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

Doctoral Thesis in Economics

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COMPETITIVITATEA SERVICIILOR EDUCATIONALE PE
PIEȚELE INTERNAȚIONALE: EXPERIENȚA ISRAELIANĂ ÎN
DIVERSE SECTOARE

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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 graphs, 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; Internationalization; 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 reînnoit 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.

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LIST OF ABBREVIATIONS

BOI – Bank of Israel.

CHE – Council of Higher Education in Israel.

EFQM - The European Foundation for Quality Management.

EU – European Union

ICBS - The Central Bureau of Statistics in Israel.

ISO (9000) - International Organization for Standardization

ITT - Initial Teacher Training in UK.

MOE - Ministry of Education (Israel).

MOF – Ministry of Finance – Israeli Government.

OE - Organizational Excellence

OECD - Organization for Economic Co-operation and Development.

PBC - Planning and Budgeting Committee in Israel

SII – Standard Institution of Israel

TFP - Total Factor Productivity

TQM – Total Quality Management

UNESCO - United Nations Educational, Scientific and Cultural Organization

WB - World Bank.

WTO - World Trade Organization

INTRODUCTION

The research relevance and importance. Economy in the 21st century go through upheavals and changes, and like past times, it is also influenced by global trends, processes and accelerated development of technology. We find tightening link between technological development, as alternative for human capital, and the employee's basic purpose as the factor that decides and leads processes. Therefore, human capital interdisciplinary essence, especially the diverse skills he will acquire in the education services and systems. These processes bring economies to chase human capital that is productive, reacts quickly, has competitive abilities that gives him advantage over others. Modern economy is currently developing education services, especially higher education, a political tool that realizes the market needs. this political tool is responsible for the training aspect for employment needs and participates the trade – economic aspect, and directing factor for professional human capital import and export. The human capital trade characteristics develop international relationships of countries, open the institutes for internationalism process and thus promote political foreign relations agenda. It may be noticed in the international relations between Israel and India and Israel and China, and currently even prominent in Israel – Ukraine relations. There is no question about education services vitality, its importance in each country's activity and national development, their relative advantage over education services and systems in other countries, and as the applicable mechanism that is responsible for the economic – industrial – trade needs in modern economy.

There are international competitiveness development theories in education services for decades, and its common is expressed in the organizational excellence components that are required to increase the educational institute competitiveness. The trend indicates that in modern worldwide economy the intellectual development of human capital, who can control the new knowledge, contributes to strengthen the state status in international arena. Using the intellectual potential that is based on developed system of education services, from young age to higher education, also allows to solve global complex and acute challenges. During the last years there is greater interest in modern trends in global education development including the internationalism factor.

Developing human capital, analyzing the internationalism balance, upgrading the institute's curricula abilities, technologic development and organizational innovation are significant main factors in making the educational institute more competitive over other organizations. This research is required in order to analyze the current image of education services in Israel, in the context of internationalism, development and examination of the abilities to trade human capital. The current research will analyze the competitiveness abilities of the education services in Israel,

emphasizing teacher training centers, and in relation to trends the global higher education system experiences. In addition to analyzing current theories and main terms, will be conducted a comparative sample with other countries, analysis of legislation and models that implement multidisciplinary and organizational competitiveness and excellence level. Then, the researcher will continue to build a model for excellence development that allows a multidimensional system to human capital development. the researcher is a project and marketing manager on teaching college in Israel – Sha'anani College, therefore this research subject is very close to her in all possible and applicable aspects.

The research importance is in the research results that will serve the decision makers in the higher education establishment and in teaching colleges in Israel, and also suit education systems in other countries. the research products will serve the researcher in her work in the teaching college and in the Ministry of Education as leading a national program for teacher training towards the 21st century. this research products can positively influence the considerations to open the education in Israel to internationalism trends, developing foreign relations and human capital economic and commercial cooperation. All these may create a movement of the required reforms to increase the Israeli higher education competitiveness in worldwide countries.

