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**SUMMARY OF THE DOCTORAL THESIS IN POLITICAL SCIENCES**

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

**Specialization: 561.01 – Theory, methodology of political science;  
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**The PhD thesis and abstracts in English and Romanian can be consulted at the library of the State University of Moldova and on the ANACEC website (<https://www.anacec.md/>). The abstract was sent on May 28, 2024.**

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## CONCEPTUAL RESEARCH MILESTONES

**The relevance and importance of the issue.** The issue of the national status of minorities in the world and in the State of Israel has been at the centre of public discussion and academic research in recent years. At the beginning of the research, we note that over the millennia, there have been significant changes in the perception of politics and the phenomenon of social integration of ethnic minorities through education. From antiquity to the present day, representatives of minority peoples have been learning to live together with their peers, who share the same geographical space, have different objects, traditions and values from those of the majority groups. The need to create conditions for survival and the desire of representatives of minority groups to be integrated into society, to contribute to its development and to be given opportunities for personal development have influenced the emergence and application of various models of social integration of minorities in contemporary democratic states.

Several minority groups coexist in Israel's "Jewish democratic state": an Arab population, which is the largest minority in Israel - about 20% of the country's population - is nationally, ethnically, culturally, religiously and linguistically diverse; the second largest minority - the ultra-Orthodox population - differs mainly in religious and cultural aspects. The vast majority of Israeli Arabs are Sunni Muslims and a minority are Christians. The majority of the Arab minority live in segregated towns and villages, while the rest live in mixed neighbourhoods such as Haifa, Acre and Jerusalem.

The Bedouin minority lives in two areas: one in the south of Israel, the Negev region, and the other in the north. Most members of the Bedouin community live in the south. The basis of the policy on the living conditions and activities of minorities is set out in the Declaration of Independence of the State of Israel, which guarantees: full equality of social and political rights for all its citizens, irrespective of religion, race or sex; freedom of religion, conscience, language, education and culture; will preserve the holy places of all religions; will respect the principles of the United Nations Charter. In reality, in 2023, we see a wide gap between the government's treatment of the Jewish population and its treatment of minorities in general and Bedouin society in particular. These issues describe a reality of gender discrimination which is reflected in the scarcity and standardisation of land for construction, physical infrastructure, investment in civic areas such as education, transport, health, welfare and the environment. Despite parliamentary representation and political promises, there are no policies that support and strengthen social, economic and cultural integration, that encourage and motivate the integration of Bedouin community representatives into Israeli society as a whole. The social reality marginalises the Bedouin, pushing them into a situation of conflict and mistrust between social leaders, public representatives (local authorities) and community members, and the Israeli government. Raising public awareness of the possibilities of integrating the Bedouin minority into Israeli society, analysing models of social integration, etc. would help to change the socio-political reality.

In recent decades, in several countries of the world, including the Republic of Moldova, we have observed the presence of numerous difficulties in the social integration of representatives of ethnic minorities, which destabilises the situation at

the level of inter-ethnic relations. Their reduction, elimination from social life is the central objective of the Strategy for strengthening interethnic relations in the Republic of Moldova in 2017-2027. The document mentions the polyethnic structure of Moldovan society: Ukrainians - 8.35%; Russians - 5.95%; 4.36% - Gagauz; 1.94% - Bulgarians; 0.34% - Roma, 1% - other minorities [39].

The legal basis of the Strategy for strengthening inter-ethnic relations in the Republic of Moldova for the period 2017-2027 is the Constitution of the Republic of Moldova; Law No. 382-XV of 19 July 2001 on the rights of persons belonging to national minorities and the legal status of their organisations; the Framework Convention for the Protection of National Minorities; the Document of the Vienna Meeting of the Conference on Security and Cooperation in Europe; the European Charter for Regional or Minority Languages; Recommendation No. 1134 (1990) of the Parliamentary Assembly of the Council of Europe on the Rights of Persons Belonging to National Minorities; Recommendation No. 1134 (1990) of the Parliamentary Assembly of the Council of Europe on the rights of persons belonging to national minorities; Recommendation No. 1201 (1993) of the Parliamentary Assembly of the Council of Europe; the Ljubljana Guidelines on the Integration of Diverse Societies, adopted by the High Commissioner on National Minorities of the Organisation for Security and Co-operation in Europe.

The content analysis of these sources allows us to observe that an important role in the social integration of representatives of ethnic minorities is played by the education system, its ability to support and promote ethnic diversity through policies that ensure the preservation and assimilation of languages spoken in the concrete state and in the international linguistic environment. For example, in the Republic of Moldova there are schools where Ukrainian and Russian are taught, and in the Gagauz Autonomous Region there is a policy of preserving and promoting the Gagauz language. Educational policies also respect religious values and the cultural diversity of ethnic minorities.

**Degree of study of the problem.** The issue of the social integration of minorities in Israel has been addressed in numerous studies and academic publications, which present and highlight the problem in detail. The author of the thesis examines all available sources and finds that the responsibility for each situation lies not only with the Israeli government and society, the majority group, but also with the leaders of the Bedouin minority, who for years have failed to provide solutions for the social integration of the Bedouin so that they can develop successful careers. Bibliographical sources are selected from four classes: English-language sources, Hebrew-language sources, Romanian-language sources and Internet sources from reputable information sites.

To review the situation of ethnic minorities in the world, the researcher uses the article "Bright vs. blurred boundaries: Second-generation assimilation and exclusion in France, Germany, and the United States" by R. Alba, which describes the status of minorities in Germany, the USA and France [1]. Another source used is the article by researchers E. Bleich, I. Bloemraad & E. De Graauw, "Migrants, Minorities and the Media: Information, Representations and Participation in the Public Sphere [31], which examines various aspects of the process of migrants' adaptation to the living conditions offered by the host country [31]. In the monograph by the academic E. Bonilla-Silva:

"Racism without Racists: Colour-Blind Racism and the Persistence of Racial Inequality in America" analyses the social consequences of racism and other illegal phenomena against minorities in the USA [6]. In order to define the important scientific problem of the study, the theses presented in the works of scholars U.S. Forte; R. Gavison & T. Sofia Balfour [10]; P.I. Jackson & P. Doerschler [15]; N. Takeda & J.H. Williams [19] were also updated.

The researcher described as ideal a society that promotes multiculturalism and used a variety of sources that reflect the social reality in Israel and in the world, such as: the paper by M. Albertini, D. Mantovani & G. Gasperoni: "Intergenerational relations among immigrants in Europe: the role of ethnic differences, migration and acculturation" [29]. The articles: "Multicultural education: Aims, possibilities and challenges" by J.A. Banks and "Multicultural education: Goals, possibilities and challenges" by G. Holm & M. Londen "The discourse on multicultural education in Finland: education for whom? Intercultural Education provides a comprehensive picture of the presence and affirmation of minority groups in the Finnish education system" [13].

