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MENIN ALON ZVI

**DEMAND RESEARCH OF ISRAELI HIGHER EDUCATION
STUDENTS FOR INTERNATIONAL ACADEMIC MOBILITY**

**SPECIALIZATION 521.02 - WORLD ECONOMY;
INTERNATIONAL ECONOMIC RELATIONS**

Abstract of the Doctoral thesis in Economics

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The thesis was developed in the Department of Economics and International Relations of the Free International University of Moldova.

Scientific leader:

CROTENCO Iuri, habilitated doctor in Economics, university professor, Institute of International Relations of Moldova

The Specialized Scientific Council was approved by the Board of Directors of ANACEC by Decision no. 1 of September 27, 2019, in the following composition:

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STRATAN Alexandru, habilitated doctor in Economics, university professor, correspondent member of the ASM

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GRIBINCEA Alexandru, habilitated doctor in Economics, university professor

ȘIȘCAN Zorina, habilitated doctor in Economics, university professor

LOBANOV Natalia, habilitated doctor in Economics, university professor

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Abstract was sent on _____.

Scientific Secretary of the Specialized Scientific Council:

ROBU Elena, PhD in Economics, associate professor,

Scientific leader:

CROTENCO Iuri,

habilitated doctor in Economics, university professor,

Author:

MENIN ALON ZVI

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I. THE EMPHASIS OF THE RESEARCH IDEAS

The relevance and significance of the thesis. Today, the academic mobility of higher education students is known to have a great influence on the socio-economic success of the academic establishment and on the countries that develop the "economy / industry of academia." The contribution and benefits of each country are known and explained. The State of Israel, with the exception of local initiatives of academic institutions, does not actively and effectively act for economic and academic development. The relevance and significance of the thesis lies in proposing a solution to the problem by research of the influence of worldwide macro and globalization processes on the economic and social factors in Israel. The current study shall present a clear picture on the academic zone in Israel, the mobility of the higher education Israeli student, and the academic mobility of foreign student to Israel. The current thesis shall explore in a comprehensive manner the issue of academic mobility, as it exists in the world, whilst examining the academic mobility world which characterizes the Israeli higher education students who choose to study abroad, and not within their homeland. In addition, the Author of the thesis shall explore a new innovation of concepts such as immigration, educational immigration, academic immigration, academic tourism and demand for academic studies.

The relevance stems from dealing with the existing problem by proposing a model based on a systematic survey of data using the regression model, which is translated into an economic model. This model attempts to predict the mobility of the brain and the mobility of Israeli students against the factors that make it easier to reduce the phenomenon. The model will become a national mechanism for innovation in a proposal to establish a national mechanism that will coordinate and increase the demand of foreign students to study in Israel.

The proposed mechanism is independent and will be determined by the state, based on the power of law and early planning. It is necessary to deal with global issues of migration of students to higher education brain education. In addition, the additional relevance of the present thesis is in the sense that it provides an innovative concept of different concepts and provides an up-to-date version of the existing reality. The author of the thesis explains concepts such as "migration", "migration of labor" and "academic migration," which is a relatively new trend. In addition, the thesis provides a broader and more structured approach to brain drain of researchers, economic professionals (engineers, economists, medical professions, software engineers, business administration, lawyers and social researchers), which to a certain extent is the result of these concepts.

The description of scientific research and the identifying the research problem in recent years, there are several researches which discuss about the symptoms and local/global trends academic mobility and immigration, but without a providing the recommendations and the solutions. The research problem is the increasing of the demand for academic mobility and immigration of Israeli academic professional's, beside the mobility of the foreign student to Israel. The Immigration of educational mobility of students and academic Israeli academics are very relevant because it gives a comprehensive picture about the worldwide trend, and places where a mirror image, the current situation, with highlights key that features such as:

- The reasons for academic mobility and immigration of Israeli students and academic professionals.
- The analyzes the demand of foreign student in Israel.
- The new innovation of definition the immigration trend, the academic mobility and education mobility.
- The new innovation of mechanism for increasing the demand of Foreign students for academic mobility to Israel.

This thesis presents a clear and reliable indicator by an economic-theoretical model which include student numbers, favorite faculties, students and concentrations of growth and demand

trends, particularly emphasizing the profitable solutions which give a satisfactory answer to the increasingly widespread phenomenon both globally and in Israel.

The research goals and objectives of the thesis are to find and identify solutions to streamline the handling of academic mobility in Israel, while examining the extent of the phenomenon. The main goal is to properly manage the migration and mobility of quality human capital in Israel, and to find the creative and productive actions with a national mechanism to reduce the phenomenon. While maintaining the focus of this study, the author chose to focus on the following objectives:

1. Analyzing the trend of academic mobility and brain drain of Israeli higher education students
2. Identifying the contributing factors to raising the demand level of foreign students,
3. Presenting innovative solutions for dealing with the problem of brain drain, and the academic mobility of foreign higher education students to Israel.

The above-mentioned goals shall be accomplished by setting the following objectives:

- Assessing, reviewing and defining the worldwide trend of mobility and immigration.
- Assessing the existing Israeli policies and accommodating them to the reality of mobility of higher education students.
- Mapping the countries to which Israeli higher education students turn to for academic education.
- proposing a theoretical economic model for reduce the brain drain and increasing the mobility of foreign student.
- Providing innovative recommendations to the Israeli Ministry of Education and the political-social-economic establishment in Israel.

The methodology of the thesis. Thesis is structured in three chapters with an in-depth analysis of the causes, new definitions of immigration, academic mobility, academic tourism, the phenomenon of academic mobility which present by the OECD, EU, CHE, UNESCO, the research of Moav. The theoretical orientation was achieved through the statistical theories presented by Seife C. Proofs (2006) and Morris T. Methods of Social Research (2010). Graphical analysis from CIA fact-book, researches from Rauhvargers, A, Resnik, J, Mountford, A, Meek, L. V, Maoz, L., Knight, M, Khon, Jallade, HersHKovitz, Gibbons, Gets, Somech, Chaikin, that shows the increase in demand for all countries and academic centers worldwide, analysis of brain drain of Israeli medicine and soft engineers.

The research methods include analyzes of Pearson Correlation; Regression model; statistical analysis; averages calculations and standard deviation. The numerical data and cross-checking of the data shall be presented in graphs and charts for analyzation of the findings and conclusions. The findings shall be presented after a careful analysis and synthesis of the quantitative data (statistical averages and dynamic and arithmetic series). A questionnaire was not used in the current thesis because the research is being done at an economic-regional worldwide level, and thus, a questionnaire would not have assisted the purposes of the current thesis. The author of the thesis is responsible for the authenticity of the data as well as for their reliability and for method of their presentation.

The issue of the current research proposes a professional and reliable solution for the proper handling of academic education systems in order to cope with the increasing mobility of Israeli higher education students and the increasing demand for foreign students.

The scientific novelty and originality of the thesis. Scientific innovations are determined by the goals and objectives offered by the author. In this context, the scientific innovation of the results obtained consists of the following:

- Systemic treatment of the current theories of academic mobility, emphasizing the mobility of foreign students and the brain drain of Israeli students and academics.

- Analyzing and mapping the data and applying the policy in Israel and abroad, and proving the statistical regression model of the relative advantages existing in Israel.
- Determining the main directions for increasing the academic mobility of foreign students to Israeli academia.
- Identifying the chances of developing and increasing the demand of foreign students, and reducing the brain drain through an independent national mechanism.
- It is proposed to develop the national mechanism with included priorities, which are aimed at providing the real-time consumer information in order to make academic mobility in Israel more attractive.

The important scientific problem which is solved consists of a new conceptualization of academic immigration and academic mobility. The efficiency processes of academic mobility that develop a new vision, including the implementation and development of a practical mechanism for academic mobility in Israel (in and out). The independent mechanism will be based on government ministries, education, finance, tourism and the municipality. In this context, an analysis was carried out of the current recommendation systems, which led to the elaboration of new models for increasing the demand for academic mobility to Israel, reducing brain drain, and rational use of the abilities of returning Israeli students. All these will contribute to the development and economic efficiency of the academic establishment, international relations, and the Israeli economy.