The knowledge level of the researched subject. Although the internationalism issue of higher education is discussed only few years, mainly since the Bologna Process (1999), but it was very deeply researched. The subject was examined from divers' perspectives and its many aspects and implications were analyzed. The publication of researches, monographs, forecasts and monitoring fluctuations and trends, has resulted in wide arsenal of terms and theories linking the issue to international economic - educational relations, local economic development, human capital trade, political and social leadership, and wide narrative on internationalism. As for the theoretic aspect, the publications and researches of Marginson [134], Kotler [108], Vasilyevich et al [186], Kushnarenko & Cojocari [112] are analyzed in the thesis. Central terms that relate the researched subject to international economy relations were analyzed from the sources of WTO [196; 200], Stimac & Simic [175], Behery [20], Das [42], and Davidovich & Eram [43]. different approaches in the subject of human capital international trade, which raises unique and innovative thinking directions were suggested by Felix [57], Gibbs & Panikios [67] and Stimac & Simic [175]. to analyze the competitiveness and internationalism characteristics of higher education in Israel the researcher has used the sources of Optalka [150;151;152;153;155], Ben Peretz [22], Dror [52], Davidovich [43], Katz [96], Kirsh [103], Ayalon [12], Shimoni [171], Grinberg & Simchon [73]. Economic – social examination and analysis, the organizational culture and the economic – political foreign relations in comparison to Israel's objective problems were analyzed by using the

sources of Volansky [187], Weininger [194] and Behery [20] and even publications of reliable national sources as the Ministry of financial [210], the Central Bureau of Statistics [212] and researches made by the Israeli Knesset [219]. In addition, to analyze and examine the regulatory models and processes the sources Ayalon & Yogev [12], Dror [52], Katz [96], and CHE [208] were examined. In the fourth part of the thesis, in examining and analyzing models that are applied in other countries in order to develop education services, economic – international relations, encourage human capital trade, open the system to internationalism and academic mobility, the sources Kinnell [101], Kirsh [103], Lustik [132] were used and analyzed.

The research goal is proposing to the higher education services in Israel, especially to teacher training centers and lecturers, an applicable strategic program to leverage the competitive abilities of the institutes. It is done in order to allow developing human capital and increase export opportunities of human capital from Israel, promote international economic – political relationships, upgrade the education services internationality, and contribute to the local economy development. this proposal may be used as theoretic basis for moves in other countries with similar economic – social characteristics. The proposal will be based on analyzing competitiveness in some countries using comprehensive interdisciplinary approach regarding the strategic processes that will lead the education system, especially teacher training centers and lecturers, to change and organizational excellence of the education services in Israel. the research goal will be achieved when the researcher will achieve the flowing objectives:

- Examine scientific approaches and theories, integration processes and models in higher education and education services in the world.
- Reviewing and analyzing the characteristics of internationalism, competitiveness and organizational excellence in education services in economic - international relations context.
- Analyzing and understanding the economic – social – cultural impacts of industry competitiveness in local and international dimensions.
- Analyzing and concluding regarding the competitiveness level on the perspective of teaching students in Israel.
- Analysis and synthesis of strategies and solutions for improving competitiveness in higher education services, and teaching colleges in Israel.
- Creating strategic approach to develop trade abilities of human capital in Israel in international aspect and influence in education services.

- Develop organizational excellence methodology to evaluate the effectiveness of the internationalism model in education services, especially teacher training centers and lecturers, and the process of integrating the Israeli systems in the global educational space.

The research hypothesis. The researcher hypothesizes that the conceptual model integrating systemic characteristics in education services in Israel, especially teacher training centers and lecturers, will lead to flourishing and development of higher education in Israel, and strengthening its professional and international status in the global educational space. On one hand, all these will coherently make education services an attraction a source of quality human capital, with the development of multicultural educational space, provides abilities in knowledge economy discipline and have economic assets and international relations. And on the other hand, and especially place the education institutes as human capital export and trade factor.