In reviewing sources on ethnic minorities in Israel, and especially those focusing on their integration into the educational system, the researcher used a variety of studies, articles and monographs in Hebrew, including: the work of scholar Abu Asba et al. with their research for the Israeli Knesset "Student dropout in Arab, Bedouin and Druze education: synthesis report"; Ben Porat, Y.Yona & B.Bashir in the paper: "Public policy and multicultural societies" highlight key policies, which address minority issues [4]; R. Gra in the monograph: "The Book of Arab Society in Israel: Population, Society, Economy" elucidates the content of the interactions between populations, society and the development of the economy.

The analysis of the phenomenon of social integration of ethnic minorities' representatives in the Republic of Moldova through education is supported by the authors' theses: Viorica Goras - Postica, Bezede R. "Glossary used in seminars "Education for tolerance"; "Integration of ethnic groups and strengthening of civic nation in the Republic of Moldova", signed by the collective of authors: Nantoi O., Iovu A., Botan I., Cantarji V., Reabcinschi V. and Gremalschi. A. [3]; "Education for Tolerance and Democratic Citizenship through History. National Association of Young Historians of Moldova-ANTIM, coordinated by Serghei Musteață; "Representation of ethnic minorities in Republic of Moldova: a framework for an analysis of Gagauz ethnic minority representation" authors: Natalia Putina and Marina Iacco.

**The aim of the investigation:** to define the interconnection between educational policies, focused on the integration of ethnic minorities, and national policies oriented towards sustainable development and ensuring the resilience of the democratic state of Israel, to define the factors influencing the integration of the Bedouin minority in the educational system as a factor of affirmation in Israeli society.

The achievement of the aim is ensured by reaching the following objectives:

- Systemic approach to the phenomenon of social integration;
- Review the concept of social integration of ethnic minorities through training and education;

- Analysis of educational policies in contemporary developed countries, highlighting models of social integration of ethnic minorities;
- Historiographical analysis of the educational system in Israel in the context of ethnic minority integration policies;
- Study of policy programs and their products concerning the development of the educational space and environment among minorities in Israel;
- Interdisciplinary analysis of the effects of economic, urban, occupational and cultural policies on the educational integration of minorities in Israel, with a focus on Bedouin society;
- Elaboration of the mechanism for the implementation of public policies, educational policies aimed at the social integration of the Bedouin minority through training and education.

**The working hypothesis of the research** on the phenomenon of social integration of ethnic minorities through training and education is: The organization and proper conduct of the educational process, based on public policies that ensure equality in fundamental rights and freedoms of all members of the community, their resilience - is an important, decisive factor in the sustainable development of contemporary society.

**Important scientific problem solved.** The social integration of representatives of ethnic, cultural minorities in a polyethnic democratic society is a complex process with a major impact on the resilience of the state and all social groups, on the life and work of every citizen. An important factor in solving the problem is the educational system, educational policies, correct selection of models of social integration, respect for the principles of unity through diversity and equal opportunities.

**Methodology of scientific investigation.** Research on the phenomenon of social integration through training and education, the integration of minorities into the social life of democratic states is interdisciplinary. In exploiting interdisciplinarity the author has used the tools of methodological pluralism, universal-philosophical methods: dialectics and synergetics, scientific methods: content analysis, historical method, political method, comparative analysis, etc.

Dialectics and synergetics, their categories and principles, allowed us to analyse the process of social integration of ethnic minorities, Bedouins in Israeli society in their dynamics, to appreciate the changes that took place during the existence of the State of Israel, to observe the positive moments in the relationship between state institutions and representatives, leaders of national minorities. The application of these methods allowed us to observe the gaps, the errors committed by the authorities in appreciating the constructive potential of ethnic minorities, which lead to conflicts, are discriminatory. They are contrary to the theory and principles of the rule of law.

The historical method has allowed us to describe the stages of development of the State of Israel, which de jure claims to be a democratic state, but in reality, during the 73 years of its existence, the state institutions have failed to ensure equal conditions for all citizens, to offer equal opportunities for personal and professional development to Jews, Arabs and Bedouins.

The accumulation of empirical material, documentation in the research process was provided by the method of content analysis, which allowed us to analyse

documents: strategies, laws, public policies of countries that have scored encouraging results in solving the problems of social integration of ethnic minorities.

Comparative analysis has a huge cognitive potential when it comes to justifying theses, verifying working hypotheses. Comparing data (such as PISA scores, wages, percentage of participants in employment, employment of women), allowed us: to illustrate statistical data through charts and graphs with reliable statistics from OECD, UNESCO, Central Bureau of Statistics in Israel and other countries. These results have been useful in formulating conclusions and recommendations that will bring about positive changes in the solution of the scientific problem.

**The theoretical importance of the study.** The relevance of the investigation lies in the researcher's intention to present the main gaps and failures in the implementation of public policies, educational policies aimed at respecting the fundamental rights and freedoms of ethnic minorities in Israel. A special attention is paid to the capacity of the educational system in Israel to promote the need for socio-economic integration of the representatives of minorities: Arab and Bedouin in Jewish society. Starting from the definition and analysis of the concept of social integration, the author highlights two aspects, two important actors in the process: on the one hand, the social integration of minorities is an objective of public policies, developed and promoted by the institutions of the democratic state, and, on the other hand, the leaders of ethnic minorities are obliged to take responsibility for the organization of minority groups to meet the objectives of public policies, educational policies. This thesis is also relevant to the reality of the Republic of Moldova. In this context, the results of training and education are analysed, among which a priority position is occupied by the attitude of the actor of social life towards the processes taking place in his community, in society, in the region, in the world.

The significant relevance of the research also lies in the application of the cognitive, constructive potential of interdisciplinarity involving all actors of public policy, educational policies in Israel to assess minority groups, and especially the appreciation of the potential of the Bedouin community, which has been neglected. It can be seen that other ethnic minorities, such as: the Arab society in northern Israel (which also includes Druze, Christians and Circassians) are treated much better than the Bedouin. The resulting social products are more significant for integration in education, occupation and political representation.

The theoretical contribution of the thesis consists in the in-depth research of the actual, current (2022-2023) situation of the Arab, Bedouin minority within the Israeli reality. This product allows us to decipher the main reasons that lead to the mutual alienation between Israeli society and the Bedouin community, which nowadays produces a "social explosion" characterized by violent actions. The author of the thesis does not propose the final, long-term solution, but describes the infrastructure (physical and human), which would create conditions for the general educational integration of the Bedouin society into the rest of the communities in Israel. The implementation of strategies, public policies, educational policies, aimed at comprehensive integration of all citizens of the State of Israel, minority communities, can ensure equal opportunities for all activities of minority groups, who wish to contribute to the sustainable development of Israeli society.



