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**COMPETITIVENESS OF EDUCATION SERVICES IN THE
INTERNATIONAL MARKETS: ISRAELI EXPERIENCE
IN VARIOUS SECTORS**

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CONCEPTUAL MARKINGS OF THE RESEARCH

The economy in the 21st century is undergoing upheavals and changes, and similar to processes and trends in previous periods, it is also affected by worldwide economic-social and educational phenomena. The effects of global processes and the accelerated development of technology, promote innovative paradigms regarding the necessity of human capital, and strengthening its controlling position among decision-makers who in past years mainly supported the mechanical factors of production - industry. Policy leaders find a tightening connection between the pace of technological development, as an alternative to human capital, vis-a-vis the basis of vitality, purpose, and level of employees' productivity as a factor promoting economy and quality of life.

Hence, its importance does not decrease, despite the accelerated development of technology, but on the contrary, its position is strengthened. Economic-social researchers testify that the interdisciplinary vitality of human capital, and especially the diverse skills it will acquire through education systems and systems will further strengthen its quality, whether powered by technology (artificial intelligence), or whether produced on its own. These multi-year processes have led the economies of the world to an accelerated pursuit of productive human capital, which responds quickly, has competitive capabilities, and provides a competitive advantage over the others.

Policy leaders in developed countries understand that today, a state must be based on high-quality, innovative education systems, leading trends in development and internationalization. The emphasis for this should be given specifically to higher education, and be a political tool realizing the needs of the economy based on its characteristics. This political tool is responsible for the training aspect in response to employment needs, and is a partner in the commercial-economic aspect, as a factor directing the import and export of professional human capital through which international economic relations can be developed. In order to promote the human capital in the country, decision makers must build an education system, based on a quality educational service that sets as its goal the factor of competitiveness that will contribute to the import of students. Furthermore, competitiveness will strengthen the attraction of higher education in the country, and as a result, students, researchers and academic teams will come, which will promote the development of economic and international relations between countries. The researcher, an educator and a member of the Ministry of Education in Israel, wishes to conduct this study in order to examine and analyze the factor of competitiveness in Israel's education systems, while examining international aspects of the system's services.

The topicality and importance of research lies in the analysis of competitive abilities of education systems in Israel, with an emphasis on teacher education centers, and examination of the global trends experienced by higher education systems around the world. Therefore, the current research will focus on analyzing the characteristics of international theories for developing competitiveness in education systems that have existed for decades, and it will be possible to find the common denominator that is expressed in the elements of organizational excellence that are required for the benefit of increasing the competitiveness of educational institutions. The trend indicates that in the world and modern economy, the intellectual development of human capital capable of mastering new knowledge contributes to strengthening a state's position in the international arena.

Alongside the analysis of current theories and key concepts, there will be a comparative sample of what is done in other countries, an analysis of legislation and models that implement a level of competitiveness and multi-disciplinary and organizational excellence. Further, the researcher will continue to build a model for the development of excellence that enables the existence of a multidimensional system for the development of human capital. The researcher serves as the project and marketing manager of a Sha'anani Teaching College in Israel, and therefore the topic of this research is close to her in all possible and applicable ways.

The research importance of the research is in that its results will be used by the various decision makers in the higher education system, and teaching colleges in Israel, and may also be suitable for education systems in other countries. The research result will serve the researcher in her work at the teacher education college and the Ministry of Education as the leader of a national program for teacher education towards the 21st century. The research findings can have a positive impact on considerations in opening education in Israel to trends of internationalization, development of foreign relations and economic and commercial cooperation of human capital. All of these can create a movement of reforms required in order to raise the level of competitiveness of higher education in Israel vis-à-vis the countries of the world.

The research aim is to propose to the higher education systems in Israel, with an emphasis on teacher and lecturer education centers, an applied strategic plan for leveraging the institutions' competitive capabilities. All this in order to enable the development of human capital, thereby increasing the possibility of exporting human capital from Israel, promoting international economic-political relations, upgrading the internationality of education systems, and contributing to the development of the local economy.

The research aim will be achieved when the researcher reaches the following goals:
(1) Exploring scientific approaches and theories, integration processes and models in higher

education and education systems in the world; (2) Review and analysis of the characteristics of internationality, competitiveness and organizational excellence in education systems in the context of economic-international relations; (3) Analysis and understanding of the economic-social-cultural effects of sectoral competitiveness in the local and international dimension; (4) Analyzing and drawing conclusions about the level of competitions from the point of view of the teaching students in Israel; (5) Review and economic analysis of strategies and solutions to improve competitiveness in the world; (6) Analysis and synthesis of the strategies and solutions to improve competitiveness in the higher education systems and teaching colleges in Israel; (7) Creating a strategic approach to the development of human capital trading capabilities in Israel, with the influence and aspect of sectoral internationalization in education systems; (8) Developing a methodology of organizational excellence to evaluate the effectiveness of the international model in education systems, with an emphasis on teacher service centers, and the process of integrating the Israeli systems into the global educational space.

The research hypothesis. The researcher hypothesizes that the conceptual model, combining characteristics of system-wide internationalization of education systems in Israel, with an emphasis on teacher and lecturer education systems, will lead to the flourishing and development of higher education in Israel, and strengthening its professional and international position in the global educational arena. All of these will coherently position the education systems industry, on the one hand, as a source of attraction for quality human capital, with the development of a multicultural and international educational space.

The originality of the research and scientific innovation lies in the proposal for a strategic-perceptual change in educational and political leadership regarding the role and uniqueness of the education systems in Israel, with an emphasis on higher education as a significant and central factor in promoting human capital trade capabilities in Israel. The proposed theoretical model, which is based on the EFQM (European Foundation of Quality Management) model, with all its components and characteristics, will provide the Council for Higher Education in Israel with education systems of international standards. Such a process will promote the education systems to the trend of internationalization, and development of economic relations with countries and neighbors with full organizational transparency, and political-economic-cultural conduct that does not exist today.

Applied value of the research. The research process and opinion articles on the subject were published in international conferences, economic newspapers in Moldova and around the world. In addition, two review articles about projects from the field of research were published in periodicals of the Sha'anani College in Israel. The research results are applied in educational

institutions of the northern district in the Israeli Ministry of Education. Additional products are presented during this period at work meetings of teaching colleges and academia.

The scientific results of the research were published in 24 scientific articles in economic journals. Ideas and research results were presented at 18 international conferences.

THESIS CONTENT

The first chapter, THEORIES AND MODELS FOR DEVELOPING HIGHER EDUCATION INTERNATIONALISM AND COMPETITIVENESS IN MODERN ERA, comprises five sub-chapters, referring to the annotation, analysis, and literary presentation of theories, economical- social, and educational terms, models, and previous research in similar research themes. Within the sub-chapters, the researcher reviews various theories dealing with developing the dimension of internationality and competitiveness of higher education in the present era, under the influence of global processes that encourage, on one hand, a trend of international relations of countries and peoples, and on the other hand, deepen the competitiveness. The chapter goes in a coherent process beginning with an analysis and a fruitful academic discourse on the historiography and theoretical aspects of developing educational services and institutions, concerning human capital trade as a key factor for international relation development, and local economic development [9, 11].

The terms are analyzed, reviewed, and presented by thinkers and global researchers, and allow learning about the national location of educational services, as presenting educational policy [8, 11, 16], the development of competitiveness trend in the era of globalization and internationality in all economy fields [21, 22, 26], development of innovative trends in the teaching world, from fundamental paradigm changes in pedagogy to future perspective on the role of educational institution and teaching staff member (table 1.1 in the thesis). The researcher continues and analyzes the leadership aspects of leading the education services [8, 9, 31] and clarifies the need for an innovative observation about the factor of educational institutions' competitiveness, and the internationality factor necessity in education services, especially in higher education, and human capital training institutes – the teaching staff [27, 29, 26, 21].

It is an integral part of an innovative paradigm that observes educational services with an interdisciplinary approach that connects educational services, human capital development, and international economic relations between countries. The literature review includes an examination of terms, approaches, and theories from diverse perspectives, and a fruitful and open academic discourse. In addition, competitiveness between institutions is carefully observed since it affects economic criteria such as the increase in GDP, the academic status of institutions, and the impact on the internationality of the institution and the country [13,16]. Within a renewed clarification

and nomenclature of terms and theories relating to competitiveness, internationality, and the ability to establish economic-international relations, basic marketing terms are also examined, by the marketing of educational services and academic higher education institutions. This part includes an explanation of marketing theories as the *4p's* that were developed over the years to the *8p's*, and even to the *12p's* as a result of the importance of intra-organizational human capital development, and a renewed approach to the customer location.

