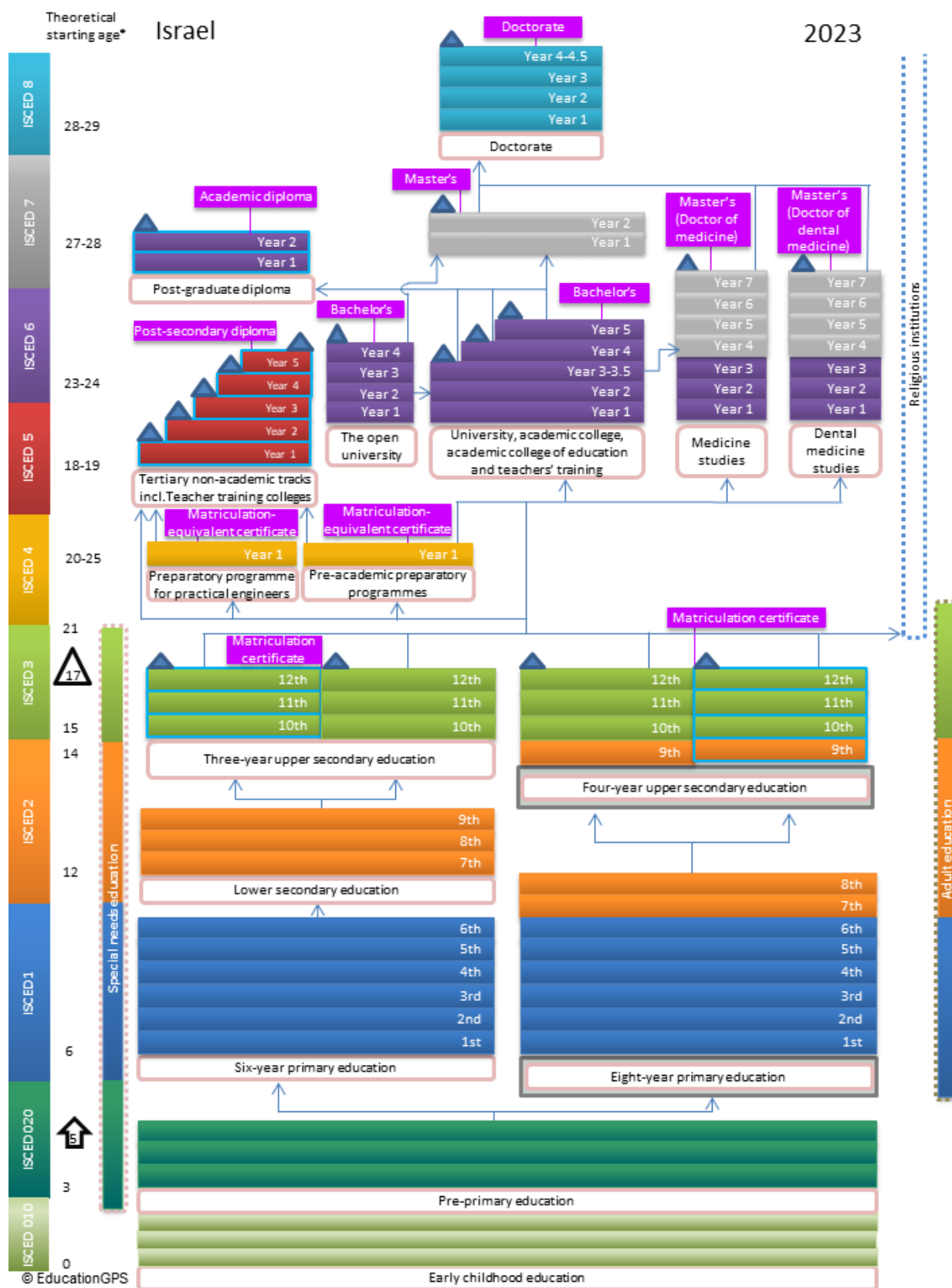
<sup>312</sup> Vocational Training & HR Development Division. [accessed 02.12.2023]. Available at: <https://www.gov.il/en/departments/Units/manpower-training-bureau>

<sup>313</sup> Israeli Institute for School Leadership. [accessed 12.02.2023]. Available at: <https://education-profiles.org/northern-africa-and-western-asia/israel/~school-leadership>

<sup>314</sup> Council for Higher Education. CHE. [accessed 05.07.2024]. Available at: <https://www.enqa.eu/membership-database/che-council-for-higher-education/>












<sup>315</sup> NGO Monitor. Israel. [accessed 02.12.2024]. Available at: <https://ngo-monitor.org/>

## Map of the Israeli education system



# Key

English

	Starting/ending age of compulsory education
	Ending age of compulsory training
	Recognized exit point of the education system
	Typical student flow
	Transfer from a program to another
	Program designed for part-time attendance
	Vocational/Professional orientation (according to national definition at the tertiary level)
	Program can be offered via dual as well as non-dual learning
	Single structure education (integrated ISCED levels)
	May be provided within one school structure
	Transfer at crossing lines is not possible
	Name of diploma, degree or certificate
ECTS	European Credit Transfer and Accumulation System
NQF L	National Qualification Framework - Level
<b>2023</b>	Reference year (school year 2022/2023 in the northern hemisphere)

\* **Theoretical starting ages** refer to the ages as established by law and regulation for the entry to a programme, actual starting ages may vary depending on the programme.

Source: <sup>316</sup>

<sup>316</sup> *Education at a Glance 2023*. Israel. OECD, 2023. [accessed 12.02.2025]. Available at: [https://gpseducation.oecd.org/Content/EAGCountryNotes/EAG2023\\_CN\\_ISR\\_pdf.pdf](https://gpseducation.oecd.org/Content/EAGCountryNotes/EAG2023_CN_ISR_pdf.pdf)

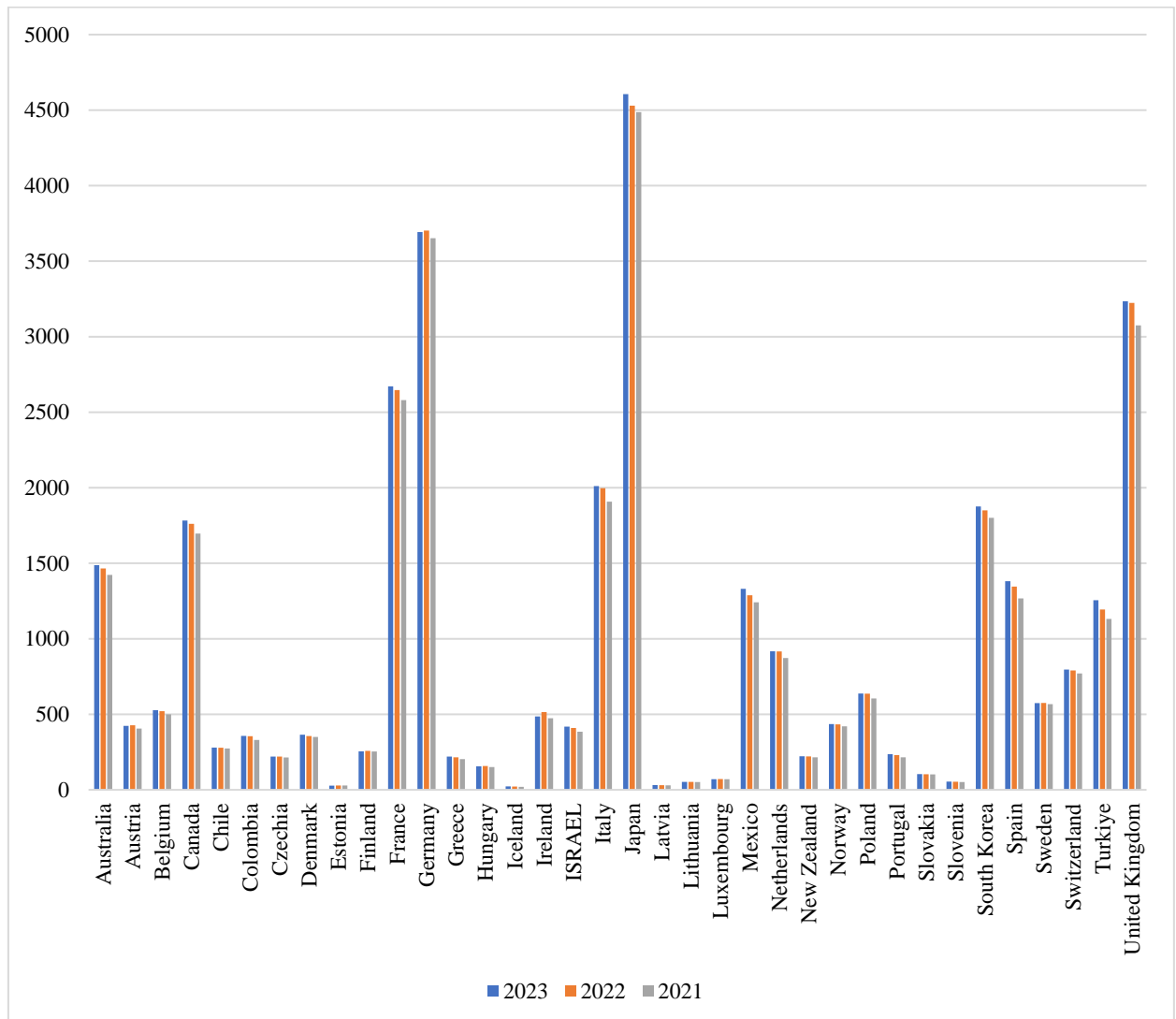
## Gross domestic product (GDP) - international comparisons

Table 24.1. Gross domestic product (GDP) - international comparisons (2019-2023)

Country	2019	2020	2021	2022	2023
<b>ISRAEL</b>	<b>357,2</b>	<b>351,9</b>	<b>385,2</b>	<b>409,8</b>	<b>418,1</b>
Austria	413,4	387,2	405,8	427,2	423,2
Australia	1 336,4	1 364,6	1 422,9	1 465,8	1 487,7
Italy	1 922,1	1 751,7	1 908,1	1 997,0	2 011,0
Iceland	20,7	19,3	20,3	22,1	23,2
Ireland	380,5	407,8	474,0	514,9	486,4
Estonia	27,3	26,5	28,4	28,4	27,6
Belgium	494,1	470,4	499,6	520,7	527,3
Germany	3 673,3	3 522,9	3 652,2	3 702,2	3 692,4
Denmark	332,1	326,2	350,3	355,7	364,5
Netherlands	854,3	821,3	872,8	916,5	917,2
Hungary	147,4	140,8	150,7	157,6	156,2
United Kingdom	3 157,0	2 831,9	3 074,8	3 223,5	3 234,5
Turkiye	997,1	1 015,6	1 131,8	1 194,4	1 255,4
Greece	206,0	187,1	203,3	215,0	220,0
Japan	4 564,3	4 375,0	4 487,0	4 529,9	4 605,9
Luxembourg	66,6	66,0	70,7	71,7	70,9
Latvia	29,3	28,3	30,3	30,8	31,4
Lithuania	48,2	48,2	51,2	52,5	52,3
Mexico	1 277,7	1 170,9	1 241,8	1 287,9	1 330,3
Norway	410,2	405,0	420,8	433,5	435,6
New Zealand	205,3	205,5	215,1	220,8	222,4
Slovenia	50,0	48,0	52,0	53,4	54,5
Slovakia	99,5	97,0	102,5	103,0	104,4
Spain	1 333,5	1 187,6	1 267,0	1 345,3	1 381,3
Poland	577,9	566,1	605,3	637,2	638,0
Portugal	221,9	203,7	215,0	230,0	235,8
Finland	253,4	247,1	253,9	257,6	254,6
Chile	261,7	245,6	273,5	279,1	279,7
Czechia	217,3	205,8	214,0	220,1	219,9
France	2 608,0	2 414,0	2 580,1	2 646,5	2 671,2
Colombia	321,4	298,3	330,5	354,6	356,8
South Korea	1 733,9	1 721,8	1 801,2	1 850,3	1 876,3
Canada	1 696,6	1 611,1	1 696,3	1 761,1	1 783,1
Sweden	546,4	535,4	567,2	575,5	573,7
Switzerland	747,1	731,1	770,5	790,3	796,0

Source:<sup>317</sup>

\* More recent statistical data is not currently publicly available.



**Figure 24.1. Gross domestic product (GDP) - international comparisons (2021-2023)**

Source: <sup>318</sup>

\* More recent statistical data is not currently publicly available.

<sup>317</sup> Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

<sup>318</sup> Ibidem. Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

**National expenditure on education, by type of expenditure and level of education (2006-2023)**

investment	Thereof: Level of education			From: Education level	expenditure	Grand total	
Raw	Higher Education:	Education	Education	Education	Fluent -		
In fixed assets	Post-secondary education	Elementary	thorough	Pre-elementary 1	Total (2)		
Gross	and higher education				Current	Grand	
fixed	Tertiary education:	Secondary	Primary	Pre-primary	expenditure -	total	
capital	short-cycle	education	education	Education (1)	Total (2)		
formation	tertiary and						
	higher education						
<b>NIS MILLION, CHAINED DATA,</b>						<b>Millions of NIS, concatenated data,</b>	
<b>AT 2015 PRICES (4) (cont.)</b>						<b>At 2015 prices(4) (continued)</b>	
8 008	12 494	19 803	21 650	7 294	61 295	<b>67 051</b>	2006
9 386	13 326	20 679	22 110	7 494	63 714	<b>69 668</b>	2007
6 535	13 753	21 113	22 612	7 740	65 309	<b>71 409</b>	2008
6 432	14 371	21 853	23 240	7 992	67 559	<b>73 624</b>	2009
7 108	14 965	22 823	23 953	8 237	70 081	<b>76 723</b>	2010
7 033	15 725	23 926	24 794	8 511	73 086	<b>79 731</b>	2011
5 585	16 791	25 107	25 834	8 718	76 666	<b>82 219</b>	2012
6 878	17 804	25 736	26 476	11 276	81 608	<b>88 488</b>	(3)2013
6 545	18 319	26 756	27 369	11 730	84 498	<b>91 041</b>	2014
7 121	18 509	27 491	28 257	12 310	86 910	<b>94 031</b>	2015
7 317	19 498	29 024	29 641	13 377	91 898	<b>99 215</b>	2016
8 008	19 978	30 095	30 909	14 075	95 430	<b>103 438</b>	2017
9 386	20 336	31 253	32 227	14 738	98 978	<b>108 347</b>	2018
9 842	20 435	32 105	33 271	15 066	101 342	<b>111 162</b>	2019
10 464	18 312	29 829	32 988	14 263	95 946	<b>106 256</b>	2020
9 838	19 398	31 982	33 986	14 998	100 912	<b>110 786</b>	2021
11 126	20 383	33 531	34 640	15 428	104 486	<b>115 566</b>	2022
10 005	20 084	34 050	36 098	16 063	106 977	<b>117 098</b>	2023

Source: <sup>319</sup>

\* More recent statistical data is not currently publicly available.

<sup>319</sup> Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

## Appendix 26

### National expenditure on education, by type of expenditure and level of education, and by operating and financing sector (2015-2023)

	Financing sector							Financing sector	Operating sector						Operation sector
	Households	Households		Government sector							Government sector				
	Transfers to the ,government	Shopping From sectors		General government sector							General government sector				
	For local authorities					government			Business				government		
	(2) sellers And net	Others	" Malkarim "		authorities	and institutions			and farms	" Malkarim "		authorities	and institutions		
	Transfers to	Purchases	Private	" Malkarim "	Local	National	All(3) amount		house	Private(2)	" Malkarim "	Local	National	total	
	the general	from	Private	NPIs	Local	Government	Total(3)		Commercial	Private	NPIs	Local	Government	Total	
	government,	other	NPIs		authorities	and			enterprises	NPIs(2)		authorities	and		
	local authorities	sectors				national			and				national		
	and NPIs net(2)					institutions			households				institutions		
	PERCENTAGES						percentage	Millions of NIS	PERCENTAGES					percentage	Millions of NIS
								NIS MILLION							NIS MILLION
2003	2,6	20,4	-0,1	-2,2	7,3	72,0	100,0	43 998	9,2	3,4	35,6	23,9	27,9	100,0	45 698
2004	5,5	21,0	-0,1	-2,3	7,2	68,7	100,0	45 496	9,4	3,4	36,1	22,8	28,3	100,0	47 310
2005	2,8	20,8	0,0	1,4	7,5	67,5	100,0	46 153	9,9	3,5	37,0	22,0	27,6	100,0	48 090
2006	7,3	21,4	-0,2	0,2	6,5	64,8	100,0	48 766	10,1	3,7	36,8	20,8	28,6	100,0	50 744
2007	3,8	22,6	0,0	0,7	6,6	66,3	100,0	52 454	10,1	4,4	35,6	20,7	29,2	100,0	54 516
2008	2,9	22,0	0,7	2,7	7,6	64,1	100,0	56 119	9,9	4,4	36,7	21,1	27,9	100,0	58 241
2009	-0,1	23,2	0,1	1,1	6,8	68,9	100,0	57 349	10,1	6,8	30,4	21,7	31,0	100,0	59 524
2010	1,6	23,6	0,1	0,5	5,9	68,3	100,0	62 123	10,1	6,8	29,8	21,8	31,5	100,0	64 422
2011	2,3	22,5	0,1	0,8	6,3	68,0	100,0	68 033	9,3	6,9	30,8	21,4	31,6	100,0	70 487
2012	0,3	22,1	0,2	0,9	8,8	67,7	100,0	74 269	8,9	7,0	31,0	21,9	31,2	100,0	76 909
2013(4)	0,5	23,8	0,3	1,4	8,9	65,1	100,0	83 261	9,2	6,9	30,9	22,4	30,6	100,0	86 042
2014	-0,9	23,9	1,4	0,8	9,4	65,4	100,0	86 229	10,1	8,5	29,2	22,3	29,9	100,0	89 125
2015	0,2	24,0	0,2	0,4	9,0	66,2	100,0	91 013	10,0	8,7	29,0	22,3	30,0	100,0	94 031

2016	0,5	23,9	0,2	0,3	9,1	66,0	100.0	96 635	10,4	8,7	28,5	23,0	29,4	100.0	99 755
2017	-0,7	23,6	0,2	0,6	9,3	67,0	100.0	102 210	10,8	8,3	27,4	24,0	29,5	100.0	105 432
2018	-0,3	22,6	0,2	1,5	10,5	65,5	100.0	108 619	10,1	8,3	27,8	25,3	28,5	100.0	112 055
2019	-1,2	22,6	0,4	1,8	9,7	66,7	100.0	113 336	10,4	8,1	27,6	25,1	28,8	100.0	116 974
2020	-2,2	18,2	0,1	1,6	7,9	74,4	100.0	111 814	7,3	7,6	26,8	25,6	32,7	100.0	115 622
2021	-1,3	19,8	-0,1	1,6	9,1	70,9	100.0	122 123	9,1	7,6	25,6	25,3	32,4	100.0	126 199
2022	-1,0	21,0	0,2	2,0	9,6	68,2	100.0	134 388	10,2	7,7	25,2	25,7	31,2	100.0	138 904
<b>2023 - GRAND TOTAL</b>	<b>-1,0</b>	<b>20,4</b>	<b>0,1</b>	<b>2,0</b>	<b>8,2</b>	<b>70,3</b>	<b>100.0</b>	<b>143 960</b>	<b>10,0</b>	<b>7,7</b>	<b>24,5</b>	<b>26,1</b>	<b>31,7</b>	<b>100.0</b>	<b>148 906</b>
<i>Current expenditure - total</i>	-0,5	21,7	-0,4	-0,4	5,8	73,8	100.0	131 431	10,3	7,7	24,6	22,7	34,7	100.0	136 378
Level of education															
General administration	0,0	0,0	0,0	0,0	36,1	63,9	100.0	3 689	0,0	0,0	0,0	37,0	63,0	100.0	3 813
Pre-primary education(1)	-7,6	22,1	-0,2	-0,3	22,5	63,5	100.0	18 168	8,2	12,3	10,3	42,6	26,6	100.0	18 879
Primary education	-5,3	11,3	-0,1	-0,2	3,6	90,7	100.0	44 223	7,7	1,2	3,6	29,8	57,7	100.0	46 403
Secondary education	-4,1	15,5	-0,6	-0,6	0,9	88,9	100.0	35 692	7,0	10,1	28,8	20,3	33,8	100.0	37 143
Tertiary education:															
Universities	21,9	19,3	0,0	1,0	0,0	57,8	100.0	13 277	0,0	0,0	99,9	0,0	0,1	100.0	13 544
Colleges	7,5	56,1	-2,9	-4,1	1,4	42,0	100.0	7 462	1,5	32,6	62,8	1,2	1,9	100.0	7 663
Other educational services(5)	13,8	79,2	-1,0	-0,6	2,6	6,0	100.0	8 251	67,5	17,3	10,8	0,6	3,8	100.0	8 264
Textbooks and stationery	0,0	100,0	0,0	0,0	0,0	0,0	100.0	669	100,0	0,0	0,0	0,0	0,0	100.0	669
bought by households															
<i>Gross fixed capital formation and capital transfers - total</i>	-6,6	6,7	6,2	26,8	33,3	33,6	100.0	12 529	6,6	6,3	23,9	63,1	0,1	100.0	12 529

Source: <sup>320</sup>

\* More recent statistical data is not currently publicly available.