For the Republic of Moldova, for Moldovan society, the thesis is topical by completing the sources dedicated to social cohesion, social integration of minorities through training and education. It is primarily about the application of comparative analysis in the description and evaluation of models of social integration of minorities through training and education, tested in developed countries of the contemporary world: USA, Canada, Finland, Estonia, the Netherlands, Sweden and the UK. This product can serve as a source for an investigation of the process of integration of ethnic minorities in multi-ethnic societies in contemporary countries, including the Republic of Moldova. Secondly, the author formulates conclusions on the significance of social integration of all citizens for their personal and professional development, which is very important for the functioning of the institutions of the rule of law, elements of civil society and the development of an inclusive society.

**The applied value of the work.** The results of the research are confirmed in the detailed proposal presented in the last part of the thesis, suggesting a comprehensive integration process based on physical and human investment in training and educating representatives of the Bedouin minority. Some results have already been implemented in two local authorities and two educational institutions in Israel.

The institutions of the Republic of Moldova, a candidate country for accession to the European Union, are currently concerned with achieving the general and specific objectives of the European Neighbourhood Policy (ENP), the provisions of the Association Agreement between the European Union and the Republic of Moldova, and with meeting the conditions for opening negotiations with the European Commission. The topic addressed, the solutions offered for the full integration of ethnic minorities, the Bedouin community, in the state of Israel, which benefits from ENP resources, provides specialists responsible for the European integration of the Republic of Moldova, managers of institutions responsible for training and education of young people, adults an important support for assimilating the content of the social integration process of all citizens, regardless of their ethnicity.

**Approval of results.** The thesis was prepared at the Doctoral School of Social Sciences of the State University of Moldova. The topics addressed, the stages of the investigation were periodically evaluated by the members of the Supervisory Committee. The results of the investigation were reflected in the chapter of the collective monograph: "The educational system in Israel. Analysis of social integration models of national minorities"/ The educational system in Israel. Analysis of the models of social integration of national minorities, co-author - Ludmila Rosca; in 5 scientific articles, published in scientific journals reviewed in the Republic of Moldova, Category B: International Relations+, Public Administration and Scientific Annals of the Academy "Stefan cel Mare" of MAI; 2 articles published in scientific journals abroad; in 10 articles published in collections of national and international scientific events.

**Keywords:** minorities, social integration, Bedouin society, Israeli society, educational system, public policies, educational policy, local authorities.

**Thesis volume and structure.** PhD thesis in political science: "The educational system as an integration factor of national minorities in Israeli society. Educational policies", in the speciality: 561.01 Theory, methodology of political science;

institutions and political process, consists of annotations (in English, Romanian and Russian), list of abbreviations used in the thesis, introduction, three chapters, general conclusions and recommendations, bibliography of 270 titles 148 pages of basic text, statement of responsibility, author's CV.

### **THESIS CONTENTS**

**The Introduction** includes all the subdivisions required by the regulations: the topicality and importance of the topic; the degree of study of the problem; the aim and objectives of the thesis; the working hypothesis of the research; the scientific problem solved; the methodology of the scientific investigation; the theoretical importance of the work; the applied value of the work; the approval of the results; the volume and structure of the thesis; the summaries of the chapters of the thesis.

**In chapter one, entitled: The social integration of ethnic minorities: theoretical and methodological approach**, based on the content analysis of constitutions, strategies, documents, normative acts, the social status of ethnic minorities in contemporary states is defined; definitions of key phenomena and processes necessary for the investigation are presented. The systemic approach to the empirical material gathered allowed us to highlight global trends in the growth and integration of minorities, various models of social integration, through training and education, verified by political institutions, social institutions. The author examines models of social integration, which promote minorities by giving them equal opportunities to assert themselves in society. In this context, the objectives of general integration, the social benefits and even successful models practiced in the USA and Canada, countries known as polyethnic, are updated. A fruitful academic discussion is updated, in which we distinguish opinions that contradict or complement those known and used in research projects on the problem addressed. The theories, the assimilated concepts, the analysis of the positive experience of developed democratic states, allowed us to propose a renewed definition of paradigms that offer solutions to the scientific problem addressed.

**In sub-chapter one: Theoretical Approaches to the Social Integration of Ethnic Minorities**, the results of using numerous methods, including comparative analysis, to identify the stages of public policy development, adoption and implementation are presented, comparing Israel with other countries, where legislation on the response of state institutions to the problems, needs of minority groups was examined. National policies and the results of their implementation in Finland, Estonia, the Netherlands, Sweden and the UK were compared.

The legal, normative basis for the integration of national minorities in Moldovan society is also provided by the Strategy for Strengthening Inter-Ethnic Relations in the Republic of Moldova in 2017-2027 [39]. This document defines the key notions for research/interpretation and assimilation of the topic addressed: social integration, national minority, tolerance, civic peace, civic belonging, civic nation. As a result of the application of the content analysis of public strategies, programs and policies, the theses on the necessity of civic society building, promoted by the theory of civic nationalism, have been updated. The transition to this level of social organization is also promoted by researchers in the Republic of Moldova: Oazo Nantoi, Andrei Iovu, Igor Botan , Vasile Cantarji, Veceslav Reabcinschi and Anatol Gremalschi [3].

**In sub-chapter two: Integration of national minorities through training and education. Educational policies in different democratic states,** the results of the analysis of theories on the importance of social integration of minorities through training and education are presented. In this context, the concept of the national minority is of major significance. According to P. I. Jackson & P. Doerschler in the contemporary world there are 3 examples of countries: country where all citizens are considered members of one nation (example given by France); country where there is a majority and a minority or minorities, which produce the expression of a national identity. Those who do not belong to the national identity of the majority are part of a national minority; bi-national countries, which give national expression to two identities of two main groups, although in general each is a minority (Example provided by Belgium) [83, p.249-251]. The analysis of these statements allowed us to accumulate material for the description and appreciation of educational policies in Israel.

**In the third sub-chapter: Models for integrating minority groups into the education system,** the theses of the pragmatist philosophy of education contributing to the development of society and personality, the connections between education and democracy are updated. Founding these theses, J. Dewey in the work: "The School and Society" presents the results of in-depth research on the relationship of democracy and education [8, p.20]. J. Dewey was convinced that people's aspiration to communicate leads them to create common values and to approach very different positions from the traditional ones [8]; and in the work: "Experience and Education", the scholar emphasizes that common values and knowledge are created, are the results of research and social interaction. For J. Dewey democracy is more than a political regime, it is a way of life in which people participate in decision-making [9]. These theses were developed in the paper, they served as initial points in arguing the practical significance of research.

Social integration through training and education has been at the heart of education reform, expressed through the establishment of innovative educational frameworks. The issue of integration has been the subject of public debate in many countries as it arouses many reactions both positive and negative. Proponents of social integration have seen this framework as an opportunity to reduce social gaps and divisions based on cultural differences, to create unifying values and to contribute to the cohesion of society. In this sense, integration is a unifying factor. Opponents of this policy have predicted risks, such as: social integration leads to reduced learning levels at the average weekly rate. In order to initiate responsible people in the educational and political system, we presented two models of integration through training and education, tested in practice in the USA and Canada [7].