The methodological process and justifying the research methods. The researcher has independently formed processes based on examination and reading diverse professional literature sources, which included theories, explanation of terms and models, researches and monographs written by opinion leaders from Israel and other countries. These sources have contributed to multidimensional discussion on the basic terms of the research subject, which included terms in modern economy theory, international relations, competitiveness in education services and higher education, and various disciplines in current society and pedagogy. In the internationalism aspect analysis was integrated data from the websites of UNESCO, the OECD statistical center, the World Bank information center and the European Union. In addition, the European excellence model - EFQM was learned, analyzed and presented referring to the intellectual property - the organization patent registration. Relevant information, educational - economic policy, regulations and education services operating strategy are presented from Australia, Italy, USA, Moldova, UK, Switzerland, Finland, Singapore and more countries. The analyzed research findings regarding the Israeli policy are brought from official and national information sources as the "Israeli Knesset" documents, the Ministry of Education, the Ministry of Economy, the Council of Higher Education, the budgeting and planning committee in the Ministry of Education, the Bank of Israel, research institutes in administration and economy fields and the Central Bureau of Statistics (CBS). The finding analysis and data of the referred countries are brought from international information websites, but mainly based on the national bureau of statistics of each country, and information from global organizations as the European Union.

The research also refers to the economic - educational policy of the education services in Moldova. These findings are brought from the Central Bureau of Statistics of Moldova – [214], academic researches and articles analysis, presenting conclusions and official policy publications

of the Moldavian Ministry of Education and Culture [239] and opinion articles of leading researchers. The research of theoretic subjects and terms was conducted according to the thesis requirements of the university and the CNAA recommendations. As well as the reorganization of management of the institutions for higher education in Moldova - unification of institutions from 21 academic institutions to 5 receiving institutions.

The researcher has used methods of data comparison, data analysis and synthesis to present graphs and sketches, analyze statistical data and compare to global trends in different periods of up to 10 years. The researcher used the inductive and deductive methods in the research, both separately and combined. Inductive research aspires to create new knowledge. According to the approach the researcher has created a research problem, of which she formed the research questions, and then, by analyzing the observations and the research products (quantitative and qualitative), the researcher found patterns and data. She has also used the deductive research method to examine the theories and explain the terms in order to verify the thinking pattern. Deductive approach mainly used in quantitative research; therefore, the researcher has distributed a survey questionnaire to 150 participants, men and women, teaching students from three teaching colleges in order to have objective, authentic and updated information.

The survey questionnaire included diverse questions about the training processes the students have, individual feeling of dissatisfaction, internationalism, competitiveness and their personal preferences. In the researcher perspective, the research data may be used as raw material for future researches regarding the development of education services competitiveness in Israel. the researcher thinks that multidimensional research that include term research, international theory review, researchers and paradigm analysis from the competitiveness world of education services, create a full and deep image of worldwide competitiveness level. Presenting the competitiveness layers in Israel and in the world contributes to reliable theoretical analysis of the researched subject. Through this method the research opinion is shaped about the economical – social data and the impacts on higher education services establishment emphasizing the teacher training institutes in Israel.

The research originality and the scientific innovation are in the proposal for strategic – perceptual change in the educational and political leadership about the role and uniqueness of education services in Israel, emphasizing higher education, as a significant and main factor in promoting trade abilities of human capital in Israel. The proposed theoretical model that is based on the European excellence model – EFQM, will offer to the Council of Higher Education in Israel the education services in international standards. Such process will promote the education services industry to international level and will develop economic relations with neighbor countries with

full organizational transparency and political – economic – cultural conduct that does not exist today.

The research applicable value. The research processes and the opinion articles in this subject were published in international conferences, economic journals in Moldova and worldwide. In addition, two review articles of projects in the research discipline were published in the Sha'anani College journal in Israel.

The research products are applied in education institutes of the northern district of the Israeli Ministry of Education. additional products are currently presented in work meetings of teaching colleges and academia. By the end of 2019 the thesis ideas were presented in international conference for organizational excellence of the Ministry of Education in Israel (in one of the hospitals leading the fight in the COVID19 virus Wolfson hospital). The thesis ideas and the proposed models will be presented to decision makers in additional opportunities towards the 2022-2023 study year.

The research scientific results were published in 4 scientific articles in economic journals. The ideas and the research products were presented in 8 international conferences and 3 meetings in the Israeli Ministry of Education.