In the second sub-chapter, the inevitable connections between the international factor in the local economy field, and its effect on the educational services system, are analyzed. Here the researcher seeks to present theories and especially contemporary trends that discuss the principles of competitiveness between educational institutions, the reasons and motives, and especially how an educational institution can "prevail" over another institution, even educational institutions in other countries. The statements of worldwide opinion leaders in educational marketing such as Trash, researchers Kireeva et al and others are reviewed here. The experience of researchers and educational marketing experts in Europe offers ten main factors allowing a component of competitiveness and internationality in institutions (as presented in Appendix 1 in the thesis).

Emerson, Ferreira & Gerson [8] also define the competitiveness that will establish international relations in an economic-national prism that will eventually support the institutions' financial ability and increase the organizational and image benefit of both the institution and the state. In the next stage of the theoretical analysis, the researcher focuses on the interaction of the impact of education services' competitiveness and internationalization on the economy and society. In this part of the literary analysis, the local and national gross product (GDP; GNI) criticality is emphasized. Economic terms detail the human capital ability for economic products and advanced services that develop the citizen's life quality, and especially the country's stability. Local product, and national product (the ability to export services, products, and human capital) will expand the country's economic relations and enable a circular development of educational institutions, especially higher education.

The researcher presents empirical research (2017) from Great Britain, which shows economic growth as a result of opening higher education to competitiveness and internationality. Similar processes from the USA are also presented [29]. It has the largest number of international students and thanks to this develop advanced technologies and a research system that is among the most advanced in the world. These countries make sure to preserve an advanced educational policy and create interrelationships between the economic needs and its realization in developing human capital to integrate into the occupational workforce. Table 1.2 (in the thesis) presents the products of investing in education and its influence on the gross product produced by this human capital.

The findings from the years 2015-2021 are comparatively presented here and so are its inductive and deductive analyses. The presented countries are Australia, Israel, Italy, Romania, Ukraine, and the Republic of Moldova. A direct correlation was found between education expenditure and local product growth. The conclusion from the research, the theoretical aspects like the theories and models, including the comparisons between the countries, is that developing human capital skills is the key to economic prosperity in the current era, and the possibility for international economic relations, both on the academic-pedagogical-research level and cooperation-based economic relations between countries. For this purpose, the researcher presents examples of the attempts existing in the State of Israel in her article "Critical factors for successful higher education systems" [30]. Table 1.4 (in the thesis), which was edited by the researcher [34], presents a holistic approach to mapping the "excellence keys" that may lead the human capital to succeed. the third part of the chapter presents **the impact of internationality on education services** and the steps that promote the economy and education and its implementation in some countries. for this purpose, the researcher details and analyses known and reliable global models for leading educational organizations to excellence.

The opinions of researchers and opinion leaders on organizational issues [8, 10, 1] are also presented and analyzed here. The importance of models that promote organizational excellence which can be used as a competitive advantage over other organizations, and a key factor for competitive differentiation compared to other institutions, both in and outside the country are presented and reviewed in this sub-chapter. The excellence factor, as presented by the researcher in her article "Implementation of EFQM© model in the Israeli education system" [33] substantially strengthens the organization's ability to attract audiences, and on the other hand to develop human capital that will be prioritized in integration in organizations outside the country, which can promote international economic relations. The main model presented in the thesis is the European model - EFQM which is acknowledged and accepted by the European Union. The model (Figure 1.2) and the methodological process to be followed in order to improve the organizational system, the educational institution in this case, are presented and detailed. This model seeks to focus on various organizational aspects including leadership ability, organizational strategy, human capital (including customers), resources, and the by-product - the service or the product produced in the organization, which in this thesis is the educational service [27, 13].

To present an application of the model, the researcher presents in the next part of the chapter (sub-chapter 1.4) the Legislation and Regulation for Creating Competitiveness and Marketing of Education Institutes in Israel, in which all the regulatory characteristics of the Israeli education system are first presented, and then the researcher reviews the organizational-

constitutional system that is responsible for human capital development, which are the colleges for training teachers and lecturers. The system structure in Israel is problematic and includes an incomprehensible relationship between the Council for Higher Education (CHE) and the Ministry of Education (MOE) status. Confronting these two statutory bodies there is also the planning and budgeting committee of the Ministry of Education, which directs the investment in education and institutions. This administrative complexity creates enormous organizational pressure on the human capital training institutions, and therefore the institution development and the opening of the administrative paradigm towards internationality or competitiveness is slow, irrelevant to the 21st century, and compared to developed countries, is considered weak and unprofessional [Israeli sources [5]

The illustration and presentation of the problem show that teaching colleges suffer from a lack of a real management strategy for human capital training in Israel, a result that harms the training quality, the quality of those involved in teaching processes, and hence it is fast and one-way to mediocrity [24, 22]. Table 1.6 presents a decrease in the number of students throughout the years 2017-2021 in most of the teaching staff training colleges. The explanations given by researchers and decision-makers [1, 8] do not provide an adequate solution to this issue. The first chapter ends with the conclusions summarizing the review subjects in seven conclusions in which the researcher interprets the presented contents.

The second chapter titled THE METHODOLOGY AND RESEARCH PROCESS IN THE THESIS includes four subsections that present in detail, the research tools employed in the thesis including justifications. The methodological process is presented starting from formulating the research topic, through the process of collecting the material and presenting it according to the thesis, the academic and administrative requirements of the National Agency of Moldova - ANACEC, and the requirements of the State University - USM. The chapter begins with an analysis of the research title, its components and methodological relevance to exploring the subject. Among other things, the cultures that influenced the structures of education in Israel, its institutions and the managerial approaches to human capital management discipline in Israel are examined from a historiographical perspective. Following, the chapter describes and analyzes the expansion of the system together with the acceleration of the trend of adopting market and competition rules (local and global), which caused changes in the policies of budgeting the institutions; How the desire to make efficient and reduce public spending on higher education grew, a process that forced the institutions to look for additional sources of income. Academic activity, including basic research, was shifted towards adopting a utilitarian approach. As part of the research and intending to examine the factors of internationality and the possibilities of

economic cooperation with other countries, the researcher wishes to illustrate that in this study, a structured and professional process will be carried out that will try to reach academic-economic-marketing insights that will contribute to the world of academic science in this context.

The research process and method in the current research. The first part of the research is a wide and profound **literature review** in the subject of education services of higher education in Israel, in its economic – managerial – marketing aspect. Due to her current position, the researcher focuses the research on teacher training academic institutes. The researcher was required to flip through a large amount of research and professional articles in order to reach the required definitions and descriptions for the trends, events and data. The researcher has constantly integrated her opinion in each stage and even linked it to an article she wrote on the discussed subject. The researcher carefully observed the gaps and voids of the existing research literature and looked for practical ways to describe the controversies in the field and the issues research has not yet deeply examined [32, 34]. The literature review mainly deals with objective information; therefore, the researcher tried to keep aside researchers' personal opinions, bios or researches in the field and refrained of bringing agendas of scholars who have presented it unilaterally. The first chapter starts with a comprehensive review of classic teaching methods and the great change it went through, higher education in the world and in Israel, and review of the business-marketing-economic components and factors in higher education. The third part of the research analyzes the trends, changes, models and work methods used in the world in higher education and teacher training in several countries and in Israel. The chapter brings comparative analyzes of teacher training, salary and working conditions, contribution to local and national economy (GDP, GNI), country investment in higher education budget, and data pointing on existence of higher education management successful models in those countries. moreover, there is a discussion and data analysis of the status in Israel including similar issues arise in other countries. Then it presents the problematic finding comparison and large gaps in the state investment, and in prioritizing the field as part of an overall budgetary policy. In addition, the issue of teacher training process in Israel is deeply examined, including its motives, personal considerations and examination of teaching's national status.

The chapter uses a survey questionnaire that presents the level of satisfaction of 150 teaching students from three teaching colleges. The questionnaire items addressed various aspects of the education service they receive, and the organizational excellence component, internationality and competitiveness between colleges, advanced teaching methods, future occupation and their openness to internationalization. The researcher is building a strategic plan for changing the competitiveness of higher education in Israel. The research methods and statistical

models used by the researcher include graph analysis, comparative data analysis on a timeline (up to 10 years), and analysis of countries with similar demographic-cultural-economic characteristics. Statistical tools such as ANOVA and T-test are also used. All sources of information are reliable and under international control - UNESCO, the World Bank, the OECD, the National Bureaus of Statistics.

