

**Received Date: October 20, 2025****Accepted Date: November 11, 2025****Published Date: December 01, 2025**

## **Distributed Leadership in Higher Education Administration: Insights from Moroccan Context**

**Prof. Layla AJROUH**

Laboratoire de Recherche en Transformation et Innovation Managériales (LATIM), Settat National School of Business and Management, University Hassan 1st, Casablanca, Morocco, lajrouh@gmail.com, ajrouh.layla.encg@uhp.ac.ma

### **Abstract**

Time is different, challenges are different, also leadership and management should be different in Higher Education Institutions (HEIs). Previous studies found that leadership in HE is not responding appropriately to the needs of the era. The purpose of this study was to examine employee's perceptions about distributed leadership attributes and process among leaders in high and middle management levels in Moroccan HE administration. For this purpose, qualitative data were collected and analyzed through semi-structured interviews in which 48 staff members without managerial responsibilities from 6 private and public Moroccan universities were approached. Unfortunately, some of them hesitated to participate, thus, only 30 have agreed to take part and accepted to recount their real experiences. They answered questions related to distributed leadership traits, behaviors, practices and processes for their respective leaders. The findings revealed that the leadership style in Moroccan HEIs contributes to the deficit of distributed leadership in HE administration. The study has a strong contribution that lies not only in exploring real employees' perceptions, but also in revealing their desire for more distributed leaders, and urging further related studies to strengthen leadership in Moroccan HE administration.

**Keywords:** leadership; distributed leadership; distributed leaders; management; higher education; administration.

### **Introduction**

Universities are meant to be the leading institutions at different levels; education, economic, social, ethical...etc. To be able to fulfil these roles and face the uncertain changing environment, these institutions are in a big need of effective leadership process and practices in their management and administration. HE is a complex and a continuously moving sector, it has the responsibility to satisfy different types of publics. The success of universities depends heavily on the effectiveness of their administration leadership process and also on the personal effectiveness of their leaders themselves. In education in particular, "the quality of leadership makes a significant difference to school and student outcomes" (as cited in Genza, G. M., 2021, p. 127). In Morocco, "With the advent of the School Development Project, school leadership became more pronounced as an important differentiator in school improvement" (Elmeski, 2023, p. 75).

Effectiveness in leadership refers to the functioning of leadership as a process shown in setting shared objectives and having the teams work towards them, having a clear vision communicated to all employees, being able and willing to motivate your people and guide them with purpose and

strategy, fostering culture of contribution, caring and wellbeing at the workplace to grow, inspire and achieve the institutional aimed results. A well-structured leadership when it is well carried out and well executed by good leaders, no doubt the institution will wisely handle the predicted and unpredicted challenges of the era and achieve the lasting results.

Studies showed that “Leadership and the criteria for effective leadership have changed over the years” (Ton Duif, T., Harrison, C, & van Dartel, N., 2013, p.10). It is confirmed that “leadership is produced jointly, by leaders and followers” (Hamstra et al., 2014, p. 643). As an emerged significant field of leadership, “leadership is not restricted to people with designated leadership roles, and that everyone can contribute to the leadership process” (Giltinane, 2013, p. 35), supporting that leadership concerns all the individuals at the organizational and team level. For Holt et al. (2014) “distributed leadership refers to situations when leadership is said to be distributed among multiple actors who support others in achieving organizational goals” (p. 383). Leadership in HE should act “as the magnetic glue that does not only bring different forces together, but also keeps them together till mission accomplishment (as cited in Genza, G. M., 2021, p. 127).

Like other sectors, HEIs are facing a big challenge in terms of leadership. Many researchers support this situation by reporting that leadership practices in HE “were significantly out of date and had passed their use-by date; others suggest that approaches well suited to previous eras are no longer effective” (Hempson, K., 2014, p. 383). HE leadership of our times concerns all the individuals at the organizational and team level. Like other sectors, in the last years we have been hearing that the higher education leadership has gone through a revolution in terms of theory and concepts taking into consideration the newer theories of leadership in general which has resulted to a call for new leadership thoughts and practices in the sector. The most important change is the collective leadership process involving even staff without authority positions. Experience has shown that even the president of the institution is no more the only responsible or leader but the deans, directors, managers, coordinators, supervisors, and all the other team members should also take a real part in the leadership process. Many reports and studies on leadership urged leaders in different areas including HE, to consider the participation of individuals without authority positions in the leadership and decision making. University leadership researchers, and personal experiences confirmed that institutions are in need of leaders who share their visions and involve their people. HE today is urging a different

approach to leadership “that goes beyond the focus on a single leader/manager” (Jones et al., 2014, p.604).