<sup>320</sup> *Education - Statistical Abstract of Israel 2024*. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

## The Israeli school system

		<b>ADDITIONAL</b>				19	
		<b>COURSE</b>				18	
12	public-	prof.	agricultural	military		17	
11	educational	schools	schools	academies	Yeshiva	16	
10	programs					15	
9						14	
8	<b>HIGH SCHOOL</b>					13	
7	<b>INCOMPLETE</b>					12	
6						11	
5						10	
4	<b>PRIMARY</b>					9	
3	<b>SCHOOL</b>					8	
2						7	
1						6	Age

Source: 321

<sup>321</sup> *The school system in Israel*. [accessed 08.12.2023]. Available at: <https://russia-israel.com/blog/uznaem-izrail-shkolnoe-obrazovanie-v-strane.html>

## Schools in Israel by level of education

Table 28.1. Classification of Israeli schools by level of education

Type	Characteristic
Primary Education (Chinuch Yesodi)	grades 1-6, from aleph2 to vav (from 6 to 11 years old); or grades 1-8, from aleph to het (from 6 to 13 years old).
High and Secondary Education (Khinukh Al-Yesodi)	- Hativat Beynaim (High School) - grades 7-9: zain, het, tet (12 to 14 years old); - Hativa Eljona (High School) – grades 10-12: yud, yud-aleph, yud-bet (from 15 to 17 years old); - Tikhon - grades 7-12: zain - yud-bet (from 12 to 17 years old); - Tikhon - grades 9-12: tet - yud-bet (from 14-17 years old).
Secondary specialized and higher education	18 years and older.

Source:<sup>322</sup>

Table 28.2. Characteristics of Israeli schools by level of education

Type of educational institution	Description
Primary school	The first six grades; in unreformed schools – up to and including the eighth grade.
Junior high school	Seventh to ninth grades (hativat beynaim), according to the 1968 reform.
Senior High School	Tenth to twelfth grades (hativa elyonah); or from the ninth grade in unreformed schools.
Boarding school and vocational schools	Institutions providing residential accommodation or training for vocational skills.
Special educational institutions and schools	Schools for children with special educational needs.
School for adults	Educational institutions for adult learners.
Academic high schools	Broad general education; choice between technical and humanities; passing matriculation exams.
Vocational secondary schools	Study of general education subjects + obtaining a profession; it is possible to pass the school-leaving certificate or obtain a professional certificate.
Combined secondary schools	Combination of academic and vocational classes in one school.

Source:<sup>323</sup>

<sup>322</sup> *Education*. 8th Edition. Jerusalem: Ministry of Aliyah and Integration, 2019. 72 p. [accessed 08.02.2023]. Available at: [https://www.gov.il/BlobFolder/generalpage/education\\_guides/en/edu\\_en.pdf](https://www.gov.il/BlobFolder/generalpage/education_guides/en/edu_en.pdf)

<sup>323</sup> *Ibidem. Education*. 8th Edition. Jerusalem: Ministry of Aliyah and Integration, 2019. 72 p. [accessed 08.02.2023]. Available at: [https://www.gov.il/BlobFolder/generalpage/education\\_guides/en/edu\\_en.pdf](https://www.gov.il/BlobFolder/generalpage/education_guides/en/edu_en.pdf)

**Classification of Israeli schools according to the legal status of the educational institution**

<b>Type of institution</b>	<b>Subordination to the state</b>	<b>Government funding</b>	<b>Peculiarities</b>
Formal education	Complete	Up to 100%	State and municipal schools, teachers - civil servants
Accredited unofficial	Partial	Up to 75%	Private schools, more autonomy, often orthodox, Arab, Christian
Liberated educational institutions	Absent	Up to 55%	Not required to comply with the compulsory education law
Special cultural and religious	Separate regulation	Up to 60%	Yeshivas (grades 9-12) are not required to teach core subjects
Unrecognized schools	No contact with the state	0%	Not registered, do not apply for institution status

Source: <sup>324</sup>

<sup>324</sup> *The Education System in Israel*. Knesset: Knesset Research Center, 2015. 31 p. [accessed 02.02.2024]. Available at: <https://main.knesset.gov.il/RU/activity/mmm/mmmRu170515.pdf>

**Classification of Israeli schools by type of administrative subordination and inspection control**

<b>Control type</b>	<b>Description</b>	<b>Control and accountability</b>	<b>Peculiarities</b>
Public education	Secular schools of the Jewish sector	Full control of the Ministry of Education	Focused on secular programs, open to all population groups
State-religious	Jewish religious-zionist schools	Full control of the Ministry of Education	Education in compliance with religious norms, teachers are religious Jews
Other control	Orthodox Jewish schools outside the official system	Partial control of the Ministry of Education	They are divided into networks: “Merkaz ha-khinuch ha-atzmai”, “Maayan ha-khinuch ha-Torani”, etc.
Liberated and special institutions	Independent Orthodox Schools and Cultural Education Institutions	Minimal or separate control	Receive limited funding and are not required to teach core subjects

Source: <sup>325</sup>

<sup>325</sup> *The Education System in Israel*. Knesset: Knesset Research Center, 2015. 31 p. [accessed 02.02.2024]. Available at: <https://main.knesset.gov.il/RU/activity/mmm/mmmRu170515.pdf>

## Specific Types of Schools in Israel

Table 31.1. Youth villages and agricultural boarding schools

Type of institution	Description
Youth Villages (Kfarei Noar)	Educational institutions for students with difficulties integrating into the educational process; there are secular and religious ones; organized on a family principle (students live with a married couple-mentor).
Agricultural boarding schools	They combine general education subjects and agricultural disciplines; students gain practical skills in agriculture.

Source: <sup>326</sup>

Table 31.2. Boarding schools with military and technical focus

Type of institution	Description
Boarding schools with a military focus	Combine military training with high-quality general education.
Technical schools of the Air Force, Navy, etc.	Specialized schools for training technical specialists for the Israeli Armed Forces.

Source: <sup>327</sup>

Table 31.3. Religious boarding schools

Type of institution	Description
Yeshivas for boys	Advanced Jewish studies combined with academic or technological education.
Ulpans for girls	A yeshiva-like school for girls: a combination of religious and general education.

Source: <sup>328</sup>

Table 31.4. Trade schools

Type of institution	Description
Vocational schools (Beit sefer lehanichim/taasiyati)	They are under the jurisdiction of the Ministry of Economy and Industry; students learn a profession, study general education subjects, work and receive a salary; graduates are issued professional certificates.

Source: <sup>329</sup>

Table 31.5. Special educational institutions

Type of institution	Description
Special educational institutions and schools	Educational institutions for children with physical or mental disabilities; the goal is maximum socialization and preparation for independent life. Work

<sup>326</sup> Youth Villages, Boarding Schools. [accessed 10.06.2024]. Available at: <https://www.gov.il/en/departments/topics/youth-villages/govil-landing-page>

<sup>327</sup> BARAM, G., BEN-ISRAEL, I. *The academic reserve: Israel's fast track to high-tech success*. In: Israel Studies Review, 2019, nr. 34(2), p. 75-91. ISSN 2159-0370.

<sup>328</sup> PERETS, S., DAVIDOVITCH, N., LEWIN, E. *Students' perceptions of schools' influence on the leadership self-efficacy of adolescent girls: religious and secular post-primary schools in Israel*. In: Frontiers in Psychology, 2025, nr. 16, p. 1488270. ISSN 1664-1078.

<sup>329</sup> BARAK MIRIT, H., SHOSHANA, A. *Critical Analysis of Vocational Education Policy in Israel*. In: Barbara E. Stalder and Christof Nägele (Editors), 2019, p. 50-59. [accessed 10.06.2024]. Available at: [https://vbn.aau.dk/ws/portalfiles/portal/313242384/VETNET\\_Proceedings\\_Vol\\_2\\_2019\\_def.pdf#page=59](https://vbn.aau.dk/ws/portalfiles/portal/313242384/VETNET_Proceedings_Vol_2_2019_def.pdf#page=59)

	begins at an early age.
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Source:<sup>330</sup>

**Table 31.6. Schools for adults**

<b>Type of institution</b>	<b>Description</b>
Schools for adults	Evening and correspondence schools for those who have interrupted their education; prepare for external exams; focus on compulsory subjects.

Source:<sup>331</sup>

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<sup>330</sup> ARI-AM, H., GUMPEL, T. P. *Special education today in Israel*. In: Special education international perspectives: Practices across the globe. Leeds: Emerald Group Publishing Limited, 2014. 500 p. ISBN 978-1784410964.

<sup>331</sup> POSTAN-AIZIK, D. *Critical adult education and community organizing: The case of diverse communities in Israel*. In: Journal of Community Psychology, 2022, nr. 50(8), p. 3525-3541. ISSN 1520-6629.

## Appendix 32

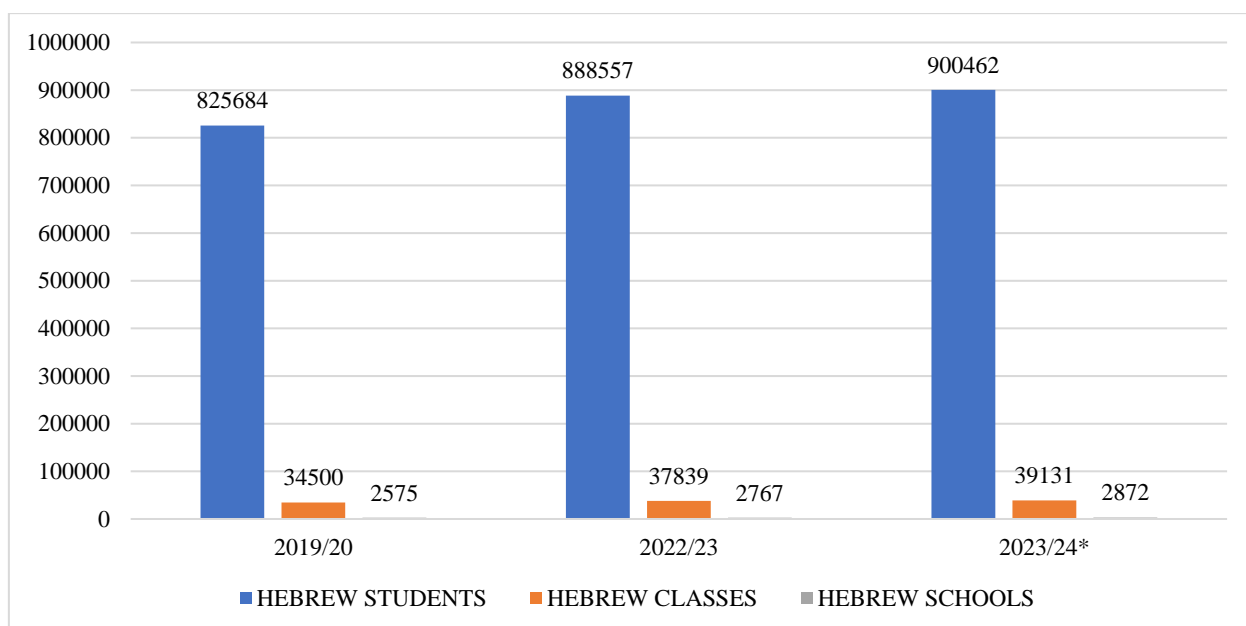
### Statistics of hebrew and arab schools, classes and students in primary education

**Table 32.1. Hebrew and arab schools, classes and students in primary education (1948-2024)**

	* 5774	5783	5754	5700	5700	5770	5750	5700	5799	5799	
	2023/24*	2022/23	2019/20	2009/10	1999/00	1989/90	1979/80	1969/70	1959/60	1948/49	
	<b>HEBREW EDUCATION(1)</b>									<b>Hebrew Education(1)</b>	
	<b>SCHOOLS</b>									<b>Schools</b>	
<b>TOTAL</b>	<b>2 872</b>	<b>2 767</b>	<b>2 575</b>	<b>2 088</b>	<b>1 880</b>	<b>1 392</b>	<b>1 475</b>	<b>1 519</b>	<b>1 501</b>	<b>467</b>	<b>total</b>
Primary schools	2 536	2 465	2 321	1 889	1 720	1 204	1 261	1 235	1 149	467	Schools Elementary
Special education schools	336	302	254	199	160	188	214	284	352	-	Schools For special education
	<b>CLASSES</b>									<b>Classes</b>	
<b>TOTAL</b>	<b>39 131</b>	<b>37 839</b>	<b>34 500</b>	<b>26 137</b>	<b>22 763</b>	<b>18 135</b>	<b>16 964</b>	<b>14 768</b>	<b>12 030</b>	<b>3 364</b>	<b>total</b>
Primary schools	36 805	35 745	32 756	24 786	21 475	16 782	15 780	13 459	10 980	3 364	Schools Elementary
Special education schools	2 326	2 094	1 744	1 351	1 288	1 343	1 184	1 309	1 050	-	Schools For special education
	<b>STUDENTS</b>									<b>Students</b>	
<b>TOTAL</b>	<b>900 462</b>	<b>888 557</b>	<b>825 684</b>	<b>637 470</b>	<b>558 640</b>	<b>486 468</b>	<b>436 387</b>	<b>394 354</b>	<b>375 054</b>	<b>91 133</b>	<b>total</b>
Primary schools	883 727	873 165	812 598	627 210	549 558	473 189	424 173	375 534	357 644	91 133	Schools Elementary
Special education schools	16 735	15 392	13 086	10 260	9 082	13 279	12 214	18 820	17 410	-	Schools For special education
	<b>ARAB EDUCATION</b>									<b>Arab education</b>	
	<b>SCHOOLS</b>									<b>Schools</b>	
<b>TOTAL</b>	<b>667</b>	<b>666</b>	<b>665</b>	<b>537</b>	<b>401</b>	<b>330</b>	<b>312</b>	<b>219</b>	<b>139</b>	<b>45</b>	<b>total</b>
Primary schools	586	583	583	479	355	309	294	207	138	45	Schools Elementary
Special education schools	81	83	82	58	46	21	18	12	1	-	Schools For special education
	<b>CLASSES</b>									<b>Classes</b>	
<b>TOTAL</b>	<b>10 590</b>	<b>10 438</b>	<b>10 198</b>	<b>8 681</b>	<b>6 130</b>	<b>4 622</b>	<b>4 045</b>	<b>2 663</b>	<b>1 057</b>	<b>667</b>	<b>total</b>
	<b>STUDENTS</b>									<b>Students</b>	
<b>TOTAL</b>	<b>257 704</b>	<b>254 350</b>	<b>248 323</b>	<b>247 215</b>	<b>181 640</b>	<b>139 600</b>	<b>121 985</b>	<b>85 449</b>	<b>36 729</b>	<b>9 991</b>	<b>total</b>
Primary schools	253 955	250 736	244 888	243 979	179 446	138 482	121 101	85 094	36 652	9 991	Schools Elementary
Special education schools	3 749	3 614	3 435	3 236	2 194	1 118	884	355	77	-	Schools For special education

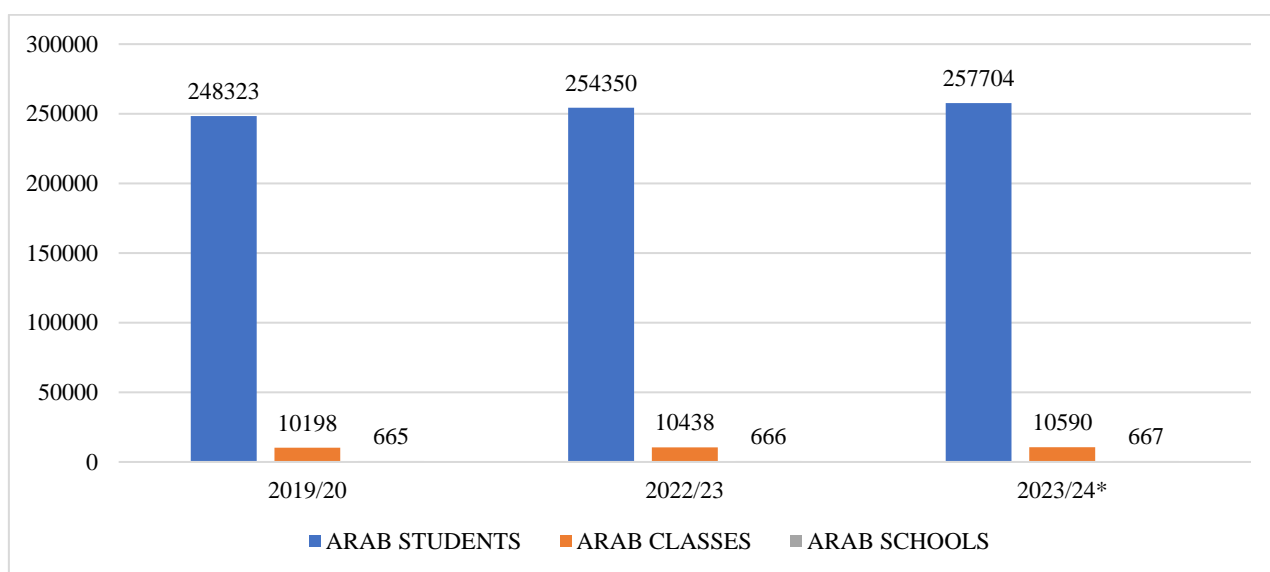
Source: <sup>332</sup>

<sup>332</sup> Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>



**Figure 32.1. Hebrew schools, classes and students in primary education**

Source:<sup>333</sup>



**Figure 32.2. Arab schools, classes and students in primary education**

Source:<sup>334</sup>

<sup>333</sup> Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

<sup>334</sup> Ibidem. Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

## Hebrew, arab schools, classes and students in secondary education (1948-2024)

	2023/24*	2022/23	2019/20	2009/10	1999/00	1989/90	1979/80	1969/70	1959/60	1948/49
	<b>HEBREW EDUCATION</b>									
	<b>SCHOOLS</b>									
<b>TOTAL(1)</b>	<b>1 954</b>	<b>1 885</b>	<b>1 749</b>	<b>1 392</b>	<b>1 137</b>	<b>620</b>	<b>521</b>	<b>545</b>	<b>353</b>	<b>98</b>
Lower secondary education	738	708	662	522	481	304	248	32	-	-
Upper secondary education	1 838	1 775	1 645	1 288	992	538	478	544	353	98
	<b>CLASSES</b>									
<b>TOTAL</b>	<b>25 821</b>	<b>25 009</b>	<b>22 736</b>	<b>17 828</b>	<b>16 851</b>	<b>11 313</b>	<b>8 327</b>	<b>4 784</b>	<b>1 706</b>	<b>507</b>
Lower secondary education	9 280	9 027	8 057	6 501	6 336	4 019	2 633	252	-	-
Upper secondary education	16 541	15 982	14 679	11 327	10 515	7 294	5 694	4 532	1 706	507
	<b>STUDENTS</b>									
<b>TOTAL</b>	<b>638 210</b>	<b>623 914</b>	<b>569 088</b>	<b>468 843</b>	<b>467 291</b>	<b>325 692</b>	<b>216 602</b>	<b>137 344</b>	<b>55 142</b>	<b>10 218</b>
Lower secondary education	247 039	245 260	218 909	185 316	195 024	120 537	72 792	7 908	-	-
Upper secondary education	391 171	378 654	350 179	283 527	272 267	205 155	143 810	129 436	55 142	10 218
<b>STUDY TRACK(2)</b>										
Non-technological	251 855	244 989	226 765							
Technological	139 316	133 665	123 414							
	<b>ARAB EDUCATION</b>									
	<b>SCHOOLS</b>									
<b>TOTAL(1)</b>	<b>479</b>	<b>479</b>	<b>468</b>	<b>341</b>	<b>194</b>	<b>90</b>	<b>59</b>	<b>37</b>	<b>7</b>	<b>1</b>
Lower secondary education	228	228	219	146	106	69	43	4	-	-
Upper secondary education	414	409	394	272	136	93	49	35	7	1
	<b>CLASSES</b>									
<b>TOTAL</b>	<b>7 921</b>	<b>7 827</b>	<b>7 603</b>	<b>5 312</b>	<b>3 234</b>	<b>2 098</b>	<b>1 073</b>	<b>276</b>	<b>31</b>	<b>8</b>
Lower secondary education	3 171	3 158	3 078	2 413	1 454	875	451	93	-	-
Upper secondary education	4 750	4 669	4 525	2 899	1 780	1 223	622	183	31	8
	<b>STUDENTS</b>									
<b>TOTAL</b>	<b>195 307</b>	<b>193 759</b>	<b>192 453</b>	<b>155 374</b>	<b>97 387</b>	<b>67 816</b>	<b>37 276</b>	<b>10 507</b>	<b>1 956</b>	<b>14</b>

Lower secondary education	82 759	82 588	81 169	74 518	47 844	28 928	14 803	2 457	-	-
Upper secondary education	112 548	111 171	111 284	80 856	49 543	38 888	22 473	8 050	1 956	14
<b>STUDY TRACK(2)</b>										
Non-technological	64 750	64 561	64 371							
Technological	47 798	46 610	46 913							

Source: <sup>335</sup>

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<sup>335</sup> Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

## Hebrew and arab students in secondary education, by grade (1948-2024)

Grade	2023/24 *	2022/23	2019/20	2009/10	1999/00	1989/90	1979/80	1969/70	1959/60	1948/49
	<b>HEBREW EDUCATION</b>									
<b>TOTAL</b>	<b>638 210</b>	<b>623 914</b>	<b>569 088</b>	<b>468 843</b>	<b>469 637</b>	<b>325 747</b>	<b>216 602</b>	<b>137 344</b>	<b>54 392</b>	<b>10 218</b>
7	83 326	83 237	73 792	63 432	64 035	39 728	25 078	5 629	-	-
8	83 699	81 185	72 851	60 997	67 338	42 562	25 047	2 279	-	-
9 - total	119 485	119 979	107 629	86 002	88 693	67 446	51 584	43 926	21 841	4 461
Thereof: Lower	80 014	80 838	72 266	60 887	63 651	38 318	22 667	-	-	-
secondary										
education										
10	121 631	113 854	105 253	86 399	86 930	62 426	44 857	35 402	15 263	2 936
11	113 822	110 304	107 247	84 893	81 335	57 654	37 211	28 902	10 707	1 896
12	107 925	107 257	96 105	82 753	76 065	52 735	31 316	20 503	6 581	925
13	5 307	4 973	3 588	2 392	3 479	2 456	1 155	435	-	-
14	3 015	3 125	2 623	1 975	1 762	740	354	268	-	-
	<b>ARAB EDUCATION</b>									
<b>TOTAL</b>	<b>195 307</b>	<b>193 759</b>	<b>192 453</b>	<b>155 374</b>	<b>100 538</b>	<b>68 608</b>	<b>34 725</b>	<b>5 879</b>	<b>1 029</b>	<b>14</b>
7	27 860	27 554	26 530	26 018	16 790	10 103	5 383	466	-	-
8	28 082	27 878	27 413	24 614	16 657	10 208	5 151	321	-	-
9 - total	34 796	35 044	34 123	29 080	20 329	16 639	8 748	2 491	495	14
Thereof: Lower	26 817	27 156	27 226	23 886	14 397	8 617	4 269	-	-	-
secondary										
education										
10	35 783	34 174	34 060	26 745	17 631	13 066	7 067	1 224	209	-
11	33 875	33 628	35 834	24 797	15 105	9 984	4 633	842	186	-
12	34 084	34 749	33 973	23 926	13 810	8 550	3 743	535	139	-
13	444	425	288	122	161	58	-	-	-	-
14	383	307	232	72	55	-	-	-	-	-