The fourth part begins with international models existing in other countries where there is a governmental mechanism that rationally and with organizational excellence manages the higher education in general and the teacher training issue in particular. The researcher asks in this chapter to offer, out of her experience, a model of organizational excellence which was applied in higher education management, emphasizing and focusing on teacher training institutes in Israel. The last part of the research deals with the conclusions and recommendations chapter, in which all the parts synchronously expressed as conclusions that cross theoretical information from the review chapter with up-to-date data from the second part analysis. All the conclusions are integrated into the recommendation part that expresses the applied recommendations to the ministry of education, the council of higher education, the teacher training institutes and the particular academic that is interested in successful integration of organizational excellence program.

The third chapter entitled ANALYSIS OF INTERNATIONALISM AND COMPETITIVENESS COMPONENTS ON EDUCATION SERVICES IN ISRAEL deals with an in-depth analysis of the education services in Israel and the policy lines and the national strategy for managing the entire education discipline. For the sake of comparison later in the chapter, the researcher briefly reviews successful models of educational policy management that link the Education system's essence and role of with economic products, and the existence of international aspects, competitiveness and openness to approaches and accepting ideas from other countries [19]. Here are examples from Germany (Figure 3.1 in the thesis), the United Kingdom (Figure 3.2 in the thesis), and the USA (Figure 3.3 in the thesis). Table 3.1 (in the thesis) summarizes the cost mapping and human capital training processes, with an emphasis on the training keys of the country's populations in order to comply with appropriate standardization for the needs of the local economy, and relevance in the establishment of international economic relations with other countries [21]. Next, the salaries of teaching staff members are comparatively analyzed in order to identify differences between countries in terms of their ability to attract quality human capital capable of leading and training new human capital generations for the challenges of the 21st century. Starting with subsection 3.2, the researcher focuses on what is happening in Israel. As part of the subsection, various criteria of financial costs are compared, an examination of the

advantages and disadvantages of routes, with the desire to find the reason for the lack of competitiveness between the academic institutions.

Table 3.3 (in the thesis) shows one of the main reasons, which is the government's budgeting policy for the high-impact institutions, which essentially makes such a budgeting method unnecessary for competitiveness and a real need for organizational excellence. The reason for this lies in the fact that the state finances over 50% on average of the institutions' costs, and therefore, there is no need to worry too much about their organizational excellence.

An Israeli educational policy researcher named Yizhar Optalka [22,23], claims that the institutions make no effort at all to attract students to them, and certainly are not open to competition with institutions around the world because they are protected and financially supported by the state. Even worse is the situation of the teaching colleges, in one of which the researcher is employed (Sha'anani College in Haifa). As a result of the lack of openness and in fact the "degeneracy" of the college organizations, they are not attractive, and many candidates transfer to studies within the national colleges and/or universities (graph 3.4 in the thesis).

This decline process leads to the fact that higher education in Israel finds itself irrelevant to many audiences from within the country (and certainly to international students) and therefore, about 14,000 Israeli students on average find themselves studying outside the borders of Israel (graph 3.5 in the thesis). The reasons for leaving, according to Ronen [24] include a combination of factors shown in Table 3.4 (in the thesis). These factors will include social - economic-occupational- personal reasons. The details of the reasons for this are detailed and raise questions both at the national level and at the private level, why it is worth studying within the borders of the country. The matter is clear, according to Nachmias [19], that there is no chance of expanding international economic relations, in the process of brain drain as a result of the irrelevance of higher education.

A number of higher education institutions, which are managed with local initiative, manage to deal with the ever-increasing competitiveness in the academic world, and therefore have adopted signs of business organizations, and present existing marketing plans (Table 3.5 in the thesis). These institutions follow marketing programs (Table 3.6) in order to attract local as well as international students. They also make sure to manage academic relationships, based on research, and economic activities in many fields [5, 18].

Teaching colleges, whose beliefs about the training of human capital in Israel are not maintained administratively and organizationally, and therefore, their status is declining year by year, a step leading to the reduction and closure of colleges (Figure 3.7 in the thesis). In the second part of chapter 3, the researcher analyzes the reasons for the lack of internationality and

competitiveness, and presents possible models that can form a professional basis for resolving the issue, and determining an innovative strategy. Using the fish model (Figure 3.8 in thesis) shows what is happening in the northern district of the Ministry of Education where programs of organizational excellence are implemented that bring an innovative, holistic approach that connects addressing the need to train quality human capital, with a broken organizational culture that needs immediate change. The example presented shows Oranim College in a work plan to improve its educational service system from 2016. The work plan shows growth in every possible parameter of the educational service, and thousands of graduates exit to employment.

Another example is the implementation of the European Foundation for Quality Management model (EFQM). As part of the implementation of the model, there has been an overall perceptual change regarding the way and essence of human capital training in Israel, starting from young ages (the education systems of young students) to institutions of higher education (colleges and universities). During the process, issues related to the opening educational services to the influence and entry of international parties, exposure to international content, and the national need for the establishment of ties on which educational programs will be based (such as with Finland, Greece, Italy, Germany) and then based on economic cooperation (U.S., Canada, China and India) came up for discussion. An additional program is the REGEV program (Figure 3.9 in the thesis) which advocating accelerated training of outstanding education leaders who request that they be integrated into key positions (teaching and research) in order to promote populations and human capital [18]. The next part of the chapter addresses the research side which should support the conclusions and recommendations of the thesis. This study was based on a quantitative survey questionnaire distributed to 150 students from 3 different colleges, with the sample population being randomly selected, provided that they were students in teaching colleges. The survey questionnaire consisted of 43 questions, some of which are demographic and most touch on pedagogical and organizational aspects, and mainly examine students' perspectives and the possible existence of competitiveness and internationality within the colleges' activities. This sample audience was chosen because of the direct connection that the candidates (student teachers) have with the human capital training process in Israel - students in higher education. The two main conclusions that emerge from the research findings are:

1. There is a significant gap in the economic understanding of the Israeli student teaching in terms of international, competitive, academic mobility and globalization. The average student is not at all aware of the competitiveness of academic institutions, and will choose a place of study based on convenience considerations only (geographical location).

2. The factor of internationalism and competitiveness is not at all in the student's curriculum, but on the other hand there is a desire to study content of international, marketing, and inter-organizational competitiveness. Teaching colleges are not in academic contact with other countries, and there is no such project as the exchange of delegations, semester studies through ERASMUS, or the exchange of faculty.

The findings of Chapter 3 were summarized in a conclusion's subsection (subchapter 3.4).

In the fourth chapter entitled IMPROVING COMPETITIVENESS INTERNATIONALISM AND MARKETING OF EDUCATIONAL SERVICES IN ISRAEL, the researcher examines ways to improve competitiveness and the elements of internationality as a key factor for the development of human capital. In this chapter, the researcher concentrated on a strategic, interdisciplinary proposal that can bring the State of Israel to the standardization of education services similar to successful models in other countries. The chapter begins with a subsection presenting successful models, and ways of dealing with the processes that characterize a changing society (sub-chapter 4.1 in the thesis). In this section, models existing in Singapore are presented, where a significant transformation took place in the way the state/republic raised the essence of education, and brought the state to the forefront of global action on every pedagogical and training scale. As part of the change, the state increased the national expenditure on education (Figure 4.1 in the thesis) drastically [18]. This expenditure explains in many ways the increase in the country's gross product. This increase has brought the higher education in Singapore to a state of a very low level of brain drain, and on the other hand an increase in the demand for studies on the part of international students. Furthermore, more and more countries want to collaborate with Singapore in the fields of technology and medicine [21]. A second country whose model was reviewed is Finland, known for its advanced and innovative education system, vis-a-vis a stable economy with a high domestic and gross product, and especially a high level of productivity of the human capital working there [26].