The theoretical significance of the thesis. The theoretical value of the conclusions and recommendations included in the article is to propose a sophisticated scientific methodology of multi-lateral analysis of indicators for the development of academic mobility in Israel, which can be used to detail programs, directions for organization and effective promotion of Israel's foreign policy, Foreign students for academic studies in Israel, and reducing the brain drain of students and academics. The author's proposals may be useful in establishing a national mechanism and in training staff in international academic and economic relations.

The practical value of the current thesis is to makes a scientific contribution to theorists and training bodies by including constructive conclusions and suggestions that help to think about means to improve academic, economic, monetary, and international activities for the Israeli government. At the micro and macro level, and in particular to increase the efficiency of Israel's academic mobility. The scientific results of the study can be based on the actions of the decision makers in the country, in order to contribute to improving the methodology and practice of effective management of the international academic system, reducing and reducing the brain drain, and training the skilled staff to successfully solve the problems of the national and international economy in academia.

Scientific results submitted for defense of the thesis:

- Re-conceptualization of concepts of immigration, academic mobility, educational migration;
- Analysis of theoretical and methodological aspects of academic mobility;
- International issues of academic mobility as applied in developed countries;
- An analysis of the statistical variables that influence the brain drain and mobility of Israeli students;
- A proposal for a theoretical-economic model with an emphasis on increasing the demand of foreign students and reducing the brain drain in order to achieve the ultimate goal by establishing a renewed national mechanism;
- The role and needs of key changes identified in the development of a new national mechanism for the management of the academic mobility system in the academic establishment in Israel;
- It is proposed to modernize the recommendation systems with immediate and long-term priorities for the work of the mechanism;

Application of scientific results. The basic ideas of the thesis were published in economic journals, discussion and approval in the framework of scientific events and conferences. The results of the study can be applied in national mechanisms that deal with academic mobility and brain drain in the process of evaluating economic and academic policy. Several recommendations were implemented at Ben Gurion University in Israel. Systematic handling of the problem in question can serve as a theoretical basis. Further development of additional scientific investigations.

Confirmation of scientific results. The thesis content was updated, completed and approved in a series of seminars, international journals, and senior researchers at the Faculty of Economics and International Relations at the Free International University of Moldova - ULIM. In addition, the ideas and results were approved by senior faculty members from "Ben Gurion" University who specialize in academic mobility.

Publications on the thesis. During the thesis, 17 scientific publications were published in scientific journals, economic and international conferences.

Volume and structure of the thesis include four major units, which shall provide an in-depth glance at the researched topic. Four chapters present major analyses of results which include 27 tables, 22 figures, 1 map, and 2 schematic diagrams. In addition, a list of 213 bibliographical sources is included as well as 21 annexes. Altogether, the length of the current thesis is 151 pages.

Key Words: Academic Mobility, Higher Education, Migration of Education, Demand of foreign Student, Immigration, Brain Drain.

II. THE CONTENT OF THE THESIS

The introduction emphasizes the timing and importance of the problem addressed, the goals and objectives of the subject under study, describes the scientific innovation of the results obtained, the theoretical meaning and the practical value of the work. In addition, methods are used to confirm the results of the study and to summarize the thesis chapters. The main goal of the research is to provide a reliable solution and a positive outcome after examining the theoretical and methodological aspects of academic mobility in higher education and analyzing the brain drain phenomenon.

In the **first chapter**, entitled " **THEORETICAL ASPECTS OF THE DEMAND FOR ACADEMIC MOBILITY IN ISRAEL** ", we conclude, based on the analysis of the data and the results, that the academic educational systems worldwide have undergone a great deal of changes during the ending of the twentieth century [17]. The worldwide mobility of various populations, in addition to the ever-growing development of groups and cultures, constantly influence the majority of the population and the macro effects which occur in any given region. We are witnessing ideas and novelty which have a synchronic effect on the various existing institutions, and amongst them, the institutions of the academic world. The current situation is that the implanting process of the globalization is not identical. Some of the nations, and even certain cities, are more involved than others, but no one city or country remains uninvolved in the globalization process. The same situation occurs in the world of academic education, which had reached one of its peak changes as early as 1999, during the signing of the Bologna Reform [8]. The main goal of the Bologna Process was to establish a geographic and content region, a sort of united, but not necessarily homogeneous, widespread academic field of activity within the higher educational systems. The Bologna Program is based on cooperation between the countries which have joined it and, it is meant to be a source which allows the existence of a model of conduct for higher education students and staff worldwide. The characteristics of the Bologna Reform are [7]:

1. A system of comparable degrees, which will encourage competition and employment.

2. Standardization of study levels: Bachelor's degree of at least three years (undergraduate) and graduate degrees, including the Master and Ph.D., as training for the European labor market (employability).

3. A uniform system of credit points that will enable mobility of students and academic staff among institutions. In addition, recognition of studies in non-higher education institutions, in order to increase access to education.

4. Promoting quality assurance and methodological improvement among institutions of higher education in the EU.

5. Development of relevant dimensions in European higher education, in particular: curricula, inter-institutional cooperation, and training and research

6. Academic mobility - opening the academic mobility of students and academic staff among academic institutions in order to enrich knowledge / experience and knowledge of a different culture.

The author of the thesis has found that a great deal of changes has occurred in the educational perceptions which allow the advancement of the academic world, in Israel as well as abroad. As an integral part of the changes of the economic perception, academic institutions have become obligated to create financial sources of income for themselves. This is a necessary stage in order to allow them to preserve their competitive advantage against their competing institutions [6]. The prevailing situation is based on a joint vision of the shared national interests which are oriented towards the economic, social and occupational development of the country and of its citizens. As soon as each country, and each country's academic institutions, had come to understand the powers invested in this joint move, the world was able to understand the great deal of changes which had occurred in the perception of the academic and professional preparations within the countries and states which had joined the Bologna Reform [7]. For example, in the United States, a survey was conducted concerning the enrollment of foreign students within the country's leading universities. the next Table presents the percentage of the higher education students from abroad in comparison to the percentage of the American counterparts (in 2018).

Table 1. The number of foreign students from all the local students 2018-2019

Academic Rating	Overall Rating	Name of Institution	The number of students	Number of foreign students	The percentage of foreign
1.	1	Harvard University	21,317	5,012	23.5%
2.	5	California institute of technology	2,951	771	26.1%
3.	9	Massachusetts institute of technology	11,738	3,384	28.8%
4.	12	Princeton University	7,911	1,927	24.3%
5.	17	Stanford University	16,388	4,014	24.4%
6.	30	University of California, Los angles	42,716	4,966	11.6%
7.	25	New York University	34,821	3,842	11%
8.	2	Yale University	12,769	2,225	17.4%

Source: [19].

By the data from the table shows that the foreign higher education students serve as a major, significant group because they are an economic resource which provides solutions to the existing problems as far as the available budget and service lists of general employees and instructors. According to the senior source, "Open Doors" [19], the number of foreign higher education students during the academic year 2018 – 2019 had reached 1,097,742, who had paid 42.5 billion dollars in tuition fees and had led to the creation of 385,000 jobs.

The State of Israel had submitted its application to join the European Reform twice, but, was denied. The author of the thesis, in his article "*The Bologna Process – The Current Status in Israel*" describes the application process, the necessary implementation, and the conclusions of the deciding committee concerning the denial of both applications [23]. It should be emphasized that despite these denials, the State of Israel has formed structural changes which are partially

parallel to those which were established by the European Reform. The most significance change was the parallelization and unification of the Israeli process of academic qualification into three circles of academic authorization.

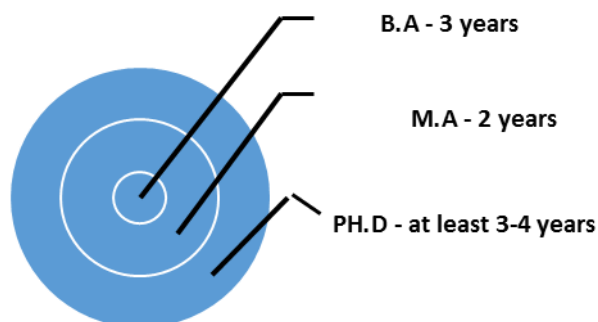


Figure 1. Israeli academic Degree - Bachelor's degree (BA), Master's degree (MA) and Doctorate (PH. D)

Source: Made by the Author from source: [11]

The Figure 1 presents the Degree Circle that is implemented in Israel. It should be emphasized that this circle serves as a basis to one of the principles which unifies all of the countries who have joined the reform – the principle of unification of the degrees of higher education and the ability of the higher education student to continue studying from the exact point where he had previously finished learning. Despite of processes which had occurred, there is no increase in the demand from foreign students.