Therefore, the purpose of this study is to explore the topic of leadership in Moroccan universities. More precisely, to explore the existence of distributed leadership in Moroccan HE administration by investigating the perceptions of employees about how distributed their leaders are in their leadership style. The study was aiming to answer two pertinent questions:

- a. To what extend leadership process in Moroccan HEIs is distributed?
- b. To what extend leaders in Moroccan HEIs are distributed?

It is assumed that this group of people selected to participate in this study are from different educational background, with different positions, from different services and with different age and years of experience, would enrich the results of this study by providing significant indicators related to leadership and leaders.

## **DISTRIBUTED LEADERSHP IN HIGHE EDUCATION ADMINISTRATION**

Ton Duif et al., 2013 said that “there is no way to improve the quality of education without widely distributing the responsibility for leadership among roles in the organization” (p. 11). More recently, there has been an alternative focus on leadership as a shared or distributed process that can “stretch over” many actors, rather than as the property of a single individual who has the authority or charisma to effectuate the actions of followers” (Spillane et al., 2004) (as cited in Raelin, 2016, p.5). The obligation for change has been facing the HE over the past few decades including the leadership and management levels, and this has been detected all over the world. Jones et al., (2014) discussed the experience of distributed leadership which was applied to implement change in different schools in USA. Because the experience was a success, the distributed approach of leadership is being extended to HE in many countries such as UK and Australia. Leadership is about the group and not about one person any more (pp. 605-606). This stress to adjust the leadership styles in higher education environment was due to the different problems occurring in managing universities. This suggests that, to adopt distributed or shared leadership, as some prefer to name it, individuals should be ready to embrace collaborative behaviors.

“Recent educational reforms in Morocco shifted how leadership in schools is perceived and the strategic Vision for

Reform 2015-2030 (HCETSR, 2015) stressed the importance of leadership for school change” (Webber et al., 2024), however, real experiences reported that leadership in Moroccan HE administration for instance, is still suffering as most of employees are only executers and implementer because they are not given the opportunity to contribute and to be involved in the leadership process within their institutions. Therefore, more collaboration is recommended at different levels of HE administration in Morocco to stay conform to the “Moving away from traditional perceptions that view leadership as a one-way top–down influence process” (Choi et al., 2014, p. 4).

To overcome some of the leadership problems clearly existing in the HE, various studies have been conducted. I refer here to the qualitative study that was conducted in UK to identify how distributed leadership style is effectively affecting leadership in HE institutions. The findings presented by van Amejide et al. (2009) stressed that distributed leadership “could play a major role in the future of our knowledge-based society as it combines the strengths of various individuals and balances their weaknesses” (p. 777). It should be clear, that the world now is group based, not one person based anymore. Unfortunately, some types of management adopted today by decision makers in Morocco and elsewhere, are the cause of disagreements, frictions inside the teams and also unwillingness to contribute. This is due to bureaucratic processes, authority abuse and lack of effective decision-making process.

The idea of distributed leadership “highlights the need for new and congruent development methodologies, without which calls for distributed leadership will flounder” (James et al., 2007, p. 79). In this context Jones et al., (2014) reported two main features of distributed leadership a ‘leadership-plus’; this one considers leadership and management should involve individuals “in both formal leadership positions and non-formally designated persons” and “a practice-based aspect” of distributed leadership” which promotes people “in non-formal leadership roles contribute to overall leadership” (p. 605). Distributed leadership, thus, can never happen without all the individuals involved and without alignment to the needs commended by the systematic change. I insist on the fact that, this distributed leadership should be implemented at the top level not only theoretically but work with and use on a daily basis. For Morrill (2013)” the academy needs fresh thinking about decision making and governance to confront the challenges and opportunities of a digital age” (p. 13). To allow this to happen, the leaders should believe that all stakeholders “deserve a place at the table” (p. 13) starting by the immediate employees. This means collaboration of all since HE sector is a complex environment and the leadership process within

HEIs is not obvious at all; this motive and others are behind the movement to change from leadership as, “vertical influence process” to “distributed phenomenon “van Amejide et al., 2009, p. 765).