The Finnish government implementing an excellence strategic in all services education. They do understand that the country must start the culture organizational excellence from elementary school until the higher education process. This is the reason that Finland has one of the most successful education systems. The author of the thesis notice that Finland has not a large percent of higher education graduated. So, how it become together? According to the Ministry of education in Finland, the result of unemployment percent is the best answer for all figures and researchers. The government in Finland start years ago with Economic - Fiscal Policy stabilizes the economy and society (labor relations) in the country. Satisfaction and economic prosperity data, indicate that the state is targeting the education process, according to the employment

requirements (present and future) of the economic-employment economy. For those strategic implementation policies, the ministry focusses on those criteria :

1. **Employability.** The higher education institutions in Finland have been encouraged the all-higher academic institutes to cooperate with the labour market and the enterprises. One of that objective cooperation is to ensure that studies and degrees are relevant to the labour market. Many of the degree programs in the further will include compulsory practice in enterprises in their study programs. In addition, the higher education institutions have recruitment services from the relevant factuality's. There are joint recruitment services for both universities and polytechnics. Both of these academic systems have portals where users can find information on degrees and qualifications, career planning and writing applications .
2. **Competitiveness for organizational excellence in the general education system -** Kindergarten to university. According to Sahlberg [26.] *"The education policy in the country is combined with other social policies, naturally also the general political policy. In order to establish the connections between processes for the international development of the project and the graduates, it is advisable to use quality management of the system"*. The statements which wrote by Sahlberg [26] made a represent of the strategic policy for education process in Finland. this long way collects the entire educational system to one track. It is starts with the youngest child from preschool, and is in professional accompanied all the way through to the end of higher education (academically or professional). Education researcher from Finland made, in his book [14] created a model for the Ministry of Education in Finland (Annex 5 in the thesis) which was adopted by the Finnish government and currently operates under this model.
3. **Internationality.** The Finnish government focus on international capacity. From the data information in the national ministry of education in Finland, the academic mobility of foreign students, and the target to improve the international compatibility of vocational education are the main targets in the strategic annual plan for improving the education system. The new reform should lift higher vocational education to a higher level of results, comprising a non-university sector on a par with the university sector. It means that the Finnish government found the correlation and the combination between the educational process international capacity, to employment status of the local market. However, the difference between academic and vocational education was emphasized in every step of the strategic plan. Finland is not the first country which understood the competitive advantage of the internationalism.

Figure 1 will illustrate the results of a wise, economic and unique policy of internationalization in the array of international students coming to study in Finland (between the years 2013-2020).

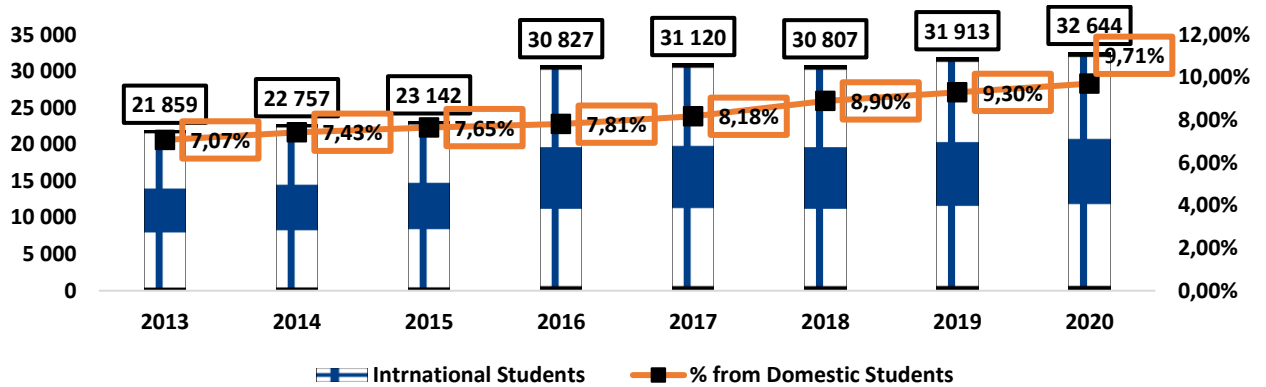


Figure 1. The Increase of international students in Finland & percent of domestic students 2013-2020

Source: made by the author from source [3, 20]

It should be noted that according to reliable economic sources including the Central Bureau of Statistics of Finland [3], and government sources [21] open to the international element, the opening of competition between academic institutions also resulted in economic growth in employment and production sectors that did not thrive before the new strategic policy guidelines [26]. In the case of Canada, the process of economic-educational leverage that includes international management and openness to competitiveness produced impressive and stable international achievements and status.

The state of Canada has been a strong performer in higher education services, and skills development for many years, even more than US. On key measures the country is near the top of international rankings education services and satisfaction from the educational system. They also have highly skilled Canadians contribute to economic prosperity, social innovation, and political and community well-being. The author looks at the data information from the ministry of education and notice that over 51% of Canadians hold a university or college credential versus an OECD average of 32%. Another 12% hold professional certificates. Canadian adults perform at or above the OECD average in literacy and problem-solving skills, and 15year old, future university and college graduates and skilled tradespeople rank near the top in PISA scores in reading, math and science. *Which implementation strategy develops the education services in Canada?*

According to the Minister of International Trade Diversification, the successes launch the new International Education Strategy (IES), Building on Success, in conjunction with colleagues at Employment and Social Development authorities in Canada and Immigration, Refugees and Citizenship Canada. it means that the Canadian government connect the successful of the education services with the economic environment in Canada. Figure 2 illustrates the economic-

educational benefits that contribute to the development of local human capital, and to the promotion of international interests through the opening of academic institutions to affordable quality education for international students. The result of these steps led the Canadian economy to increasing the gross product.

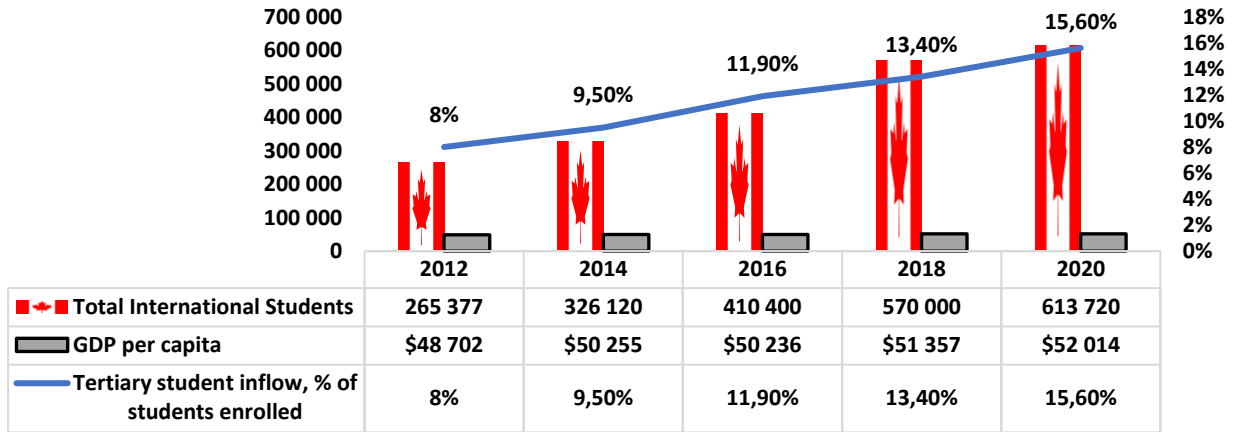


Figure 2. The influence of international students to GDP in Canada 2012 – 2020

Source: Made by the author [2]

From the findings presented in the above figure, we also identify a positive phenomenon of the growth of tertiary training, which includes academic education and/or professional training for technical professionals who also contribute to the product and services of the country. Another country that the researcher chose to present is the **Republic of Moldova**.

The higher education system in Moldova. The Republic of Moldova is known for many years of coping with the human capital development issue and local economy. The republic has already understood years ago that it must care for education services system that support the state's economic needs, and one of the most significant characteristics is creating an economic relationship with other countries [17, 28]. Therefore, international investors investment and immigration were changed years ago, and the government does not limit and explains to investors that there is no problem to integrate their investments in the Republic of Moldova, in all business activities, as long as it does not contradict the interests of national security, anti-monopoly legislation, environmental protection norms, public health, and public order. Therefore, the International Monetary Fund [12] reports since the beginning of 2015 an increase in relatively successful foreign investments.