Source: <sup>336</sup>

<sup>336</sup> Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

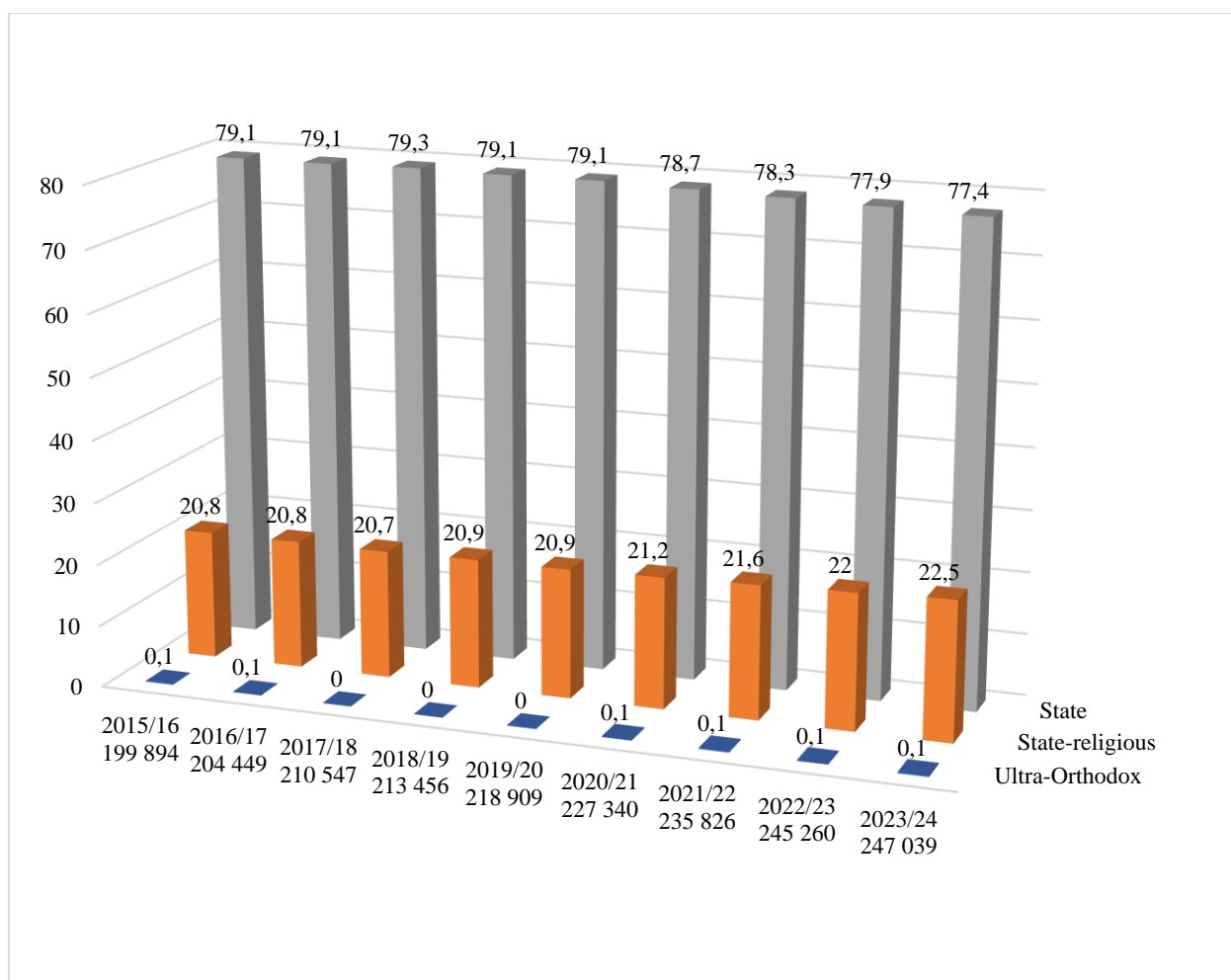
## Statistics of students in lower and upper secondary education by supervision

Table 35.1. Number of students in lower and upper secondary education by supervision (2015-2024)

		Supervision			Total	
		Ultra-	State-	State	Percentages	Absolute
		Orthodox(1)	religious			numbers
<b>LOWER SECONDARY</b>	1969/70	-	37,5	62,5	<b>100,0</b>	<b>7 900</b>
<b>EDUCATION</b>	1979/80	1,4	23,0	75,6	<b>100,0</b>	<b>72 792</b>
	1989/90	0,6	16,1	83,3	<b>100,0</b>	<b>120 608</b>
	1999/00	0,2	18,5	81,3	<b>100,0</b>	<b>193 903</b>
	2004/05	0,1	19,7	80,2	<b>100,0</b>	<b>187 789</b>
	2006/07	0,1	20,0	79,9	<b>100,0</b>	<b>185 217</b>
	2007/08	0,1	19,8	80,1	<b>100,0</b>	<b>183 367</b>
	2008/09	0,1	19,9	80,0	<b>100,0</b>	<b>182 264</b>
	2009/10	0,1	20,2	79,7	<b>100,0</b>	<b>185 316</b>
	2014/15	0,1	20,6	79,3	<b>100,0</b>	<b>194 781</b>
	2015/16	0,1	20,8	79,1	<b>100,0</b>	<b>199 894</b>
	2016/17	0,1	20,8	79,1	<b>100,0</b>	<b>204 449</b>
	2017/18	-	20,7	79,3	<b>100,0</b>	<b>210 547</b>
	2018/19	-	20,9	79,1	<b>100,0</b>	<b>213 456</b>
	2019/20	-	20,9	79,1	<b>100,0</b>	<b>218 909</b>
	2020/21	0,1	21,2	78,7	<b>100,0</b>	<b>227 340</b>
	2021/22	0,1	21,6	78,3	<b>100,0</b>	<b>235 826</b>
	2022/23	0,1	22,0	77,9	<b>100,0</b>	<b>245 260</b>
	2023/24*	0,1	22,5	77,4	<b>100,0</b>	<b>247 039</b>
<b>UPPER SECONDARY</b>	1969/70	3,7	21,9	74,4	<b>100,0</b>	<b>129 436</b>
<b>EDUCATION (2)</b>	1979/80	4,0	22,2	73,8	<b>100,0</b>	<b>143 810</b>
	1989/90	5,7	18,4	75,9	<b>100,0</b>	<b>205 139</b>
	1999/00	14,8	17,2	68,0	<b>100,0</b>	<b>270 862</b>
	2004/05	19,0	16,8	64,2	<b>100,0</b>	<b>279 751</b>
	2006/07	20,8	17,0	62,2	<b>100,0</b>	<b>277 620</b>
	2007/08	20,6	17,4	62,0	<b>100,0</b>	<b>279 473</b>
	2008/09	21,2	17,3	61,5	<b>100,0</b>	<b>280 876</b>
	2009/10	22,4	16,9	60,7	<b>100,0</b>	<b>283 527</b>
	2014/15	25,1	16,7	58,2	<b>100,0</b>	<b>311 778</b>
	2015/16	25,4	16,6	58,2	<b>100,0</b>	<b>315 941</b>
	2016/17	26,0	16,2	57,8	<b>100,0</b>	<b>320 687</b>
	2017/18	26,8	16,2	57,0	<b>100,0</b>	<b>328 911</b>
	2018/19	27,2	16,1	56,7	<b>100,0</b>	<b>338 161</b>
	2019/20	28,0	16,0	56,0	<b>100,0</b>	<b>350 179</b>
	2020/21	28,1	16,0	55,9	<b>100,0</b>	<b>361 030</b>
	2021/22	28,6	16,1	55,3	<b>100,0</b>	<b>367 205</b>
	2022/23	29,0	16,0	55,0	<b>100,0</b>	<b>378 654</b>
	2023/24*	29,0	16,0	55,0	<b>100,0</b>	<b>391 171</b>

Source: <sup>337</sup>

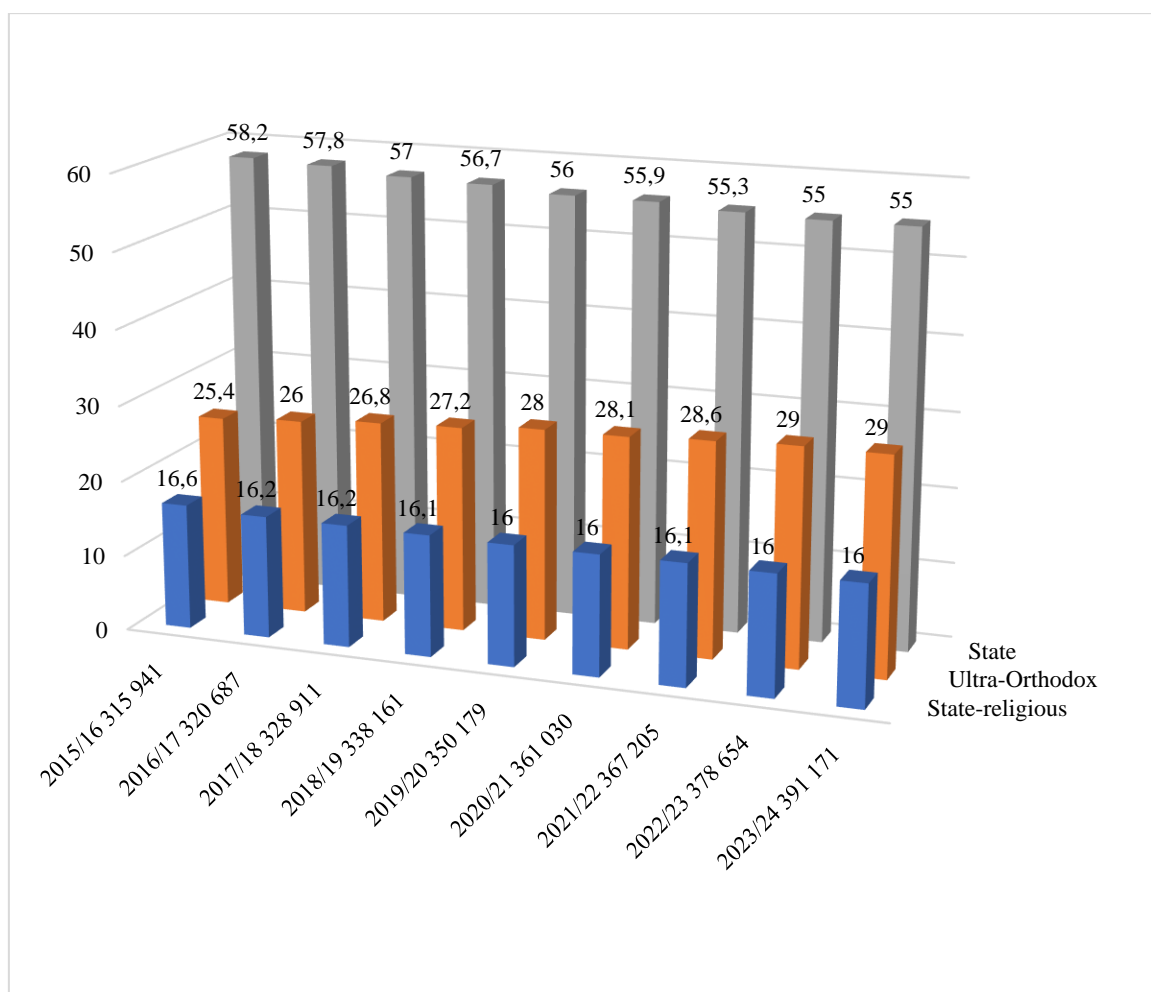
<sup>337</sup> Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>



**Figure 35.1. Lower secondary education by supervision**

Source:<sup>338</sup>

<sup>338</sup> Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>



**Figure 35.2. Upper secondary education by supervision**

Source:<sup>339</sup>

<sup>339</sup> *Education - Statistical Abstract of Israel 2024*. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

### The legal framework governing school education in Israel

Title of the law	Year	Summary and analysis of the law
Compulsory Education Act	1949	Establishes the right and obligation of children from 3 to 17 years of age to receive free education. Includes provisions for exemption and home schooling. The law became the basis for ensuring universal coverage and equality of access.
Law on Public Education	1953	Defines two types of official schools (state and state-religious), consolidates state control over programs and standards. Eliminated the party division of schools.
School Inspection Act	1969	Requires all educational institutions with more than 10 students to obtain a license. Regulates the opening, inspection and closing of schools, safety, health and employment issues.
Law on Special Education	1988	Mandates the provision of special education to children with special needs. The 2002 amendments expanded the rights to inclusive education and support in regular schools.
Pupil Rights Act	2000	Secures the right to education, protection from discrimination, humiliation and violence. Defines the mechanism for suspending a student and the school's obligation to take into account the family's opinion. The law strengthens the legal protection of the student.
Law on extended school day	1997	Introduces the possibility of an extended school day in certain districts as a tool for equalizing educational opportunities.
Law on Special Cultural and Educational Status	2008	Regulates the activities of educational institutions with a special religious focus (for example, yeshivas), exempting them from a number of requirements, including the study of basic subjects.
Amendment on free education from the age of 3	2012	Obliges the state to provide free preschool education from the age of 3. This has become an important milestone in expanding educational coverage and reducing the financial barrier.

Source: <sup>340</sup>, <sup>341</sup>, <sup>342</sup>, <sup>343</sup>

<sup>340</sup> *Education in Israel: Principal Laws Relating to Education*. [accessed 07.11.2023]. Available at: [https://www.jewishvirtuallibrary.org/principal-laws-relating-to-education-in-israel#:~:text=COMPULSORY%20EDUCATION%20LAW%20\(1949\),entire%20system%20from%20age%205.](https://www.jewishvirtuallibrary.org/principal-laws-relating-to-education-in-israel#:~:text=COMPULSORY%20EDUCATION%20LAW%20(1949),entire%20system%20from%20age%205.)

<sup>341</sup> *The Israel Compulsory Education Act*, 1949. [accessed 02.05.2024]. Available at: <https://www.tandfonline.com/doi/pdf/10.1080/0021642500210314>

<sup>342</sup> *Israel State Education Law*. 1953. [accessed 02.11.2024]. Available at: <https://www.adalah.org/uploads/oldfiles/Public/files/Discriminatory-Laws-Database/English/24-State-Education-Law-1953.pdf>

<sup>343</sup> *Students' Rights Law*, 2007. [accessed 06.05.2024]. Available at: <https://ugportal.technion.ac.il/wp-content/uploads/2023/09/students-rights-law-en.pdf>

## SWOT Analysis of the Israeli School Education System

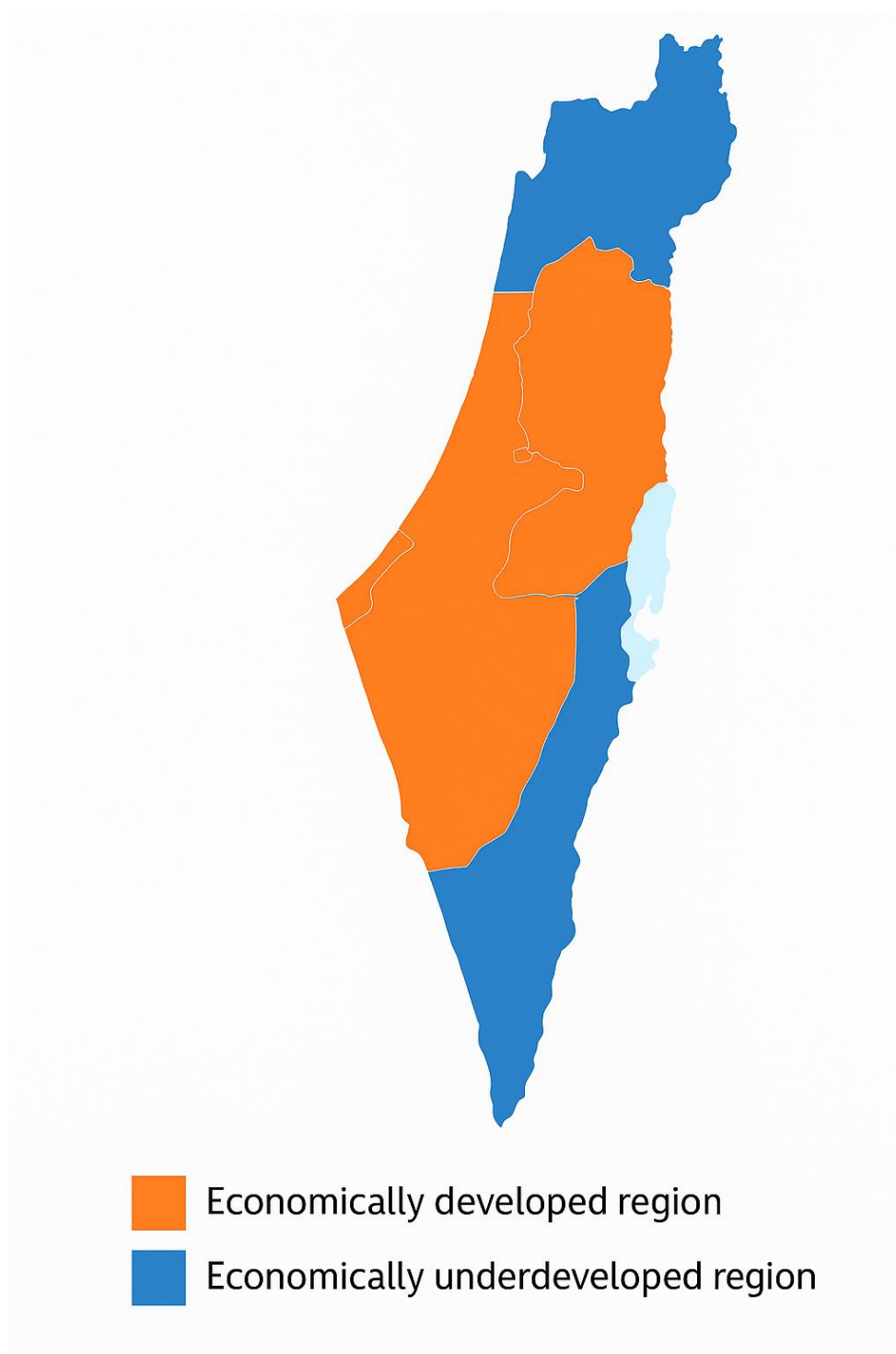
	<b>Strengths</b> <ul style="list-style-type: none"> <li>- Partial autonomy of HR and finance directors</li> <li>- State programs for training school leaders (e.g., "Mahut")</li> <li>- Implementation of digital school management systems</li> <li>- Management quality assessment programs (OFEK HADASH and others)</li> <li>- Involvement of parents in school management processes</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>- Shortage of qualified managers in the peripheral and Arab sectors</li> <li>- Lack of strategic planning at the school level</li> <li>- Bureaucratization of management processes</li> <li>- Lack of coordination between the Ministry of Education and municipalities</li> <li>- Low readiness of managers for crisis management</li> </ul>
<b>Possibilities</b> <ul style="list-style-type: none"> <li>- Expansion of professional training programs for directors</li> <li>- Implementation of quality management models (EFQM, PDCA, TQM)</li> <li>- Use of Big Data for monitoring school performance</li> <li>- Schools collaborating with universities and businesses in the field of leadership</li> <li>- Growing interest in school autonomy (School - Based Management)</li> </ul>	<ul style="list-style-type: none"> <li>- Development of school autonomy (School - Based Management)</li> <li>- Director and manager training programs</li> <li>- Implementation of digital platforms for performance monitoring</li> <li>- Use of Big Data and analytics in management</li> </ul>	<ul style="list-style-type: none"> <li>- Possibility of eliminating the shortage of management personnel through educational programs</li> <li>- Digitalization of school management processes</li> <li>- Development of partnerships with universities and businesses</li> <li>- Introduction of quality standards for school management</li> </ul>
<b>Threats</b> <ul style="list-style-type: none"> <li>- Growing gap between schools with effective and ineffective management</li> <li>- Resistance to change at the administrative level</li> <li>- Politicization of the appointment of management personnel</li> <li>- Insufficient funding for management reforms</li> <li>- Growing legal burden on principals</li> </ul>	<ul style="list-style-type: none"> <li>- Widening gap between strong and weak schools</li> <li>- Politicization of personnel appointments</li> <li>- Insufficient funding for management reforms</li> <li>- Growing bureaucratic burden on principals</li> </ul>	<ul style="list-style-type: none"> <li>- Deterioration in the quality of management while the shortage of personnel persists</li> <li>- Increased inequality between regions</li> <li>- Increased staff turnover against the backdrop of directors being overloaded</li> <li>- Bureaucratization of reforms with weak quality control</li> </ul>

Source: developed by the author based on <sup>344</sup> <sup>345</sup>

<sup>344</sup> Education Policy Outlook.OECD, 2022. [accessed 04.12.2024]. Available at: <https://www.oecd.org/en/about/projects/education-policy-outlook.html>

