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THE EDUCATION SYSTEM AS AN INTEGRATION FACTOR OF NATIONAL MINORITIES IN ISRAELI SOCIETY. EDUCATIONAL POLICIES

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CONTENT

CONCEPTUAL MARKINGS OF THE RESEARCH

The actuality and importance of the addressed theme resides in the assessment of the status of national minorities in Israel, in the assessment of the integrative potential of educational policies, in the description of the methods, models, tools of integration of representatives of Arab minorities, including Bedouins, in the educational system, in Israeli society. In support of the practical significance of the investigation we will use the following arguments:

1. There are various approaches that have priority in the process of integration of ethnic groups. Each state gives preference to certain models of "integration". The state can adopt different attitudes towards ethnic groups, and its policies can differentiate over time. Thus, a state can embrace, in a certain historical period, the policy of assimilation of ethnic minorities and can gradually move towards ethnic pluralism or multiculturalism.

2. Over the years, there have been dramatic changes in the perception of the status of ethno-cultural minorities in the world, through an unprecedented impact on the characteristics of world politics and its changing forces. In addition, members of minorities undergo far-reaching changes in the inter-community debate about the manner and feasibility of their integration into the nation-states of which they are a part. These influences create and encourage an ideological process, with multiple influences on the social status of ethno-cultural minorities, which, on the one hand, oppose the erasure of their own cultural characteristics, such as customs and language, and, on the other hand, emphasize the need for integration into the community on the economic side of employment.

3. Appreciating Israel as a "Jewish and democratic state" is a complex challenge because it includes several minority groups, mainly a Muslim population, living in a nation-state. In the process of building nationality and a democratic state that aims to ensure civic equality for all its inhabitants, but also to preserve its Jewish-Zionist goals, its particular symbols, its close interactions with the Jewish people. The number of minority groups in Israel is large, some with many characteristics of a minority group and others with only one minority characteristic. For example, the largest minority group in Israel - the Arab population, differs in its national approach, its ethnic, cultural, religious and linguistic characteristics, while the second largest minority - the ultra-Orthodox population, differs mainly in terms of religious and cultural, and slightly linguistic.

4. At the moment, the Bedouin society is in a crisis phase, it is facing difficulties of an identity nature, with the understanding of the aspects: national, political, social, community, and towards the young generation that does not find itself as part of the Jewish nation-state.

5. In the Republic of Moldova, as in other countries of the world, in the social integration of representatives of ethnic minorities, an important role belongs to the educational system, its ability to support and promote ethnic diversity through policies, while ensuring linguistic and religious diversity, cultural and political. In general, it is recognized that the legislation of the Republic of Moldova focuses on the protection of the rights and freedoms of national minorities, but less on the efforts to include them in the Moldovan society, their participation in public life and in the electoral processes.

The purpose and objectives of the research

The purpose of the investigation is to present the main difficulties and failures in the integration process of the Bedouin minority, part of the Muslim minority; to exploit

the potential of the education system as a factor of the socio-economic integration of minority groups in Israeli-Jewish society.

Knowing the impact of the educational system on the social integration of the Bedouin minority, the author evaluates the ability of educational institutions to change attitudes and beliefs in their worldview, and through educational policies the paradigm of thinking and appreciation can be changed with reference to the status of minorities in a multicultural society.

Achieving the goal led us to highlight the objectives:

- Revising the concept of social integration through education;
- Reviewing the educational integration policies of minorities, as is the case in different countries;
- The historiographic approach of the Israeli educational system in the context of the treatment of minorities;
- Exposure of the methods applied in the study of educational integration as a national factor for the promotion of the minority population;
- Analysis of educational policies in terms of expanding the educational space and environment among minorities in Israel;
- The interdisciplinary analysis in the economic-urban-occupational and cultural context of the effects of the educational integration of the representatives of the minority society in Israel, with an emphasis on the Bedouin society;
- Analysis of successful models of educational integration of minorities, including their integration in state institutions;
- Elaboration of a set of recommendations regarding the process of informed and successful integration of the Bedouin minority into educational systems to improve their integration into Israeli society as a whole.

The general research hypothesis of the doctoral thesis in political sciences. Social integration through education of the representatives of all social groups, including ethno-cultural minorities, represents the precondition for the institutional consolidation of the democratic state, for the sustainable development of contemporary society.

The specific hypothesis of the doctoral thesis. Improving the process of integration of minority societies in Israel in the educational system will lead to the integration of minorities, especially the Bedouin community, in Israeli society, to its sustainable development. The researcher assumes that investing in and building physical and human infrastructure, changing the policy regarding Bedouin society, will allow their integration into the civic and economic fabric of Israel.

Scientific problem solved

The scientific-theoretical support. The social status of minorities in Israel has been addressed in several studies, the results of which have been exposed in various scientific works, in which we find different points of view. Studying the content of scientific works in which the social status of ethno-cultural minorities is evaluated, the researcher concludes that the responsibility for the state of the Bedouin community lies, on the one hand, with the Israeli government and society, but on the other hand, with the leaders of the Bedouin minorities who have failed to find pragmatic solutions to existing problems. Bibliographic sources are divided into three main categories, sources in English, sources

in Hebrew, sources in Romanian, and sources of trusted and/or national information sites that present informative data and/or policies of the government or international organizations. Thus were explored the literary sources of: Scheffle; Dewey; Coras-Postica; Gribble; Malinowski and others. The content analysis of key concepts allowed an innovative mapping of political approaches that appreciate the place of ethno-cultural minorities in the demographic fabric of countries [3;9]. For the assimilation of the processes of integration of minorities in the states of the world: Germany, the USA and France, the researcher uses the Alba article [1]. The political, economic and social aspects of the lives of minorities in different countries were characterized in the work of Bleich et al, published in 2015. Bonilla-Silva's monograph addresses the side effects of social integration, such as: racism and other illegal phenomena committed against minorities in the US. Forte were also analyzed by Gavison & Balfour; Jackson & Doerschler; Takeda and Williams.

Analyzing the components of multiculturalism, the researcher used a variety of sources that are based on public studies in Israel and the world, including the research of Albertini & Mantovani [2] entitled: "Intergenerational relations among immigrants in Europe: the role of ethnic differences, migration and acculturation". In addition, Bank's [3] article "Multicultural education: Goals, possibilities and challenges" and Holm & Londen [7] with "The Discourse on Multicultural Education in Finland" present a comprehensive picture of the relationship of the Finnish education system with minorities in its framework.

In the analysis of sources about the social life of minorities in Israel, with an emphasis on integration into the educational system, the researcher used a variety of studies, articles and monographs in the Hebrew language. Sources include the work of Abu Asba et al. [10] with their research for the Knesset (Israeli Parliament) "Student Dropout in Arab, Bedouin and Druze Education: Synthesis Report"; Ben Porat & Yona & Bashir outlining key policies on minority issues; Gra [17], monograph entitled The Book of Arab Society in Israel (8): Population, Society, Economy.

The systemic approach to the role of educational policies in the Republic of Moldova in the integration of representatives of ethnic minorities was carried out on the basis of the Decision of the Government of the Republic of Moldova regarding the approval of the Strategy for strengthening inter-ethnic relations in the Republic of Moldova for the years 2017-2027 [23], the Education Law [24], of Law on the special legal status of Gagauzia (Gagauz-Yeri)[25], of works signed by Anatolii Grimalschi [26], Putină N.[27].

Research methodology. Since the processes of population integration, especially of minority populations, have an interdisciplinary character, their research requires the application of a set of scientific techniques and methods that allow obtaining an overall picture of them. The achievement of the objectives of the first chapter was supported by the following methods: historical, theoretical, political. The scientific method, considered a model of expression of specialized investigation. The scientific method directs the research of socio-political phenomena and processes towards a sequence of research steps: clear identification of the problem; the formulation of hypotheses: general and particular, expressing the relationship between the variables under analysis; deductive reasoning to investigate the implications of the problem and its logical appropriateness; gathering data

for empirical hypothesis testing; quantitative and qualitative data analysis; accepting, rejecting or reformulating the hypothesis. Thus, the presentation of the research results of the social integration of the representatives of minority populations in Israel through education, the assessment of the significance of the social integration of children, young people for their professional activity in the future and the estimation of their contribution to the sustainable development of the Israeli society was possible thanks to the exploitation of the cognitive potential of the scientific method .

The scientific method allowed the appreciation of political, economic events, educational policies in different multi-ethnic states from the perspective of the social integration of minorities around the world and in Israel, to explain the social reality regarding the social-economic-cultural status of minorities in Israel, in particular, of the Bedouin community. For this purpose, the methods of analysis and synthesis were applied, simple means, but also universal means, proper to all levels and forms of scientific knowledge. The analysis allowed us to highlight different social groups: majority and minority, to study the capacity of Israeli society, of educational institutions to integrate them with the aim of ensuring an environment favorable to its sustainable development. The synthesis of the results obtained within the analysis allowed us to observe the differences in the educational policies applied to the majority group, the Muslim minority and the Bedouins. I presented the generalization of the observations in conclusions and recommendations.