According to Tade [28], the immigration policy was based on the "immigration – economy and security" principle. Msneaga adds that one of the first rules adopted was the "immigration bypass" law, which was aimed to cope with the massive irregular immigration from other post-Soviet republics. Then, for a long time, the Moldovan authorities did not pay real attention to immigration, because there were few immigrants, and the subject was irrelevant in national public

opinion. In their effort to solve the increasing problems in the republic's national labor market, the Moldovan authorities tries to direct immigration to develop the economy and the country, act according to "immigration – development" principle, so they develop international, advanced education system that is a main factor in developing international relationship. They do it all in cooperation with international organizations and European Union aid. Moldova takes real steps to unify the Moldovan policy with the European one, and succeeded that up to June 2022, Moldova is going to unite with the European Union (due to the Russia – Ukraine crisis). The republic has understood that in order to attract human capital it has to improve and develop its higher education system and make it an international education center. Unlike previous years, the focus is no longer on economic development, but on human capital - the citizens, hence the emphasis on the education and training system.

As part of the 2030 program, restructuring through the merger (absorption) of some institutions in the fields of education, research and innovation and changing some of the government's decisions from 7.22. A law was issued concerning the institutions of higher education, who will unite with whom and under what conditions. In the law there is a reference to the receiving institutions as new legal entities that will be reorganized [17]. Including through the absorption of public research and innovation institutions and will ensure until 12.2023 the preservation of the autonomous research organizational structure for each public research and innovation institution that is partially absorbed . As a result, the strategy program offers interdisciplinary frame both to the 2030 agenda implementation and the agreement of uniting with the European Union. In 2020 Moldova has presented its first voluntary national review on the implementation of sustainable development objectives as part of the **High-Level Political Forum (HLPF)** for the UN's sustainable development objectives. The following figures findings indicate that the republic is on the right direction. Figure 3 presents the national product development comparing to the decrease of unemployment percentage.

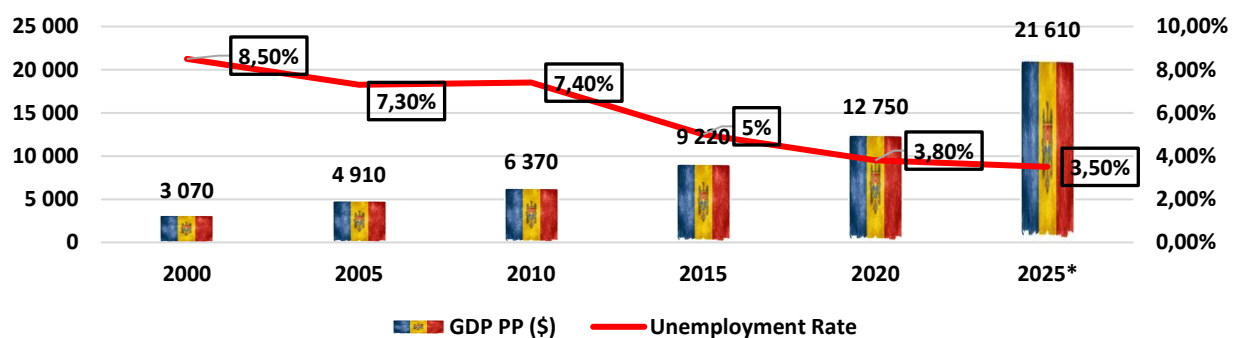


Figure 3. Unemployed percentage compared to the Gross Domestic Product (GDP - \$US) of Moldova 2000-2025*

Source: made by the author [5]

The researcher identifies in the figure a continuous and consistent increase in the national product and a decrease in the unemployed percentage. This data is consistent with the consistent increase in the number of international students coming to Moldova (Figure 4.10 in the thesis), to realize the strategy of the "Moldova 2030" plan, which indicates the necessity of competitiveness in the educational establishment, openness to internationality (international investments) and establishing international relations based on economic cooperation. Sub-chapter 4.2 presents the researcher's strategic plan regarding the proposed solutions for Israel. After learning about successful models, and a country that copes successfully, despite the difficulties, such as the Republic of Moldova, a solution plan for Israel is requested.

The ideas for re – new policy of the higher education system, which based on the following strategic characteristics:

The mechanism operation. Operational management will continue to be managed by the Council for Higher Education, and the "operation and implementation" will stay for the Planning and Budgeting Committee (as it currently exists today). The only significant change will be the greater involvement of local authorities that will need to be involved in the processes of their institutions.

Budgeting policy - a substantial change in the budgeting method for higher education institutions. The leading principle is based on reducing the state's overall budget for supporting the institution and introducing differential indices. For conclude the re – new budget policy for improvement the competitiveness in the Israeli high educational services, the author of the thesis sketches a new figure of **budgeting model**:

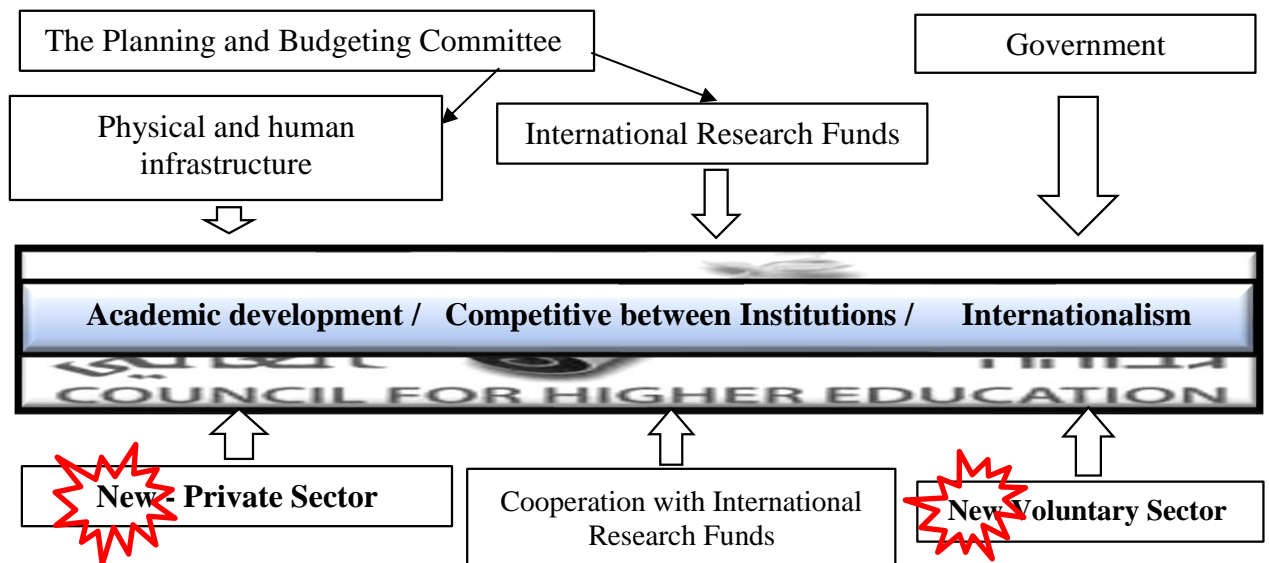


Figure 4. Re new budgeting model for high education improvement policy

Source: Made by the author

According to the author, the budgeting factors which appears in the new model include classic factors like Physical and human infrastructure, International Research Funds, budget from Government Ministries and etc. But, also a new factor like budgeting from the private sectors and voluntary sector. **It is important to notice that on those years, we can find individual cooperation between universities / faculties and the new sectors, but they are not a part of a policy, national Instructions from the national ministries (Education, Financial, Industry).**

A culture of quality & excellence management in higher education organizations. The quality & excellence in higher education system in Israel should guide integrates two of influential approaches to assessment, planning, and improvement, like as the ministry of higher education in US created an excellence model which called - "Baldrige model". The recombination's of the author is to base on the EFQM© excellence model. Defining and refining the organization vision and goals in the short and long term; Redefining the business environment the organization operates in; Comparing performance and targets, and comparing to parallel and competing organizations in the field; Defining strengths and points to be improved; Examining processes, marking duplications to be eliminated and presenting perception and continuous improvement thought; Redefining the organization motivation in order to achieve the desired results.