The European regional **economic integration**, political economy, and socio-cultural cohesion are impacted through the implementation of the higher education initiative of the Bologna Process. The Lisbon Treaty's economic growth strategy Europe 2020 is linked to the Bologna Process, a higher education reform initiative of 47 countries in the European region [1]. Given the governance leadership of the European Union, which has historically led the world in regional integration, the educational and cultural dimension is a new frontier becoming regionally integrated. Regional economic integration began with economic and political cooperation, and has expanded into the space of educational and cultural policy with the formulation of the Bologna Process. The Bologna Process is complementary to the Europe 2020 strategy within its key area of education. Reciprocity of academic degrees, mobility of students, enhanced educational quality, and student achievement correspond to strengthened economic performance of the participant countries and of the European region. Europe 2020 is an example of how strategy in education is connected to outcomes in the economy, and it indicates the aspirations of the EU to compete successfully in the rapidly changing global economy [7, p. 91]. the Author in his article "*The Financial budgets of higher education- Reference to the situation in Israel*" [8] analyze the relation between the benefits from the "academic industry" to the economic level such the GDP, GNI and the employment in the country.

The chapter continued with a review of definitions of central concepts such as immigration and its meanings, academic immigration and brain drain [4]. The Author of the thesis infers that the academic mobility influences the international relations amongst countries as well as on economic and tourist collaborations (academic mobility). The findings of the definition of the various terms lead to the conclusion that the trend of academic mobility, which derives from various global processes, creates worldwide moves of immigration for different reasons – immigrating for higher education and professional progress, immigrating due to employment purposes, temporary immigration and the return to one's homeland [5]. The author in his article "*Directional Career and Academic Education in the age of Globalization*" [21] analyzes the term "immigration" as consisting of several options of immigration: Immigration for employment

purposes, 'temporary' immigration (academic mobility) designed for acquiring a higher education and to undergo personal development through international programs such as Erasmus, and then returning to one's homeland as an expert in one's field.

The **second chapter**, entitled "**The materials and methods of research**" provides the methodological support in the thesis includes various methods of analyzing information and drawing conclusions, which consideration the characteristics of research and the international comparisons. The methodological methods included abstraction of economic, socio-educational concepts, models and approaches for increase the academic mobility in different countries, that compared to Israel [6]. A statistical analysis and comparison of data, in the phenomenon of brain drain, and the impact on the local economy [16, 11]. In addition, there was scientific abstraction, classification and comparison of data, analysis and synthesis, data grouping and classification, tables and figures . The goals and tasks that have been formulated for analyzing the academic mobility of Israeli students and international students determine the use of different methods, procedures and instruments of scientific knowledge in economic processes such as scientific abstraction and formulation of new concepts, classification and comparison of global models for managing the national challenge in each country, analysis and synthesis of data from reliable sources Such as the World Bank, the OECD, UNESCO [16], the Council for Higher Education in Israel, the Ministry of Economy, the Central Bureau of Statistics in Israel [12]. In addition, a grouping and classification of information, induction and deduction, use of national models from other countries, and the evolutionary investigation of the events and phenomena investigated were also conducted. The implementation of these methods, together with the analysis of other academic studies, the professional opinions of researchers from Israel, the Republic of Moldova and other countries were contributed to the create an economic model which applied in Israel, and the continuation of scientific investigations in this field.

The **third chapter**, entitled "**An analysis of the demand for academic mobility in Israel**" provides an analysis of the data concerning the Israeli higher education students and the foreign students. The chapter deals with an in-depth analysis of statistical graphs which present data concerning the demand of the Israeli higher education students (inbound & outbound) to study the various available fields, the actions taken by the Israeli CHE (Council Higher Education), and its unsuccessful attempts to decrease the trend of extent of the brain drain phenomenon from Israel abroad [11]. Thus, the Israeli Ministry of education has the mandate to manage the policies concerning the state's academic zone and this is accomplished through the Israeli CHE, which implements the ministry decisions. The MOE (Ministry of Education) is an independent institute which legislates and leads its policies in accordance with the general trend by the Israeli Minister of Education. Its most significant roles are having to do with directing the Israeli academic world towards success, national projects, advancement of populations, as well as providing an overall treatment to the needs of the Israeli system of higher education. As aforementioned, the State of Israel had submitted its application to join the European Reform twice, but was denied. To this day, Israel had adopted nearly all of the principles of the reform and is making a genuine attempt to implement them, whilst preparing the background to submitting a third application in the future. In order to make this possible, the CHE has published this year (2016) its policies and action plan concerning the integration of the principles of the Reform, and thus, has created the following detailed plan, which contains two different projects [18].

The **first project** – ERASMUS (European Region Action Scheme for the Mobility of University Students) – is a program which established by the European Union for education, training, youth and sport for the years 2014 – 2020 [12]. The program is based on three major actions in the above-mentioned fields. Its goals are advancement of international cooperation in general, and in particular, with partnership countries. These actions include the Learning Mobility of Individuals, which deals with the processes of accreditation and mobility of both Israeli and foreign higher education students. Yet another action is the Joint Masters Degrees, whose purpose

is to develop joint programs for masters' degrees amongst institutions of higher education in Europe and in other parts of the world [10]. After the completion of the programs, the student is supposed to return to the country of origin. The project also funds the exchange of lecturers and researchers among universities around the world. Israel is an active member of the organization.

The **second project** is named Cooperation for Innovation and Exchange of Good Practices. The program deals with the establishment of partnerships designed to advance the modernization and internationality of the systems of higher education within the institutions of the participating countries. On top of these, the Israeli CHE had founded, through its academic institutions, centers whose purpose is to implement the Bologna Reform. These centers include the following [11]:

1. The **"Bologna Training Center"** which was established in early 2012 at Ben-Gurion University. The Center's purpose is to establish a national information center which shall expose the Israeli system of higher education to the Bologna reform [8].
2. **Tempus Corinthian** is a project whose purpose is to promote the internationality topic as well as to provide training of experts in the European Accreditation method, European Credit Transfer and Accumulation System (ECTS). This is necessary in order to increase the mobility between the European academic institutions to those which are located within the Middle East. This project includes cooperation between European, Palestinian and Israeli institutions.
3. The establishment of **Excellency Centers** in order to attract exceptional and outstanding higher education students and teachers.
4. **Forming collaborations** with countries such as China and India as far as exchanging delegations of students and researchers who deal with a variety of topics.

Every student can choose an international study – program (Academic Experience, Full study, Academic Research). The next graph presents the all option of International programs which studies in some Israeli academic institute [11]:

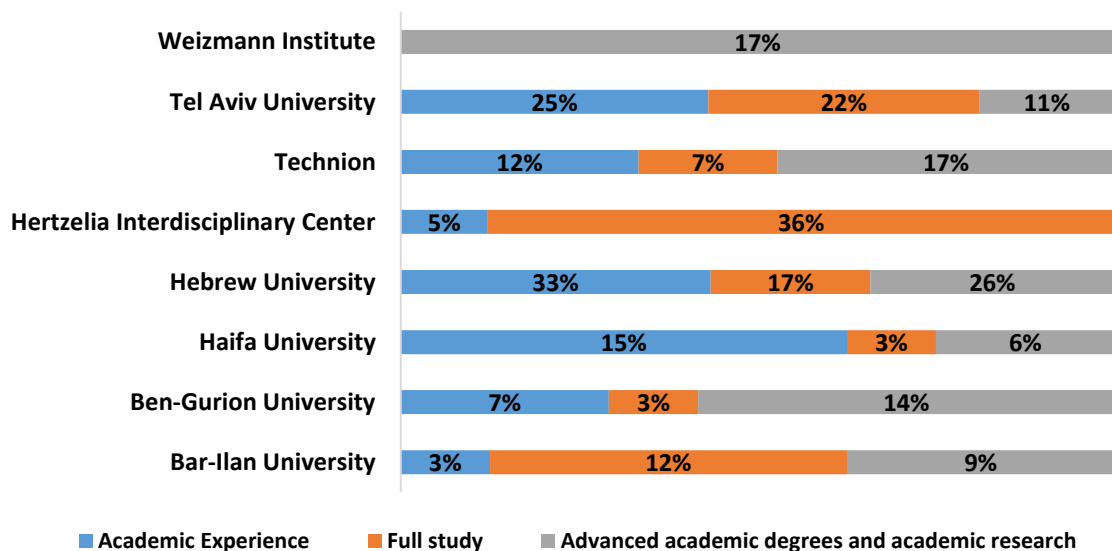


Figure 2. The percentage of foreign students in each program and university 2017-2018.
Source: [11].