In the United States, there are five main expressions of educational integration and appreciation of education as a factor of social integration: legislation prohibiting discrimination, promoting equal opportunity; offering parents vouchers to enrol their children in publicly funded private schools; enrolling children in public schools of their parents' choice; opening special supra-regional public schools (magnet schools); allowing private institutions (both for-profit and non-profit) to establish schools that operate with public funding (charter schools). A. Barabasch and F. Rautner, in their

paper "Work and education in America: the art of integration" [2] have detailed the American model and presented how policies in the United States have introduced various reforms aimed at educational integration. There are controversial views on this model in the academic literature.

Canada is also known around the world for its education policies, which have absorbed many communities, and for having many minority populations that have found themselves integrated into educational and community life. In the article, "Inclusion's confusion in Alberta", scholars G. Gilham & J.W. Williamson note that between 2015 and 2019, 1,212,075 new migrants arrived in Canada, making up 3.5% of the total population. Approximately 60% of migrants were accepted to develop the Canadian economy, 26.8% came through a family unification framework and 11% arrived as refugees. The majority of migrants came from Asia (including the Middle East), followed by Europe [33, P.555]. In general, the main countries of migrants to Canada are the Philippines, India, China, Iran and Pakistan. Canada's education integration policy is known in the contemporary world as one based on the implementation of the principle of equal opportunities for all students and their families. This conclusion is important for the modernisation and sustainable development of contemporary society. One of the characteristics of education, according to the scholar M.G. Ameny - Dixon, is the level of education. M.G. Ameny - Dixon points out that education and knowledge are significant milestones in the lives of individuals, enabling them to realize their abilities, formulate their own world views, develop social awareness, monitor their own lives and work [25].

**In sub-chapter four: 'Israel's education system: a historical and political approach'** the author updates the results of Chetty et al research showing that differences in the quality of education perpetuate economic inequality. Based on a comprehensive study of the American education system, he estimates that erasing quality differences between schools will reduce the intergenerational income correlation to about  $\frac{1}{3}$ . Therefore, scholars observe a direct correlation between economics and education, which they illustrate statistically [32, P.1602].

Israel's education system has been undergoing "transformations" since the founding of the state. Each period of Israel's development is distinguished by historical features that have influenced policy, decision-making, priorities and obviously budgeting. In order to understand the nature of the problem under investigation, the author outlines the historical development of Israel's educational system. The first period in the development of the state education system (1948 - 1960) is known as: "everything for the nation". Z. Bekerman in the paper: "Shaping re-conciliatory memory: Towards Palestinian Jewish Co-existence through Bilingual Education" mentions: that the focus of education in the early years of the country's existence reflected the basic challenges of Israel as a state under construction assimilating an unprecedented scale of immigration waves and struggling to modernize various areas of life [5, P. 235]. Three main compasses have directed the state of Israel in these years - melting pot, pioneering and modernization.

The second period defined as the era of institutionalization: "excellence above all" (1961-1980). In the 1960s and early 1970s, the education system in Israel underwent an important change, known as the "toning reform". Its main landmark was the

adoption of the conclusions of the "Rim-Alt Committee" by the Knesset in 1968 and the raising of the age of compulsory education to 15. Y. Harpaz supports the assessment, according to which the main aspects of this change were: significant development of secondary education; strengthening the status and importance of the baccalaureate examinations; promotion of integration, pluralism among the teaching staff and learning courses, while adjusting it to the weak needs of the population; deepening of the academic foundation in the education system; an important strengthening of theoretical education [12, P. 40]. In this way the State of Israel matured, along with its education system [12].

The third period 1981 - 2000, known as "in search of success" by exploiting the results of international tests. Scholars A. Weininger & E. Weisblat note that in the third period global issues are more influential. In the context of education, this is the period of US President George W. Bush's No Child Left Behind Act (NCLB) reform, which focuses on assessment and measurement using rigid standards. At the same time, the PISA tests, which assess the world's education systems against universal standards, have been formed and spread. Thus, the educational system in Israel has been outward looking, with scholars justifying their conclusions based on the application of the comparative method. The use of the results of international tests, the orientation towards the implementation of the conditions of success and performance in education allowed the scholar N. Gruber to note that during this period there was a rapid increase of more than 50% of students in secondary education [11], and in 1990 opened a decade in which approximately one million immigrants from the former Soviet Union, migrated to Israel, a process that led to an increase in population by more than 20%.

The fourth period from 2001 to the present: "Fight for the future" implements strategic educational projects. According to Ministry of Education reports, Israel's more than seventy-year-old education system serves more than two million students and nearly two hundred thousand teachers. The Israeli education system is a result of the state's development process from 1948 to the present (2024). In each of the periods, the administration has mainly referred to national interests that focused on the desire to establish a quality education system adapted to the growing local population (680,000 in 1948 to 9.25 million in 2023). This is true and there is much evidence for it.

**In the second chapter: Integration of Arab-Bedouin Minority Representatives in Israeli Education**, the author justifies multiple times in the thesis: the integration of minority groups into Israeli society is necessary to preserve and reproduce the link between education and the country's economic and occupational capacity. The attitude of the educational system towards the Arab-Bedouin community as part of Israeli society has been controversially appreciated for many years by education specialists. The potential of learning and education as a means of promoting Arab-Bedouin minority society is poorly reflected in the state's educational policies, and the contribution of its adjustment to the process of modernisation and integration into the labour market has not been sufficient. In this chapter we present an updated picture of the major changes, registered in the development of the minority population, focusing on the Bedouin society, and its civic-cultural integration process. In addition, the educational aspects of the interaction between investment in educational infrastructure

and the exploitation of the economic and employment potential of the Bedouin community are examined.

**In the first sub-chapter: Social integration of the minority population in Israel: the political dimension** the author justifies the thesis: every minority group faces numerous difficulties, obstacles in its relationship with the majority society. Some difficulties are caused by the phenomenon of discrimination. The Citizenship of Israel Law and the Law of Return define Israel as a state of the Jewish nation. Y. Jabareen & A. Agbaria in the paper: "Education on hold: Government policy and civic initiatives to promote Arab education" [14, P.55], point out that many representatives of the Arab community want to know and speak Hebrew, want to integrate into Israeli society. The author identifies the political reasons of the majority population, the government, which is not interested in taking steps to integrate minority populations, including Bedouin society. The author analyses different aspects of the discrepancy: economic, political, religious, educational.

**In the second sub-chapter: Integration of the Bedouin community into the Israeli education system** the author explains that Bedouins constitute about 35% of the total population in the Negev district (Southern Israel) [1]. According to the Central Bureau of Statistics in Israel, the growth rate of the Bedouin population is high compared to the Jewish society and even faster compared to the growth rate of the Arab and Muslim population, about 7.3% in 2019. The Central Bureau provides a statistical forecast for 2035, in which it indicates a significant increase in the Bedouin population in the Negev, which will be around 370-500 thousand people, depending on the rate of population growth decline. In each of the CBS forecasts for the years 2009-2059, the minority group with the highest growth rate is the Arab population, and in this the Muslim population in the south - this is how Bedouin society in the Negev is identified, Yeshiv, Kleiner - Kassir.