This model has been implemented in some of education services in Israel from 2012, and the systems has a lot of experience with various of work teams, financial problem and organizational system. As the author explained and described, in chapter 1 - figure 1.2 (in thesis), the components of the model include various steps / levels. The following figure (5) will present a recommendation for Quality Management of Higher Education, according to behavior scenario by **European Model – EFQM:**

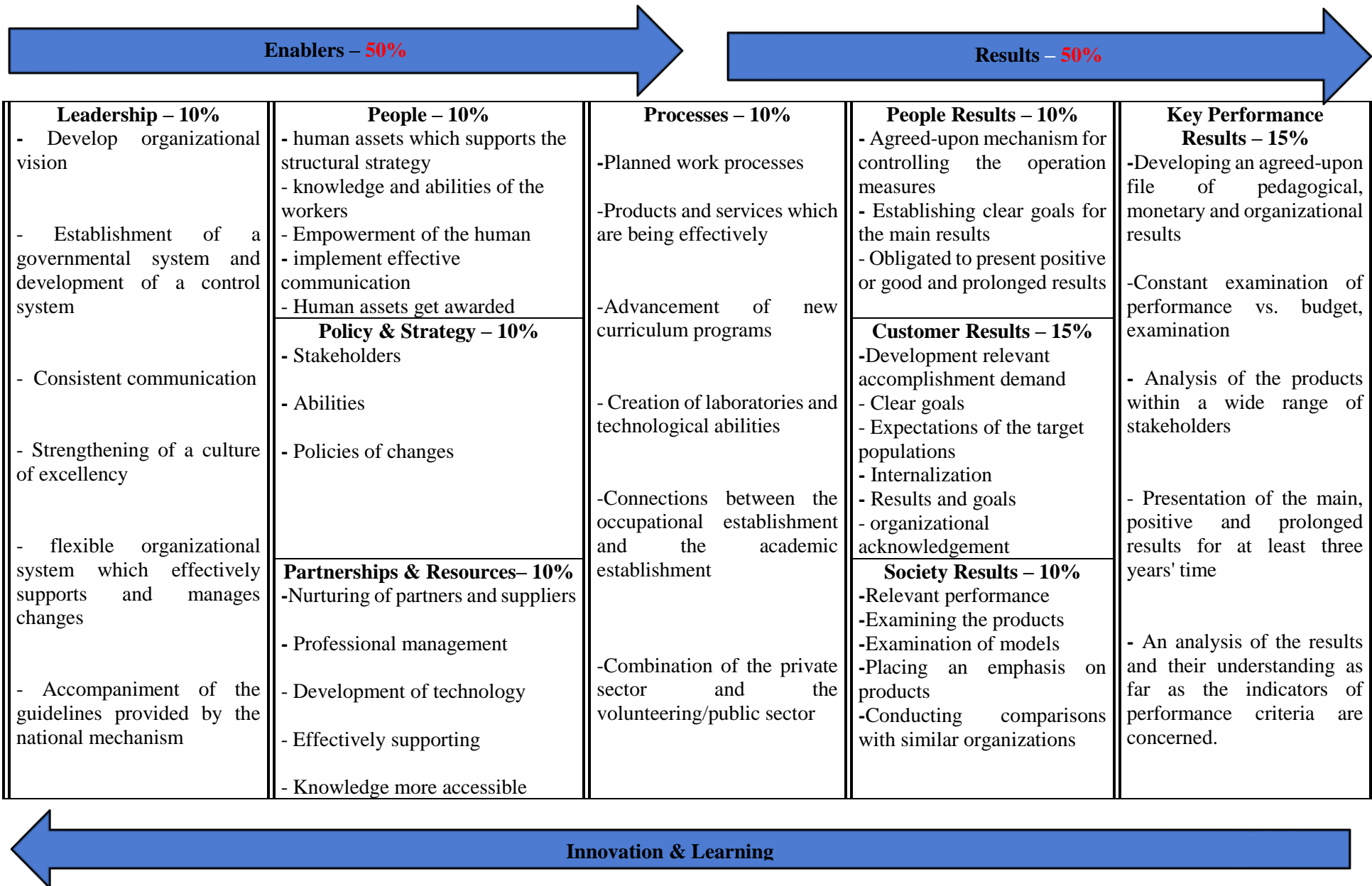


Figure 5. Theoretic - Implement of EFQM model on teacher training institute

Source: Made by Author from source [7]

The model, which combines a strategic approach with a focus on operational performance and an orientation towards results, is an ideal framework for examining the degree of cohesion and aspirations for the future of educational organizations responsible for the development of human capital, in the face of its working methods and responses to challenges and problematic points for various reasons. The EFQM model presents nine tests for examining the excellence of organization. Five of them express the enabling elements in the organization: leadership, strategy, employees, partnerships and resources, and processes. The other four components focus on results for customers, results for employees, results for the community and general performance results in the organization. Using the model is an opportunity to look at an educational organization as a whole from the holistic angle and to see that the organization is complex but also an orderly system. The organization is essentially not linear, mechanical, predictable, but rather it should be understood as an adaptive system made of interdependent relationships within a dynamic world. The researcher adds that the excellence of an educational organization lies in its ability to constantly grow and improve the human capital working within it. This growth is made possible through processes designed to produce an organizational culture aimed at improving the quality of service provided to our customers, through the development of work processes, control, efficiency and the introduction of administrative and pedagogical changes.

The next step for the strategic plan for the development of human capital is in the teaching colleges that believe in developing teaching staff in the training and education institutions.

Renewed strategy for contribute the competitiveness of the education institute – Main steps :

1. Reform on the management mechanism of teaching training colleges. In 2012, the Israeli Ministry of Education signed the Higher Education Council outline agreement to regulate the transfer of academic colleges to management administered by the Higher Education Council, and the Planning and Budgeting Committee .
2. Renew budgeting process of teacher training colleges. According to the suggesting model at the renew strategic in the higher education system the author would to implement the same recombination's in this platform. It means that the budgeting process will have same/different criterions of budgeting .
3. Reform at the teacher training process - The first change is to adopt some of stages in the teacher training model in the countries which reviewed in the previous chapters/subchapters (3.1; 4.1 in the thesis)
4. Academic collaboration with university staff - In the strategic integration of the teaching colleges with the universities, it was recommended that academic team collaborations be promoted to increase and renew the curriculum content .

5. Renewal of salary policy for new teachers - One of the main problems with employing teachers in Israel is the salary policy. The payment to teachers is based on academic degrees and experience, without investment, academic results, achievement of goals .
6. Development the internationalization channel to increase the competitiveness of the educational institution - Developing the internationalism of the educational institution must be a strategic decision for any teacher training institution in Israel. This dimension does not exist, and teaching colleges ignore this important area. Few colleges open international conferences, participate in international research, host student delegations and lecturers, and student exchange projects are almost nonexistent. In fact, there is no "shared learning" with colleagues from other countries.
7. Organizational excellence for improving the competitiveness of teacher training colleges in Israel. As with the academic strategy proposal for the academic institutions, also in this case, the author propose to use the EFQM model of excellence for improve its functioning, and the competitiveness of teaching colleges.

For conclude, Global trends in the quality and excellence of higher education have had a significant impact on the Israeli system of higher education. At present, the need to develop the paradigm of competitiveness and internationalization of Israeli universities has become necessary. The expansion of international cooperation began to be realized more intensively. Currently, Israeli universities set themselves the goal of entering the international rankings of universities, but for this a number of requirements must be met. The conducted research allowed to study in more detail the essence and concept of competitiveness, to determine its forms, which are currently being implemented in Israeli universities. Important was the formulation of criteria for assessing the degree of internationalization of higher education. It is essential to introduce an employee in the faculty responsible for the quality services of the staff. Thus, a specific employee will assist in delivering up-to-date information on internships and conferences to the professors and students, which is owned by the Office for excellence Activities.