Attoumi (2016) reported what Mr. Azzimane, Royal Advisor and President of the Higher Council for Education, Training and Scientific Research in Morocco, during a conference about Moroccan Education when he acknowledged that [The challenge is mainly to adopt an approach based on synergy and involvement of all the stakeholders] (para. 6). This approach prevents complaints and sometimes strikes/protests against the “authoritarian style of management” and “autocratic atmospheres” that have been linked according to Lewin et al. (1947), to people's "tension" and "frustration"(As cited in Ngirwa et al. 2014, pp. 131-132). Therefore, "the issue of the implementation and development of distributed leadership in educational organizations is becoming more important than ever" (Dambrauskienė et al., 2022). In Morocco there was a call for "a shift from the old command-and-control administrative paradigm to a leadership that facilitates participatory governance and responds to place-based needs" (Elmeski, 2023, p. 75).

## **DATA and METHODOLOGY**

The data relied on and analyzed in this study came from staff members with no managerial positions at public/private HEIs in Morocco. Knowing that there is a big lack in research in the field of leadership in the country, the qualitative method was adopted since the “qualitative methodology allows for a comprehensive exploration of the phenomenon under study” (Waters, 2015, p. 53). To understand how the institutional leaders are perceived by their team members in terms of distributed leadership, the interview method was the best way to get better results through face-to-face discussions that bring more than words. Also, team members are the ones who can best enrich the research data by providing significant and real information about their direct leaders.

Semi-structured interviews were adopted to ensure consistency and flexibility at the same time. Interview sessions involving one-on-one open-ended discussions were conducted to get employees’ real experiences and views. The questions were designed and organized based on the distributed leadership attributes and on the main aim of the study which is to gather deeper and narrative data related to perceptions of employees about their leaders at different management levels in terms of distributed leadership in HE administration. Interview sessions were conducted outside participants working hours, some of them are colleagues, still the subjectivity was preserved. Participants were contacted by

phone or directly, in person, to get their initial approval, followed by two reminders for those who showed interest to participate.

Face-to-face interviews were conducted with male and female employees without managerial positions at HE administration in Moroccan HEIs. The sample includes staff from different departments including administrative, research and project assistants, lab technicians, clerks, accountants, dorm officers, IT administrators, operators, security agents, grounds and maintenance, library, students 'services and HR staff members. The administrative employees were supervised by leaders from different management levels namely coordinators, managers, unit heads, directors, deans, and vice president. All conversations started by explaining the topic and the purpose of the study. All participants refused recording and were all concerned about the level of confidentiality of the process; it was mandatory to assure them about the anonymity of individuals and institutions.

Interview questions were related to the leaders' attitude and dos in terms of distributed leadership; they came out of the study main questions "To what extent leadership in Moroccan HEIs is distributed?" and "To what extent leaders in Moroccan HEIs are distributed?" Each answer was separately assessed. The answers were real reflections from real staff members professional stories about how they are perceiving their managers in terms of distributed leadership. For our Moroccan culture this method of meetings and discussions is most of the time more fruitful, and brings more results. It could help to make the leaders more aware about the issue, its causes and origins.

Most questions were replied to; however, some answers were too brief, few questions were just escaped and others needed more discussion to understand the real perceptions. The flexibility of the semi-structured interviews made the discussions longer; they took more than 30 minutes planned; some of them lasted one hours and even more. Some answers were very well explained by sharing examples from real experiences. Gratitude was expressed to all after closing the interview sessions.

## **FINDINGS and INTERPRETATION**

Generally, most participants think that their direct managers, directors, supervisors or coordinators are not leaders. Very few interviewees said that their direct supervisors have some leadership characteristics but not specifically distributed. However, all of them, confirmed not seeing distributed leadership in how their leaders are managing the daily tasks within their departments. Most employees were spontaneous

in their responses, however, some of them avoided answering some sensitive questions.

The findings of this study are satisfactory because they provide a different insight to the leadership concept within administration in an academic setting in Morocco. The data of the interviews were interpreted and analyzed within two main emerging themes.

### **Theme 1: Deficit in distributed leadership and distributed leaders within HEIs departments**

The interview results indicate that employees do not consider their direct supervisors as distributed leaders. They acknowledged that the people managing their teams in different units and departments do not own most distributed leadership attitudes and behaviors.