A special significance was the historical method, which allowed us to follow the evolution of the political approach to the place of minorities in the majority community and how the state, through the promoted policies, manages to integrate all social groups around the national interest. Comparative analysis of education policies, data (such as PISA scores, wages, employment participation rate, female employment), supported by examination of patterns through charts and illustrations, graphics with reliable statistics from OECD, UNESCO, Bureau of Statistics from Israel and other countries. All the phenomena were described, to explain the current reality regarding the socio-economic-cultural status of ethno-cultural minorities in Israel. Analysis and synthesis were used for this purpose. Thus, the relations between the Israeli government and the local society were exposed, the difficulties characteristic of assessing the position and role of the ethno-cultural minorities in Israel, observed throughout the 72 years of the state's existence, were estimated.

The scientific novelty of the obtained results: The systemic approach to the integration of ethno-cultural minorities in the states of the world, through education, in the conditions of the multicultural society, allowed us to highlight, describe the existing models of social integration, estimate their advantages and disadvantages, reflected in an academic discussion from the perspectives geo-political, political and social. Successful models from different countries that provide equal opportunities to community members through educational integration have been highlighted. Based on this experience, the researcher proposes the modification of policies in Israel, the objectives of which aim at the social integration of all actors of the educational process.

The comprehensive, in-depth, interdisciplinary analysis of the situation of the Bedouin minority in Israel, which includes mapping the current picture (2022), is mainly focused on the issues of the connection between education, economy and society. The implementation of the components of the new educational policy transforms

the system into a major factor of the Bedouin community's integration into Israeli society, into the social-political system, including the decision-making process.

The theoretical importance and the applied value of the doctoral thesis. The approach of the educational system as a factor of the social integration of the representatives of the national minorities in the Israeli society, with an emphasis on the analysis of the integration process of the Bedouin minority, is valuable for specialists in the following fields: political, economic, societal, decision-making. The authors of educational policies and strategies have the opportunity to check the impact of the adopted documents on the life, socially useful activity, socialization and professional training of all members of the Israeli society.

In her article "Integration or Segregation in societies (The case study of Education system in Israel)" [23], the author explains that integration is a separate goal in a society based on the principles of equality and democracy. Integration means reducing the exclusion of groups from various good schools, prestigious neighborhoods, or the mixing of minorities and the general population. The author promotes the principle of inclusion, which is the basis of the liberal perception and the social-democratic perception, and in a democratic society integration is a value. The author of the thesis presents a good model of educational integration of the Bedouin minority.

The value of the thesis for specialists in the field of education in the Republic of Moldova is important, because the results of the investigation were reflected in the article: "The educational system in Israel. Analysis of the models of social integration of national minorities", included in the collective monograph: "Interconnections of social integration and the strengthening of the security system"[24]. The institutions of the educational system in the Republic of Moldova face major difficulties in the social integration of representatives of ethno-cultural minorities.

The author's recommendations can be used in adapting educational policies in Israel to the needs of minority groups, the goals of sustainable development of Israeli society. New investments in the pre-university educational system will be followed in the future by important economic results.

Approval of results. The basic conclusions and recommendations of the thesis were presented in 15 articles published in peer-reviewed scientific journals from the Republic of Moldova, Category B; from Israel, in the collections of scientific articles, which include the materials of international scientific conferences held in our country.

The volume and structure of the thesis. The doctoral thesis in political sciences includes: introduction, three chapters, general conclusions and recommendations, bibliography (245 theoretical sources). The basic text of the thesis is presented on 133 pages.

Key words: minority, social integration, Bedouin community, Israeli society, educational system, national policies, local authorities.

THESIS CONTENT

In the Introduction, the topicality and relevance of the investigation theme is justified, the purpose and objectives of the research are defined, the working hypotheses: general and particular, a brief description of the applied methods is presented, the scientific problem is defined, the relevance of the results obtained. The first chapter: "SYSTEMS,

THEORIES AND MODELS OF INTEGRATIVE EDUCATION", includes: the analysis of the aspects of the integration process of minority communities, the emphasis is placed on the integration of the educational system, the advantages and dilemmas that accompany it are estimated. The significance of the promotion of ethno-cultural minorities in the majority population and the development of a multicultural approach for their integration is highlighted. The researcher offers his own interpretation of the definitions, set out in the bibliographic sources analyzed, emphasizing social-community integration and the results of academic discussion and national approaches supported by policies. The opinions of experts and researchers such as: Takeda & Williams; Sabatier & Berry, Jackson & Doerschler were reflected and applied.

The theoretical basis of the investigation of integration in the educational system is the works of Bleich et al, Guy Ben-Porat, Yosi Yona and Bashir Bashir, Blass and Jagdish. According to Bleich's opinion in the analysis of the process of integration through education we find two main approaches. The first approach focuses its analysis on the social aspect, asserting that integration is an independent social goal. The second approach expands the meaning of integration in education, appreciating it as a means of achieving all the perspective objectives of education: school, psychological, social and economic. The author examines educational integration as a factor promoting multiculturalism and national values, which emphasizes education as a significant milestone in an individual's life, which allows a person to know and develop his skills, shape his worldview in her social and national connections. Through this contribution, the educational system allows the state to improve human capital and use it with maximum efficiency in the sustainable development of society. The author updates the thesis, according to which educational policy in developed countries aspires to the transmission of knowledge and skills, expands the circle of learners at all levels of education, reduces school dropout among students and increases the level of education [6]. Through this procedure, the author aims to sensitize public opinion, the decision-maker, those responsible for the management of primary, secondary, vocational education institutions regarding the objectives and major significance of all elements of the educational system.

Guy Ben-Porat, Yosi Yona and Bashir Bashir [14], in the paper: "Public Policy of Multicultural Societies" from 2016, present the correlation between the coefficient of educational integration and the promotion of the issue of multiculturalism in Israel. The authors show that the integration of all cultures/communities of Israel into one nation will withstand the challenges of the 21st century. This contribution and correlation is also expressed in the sources of Blass and Jagdish.

In the second paragraph: "The review of the factual approach in the integration of national minorities" includes the analysis of specialized literature sources dedicated to the processes of integration in education of national minorities in different countries. The positive experiences of Finland, the Netherlands, Estonia, Sweden, Great Britain were estimated. Theories and reviews of the experience of the states concerned indicate particular characteristics, depending on the minority group, its size and leadership motivation and desire for full integration. The countries were selected due to their similarity in terms of demographic, economic and social characteristics. It should be noted that it was impossible to find a country with security problems similar to Israel's. The

first example presented is Finland. Although Finnish society is considered to be homogeneous, in recent years there has been a large immigration mainly from Eastern European countries (former Soviet Union), Arab countries, and today there are many schools, especially in Helsinki, where almost half of the students are represent the minority populations [2]. Estonia is a model country with several national groups with minority characteristics (Estonians, Russians, Ukrainians, Belarusians, Finns), where two main languages are spoken - Estonian and Russian [9; 2].

The Netherlands is a multi-ethnic country. OECD data [8] indicate that the Netherlands has a good reputation for equality in education, offering gifted education programs with equal access to education and supporting schools with large minority groups. Through the policy of the Dutch administration [5], immigration and educational integration policy for minorities aims to prevent the separation and differentiation of minorities in society. In the Netherlands, the responsibility for integration rests with the communities. The policy encourages them to contribute to the development of Dutch society by looking after their own economic existence, their living environment and the wider community. Sweden has accumulated a positive experience in the educational integration of minorities. This state has several characteristics in common with Israel, among which we mention: the demographic problem, the heterogeneity and the way to approach minority groups. Unlike Israel, Sweden manages to significantly reduce the achievement gap between minority students and the rest of the population. Sweden ranks first in the Migrant Integration Policy Index, which includes 20 countries from Europe, America and the Far East. According to Swedish policy, every student, included in the education system, has the right to general and specific assistance that meets his individual needs and offers new opportunities: translators that help integrate families, a curriculum that is based on mutual respect and tolerance, and the right to have a fund for Swedish as a second language and mother tongue studies.

Britain, like the United States and Australia, experiences a very high percentage of immigration and diverse ethnic groups, minority classifications, cultures and languages. Therefore, integration and bridging gaps are always on the public agenda. Local government operates various programs to improve student achievement and provide broad curriculum credibility. Hargreaves et al [6] explain that the British policy in dealing with students who belong to a minority group is ambivalent. On the one hand, they recognize the need to adapt the education system to a reality of students from different cultural, socioeconomic, linguistic and academic backgrounds, but on the other hand, they are directed towards uniformity in national and cultural subjects.