An important conclusion was the fact that the general strategy of competitiveness and its directions at the level of structural subdivisions is weak and measures are needed that will make it possible to intensify processes at the level. One of the promising areas that can enhance the development of competitive ability in the organization for the student certification. This gives students the opportunity to familiarize themselves with the requirements for applicants in specific companies, companies to select potential employees, in particular, the faculty to establish closer cooperation with partners, and also to strengthen their positions in the educational community. As a result, it can be concluded that many faculties have already stepped up their activities in the

direction of the development of competitiveness' of educational services. But in order to obtain maximum effect, active work of the university in various areas of activity (conferences, internships, master classes, etc.) is necessary, as well as the continuation of activities on program accreditation and the opening of new joint programs.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. In the chapter that deals with solutions to improve competitiveness, internationalism, and marketing of education services in Israel the researcher concludes from all the countries that present applicative models relating human capital development and economic prosperity that expressed in national ability to "export" human capital-based knowledge as a national economic resource. The researcher concludes that there is a correlation between investment in education services, promoting education services for standardization of organizational excellence, internal and external competitiveness, and having international economic-pedagogic relations with other education systems, which eventually contribute to the local economy.
2. Analysis of the strategic policy pursued by the Republic of Moldova shows that the state is taking an integrated human capital development approach in order to develop domestic and international economic capabilities. On the one hand, the republic, enacted constitutional regulations on the issue of visas to encourage foreign investment and promote international economic relations, while making education services accessible, with an emphasis on higher education for an international student community that enriches the institutions' resources, and at the same time, enables the existence of pedagogical-research-economic relations with other countries. Figures 4.8, 4.9 show a clear trend of the development of the local economy alongside possible growth (see International Monetary Fund forecast) so that EU agreement for Moldova to join the EU over the next few years is not surprising.
3. The researcher concludes from the process she proposes for strategic innovation and its adjustment to improve the education services in training human capital in Israel that the state has to implement renewed policy, which is based on principles (figure 4.11 in the thesis), support and budgetary investment for creating human capital infrastructures (designated standards) and civil infrastructures (advanced education institutes, classrooms, technologic equipment, laboratories) to increase the education services competitiveness, especially higher education. In addition, cooperating with relevant

ministries (industry, agriculture, science, health, energy, and environment) for academic-research cooperation with other countries. It will all enable the council of higher education to demand standardization of organizational excellence in all higher education services (including teaching colleges). Both the private and public sectors will be invited to this system to integrate them into the future solution system.

4. The main factor will concentrate on solution application and a model for improving the competitiveness and internationalism of higher education services in Israel, and therefore supposed to respond to competitiveness and promote internationalism perception in the education services in general. The researcher, who comes from the human capital training system, seeks to present through the model (figure 5) the improvement of the training process for teaching staff who are responsible for training human capital in Israel. In this case, the researcher concludes from the model that only by improving the comprehensive process, excellence principles-based, as required by the European.
5. The overall analysis of the literature review contents, together with an in-depth analysis of the educational services in Israel, the foreign economy system and opening institutions to internationality and competitiveness, led the researcher to the conclusion that the research hypothesis was confirmed. The hypothesis claimed that a connection would be found between the low level of competitiveness in higher education services in Israel, together, their lack of openness to internationality and the economic success of educational services as a whole, including higher education institutions, and their international professional status. Indeed, after an in-depth examination and proposals for developing internationality and training human capital, will Israel be able to face the challenges of the modern economy and the stability of educational institutions.

Recommendations

1. The author of the research wishes to recommend the adoption of models of organizational excellence in order to improve the competitiveness amongst the institutions of higher education. Furthermore, she also wishes to emphasize the ability to open the Israeli academy and higher education to international activity in an organized manner, without relying solely on local initiatives of several universities. The recommendation is directed toward the implementation of the European EFQM Model of Excellence (figure 5), and its implementation in each and every department of the academic institutions, taking into consideration of all the organizational, pedagogic, executive and budgetary aspects. From the moment that the model shall be

implemented within the Israeli higher education institutions, an improvement process which is similar to the one undergone by institutions whom are already working with the excellency model, which has opened a door for them towards the international competing atmosphere within the occupational branch.

2. To summarize, the researcher wants to recommend a series of steps relating to the current global macro-economy perception and the political-economic-social reality in Israel. if the State of Israel is interested in developing its human capital ability, it must take real steps, like in other countries analyzed in the thesis (Singapore, Finland, the United Kingdom, Canada, and even Moldova's economic immigration incentive model).
3. A recommendation to adopt the innovative proposal include several principles that must be expressed, as presented at the beginning of sub-chapter 4.2 (in thesis): (1) raising student abilities; (2) professionalization of the Israeli labor force, especially reducing over-education, and increasing the employee's productivity; (3) improving teaching staff abilities and diversity, while referring the research findings (questions 30-40 in the quantitative research) in the aspects of competitiveness and opening to internationality directions and foreign and economic relations; (4) improving the financial abilities of higher education institutes.
4. To apply these ideas the researcher recommends taking interdisciplinary moves and actions including governmental intervention that is expressed in changing the institutes' budgeting policy. The overarching goal of the proposed model is to lead the education services to have the ability to compete with education services (higher education) in other countries, increase the internationality component, and develop international economic relations, all in order to develop Israel's economic ability and domestic product.
5. The Republic of Moldova has faced a 'brain drain' for years and in recent years within the framework of the strategic plan "Moldova 2030", we are witnessing the reduction of the phenomenon and even the products of the development process of human capital, the development of economic systems and academic mobility in higher education, an increase in the domestic product compared to a decrease in the percentage of the unemployed, the government receives less aid in loans externalities and there is an increase in the number of international students.

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ANNOTATION

Levkovich Lavan Limor,

“Competitiveness of Educational Services in the International Markets: Israeli Experience in Various Sectors”, doctoral thesis in economic sciences, Chisinau, 2023

Structure of the thesis. The thesis consists of an introduction, four main chapters with conclusions and recommendations. The thesis includes 16 tables, 31 figures, list of 244 Bibliographic sources, 9 Annexes and 159 pages of main text. On the topic of the thesis published 24 Academic articles in Europe, Israel and Asia.

Keywords: Competitiveness; Higher Education; Educational Services; Excellence; Teacher Training Colleges; Globalization; Internationalisation; Human Capital; Economy.

The research areas deal with decision-making difficulties in the economic, managerial and the international spheres of the higher education services system in Israel, which also include teacher training institutions. This investigation process includes the organizational excellence procedures through a global comparison, as well as the integration of the factor of internationality and competitiveness in higher education institutions.

The purpose of the present study is to offer the higher education services in Israel, with an emphasis on teacher and lecturer training centers, an applied strategic plan to leverage the institutions' competitive capabilities. All this in order to enable the development of human capital, thereby increasing the possibility of exporting human capital from Israel, promoting international economic-political relations, upgrading the internationality of education services, and contributing to the development of the local economy.

The scientific challenge of this study lies in the fact that it tries to find a managerial, economic and national model, based on the systematic data analysis designed to improve the set of services of higher education, with the aim of increasing the number of students and their status.

The scientific novelty of the research stems from the comprehensive and in-depth approach that deals with the issue of internationalizing the organizational excellence of the higher education institutions in Israel, compared to other countries in the world, from the economic and administrative aspect, and with special reference to the factor of internationality, which currently does not exist within the higher education institutions for teacher training.

The important scientific problem was solved in the thesis. The author of the study presents data regarding the decline of the higher education system in Israel, with an emphasis on teacher training colleges. The institutions are unable to leverage their academic success, and promote organizational excellence within them. The author of the study presents a renewed theoretical mechanism which is based on a model of organizational excellence, a new budgeting plan for the higher education policy and the training of teachers and lecturers which will raise the level of higher education in Israel to a level of international competitiveness. The author of the study is interested in developing and properly implementing the program.

Theoretical significance and value of the thesis. The value of the thesis derives from the establishment of a theoretical and empirical knowledge model concerning the subject of organizational excellence. Development of human capital, competitiveness and nationalization of education services within higher education institutions, with an emphasis on teacher training colleges. The research, proposals and conclusions of the thesis may serve the institutions and decision-makers in Israel, such as the Israeli Ministry of Education, the National Council for Higher Education, the administrations of universities and academic colleges, city halls, academic institutions and the economy units in Israel.

The practical significance of the research. The results of the research and the model will be adopted by the decision makers in the higher education institutions and teaching colleges in Israel, will be adapted to education systems in other countries. They will open education in Israel to international trends, development of foreign relations and economic and commercial cooperation in human capital and create a movement for the reforms required to increase the competitiveness of Israeli higher education in the countries of the world.

The implementation of the scientific results. The results of the current thesis were presented to government institutions in Israel that are directly involved in the education services of the higher education system. The thesis was highly appreciated by the professors of the major universities in Israel. They rated the importance of the recommendations provided by the author. Also, the thesis was presented to the Ministry of Education and implemented in the „Shaanan Pedagogical College” in Israel.

ADNOTARE

Levkovich Lavan Limor,

“Competitivitatea serviciilor educaționale pe piețele internaționale: experiența israeliană în diverse sectoare”, teza de doctor în științe economice, Chișinău, 2023

Structura tezei: The teza constă dintr-o introducere, patru capitole principale cu concluzii și recomandări. Teza include 16 tabele, 31 figure, lista de 244 surse bibliografice, 9 anexe și 159 pagini de text de bază. La tema tezei sunt publicate 24 articole academice în Europa, Israel și Asia.