An interviewee pronounced "collaboration is a lost concept, if you hear him talk, you think that he is the best leader ever, but the reality is very different, not all of us feel ownership over outcomes". In the same context another participant stated "there is a lack of transparency and open communication, most of the time we do not know, even, what the other colleagues from the same team are doing or working on". The problem of trust was also an issue for most employees, they confirmed not trusting their supervisors and some of them do not trust the administration. One participant described the type of leaders they need at work by saying, "The leader we need is trustworthy and supportive naturally and on a daily basis" ...I do not believe him, I can't rely on him, he is not authentic".

For most employees, their leaders understand what distributed leadership is, but they do not see or feel it in their daily management within their units and with their team members. One employee stated "no collaboration at all, each wants to be the one who performed the tasks, who understands everything and who gets the credits for all the work." According to team members, managers do not get things done, they work without any clear objectives or vision, and some of them are lazy and make the others do everything, they only look for top management applauds for them and their friends at work. One of the strongest statements was "every year she says, we should set our annual objectives, but never done! Others voiced that "even the meetings for the annual performance appraisal are not done, how could we set our objectives!

Employees expressed their complaints about participation and real involvement in strategic and major decision making. Some of the declarations were, "I even feel that I am not belonging! because I am involved only when it has to do with

clerical tasks”. Another one uttered “important tasks and projects are not delegated to the team members, at least not all of them, as if young people should not or are not skilled to become leaders one day”. Although empowering teams to participate in the leadership process and use their unique expertise are the main attributes of distributed leadership, employees in HEIs are complaining about the lack of this feature in their leaders. One affecting statement was from an employee with more than 30 years old of service, he explained” I will retire soon, I hardly remember being involved in the decision-making process, or professionally consider my ideas or feedback, they want us just to execute and say yes”.

### **Theme 2: Deficit in distributed leadership in HEIs administration as a whole**

A shared belief among the participants in the study was that the top administration is not adopting distributed leadership in their leading style, they confirmed that since their immediate leaders are not distributed, this means that the administration in their respective institutions is not prioritizing distributed leadership. For them the distribution in managing and leading HEIs should be a culture that comes and goes from all directions of the organizational and management structures and particularly promoted and monitored from the top to the root.

About the strategic aspirations of the university one employee mentioned that “we know that the university has a vision, and a mission, we constantly hear them talk about it in team and general meetings, but we are not involved at this level”. From the same institution another employee explained “our managers do not share with us thoroughly about the strategic plan of the university”. Employees believe that distributed leadership should come from top management, but, since it is not the case, other levels of management should not be blamed for not being distributed. A common message from the participants was that the administration uses the rest of the employees to perform tasks and meet deadlines, there is no care about them being involved or preparing them to leadership roles in the future. One of them said “if you do not have a managerial position, you cannot play a leadership role or even contribute”. Employees clarified that leadership is not an individual activity, it is a set of daily interactions amongst all university administrative formal actors; leaders and followers, regardless of their titles or hierarchical positions.

A pertinent question was raised “how could we keep current with what is happening in our institutions if we are not contributors”. One of the professors with administrative duties explained “I doubt that the university governance does not

know that literally distributed leadership means “shared leadership”. She insisted that for effectiveness and efficiency of the university management, individuals with managerial positions, at the both middle and top management levels, should be involved and involve their team members in decision making and leadership processes to help promoting the shaky culture of trust, and staff empowerment.

One of the participants stated angrily “in our institution we need leaders that take us forward professionally and cares about our continuous improvement”. They all believe that the Moroccan university is in need of the input of all its constituents to achieve the excellence. Overall, most employees without managerial positions have low perceptions for their managers and administrations in terms of distributed style of leadership. Many of them claimed that “we need different leaders, not in terms of age, gender, origins but new leaders with a different approach of leadership that care, involve, empower and support others”.