In conclusion, we argue that the review of each country's policy regarding the approach to minority groups, allows us to ascertain the presence of different interpretations of diversity, integration, equal opportunities and inclusive education. I also noticed that there is a set of perceptions regarding minority populations, the issue of immigration and multiculturalism, the formation of the model of multicultural society or a model of society with intercultural interaction. In the article "The Arab Minority and the Jewish Majority in the Israeli Educational System" [25], the author of the thesis mentions: Today it is not usual to use the term variation to refer to the difference in educational integration and social integration of minorities.

In paragraph three: "The Educational System in Israel, a Historical and Political Perspective," the author analyzes the educational system in Israel in its historical and political dynamics. The Israeli education system is a mystery in many ways. On the one hand, in Israel there are some of the universities that were until the 1990s among the most appreciated in the world. Its population is among the leading countries in average years of study per capita and in the rate of academic degrees. On the other hand, high school students in Israel score very low on international tests in core subjects such as reading, math and science. This mystery is also expressed in the labor market. The author reviews the four stages of the system's progress since the establishment of the State of Israel in historical perspective and emphasizes the political processes that the educational system has experienced over the years. The historical political problem is analyzed mainly on the basis of the attitude of the state, legislation and society towards the existing systems and policies for its minority groups. The author highlights the Bedouin minority as an object of research and reviews the historical aspect of the development of the educational system, its problems and characteristics on the budgetary and infrastructure aspects. Researchers, thinkers and experts [22; 16] analyze from their point of view the status of the educational infrastructure in Arab-Bedouin society. It then reviews the process of integration of Arab society into the educational system in Israel and presents evidence that there is almost no integration between students from Arab society and majority Jewish students.

In paragraph four: "Modern theoretical and methodological approaches to integrated cultural and educational research", it allows for a broader understanding, an interdisciplinary analysis of the political and cultural processes that led to systematic political approaches to the issue of minorities in general and, of course, in Israel . The approach constantly leads the author in the research process to define the problem and find its solutions. The paragraph includes the necessary components for testing and interpreting research hypotheses. The author presents the results and data of the research, performing a comparative analysis and assessing the impact of educational policies both in the local context and in the context of regional or global influences. Since the processes of minority integration in Israel is a political science research, interdisciplinary analysis was carried out, therefore, the author used a complex system of scientific techniques and methods. The interdisciplinary approach is the main characteristic of the study carried out, positioned at a "frontier team". Interdisciplinarity is supported by the use of methods from other fields: research of laws and government regulations, research of historical processes, analysis of sociological stages and processes, statistical comparison, etc. Applying various methods in the research of the integration process of minorities, emphasizing the members of the Bedouin society, the author highlights the difficulties they face, proposes solutions for their removal. Although the focus is on the social status of the Bedouin minority, the study can also be applied to the assessment of the real situation of social integration through education of the Arab minority (which constitutes 21% in the structure of Israeli society: Israeli Arabs (Muslims) and Christians), of other minorities : Circassians, Druze and Bedouin (about 280,000 citizens), Israeli Central Bureau of Statistics, 2022 [15].

In the conclusions of the first chapter, the author returns to the main characteristics of the models of social integration through education: the assimilation model, the segregation model, the marginalization model, the intermediate model between assimilation

and segregation, the integration model. The assimilation model reflects a process by which immigrants adopt dominant cultural values and abandon their own cultural values. Unlike the assimilation model, the segregation model reflects an opposite process, whereby immigrants retain their original cultural identity without adopting the cultural patterns of the dominant culture. The marginalization model (social margins) keeps immigrants on the margins of society: they do not adopt the target culture and give up the connection with their original culture [14]. The intermediate model between assimilation and segregation is the integration model: immigrants retain the values of the culture of origin and add a new layer of values from the target culture in various areas of life. This model fulfills the objective of the community members and the old objectives of the population. Many communities accept it and in Israel multicultural ideology is also welcome, supporting the integration model. The integration model allows integrating communities to have differentiated benefits by adopting different cultural models of the target society.

The analysis of specialized literature indicates that educational integration is an operative - social - cultural movement that leads to the educational fusion between students from different social groups. This educational merger is called "desegregation" (meaning the abolition of segregation) in American discourse. Social groups can be distinguished from a racial, ethnic and socio-economic point of view. Gehrke [4] provides an additional definition and notes that integration in education is perceived as the mixing and meeting of students from different social classes or from different ethnic origin groups in a common learning setting - heterogeneous school and heterogeneous class. In integration in general and in educational integration in particular, it is about ethnic groups, socio-economic groups, a division by skills and academic achievements is also an option. The author concludes that this process is structured and acceptable in countries and cultures that have a real desire to integrate minority populations into the society of the "host" country in the national interest to create a versatile and multicultural society, but with a common socio-cultural and national foundation.

The author concludes from several examples of educational integration processes that the administration, the desire for integration, the budget and the national effort of the state are the main factors for the successful integration of minority groups. In support of this statement, the positive experience of Finland, Estonia, and the Netherlands was generalized.

The Israeli education system is the result of the state's development process from the 1950s to the present (2021). In each of the periods, the administration referred mainly to national interests that concerned the desire to establish a quality education system adapted to the growing local population (680,000 in 1948 to 9.25 million in 2021). It is true and there is much evidence for it [6; 9] that although the existence of minority populations was taken into account, their actual integration as a culture into the Israeli fabric and mosaic was not planned. The content analysis of several sources, allows the author to state that there is no connection between the educational streams, no unification plan or attempt to create a uniform national integration, conclusion exposed in the article: "The Arab minority and the Jewish majority in the system Israeli educational" [25]. In Israel there is a model of segregation, supported by a structured and managed process of separation and differentiation. Smuha [20] notes that, apart

from few cases and initiatives, such as bilingual schools or the "Alliance israélite universelle" school, there are no cases of educational integration in the Israeli system as part of the structured program.

The author, who became involved in education as a foreign language lecturer and pedagogic guide at Ben-Gurion University and Kaye College, points out that there is a problem with the ministry's policy of not making efforts to integrate minority populations. Along with other thinkers such as Yeshiv & Kleiner-Kassir [22] and Svirsky & Dagan-Buzaglo [21], who seek to expand the philosophical discussion and argue that Jewish and Arab students rarely have any social integration, in schools or later at university. Although the above and despite the ongoing Israeli-Palestinian conflict, in their adulthood, they are required to integrate into the occupation, citizenship and have a common life. In places where social integration exists through the educational institute at younger ages, it has been found that integration is much more successful and produces common life, and even successful socio-economic products.

In the second chapter: "ANALYSIS OF THE INTEGRATION OF MEMBERS OF THE ARAB-BEDUIN MINORITIES IN THE EDUCATIONAL SYSTEM IN ISRAEL", the author examines the political, social and economic aspects in the historiographical context of the integration of the Bedouin community into the majority Jewish society in Israel. According to the opinion of the author and other researchers, integration into mainstream society is necessary to maintain the appropriate link between education and economic and occupational capacity. The attitude of the Israeli educational system towards the Arab-Bedouin community as part of Israeli society has been problematic for many years, therefore it has received little educational service. The potential of learning and education as a means of promoting the Arab-Bedouin minority society and the contribution of its adjustment to the process of modernization and integration in the Israeli labor market was not enough and was not suitable for the 21st century.

The chapter begins by examining and analyzing the status of the Bedouin minority community, both in their share in the general population and in Israel's ethnic minority societies. The findings indicate features of deep discrimination with historical roots of many years when Bedouin society was discriminated against the majority Jewish and other Arab minority communities. There is a difference in perception between the characteristics of the settlements that the State of Israel is interested in building (permanent settlements) and the Bedouin society's desire and culture for temporary settlement on the lands they claim to have held for centuries by their enemies. This constitutional-political gap has caused political disagreements and violent confrontations between the Bedouin society and the state authorities for many years. In addition to the land issue, there is also a perceptual - political - religious gap in religious issues.

Religious aspects of discrimination. Al - Hajj [12] noted that the State of Israel recognizes the freedom of worship of the Arabs and Druze, and their right to observe their holidays on time and in accordance with their decrees and rites. This recognition is reflected in the Amendment to the Law of Hours of Work and Rest which lists the holidays and important dates of all religions recognized by the state as days of rest.

Discrimination in the occupational-economic fields is one of the biggest disputes and, according to the research article "Educational Policy of Minorities in Israel" [26], it is, along with the educational factor, a "catalyst of discrimination" between minority

and majority societies. The paper: "Occupational discrimination in Israel - differentiating coping" by Hermon et al [18] objectively and transparently examines the deep inequality gaps between the Arab minority, especially the Bedouin, and the Jewish majority: socio-economic gaps, geographic differentiation and differences cultural that lead to processes of underrepresentation and occupational segregation.