Although over the last 15 years we have seen a real increase in the number of Bedouin community members taking part in admissions to higher institutions, there is still a gap between the majority and minority groups in access to higher education. For example, in 2009, approximately 94% of the Bedouin population who had a high school diploma, i.e., met the university admission requirements, were admitted to higher education institutions. For comparison, in the Jewish population the rate is 83%. The statistics allow us to observe that the gap between Jews and Arabs (and Bedouins) is narrowing in the younger generation, so it is not surprising that the gap between Bedouins aged 25-34 and academically educated Jews is 10.4%, while the gap is 21% in the 35-64-year-old Bedouins and Jews (the older generation). According to the Council for Higher Education, in the 2018-2019 academic year, there were about 0.7% Bedouins (17.7% minorities in academic education) of all undergraduate students, a rate that is closer to their proportion in the population (3.2% Bedouins and 21% of all minorities). However, the rate of Bedouin students at Master's and PhD level is much lower, constituting 0.2-0.3% of all Israeli students. The integration of Bedouin society members is increasing mainly in colleges (for teaching training and academic colleges), and less in research universities.

In conclusion, it is noted that there are a number of social mobility tools that have been practiced in the modern era. In the education system the individual acquires

various social, cognitive skills that help him to integrate into his social and economic environment. This understanding is common to all actors of the political process, the educational process, therefore different social groups: classes, ethnic groups, religious groups, etc. are constantly fighting for resources to develop the infrastructure and provide competent teachers in the organisation and smooth running of both formal and informal educational process. In order to develop an integrated education system, one objective of which would be to reduce social gaps, it is necessary to respect the principle of equal opportunities for all actors in the social process. The strength of education policy aimed at reducing gaps in education will contribute to the future reduction of social and economic inequality.

**In the third sub-chapter: Analysis of the contribution of Bedouin minority society to the development of Israeli society: educational and political-economic aspects,** it is mentioned that in the history of the state the Arab population has not participated in public discussions, but changes in politics, economy and society have increased public awareness. Today, the interest of state institutions and civil society organisations in the Negev, and especially the Bedouin population, is increasing. In the early years of the state's existence, a policy of cultural separation between the Jewish people, Jewish society and members of minorities - the Arab community - was approved. This was a starting point, developed into policies of discrimination against the Arab minority in various areas, including issues of religion, investment and urban development, the economy and, obviously, the issue of education. For a long time, state institutions did not adequately appreciate the dangers, the threats coming from the marginalisation of Arab minorities. It is only in the first decades of the 21st century that researchers observe important changes in the public policies of the State of Israel, aimed at narrowing the gaps between the minority and majority groups in all areas of social life, including the provision of quality educational services. In this context, the conditions of employment are being assessed, for which young and old people from Arab minorities, particularly Bedouins, must be well trained and qualified. In reality, for the development of skills required by employers, there are insufficient conditions for training and education, especially, in the Negev region. For a consistent change in the situation in the field of education, integration of marginalized minorities, investments are needed in housing development, solving the problem of residential land, job creation, infrastructure development. The author presents a list of reference points, which expresses the discrimination of minority groups, marginalised and even excluded from the life of Israeli society. In the article: 'Minority education systems in the world', the author mentions that the Arab community, the largest minority population in Israel, has been discriminated against for years without any justification, and that Bedouin society, concentrated in the south of the country, suffers most from all aspects of discrimination.

The author presents the situation in providing schools, sports fields, and rest areas for students, a segment in which there has been neglect for years in areas populated by minority groups. In all the topics under analysis, the author applies comparative analysis to illustrate the existing gaps. It is noteworthy that the physical infrastructure in Jewish society is by a considerable margin compared to the OECD average, despite the large investment in the education budget.

Focusing on the analysis of the real situation of the Bedouin community, the author notes that the biggest gaps between the Bedouin community and Jewish society. The cultural gaps regarding settlement patterns have been the focus of several programs, through which the government has tried to address the problem, but none of them have been welcomed by the Bedouin community. To this day, this reality damages the economic, educational and professional status of the Bedouin community and places their young people at the bottom of the social ladder. Graduates of the education system have insufficient skills to enter higher education in economic professions.

**In the third chapter: Developing the capacity of the minority community to integrate into the education system as a factor in the development of society and the nation** the author offers solutions and applications using existing models. The chapter begins with an analysis of the benefits of educational integration models. Experience shows that the integration of minority communities is a necessity, a possibility, a challenge which, if met, offers new opportunities for the development of both society and the nation.

**In sub-chapter one: models of integration of minority communities in the developed states of the contemporary world** the author points out that the politics of minority integration in the world is a public issue, reflected in the media wherever there is a political discourse on the inclusion of minority groups who are in the country or who arrive in the country [16, p. 365]. V. Bazan - Monasterio et al point out that the global reality of immigration has prompted governments to think, decide and establish policies that allow minorities to exist on the nation's soil with all its advantages and disadvantages [29, P.129]. Currently, we are witnessing a massive immigration of refugees from conflict zones in Europe since 2012 to the United States, Australia and other countries. Y. Shavit observes that the leaders of the institutions who were smart enough took advantage of the benefits of the arrival and organisation of minority groups, of their inclusion in the life of local society. By adopting inclusive policies, they found solutions, through which they achieved economic, social changes, thus motivating newcomers to integrate, bringing additional cultural "colour" [18, P. 57]. The experience of these states teaches us that all the changes have increased the tourist attractiveness of the region and the country, which is turning into a huge economic power. The economic value of these practices has been multiplied by their policies and solutions for the integration of minorities into civil systems: economy, employment; education; society and culture. In order to argue his conclusions from the analysis of empirical material, the author evaluates the experience of: Canada, Belgium, Slovenia in implementing the principle: equal opportunities, guaranteed to all citizens of democratic states.

**Subchapter Two: Improving Policies for the Integration of Bedouin Society into the Israeli Education System**, highlights four main aspects of successfully integrating the Bedouin minority into the education system. In order to present a more positive trend in the economic, cultural and political integration of the Bedouin community into Jewish society, aspects of integration into the education system are highlighted, with emphasis on the factors: education; employment; central and local government budgets and their increased organisational and financial capacity; and a sense of personal security. These factors have been chosen because together they can



create a package to address the problem; the factors are interdependent. Increased and properly managed government budgets support the building of education and welfare systems, which in turn stimulate local public authorities to make effective use of their human capital potential. The education system is concerned with enrolling children in Bedouin society in various stages of education, from pre school to academic and non-academic higher education. The education system provides children with verbal, cognitive and social skills right at the pre school level.