<sup>345</sup> BLASS, N. *The Education System in Israel 2020–2024: A Conservative System in a Dynamic Reality*. Jerusalem: Taub Center for Social Policy Studies in Israel, 2024. 41 p. [accessed 12.02.2025]. Available at: [https://www.taubcenter.org.il/wp-content/uploads/2025/01/Education-2024-ENG-1.pdf?utm\\_source=chatgpt.com](https://www.taubcenter.org.il/wp-content/uploads/2025/01/Education-2024-ENG-1.pdf?utm_source=chatgpt.com)

**Map of the conditional division of Israel into economically developed and weak regions**



Source: developed by the author

## Statistics of population by district jews/arabs (2020)

Table 39.1. Population by district jews/arabs (2020)

District	JEWS	ARABS	Total
<i>Jerusalem District</i>	784,8	379,9	1164,7
<i>Northern District</i>	633,3	800,4	1433,7
Zefat S.D.	105,2	13,8	119
Kinneret S.D.	76,6	35,5	112,1
Yizre'el S.D.	226,3	290,0	516,3
Akko S.D.	201,1	434,5	635,6
Golan S.D.(3)	24,0	26,6	50,6
<i>Haifa District</i>	722,2	273,4	995,6
Haifa S.D.	463,6	69,4	533
Hadera S.D.	258,6	204,0	462,6
<i>Central District</i>	1 972,4	186,6	2159
Sharon S.D.	363,3	103,5	466,8
Petah Tiqwa S.D.	713,1	39,1	752,2
Ramla S.D.	307,5	43,0	350,5
Rehovot S.D.	588,5	24,2	612,7
<i>Tel Aviv District</i>	1 350,3	291,7	1642
<i>Southern District</i>	968,7	290,4	1259,1

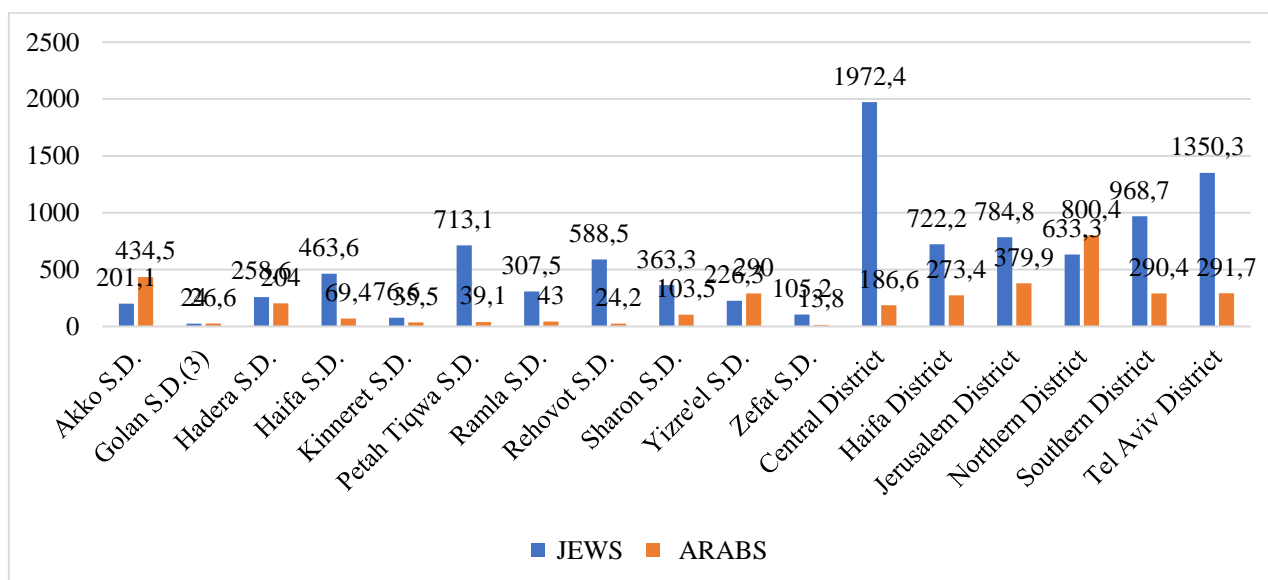
Source:<sup>346</sup>

Figure 39.1. Population by district jews/arabs (2020)

Source:<sup>347</sup>

<sup>346</sup> Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

<sup>347</sup> Ibidem. Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

**QUESTIONNAIRE FOR ISRAELI SCHOOL TEACHERS**  
**"Assessment of educational management practices in Israeli schools"**

Dear respondent, in this study we aim to study the characteristics of school management. Please complete the following questionnaire. Your answers will be used for research purposes only and your anonymity will be maintained.

In the questionnaire questions, you must select an answer option or give a detailed answer that most closely corresponds to your opinion and judgment.

By filling out this form, you agree to participate in this scientific study.

**We appreciate your cooperation in completing the questionnaire!**

**I. PERSONAL INFORMATION**

**1. Gender:**

☐ Male

☐ Female

Other (specify) \_\_\_\_\_

**2. Age (years):** \_\_\_\_\_

**3. Education:**

☐ Bachelor

☐ Master

☐ Doctor

☐ Associate Professor

☐ Other \_\_\_\_\_

**4. Higher educational institution (where higher education was obtained):** \_\_\_\_\_

**5. Teaching experience (in years):** \_\_\_\_\_

**6. Teaching experience at the current school (in years):** \_\_\_\_\_

**7. Position:**

☐ Chief Deputy Director

☐ Class Coordinator

☐ Subject Coordinator

☐ Security Coordinator

☐ Values Coordinator

☐ Social Coordinator

☐ Pedagogical coordinator

☐ Advisor

☐ Other: \_\_\_\_\_

**8. Subject/subjects taught:**

\_\_\_\_\_

**II. INFORMATION ABOUT THE SCHOOL**

**9. School institution code:** \_\_\_\_\_

**10. District/region of the country where the school is located :**

\_\_\_\_\_

**11. Type of school:**

☐ Public

☐ Private

☐ Religious

☐ Other: \_\_\_\_\_

**12. Age range of students:**

☐ Primary (1st–6th grade)

- ☐ Middle (7th–9th grade)
- ☐ Senior (10th–12th grade)
- ☐ All levels

**13. Approximate number of students in the school:**

\_\_\_\_\_ people

**14. What kind of management structure does your school use?**

---

### **III. GENERAL MANAGEMENT COMPETENCE AT SCHOOL**

**15. There is a certain management and leadership structure in the school.**

- ☐ Yes
- ☐ No

**16. The management structure is created in collaboration with the educational team.**

- ☐ Yes
- ☐ No

**17. The school has organized mechanisms for the exchange of information and consultation between the school principal and the entire staff.**

- ☐ Yes
- ☐ No

**18. The school has an effective system of monitoring and tracking the implementation of decisions (such as management teams, work plans, etc.).**

- ☐ Yes
- ☐ No

**19. Decisions in school are made through systematic discussion.**

- ☐ Yes
- ☐ No

**20. The school implements the adopted programs and decisions.**

- ☐ Yes
- ☐ No

**21. There is coordination between the different roles and teams in the school, ensuring that everyone is working towards a common goal.**

- ☐ Yes
- ☐ No

**22. The school plans the distribution of workforce, roles, responsibilities and resources.**

- ☐ Yes
- ☐ No

**23. Clear goals are set for both staff and students to achieve.**

- ☐ Yes
- ☐ No

**24. In school, it is customary to study and consider many different options for action before starting work.**

- ☐ Yes
- ☐ No

**25. It is important for the principal to be aware of everything that is happening at school.**

- ☐ Yes
- ☐ No

**26. It is important for the principal to identify the needs of the school environment (community) in order to formulate an appropriate vision for the school.**

- ☐ Yes
- ☐ No

**27. At school, teachers are given significant powers to decide important issues.**

- ☐ Yes
- ☐ No

**28. At school, various working groups are involved in decision-making processes.**

☐ Yes

☐ No

**29. The principal usually personally reprimands a teacher who does not perform his duties properly.**

☐ Yes

☐ No

**30. At school we solve problems, not just talk about them in meetings.**

☐ Yes

☐ No

**31. There is a certain management structure in the school.**

☐ Yes

☐ No

**32. What management approaches do you think are most effective in your school?**

---

---

**33. What difficulties arise when implementing management decisions?**

---

---

**34. What changes would you suggest to improve management in your school?**

---

---

#### **IV. LEADERSHIP COMPETENCE OF SCHOOL MANAGEMENT**

**35. The director successfully and convincingly explains and justifies his decisions and orders.**

☐ Yes

☐ No

**36. The director sets high and challenging goals.**

☐ Yes

☐ No

**37. The director acts with enthusiasm and inspires the staff.**

☐ Yes

☐ No

**38. School management continues to implement programs even if immediate results are not evident.**

☐ Yes

☐ No

**39. The director constantly introduces new and creative ideas.**

☐ Yes

☐ No

**40. The director acts in accordance with his convictions, even if they are unconventional or do not fully comply with external directives.**

☐ Yes

☐ No

**41. The director communicates effectively with both junior staff and influential senior people.**

☐ Yes

☐ No

**42. The school principal motivates teachers to work based on a sense of ideological commitment, not just rules.**

☐ Yes

☐ No

**43. The principal allows changes initiated by teachers.**

- ☐ Yes  
☐ No

**44. The director influences employees, forcing them to change their opinions or actions.**

- ☐ Yes  
☐ No

**45. In moments of emotional distress, the director remains calm and continues to work.**

- ☐ Yes  
☐ No

**46. The school principal systematically expands the powers of full-time teachers.**

- ☐ Yes  
☐ No

**47. The school principal is accessible to students, teachers and parents, maintaining an open door policy in management.**

- ☐ Yes  
☐ No

**48. Do you agree that your school's leadership demonstrates a strategic vision in the development of the educational process?**

- ☐ Yes  
☐ No  
☐ Partially

**49. How often does management involve teachers in the process of making management decisions?**

- ☐ Constantly  
☐ Sometimes  
☐ Rarely  
☐ Never

**50. What role do you think the principal plays as the leader of the educational process in your school?**

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## **V. APPLICATION OF PRINCIPLES OF EDUCATIONAL MANAGEMENT IN SCHOOL**

**51. Which of the following tasks do you think are priorities for educational management in your school? (You can select more than one option)**

- ☐ Improving the quality of education  
☐ Efficient allocation of resources  
☐ Motivation and support of the teaching staff  
☐ Development of school infrastructure  
☐ Implementation of innovative teaching methods  
☐ Strengthening ties with the local community  
☐ Ensuring accessibility of education  
☐ Adaptation of educational programs to local conditions  
☐ Attracting additional resources  
 Other (please specify)

**52. What are the main management problems or weaknesses you see in your school?**

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**53. What do you think are the most common reasons for effective school management? (You can select more than one option)**

- ☐ Insufficient funding  
☐ Personnel shortage

- ☐ Lack of a clear management structure
- ☐ Weak integration with the local community
- ☐ Economic vulnerability of the region
- ☐ Infrastructure shortcomings
- ☐ Limited opportunities for innovation

Other: \_\_\_\_\_

**54. To what extent do you agree with the statement: “Educational management has potential for development in my school”**

1 – Completely disagree

2 – Rather disagree 3 – Difficult to answer 4 – Rather agree 5 – Completely agree

**55. Are elements of educational management applied in teaching activities (at the teacher level)?**

- ☐ Yes
- ☐ No
- ☐ Partially

**56. Are elements of educational management applied in the administrative activities of the school (at the management level)?**

- ☐ Yes
- ☐ No
- ☐ Partially

**57. How do you rate the current level of management effectiveness in your school?**

- ☐ Very low
- ☐ Below average
- ☐ Average
- ☐ Above average
- ☐ Very high

**58. What specific educational management tools and approaches are used in your school?**

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**59. Does your school implement a management strategy?**

- ☐ Yes
- ☐ No
- ☐ Partially / At the initial stage

If "Yes" or "Partially", briefly describe its features:

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**60. Who is involved in developing your school’s management strategy?**

- ☐ Management only
- ☐ Management and teaching staff
- ☐ Parent/community representatives included
- ☐ Difficult to say

**61. The structure of the educational management strategy should be:**

- ☐ Universal for all schools
- ☐ Adaptable depending on environmental conditions

Other (specify):

---

**62. The assessment of the effectiveness of management in the school is focused on the following indicators**

Management Evaluation Indicators	Not used	Rarely	Sometimes	Often	Constantly
Student performance and results					
Teacher satisfaction level					
Social involvement of the school					
School participation in projects and					

initiatives					
Feedback from parents					

**63. What other performance indicators are used in your school?**

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**64. What methods/approaches of educational management are used in your school?**

- ☐ Project approach  
☐ Marketing approach  
☐ Service design approach  
☐ Change management principles  
☐ Quality management

Other (specify): \_\_\_\_\_

**65. What conditions, in your opinion, are necessary for the successful implementation of educational management in your school?**

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**66. Assess the implementation of educational management functions in the school**

Management function	Used actively	Partially used	Not used	I find it difficult to answer
Planning				
Organization				
Staff motivation				
Coordination of activities				
Monitoring the quality of education				
Adaptation to changes in the external environment				

## VI. RECOMMENDATIONS AND SUGGESTIONS FOR IMPROVING SCHOOL MANAGEMENT

**67. What changes in school management do you consider most necessary?**

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**68. What management practices do you think should be introduced or strengthened in your school?**

- ☐ Increasing transparency in decision-making  
☐ Expanding teachers' participation in management processes  
☐ Clearer strategic planning  
☐ Strengthening the staff motivation system  
☐ Introducing management effectiveness assessment tools  
☐ Application of educational management principles at all management levels  
☐ Increasing the level of digitalization and automation  
☐ Other: \_\_\_\_\_

**69. What resources and/or conditions are needed to improve management in your school?**

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Thank you for participating in the survey!

### Characteristics of the process of preparation, conducting a survey of teachers of Israeli schools

#### The structure of the questionnaire included six sections:

1. Personal information – included demographic and professional characteristics of respondents (gender, age, length of service, level of education, position, type and region of school location, etc.);
2. Information about the school institution – contained questions that characterized a specific school;
3. General management competence in the school – the questions were aimed at identifying teachers' perceptions of the organizational and management climate of the school.
4. Leadership competence of school management – this section allowed us to assess the level of expression of leadership qualities and management behavior of the administration, and also served as a basis for comparison with the results of the self-assessment questionnaire for school leaders and principals.
5. Application of principles of educational management in school – contained questions aimed at determining the degree of implementation of approaches, tools, methods of implementation and evaluation of the effectiveness of educational management in the management activities of the school.
6. Recommendations and proposals for improving school management – contained open and semi-closed questions to identify teachers' opinions and initiatives regarding possible improvements to the school management system.

The questionnaire included questions of various types: closed, open, semi-closed, scale, multiple choice, and buffer questions were used for logical separation of thematic blocks and reduction of the effect of respondents' fatigue. The order of questions was built from general to more specific and analytical, with gradual deepening of the content, which contributed to the consistent involvement of the respondent in thinking about the topic.

The questionnaire was anonymous, which reduced socially desirable responses and ensured more frank opinions.

The survey was conducted online using the Google Forms platform. A link to the survey was sent to teachers' corporate and work email addresses. A total of 250 questionnaires were sent, of which 229 were returned with complete answers, representing a response rate of 91.6%. The 8.4% of non-responses were due to the busy schedule or lack of interest of individual respondents.

**Table 41.1. Demographic characteristics of teachers in the sample**

Variable	Number	%	Mean	Standard Deviation
<b>Gender</b>				
Female	144	94.1%	-	-
Male	9	5.9%	-	-
<b>Age</b>				
	-	-	42.60	9.45
Experience in teaching	-	-	16.43	9.84
<b>Teacher type</b>				
Homeroom teacher	91	59.5%	-	-
Subject teacher	62	40.5%	-	-
<b>Education</b>				
B.A.	76	49.7%	-	-
M.A.	77	50.3%	-	-

**The processing of the collected data was carried out in two stages:**

1. Answers to closed questions were processed automatically using Google Forms with subsequent statistical analysis;
2. Responses to open-ended questions were analyzed manually using content analysis to identify key themes, recurring statements, and significant sentences.

Based on the data obtained, general conclusions were formulated that reflected teachers' views on the current level and prospects for the development of educational management in Israeli schools.

**General characteristics of the goals and objectives of educational management in schools in  
the weak region of Israel**

<b>Name of the school</b>	<b>Characteristic</b>	<b>Objectives of educational management</b>	<b>Tasks of educational management</b>	<b>Control Features</b>
Neve Ba- Midbar School (Be'er Sheva)	A school in a socially disadvantaged area, focused on supporting children from poor families.	Improving the level of basic education and socialization of students.	Development of infrastructure, support for teachers, implementation of social support programs.	Flexible adaptation of programs depending on the social needs of the local community.
School in Basma-Tabun (Northern District)	A school in an Arab Bedouin settlement that takes into account the cultural characteristics of the population.	Providing accessible and inclusive education for the Bedouin community.	Adaptation of educational programs to cultural realities, involvement of personnel from the local community.	Taking into account tribal structures and traditional norms in school management.
UNRWA Schools (East Jerusalem)	Educational institutions for Palestinian refugees operated under the auspices of the UN.	Ensuring basic education in times of political instability.	Resource management under limited funding conditions, security support.	Working under conditions of external control and political restrictions.
Ma'ana Institute (East Jerusalem)	Preparing students for admission to Israeli universities, taking into account the specifics of East Jerusalem.	Improving the quality of preparation of students for academic and professional demands.	Creation of preparatory courses, expansion of academic opportunities.	Emphasis on preparation for centralized examinations and university education.
St. Joseph Theological School (Nazareth)	A Christian school with an academic focus, teaching in Arabic and English.	Promoting the comprehensive development of students through the integration of secular and spiritual education.	Maintaining a high level of academic standards and educational programs.	Strong role of religious organizations in school governance.
School of the Nuns of St.	A Catholic school for girls,	Developing leadership qualities	Integration of spiritual and	Priority of spiritual

Joseph (Nazareth)	combining general and religious education.	and moral values in students.	academic components into the educational process.	education while maintaining academic quality.
Nazareth Baptist High School (Nazareth)	An English-language school with a Protestant tradition, high level of academic preparation.	Creating an academically strong environment while maintaining cultural identity.	Improving academic performance, expanding international relations and exchange programs.	Bilingual learning environment, focus on international standards.
Amal Beit She'an High School (Beit She'an)	A public school in the Amal network, focused on technical and applied professions.	Preparing students for professional activities in applied industries.	Modernization of the material base, development of applied training programs.	Focus on the applicability of education to the regional labour market.
Ofakim Comprehensive High School (Ofakim)	A comprehensive school with proactive teaching practice in conditions of limited funding.	Improving the quality of basic academic education in a resource-poor environment.	Search for alternative sources of funding, stimulating teachers' initiative.	High autonomy of schools in project management and attracting external resources.
Makif Alef Dimona (Dimona)	A large school in the Negev, offering technical and military programs.	Developing technical and leadership skills in students.	Integration of technical education into the school curriculum, cooperation with the army.	Close cooperation with military structures and technological colleges.
Yeruham Science Center School (Yeruham)	A scientific school with support from the state and private foundations, good results in natural sciences.	Developing the scientific potential of students in a poor region.	Attracting scientists and specialists, expanding research programs.	Intensive use of grant programs and charitable support.
Ort Kiryat Malakhi High School (Kiryat Malakhi)	Technical school with emphasis on electronics and mechatronics.	Promoting social mobility through engineering education.	Establishing partnerships with industrial enterprises, introducing practice-oriented training.	Software integration of school and industrial training.
Netivot	Traditional	Strengthening	Developing	Relying on

Comprehensive School (Netivo )	academic school with active participation of NGOs and religious organizations.	traditional education and social ties in the community.	relationships with NGOs, adapting programs to cultural and religious characteristics.	public initiatives and cultural characteristics of the local community.
Sha'ar Hanegev High School (Sderot)	Integrative school in a war zone with psychosocial support programs.	Creating a resilient educational environment in times of stress and instability.	Development of psychological support programs, integration of art and music into education.	Adaptation of educational processes to conditions of safety and psychosocial support.
Ort Kiryat Gat (Kiryat Gat)	Applied technology school associated with industrial enterprises.	Developing engineering skills and promoting employment.	Formation of professional growth trajectories, involvement of business in the educational process.	Corporate participation in curriculum development.
Tzfatz Comprehensive School (Tzfatz)	An academic school with a focus on history, culture and religious education.	Strengthening humanitarian and religious knowledge in conditions of social vulnerability.	Expansion of humanitarian programs, support of spiritual values.	Preservation of traditional values while adapting to modern educational requirements.
Ort Akko High School (Acre)	An integrated Arab-Jewish school focused on peaceful coexistence.	Developing multicultural competencies and promoting civil dialogue.	Creating an environment for intercultural dialogue and joint educational projects.	Supporting equal cooperation between different ethnic and religious groups.
Neve Ba- Midbar School (Be'er Sheva)	A school in a socially disadvantaged area, focused on supporting children from poor families.	Improving the level of basic education and socialization of students.	Development of infrastructure, support for teachers, implementation of social support programs.	Flexible adaptation of programs depending on the social needs of the local community.

Source: <sup>348</sup>

<sup>348</sup> *List of Schools*. The Administration of Rural Education and Youth Aliyah. [accessed 13.01.2025]. Available at: <https://www.gov.il/en/departments/dynamiccollectors/schools-list?skip=0>

**Set of questions for conducting in-depth interviews among school leaders in an economically weak region of Israel**

**I. General questions about school**

1. What is the governance structure of your school?
2. What areas of educational management are a priority in your school?

**II. Strategic management**

3. Does your school have a long-term strategic development plan?
4. How are the characteristics of the local community taken into account when forming the school's educational policy?
5. What mechanisms for planning and monitoring educational results are used?