Integration of minorities in the education system. The integration of the (general) Arab minority is first mapped by presenting the current map of education, which shows a statistical improvement since the end of the 20th century. Until then, the issue of education was neglected and the educational gaps between the Arab minority societies and the majority society, including the ultra-orthodox minority, were very large. According to the data of the Central Bureau of Statistics [15], the number of students in secondary education in the year 2019-2020 was doubled from 95 thousand in the academic year 1999-2000 to 186 thousand in the academic year 2018-2019. Efrati [16] argues that this is because the compulsory education law was enforced up to the twelfth grade and reduced dropout in Arabic education. The growth rate of students in Arabic secondary education (96%) is very high compared to its rate in Hebrew secondary education (71%). Some of the increase can be attributed to the reduction in school dropouts, but most of it is the result of an increase in the population at the relevant ages (21% of the Israeli population). In addition to the natural demographic growth, the gaps in the physical infrastructures of the educational centers are increasing.

Development of physical infrastructures for education. The gaps between the Arab education system, especially in Bedouin education, and the Hebrew education system are not only in budgets and teaching hours. An additional main issue that reflects these gaps is the state of physical conditions and infrastructure in educational institutions. Unlike the budget allocation method, as exposed in 2015, information about physical infrastructures is not collected and analyzed in an orderly manner in the Ministry of Education, therefore making information available to the public is also sporadic and partial. Despite the influence of infrastructures and physical facilities on student performance, the leverage of violence and the level of safety, especially among the weaker classes, it seems that the Ministry of Education does not have clear and orderly regulations for the establishment of sports halls and fields, computer laboratories, libraries.

Teaching quality profile. According to Svirsky & Dagan Buzaglo [21], several findings indicate that the quality of teaching in the Israeli education system in general, and in Arab education in particular, is characterized by decline. Not only is the quality of teaching an important factor in determining the quality of learning, but research shows that the influence of the teaching environment and teacher quality is greater among students from disadvantaged backgrounds, and therefore investment in it is very important.

The education system of the Bedouin population. Abu Asba et al [10] explain that, being citizens of the state, the Bedouins have the right to benefit from its legislation, including in matters of education and schooling. Despite equality by law, in reality there are significant gaps between the Bedouin and other populations in Israel on this subject.

Student participation rate in the system. The participation rates of Bedouin students in the education system indicate the existing gaps. Table 2.2 (in the thesis) presents the students and educational institutes in the Bedouin-recognized localities of the Negev – 2020 – 2021. From this we can learn that the number of students is high compared to the

supply of buildings and educational institutions available to the Bedouin. The author analyzes the data and understands that further expression of gaps is reflected in the participation rates of Bedouin students in the education system.

Scholastic skills of Bedouin students (undergraduate and graduate). Comparing the achievement levels of Bedouin and non-Bedouin students is a further expression of the gaps. Despite the relative increase in test scores in 2016, we may not indicate a clear and consistent improvement among Bedouin students due to the volatility of results over the years [16].

Technological education in the Bedouin community. Due to the efforts of the Israeli Ministry of Education in the last decade to address students in technology matriculation courses more places, there is a sudden increase in the number of students (especially students) from the minority population in general and the Bedouin population in particular. Avinoam & Levy [13] write that since 2006 there has been a structural reform in technological-professional education and currently about 40% of high school studies for technological enrollment in 25 learning courses. Since 2006, there has been a sharp increase in all Arab students in education; in the Bedouin sectors an increase of 248% is observed, and in the Druze sector there is an increase of 190%.

Integration of Bedouin society in higher education. The development of higher education in the Bedouin society in Israel is one of the challenges facing the Bedouin society and the State of Israel Agbaria [11] argues that the Bedouin society in the Negev is one of the societies that face many problems in many areas and influence the ability of the members of the society to integrate into the systems that contribute to building the cultural and economically developed society. One of the areas that reflects this difficulty is the integration of young people into the labor market and higher education institutions in Israel. Dganit Levi [19], in her article "Integration of Bedouins in Higher Education", argues that there are six main reasons why members of Bedouin society do not fully integrate into higher education, which later reflected in their difficulty of integration into the Israeli occupation system. Although in recent decades there has been an increase in the rate of Bedouins integrating into higher education, much more than among the Jewish population. It is worth noting that a gap remains between Jews and Arabs, including Bedouins, although it is narrowing. At the same time, the author highlights not only the barriers, but also the problem of selecting learning courses, which is a challenge for the Bedouins. At the same time, the author mentions that there is a movement of students towards educational - economic directions, but there is still, in this sense, "a long way to go". About 20% of Bedouin graduates from universities and colleges in the 2020-2021 academic year graduated from the school of education and teacher training, the rest graduated from universities or academic colleges. Some of the Bedouin graduates studied in other fields such as: social sciences, medicine and allied health professions, STEM professions, architecture, law and agriculture. The data shows that in both universities and colleges in Israel, the three most common fields of study among Bedouin graduates in 2020-2021 are: education and teacher training, general humanities, languages, world literature, and regional studies (multidisciplinary), which are not taught in colleges, represent the second most common study submitted in universities. The "pie" graph shows the distribution of training subjects among Bedouins in higher education in the years 2015-2021.

In the conclusions of the second chapter, the author, being a teacher, college lecturer, claims that education is one of the main tools of social mobility in the modern era. In the education system the individual acquires various social and cognitive skills that help him integrate into his social and economic environment. This understanding is common among the Israeli public, and therefore different groups of society are constantly fighting for resources and achievements in this area. The role of the education system, which values the reduction of social gaps, is to create equal opportunities, perceiving that the power of education policy, which aims to reduce the gaps, will contribute to the future reduction of social and economic inequality.

The idea is advanced that the status of Arab society in Israel, including their personal and collective rights and obligations, was constituted under the conditions of the Israeli-Arab conflict that preceded the establishment of the state and subsequent challenges, which expanded its space during the war, since 1947. During these years, a policy of cultural separation was initially formed between the Jewish people - the Hebrew society and the members of the minorities - the Arab society (mainly) and the members of the Bedouin minority. This was a starting point for a policy of discrimination in various fields, including matters of religion, politics, investment and urban development, economics and, of course, education. Although changes have been witnessed in recent years, at the national level there is no awareness of the thesis that: the appropriate use of the positive forces of the minority sector can contribute to the development of the Israeli economy and society as a whole. At the same time, the analysis of differences in wages, training, investment in housing, in solving the problem of residential land and government investment in job creation and investment in education, justifies the problem of investigation. The author presents a long list of reference points in which discrimination based on belonging to minorities is expressed, a conclusion also justified in the article: "Educational systems of minorities in the world" [27]. The author mentions that the Arab society, which is the largest minority population in Israel, has been discriminated against for years without any justification, and the Bedouin society, concentrated in the south of the country, suffers the most from the consequences of discrimination. The conclusion is supported by a factor analysis of the physical infrastructure where there has been neglect for years and as a result all areas of life: education, employment, commerce and health, are of a low level compared to Jewish society, of the educational infrastructure regarding: buildings, technological infrastructure, presence and accessibility of study materials and libraries.

The author mentions that cooperation with leaders of change supports an accelerated process of urbanization of Bedouin society. The state has launched a large number of projects that promote and focus on Bedouin populations, from kindergarten ages to adults who wish to participate in vocational training. One of the target groups of the programs are the women of the Bedouin society. Activities with this group are focused on empowering women, preparing them for various occupations and integrating them into the workplace. Another group is made up of teaching staff, concerned with the training of the young generation and contributing to the improvement of human capital. In the article: "The Arab Minority and the Jewish Majority in the Israeli Education System" [25], the author claims that today (2019-2022), the Bedouins do not have community resources to enable economic development, the southern population, which constitutes about 25% of the population, she

is weak and segregated. where each group works to advance, without cooperation with its neighbors. In such a situation, the Bedouins are the biggest losers, but the entire population of the country loses along with them, in the long run.

The author evaluates the state's contribution to the development of Bedouin society in the field of education, referring to the issue of empowering STEM studies. The author emphasizes that there is a need for academic guidance for young Bedouins from the selection of high school subjects, to the stages of admission to higher education institutions, and subsequently, entering the labor market and returning to the stage of advanced studies. In recent years, the Bedouin society has launched several projects to improve STEM studies, the combination of mathematics, science, engineering and technology, aimed at higher technology studies at universities and colleges. The author claims that this now only applies to about 3% of Bedouin students, and the future effectiveness of the program is unclear. Barriers to the growth and development of the skills of Bedouin youth are also highlighted. It is about: the need to find and recruit highly qualified teachers, especially in the fields of advanced technology, physics and biology, where there is not much choice among the Bedouin population. It is important to note that a limited number of students are accepted into the program, representing only some of the students with the potential to do so. Other issues to be addressed include the problem of the number of students in a class exceeding the maximum, the problems of delays in the purchase of equipment for the centers, transportation difficulties and the lack of connection with other programs. In other words, the Centers of Excellence program is not a track program, although there are quite a few gifted and excellence programs in different grades and settings.