Cuvinte cheie: competitivitate; învățământ superior; servicii educaționale; excelență; colegii de formare a profesorilor; globalizarea; internaționalizare; capital uman; economie.

Domeniile de cercetare includ dificultățile de luare a deciziilor în domeniul economic, managerial și internațional al sistemului de servicii în învățământul superior din Israel, care include și instituții de formare a profesorilor. Acest proces de investigare include procedurile de excelență organizațională printr-o comparație globală, precum și integrarea factorului de internaționalitate și competitivitate în instituțiile de învățământ superior.

Scopul prezentului studiu este de a oferi servicii de învățământ superior din Israel, cu accent pe centrele de formare a profesorilor și lectorilor, un plan strategic aplicat pentru a valorifica capacitățile competitive ale instituțiilor. Toate acestea pentru a permite dezvoltarea capitalului uman, crescând astfel posibilitatea de a exporta capital uman din Israel, promovarea relațiilor economico-politice internaționale, îmbunătățirea internaționalității serviciilor educaționale și contribuția la dezvoltarea economiei locale.

Provocarea științifică a acestui studiu constă în faptul că încearcă să găsească un model managerial, economic și național, bazat pe analiza sistematică a datelor menită să îmbunătățească setul de servicii ale învățământului superior, cu scopul de a crește numărul de studenți și statutul lor.

Noutatea științifică a cercetării decurge din abordarea cuprinzătoare și aprofundată care tratează problema internaționalizării excelenței organizaționale a instituțiilor de învățământ superior din Israel, în comparație cu alte țări din lume, din punct de vedere economic și administrativ, și cu referire în special la factorul de internaționalitate, care în prezent nu există în cadrul instituțiilor de învățământ superior de formare a cadrelor didactice.

Problema științifică importantă a fost rezolvată în teză. Autorul studiului prezintă date privind declinul sistemului de învățământ superior din Israel, cu accent pe colegiile de formare a profesorilor. Instituțiile nu sunt capabile să își valorifice succesul academic și să promoveze excelența organizațională în cadrul lor. Autorul studiului prezintă un mecanism teoretic reinnoit care se bazează pe un model de excelență organizațională, un nou plan de bugetare pentru politica de învățământ superior și formarea profesorilor și lectorilor care va ridica nivelul de învățământ superior în Israel la un nivel de competitivitate internațională. Autorul studiului este interesat de dezvoltarea și implementarea corectă a programului.

Semnificația teoretică și valoarea tezei. Valoarea tezei derivă din stabilirea unui model de cunoaștere teoretic și empiric privind tema excelenței organizaționale. Dezvoltarea capitalului uman, competitivitatea și naționalizarea serviciilor de învățământ în cadrul instituțiilor de învățământ superior, cu accent pe colegiile de formare a profesorilor. Cercetările, propunerile și concluziile tezei pot servi instituțiilor și factorilor de decizie din Israel, cum ar fi Ministerul Educației din Israel, Consiliul Național pentru Învățământul Superior, administrațiile universităților și colegiilor academice, primăriile, instituțiile academice și unități economice din Israel.

Semnificația practică a cercetării. Rezultatele cercetării și modelul vor fi adoptate de factorii de decizie din instituțiile de învățământ superior și colegiile de predare din Israel, vor fi adaptate la sistemele de învățământ din alte țări. Ei vor deschide educația din Israel la tendințele internaționale, dezvoltarea relațiilor externe și a cooperării economice și comerciale în capitalul uman și vor crea o mișcare pentru reformele necesare pentru creșterea competitivității învățământului superior israelian în țările lumii.

Implementarea rezultatelor științifice. Rezultatele prezentei teze au fost prezentate instituțiilor guvernamentale din Israel care sunt direct implicate în serviciile de educație ale sistemului de învățământ superior. Teza a fost foarte apreciată de profesorii marilor universități din Israel. Ei au evaluat importanța recomandărilor oferite de autorul studiului. De asemenea, teza a fost prezentată Ministerului Educației și implementată în „Colegiul Pedagogic Shaanan” din Israel.

АННОТАЦИЯ

Левкович Лаван Лимор,

«Конкурентоспособность образовательных услуг на международных рынках: Израильский опыт в различных секторах», диссертация на степень доктора экономических наук, Кишинев, 2023

Структура диссертации. Диссертация состоит из введения, четырех основных глав с выводами и рекомендациями. Диссертация включает 16 таблиц, 31 рисунок, список из 244 библиографических источников, 9 приложений и 159 страниц основного текста. По теме диссертации опубликовано 24 научные статьи в Европе, Израиле и Азии.

Ключевые слова: конкурентоспособность; высшее образование; образовательные услуги; совершенствование; педагогические колледжи; глобализация; интернационализация; человеческий капитал; экономика.

Направления исследования связаны с трудностями принятия решений в экономической, управленческой и международной сферах системы услуг высшего образования в Израиле, в которую также входят педагогические учреждения. Этот процесс исследования включает в себя процедуры организационного совершенствования посредством глобального сравнения, а также интеграцию фактора интернациональности и конкурентоспособности в высших учебных заведениях.

Целью настоящего исследования является предложение услуг высшего образования в Израиле, с акцентом на центрах подготовки педагогов и лекторов, прикладной стратегический план по усилению конкурентоспособности учебных заведений. Всё это для того, чтобы обеспечить развитие человеческого капитала, тем самым увеличивая возможность экспорта человеческого капитала из Израиля, продвигая международные экономико-политические отношения, повышая интернациональность образовательных услуг и способствуя развитию местной экономики.

Научный вызов данного исследования заключается в том, что в нем делается попытка найти управленческую, экономическую и национальную модель, основанную на систематическом анализе данных, призванную улучшить набор услуг высшего образования, с целью увеличения количества студентов и их статус.

Научная новизна исследования проистекает из комплексного и глубокого подхода, который касается вопроса интернационализации организационного превосходства высших учебных заведений в Израиле по сравнению с другими странами мира с экономической и административной точек зрения, с особым акцентом на фактор интернациональности, которого в настоящее время не существует в высших учебных заведениях по подготовке педагогов.

В диссертации решена важная научная проблема. Автор исследования представляет данные об упадке системы высшего образования в Израиле с упором на педагогические колледжи. Учебные заведения не могут использовать свои академические успехи и способствовать организационному совершенствованию внутри них. Автор исследования представляет обновленный теоретический механизм, основанный на модели организационного совершенствования, новый бюджетный план политики высшего образования и подготовки преподавателей и лекторов, который поднимет уровень высшего образования в Израиле до уровня международной конкурентоспособности. Автор исследования заинтересован в разработке и правильной реализации программы.

Теоретическая значимость и ценность диссертации. Ценность диссертации заключается в создании модели теоретических и эмпирических знаний, касающихся предмета организационного совершенства. Развитие человеческого капитала, конкурентоспособность и национализация образовательных услуг в рамках высших учебных заведений с упором на педагогические колледжи. Исследование, предложения и выводы диссертации могут быть полезны учреждениям и лицам, принимающим решения в Израиле, таким как Министерство образования Израиля, Национальный совет по высшему образованию, администрации университетов и академических колледжей, мэрии, академические институты и экономические субъекты в Израиле.

Практическая значимость исследования. Результаты исследования и модель будут внедрены лицами, принимающими решения, в высших учебных заведениях и педагогических колледжах Израиля, будут адаптированы к системам образования в других странах. Они откроют образование в Израиле для международных тенденций, развития международных отношений и экономического и коммерческого сотрудничества в области человеческого капитала и создадут движение за реформы, необходимые для повышения конкурентоспособности израильского высшего образования в странах мира.

Внедрение научных результатов. Результаты данной диссертации были представлены государственным учреждениям Израиля, которые непосредственно вовлечены в образовательные услуги системы высшего образования. Диссертация была высоко оценена профессорами крупнейших университетов Израиля. Они оценили важность рекомендаций, представленных автором исследования. Также диссертация была представлена в Министерство образования и реализована в «Шаананском педагогическом колледже» в Израиле.

LEVKOVICH LAVAN LIMOR

**COMPETITIVENESS OF EDUCATION SERVICES IN THE
INTERNATIONAL MARKETS: ISRAELI EXPERIENCE
IN VARIOUS SECTORS**

**SPECIALIZATION: 521.02. WORLD ECONOMY; INTERNATIONAL
ECONOMIC RELATIONS**

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