A major problem for the proper functioning of the education system in all countries of the world is school drop-out. Among Bedouin students, dropping out is one of the most serious problems facing the education system. According to experts in the field, dropping out of school is a phenomenon with major consequences for the life and work of the individual and the community to which he or she belongs. In 2018, the school dropout rate among Bedouins in the 17-year-old age group in the Negev was 23.5%, compared to 10% among members of other minorities and 7.4% of the same age group in Jewish society. In order to reduce the influence of dropouts, perseverance coordinators were appointed from among senior teachers at six large six-year high schools: three in the town of Rahat and three in the town of Hura. The "Nachshon Programme" is a national dropout prevention programme financially supported by the Ministry of Education. The program implemented from the school year 2022-2023, includes three components: reducing learning gaps, addressing emotional problems and social empowerment.

Another issue that the local system needs to address in order to improve the socio-economic and cultural integration skills of minorities is the relatively low level of performance of students in Bedouin society and the gaps between them and their counterparts in the Arab minority and Jewish majority groups. In order to improve the situation in this area, it is necessary to activate the "matriculation subject" programme, which works in Jewish society but not in the Bedouin community. Under the programme students in grades 11-12 who have not taken matriculation exams in one or two subjects receive extra help to overcome the barrier.

**In sub-chapter three: Implementation of models in the education system as an integrative factor for the Bedouin community,** models with positive results, implemented at the proposal of the author of the thesis, are presented. These are: the Ort Abu-Tlul High School, which promoted joint projects with the local authority Yeruham; El-Nur High School in the city of Rahat carries out programs that integrate the individual abilities of the student and his socio-emotional needs as a minority member of Israeli society. The institution currently runs several programs that promote integration between the two societies. They are described: "Shared Life in the Negev" program; Project for the development of school skills and future careers, the work of the actors ensures educational enrichment in science, technology, engineering and mathematics (STEM); "Academy in High School" program; "Vocational Training for Youth" project; ISTEAM (Innovation Science Technology Engineering Arts Mathematics) program; "sera" project (دف يئة) is an exclusive one-year educational program for high school graduates in full boarding conditions; Vocational Training for Adults. The investigation of the complex phenomenon - the social integration of the Bedouin community into the Jewish society through training and education, allowed

us to capitalize on the positive experiences, recorded for this purpose by several educational institutions. Thus, we note that the constitutional law recognizes some important rights of the Arab-Bedouin national minority, including the rights of self-conduct and self-government, the status of the Arabic language as an official language, the existence of the Arab state education system, religious judgment in personal status, the right to integrate representatives of Arab minorities into governmental frameworks and their adequate representation. At the same time, we have highlighted untapped reserves, which we have tried to promote in other institutions and Bedouin-populated areas. From the application of the ideas presented in the thesis, as shown in sub-chapter 3.3 the institutions that adopted the recommendations were able to adjust them to the local needs and characteristics and create an operational structure and mechanism to stabilize the organizational system.

## **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

1. The analysis of the sources selected to assess the situation of minorities in contemporary societies of democratic states, the evolution of the social status of minorities and their relationship with the majority society, allowed us to observe that the phenomenon can be explained in two ways: politically and historiographically. The existence of minorities, the tension, the struggles between them and majority populations are known in all historical stages of human development. We have seen that there were periods when tensions, interethnic conflicts were not dangerous for the development of society. In the 21st century, the situation has changed, and in various regions of the world national and local stability is affected by conflicts caused by numerous, massive waves of migration, which multiply the challenges and security risks. For many decades the European Union has provided a viable model for regional Security and Stability. Regrettably, since February 2022, when the Russian Federation triggered the war in Ukraine, a state of uncertainty and insecurity has been experienced by European citizens in Europe. This has been the case for minorities and Israeli society for many years, a situation aggravated by the Hamas attack on October 7, 2023. All this increases the practical significance of the investigation, which addresses the social integration of national minorities through training and education - a sure way of maintaining and reproducing the conditions of stability of the political, social system in every contemporary country.
2. In order to strengthen a civic, cohesive society in contemporary democratic states we need a normative system: a set of rules, which regulates the use of the toolbox. Systems for the protection of national minorities have had as their ideal systems codifying human rights and fundamental freedoms, such as: the International Covenant on Civil and Political Rights; the European Convention on Human Rights and Fundamental Freedoms. These are systems of standards. Attempts to develop instruments in the field of the protection of national minorities along the same lines have run into difficulties. Assimilating the contents, meaning of the key categories of the investigation allowed us to develop the thesis plan, formulate and achieve the research objectives.

"Training and education are important milestones in the accumulation of human capital and the realisation of an individual's capabilities. The formal education system has many roles in modern society, including imparting skills, developing independent and critical thinking, forming a worldview, and preparing for the period of employment" [35, p.205]. The analysis of scholarly debates on the forms and models of integration of ethnic minorities in developed democratic states has provided us with an important theoretical and methodological basis for assessing the status of the Arab-Bedouin minority in Israel. In the article: "Integration or segregation in societies (Case study of the education system in Israel)", the author presents the benefits of such integration as requested and proposed to the State of Israel [12].

3. Social integration is seen as a dynamic, multi-stakeholder process that facilitates the participation of all ethnic groups in economic, political, social and cultural life, fosters a shared sense of civic belonging to the state of the Republic of Moldova and strengthens society. Tolerance and respect for the language, culture and confessions of all ethnic communities in the country is one of the inalienable conditions for civic peace in the Republic of Moldova and is one of the main milestones in the process of integrating national minorities. Integration means guaranteeing the rights of persons belonging to all ethnic groups, respecting and promoting cultural diversity and creating the preconditions for strengthening society.
4. A review of the academic literature on social integration through training and education, particularly in European countries, allows the author to conclude: the leadership of central and local public authorities that have developed an inclusive and egalitarian policy that values the cultural, economic and social pride of minorities, their ability to serve the national interest of the country that gave them citizenship. Educational policies adapted to the requirements of the 21st century, the use of local experts' opinions and the results of empirical research demonstrate the future contribution of minority groups to the development of the national economy support the author's thesis on the importance of educational integration. The models presented by Finland, Estonia, the Netherlands, Sweden and the United Kingdom undoubtedly demonstrate the power of social integration of minorities through training and education.
5. The application of the method - comparative analysis, allowed us to describe the particularities of the process of integration of minorities in the Israeli educational system. In the first part of the second chapter, the relationship between the educational system and the minority population is deciphered, the author concludes that the current situation of the minority population in general and the Bedouin minority in particular is the result of the application of the policy of discrimination. Demonstrating the presence of large gaps, supported by government reports on physical investments, the establishment of educational, occupational and cultural infrastructures, and the grim reality of neglect that is expressed in the numerous waves of violence in the southern region of Israel.
6. Analysing the results of the data related to the poor integration of minorities and Bedouin society, the author points out that the political lines of discrimination against minorities on cultural-religious background continue and even "grow", due to extremism and the process of mental-psychological distance of Bedouin

minorities from their neighbours, members of the majority society - Jewish society, and even from members of the Arab minority (minority residents of northern Israel). Lack of physical and human infrastructure is followed by engagement in relatively low-income activities teaching, welfare, agriculture and constant maintenance in poverty. Despite the descriptive findings on policy lines, multi-budget programs and the establishment of steering centres ("Rian" centres), as described in sub-chapter 2.3, the author does not find many effective - integrative programs that create long-term infrastructure and real impact on Bedouin community development.