The academic mobility of higher education students in Israel has reached new heights - more than 14,000 of them have traveled abroad for academic studies, and the demand for foreign students has increased since the beginning of the implementation of the strategic plan (2012) But "stabilized" on an average of 10,000 students.

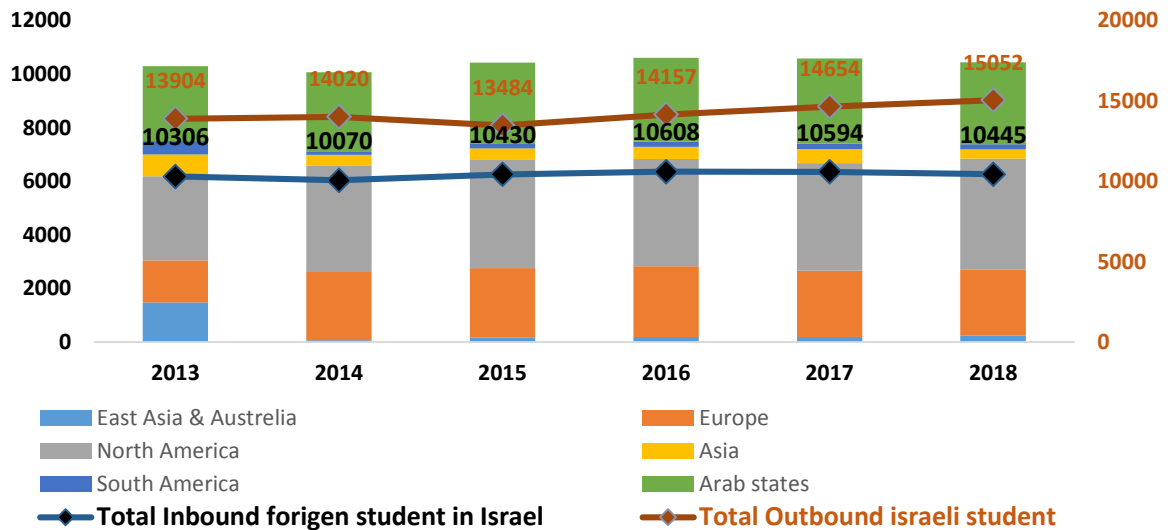


Figure 3. The foreign students compared to the mobility of Israeli students 2013-2018
Source: made by the author from sources [16].

The author, in his article "*The Impact of internationalization on higher education systems*" [24] has found that there some countries with high level of demand, while others have low demand. Figure 4 provides an example of the countries with high demand in Eastern Europe:

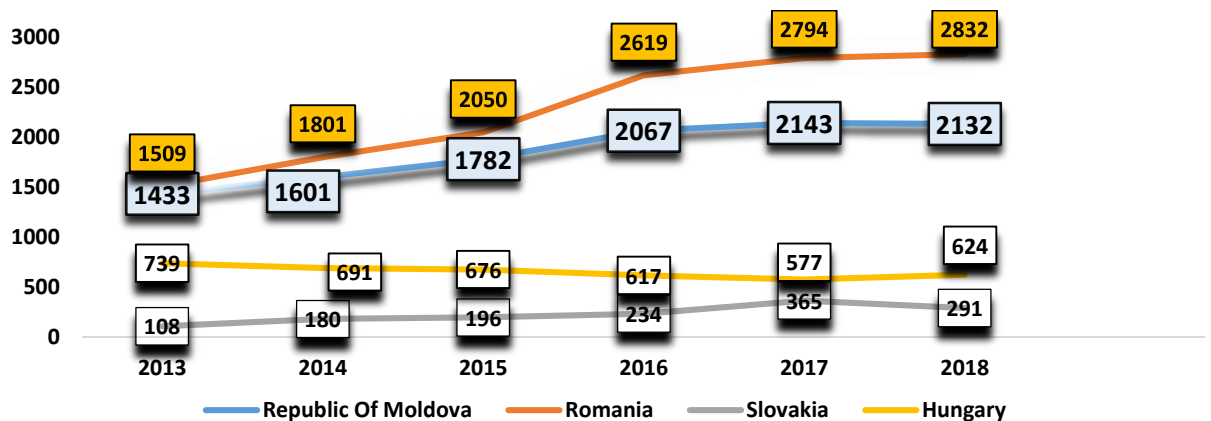


Figure 4. Countries with high demand of Israeli Student 2013 -2018
Source: Made by the author from source [16].

From all of the Eastern European countries, the greatest increase is in Moldova and Romania. the Author find an ever-going increase of mobility in higher education students to the Western European and North American countries. It appears, based on the existing policies and actions of the Israeli government and the professional Israeli institutes who deal with the academic immigration and "brain drain", that no particular attention is being warranted to these matters. It seems that these bodies perceive the above-mentioned data as completely normative. The academic world constantly attacks the powerlessness of the state's institutions [62]. This is done through the publications of researches, editorials, articles concerning the immigration of quality Israeli population to foreign countries, as well as through the presentation of official data. The author of the thesis has found many publications which analyzed this trend – its reasons, emphasis, circumference, areas being immigrated to, ways of transferal, as well as a presentation of the lack of response of the Israeli establishment. Most of the reasons which had been analyzed by the author of the thesis in his article " A demand research of Israeli higher education students for international

academic mobility" were characterized by different, diverse reasons. These reasons shall hereby be presented, by order of their priority rank:

1. **Unemployment** – the university or college graduate is unable to find a job which is appropriate for his or her needs and field of occupation.
2. **A professional/academic interest** – Many countries offer Israeli graduates possibilities of research and personal development which the State of Israel is unable to offer. These options include research and existence budgets, which provide the researcher economic peace-of-mind as well as the ability to delve into his or her discipline of interest.
3. **level of salary** – Developed western countries offer high wages to teachers, researchers, doctors and engineers, which the Israeli economic job market is unable to provide.
4. **Taxing policy** – The State of Israel is well-known for its heavy taxing. Many scholars complain about the Israeli taxing policy, which limits their ability to advance themselves.
5. **Cost of living** – This particular issue leads many scholars, of all occupations, to consider immigrating. The cost of living in Israel is one of the highest in comparison to other western countries. The housing, health, food and education costs are quite heavy and make living in Israel difficult.
6. **The Israeli system of education** – The educational factor, its value and purpose, lead to a phenomenon that hundreds of families are considering immigration, as the quality of the Israeli educational system continues to deteriorate
7. **The political and security situation** – The constant unsettling war and security situation which characterizes the State of Israel for many decades, due to its inside and foreign enemies, serves as yet another most significant decision factor for Israeli families.
8. **Religious coercion** – In the State of Israel, there is no separation between religion and state. In other words, the rules of the Jewish law have a direct influence on Israel's secular citizens. Thus, life in Israel is characterized by such social norms as restriction of transportation on Saturdays and Jewish holidays, prohibition concerning the eating of certain non-Kosher products.