**III. Operational management**

6. How is the personnel policy organized in your school (recruitment, development, retention of teachers)?
7. What difficulties do you experience in ensuring the work of the teaching staff?
8. How are resources (financial, material) distributed in your school?

**IV. Working with external structures**

9. How does the school interact with municipal education authorities?
10. To what extent do you attract external resources (grants, NGOs, business partnerships)?

**V. Implementation of educational tasks**

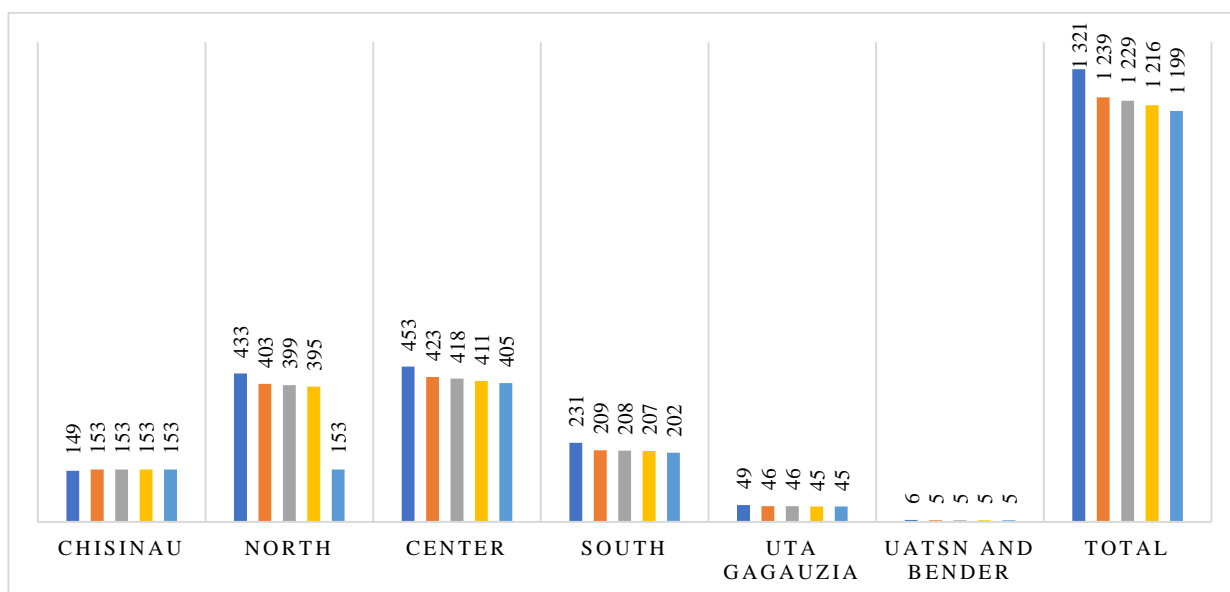
11. What mechanisms are used to ensure the quality of education?
12. How is work with students from vulnerable groups organised?

**VI. Problems and Prospects**

13. What are the main problems of educational management that you see in your school?
14. What changes do you think are most important for improving the effectiveness of educational management?

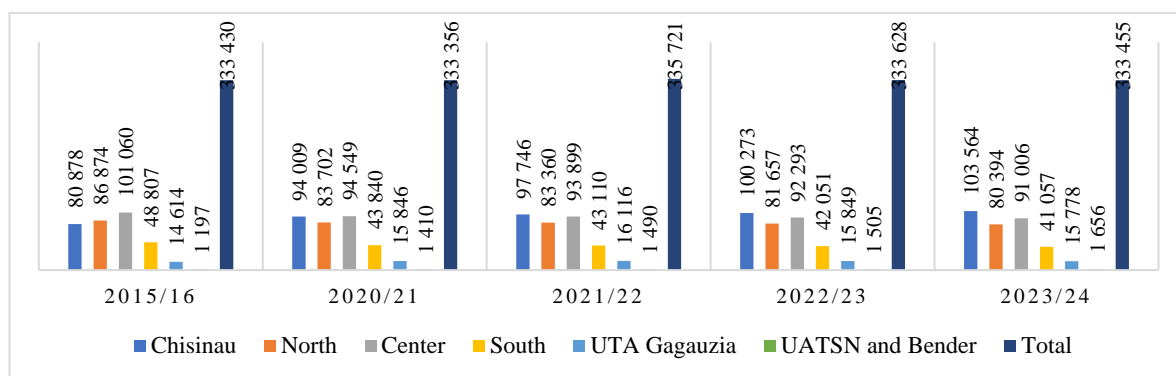
Source: developed by the author

**Day institutions of primary and secondary education, in territorial aspect (day education)  
of the Republic of Moldova**



**Figure 44.1. Number of institutions of the Republic of Moldova**

Source:<sup>349</sup>



**Figure 44.2. Number of pupils of the Republic of Moldova**

Source:<sup>350</sup>

<sup>349</sup> *Statistical Yearbook of the Republic of Moldova*, editions 2002-2024. [accessed 23.01.2025]. Available at: [https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877\\_59482.html](https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877_59482.html)

<sup>350</sup> *Ibidem. Statistical Yearbook of the Republic of Moldova*, editions 2002-2024. [accessed 23.01.2025]. Available at: [https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877\\_59482.html](https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877_59482.html)

## Appendix 45

### Institutions/Pupils/Staff of primary and secondary education of the Republic of Moldova

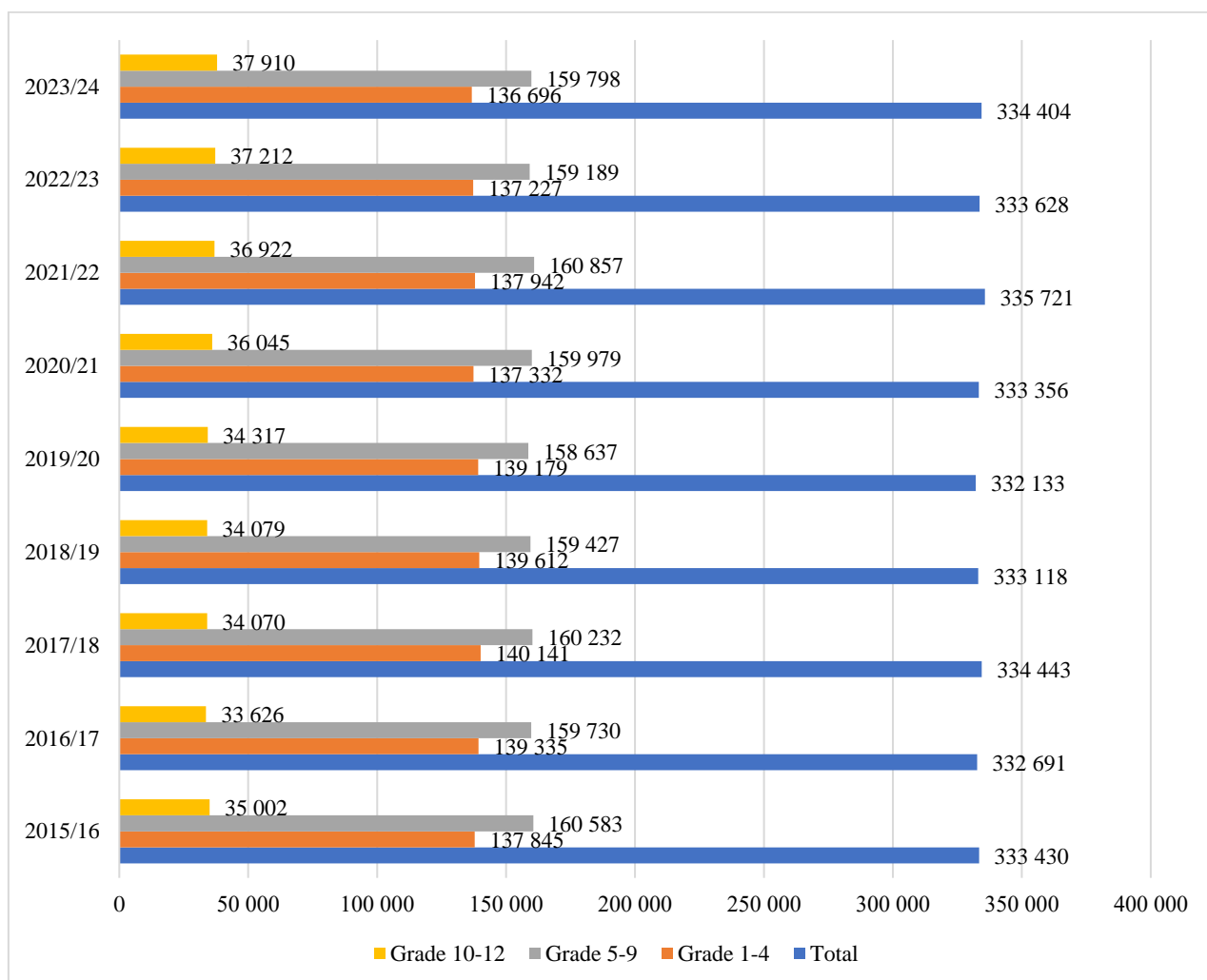
Institutions/Pupils/Staff	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
<i>Number of institutions</i>	1 323	1 291	1 243	1 246	1 255	1 241	1 231	1 218	1 201
<i>Number of pupils – total, thou.</i>	334,5	333,7	335,6	334,2	333,1	334,4	336,7	334,5	334,4
<i>Pedagogical staff – total, thou.</i>	29,6	28,8	28,6	27,7	27,4	26,9	26,5	26,3	26,0

Source: <sup>351</sup>

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<sup>351</sup> *Statistical Yearbook of the Republic of Moldova*, editions 2002-2024. [accessed 23.01.2025]. Available at: [https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877\\_59482.html](https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877_59482.html)

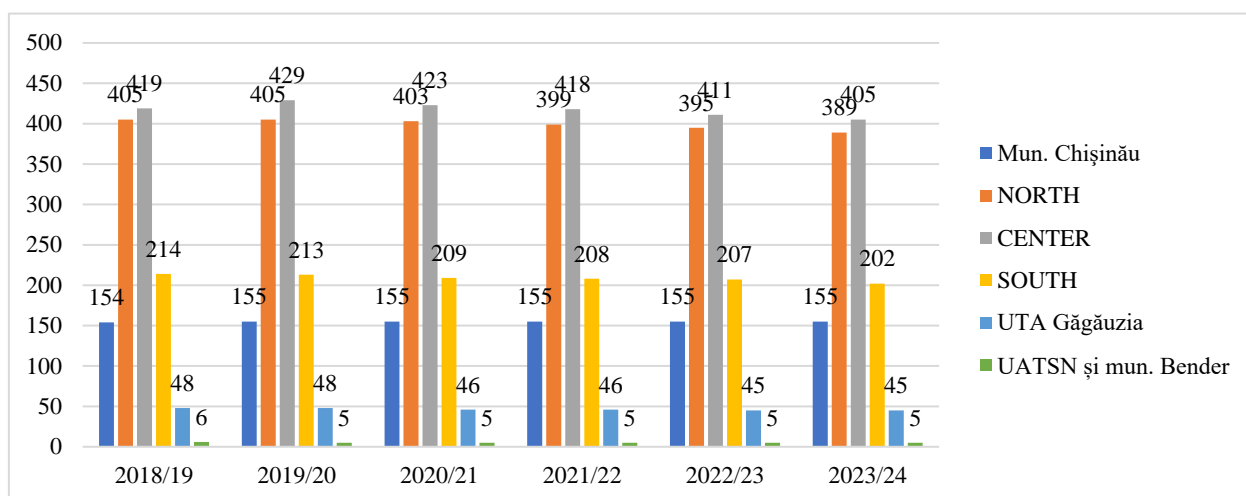
**Pupils in institutions of primary and secondary education of the Republic of Moldova, by grade**



Source: <sup>352</sup>

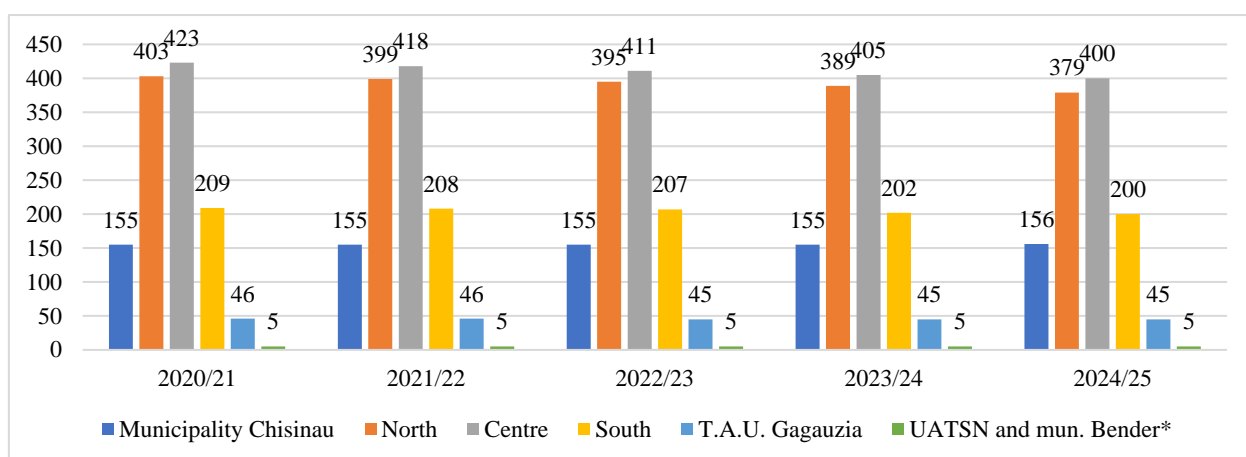
<sup>352</sup> *Statistical Yearbook of the Republic of Moldova*, editions 2002-2024. [accessed 23.01.2025]. Available at: [https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877\\_59482.html](https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877_59482.html)

### Regional statistics of the Republic of Moldova in the field of school education



**Figure 47.1. Number of primary and general secondary education institutions in the regions of the Republic of Moldova**

Source: <sup>353</sup>



**Figure 47.2. General schools by Districts/Regions and Years in the regions of the Republic of Moldova**

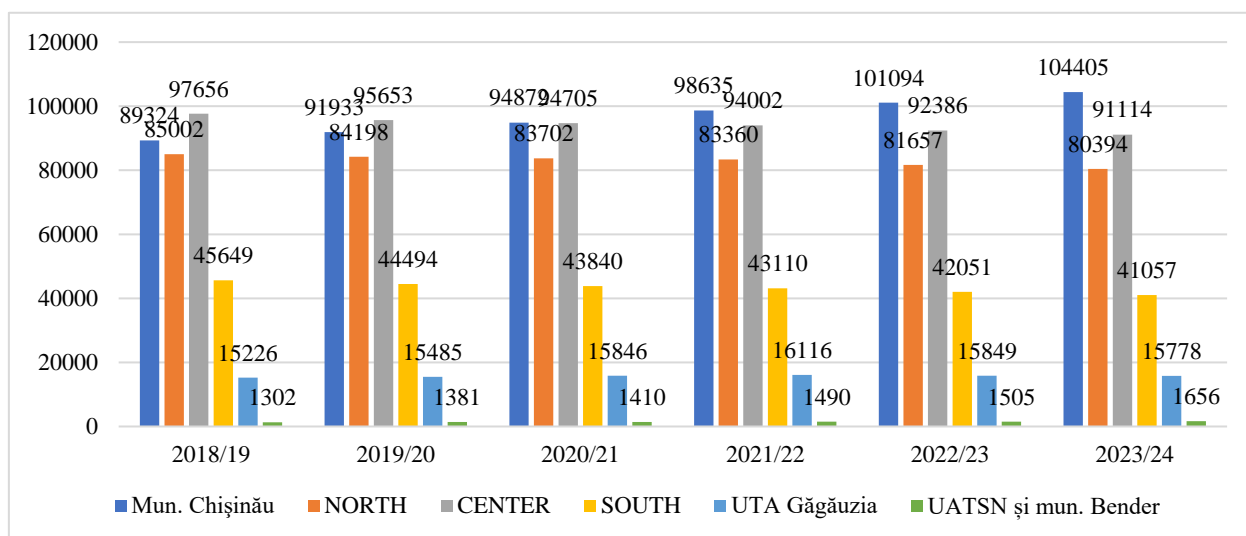
Source: <sup>354</sup>

<sup>353</sup> *Educația în Republica Moldova*. Chișinău; Biroul Național de Statistică al Republicii Moldova, 2024. 124 p. ISBN 978-9975-177-32-0. [accessed 11.03.2025]. Available at:

[https://statistica.gov.md/files/files/Educatia\\_editia\\_2024.pdf#page=101.33](https://statistica.gov.md/files/files/Educatia_editia_2024.pdf#page=101.33)

<sup>354</sup> *General schools in territorial aspect, 2003/04-2024/25*. Statistical databank. [accessed 21.02.2025]. Available at: [https://statbank.statistica.md/PxWeb/pxweb/en/30%20Statistica%20sociala/30%20Statistica%20sociala\\_07%20INV\\_INV030/INV030300reg.px/?rxid=0f776e51-2661-420c-b507-c453ecf00d4a](https://statbank.statistica.md/PxWeb/pxweb/en/30%20Statistica%20sociala/30%20Statistica%20sociala_07%20INV_INV030/INV030300reg.px/?rxid=0f776e51-2661-420c-b507-c453ecf00d4a)

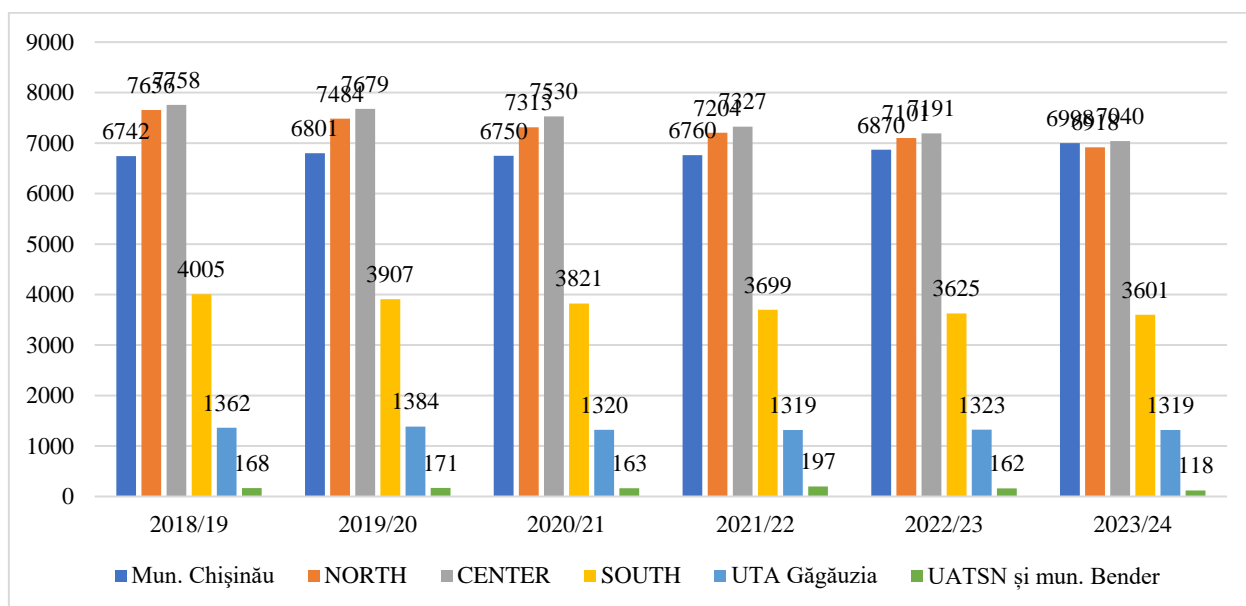
**Number of students in primary and general secondary education institutions in the regions  
of the Republic of Moldova**



Source: <sup>355</sup>

<sup>355</sup> *Educația în Republica Moldova*. Chișinău; Biroul Național de Statistică al Republicii Moldova, 2024. 124 p. ISBN 978-9975-177-32-0. [accessed 11.03.2025]. Available at: [https://statistica.gov.md/files/files/Educatia\\_editia\\_2024.pdf#page=101.33](https://statistica.gov.md/files/files/Educatia_editia_2024.pdf#page=101.33)

**Pedagogical staff in primary and general secondary institutions in the regions of the Republic of Moldova**



Source: <sup>356</sup>

<sup>356</sup> *Educația în Republica Moldova*. Chișinău; Biroul Național de Statistică al Republicii Moldova, 2024. 124 p. ISBN 978-9975-177-32-0. [accessed 11.03.2025]. Available at: [https://statistica.gov.md/files/files/Educatia\\_editia\\_2024.pdf#page=101.33](https://statistica.gov.md/files/files/Educatia_editia_2024.pdf#page=101.33)

**Porter's 5 Forces Analysis of the School Environment in an Economically Weak Region of  
Israel**

<b>Porter's Power</b>	<b>The essence of influence</b>	<b>Strength enhancing factors</b>	<b>Risks for educational management</b>	<b>Recommendations for risk minimization</b>
Competition between existing schools	The fight for students, funding and personnel.	Publication of school rankings, limited resources, rising parental expectations.	Widening gap between successful and problem schools; outflow of students from weak schools.	Development of unique educational programs, strengthening of school marketing, improving the quality of management.
The threat of new entrants	The emergence of alternative educational institutions and formats.	Development of private schools, online learning, NGO initiatives.	The migration of motivated students to alternative systems; deterioration of the image of the public school.	Implementation of flexible learning formats, digitalization of processes, individualization of educational trajectories.
The threat of substitutes	Growing attractiveness of non-classical forms of education.	The spread of distance and family learning.	Decrease in the influx of new students; loss of competitiveness of schools.	Development of hybrid learning models, expansion of extracurricular programs.
The power of suppliers	Dependence on the quality of personnel, infrastructure and teaching materials.	Shortage of qualified teachers, outdated resources.	Low quality of education, staff turnover.	Active development of professional growth programs, modernization of infrastructure through grants and partnerships.
The Power of Consumers	Growing demands from parents and students.	Raising awareness among families, access to alternatives.	Increased pressure on schools; growing complaints and demands.	Improving communication with parents, including families in the planning processes of educational programs.