### **DISCUSSION**

The study has investigated the presence of distributed leadership style in Moroccan HE administrations, it has explored the perceptions of employees without managerial positions about their direct leaders in terms of distributed leadership. A deep and real insight has been provided to the topic that will help enhancing leadership in Moroccan HE administrations and education in general

The results confirmed that the leadership in HE administration in Morocco is not distributed. There is a unified perspective that leaders, at different management levels, are not distributed or they lack most distributed leadership attributes in their daily management within their teams. It is clear for all that the world of higher education is permanently changing, the styles of management and leadership should also change in line with the dynamic environment. Choi et al. (2014), confirmed that the new perceptions of leadership in the administration are the ones going form and to different directions, not only “a one-way top-down” direction. Moroccan HE leaders should understand that it is high time to admit that according to many researchers, distributed leadership is the one that goes via both direction; top-down and also bottom-up. This distribution allows the participation and involvement of all employees belonging to the same institution regardless their job titles and formal positions. Governance in HE should enhance distribution in managing universities to align to the requirements of the era namely diverse expertise, knowledge and perspectives to effectively solve various organizational problems and foster leadership

capabilities for the whole team not only for leadership positions.

The Moroccan royal advisor, Mr. Azzimane acknowledged that it is mandatory for Moroccan HE sector “to adopt a synergic approach” (as cited by Attoumi, 2016, para. 6). Relating leadership participation to positions, and measuring contribution according to employee’s leadership roles within institutions is not adequate to the requirements of the era. There is a consensus that this approach is not appreciated as it makes the rest of employees just executors and decision supporters. A huge frustration is voiced about not being involved and sometimes not even informed about the main institutional vision and strategic plan. In this context Jones et al. (2014), asserted that the needed leadership in HEIs is the one that promotes also individuals in “non-formal” leadership positions to participate in the leadership process at different levels for more integrity and trust at the workplace and to support distributed leaders to born. Nowadays, “you can neither discuss successful leadership without reference to leader development, or leader development without reference to what we know about why and how leadership works best” (Walker & Hallinger, 2013, p. 401). Recent educational reforms in Morocco shifted how leadership in schools is perceived, and the country “Strategic Vision for Reform 2015-2030 (HCETSR, 2015) stressed the importance of leadership for school change” (Webber et al. 2024). It was ensured that “improved student achievement is the most frequently cited benefit of formal and informal leaders in schools sharing decision making” (Webber et al. 2024). The issue of the implementation and development of distributed leadership in educational organizations is becoming more important than ever, therefore, today formal leaders are inevitably forced to change themselves, to shift their personality, their attitudes to changes in the organization, and to enable other members of the organization to reveal their leadership abilities (Dambrauskienė et al., 2022). Very important, successful shared decision making contributed to a school-wide culture of hope and innovation (Webber et al. 2024).

## RECOMMENDATIONS

The current research study advocates a pressing assessment and review of leadership styles in Moroccan HE administrations. HE leaders are urged to rethink their way of leading their teams. To face the global moving environment, it is recommended that the leadership styles adopted should be assessed and new ones should be promoted and implemented in HEIs administration at all management levels including the distributed style of leadership.

This discussion provides a foundation from which further research perspectives may be derived. Other styles of leadership should be investigated to be able to identify which ones are more effective for the HE setting in Morocco. It is also important that the future HE leaders should have a clear understanding and vision about the styles of leadership highly recommended for managing/leading the institutions of the era. Finally, the determination, and the will of the leaders at all levels in HEIs in Morocco are key elements to promote the distributed culture of leadership in the HE administrations. Elmeski (2023), appointed “Notwithstanding, the training efforts invested in building educational leadership and administration (ELA) capacity, deeper transformations are needed to provide needed systems of support for leaders and administrators to fulfill their missions”.

## REFERENCES

- Attoumi, A. (2016, May 24). عزيمان يدعو لإعادة النظر بمعايير ممارسة مهن التربية والتعليم
- Carbone, A., Evans, J., Ross, B., Drew, S., Phelan, L., Lindsay, K., Cottman, C., Stoney, S., & Ye, J. (2017). Assessing distributed leadership for learning and teaching quality: a multi-institutional study. *Journal of Higher Education Policy Management*, 39(2), 183–196 <https://doi.org/10.1080/1360080X.2017.1276629>
- Choi, S., & Schnurr, S. (2014). Exploring distributed leadership: Solving disagreements and negotiating consensus in a ‘leaderless’ team. *Discourse Studies*, 16(1), 3–24.
- Dambrauskienė, D., Liukinevičienė, L., & Balčiūnas, S. (2022). Implementing Distributed Leadership in Pre-school Education Institutions. *Journal of East European Management Studies*, 27(4), 686–708. <https://www.jstor.org/stable/27295036>
- Elmeski, M. (2023). Educational leadership and administration in Morocco: Recent developments and growth prospects. *Demystifying educational leadership and Administration in the Middle East and North Africa*, 75-94.
- Genza, G. M. (2021). But what is Leadership? A Systematic Review of the Leadership Concept in View of Heightened Educational Leadership in Africa. *leadership*, 12(9).