The **four Chapter** entitled "**The increase of demand for higher education students within the Israeli academy**" provides a summary of the data presented, as well as a series of practical insights and recommendations that will help to deal with the socio-economic phenomenon that characterizes the existing Israeli academic situation. Governments in the developed countries say that academic mobility, as it is progressing and growing worldwide, is a very significant future resource for the country's economy and its academic institutions. They therefore established national mechanisms that would open the field. Evidence of this is seen in the countries surveyed in Chapter 3, and the impressive data that emerges from their statistical information. The main task at the moment for state institutions is to enable and facilitate maximum academic mobility, while finding the correct indicators and strategy for implementing the program's direction and program. This is a way of thinking and an action plan that increases the demand for academic mobility, and also reduces the trend of brain drain from Israel.

The chapter which include the following sub-topics: **the policies and solutions offered in countries all over the world, the policies and solutions of the state of Israel, the combination between the Israeli policy and the Ideas of the Bologna Reform, the policies and solutions to the Israeli labor force, the strategy for the development of legal and legislative policy. And the implementation to the Israeli Council of Higher Education (CHE).** The chapter end with the **conclusions**. After a broad multidisciplinary data collection (dependent and independent variables) that underlying the research problem in the question, the author presents the findings to a regression model which based on an integrative analysis of data and quantitative observations.

The array of recommendations and insights were established by the author of the thesis after he had taken a professional look at the existing situation in other countries that were successful in dealing with phenomenon (Australia, Germany, Poland, Croatia and Germany) who

have been chosen for comparison due to their compatibility as the similar characteristics of their populations to those which characterize the population of Israel. In addition, the adjustments made by the State of Israel were presented for a solution in the research period - the academic mobility of students in higher education. it is important to understand that The State of Israel provides a policy of partial treatment, including the establishment of centers of excellence for outstanding students, the accessibility of a scholarship fund to Israeli students, but this is very little professional policy to solve the problem. The author of the thesis had succeeded in finding a variety of solutions and applications suitable for the State of Israel [10]. These solutions have proven themselves in the above-mentioned countries, as their application has also led to changes characterized by decreases in the dimensions of these phenomena. In order to prepare the statistical model that ultimately produced a theoretical-economic model that should be implemented, the following data were introduced according to the following samples:

- The total Israeli Students (2003 – 2018)
- The number of academic institutions in Israel
- The percent (%) of students studying (in Israel and abroad) relative to the birth rate of that year
- Total outbound of all Israeli students (%) – 2003 – 2018.
- The Brain Drain - quantity leaving (in thousands) - from Central Bureau of Statistics data (2003 – 2018).
- Development and Research Expenditure (NIS millions) Gross domestic expenditure on research & academic development
- Total financial expenditure on academic education (in NIS millions - local currency)
- Total expenditure on education as a percentage of GDP
- Total investment by local authorities in education - in localities (NIS millions)
- Total income of universities from tuition (NIS million)
- Gross Domestic Product - (total in US \$)
- Gross national income per capita (total in US \$)
- The percentage of expenditure on education (including academia) out of the total annual budget of the government.

All the data were entered into a regression model with variable analysis, and after 4 data points we reached a theoretical-economic model that presents the following equation:

Stage 3:

The next model includes the breakpoint variable and the Ar(2):

Dependent Variable: OUT Method: Least Squares Date: 12/15/19 Time: 17:08 Sample (adjusted): 2003 2018 Included observations: 16 after adjustments Convergence achieved after 8 iterations				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
LOG(INSTITUTIONS_NUMBER)	-28185.19	6351.205	-4.437770	0.0010
BREAK_POINT	-4164.338	1102.575	-3.776920	0.0031
C	128690.0	25609.14	5.025157	0.0004
AR(1)	0.132404	0.183809	0.720336	0.4863
AR(2)	-0.363362	0.159356	-2.280192	0.0435
R-squared	0.948662	Mean dependent var		10532.50
Adjusted R-squared	0.929994	S.D. dependent var		4845.152
S.E. of regression	1281.962	Akaike info criterion		17.40048
Sum squared resid	18077697	Schwarz criterion		17.64191
Log likelihood	-134.2038	Hannan-Quinn criter.		17.41284
F-statistic	50.81680	Durbin-Watson stat		1.862840
Prob(F-statistic)	0.000001			
Inverted AR Roots	.07+.60i	.07-.60i		

Stage 4: The optimal model which received
 Dependent Variable: OUT
 Method: Least Squares
 Date: 12/15/19 Time: 17:03
 Sample (adjusted): 2003 2018
 Included observations: 16 after adjustments
 Convergence achieved after 7 iterations

Variable	Coefficient	Std. Error	t-Statistic	Prob.
LOG(INSTITUTIONS_NUMBER)	-27132.04	5706.903	-4.754249	0.0005
BREAK_POINT	-4397.455	995.0618	-4.419279	0.0008
C	124489.3	23010.20	5.410180	0.0002
AR(2)	-0.323595	0.146717	-2.205565	0.0477
R-squared	0.946470	Mean dependent var	10532.50	
Adjusted R-squared	0.933088	S.D. dependent var	4845.152	
S.E. of regression	1253.317	Akaike info criterion	17.31729	
Sum squared resid	18849628	Schwarz criterion	17.51044	
Log likelihood	-134.5383	Hannan-Quinn criter.	17.32718	
F-statistic	70.72455	Durbin-Watson stat	1.605265	
Prob(F-statistic)	0.000000			

Fitted and the residuals graph. The synthesis of the data from the regression model present data that lead to the following strategic:

1. **The number of academic institutions** - There is a connection between the number of students going to academic studies and the number of academic institutions. Hence, the study recommends continuing to increase the academic supply to potential students. The variety of faculties and learning options will make the Israeli student study within the borders of the country and not go abroad. The supply of institutions will also attract foreign students from other countries. This conclusion comes from the data appearing from 2009 onwards.
2. **The mechanism model** indicates from Figure 2, that the remainder of the sum is random, ie, there is a direct correlation between the number of students leaving and the number of academic institutions. This fact leads to the need to establish a national mechanism that will supervise all Israeli academic activity in all aspects of academic mobility to Israel and abroad.
3. **An Economic implementation-** tuition for foreign students: for tuition of international students in the programs, in order to adapt it to European countries with similar academic standards, and in accordance with the Reform countries in Bologna, Europe and the OECD countries. Urgent reform is needed because the State of Israel must establish a "competitive" academic system, vis-à-vis, academic institutions in foreign countries.
4. **A Municipalities implementation** - to integrate the municipalities as an advisory and supportive partner organization. The city and its residents are residents of the city who will benefit from the arrival of quality human capital to the urban area. In addition, the arrival of foreign students will bring foreign money into the business systems, a step that will contribute to the economic and employment wellbeing of each city.
5. **An implementation for academic tourism** - to enact new regulations, including tax benefits, for tourism businesses that will establish tourism mechanisms suitable for foreign students. To offer students (especially those with a few months of academic experience)

"tour packages" that include a set of services for the entire stay. "Packages" will increase their satisfaction, thus attracting more foreign students. This service has been traveling in Spain and has been very successful.

6. **An implementation for International Relations** - The idea here is to take advantage of the impact of foreign students in developing ties with their mother countries. Connections that will lead to academic, commercial, technological, industrial, agricultural, transportation and even political cooperation. The beginning of those relationships can begin with academic cooperation.



Figure 5. The connection between number of academic institutes to outbound student
Source: Made by the Author [20]

According to the innovation, the mechanism shall operate a mobility plan, whose goals are, on the one hand, to increase the academic mobility of foreign student to Israel, to reduce the dimensions of the academic mobility of Israeli higher education students to other countries, and, on the other hand, to deal with the phenomenon of brain drain from Israel [34].