Source: developed by the author

## Online Focus Group Script

Stage	Topic of discussion	Main questions	Purpose of the question	Methodology for stimulating discussion
Introduction	Welcome and explanation of the objectives of the focus group	1. How do you understand the concept of "educational management"? 2. How important is management activity for the work of schools?	To form a general understanding of the topic among the participants.	Brief introductory presentation, practical examples.
Block 1: Impact of OM on School Performance	1. In what ways does effective school management influence students' academic achievement? 2. What management practices do you think are the most effective?	To identify a direct link between OM practices and educational outcomes.	Discussion of specific cases from the participants' experience.	
Block 2: Features of schools in a weak region	1. What difficulties in educational management are typical for weak regions? 2. What management decisions are most important in conditions of limited resources?	Understand the specifics of management problems in a weak region.	Asking situational questions ("What would you do in this situation?").	
Block 3: Comparison with foreign experience	1. What practices of foreign schools in weak regions do you know? 2. What approaches, in your opinion, could be adapted in Israel?	Assess the possibility of borrowing best foreign practices.	Giving examples of foreign models, questions for comparison.	
Completion	Summing up	1. What recommendations could you give for the development of educational management in weak regions?	To formulate practical recommendations.	Collective discussion of final ideas.

Source: developed by the author

**SELF-ASSESSMENT QUESTIONNAIRE FOR SCHOOL PRINCIPAL/LEADERS IN ISRAEL****"Self-Assessment Questionnaire of Leadership Competencies for Principals/Heads of Schools in Israel"**

Dear Principal/Head of School, This The self-assessment questionnaire contains questions related to various aspects of implementing leadership in the school. We ask you to answer honestly and as sincerely as possible. The questionnaire is anonymous and serves exclusively research purposes. There are no right or wrong answers. Use the scale to answer the questions and mark the option closest to your opinion and judgment on the issue.

**We appreciate your cooperation in completing the self-assessment questionnaire!**

***Self-assessment scale:***

*1 - Completely disagree 2 - Disagree 3 - Neutral  
4 - I agree 5 - Completely agree*

<b>Questions</b>	<b>Fully I agree (5)</b>	<b>Agree (4)</b>	<b>Neutral (3)</b>	<b>Not I agree (2)</b>	<b>Categorically Not I agree (1)</b>
1. I can list my three main weaknesses.					
2. My actions reflect my core values.					
3. I seek to listen to the opinions of others before forming my own position.					
4. I share my feelings openly.					
5. I can list my three main strengths.					
6. I don't let peer pressure control me.					
7. I listen carefully to the ideas of those who disagree with me.					
8. I allow others to truly know who I am.					
9. I seek feedback as a tool to better					

understand myself.					
10. People know my position on controversial issues.					
11. I do not emphasize my personal opinion at the expense of others.					
12. I rarely present a “false” image to others.					
13. I accept my feelings towards myself.					
14. My moral principles and values guide my actions as a leader.					
15. I listen carefully to others' ideas before making a decision.					
16. I admit my mistakes to others.					

**Count points:**

- **Self-awareness:** Score questions **1, 5, 9, 13**.
- **Internal Moral Perspective:** Score questions **2, 6, 10, 14**.
- **Balanced processing:** add up the scores for questions **3, 7, 11, 15**.
- **Transparency of Relationships:** Calculate points for questions **4, 8, 12, 16**.

**Final average score:**

- **Self-awareness:** \_\_\_\_\_
- **Internalized moral perspective:** \_\_\_\_\_
- **Balanced processing:** \_\_\_\_\_
- **Transparency relations:** \_\_\_\_\_

**Interpretation results:**

This self-assessment questionnaire allows you to assess **leadership in your school** based on the four dimensions listed above.

- **Score 16–20:** High level of authentic leadership components.
- **Score below 15:** Relatively low level of authentic leadership components.

**Thank you for participating in the survey!**

## Results of the diagnostics of the readiness of schools in the weak region of Israel to apply

## EM according to the CIPP model - CMO

Block	Indicator	Actual value	Threshold	Score (0-2)	CMO-bundle	Explanation
<b>Context</b>	Average SES of the area	25-35% below the national average	$SES \geq$ average	0	C: low SES → M: equalization measures, partnerships → O: increased access to resources	Low income and education levels of the population are confirmed by statistics
	Proportion of students with language barriers	>40%	$\leq 20\%$	0	C: language barriers → M: bilingual communications, tutoring → O: engagement	High proportion of students from repatriate and migrant families
	Class size (Arabic sector)	28–30 people.	$\leq 26.6$	0	C: class overload → M: additional classes, rates → O: load reduction	The overload is confirmed by the statistics of the Ministry of Education and Science
<b>Input</b>	ICT equipment	~60%	$\geq 70\%$	1	C: Lack of ICT → M: Grants, donors → O: Improving the quality of governance	Shortfall to target level by 10 p.p.
	Share of directors with specialized education	~40%	$\geq 70\%$	0	C: competency gap → M: targeted CPCs, mentoring → O: sustainable processes	Low proportion of trained managers
	Average number of hours of CPC for administration	18 h/year	$\geq 24$ h/year	1	C: Lack of CPC → M: Intensive courses → O: Increased management competence	6 hours short of the threshold
<b>Process</b>	Monitoring academic results	80% of schools	$\geq 90\%$	1	C: Incomplete coverage → M: Regularization of monitoring → O: Fine-tuning of programs	Almost the threshold, but there is a lag
	Climate and Engagement Monitoring	60% of schools	$\geq 80\%$	1	C: climate underestimation → M: survey, feedback → O: satisfaction increase	Coverage deficit by 20 percentage points .
	Feedback from parents	10% of schools	$\geq 60\%$	0	C: Weak Feedback → M: Digital Communication Channels → O:	Very low coverage

					Increased Trust	
	Teacher participation in planning	≤50%	≥60%	1	C: Lack of involvement → M: Joint planning sessions → O: Higher feasibility of decisions	Participation is below normal
	Share of events in 2 languages	≤30%	≥50%	0	C: Lack of multilingualism → M: Bilingual programs → O: Parental involvement	Shortage of 20 p.p. to the threshold
<b>Product</b>	TIMSS 2023 - Mathematics	-6% compared to 2019	Positive dynamics	0	C: falling results → M: tutoring , extra hours → O: rising academic performance	Negative dynamics
	TIMSS 2023 - Natural Science	-6% compared to 2019	Positive dynamics	0	C: Declining performance → M: Targeted academic interventions → O: Improving performance	Negative dynamics
	Attendance in the periphery	-8 p.p. to the target level	Gap ≤2 p.p.	0	C: Low Attendance → M: Early Warning System → O: Student Retention	Significant lag
	Screening (Bedouin settlements)	~25%	≤10%	0	C: High attrition → M: Mentoring, support → O: Reducing attrition	2.5 times higher than normal

Source: developed by the author

**Actual values** are averaged based on your research (questionnaires, interviews, statistics).

**Thresholds** are target/minimum levels accepted as sufficient for effective use of OM.

**Scores** are on a scale of 0–2 (0 – below threshold, 1 – near threshold, 2 – at or above the threshold).

**CMO-link** - shows which mechanism can produce results in a given context.

**Explanation** - briefly states the reason for the rating assigned.

**The objectives of the context-adaptive model**

<b>The task of the context-adaptive model (CAM)</b>	<b>Level of implementation</b>	<b>Expected result in school</b>
Institutionalization of strategic management in conditions of uncertainty	School / Municipal Education Authority	Formation of sustainable mechanisms for adaptation of management decisions to changing conditions
Adaptation of management decisions to the local context	School	Increasing the relevance of management strategies and enhancing local efficiency
Optimizing the use of limited resources	School / Region	Increasing the economic feasibility of management decisions, reducing resource losses
Increasing management flexibility and crisis resilience	School	Readiness of an educational organization to respond to external challenges and crisis situations
Formation of a culture of evidence-based management	School / Region	Making management decisions based on monitoring, data analysis and objective quality indicators
Support for professional growth of management and teaching staff	School / Centers for Advanced Studies	Improving professional competence, managerial maturity and sustainability of the workforce
Reducing educational inequality within the region	Region / Municipality	Convergence of educational results of schools and equalization of quality of education between institutions
Integrating communities into education governance	School / Educational Community	Increasing the social legitimacy of management decisions and developing partnerships in education

Source: developed by the author

**Structure and functional characteristics of the modules of the context-adaptive model of educational management**

<b>Module name</b>	<b>Functional purpose</b>	<b>Key elements and processes</b>
<b>1. Pedagogical module</b>	Adaptation of educational content and teaching methods to individual and contextual conditions of schools	– Development and implementation of educational programs
– Formation of adaptive curricula		
– Application of modern educational technologies		
– Assessment of educational achievements		
– Mechanisms for improving the qualifications of teachers	Strategic management of an educational organization, resource planning and monitoring	- Strategic and tactical planning
<b>2. Management module</b>		
– Financial resource management		
– Personnel policy and professional trajectories		
– Regulatory and normative support	Technological and material support for the implementation of the educational process	– Infrastructure development
– Interaction with external structures		
<b>3. Organizational and technological module</b>		
– Implementation of digital educational technologies		
– Creation of automated control systems	Ensuring coordination and interaction of all participants in the educational process	– Formation of mechanisms for involving participants
– Ensuring digital and physical security		
– Support for sustainability and technological flexibility		
<b>4. Module of subjects of educational management</b>		
– Development of horizontal and vertical connections		
– Communication strategies		
– Partnerships with families and communities		
– Inclusiveness and consideration of stakeholders' interests		

Source: developed by the author

## Control points of the stage-functional map of CAM implementation

Checkpoint (CP)	Content description	Expected results and management effects
<b>CT1 - Diagnostics</b>	Completion of the stage of diagnostics of the state of the educational organization. The school analyzes its own resources, deficits and potentials, relying on the methodology developed by the Ministry of Education. The regional coordinator carries out consultations, audits, and collects primary data.	✓ An objective picture of the current state of the school
✓ School diagnostic profile		
✓ Reasons for adapting the model		
✓ Start of dialogue between the school, the coordinator and the ministry		
✓ Initial risks and growth points are identified	The moment of agreeing on the adapted version of the CAM, taking into account the context of a specific school (personnel, resource, digital, infrastructure capabilities). Ministry support - methodological recommendations; the coordinator ensures the setup of tools and assistance in adaptation.	✓ An adapted version of the CAM has been prepared
<b>CT2 - Adaptation</b>		
✓ Restrictions and local factors are taken into account		
✓ Priority modules and implementation trajectories have been identified		
✓ Avoided template implementation		
✓ Readiness to form a team	Completion of the stage of forming the implementation team at the school. Those responsible have been identified, the interaction structure has been developed. The coordinator provides coaching, methodological support and accompaniment.	✓ A school-level implementation team has been formed
<b>KT3 - Team</b>		
✓ Roles and functions are distributed		
✓ Internal management interaction has been established		
✓ Increased subjective readiness of the team	Completion of the pilot launch of the model in the school. Feedback collection has begun, an analytical base for assessing the effects and fine-tuning the CAM is being formed. The Ministry aggregates the data, the coordinator participates in monitoring and prepares expert opinions.	✓ The implementation of CAM into the school's activities was carried out
✓ The first methodological sessions were held		
<b>KT4 - Response</b>		
✓ Initial feedback collected		
✓ Quantitative and qualitative data obtained		
✓ Successful solutions and weaknesses identified		
✓ Proposals for adjusting the model have been prepared		

Source: developed by the author

### Characteristics of scenarios for applying the CAM

Characterizing element of the script	Scenario 1 "Maximum Potential" (Optimistic)	Scenario 2 "Moderate improvements" (Base)	Scenario 3 "Minimal Survival" (Crisis)
Conditions for applying the scenario (context)*	<p><b>Organizational conditions:</b> management processes are optimized, high level of pedagogical and methodological support, stable staff, active social and communication environment.</p> <p><b>Economic conditions:</b> stable and sufficient financing, full resource provision, system of material and non-material incentives, long-term strategic economic support.</p>	<p><b>Organizational conditions:</b> management processes are partially optimized, pedagogical and methodological support is selective, the staff is moderately stable, social and communication links are developing gradually.</p> <p><b>Economic conditions:</b> funding is average, resources are partially provided, incentives are limited, strategic economic support is episodic.</p>	<p><b>Organizational conditions:</b> management processes are fragmented, pedagogical and methodological support is minimal, high staff turnover, weak social and communication environment.</p> <p><b>Economic conditions:</b> funding is minimal, resource deficit, lack of effective incentives, no strategic support.</p>
Purpose of using the scenario	Maximizing the potential of educational management to ensure sustainable development of schools in an economically weak region of Israel through the implementation of adaptive management, pedagogical-methodological and resource strategies.	Maintaining the stable functioning of schools in an economically weak region of Israel through the selection of priority areas of educational management and their phased implementation in conditions of limited resources.	Maintaining basic functions and minimizing negative impacts in schools in an economically weak region of Israel through educational management aimed at retaining staff and providing critical conditions.
Stages of applying the model according to the scenario**	<p><b>Full cycle of model application</b> (involving all modules of the model)</p> <p>school diagnostics → adaptation of CAM → setting up tools and creating a team → launching pilot projects of the strategy → monitoring and evaluating effects → scaling up successful practices</p>	<p><b>Reduced cycle of model application</b> (priority modules and selection of quick solutions)</p> <p>target school diagnostics → partial adaptation of CAM → minimal adjustment of tools → launch of limited strategy initiatives → assessment of key indicators → adjustment of strategy</p>	<p><b>Truncated cycle of model application</b> (emergency adaptation, emphasis on maintaining key functions)</p> <p>rapid diagnosis of school problems → emergency adaptation of CAM → formation of a minimum working group → launch of vital strategic processes → crisis assessment of effectiveness</p>
Risks	- Underestimating resistance to change from teachers or parents.	- Limited resources can slow down implementation even with	- Loss of key teachers or administrators. - Critical shortage of

	<ul style="list-style-type: none"> <li>- Overburdening staff with the implementation of multiple initiatives.</li> <li>- Possible slowdowns when leadership or political situations change.</li> <li>- Over-reliance on stable funding.</li> </ul>	<p>the right choice of priorities.</p> <ul style="list-style-type: none"> <li>- Risk of "freezing" the project when priorities change in management bodies.</li> <li>- Low motivation of individual participants due to slow results.</li> <li>- Possible conflicts between modules when distributing resources.</li> </ul>	<p>funding or resources.</p> <ul style="list-style-type: none"> <li>- Decline in educational quality to the point where recovery will require significant effort.</li> <li>- Social tensions and loss of trust in schools.</li> <li>- Complete abandonment of the model during a prolonged crisis.</li> </ul>
<b>Performance indicators that are significant for the model application scenarios***</b>	<ul style="list-style-type: none"> <li>- The level of staff satisfaction with working conditions and management level.</li> <li>- The proportion of graduates who successfully continue their education.</li> <li>- The number of implemented innovative projects.</li> <li>- The effectiveness of pedagogical technologies and the level of individualization of education.</li> <li>- The average score in subjects and the dynamics of academic performance.</li> <li>- Compliance of educational programs with state standards.</li> <li>- The level of qualification of teachers and participation in competitions.</li> <li>- High level of resource provision of schools.</li> <li>- Development of partnerships and integration into the educational network.</li> </ul>	<ul style="list-style-type: none"> <li>- Efficiency of resource allocation and their alignment with priority areas.</li> <li>- Percentage of students successfully completing the program.</li> <li>- Level of automation and optimization of management processes.</li> <li>- Provision of schools with educational and digital materials.</li> <li>- Maintaining the average score and stability of attendance.</li> <li>- Implementation of individual innovations in key areas.</li> <li>- Preservation of key partnerships and interaction channels.</li> </ul>	<ul style="list-style-type: none"> <li>- Minimum necessary provision of schools with textbooks and basic resources.</li> <li>- Retention of critical personnel.</li> <li>- Maintenance of minimum average scores in key subjects.</li> <li>- Attendance level as an indicator of student retention.</li> <li>- Availability of basic educational programs.</li> <li>- Maintenance of basic coordination with government agencies and parents.</li> <li>- Maintenance of work in a remote or reduced format.</li> </ul>
<b>Scenario time horizon</b>	<p><b>Short term (1 year) - first effects:</b></p> <ul style="list-style-type: none"> <li>• Full launch of all CAM in all schools in the region.</li> <li>• Conducting comprehensive diagnostics and adaptation of management and pedagogical processes.</li> <li>• Launch of pilot projects on innovative teaching methods.</li> </ul>	<p><b>Short term (1 year) - first effects:</b></p> <ul style="list-style-type: none"> <li>• Conducting targeted diagnostics of priority areas.</li> <li>• Launch a limited number of initiatives focused on key needs.</li> <li>• Partial improvement of staffing and training materials.</li> <li>• Formation of a working group for</li> </ul>	<p><b>Short term (1 year) - first effects:</b></p> <ul style="list-style-type: none"> <li>• Quickly diagnose critical problems.</li> <li>• Emergency adaptation of the model to provide basic functions.</li> <li>• Maintaining the minimum required staff.</li> <li>• Providing critical</li> </ul>

	<ul style="list-style-type: none"> <li>Increased involvement of teachers and managers, activation of partnerships.</li> </ul> <p><b>Medium term (3–5 years) – sustainable consolidation of changes:</b></p> <ul style="list-style-type: none"> <li>Significant improvement in students' academic performance.</li> <li>Reducing staff turnover through advanced training and an incentive system.</li> <li>Scaling up successful practices to all schools in the region.</li> <li>Formation of a sustainable network of educational partnerships (universities, NGOs, businesses).</li> </ul> <p><b>Long-term perspective (5+ years) – system transformation:</b></p> <ul style="list-style-type: none"> <li>Full integration of adaptive educational management practices into school management.</li> <li>Transforming the region's schools into educational leaders and enhancing the region's reputation.</li> <li>Creating a model that can be exported to other regions and countries.</li> </ul>	<p>the implementation of the model.</p> <p><b>Medium term (3–5 years) – sustainable consolidation of changes:</b></p> <ul style="list-style-type: none"> <li>Stabilization of academic performance and attendance indicators.</li> <li>Expanding the application of the model in priority areas.</li> <li>Gradual improvement of the staffing and resource base.</li> <li>Forming a reserve for the transition to an extended model cycle.</li> </ul> <p><b>Long-term perspective (5+ years) – system transformation:</b></p> <ul style="list-style-type: none"> <li>Gradual transition to a full cycle of CAM application.</li> <li>Sustainable improvement of school performance.</li> <li>Expanding partnerships and attracting additional resources.</li> </ul>	<p>educational materials and resources.</p> <p><b>Medium term (3–5 years) – sustainable consolidation of changes:</b></p> <ul style="list-style-type: none"> <li>Preventing a critical decline in the quality of education.</li> <li>Partial restoration of the material base.</li> <li>Retaining key specialists and the management team.</li> <li>Minimal expansion of the model's application in individual schools.</li> </ul> <p><b>Long-term perspective (5+ years) – system transformation:</b></p> <ul style="list-style-type: none"> <li>Gradually exiting the "survival" mode.</li> <li>Restoration of human resources and resource potential.</li> <li>Preparing for the implementation of an extended CAM cycle when conditions improve.</li> </ul>
<b>Expected results of the scenario implementation</b>	<p><b>Comprehensive development and innovative growth</b></p> <p>Significant improvement in the quality of the educational process; growth</p>	<p><b>Stabilization and priority improvement</b></p> <p>Stabilization of school operations and prevention of deterioration in the quality of education;</p>	<p><b>Maintaining key features</b></p> <p>Maintaining the basic functions of the educational process; preventing a critical</p>

	of students' academic results; development of human resources and reduction of teacher turnover; sustainable functioning and innovative development of schools; formation of an active social and communication environment; full implementation of adaptive practices of educational management.	targeted improvement of efficiency in priority areas; partial improvement of the personnel and resource base; formation of the basis for gradual expansion of the application of the model as conditions improve.	decline in the quality of education; maintaining a minimum number of personnel; supporting vital processes in conditions of resource shortages; creating a reserve for restoring the system when the situation improves.
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*\*conditions are selected from the conditions given in paragraph 1.2*

*\*\*The stages for each scenario are written based on the stages of applying the model from paragraph 4.1.*

*\*\*\*indicators are taken from paragraph 1.3. and correspond to theoretical approaches to assessing the effectiveness of educational management*

Source: developed by the author

### Questionnaire for conducting expert assessment using the Delphi method

Dear colleague! You are asked to assess the probability of achieving the predicted values of key performance indicators (KPI) within the framework of three scenarios for applying the CAM: optimistic, basic and crisis. The assessments are given as percentages, reflecting your confidence in achieving the stated results while maintaining the stated conditions. Please provide comments if your estimate differs significantly from that suggested by the simulation, and also identify factors that may influence the forecast.