Chapter three: "DEVELOPMENT OF THE CAPACITY OF INTEGRATION OF THE MINORITY SOCIETY INTO THE EDUCATIONAL SYSTEM AS A FACTOR FOR THE DEVELOPMENT OF SOCIETIES AND THE NATION" the author describes the means of the inclusion of minority groups in the majority society, using educational integration as the main factor. Inclusion policy and the integration of minorities in education systems in the modern world are used as a factor of unification and promotion of societies and communities.

This research topic reflects the integration of members of the Bedouin minority in Israel into the majority Jewish society as a result of educational policies. In this chapter, the author proposed to present the application models, already implemented in some countries, which faced challenges, dilemmas similar to those in Israel. These models optimally integrated the minority communities, multiplying the forms of satisfaction of their needs. This has led to the civic contribution of minorities, attested in both the economy and society. To justify his conclusions, the author capitalizes on the experience of Canada, a federation of ten provinces and three territories, a constitutional monarchy and a parliamentary democracy. There is a unicameral parliament in the ten provinces. The head of parliament is the "provincial premier", elected similarly to prime ministerial elections in cross-party regional elections. Each of the provincial governments has many authorities, especially in managing education and health issues in their area. According to Sabatier & Berry [9], the Canadian economy is a free market economy that supports capitalism just like its neighbor, the United States. Two main

topics have influenced Canadian economic policy: the balance between economic policy managed by the federal government and the various provincial claims/desires; low average birth rate of 1.4 children per woman (according to Statistics Canada - 2022). This low rate increases the need for immigration.

The model of integration in the economy and occupation, a model of integration of minorities in Canada is the decision-making one in the domain of public policies (there is a similar model in other countries). In Canada there are two main models of integration of minority communities in the decision-making centers of public administration: the mixed model - which works to ensure the participation of the Francophone minority in the administration; and an integrative model - which is used to promote adequate representation for additional groups at different levels of bureaucracy: women, racial minorities, Natives and people with disabilities. These patterns lead the top administration to shape policies that ultimately influence the minorities themselves. The principles of the model are based on employment equality and all provinces are committed to this policy towards the Employment Equity, Integration in Education and Training Act.

The additional model applied in Canada is about equality. The education and training system (including tertiary education) in Canada does not have a government ministry (unlike Israel). The surprising thing about the Canadian education system is that, although the schools are decentralized and independent, it is one of the most egalitarian education systems in the world. Examining the Canadian qualification data, there are almost no gaps between geographic areas, although there is no Ministry of Education that manages all districts. The development program of minority communities and immigrants is the main priority of the provincial governments and institutes. In a strategic move begun in 2003, the system set four main goals: (1) overall improvement in student achievement, especially minorities (2) quality pedagogy in which a verbal and quantitative literacy project was launched for improving reading and math results in elementary schools, a project to increase the high school graduation rate, having standards and assessment methods; (3) supporting policies and processes, including strategic moves to strengthen measurement, create a good performance circle, and build a partnership pathway through local leadership; (4) education teams recruited to improve the strategic process.

After electing a new district government in 2017, the districts began a reform that continues to this day. The reform, called the "district education strategy", aimed to improve academic achievement in primary and secondary schools, along with increasing academic achievement. The author presents the model of minority integration through an outline that exposes the parallel and reciprocal actions taken while synchronizing comprehensive policies on the importance of integrating Canada's minorities into local society. The model analyzed by the author shows that the integration of immigrants and minorities into Canadian society is done according to the national interest that sees in the human capital of these groups a significant advantage in building a solid economic society, which is based on all human forces, and does not engage in exclusion or discrimination on ethnic or religious grounds.

Another model of educational integration for minorities is implemented in Belgium, a federal parliamentary democracy under a "constitutional monarchy", which gained its independence from the Netherlands in 1830. Belgium's population, which is currently about 11.5 million inhabitants, comprises two main ethnic groups: the Dutch-

speaking community, which represents about 60% of the population, and the French-speaking community, about 40% of the population. From the beginning, laws were institutionalized that allow the preservation of each community culture. Here are some of the sections of the application model: (1) Equality in occupation - Belgium solved the problem of equality by joining the European Union and being obliged, through its trade union membership, to accept the occupational-economic policy of the European Union. In this country there is no difference between employees who are minorities or locals. Communities have equal access to jobs and support and equality are prominent; (2) Integration in education and professional training - the entire education system is built so that each minority branch benefits from budgetary and autonomous freedom, provided that it meets the governmental requirements of the compulsory education law (age 6 - 18 years). Minorities do not feel like minorities because years ago they acquired full freedom of action in setting learning content, language requirements, etc.

Slovenia, which until 1991 was a republic of the Yugoslav federation, has gained valuable experience in this matter, and today it is home to various minorities from the entire area. Currently, the population of Slovenia is over two million people, 83% of whom are Slovenian. Minority groups include Serbs (2%), Croats (1.8%), Bosniaks (1.1%) and others, who are 12%. The constitution states that the state will guarantee rights to all communities and protect them. The official language in Slovenia is Slovenian. Education oriented towards economic integration is based on the principles: (1) Equality in occupation - in Slovenia there is no exclusion of minority groups in all economic-occupational aspects. There is no difference or preference for an employee based on his community membership and there have been no cases of discrimination on this basis; (2) Integration in education and vocational training - the Slovenian administration naturally links the education system with economic products (industry, services and employment).

The 1990 UNO Declaration on Minorities requires countries in positive language to defend the existence of the national, ethnic, cultural, religious and linguistic identity of minorities and to encourage the conditions for the promotion of this identity, while taking constitutional and other means. The author presents the main policy lines describing typical integration for each country's conditions and limitations. In Israel, integration has been either by choice or through years of inattention, in a reality where members of minorities are discriminated against in both occupational and educational infrastructures. Compared to what is done and is acceptable in the countries presented, the State of Israel does not act for the good of all its citizens, even if it understands the need and interest to promote the population to increase its economic-cultural contribution.

In the second paragraph: "Improving policies and proposing solutions for the integration of Bedouin society in the education system in Israel" the author proposes several solutions to overcome the research problem, to correct the existing situation. As part of the proposed policy outline, the author highlights four main aspects of the successful integration of the Bedouin society into the Israeli educational system, in order to produce a more positive trend in the economic, educational, cultural and political integration of the Bedouin society within the Jewish society. The emphasis in the policy guidelines refers to the following factors: (1) education; (2) employment; (3) the authorities' budgets and increasing their organizational-financial capacity; (4)

A sense of personal security. These factors were chosen because, in the author's opinion, together they can create an envelope for addressing the problem, each factor depends on the other, and the success of one will contribute to the success of the second, and so on.

Development of the educational system and infrastructure. The education system is concerned with the Bedouin society in the different stages of education, from preschool to academic and non-university higher education:

- Addressing the relatively low participation rates of preschool children in the education system. The education system will provide children with verbal, cognitive and social skills already in the preschool stage.
- Dropping out of the education system at the school stage. Addressing the dropout of the many Bedouin students is one of the most serious problems facing the education system, as it has negative implications for the entire course of adolescents' present and future lives. To address the issue of dropout and/or absenteeism in educational settings, solutions are proposed, including a recommendation to implement three dropout prevention programs: the persistence coordinator program, the "Nachshon" program, and a student industry integration program .
- Addressing the low level of academic performance in matriculation exams. To advance the answer, the author recommends the following steps: Activate the "subject of registration" program, which works in Jewish society, but does not work in Bedouin society. As part of the recommendations provided, the author aims to highlight the operational package required to carry out the research recommendations in an authentic and quality manner. For this purpose, the administration is requested to address the following aspects: (1) Lack of coordination between two budget systems. (2) Lack of transportation. (3) Staffing difficulties. (4) Operation of a program based on a single class.
- Technological education for students of Bedouin society. In addition, it is proposed to incorporate the following programs: (1) Track for the continuation of practical engineering and technician studies (grades 13-14). (2) Updating learning routes and opening new ones. (3) Professional development of teaching staff.
- Encouraging exceptional students within the Bedouin community. The author seeks to integrate a program for developing excellence and cultivating the gifted. Such a program would strengthen the place of Bedouin society in its own estimations, and especially vis-à-vis the rest of the social groups (Jewish society and Arab society).

Increasing employment in Bedouin society. The author's recommendations on this issue revolve around a number of strategic and operational measures that, when implemented together, will lead to a gradual increase in occupancy rates. Obviously, such a step would accelerate the general integration of Bedouin society with the rest of the population groups. These steps are divided into short-term and long-term responses.

In the Short Term - It is recommended to establish 6 employment orientation centers in the localities of Rahat, Arara, Lakia, Tel Sheva, Neve Midbar and El Kasum, to be added to the Hura and Segev Shalom centers. Another center to be opened in the future in Kasifa settlement. The government should budget for and require a direct link between the employment and guidance centers in the Jewish communities and the guidance centers for the Bedouin population. The activities of guidance centers have prominent strengths: (1) Recruitment and training of professional staff, mostly from the local

population. (2) Initiating unique activities adapted to the cultural characteristics of the Bedouin population, to encourage them to integrate into work. For example, community activities, unique vocational training, organization of job fairs and community forums, and for business people. (3) Developing relationships with major employers, while creating a positive image for the activity.