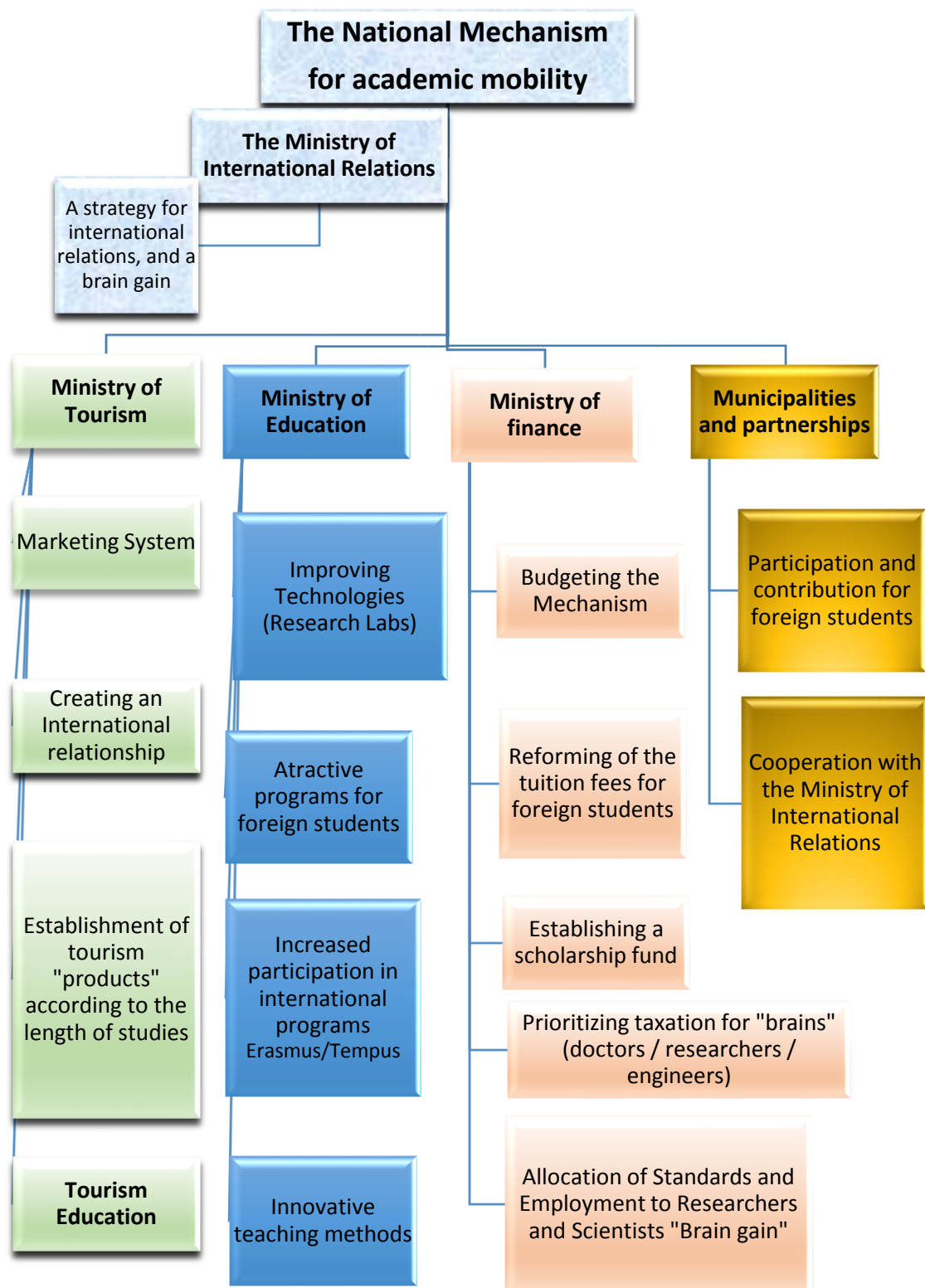


Figure 6. The National Mechanism for academic mobility
Source: Made by the Author

The recommendations for the propose innovation is distribution amongst the five Ministries is as follows: **The Finances Ministry** shall serve as the "financial umbrella" for financing the proposed actions; **the Ministry of Education** shall serve as the pedagogical and operational center of the program; and the **Ministry of Tourism** shall contribute its abilities as far as the academic mobility of foreign higher education students is concerned, as they may be considered as "academic tourists" to Israel. **The ministry of the municipals** shall cooperate with the mechanism for the urban development innovation, and the ministry of the relation will participate with the connections for other countries.

The propose for the national mechanism includes budgeting of all the participating ministries, with an emphasis on correct investments that will result in increased demand for foreign students, a reduction in the brain drain, and a balance in the demand of Israeli students for academic studies in other countries. The subtotal of the budgeting will be –\$ 27,700,000, for a year (in the 5 first year). The goal of building the economic model is to achieve practical results within 5 years. The Figure attached (Figure No' 6) presents the innovation in building the independent mechanism for its organizational structure. Figure No' 6 present the National Mechanism which recommend as innovation:

According to Figure No' 2, the mechanism structure will be:

- **The first route** shall include the **Ministry of International Relation** – this ministry will be one of leader project. The idea to cohabitee between Higher Education, Tourism and political issue is for create an International relationship with a lot of countries. For maximizing the benefit from all those is to create relationship with the countries which the foreign student is came from.
- **The second route** includes the **Ministry of Tourism** – marketing the activity of the campaign around the world, positioning Israel as a global academic leader, contacting the target countries, creating an international relation with marketing academic institute, with academic programs in other countries, academic tourism for foreign students.
- **The third route** includes the **Ministry of Education** - the ministry will take all responsibility about Improving the teaching infrastructure. Change, updating and adaptation of academic programs, Increased sharing with international curricula, Innovation in teaching methods, Professional improvement of the teaching staff.
- **The fourth route** includes the **Ministry of Finance** – the responsibility about Including the funding of the entire mechanism, a significant reform of the high tuition fees currently required from foreign students, and the construction of a system of scholarships for them. Creating tax tables with a preference for the educated population returning to Israel. The granting of housing benefits, preference in employment, concern for the spouse, help with the existence and absorption in places of employment.
- **The fifth route** include the **Municipalities and partnerships** - for municipalities This challenge can be a significant advance to the urban space. Developing income of foreign students who pay for trade, employment and municipal services can be an excellent source of financial income.

III. CONCLUSIONS AND RECOMMENDATIONS

The author presented his conclusions, which had been laid out in the three chapters of the thesis. This is followed by several operative recommendations in an attempt to provide a reply to the current situation. This reply consists of the establishment of an independent mechanism, whose establishment is an outcome of the change in the policy and perception of the government as well as of its various institutions.

Conclusions

1. The social and economic changes and revolutions have created a worldwide immigration of populations and nations amongst countries. The previous definitions of the concepts of

academic mobility, academic immigration and brain drain have been changed and they no longer represent "a national situation" but rather a social-economic usage and even a major symptom within the global world. The author of the thesis wishes to redefine these concepts and to emphasize that:

- 1.1. Immigration** – Educational immigration is an outcome of the utopian combination of populations moving from one country to another as a result of the wish of higher education students to develop both professionally and personally. Immigration is not necessarily a one-way ticket; rather, it can be changed and merely be a temporary situation. Educational immigration may lead to occupational immigration, since in the course of their academic training, students are offered job opportunities, and, in addition, they form relationships and to start a family in the country to which they have immigrated
- 1.2. The academic mobility** of students serves bilateral goals of the various countries. The countries profit from the arrival of foreign students, and it is their obligation, through proper policies, to insure, through proper policies, that they return to their borders after they have completed their studies.
- 1.3. The brain drain** is a worldwide social phenomenon. This trend is an advanced stage of academic mobility and of processes of educational immigration. it is possible to reduce the brain drain phenomenon, and the State of Israel has to take actual steps to change its economic-occupational policies with regards to its major target populations.
- 1.4. Educational tourism** is a futuristic and successful combination between the academic world with its target populations (students, teaching staff) and the world of tourism, leisure and accommodation, which is constantly renewing itself. The model of educational tourism which exists in Spain is worthy of studying and accommodating to other European countries as well as to the State of Israel.
- 2. The demand of academic mobility** of Israeli higher education students has become as high as 14,000 students. In some of these countries, the author of the thesis has found evidence of a rise in the demand for mobility, whereas in others, the figure of academic mobility has remained rather stable since 2009. Most of the students wish to study in faculties of medicine, engineering, architecture, business management and design. The author of the thesis has recognized an annual increase in the demand for studies in the countries of **Moldova, Romania, Germany, Italy and Eastern European countries, whereas in others, such as the United States and Great Britain**, he has detected a decline. The estimated economic cost of tuition and living is about \$15,000 per student, i.e. an annual income loss of \$210,000,000.000.
- 3. The Israeli higher education student** is required to spend about \$4,600 a year on tuition, excluding accommodations and living. This is not considered relatively high for Israeli higher education students. The problem is that the limited availability in the prestigious faculties, such as medicine, pharmaceuticals, veterinary medicine, clinical psychology, and sciences (biotechnology, nanotechnology) leads to a situation in which many students are not accepted and thus, are likely to immigrate for academic or educational immigration.
- 4.** The State of Israel has not been able to successfully deal with the following three phenomena – the academic mobility of Israeli higher education students who wish to study abroad, the low demand level of foreign students who wish to study in Israel and the brain drain of quality human assets. The author of the thesis shall suggest, in the Recommendations Chapter, to establish a national organizational mechanism, which does not currently exist, which shall enable, within a period of several years, to provide an answer to the current and future problems.
- 5. The economic-academic relations of the State of Israel** – An analysis of recent sources of information (published from 2013 to 2018) shows that the State of Israel does not have