**Table 58.1. Assessment of the probability of realizing the predicted KPI values (Round 1)**

N o.	Indicator / KPI	Scenario	Simulation forecast	Your rating, %	Commentary / Influencing factors
1	Quality of education (average score)	Optimistic	+15% in 3 years	_____	_____
2	Teacher satisfaction	Base	70%	_____	_____
3	Stability of staff	Crisis	Saving the core	_____	_____
4	[Add indicator]	[Scenario]	[Forecast ]	_____	_____

**Table 58.2. Final assessment after reviewing the results of Round 1 (Round 2)**

No.	Indicator / KPI	Scenario	Final score, %	Change from Round 1	Consensus (level of agreement, %)
1	Quality of education	Optimistic	_____	_____	_____
2	Teacher satisfaction	Base	_____	_____	_____
3	Stability of staff	Crisis	_____	_____	_____
4	[Add]	[Scenario]	_____	_____	_____

*\*not filled in the first round*

**Table 57.3. Summary of expert comments**

Indicator / KPI	Main arguments in support of the forecast	Main doubts/risks
Quality of education	_____	_____
Teacher satisfaction	_____	_____
Stability of staff	_____	_____

**Thank you for participating in the expert assessment!**

Source: developed by the author

### Typology of strategic choices for schools in economically weak regions

Strategic choice	Characteristic	Situation of choice	Stages of development
Adaptive strategy <sup>357</sup>	Minimizing risks, focusing on stabilizing processes	Limited resources, high level of social vulnerability	1. Risk analysis 2. Cost optimization 3. Creating basic sustainability
Innovative strategy <sup>358</sup>	Implementation of digital and project forms, experimental approaches	Young teaching staff, support for NGOs or digital projects	1. Team building 2. Prototyping 3. Testing solutions
Affiliate strategy <sup>359</sup>	School as a platform for interaction with NGOs, parents, and the municipality	Active local community, interested external stakeholders	1. Partner mapping 2. Advice and agreements 3. Cooperative programs
Focused Growth Strategy <sup>360</sup>	Development of specific areas (e.g. STEM, inclusion)	The presence of pedagogical leaders or interest among students	1. Prioritize 2. Create infrastructure 3. Expand practice
Reputation strategy <sup>361</sup>	Improving the school's image through communications, results, external effects	Lack of resources, but strong teaching potential	1. Transparent reporting 2. External communication 3. Attracting support

Source: developed by the author based on <sup>357–361</sup>

<sup>357</sup> RINCON-FLORES, E.G. et al. *Improving the learning-teaching process through adaptive learning strategy* . In: Smart Learning Environments, 2024, nr. 11(1), p. 11-27. ISSN 2196-7091.

<sup>358</sup> RAMASIMU, N.F. *Innovative teaching strategies: A principal component analysis* . In: Corporate & Business Strategy Review, 2024, nr. 5, p. 87-98. ISSN 2708-9924 .

<sup>359</sup> SYAUQI, K., MUNADI, S., TRIYONO, M.B. *Sustainable Partnership Strategy: Case Studies in Vocational High Schools and Partner Industries* . In: Qualitative Report, 2022, nr. 27(8), p. 1483-1498 . ISSN 1052-0147.

<sup>360</sup> KALLIO, J. et al. *Research as a strategy for equity in independent schools* . In: Teachers College Record, 2023, nr. 125(7-8), p. 18-35. ISSN 0161-4681.

<sup>361</sup> WU, S. et al. Public opinion of school reputation. In: Academic Journal of Humanities & Social Sciences, 2024, nr. 7(1), p. 69-73. ISSN 2616-5783.

## School Strategic Action Plan Template

Goal / direction	Action	Responsible entities	Resources	Deadlines	Expected result	Indicators (KPI)
Improving the quality of education	Introducing digital modules in mathematics	Deputy for educational work, IT coordinator, methodologist	Intra-school resource, equipment	September – December	Improving motivation and academic performance	Proportion of students with improved results (+%)
Development of human resources	Mentoring program for young teachers	Senior teachers, administration	Teachers' time, teaching materials	October–March	Reduced turnover, increased qualifications	Number of teachers involved, retention (%)
Strengthening partnership	Establishment of a school council with the participation of parents and NGOs	Director, interaction coordinator	Administrative resource, communication	November –January	Increased family and community involvement	Number of joint projects, level of satisfaction
Individualization of learning	Development of IET (individual educational trajectories)	Class teachers, psychologist	Methodological support	the whole school year	Increasing student engagement	Number of IOT, % completion of individual plan

Source: developed by the author based on<sup>362</sup>

<sup>362</sup> CARVALHO, M. et al. *Strategic action plans for school improvement: An exploratory study about quality indicators for schools' plan evaluation*. In: Journal of Social Studies Education Research, 2022, nr. 13(1), p. 143-163. ISSN 1309-9108.

## Map of the path of a school student

PRE-SERVICE PERIOD (up to beginning training)		SERVICE PERIOD (period training) Service Journey / Touchpoints		POST - SERVICE PERIOD (after graduation/transfer to another school)	
Advertisement/Public Relations <i>How does the school communicate its values?</i>	<i>How does the school communicate its value?</i> Information on the school website, open days, presentations in kindergartens and communities.	1. First visit / interview	The reception, establishing contact, and the first meeting with the teacher are important.	Customer Relationship Management <i>How school supports contact after?</i>	Contact with graduates, feedback, alumni club, continued communication via social networks.
Social Media <i>What information is available through social networks?</i>	Photos and videos from school life, parents' reviews, publications about events, broadcasts.	2. Inclusion in the curriculum process	The first lessons, as they explain, the attitude of the teachers, the schedule.	Social media <i>What do graduates write about the school?</i>	Thanks, nostalgia, recommendations, criticism.
Word - of - Mouth <i>What do friends and parents say?</i>	The school's reputation among neighbors: "this school cares about children", "there are good teachers there", etc.	3. Contact with the class leader	How engaged is he, how accessible is he for communication, and how supportive is he?	Word - of - Mouth <i>What do they say to others?</i>	Recommendations or warnings for parents of younger children.
Past Experiences <i>What are your past impressions of the school?</i>	Older brothers/sisters, neighbors, relatives share their experiences - both good and negative.	4. Involvement in events	Taking part in clubs, holidays, and olympiads is a point of socialization.	<b>Satisfaction / Dissatisfaction</b> <i>Comparison of expectations and actual experience</i> <b>Parents and students analyze: were their expectations met? Did they get a start in life?</b>	
<b>Expectations</b> <b>Parent and student expectations:</b> <b>Warm atmosphere, individual attention, safety, good teaching, food, parental involvement.</b>		5. Evaluation and feedback connection	Receiving marks, comments from teachers, how criticism and praise are given.		
		6. Support at difficulties	How do they react to absences, bad grades,		

		personal problems - the presence of a psychologist.	
	7. Parent-teacher meetings/communication with parents	Communication channels (WhatsApp, diary, calls), family involvement.	
	8. Summary years / recognition good luck	Awards, reports, presentations of achievements are the point of recognition and meaning.	
	<b>Experiences</b> <i>What does the student feel?</i> <b>Security, importance, fear, joy, confusion, pride, a sense of support.</b>		

Source: developed by the author

**Basic level of designing educational service of a school in a weak region of Israel**

Steps to Forming an EM Strategy	Event Contents	Target	Tasks	Expected result	
				The invisible sphere of service	Visible scope of service
1. Discover	Analysis of the student's educational path	Improving the quality of educational programs	Collection and analysis of data on learning trajectories, identification of points of decreasing motivation	Work of the analytical group, internal data processing, change planning	The student sees attention to his problems, an individual approach
2. Define	Formation of requirements for educational programs	Updating of educational programs	Identification of key educational competencies and formats relevant to the regional context	Designing program logic, aligning with school goals, developing documentation	Changes in the content and structure of subjects, new emphases in teaching
3. Develop	Prototyping digital formats	Implementation of innovations	Developing and testing digital materials and platforms within resource constraints	Technical setup processes, internal methodological development, personnel training	Digital platforms, interactive formats, new educational environments
4. Deliver	Replication of new formats	Improving the sustainability of the quality of educational services	Implementation and adaptation of the most successful digital solutions into school practice	Distribution of responsibilities, internal organization of control and support for teachers	Everyday use of digital resources, accessibility of innovations to every student

Source: developed by the author

## Organizational level of designing educational services of a school in a weak region of Israel

Steps to Forming an EM Strategy	Event Contents	Target	Tasks	Expected result	
				The invisible sphere of service	Visible scope of service
1. Discover	Audit of personnel	Development of professional potential	Assessment of qualification level, identification of personnel shortages, analysis of workload distribution	Collection of personal and structural data, analysis of internal risks, preparation of recommendations	Emergence of an understanding among staff that their competencies are taken into account and are important
2. Define	Development of a motivation and assessment system	Improving staff efficiency	Formulation of evaluation criteria, coordination of motivational mechanisms, definition of principles of fairness	Design of scales, assessment models, focus group discussions	Establishing a clear and transparent system of criteria, increasing engagement
3. Develop	Creation of a mentoring program for the methodological center	Professional support for personnel	Appointment of mentors, creation of internal courses, distribution of methodological roles	Development of mentoring routes, creation of an intra-school methodological community	Support for young teachers, regular meetings, peer learning
4. Deliver	Introduction of an incentive system	Retaining skilled personnel	Implementation of bonuses, non-material incentives, career paths	Approval of the incentive model, setting up the evaluation procedure, coordination with the municipality	Real rewards, recognition, reduced attrition

Source: developed by the author

## Strategic level of designing educational service of a school in a weak region of Israel

Steps to Forming an OM Strategy	Event Contents	Target	Tasks	Expected result	
				The invisible sphere of service	Visible scope of service
1. Discover	Study of the external environment	Assessment of external conditions (organizational and economic)	Collection of information on demographic, economic, institutional factors; analysis of demand from society and stakeholders	Working with analytical data, interviewing external entities, studying reports and regional strategies	Understanding the school as an open structure that responds to environmental challenges
2. Define	Formulating a partnership strategy	Development of external relations	Identification of key partners (parents, NGOs, municipality), forms of cooperation and communication mechanisms	Negotiations, drafting regulations and agreements, preparation of legal framework	Creation of sustainable forms of participation of external actors in the educational life of the school
3. Develop	Joint development of a trajectory with parents and partners	Personalization and engagement	Involvement of external stakeholders in the creation of educational routes, coordination of goals and expectations	Conducting co-design sessions, project groups, advisory boards	Improving family satisfaction, supporting unique student trajectories
4. Deliver	Development of strategic partnerships	Co-design, collaborative management	Formation of governing and expert councils, implementation of joint programs	Organization of joint planning, mechanisms of distributed leadership	Emergence of external partners, joint decision-making, sustainability of management practices

Source: developed by the author

**Elements of basic operational effectiveness of a school within the framework of educational management**

<b>Component</b>	<b>Substantive characteristics</b>	<b>Main manifestations and evaluation criteria</b>
Organizational processes	Regular management and educational activities that ensure the rhythmic functioning of the school.	Planning the academic year; organizing pedagogical councils and methodological associations; monitoring the implementation of programs; document flow; internal monitoring of processes.
Regulatory regulations	A system of local acts regulating educational, management and administrative procedures of the school.	Availability of a charter and regulations on divisions; instructions on labor protection, safety and sanitary standards; regulations for internal interaction between employees and participants in the process.
Staffing	Staffing and qualifications of personnel ensuring sustainability and quality of implementation of management and educational tasks.	Full staffing; compliance with qualification requirements; mechanisms for adaptation of new employees; availability of a system for advanced training.
Infrastructure conditions	The material and technical base of the school as the basis for the stability of the educational process and the safety of participants.	Condition of buildings and premises; availability of modern equipment; access to digital technologies; specialized spaces (libraries, offices); security systems (video surveillance, fire protection systems).

Source: developed by the author based on<sup>363</sup>

<sup>363</sup> KOSHERBAYEVA, A. N. et al. *Effective components in the management structure of an educational organization*. In: Bulletin of LN Gumilyov Eurasian National University, 2023, nr. 145(4), p. 145-161. ISSN 2616-6895.

**The structure and content of tactical effectiveness of management decisions in school**

<b>Tactical Performance Component</b>	<b>Substantive characteristics</b>	<b>Main manifestations and evaluation criteria</b>
Setting goals	Defining short-term, achievable and measurable objectives aimed at local school development.	Formulation of priority development areas; goal setting based on diagnostics; setting deadlines and criteria for success; adaptation of goals to the school's resource capabilities.
Launching projects	Translating the set goals into specific management and educational initiatives with clear deadlines and expected results.	Implementation of advanced training programs; projects for interaction with parents; launch of local educational programs; modernization of school infrastructure; systematic preparation and monitoring of the implementation of projects.
Using metrics	Introduction of a system of quantitative and qualitative indicators for objective assessment of management decisions.	Measuring academic results; monitoring attendance; analyzing participant engagement; satisfaction with the quality of the educational environment; dynamics of professional development of teachers.
Organization of feedback	Creation of a permanent system for obtaining information from all participants in the educational process about the quality of management and education.	Conducting questionnaires and surveys; meetings with parents and student government; internal examination of management decisions; monitoring sessions following the results of projects; using feedback to adjust actions.

Source: developed by the author

**The structure and content of the strategic impact of educational management in school**

<b>Strategic Impact Component</b>	<b>Substantive characteristics</b>	<b>Main manifestations and evaluation criteria</b>
Strategic vision of the future	Formation of a holistic and contextually sound image of the future development of the school with a focus on sustainable quality and adaptability.	Availability of a strategic development plan; focus on improving the quality of educational services; application of service design principles; flexible adaptation to changes in the external environment.
Developing a school community	Consolidation of professional and student communities around the school's development goals, strengthening of intra-school connections.	Creation of intra-school change teams; development of professional associations of teachers; increasing the involvement of parents and students in management processes; strengthening corporate identity.
Building sustainable external partnerships	Development of stable links between the school and external educational, social and economic structures to expand the resource base.	Establishing cooperation with universities, NGOs, businesses; participation in municipal and regional projects; attracting external expertise and resources for development.
Growth and diversification of the resource base	Increasing the volume and variety of resources available to the school to ensure sustainable development.	Attracting extra-budgetary financial resources; developing human resources; increasing social capital (reputation, trust); efficient use of internal resources.
Institutionalization of change	To consolidate strategically significant changes in the school culture and ensure their reproducibility in the future.	Integration of new management practices into the organizational culture; systemic reproduction of changes without external pressure; presence of stable internal development mechanisms.

Source: developed by the author

### The main components of internal indicators of educational management in school

Object of assessment	Criterion	Indicators
Qualities about goals	Compliance of management activities with the strategic goals of the educational institution	<ul style="list-style-type: none"> <li>- analysis of the achievement of established goals, such as expanding opportunities for students;</li> <li>- support for innovation;</li> <li>- attracting new resources.</li> </ul>
Quality of the educational process	Quality of education provided to students ( capacity of the educational institution )	<ul style="list-style-type: none"> <li>- organization of training based on an individual educational route;</li> <li>- a system for managing the educational process taking into account the individual achievements of students;</li> <li>- socially significant activities in education;</li> <li>- level of students' academic performance;</li> <li>- percentage of graduates;</li> <li>- success in passing exams;</li> <li>- test results;</li> <li>- results of participation in Olympiads and competitions;</li> <li>- student satisfaction;</li> <li>- parental satisfaction;</li> <li>- compliance with educational standards;</li> <li>- the proportion of graduates admitted to higher education institutions;</li> <li>- assessment of the quality of educational programs by external experts;</li> <li>- the presence of an innovative environment in the school.</li> </ul>
Quality of educational conditions	Quality of learning conditions for children and economic efficiency	<ul style="list-style-type: none"> <li>- development of teaching staff;</li> <li>- creation of an information and educational base ;</li> <li>- conditions for teaching children with different educational needs;</li> <li>- the share of extra-budgetary and attracted funds;</li> <li>- availability of material resources ( premises, school equipment , etc. );</li> <li>- efficiency of use of material, technical and financial resources;</li> <li>- taking into account economic efficiency indicators in the management of the organization.</li> </ul>
Results of the educational institution's activities	Quality of educational outcomes , socialization , effects of educational activities	<ul style="list-style-type: none"> <li>- subject and meta-subject results;</li> <li>- participation in olympiads, competitions;</li> <li>- personal results;</li> <li>- dynamics of subject results;</li> <li>- preservation of the student body;</li> <li>- satisfaction with educational services of all categories of consumers;</li> <li>- effectiveness of participation in socially significant activities ;</li> <li>- competitiveness of the institution, students and teachers ;</li> <li>- availability of an innovative platform;</li> <li>- broadcasting and demand for innovative products;</li> <li>- availability of awards, grants and other achievements ;</li> <li>- results of professional and public expert assessment .</li> </ul>

Source: developed by the author

**The main components of external indicators of educational management in school**

<b>Object of assessment</b>	<b>Criterion</b>	<b>Indicators</b>
School involvement in partnership projects	Active and effective interaction with external organizations	<ul style="list-style-type: none"> <li>- Number of concluded cooperation agreements;</li> <li>- Number of implemented joint projects per year;</li> <li>- Number of external partner organizations (educational, social, commercial);</li> <li>- The proportion of students involved in projects with partners;</li> <li>- Number of joint events and development programs;</li> <li>- Availability of official long-term partnership programs.</li> </ul>
Social activity of the school	Participation of the school in social life and initiatives of the region	<ul style="list-style-type: none"> <li>- Number of social projects initiated by the school;</li> <li>- Participation of the school in city, district, regional events;</li> <li>- Number of social initiatives involving students and parents;</li> <li>- Having your own concept or program of social activity;</li> <li>- Publications and coverage of the school's social activities in the media and on official resources;</li> <li>- Assessment of the school's contribution to the development of the local community (based on surveys).</li> </ul>
Parental participation in school management	The degree of involvement of the parent community in management processes	<ul style="list-style-type: none"> <li>- The presence of an active parent committee/council;</li> <li>- Regular holding of parent meetings with discussion of management issues;</li> <li>- Number of parents involved in the development or adjustment of educational programs;</li> <li>- Participation of parents in the work of the school governing council (if any);</li> <li>- The indicator of parental involvement in assessing the quality of educational services (based on survey results);</li> <li>- The number of initiatives and suggestions from parents taken into account in the school's work.</li> </ul>
Community participation in school governance	The level of integration of public structures into the educational policy of the school	<ul style="list-style-type: none"> <li>- The number of public organizations with which the school interacts on a regular basis;</li> <li>- Involving community members in the work of the board of trustees or strategic sessions;</li> <li>- Number of joint events with public organizations per year;</li> <li>- Representation of the public in the school's governing bodies (if provided for by the charter);</li> <li>- Assessment of the school's contribution to the development of the social environment of the region (based on expert assessments);</li> <li>- Availability of official channels of interaction with public structures.</li> </ul>

Source: developed by the author

**Components of the assessment of the interaction of educational management with the school educational environment**

<b>Object of assessment</b>	<b>Criterion</b>	<b>Indicators</b>
Complex of parameters of the school environment	Educational conditions and opportunities of educational organizations	<ul style="list-style-type: none"> <li>- the breadth of the school environment (subjects, objects, processes and phenomena of the environment);</li> <li>- the degree of awareness (conscious involvement of all subjects of the educational process);</li> <li>- intensity (the degree of saturation of the school environment with conditions, influences and opportunities);</li> <li>- safety (in relationships with other students, with teachers, school administration and with the external environment);</li> <li>- stability (stability over time);</li> <li>- generality (the degree of coordination of the activities of all members of the educational community);</li> <li>- emotionality (the ratio of emotional and rational components);</li> <li>- dominance (the hierarchical position of the school environment in relation to other sources of influence);</li> <li>- barrier-free (the possibility of learning in conditions of unequal regional conditions);</li> <li>- consistency (the degree of consistency of the influence of the school environment on the individual with the influence of other factors);</li> <li>- social activity (socially oriented potential of the school in the living environment);</li> <li>- structuring (formulation of goals and expectations, feedback, etc.);</li> <li>- mobility (ability for organic evolutionary changes);</li> <li>- modality (educational environment from a qualitative, typological point of view ).</li> </ul>
Interaction with the external environment	Integration of the educational organization into the local community and relationships with the economic environment	<p><b>Integration of an educational organization into the local community:</b></p> <ul style="list-style-type: none"> <li>- openness to the population (feedback from consumers, involvement of parents and employers);</li> <li>- availability and variability of services for the population;</li> <li>- interaction of the educational organization with the regional community;</li> </ul> <p><b>Relationships with the economic environment;</b></p> <ul style="list-style-type: none"> <li>- socio- economic indicators for each employment zone;</li> <li>- the intensity of the educational institution's connections with the economic environment;</li> <li>- the number of days when enterprises accept students to become familiar with production;</li> <li>- the number of days when representatives of enterprises speak to students;</li> <li>- number of partnership agreements;</li> </ul> <p><b>School image:</b></p> <ul style="list-style-type: none"> <li>- the proportion of students participating in international projects;</li> <li>- reputation of the educational institution</li> </ul>