In the long term – The author recommends a series of strategic measures related to investments in the development of the economic infrastructure of employment in the residential areas of the Bedouin society. In order to promote such plans, the administration and decision-makers must overcome a number of obstacles and challenges: (1) Lack of commitment of entrepreneurs: Often, developers who have been allocated land in industrial zones do not fulfill the agreement regarding land, use and/or programming. (2) Industrial Estate Management: A significant component of the success of an industrial estate relates to the strength of the body that manages it. (3) The lack of educated and professional local labor forces employers in industrial areas to recruit suitable workers (a problem that should be solved by capitalizing on education in Bedouin society). (4) Providing incentives to employers through an employment route for the Bedouin population (which sometimes includes vocational training).

The budgets of the authorities and the cultivation of their organizational-economic capacity. There are 9 Bedouin authorities in Israel. It is recommended that all authorities prepare a work plan, based on objectives and results for each year. The Bedouin authorities will prepare detailed work plans for the use of the budgets allocated to them under the Government Empowerment Program. The work plans will be subject to an approval process by the Ministry of the Interior. It will include hundreds of projects chosen by the authorities, both from a "basket of projects" proposed by the ministry (already proposed several times), and based on the needs defined by the authorities. The projects chosen are diverse and include ongoing services as well as unique development plans.

Personal security of Bedouin society. In Israel, many voices are heard regarding the behavior of the Bedouin minorities, especially in the southern region. However, at the same time, there is no reference to the personal security of the families, who are also suffering from the waves of violence that are taking place within the Bedouin society, in the southern settlements. A national program in the State of Israel is called "The City Without Violence". However, it is not implemented in the Bedouin localities and therefore the author seeks to implement it in the 9 localities. This sometimes requires separation between groups, as is customary in religious and ultra-Orthodox (Jewish society) schools, which avoid accepting students whose families do not meet their religious standards. However, there are local authorities, school principals and decision-makers in both societies (Jewish and Arab) who believe that integration adds value beyond the evolving civic being, especially in socio-economic circumstances. Here are some examples that apply some of the current ideas of the thesis. To illustrate his proposal, the author presents, in his opinion, the best model of educational integration of Bedouin minorities. In order to focus the recommendations and ways of addressing them, including interface points, working relationships and necessary adjustments, the researcher will present her recommendations in Figure (2): Structure of the mechanism and content for the implementation of the integration of Bedouin society. Here are examples of some implemented projects:

The Ort Abu-Tlul High School Education Institute in the Bedouin society has started several joint projects with the Yeruham local authority in recent months. Within the framework of the mixed associations, there are several school enrichment programs started in September 2020 in the Ort Abu-Talul high school educational institute in the Neve Midbar locality. Here are some of the joint activities: (1) Ofanim Association Course for the Enrichment of Sciences - scientific guides, experienced Arabic and Hebrew speakers, conduct this program; (2) Academic reinforcement for 30 students in the 10th and 11th grades – weekly lessons in Hebrew, English and mathematics; (3) "Telephone friend" - a project aimed at the improvement of Hebrew school students through weekly phone calls with the religious girls' school in Yeruham, accompanied by the teaching team;

El-Nur in the city Rahat. A joint effort of the author and the school manager, Mr. Khaled ElZiadna, has brought about the promotion of programs that integrate the student's individual skills and his socio-emotional needs as a citizen, a minority member of Israeli society. The school is currently running several projects that promote the integration between the two societies, and, on the other hand, it is concerned with its economic-occupational future: (1) "Common life in the Negev" program - meetings between Jewish and Bedouin schools in the Negev ; (2) School and future career skills development project. The activity ensures the educational enrichment in science, technology, engineering and mathematics (STEM) of students living in the periphery, to provide them with equal opportunities and reduce the gaps in informal education; (3) "Academy in high school" program - the gifted division in cooperation with the school management, the author and the local authority managed to promote the "Academy in high school" program; (4) The "Vocational Training for Youth" project is important because it helps immigrant teenagers who have not adjusted to the regular high school curriculum;

Also, Neve Midbar municipality decided to adopt some of the author's ideas in the development of informal education. Therefore, he established, in cooperation with the author, several local leadership development projects that will deal with the formation of the next generation of leaders in the social-economic fields: (1) the Yuvalim (الوبيلات) program of the Neve Midbar municipality; (2) the ISTEAM program (Innovation Science Technology Engineering Arts Mathematics) – an innovative program in development, implemented in educational settings and brought to the local authority; (3) Project "sera"(دفيئ) – "sera" an exclusive one-year educational program for high school graduates under full boarding conditions; (4) Vocational training for adults - the project "Eshbal" (اسد شاب), opened in collaboration between the local authority and the Ministry of Labor and 259 young Bedouin teachers, which includes practical engineering subjects, taught in supervised colleges, graduates will be integrated into the industry local.

In table 4. The summary of the application of the activity of educational-economic integration in the Bedouin society, the author claims that the four organizations that adopted the ideas of the thesis and some of the recommendations knew how to adapt to the reality in their locality/educational institute and manage to realize the existing potential for the best integration of youth and adults into Israeli society. The Israeli education system does not perceive the Arab-Bedouin society of the Negev as an integral part of the Israeli society, therefore the educational services offered were few. The potential of schooling and education in promoting the Arab-Bedouin community, its

adaptation to the modernization process and integration into the Israeli labor market, was insufficient and did not meet the spirit of the 21st century. The chance of improving the system's capacity is very slim if the current policy continues. The applications mentioned above are few compared to what is needed and expected from a country that has citizens who, although they belong to a minority group, are still citizens with equal rights. Examining and analyzing the models of other countries (Finland, Germany, Norway, USA, Canada) shows their national interest in implementing the principle of equality and equal opportunities for all members of society. The State of Israel, according to the researchers, is committed to recognizing not only Jewish culture, but also other cultures present in Israeli society. It is a necessary outcome if we are to have proper social cohesion, essential to the existence of Israeli society. Decision-makers and policy-makers must develop "the concept of unity that is not based on flatness and unity, but on respect for diversity in society" [10]. Against this background, the constitutional value of human dignity in Israel requires the recognition of the cultural value of all groups in Israeli society, in the sense of the multicultural recognition that the author capitalized on throughout the thesis. We remind you that respecting multiculturalism, unity through diversity does not mean giving up the Jewish character of the country. It is about multiplying the forms of collaboration, the cooperation of different social groups, co-interested in the sustainable development of Israeli society.

In the Conclusions of chapter three, based on the results of the analysis of the policy model of inclusion and integration of minorities around the world, the author mentions that in every country where there is a political-state discourse on the inclusion of minority groups that are and/or have entered the country. The absorption of minorities is a real necessity, in the last decade, due to the intensity of migration, globally and regionally. This reality has led governments to adopt decisions, to propose orderly policies that allow the existence of minorities on the territory of the state, to define the advantages and disadvantages arising from the migration process. We have witnessed the reality of mass migration to continental Europe since 2012 and the decades-long reality of migration to the United States, Australia and other countries. Some countries see the existence of minorities as an advantage in national terms (economic, social, employment), promoting an egalitarian policy of equal rights for all groups in the community.

A successful model for integrating minorities into national systems can be found in Canada. From the Canadian model we can use the thesis: "the spirit of national equality" is driven by a political interest to regulate the migration and arrival of minorities from economic-social needs and consists in promoting a policy of informed choice of immigrants, thus selecting quality human capital. Therefore, success in international tests is not far away. The state implements community development programs based on the operational autonomy of districts and provinces. The self-management system of educational institutions allows direct contact with minority families, thus making care possible without intermediaries. Employment Equality Policy, according to which all employers are required by the Employment Equity Act to respect the principle of equality, through employment opportunities or related benefits offered to each person. To achieve this goal, the law seeks to correct the inferiority in employment conditions of members of four "target groups": women, natives, persons with disabilities and members of minority groups. Canada's education and training system (including tertiary education) operates without a

government ministry, unlike the State of Israel. What is surprising about the Canadian education system is that, despite the decentralization and independence of schools, it is one of the most egalitarian education systems in the world.

Valuable models of minority integration into state systems (employment and education) can be found in Belgium (with a German and Dutch minority) and Slovenia. These countries have employment arrangements due to the subordination of European Union labor legislation. Therefore, there is no employment discrimination between minorities. The reason for employment is economic-professional. Moreover, each "cultural region" determines its own education policy - pedagogical autonomy, which is under government regulation and has a public budget. Regarding integration in education, it was found that pedagogical autonomy regarding curricula, the creation of an outline for multiculturalism in curricula and a policy of support for tertiary education apply to the entire population, regardless of gender. And in Slovenia, a country that has gone through many political and social upheavals, there are basic laws and regulations for the economic development of minority communities (employment centers, transport infrastructure, vocational training). And in this case, the main national interest is defined by economic considerations rather than ethno-national ones.