a great deal of economic-academic partnerships with other countries, except for the United States, China, India and Germany. These partnerships are based on a combination of joint mutual interests in the fields of security, medicine, hi-tech and research focusing on energy sources and food. An analysis of the data provided by sources such as OECD, UNESCO and WTO show that while foreign students are coming to study in Israel, the State does not take advantage of this as far as the creation of economic relations. It is also worthwhile to mention that the limited relations that do exist have been formed due to the initiatives of individual universities (Ben Gurion, Tel Aviv and Hebrew Universities), without any government involvement.

6. The phenomenon of the brain drain from Israel has been in constant development since 1973 (after the October War). Since then, the rate of the brain drain phenomenon rises every several years. The various reasons for the brain drain are connected by a certain reality which places pressure to look for work in other countries.

Recommendations

1. The first recommendation refers to the new legislation and policies of the relevant bodies of government – The Ministries of Interior Affairs, municipalities, Economics, Education and of Tourism. Each one of these Ministries shall provide a proper response to the two target groups to which the new mechanism is concerned:
 - The Israeli Ministry of Interior Affairs shall create a fast track of approval visas to higher education students/teachers which shall enable their bearers to study in Israel without experiencing bureaucratic problems throughout their track of studies.
 - The Ministry of Economics and Finances shall provide the mechanism with a budget for at least five years. This is necessary in order to ensure the mechanism will have the necessary budget it requires, not only for its economic needs, but also in order to cover its costs. Its way of thinking should be long-term, as this is a major change in the way that the academic institutions and the political establishment are being run. The Ministry shall provide an "economic umbrella" to the program, whilst referring to its various components and participating in every economic forum intended to renew the program.
 - The Ministry of Education (inclusive of the Higher Education) is the government office in charge of the "professional doctrine" of the program and the mechanism. The ward of the Ministry within the mechanism shall be in charge of the professional contents, shall supervise on the manners in which the strategies are implemented, the reciprocal relations with the various institutions, as well as the professional contents which will be presented in detail hereinafter.
 - The Ministry of Tourism – The involvement of this Ministry shall focus mainly on marketing of the Israeli academy in other countries. This Ministry, who is charged with selling tourist services to hotels and various tourist attractions, shall open a new marketing campaign designed to advertise, promote and market the Israeli academy to designated audiences.
 - The Ministry of international relation shall be in charge of the relations which shall be established with the destination countries, in order to find mutual economic interests, both on the business and academic aspects.
 - Budgeting activities and responsibilities of the mechanism (Figure No' 6) – This institution, as aforementioned, will be budgeted by the State but have the freedom to make independent decisions. The policies and methods of operation of the program shall be in its full authority, without the possible intervention of political factors. The management of this mechanism is estimated at \$1,100,000 for a year.

Recommendations for a program plan:

The Ministry of Education – to increasing the demand for foreign higher education students. obligated to perform a series of actions, inclusive but not limited to the following:

- Developing innovative and attractive curriculums and adopting advanced teaching methods (such as MOOC) for foreign students (of medicine, hi-tech and engineering);
- establishment of innovative research laboratories;
- Management of the academic quality control for teaching methods, technology usage, feedback concerning teaching staff, dealing with the foreign students and providing them with proper accommodations (living arrangements, leisure and cultural activities).
- Enhanced participation in joint programs such as ERASMUS.
- A program for the creation of unique and academic differentiation amongst the academic institutions designed for prevention of duplication, on the one hand, and in order to stress uniqueness, on the other hand;
- Increasing the numbers of positions for researchers and administrative and teaching staff.
- Conditioning the budgeting of academic institutions on their willingness to participate in international programs, as well as on the results and initiatives designed to increase the demand of foreign students to study in these institutions;
- Accompanying the reform for the foreign student - concerning the tuition fee for foreign students, in which it shall be decreased to a level similar to that of parallel academic institutions elsewhere in the world.

The Ministry of Economics and Finances –

- Financial accompanying and approving the reform for decreasing the tuition costs of the academic institutions which are offered to foreign higher education students.
- Financial accompanying and financing the establishment of foundations and infrastructure of living arrangements, laboratories and lecture halls. Assisting in temporary funding to the Ministry of Tourism for the process of accompanying the marketing of the Israeli academy.
- Changing the taxing policy for scholars and creating new priority ranks concerning the taxing status of returning Israeli scholars.

The Ministry of Tourism – During the first years of the mechanism, the office shall place on emphasis on the following goals:

- Marketing the Israeli academy in destination countries in accordance with the strategic marketing plan of the mechanism.
- Proposing a product of Academic Tourism to students who come to study in Israel for short periods of time: "Academic Experience", or "full-term studies"

The Ministry of International Relations – This office is in charge of the most significant part of the mechanism:

- Forming connections with the countries from which foreign students come to Israel, in order to create a mutual bidirectional academic path.
- Finding economic-social-industrial interests with other countries who participate in the academic mobility to Israel, as well as academic mobility of students from Israel. An example for this is the political connections that Israel has with Italy, Ukraine, China and India.

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V. LIST OF THE ARTICLE IN THE THESIS

Scientific papers:

1. **MENIN, Alon.** *The processes of management and education in a multicultural zone and globalization.* London: Academic.edu. Vol 1, 2014. 11-13 p. ISSN 1321- 3229. Available at: https://www.academia.edu/13213229/The_processes
2. **MENIN, Alon.** *Directional career and academic education in the age of globalization.* Chisinau: ULIM, Free University of Moldova, Seria Economie, Vol 16, 2015. 177-182 p. ISSN 1857-1468.
3. **MENIN, Alon.** *The phenomenon of "brain drain" from the state of Israel.* Chisinau: Instrumental Bibliometric National, 2015, 157-165 p. ISSN: 1857-4440, ISSN-E 2587-3393.
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1. Certificat de Inovator – Pentru Inovatia cu titlul – **Diminishing the brain drain phenomenon in Israel**, Academia de Studii Economice din Moldova / Centrul de Inovare și Transfer Tehnologic, 2017. Nr. 49.

ANNOTATION

To the thesis to obtain the scientific degree of Doctor in Economic science.

Demand research of Israeli higher education students for international academic mobility

Alon Menin, Chisinau, 2019,

Specialization: 521.02. World Economy; International Economic Relations

The structure of the thesis: The thesis consists an introduction, four major chapters with conclusions and recommendations. The chapters include 27 tables, 22 graphs, 1 map, and 2 schematic diagrams. Includes a list of 213 bibliographical sources, 21 annexes and 151 pages of main text. On the theme of the thesis had been published 17 academic articles in Europe, Israel, and Asia.

Key words: higher education; brain drain; Bologna Reform; academic mobility; Immigration, academic tourism.

The Fields of research: The research deals with an economic issue concerning the inbound and outbound of academic mobility in higher education in Israel, and the trends of brain drain, immigration and educational tourism.

The purpose of the current research: is to examine the academic mobility of Israeli higher education students, and, at the same time, minimizing the brain drain trend from Israel.

The scientific challenge of this research lies in the fact that it is trying to find a theoretical model based on systematic data analysis for prediction the mobility of students in higher education. In addition, there is a national challenge to the point of minimizing the phenomenon of brain drain.