7. From the conclusions of sub-chapters 2.2 and 2.3 the author deduces how valuable and useful educational integration is as a factor of population advancement for members of minorities, the majority society and the policy-making state. All the data, description, comparisons and inductive method allow conclusions from private cases to generalized determination. It is the components of the policy that do not sufficiently develop population groups, especially Israeli minority members, that can indicate similar phenomena and effects on the population as a whole. The author concludes that in the future it is the state that will work and insist on ensuring educational integration in the Bedouin community, the success of this policy will mobilize the entire minority population in Israel. In the article: "The Arab minority and the Jewish majority in the Israeli educational system" the author proposes the solution to the problem of integration policy in Israel [12].

The findings presented in the process of the literature review, which includes the analysis of theories and definitions, global trends and phenomena, strategies and management policy lines in different countries, and the comparison of data with Israel, indicate that the author's proposal and the accompanying solutions allow the research problem to be solved. An important factor in solving the problem addressed, which requires special treatment, is the status of women in Bedouin society. Based on the generalized results, we can state that the research hypothesis has been confirmed and it has been proven that the process of combined integration, which is an interdisciplinary advantage, emphasizing investment in physical and human infrastructure, will enable members of the Bedouin minority to integrate into the Israeli economy and society.

8. For the solution of the problems faced by the institutions of the Republic of Moldova, the institutions of the educational system, the results of the investigation have a major significance, because the Moldovan society by its structure is polyethnic. Being concerned with the achievement of strategic objectives of domestic and foreign policy, among which priority is the integration into the European Union, whose functionality is ensured by the respect of the principle: unity through diversity, the state institutions, particularly the Ministry of Education and Research pay greater attention to the respect of the right to education for all young people, regardless of their ethnicity, material situation, social status of parents.
9. The normative basis of educational policies that solve the problem of social integration of young people in the Republic of Moldova through training and education is provided by the Education Code, the Strategy of Interethnic Relations, etc. All citizens of the Republic of Moldova enjoy the same conditions, rights and fundamental freedoms. Problems arise in the process of assimilating the content of

normative acts, strategies and policies, which must be studied, correlated with the traditions and customs of the traditional culture of minorities. In a situation partially similar to that of the Bedouins in Israel is the Roma minority, which represents 0.34% of the population of the Republic of Moldova (data from 2014). In the culture of this minority group interest in school, schooling is less educated in the family. For this reason, school dropout among Roma is a serious problem, on which the leaders of the minority group and local public authorities must work together. The problems faced by Moldovan society on the subject of research are analysed in the paper: "Integration of ethnic groups and civic nation-building in the Republic of Moldova", signed by a group of authors, a project coordinated by Arcadie Barbarosie and Oazo Nantoi.

### **Recommendations**

The assimilation of the experience of developed democratic states and the recommendations presented in: monographs, scientific articles consulted, documents, etc. allowed the author to formulate some recommendations, the implementation of which would support the production of change/revision of educational policies in Israel, would reshape the paradigms in both the majority society, the Jewish society, and the minority community - the Arab and Bedouin.

1. In order to improve the situation of the Bedouin minority by successfully integrating them into the educational system in Israel, we recommend that local public authorities implement programmes/policies that would create conditions for meeting the important factors for the integration process: education; occupation; budgetary funding and development of their economic organizational capacity; sense of personal security.
2. We recommend to the central public authorities: Ministry of Education, Ministry of Labour, Ministry of Finance to use a new methodology in allocating resources for the development of education systems and infrastructures in Bedouin society. Coordination between the two budgeting systems is necessary. The system is obliged to coordinate the budget per calendar year (January - December) or Israeli study year (September - June). Significant expansion of the student transportation system. It is not acceptable that students and adults cannot get to educational institutions (school/vocational training) because of the large deficit in the transport system.
3. It is recommended to develop early childhood curricula that emphasise language, cognitive and social skills. Implementing the regular attendance explanation and implementation programme in schools, in cooperation with local leadership and activating local guides to explain the importance of children's attendance in the primary system. Adopt a strategic programme, funded by the government and local authorities, to prevent school drop-out.
4. We suggest identifying a way to improve the workforce in local authorities, which together with the organisational process, which will improve the quality of the workforce, will promote the organisational structure of the authority. It is recommended that the Ministry of Internal Affairs should encourage and promote the appointment of professional and experienced chief executives in the authorities.

5. In the Republic of Moldova, it is necessary to promote non-discriminatory ethical policies aimed at the gradual and comprehensive integration of minorities, which will contribute to increasing the political representation of minorities. It is recommended that the Ministry of Education and Research develop action plans based on good practices in Finland, the Netherlands, Estonia, Sweden, the United Kingdom, the USA and Australia. All the more so as, following the war in Ukraine, the Republic of Moldova received a large number of refugees, tens of thousands of whom enrolled in educational institutions.

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## ANNOTATION

ALVAKILI Noha, „*The Educational system as an integration factor of national minorities in Israel society. Educational policies*”, PhD thesis in political science, Chisinau, 2024

**The structure of the thesis:** The thesis consists of an introduction, three chapters with conclusions and recommendations. The three chapters include 6 tables, and 15 figures. In addition, it has a list of 270 bibliographical sources, and 4 annexes. Thesis was presented in 18 academic articles, which had circulated in Europe, Israel, and altogether, the length of the current thesis is 148 pages.

**Keywords:** Minorities; Bedouin Society, Israeli Society; Educational system, National Policy, Local Authorities.

**Research area:** political science.

**The aim of the research** is to define the interconnection between educational policies, focused on the integration of ethnic minorities, and national policies aimed at sustainable development and ensuring the resilience of the democratic state of Israel, to define the factors influencing the integration of the Bedouin minority in the educational system as a factor of affirmation in Israeli society.

**The scientific challenge of the current research attempts** to create an enveloping process coordinating governmental factors and policy outlining addressing the educational integration of minorities in Israel to contribute to an interdisciplinary government programme, with an emphasis on educational and vocational training systems to promote Bedouin society's integration into Israeli society. is to analyse 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; 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 educational integration effects of the minority society representatives in Israel, with an emphasis on the Bedouin society; analysis of successful models of minorities' educational integration, 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** of developing government models, standardised in local administrations that will lead to applicable decisions, and an outline for a comprehensive organized policy. These models will find 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 socioeconomic integration into Israeli society.