The author argues that the provision of solutions must be carried out as a complex of governmental and local actions, in order to professionally and fairly improve the situation of the Bedouin society. There is no more room for partial solutions that benefit the population a little, but which in practice do not provide an adequate solution to a serious problem. The conclusion is justified in the article: "Barriers to equality in the Arab educational system", [28], in which it is mentioned that integration in education is a first, decisive and necessary step for the integration of the Bedouin minority population in Israeli society. Such a policy is already implemented with members of Arab minorities, especially in the north of the country, but for some reason, not with the Bedouin population in the south. The renewed policy focus includes the following factors: (1) education; (2) employment; (3) the budgets of the authorities and the increase of their organizational-economic capacity; (4) A sense of personal security. From the range of proposed solutions for the integration of minorities in the education system, the priority is the development of education systems and infrastructures, the first being the physical infrastructure.

Investment is needed in school buildings, classrooms, science rooms, community rooms, annex rooms for role holders, sidewalk accessibility and adequate parking. In addition, the pedagogical aspect and the variety of needs, the gaps that exist to date complicate the situation. The necessary treatment must begin in early childhood, continuing through the elementary school and high school ages, where public confidence in the state's education systems is at an all-time low. The treatment should focus both on the emotional-cultural aspect, such as building the community's trust in the education system's solution to economic-occupational difficulties, and on the vocational-training aspect that will ultimately lead to a fair and equal adaptation to the Israeli public as a whole. In addition, there must be a separate approach to the issue of girls and women in Bedouin society.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. The integration of minority groups into the fabric of the majority population is a discipline taken from political science and has accompanied global politics and governmental order for centuries. Nations and people have had the dilemma of how to integrate social groups and on what ideological or national interest grounds throughout human history. The approaches, theories, terms and political thinking led, in many cases, to the formation of the national attitude in the appreciation of minority groups and in the processes of their integration into state institutions. Terms such as integration or alternatively segregation, especially in the educational space, led populations to be assimilated or separated from other groups. This situation causes hostile relations, civic alienation on ethnic grounds and discrimination. Such a process damages the social system, it can cause socio-economic disintegration.

2. In contemporary society, the main issue discussed politically and publicly is integration in education. Among the perspectives of the academic discussions, which were exposed in the first chapter, the educational institution (as in figure 1.1, the American model) stands out as the key factor that can bring all the "players" together through a national effort, with an impact on minorities which will also integrate on the majority community, which will gain citizens contributing to the sustainable development of all aspects of social life. In the article: "The Arab minority and the Jewish majority in the Israeli educational system" [25], the author presents the benefits of such integration.

3. Applying the comparative analysis method of the author to characterize the process of integration of minorities in the educational system in the State of Israel and to elucidate the specifics of each period. Based on the study, the author concludes that the current situation of the minority population in general and the Bedouin minority in particular, is the result of the policy of discrimination. There is a serious gap between the impressive data in government reports on physical investment, the establishment of educational, occupational and cultural infrastructures and the grim reality of neglect, expressed these days in waves of violence by members of the Bedouin minority in the south.

4. Analyzing the defective integration of minorities (figures 2.5-2.8 in the thesis) and the Bedouin society (figure 2.9 in the thesis), the author observes that the political lines of discrimination against minorities on a cultural-religious background continue and even "grow", becoming more significant due to extremism and the process of mental-psychological distance of the Bedouin minorities from their neighbors, the majority society - the Jewish society and even other members of the Arab minority (minority residents of northern Israel). The lack of physical and human infrastructure (standards of managerial and professional positions, lack of power teams and related educational professions) facilitates members of the Bedouin minority to non-economic professions (figures 2.10-2.11 in the thesis), which leads them to employment with relatively low incomes small (education), welfare, agriculture - table 2.3- from the thesis), and remaining constantly in the state of poverty.

5. The strategic objective of the internal and external policy of the Republic of Moldova is integration into the European Union, the functionality of which is ensured by the

observance of the principle: unity through diversity. It asks the state institutions to develop and adopt educational policies focused on the integration of minority representatives in Moldovan society, on the preservation and awareness of their own ethno-cultural identities.

6. In the Republic of Moldova there is a legislative and institutional framework for the protection and promotion of minority rights. At the same time, it is recognized that insufficient attention is given to plans/programs for the inclusion of minorities in Moldovan society, their participation in public life and in electoral processes.

7. And in the Republic of Moldova, as in other democratic states, education is a priority area of interest, appreciated by ethno-cultural minorities. Education, through its enormous potential for influence and construction, remains the basic pillar in the consolidation and unification of the state by learning the Romanian language and culture, as well as by preserving the cultural identity of ethnic minorities. Thus, the cohesion of the Moldovan society can be strengthened.

Recommendation

1. According to the findings of the specialized literature review, the chapter on the analysis of local, political - economic - educational systems, the author comes up with some recommendations, the implementation of which can lead to the change of patterns and paradigms in both societies, the majority society - the Jewish society, and the minority society - Arab, Bedouin society. For the successful integration of the Bedouin society in the Israeli education system, in order to achieve a more positive trend in the economic-educational-cultural and political integration of the Bedouin society in the majority Jewish society, in educational policies the emphasis will be on: education, occupation , the budgets of local authorities and the development of the capacity for economic organization, people, especially the sense of security.

2. Changes are needed to develop educational systems and infrastructures in Bedouin society. There are several problematic "junctions" occupying the education system of Bedouin society from pre-school to post-secondary academic and non-university education. These must include:

    2.1 Responding to the relatively low participation rates of young children in the education system. The county system and local government must find a way to increase the participation of young children in educational settings.

    2.2 Developing early childhood curriculum that emphasizes language, cognitive and social skills as early as preschool.

    2.3 Strategic program funded by government and local authorities to prevent early school leaving (as recommended in figure 2).

    2.4 Implementation of a program to deal with low school results in baccalaureate exams.

3 . Actions aimed at improving the operational capacity of programs and projects that contribute to full integration are needed. Among these important ones are:

    3.1 Coordination between the two budget systems. The system is required to coordinate the budget per calendar year (January - December) or Israeli academic year (September - June).

    3.2 Significant expansion of the student transport system.

3.3 Addressing workforce integration and regulation.

3.4 Budgeting of perennial programs.

4 .We consider it important to multiply the forms of technological education in Bedouin society. The power of local authorities in Israel to take over budgets confirms the importance of the integration of Bedouin settlements as an inseparable part of the training process for full social integration in occupational-economic aspects.

5 In the occupational field, the author recommends the establishment of local employment centers, when the main vision is "increasing the employment rate of the Negev Bedouin population, diversifying employment sources to increase the integration of those who are employed in the Israeli economy" [19]. Therefore, the author recommends in the short term that a program to stimulate employers be adopted by the Ministry of Economy. It is also recommended to establish a mechanism to collect information on the labor market requirements of the southern area and to concentrate them in order to facilitate the training process and increase the chances of participants to find a job after graduation. In the long term, the author recommends taking several strategic measures related to investments in the development of the economic-occupational infrastructure, such as factories, employment centers with national tax benefits or building real estate in the residential areas of the Bedouin society.

6. Adapting the reality of Bedouin society to the 21st century can be achieved by:

6.1 Guidance to authorities on what they are expected and required to do (work plans, follow-up procedures).

6.2 A joint thinking of the ministry and the authorities regarding the continued employment of the expert is recommended.

6.3 Tools are needed to help authorities improve the city's tax collection capacity.

6.4 It is recommended to find a way to improve the workforce in local authorities.

6.5 The Home Office to encourage and promote the appointment of professional and experienced chief executives in the authorities.

6. Expansion of the "a city without violence" Program, which increases the capacity of local authorities to deal with violence and its various aspects, in five basic areas: law enforcement, education, welfare, leisure and community. The author wants to apply it in the 9 localities.

7. In the Republic of Moldova, it is necessary to promote non-discriminatory ethnic policies, oriented towards the gradual and complex integration of minorities, which will contribute to increasing the degree of political representation of minorities. Those responsible for the development and implementation of Action Plans in the field of training and education could capitalize on the good practices presented in the thesis, of the states: Finland, the Netherlands, Estonia, Sweden, Great Britain, USA, Australia. Moreover, following the war in Ukraine, the Republic of Moldova received an impressive number of refugees, tens of thousands of whom enrolled in educational institutions.