The scientific novelty of the research is a comprehensive approach that addresses the issue of academic international mobility of students in higher education in Israel. An analysis of the situation in the international academic mobility system of students in higher education in Israel has been made.

Important scientific problem. The author presents data on the growing demand for systematic brain drain from Israel abroad, through an international academic mobility system for students of higher education. In order to overcome the threat of Israel's brain drain abroad, innovation is presented to the proposal of a national mechanism for international academic mobility of foreign students to higher education, and minimizes brain drain. The author seeks to develop and properly implement the program.

Theoretical significance and value of the thesis. Value of the thesis is to obtain theoretical and empirical knowledge about the issue of academic mobility, the brain drain. The research, proposals and conclusions made can be used by some state institutions such as the Ministry of Education, CHE, municipalities, academic institutes, and economic units in the country.

The practical significance of the research lies in the analysis of a theoretical-economic model that enables future forecasting, based on formula values, systematic data analysis, and thus provides a work plan for renewing the mechanism, ideas and arguments by the academic authorities in Israel. The results of this study enable us to identify the trends in a precise set of reasons for their existence for the adoption of beneficial financial decisions.

Implementation of scientific results. The results can reflect in the government ministries which directly involved in academic mobility of students. A few of the professors from one of the biggest universities in Israel, that rated the importance of the contributions of the author's recommendations. In addition, this research will present to the education ministry, and Ort college for Implementation.

ADNOTARE

La teza pentru gradul de doctor în științe economice.

Studiul cererii de mobilitate academică internațională a studenților din învățământul superior din Israel, Alon Menin, Chișinău, 2019

Specializarea: 521.02 Economia mondială; relațiile economice internaționale

Structura tezei: Lucrarea constă din introducere și patru capitole cu concluzii și recomandări. Teza include 27 de tabele, 22 figuri, 1 hartă și 2 scheme. Conține o listă de 213 de surse bibliografice și 21 de anexe, în total 151 de pagini. La tema tezei au fost publicate 17 articole în Europa, Israel și Asia.

Cuvinte cheie: învățământ superior; exodul de creiere; Procesul de la Bologna; mobilitatea academică; emigrarea; turismul academic.

Domeniul de cercetare: aspectele economice ale importului și exportului de servicii educaționale universitare în Israel, tendințele de exod de creiere, imigrația și turismul educațional.

Obiectul de cercetare: mobilitatea academică în învățământul superior a studenților israelieni și aflulul de studenți străini în învățământul superior din Israel; fenomenul de exod al creierelor din Israel este investigat.

Scopul cercetării: studierea cererii de mobilitate academică internațională a elevilor din învățământul superior din Israel, minimizând simultan tendința de scurgere a creierelor din Israel.

Sarcina tezei constă în încercarea de a găsi un model teoretic bazat pe prelucrarea sistematică a datelor pentru a anticipa mobilitatea studenților în învățământul superior. În plus, sarcina națională este de a minimiza fenomenul de exod al creierelor.

Noutatea științifică a cercetării constă într-o abordare cuprinzătoare orientată spre studiul problemei mobilității academice internaționale a studenților din învățământul superior din Israel. A fost analizată situația din sistemul de mobilitate academică internațională a studenților din învățământul superior din Israel.

Problema științifică importantă soluționată. Autorul prezintă argumente și date despre cererea sistematică de exod al creierelor din Israel în străinătate prin sistemul de mobilitate academică în rândul studenților din învățământul superior. Pentru a depăși pericolul exodului de creiere din Israel, autorul dezvoltă și oferă un mecanism național pentru mobilitatea academică internațională a studenților străini din învățământul superior, ceea ce minimizează scurgerea de creiere. Autorul elaborează și aprobă acest program.

Importanța teoretică a disertației. Importanța lucrării constă în obținerea de cunoștințe teoretice și practice în materie de mobilitate academică, exodul de creiere. Cercetările, sugestiile și concluziile lucrării pot fi utilizate în instituțiile de învățământ, precum Ministerul Educației, WAC, municipalitățile, instituțiile academice și economice din țară.

Importanța practică a studiului constă în analiza modelului teoretic și economic care permite predicția viitorului pe baza formulelor obținute, construind astfel un plan de lucru pentru reînnoirea mecanismului, ideilor și argumentelor instituțiilor de învățământ superior din Israel. Rezultatele acestui studiu ne permit să identificăm tendințele și motivele exacte ale existenței acestor tendințe, în scopul adaptării pentru a lua deciziile financiare corecte.

Implementarea rezultatelor științifice. Rezultatele sunt aplicate în instituțiile de stat implicate direct în mobilitatea academică a studenților. Mai mulți profesori de conducere ai unei universități majore din Israel au remarcat importanța contribuției recomandărilor autorului. În plus, acest studiu va fi transmis Ministerului Educației și a Ort Colegiului pentru implementare.

АННОТАЦИЯ

К диссертационной работе на степень доктора экономических наук
**Исследование спроса на интернациональную академическую мобильность студентов
высшего образования Израиля**
Алон Менин, Кишинэу, 2019

Специальность: 521.02 Мировая экономика; международные экономические отношения

Структура диссертационной работы: Работа состоит из введения и четыре основных глав, заключения и рекомендаций. Главы включают в себя 27 таблиц, 22 графика, 1 карту, и 2 схематические диаграммы. Содержит список из 213 библиографических источников и 21 приложение, всего 151 страница. Тема диссертации была апробирована в 17 академических статьях, опубликованных в Европе, Израиле, Азии.

Ключевые слова: высшее образование; утечка мозгов; Болонский Процесс; академическая мобильность; эмиграция; академический туризм.

Область исследования: экономические аспекты мирового и регионального импорта и экспорта академических образовательных услуг в Израиле, тенденция утечки мозгов, иммиграция и образовательный туризм.

Тема диссертации: исследуется академическая мобильность в высшем образовании израильских студентов и приток иностранных студентов для получения высшего образования в Израиле; исследуется явление утечки мозгов из Израиля.

Цель работы: исследование спроса на интернациональную академическую мобильность студентов высшего образования Израиля, попутно минимизируя тенденцию утечки мозгов из Израиля.

Научная задача диссертации лежит в попытке найти теоретическую модель, основанную на систематической обработке данных, для прогноза мобильности студентов в высшем образовании. Кроме того, национальная задача – минимизировать феномен утечки мозгов.

Научная новизна исследования состоит в комплексном целевом подходе к исследованию проблемы интернациональной академической мобильности студентов высшего образования Израиля. Проведен анализ ситуации, сложившейся в системе международной академической мобильности студентов высшего образования Израиля.

Важная научная проблема. Автор представляет данные систематического спроса на утечку мозгов из Израиля за границу через систему академической мобильности среди студентов высшего образования. Чтобы преодолеть опасность утечки мозгов из Израиля, автор разрабатывает и предлагает национальный механизм интернациональной академической мобильности иностранных студентов высшего образования, что минимизирует утечку мозгов. Автор разрабатывает и апробирует эту программу.

Теоретическая значимость диссертации. Важность работы состоит в получении теоретического и практического знаний в вопросах академической мобильности, утечки мозгов. Исследование, предложения и выводы работы могут быть использованы в образовательных учреждениях, таких как Министерство Образования, ВАК, муниципалитеты, академические и экономические учреждения в стране.

Практическая ценность исследования состоит в анализе теоретической-экономической модели, позволяющей предсказывать будущее, основываясь на полученные формулы, таким образом строя рабочий план возобновления механизма, идей и аргументов для органов высшего образования Израиля. Результаты этого исследования позволяют выделить тенденции и точные причины существования этих тенденций с целью адаптации для принятия правильных финансовых решений.

Внедрение научных результатов. Результаты могут быть применены в государственных инстанциях, напрямую занимающихся академической мобильностью студентов. Несколько ведущих профессоров крупного ВУЗа в Израиле отметили важность вклада рекомендаций автора. Кроме того, данное исследование будет представлено Министерству Образования, и в колледже Орт для внедрения.

MENIN ALON ZVI

**DEMAND RESEARCH OF ISRAELI HIGHER EDUCATION
STUDENTS FOR INTERNATIONAL ACADEMIC MOBILITY**

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