**The theoretical significance of this research** is suggesting innovative and up-to-date policy, based on a strategic multidimensional analysis, addressing minorities' integration 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 right ways to integrate them socially, economically in employment and culturally into local society, Israeli society.

**The scientific problem was resolved** by analysing 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, and increase their integration into Israeli society, socioeconomically and culturally.

**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.

**The applied value of the work.** The results of the research are confirmed in the detailed proposal presented in the last part of the thesis, suggesting a comprehensive integration process based on physical and human investment in training and educating representatives of the Bedouin minority. Some results have already been implemented in two local authorities and two educational institutions in Israel. For the Republic of Moldova, for the Moldovan society, the thesis is topical by complementing the sources dedicated to social cohesion, social integration of minorities through training and education, by assimilating and implementing models of social integration of minorities, verified in developed countries of the contemporary world: USA, Canada, Finland, Estonia, Netherlands, Sweden and UK.

## ADNOTARE

**Noha ALVAKILI, „Sistemul educațional - factor de integrare a minorităților naționale în societatea israeliană. Politici educaționale”, teza de doctor în științe politice, Chișinău, 2024.**

**Structura tezei:** introducere, trei capitole, concluzii și recomandări, bibliografia și 4 anexe. Cele trei capitole includ 6 tabele și 15 figuri. bibliografia din 270 de titluri, 148 pagini text de bază. Rezultatele obținute sunt expuse în 18 articole științifice publicate în reviste recenzate din Republica Moldova, Israel, în volumele conferințelor științifice internaționale.

**Cuvinte cheie:** minorități, integrare socială, modele de integrare, comunitate beduină, societatea israeliană, sistem educațional, politici publice, politici educaționale, autorități publice locale.

**Domeniile de cercetare** – științe politice.

**Scopul cercetării:** definirea interconexiunii politicilor educaționale, axate pe integrarea minorităților etnice, și a politicii naționale orientate către dezvoltarea durabilă și asigurarea rezilienței statului democratic Israel, definirea factorilor ce influențează integrarea minorității beduine în sistemul educațional ca factor de afirmare în societatea israeliană.

**Obiectivele investigației:** Abordarea sistemică a fenomenului integrare socială; Revizuirea conceptului de integrare socială a minorităților etnice prin instruire și educație; Analiza politicilor educaționale din statele contemporane dezvoltate, punerea în valoare a modelelor de integrare socială a minorităților etnice; Analiza istoriografică a sistemului educațional din Israel în contextul politicilor de integrare a minorităților etnice; Studiarea programelor de politici și a produselor lor privind dezvoltarea spațiului și a mediului educațional în rândul minorităților din Israel; Analiza interdisciplinară a efectelor politicii economice, urbane, ocupaționale și culturale asupra integrării educaționale a minorităților din Israel, cu accent pe societatea beduină; Elaborarea mecanismului de implementare a politicilor publice, politicilor educaționale orientate către integrarea socială a minorității beduine prin instruire și educație.

**Problema științifică importantă soluționată.** Integrarea socială a reprezentanților minorităților etnice, culturale în societatea democratică polietică este un proces complex, cu un impact major asupra rezilienței statului și tuturor grupurilor sociale, asupra vieții și activității fiecărui cetățean. Un factor important în soluționarea problemei abordate îl reprezintă sistemul educațional, politicile educaționale, selectarea corectă a modelelor de integrare socială, respectarea principiilor: unitate prin diversitate și egalitatea de șanse.

**Semnificația teoretică a tezei.** Relevanța investigației constă în intenția autorului de a prezenta principalele lacune și eșecuri din implementarea politicilor publice, politicilor educaționale care vizează respectarea drepturilor și libertăților fundamentale ale minorităților etnice din Israel. O atenție sporită este acordată capacității sistemului educațional din Israel de a promova necesitatea integrării socioeconomice a reprezentanților minorităților: arabă și beduină în societatea evreiască.

**Valoarea aplicativă a lucrării.** Rezultatele cercetării sunt confirmate în propunerea detaliată prezentată în ultima parte a tezei, sugerând un proces cuprinzător de integrare, bazat pe investiții fizice și umane în instruirea și educarea reprezentanților minorității beduine. Unele rezultate au fost deja implementate în două autorități locale și două instituții de învățământ din Israel. Pentru Republica Moldova, pentru societatea moldovenească, teza este actuală prin completarea surselor dedicate coeziunii sociale, integrării sociale a minorităților prin instruire și educație, prin asimilarea și implementarea modelelor de integrare socială a minorităților, verificate în statele dezvoltate ale lumii contemporane: SUA, Canada, Finlanda, Estonia, Țările de Jos, Suedia și Marea Britanie.

## АННОТАЦИЯ

**Ноха АЛВАКИЛИ, «Система образования как фактор интеграции национальных меньшинств в израильское общество. Политика образования», диссертация на соискание ученой степени кандидата политических наук, Кишинэу, 2024 г.**

**Структура диссертации:** Работа состоит из введения, трех глав, выводов и рекомендаций. Три главы включают 6 таблиц и 15 рисунков. Объем работы - 148 стр., список литературы - 270 источников. Основные тезисы диссертации изложены в 18 статьях, опубликованных в научных журналах Молдовы, Израиля, в сборниках научных статей международных конференций.

**Ключевые слова:** меньшинство, социальная интеграция, модели интеграции, общество бедуинов, израильское общество, система образования, политика образования, местное самоуправление.

**Область исследования:** политические науки.

**Цель научного исследования:** определение взаимодействий политики образования, нацеленной на социальную интеграцию национальных меньшинств и национальной политики развития устойчивого демократического государства в Израиле; определение факторов, влияющих на интеграцию бедуинов в образовательной системе Израиля как фактора интеграции в израильское общество.

**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 меньшинствам; 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 образовательной 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.

**Решена важная научная проблема.** Социальная интеграция национальных меньшинств в современном демократическом полиэтническом обществе - это сложный комплексный процесс, с большим влиянием на благосостояние государства и всех его социальных групп, на жизнь и деятельность каждого гражданина. Основным фактором решения данной проблемы является образовательная система, образовательная политика, выбранные модели социальной интеграции, соблюдение принципов свободы и единства в многообразии.

**Научная новизна диссертации** проявляется в выделении проблем образования и включения в образовательную систему 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, направленном на интеграцию меньшинств в израильское общество. Результаты исследования изложены в третьей главе диссертации, в которой автор описывает модели их внедрения в двух учебных заведениях Израиля.

Для Республики Молдова, для молдавского общества диссертация важна как источник для политических проектов улучшения образования, политики интеграции национальных меньшинств, используя практику и модели интеграции, проверенные развитыми странами: США, Канада, Финляндия, Эстония, Нидерланды, Швеция, Англия.

**ALVAKILI NOHA**

**SUMMARY OF THE DOCTORAL THESIS IN POLITICAL SCIENCES**

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

**Specialization: 561.01 – Theory, methodology of political science;  
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