- Giltinane, C. L. (2013). Leadership styles and theories. *Nursing Standard*, 27(41), 35–39.
- Hamstra, M., Van Yperen, N., Wisse, B., & Sassenberg, K. (2014). Transformational and Transactional Leadership and Followers' Achievement Goals. *Journal of Business & Psychology*, 29(3), 413–425.
- Hemsall, K. (2014). Developing leadership in higher education: perspectives from the USA, the UK and Australia. *Journal of Higher Education Policy & Management*, 36(4), 383–394. *Hespress*. Retrieved from <https://www.hespress.com/politique/307379.html>
- Holt, D., Palmer, S., Gosper, M., Sankey, M., & Allan, G. (2014). Framing and enhancing distributed leadership in the quality management of online learning environments in higher education. *Distance Education*, 35(3), 382–399.
- James, K. T., Mann, J., & Creasy, J. (2007). Leaders as Lead Learners: A Case Example of Facilitating Collaborative Leadership Learning for School Leaders. *Management Learning*, 38(1), 79–94.
- Jones, S., & Harvey, M. (2017). A distributed leadership change process model for higher education. *Journal of Higher Education Policy & Management*, 39(2), 126–139. <https://doi.org/10.1080/1360080X.2017.1276661>
- Jones, S., Harvey, M., Hamilton, J., Bevacqua, J., Egea, K., & McKenzie, J. (2017). Demonstrating the impact of a distributed leadership approach in higher education. *Journal of Higher Education Policy & Management*, 39(2), 197–211. <https://doi.org/10.1080/1360080X.2017.1276567>
- Jones, S., Harvey, M., Lefoe, G., & Ryland, K. (2014). Synthesising theory and practice: Distributed leadership in higher education. *Educational Management Administration & Leadership*, 42(5), 603–619.
- Morrill, R. (2013). Collaborative Strategic Leadership and Planning in an Era of Structural Change: Highlighting the Role of the Governing Board. *Peer Review*, 15(1), 12–16.
- Ngirwa, C. C., Euwema, M., Babyegeya, E., & Stouten, J. (2014). Managing change in higher education institutions in Tanzania: A historical perspective. *Higher Education Management & Policy*, 24(3), 127–144.
- Raelin, J. A. (2016). Imagine there are no leaders: Reframing leadership as collaborative agency. *Leadership*, 12(2), 131–158.
- Ton Duif, T., Harrison, C., & van Dartel, N. (2013). Distributed Leadership in Practice: A descriptive analysis of distributed leadership in European schools. Retrieved from [http://www.schoolleadership.eu/sites/default/files/](http://www.schoolleadership.eu/sites/default/files/esha-etuce_report_on_dl.pdf//)
- van Ameijde, J. D. J., Nelson, P. C., Billsberry, J., & van Meurs, N. (2009). Improving leadership in Higher Education institutions: a distributed perspective. *Higher Education* (00181560), 58(6), 763–779.
- Walker, A., & Hallinger, P. (2013). International perspectives on leader development: Definition and design. *Educational Management Administration & Leadership*, 41(4), 401-404.
- Waters, M.J. (2015). *A Qualitative Exploration of Perspectives on the Management and Leadership Role of the Higher Education Registrar*. (Doctoral dissertation). Retrieved from [https://digitalcommons.brandman.edu/edd\\_dissertations/23](https://digitalcommons.brandman.edu/edd_dissertations/23)
- Webber, C.F., Andrews, D., van der Vyver, C.P., Pineda-Báez, C., Okoko, J.M., Eisneros Cohernour, E.J., Dominguez-Castillo, J.G., Elmeski, M., Fuller, M.P., Conway, J.M., Moral-Santaella, C., Gratacós, G., & Idelcadi, S. (2024). School leadership roles and standards: Observations from the international study of teacher leadership. *Background paper prepared for the 2024-5 Global Education Monitoring Report*. UNESCO. <https://doi.org/10.54676/KIJJ3990>