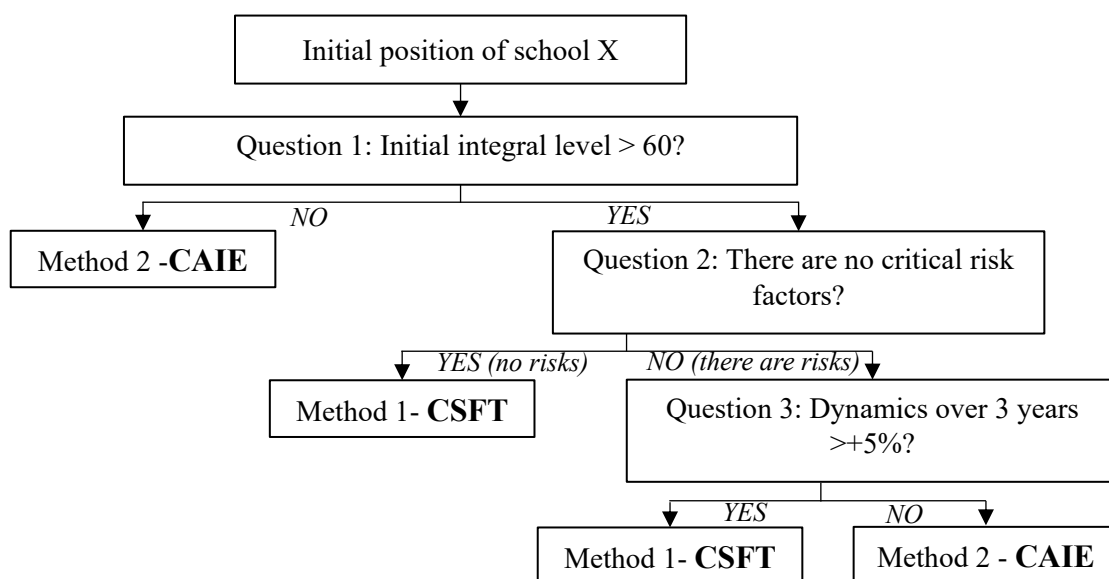
Source: developed by the author

## Comparative characteristics of methodologies for assessing the effectiveness of the CAM

Criterion	Methodology 1 Contextual-Scenario Factor-Trend Calculation for Evaluating the Effectiveness of Educational Management (CSFT)	Methodology 2 Crisis-Adaptive Index of Efficiency (CAIE)
Purpose of application	Evaluation of the effectiveness of the CAM in schools with stable or average performance levels	Assessing Effectiveness in Schools in Crisis and Striving for Improvement
Focus of assessment	Current level of achievement of target indicators	Current level + growth potential + impact of risks
Basic formula	$I_{EM} = \left[ \frac{\sum_{i=1}^n (P_i * W_i)}{\sum_{i=1}^n W_i} \right] * K_{tr} * K_{sc}$	$CAIE = \left[ \frac{\sum_{i=1}^n (P_i * W_i)}{\sum W_i} * K_{pot} \right] * (1 - K_{risk}) * K_{sc}$
Key coefficients	$K_{tr}$ — trend (development dynamics) $K_{sc}$ — scenario	$K_{pot}$ — growth potential $K_{risk}$ — impact of risks $K_{sc}$ — scenario
Taking dynamics into account	Through the trend coefficient $K_{tr}$ (changes over 3 years)	Through the growth potential coefficient $K_{pot}$ (average annual growth)
Taking into account negative factors	Not taken into account separately, indirectly reflected in actual indicators	It is taken into account directly through the risk coefficient $K_{risk}$
Complexity of calculation	Average (requires historical data and indicator weights)	Higher (requires assessment of risks, growth potential and weighting of indicators)
Data type	Current and historical figures	Current indicators, growth dynamics, expert risk assessment
Recommendations for the application of the methodology	Standard monitoring and strategic planning in stable conditions	Anti-crisis management, identification of priority areas for improvement, control over the elimination of weak points

Source: developed by the author

### Algorithm for choosing a methodology for assessing the effectiveness of CAM use in schools



**Figure 72.1. Decision tree for choosing a method for assessing the effectiveness of the CAM in school X**

Source: developed by the author

**Table 72.1. Logic selection of a method for assessing the effectiveness of the CAM**

Stage	Criterion	Condition	Selecting a method
<b>1</b>	Initial integral level of achievement of target benchmarks	> 60%	Moving to Stage 2
		≤ 60%	<b>Method 2 - CAIE</b>
<b>2</b>	Presence of critical risk factors (high staff turnover, worn-out base, low motivation)	No	<b>Method 1 - CSFT</b>
		Yes	Moving to Stage 3
<b>3</b>	Development dynamics over the last 3 years	> +5% growth	<b>Method 1 - CSFT</b>
		≤ +5% growth or negative dynamics	<b>Method 2 - CAIE</b>

Source: developed by the author

## **DECLARATION ON ASSUMING THE RESPONSIBILITY**

By signing below, I certify personal responsibility that the materials presented in the doctoral thesis are the result of independent scientific research and processing. I am aware that otherwise I will be punishable fully of the law.

Yfat Menashko

”\_\_\_\_\_” 2025

## CURRICULUM VITAE



### PERSONAL INFORMATION:

**Name:** Yfat  
**Surname:** Menashko  
**Birth Year:** 02/05/1972  
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Meitar  
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### EDUCATION

2019 -  
PhD studies at the International Free University of Moldova  
(ULIM)

1997-2000  
Master of Science in *Public Policy and Administration*, Ben-  
Gurion University of the Negev, Israel

1995-1996  
B.Ed. in Education, Levinsky College, Israel

### PROFESSIONAL ENHANCEMENT *Courses / Workshops / Seminars*

2016-2019  
Leading Principals" Program within "Hashkafa"  
Initiative, *Ministry of Education, Israel*  
2013-2015 "Communities of Practice" Program, *Avney Rosha*  
2009-2010 – Principals' Course, *Avney Rosha, Israel*  
2006-2008 – Instructional Skills Course, *Ben-Gurion  
University of the Negev, Israel*  
2007-2008 – Certification in Didactic Diagnosis, *Kaye College*.  
1995-2008 – Professional Development in Language  
Instruction, *Ministry of Education, Israel*  
1990-1993 – Teaching Certificate, *Kaye College* (completed  
during military service as a teaching soldier).  
*Ministry of Education, Israel*

## PROFESSIONAL EXPERIENCE

### *Internship*

*Ministry of Education, Israel*

**2023-2024** National Referent at the Pedagogical Directorate,  
Ministry of Education

**2011-2023** – Principal, Gevim Regional Elementary School, a  
school promoting excellence, sports, and health sciences.  
Managed numerous educational initiatives.

**2001-2010** – Vice Principal, Gevim School.

Established and managed the MILAT (Extended School  
Day) program for over a decade.

**1998-2011** – Language Coordinator and Evaluation &  
Assessment Coordinator, Gavim School.

**2000-2003** – Pedagogical Coordinator, responsible for  
reducing educational gaps (Tafnit Coordinator).

**1998-2000** – Language Instructor, Regional Education Office.

**1995-2001** – Teacher Educator, Gevim School.

**1990-1992** – Military Service as a Teaching Soldier, Sderot.

### **Roles and Achievements at Gevim School**

- Led the school to **high academic achievements**, breaking the correlation between academic success and socioeconomic status.
- Developed and implemented an **excellence education model**, adopted by approximately 20 schools.
- Partnered with the **Ministry of Education's R&D Division** to develop, write, publish, implement, and embed innovative pedagogy.
- Mentored schools in developing and applying educational models.
- Encouraged teachers to take on leadership roles, pursue principal training, and enter educational management.
- Hosted **numerous senior officials**, including Ministers of Education, CEOs, and department heads for in-depth visits.
- Represented the school in the **Ministry of Education's R&D programs**, influencing educational innovation internationally.
- Actively participated in **municipal and national educational forums**.
- Member of a **leading forum on "Equal Opportunities in Education"** at MOFET Institute, contributing to a strategic educational policy paper.
- Established an **immersive classroom**, led school-wide professional development, and developed **unique techno-pedagogical models** and lesson plans.
- Mentored groups of aspiring school principals as part of an annual training program.
- Gevim School serves as a **national model of innovative pedagogy**, attracting hundreds of visitors annually.
- Led school-based **R&D initiatives and experimental education programs**.
- **Developed and implemented unique pedagogical models** in language instruction and school-wide programs.
- Managed the **PACT+ program**, supporting Ethiopian-Israeli students.

### **Awards & Recognition Under My Leadership**

- **2022-2023** – National student competition awards in **writing, chess, and sports**.
- **2022** – Presented the school's educational model at an **international education**

biennale.

- **2021 – Regional Outstanding Principal Award** for educational excellence.
- **2020 – Regional Education Award** for leading innovative educational processes.
- **2012–2020 – 16 students won Israeli national athletics championships.**
- **2012–2019 – Five national research awards**, with students representing Israel at the **Broadcom Science Conference in the U.S.**
- **2018 – National Physical Education Award.**
- **2018 – Award for Outstanding Teacher Integration**, promoting a new generation of educators.
- **2018 – Teachers from the school won “Teacher of the Year” awards** and other distinctions.

### **Skills & Qualifications**

- Strong **leadership and team management** skills, fostering a positive organizational culture.
- Expertise in **building resilient, motivated teams** with high self-efficacy.
- Creative and skilled in **developing educational programs** through collaboration.
- Passion for working in a **dynamic environment**.
- Proven ability to **lead partnerships** with organizations and experts to enhance educational institutions.
- Deep respect for **cultural diversity**, integrating strengths from different backgrounds into pedagogical approaches.
- Excellent **interpersonal communication** and people skills.
- Strong **problem-solving abilities**, addressing challenges efficiently and professionally.
- Expertise in **pedagogical analysis, strategic planning, and implementation**.
- Ability to **lead change and innovation**, even in times of crisis.
- A visionary mindset, inspiring others to **dream big and strive for excellence**.
- Quick learner with **data analysis and adaptive problem-solving skills**.
- Extensive **pedagogical knowledge** for curriculum and program development.

### **LIST OF PUBLISHED WORKS**

#### **1. Cărți de specialitate**

##### **1.2. Cărți colective de specialitate (cu indicarea contribuției personale)**

1. **MENASHKO, Y.** The beginning of the sequel. In: Excellence in Education According to the Gevim Model. Ed. KLAVIR, R., MENASHKO, Y. et al. London: Nature & Science Publishing. 2016. p.233-240. ISBN 978-965-7248-13-3 <https://heveleilot.library.org.il/agron-catalog/search-results-menu?view=details&titleId=5757415E56&tmpl=print> (Hebrew)

#### **2. Articole în reviste științifice:**

##### **2.2. în reviste din alte baze de date acceptate de către ANACEC (cu indicarea bazei de date)**

1. **MENASHKO, Y.** And yet, we move – striving for excellence in the times of Corona. In: *Journal of the Mofet Institute*, 2021, nr. 66. <https://mofet.macam.ac.il/bitaon/sheet/66/12751-2/>. (Hebrew)

2. ROȘCA, P.I., BLAGORAZUMNAIA, O.N., **MENASHKO Y.** Methodological aspects of assessing the effectiveness of educational management. In: *Управління змінами та інновації*, 2024, nr. 12, pp. 122-126. ISSN 2786-5711. Categoria B. Indexată în bazele de date: Index Copernicus; Google Scholar; Crossref; НБУ ім. В.І. Вернадського. <https://cmi.politehnica.zp.ua/index.php/journal/article/view/178>  
<https://cmi.politehnica.zp.ua/index.php/journal/issue/archive>

3. BLAGORAZUMNAIA, O., **MENASHKO, Y.** Conditions for the formation of educational management in schools of economically weak regions of Israel. In: *Бізнес-навігатор*,

2025, nr. 3 (80), pp. 227-232. ISSN 2522-4751. Categoria B. Indexată în bazele de date: Index Copernicus; Google Scholar; Crossref; Vernadsky National Library; OUCI.

<http://business-navigator.ks.ua/archive>

[http://business-navigator.ks.ua/journals/2025/80\\_2025/40.pdf](http://business-navigator.ks.ua/journals/2025/80_2025/40.pdf)

4. BLAGORAZUMNAIA, O.N., MENASHKO, Y., ISRAELI, M. Service design as a key element of educational management strategy. In: *Annals of Spiru Haret University. Economic Series*, 2025, Vol. 16(25), Issue 2, p. 23-46. ISSN 2393-1795. Indexată în bazele de date: Index Copernicus, DOAJ, CEEOL, ECONBIZ, OAJI, RePEc.

<https://anale.spiruharet.ro/economics/issue/view/170/256>

<https://anale.spiruharet.ro/economics/issue/archive>

### 2.3. în reviste din Registrul Național al revistelor de profil (cu indicarea categoriei)

1. MENASHKO, Y. Successful school leadership – practice and insights from a twelve year endeavor at a challenging school in a backward urban area. In: *EcoSoEn*, 2021, nr. 3-4, pp. 118-130. ISSN 2587-344X. Categoria B. Indexată în bazele de date: DOAJ, INDEX COPERNICUS, CEEOL. [https://ibn.idsi.md/ro/vizualizare\\_articol/160193](https://ibn.idsi.md/ro/vizualizare_articol/160193)

2. MENASHKO, Y., GRIBINCEA, A. Calitatea formării profesionale în contextul revoluției 4.0. In: *Vector European*, 2021, nr. 1, pp. 80-84. ISSN 2345-1106. Categoria B. Indexată în bazele de date: CEEOL, OpenAccess, Library.Ru, ROAD. DOI: <https://doi.org/10.52507/2345-1106.2021-1.16>

[https://usem.md/uploads/files/Activitate\\_%C8%98tiin%C8%9Bific%C4%83\\_USEM/Vector/Vector\\_European\\_2021\\_1.pdf](https://usem.md/uploads/files/Activitate_%C8%98tiin%C8%9Bific%C4%83_USEM/Vector/Vector_European_2021_1.pdf)

[https://ibn.idsi.md/ro/vizualizare\\_articol/128358](https://ibn.idsi.md/ro/vizualizare_articol/128358)

3. MENASHKO, Y., PESTUSCO, N. The work model for organizational management in building a team climate in the education system. In: *Studia Universitatis Moldaviae Scientific Journal*, 2022, nr.11(01), pp. 39-49. ISSN 2587-4446. Categoria B. Indexată în bazele de date: ROAD, DOAJ, CrossRef, OpenAlex. DOI: <https://doi.org/10.5281/zenodo.6701392>

[https://ibn.idsi.md/ro/vizualizare\\_articol/165442](https://ibn.idsi.md/ro/vizualizare_articol/165442)

4. MENASHKO, Y., PESTUSCO, N. The educational management for equal opportunities and fostering excellence in school: a best practice case study. In: *EcoSoEn*, 2023, nr. 2, pp. 12-19. ISSN 2587-344X. Categoria B. Indexată în bazele de date: DOAJ, INDEX COPERNICUS, CEEOL. <https://doi.org/10.54481/ecosoen.2023.2.02>

[https://ibn.idsi.md/sites/default/files/imag\\_file/12-18\\_28.pdf](https://ibn.idsi.md/sites/default/files/imag_file/12-18_28.pdf)

5. BLAGORAZUMNAIA, O., MENASHKO, Y. The role of Israel's educational system in promoting sustainable development. In: *Journal of Research on Trade, Management and Economic Development*, 2025, Volume 12, Issue 1(23), pp.100-113. ISSN 2345-1424. Categoria B. Indexată în bazele de date: IBN, DOAJ, INDEX COPERNICUS, OAJI.

[https://ibn.idsi.md/vizualizare\\_numar\\_revista/106/12685](https://ibn.idsi.md/vizualizare_numar_revista/106/12685)

[https://ibn.idsi.md/ro/vizualizare\\_articol/231576](https://ibn.idsi.md/ro/vizualizare_articol/231576)

### 3. Articole în lucrările conferințelor și altor manifestări științifice

#### 3.1. în lucrările manifestărilor științifice incluse în BDI

1. MENASHKO, Y. Authentic leadership as a driving force to promoting organization in a challenging reality. In: XI International scientific and practical conference: Innovative Solutions to Modern Scientific Challenges, February 21-23 2024. Zagreb, Croatia: International Scientific Unity, 2024, pp. 108-113. [https://isu-conference.com/wp-content/uploads/2024/02/Innovative\\_solutions\\_to\\_modern\\_scientific\\_challenges\\_Feb\\_21\\_23\\_20](https://isu-conference.com/wp-content/uploads/2024/02/Innovative_solutions_to_modern_scientific_challenges_Feb_21_23_20)

[24.pdf](#)

2. **MENASHKO, Y.** Driving organizational success: the role of managerial leadership in goal attainment. In: XII International scientific and practical conference: Scientific Theories and Practices as an Engine of Modern Development, February 28 - March 1 2024. Bratislava: International Scientific Unity. 2024, pp. 91-95. [https://isu-conference.com/wp-content/uploads/2024/02/Scientific\\_theories\\_and\\_practices\\_as\\_an\\_engine\\_of\\_modern\\_developm ent.pdf](https://isu-conference.com/wp-content/uploads/2024/02/Scientific_theories_and_practices_as_an_engine_of_modern_developm ent.pdf)

### ***3.3. în lucrările manifestărilor științifice incluse în Registrul materialelor publicate în baza manifestărilor științifice organizate din Republica Moldova***

1. **MENASHKO, Y.** Employees empowerment and engagement as a way to achieve personal and organizational goals. În: Materialele conferinței științifice internaționale: Modern paradigms in the development of the national and world economy, October 29 - 30, 2021. Chisinau: USM, 2021, pp. 447-450. ISBN 978-9975-158-88-6. <https://fse.usm.md/wp-content/uploads/2023/04/2021.pdf>  
[https://ibn.idsi.md/sites/default/files/imag\\_file/Paradigme\\_moderne\\_2021.pdf](https://ibn.idsi.md/sites/default/files/imag_file/Paradigme_moderne_2021.pdf)

2. **PESTUȘCO, N., MENASHKO, I.** Inovații în comerțul electronic pentru dezvoltarea afacerilor. În: Materialele Conferinței științifico-practică națională cu participare internațională: De la abordările inovative în predare-invățare spre inovatie în afaceri, 15 aprilie 2022. Chișinău, USM, 2022, pp.42-48. ISBN 978-9975-159-62-3. <https://fse.usm.md/wp-content/uploads/2022/04/Programul-conferintei-DAA-15.04.22.pdf>

3. **MENASHKO, Y., PESTUSCO, N.** Effective school leadership: lessons and reflections from a twelve-year effort in a struggling urban school. În: materialele conferinței științifice internaționale: Universitas Europaea: towards a knowledge-based society through europeanisation and globalization, octomber 16-18. Chișinău: ULIM, 2024. pp. 227-229. ISBN 978-5-86654-178-2.  
[https://conferinte.stiu.md/sites/default/files/evenimente/Conf\\_ULIM\\_Vol%201\\_UNIVERSITAS%20EUROPAEA\\_1.pdf](https://conferinte.stiu.md/sites/default/files/evenimente/Conf_ULIM_Vol%201_UNIVERSITAS%20EUROPAEA_1.pdf)  
[https://ibn.idsi.md/ro/vizualizare\\_articol/219948](https://ibn.idsi.md/ro/vizualizare_articol/219948)

4. **MENASHKO, Y., BLAGORAZUMNAIA, O.** Modeling the process of educational management in schools in socially and economicy vulnerable regions of Israel. In: International Scientific and Practical Conference: Sustainability and Economic Resilience in the Context of Global Systemic Transformations, 27-28 March 2025. Chișinău: ASEM, 2025, pp.117-129. ISBN 978-9975-168-27-4.  
[https://drive.google.com/file/d/1ee5HVgNo7kCbHypCKSVjp9BV2Ns\\_Ts\\_s/view](https://drive.google.com/file/d/1ee5HVgNo7kCbHypCKSVjp9BV2Ns_Ts_s/view)  
[https://conferinte.stiu.md/sites/default/files/evenimente/Conference%20agenda\\_%2027-28.03.25.pdf](https://conferinte.stiu.md/sites/default/files/evenimente/Conference%20agenda_%2027-28.03.25.pdf)

## Acts of implementation



### ACT

**of implementing of the results of the scientific research carried out by Yfat Menashko in the doctoral dissertation "THE IMPACT OF THE EFFECTIVENESS OF EDUCATIONAL MANAGEMENT ON THE PERFORMANCE OF SCHOOLS IN ECONOMICALLY WEAK REGIONS"**

**Specialty 521.03 - Economy and management in the field of activity**

This act confirms that the results of scientific research in a doctoral dissertation "**The impact of the effectiveness of educational management on the performance of schools in economically weak regions**" by Yfat Menashko were studied in *Mitzpe Elementary school*.

The results of the conducted research lead to the conclusion that the presented doctoral dissertation is an original, innovative, and comprehensive scientific work by the author. Of particular significance for *Mitzpe Elementary school* is the analysis of educational management practices in the regional context of Israel. This analysis served as the empirical foundation for the development of the proposed recommendations.

We can confidently state that the author offers a relevant and essential adaptive model of educational management tailored for schools in economically vulnerable regions of Israel. This model will serve as a starting point for designing effective strategies to manage educational processes, aimed at improving the quality of education and reducing socio-economic disparities in the region. Its implementation will create opportunities for the sustainable development of educational institutions, ensuring equal access to resources and innovations, as well as promoting the integration of students from diverse social backgrounds across Israel.

In our view, the strategic approach proposed by the author for educational institutions in economically underdeveloped regions will enable schools to establish a solid foundation for reducing regional disparities within Israel. It will contribute to the improvement of educational management at all administrative levels and enhance the satisfaction of school students.

We express our gratitude to Yfat Menashko for the scientific developments provided and look forward to further productive collaboration in implementing the key recommendations outlined in the doctoral dissertation, particularly regarding the improvement of educational management in schools.

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*Principal of*  
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**ACT**  
**of implementing the results of the scientific research carried out by Yfat**  
**Menashko in the doctoral dissertation "THE IMPACT OF THE**  
**EFFECTIVENESS OF EDUCATIONAL MANAGEMENT ON THE**  
**PERFORMANCE OF SCHOOLS IN ECONOMICALLY WEAK REGIONS"**

**Specialty 521.03 - Economy and management in the field of activity**

This act confirms that the results of scientific research in a doctoral dissertation "**The impact of the effectiveness of educational management on the performance of schools in economically weak regions**" by Yfat Menashko were studied in *Gevim school*.

Based on the conducted research, it can be concluded that the doctoral dissertation is an original, innovative, and comprehensive scientific study. Of particular interest to the *Gevim school* is the content of the structural components of the educational management strategy, which includes a set of tools aimed at improving the quality of school management and, consequently, the quality of the educational process.

The dissertation presents practical recommendations for adapting the educational management strategy to the conditions of economically vulnerable regions. These recommendations can serve as a foundation for implementing innovative approaches to school management, ensuring the sustainable development of educational institutions.

From our perspective, the strategic approach proposed by the author for educational institutions in economically underdeveloped regions will enable schools to lay the groundwork for bridging regional disparities in Israel. It will also contribute to the enhancement of educational management at all administrative levels and increase the satisfaction levels of school students.

We express our gratitude to Yfat Menashko for the provided scientific material and look forward to the continued practical implementation of the core concepts outlined in the doctoral dissertation.

Orly Biton  
Vice Principal of  
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