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ANNOTATION
Noha ALVAKILI, *„The Educational system as an integration factor of national minorities in Israel society. Educational policies",* PhD thesis in political science, Chisinau, 2023

The structure of the thesis. The thesis consists an introduction, three chapters with conclusions and recommendations. The three chapters include 6 tables, and 16 figures. In addition, a list of 251 bibliographical sources, and 4 annexes. Thesis was presented in 17 academic articles which had been circulated in Europe, Israel, and Altogether, the length of the current thesis is 148 pages.

Key words: Minorities; Beduin Society, Israeli Society; Educational system, National Policy, Local Authorities.

Research area: political science.

The purpose of the current research is to analysis of interdisciplinary issues in the Israeli integration policy of minorities in education systems, and in an international context, as a desire to establish the processes as a factor promoting and integrating minorities into Israeli society, with an emphasis on Bedouin society.

Achieving the goal led us to highlight **the objectives:** revising the concept of social integration through education; reviewing the educational integration policies of minorities, as is the case in different countries; exposure of the methods applied in the study of educational integration as a national factor for the promotion of the minority population; nalysis of educational policies in terms of expanding the educational space and environment among minorities in Israel; the interdisciplinary analysis in the economic-urban-occupational and cultural context of the effects of the educational integration of the representatives of the minority society in Israel, with an emphasis on the Bedouin society; analysis of successful models of educational integration of minorities, including their integration in state institutions; elaboration of a set of recommendations regarding the process of informed and successful integration of the Bedouin minority into educational systems to improve their integration into Israeli society as a whole.

The scientific innovation of this study consists on developing government models, standardized in local administrations that will lead to practicable decisions, and an outline for a comprehensive organized policy. These models will find on government investment and creating physical and human infrastructures to increase minorities' integration, with an emphasis on Bedouin society, into educational systems. This integration will strengthen Bedouin society's status, which will lead to its socio-economic integration into Israeli society.

The theoretical significance of this research is proposing innovative and up-to-date policy, based on a strategic multidimensional analysis, addressing the integration of minorities into Israeli society with a multi-year perspective. The purpose is to find fundamental and feasible components and factors that will contribute to improved integration of the Bedouin minority into educational and vocational training systems, to promote and empower society members and find the rights ways to integrate them socially, economically-employment and culturally into local society, Israeli society.

The scientific problem was resolved by analyzing all factors and barriers to minorities' integration in the education system, which delays their integration into Israeli society. Additionally, there is a proposal for a comprehensive plan to increase investment in minorities' society, with an emphasis on optimal educational integration, strategic policy lines to advance all minority populations.

The implementation of the scientific results is expressed in a series of conclusions and recommendation that will be passed on to local authorities and decision makers in the Ministry of Education, with an emphasis on the desire for immediate and long-term implementation. It should be noted that some of the recommendations have been implemented in a number of Bedouin society institutions and settlements, and some are even described in thesis chapters, and implementation letters in the Appendices.

ADNOTARE

Noha ALVAKILI *„Sistemul educațional - factor de integrare a minorităților naționale în societatea israeliană. Politici educaționale”*,
teza de doctor in științe politice, Chișinău, 2023

Structura tezei: Lucrarea cuprinde: introducere, trei capitole, concluzii și recomandări, bibliografia și 4 anexe. Cele trei capitole includ 6 tabele și 16 figuri. Volumul tezei este de - 148 pagini, iar bibliografia selectivă cuprinde: 251 surse. Tezele principale au fost expuse în 17 articole științifice publicate în reviste recenzate din Republica Moldova, Israel, în volumele conferințelor științifice internaționale.

Cuvinte cheie: minorități, societatea beduină, societatea israeliană, sistem educațional, politică națională, autorități locale.

Domeniile de cercetare – științe politice.

Scopul cercetării: analiza problemelor integrării minorităților beduine în sistemul de învățământ din Israel, inclusiv în contextul internaționalizării învățământului universitar și al abordărilor politicii educaționale de către factorul de decizie.

Obiectivele investigației: revizuirea conceptului integrării sociale prin educație; revizuirea politicilor de integrare educațională a minorităților, așa cum este cazul în diferite țări; abordarea istoriografică a sistemului educațional israelian în contextul tratării minorităților; expunerea metodelor aplicate în studiul integrării educaționale ca factor național de promovare a populației minoritare; analiza politicilor educaționale sub aspectul extinderii spațiului și mediului educațional în rândul minorităților din Israel; analiza interdisciplinară în context economic-urban-ocupațional și cultural al efectelor integrării educaționale a reprezentanților societăților minoritare din Israel, cu accent pe societatea beduină; analiza modelelor de succes de integrare educațională a minorităților, inclusiv integrarea acestora în instituțiile de stat; elaborarea unui set de recomandări privind procesul de integrare informală și de succes a minorității beduine în sistemul de învățământ pentru a îmbunătăți integrarea acestora în societatea israeliană.

Problema științifică soluționată. Coordonarea activității factorilor guvernamentali, actualizarea permanentă a politicilor educaționale care vizează integrarea minorităților beduine în sistemul educational din Israel și în societatea israeliană. Asimilarea semnificației procesului de integrare a minorităților care în viitor va conduce la dezvoltarea durabilă a economiei izraeliene, la schimbarea imaginii statului pe arena internatională.

Noutatea științifică: este justificată de analiza modelelor de guvernare, standardizate în administrațiile locale, care adoptă decizii practicabile, și propun o politică cuprinzătoare organizată. Acestea se referă la investițiile guvernamentale și la crearea de infrastructuri fizice și umane pentru a crește integrarea minorităților beduine în sistemul educational din Israel. Procesul va consolida statutul societății beduine și va contribui la integrarea socio-economică a acesteia în societatea israeliană.

Semnificația teoretică a lucrării este justificată de propunerea unei politici inovatoare și de actualitate, bazată pe o analiză strategică multidimensională, abordând integrarea minorităților în societatea israeliană dintr-o perspectivă multianuală.

АННОТАЦИЯ

Ноха АЛВАКИЛИ, *„Система образования как фактор интеграции национальных меньшинств в израильское общество. Политика образования”,* диссертация на соискание ученой степени кандидата политических наук, Кишинэу, 2023

Структура диссертации: Работа состоит из введения, трех глав, выводы и рекомендации. Три главы включают 6 таблиц и 16 рисунков. Объём работы - 135 стр., список литературы составлен из 250 источников. Основные тезисы диссертации изложены в 17 статьях, опубликованных в научных, индексированных журналах Молдовы, Израиля и в сборниках научных статьей международных научных конференций.

Ключевые слова: меньшинство, общество бедуинов, израильское общество, система образования, национальная политика, местное самоуправление.

Области исследования: политические науки.

Цель научного исследования: анализ политики в области образования Израиля в отношении процессов интеграции меньшинств в систему образования и в последствии в израильском обществе. Основное внимание в исследовании уделяется бедуинскому сообществу. Автор исходит из многогранности междисциплинарного анализа вопросов интеграции меньшинств в систему образования.

Задачи исследования: **Задачи исследования:** редакция концепции социальной интеграции посредством воспитания; актуализация политики интеграции национальных меньшинств так как это происходит в разных странах; исторический подход к образовательной системе Израиля по отношению к меньшинства; изложение применённых методов в рассмотрении политики образовательной интеграции как фактор национальной поддержки народов меньшинств; анализ образовательной политики с учётом расширения пространства и воспитательной среды среди меньшинств Израиля; междисциплинарный анализ эффектов интеграции в образовательной системе представителей меньшинств, особенно бедуинского населения; анализ успешных моделей интеграции меньшинств в образователей системе, в государственных учреждениях; создание рекомендаций относительно интеграции бедуинских меньшинств в образовательной системе и в государственных учреждениях, в целях улучшения их интеграции в израильское общество.

Научная новизна диссертации проявляется в выделение проблем образования и включения в образовательной системе представителей бедуинского общества; в анализе механизмов использования государственных инвестиций, с целью развития физической и человеческой инфраструктуры для расширения интеграции меньшинств в систему израильского образования. Эта интеграция укрепит статус бедуинского общества, что приведет к его социально-экономической интеграции в израильское общество.

Теоретическое значение работы состоит в предложении инновационной и актуальной политики, основанной на многомерном стратегическом анализе, направленной на интеграцию меньшинств в израильское общество. Для политики в области образования автор считает главным найти фундаментальные и достижимые компоненты и факторы, которые будут способствовать лучшей интеграции бедуинского меньшинства в систему образования и обучения, продвигать и расширять возможности членов общества, и находить правильные пути социальной и экономической интеграции рабочей силы в местном обществе, в израильское общество. Кроме того, предлагается всеобъемлющий план увеличения инвестиций в общество меньшинств с упором на оптимальную образовательную и социальную интеграцию.

ALVAKILI NOHA

THE EDUCATION SYSTEM AS AN INTEGRATION FACTOR OF NATIONAL MINORITIES IN ISRAELI SOCIETY. EDUCATIONAL POLICIES

561.01 Theory, methodology of political science; institutions and political processes

Abstract of the PhD thesis in Political Science