The thesis structure – was determined by the research subject that deals with the impact of the education services competitiveness level in international context, on the higher education system in Israel. the thesis comprised of introduction chapter, four chapters that are divided to sub-sections, conclusions and recommendations, bibliographic sources, 16 tables, 31 figures and 9 appendices. In addition, for the academic application and proof, the researcher has published 24 articles, and presented the thesis in 18 international conferences.

The **first chapter** THEORIES AND MODELS FOR DEVELOPING HIGHER EDUCATION INTERNATIONALISM AND COMPETITIVENESS IN MODERN ERA comprised of five sub-sections in which the researcher reviews various theories engage with developing the higher education internationalism and competitiveness dimension in the current era, influencing by global processes that encourage a trend of international relations between countries and nations on one hand, and on the other hand deepen the competitiveness. Terms, approaches and theories are studied in the sub-sections and present diverse points of view and a fruitful and open academic discourse. The importance of having competition in modern era and globalization times and the competition contribution to the economic survival of education institutes are researched. In addition, the competition between institutes and its influence on economic criteria as GDP increase, institute academic status, and on the institute and the state internationality are being observed and examined. The trends that present the development of the

establishment and the educational space are reviewed, and a result of employment - civic policy and reality as well as the issue of human capital trade as a factor of international relations development. The third part of the chapter presents the influence of internationalism on education services, and steps that promote the economy and education, and its application in some countries. In the last parts of the thesis the researcher reviews an excellence model with European standard (EFQM), which is known for encouraging and formulating insights regarding economic system development, and how they are implemented in education systems. The last sub-section of the chapter engages with the Israeli aspect and review the legislation and regulation of competitiveness aspects including internationality in the education services in Israel.

The **second chapter** METHODOLOGY AND MATERIALS OF THE RESEARCH includes four sub-sections detailing the methodologic process of the current research. the methodologic chapter will detail an extensive review of the contents analyzed within the literature review regarding competitiveness in higher education. the chapter presents the research course. Starting with forming the research subject, through the material collection process and its presentation according to the thesis academic and administrative requirements. in writing the chapters the researcher refers to analysis of legal aspects of the teaching colleges existence in Israel and in the world. The research process brings the strategic – political considerations for having innovations and changes in education services in Israel, and the researcher presents its implications and professional damage. A survey questionnaire that presents the satisfaction level of 150 teaching students is used in the chapters (chapter 3). The questionnaire questions ask about various aspects in education service they get, and they are mainly asked about the organizational excellence component, internationalism in college (learning contents, lecturers), competitiveness between institutes, advanced teaching methods, future occupation, and their openness to international experiencing on graduation. By learning the main excellence keys in these systems, the researcher builds a strategies program to change the competitiveness in higher education in Israel. The research methods and the statistical models the researcher uses include analyzing graphs, comparative data analysis on a timeline (up to 10 years), and analysis of countries with similar demographic – cultural – economic characteristics. Statistical tools as ANOVA test, t0test were also used. All the information sources are reliable and under international control - UNESCO, World Bank, the OECD, National Bureaus of National Statistics.

The **third chapter** ANALYSIS OF INTERNATIONALISM AND COMPETITIVENESS COMPONENTS ON EDUCATION SERVICES IN ISRAEL engages with analyzing the competitiveness factor in education services in Israel, extensive review of higher education institutes and teaching colleges focus. This chapter is comprised of 5 sub-sections that engage with

analyzing the internationalism and the competitiveness components of education services in Israel and coherently presented. This chapter opens with analyzing and mapping the effects of internationalism and competitiveness on human capital training systems, with worldwide examples. Afterwards, the entire competitive environment in the education and higher education services in Israel is analyzed, and the advantages and disadvantages of human capital training models are presented. In conclusion, the competitiveness and internationalism factors of teacher training colleges in Israel are analyzed. This chapter also includes the results of the quantitative research, which present the results of a survey questionnaire distributed to 150 teachers from 3 teaching colleges, and which aimed to obtain an authentic and reliable image of new teachers' satisfaction and opinion regarding various competition factors that exist in other countries, but most of it do not exist in Israel.

The author of the study analyzed the management and policy organization of the higher education system in Moldova based on the Education Code of the Republic of Moldova. According to the website of the Ministry of Education and Research, we examined the solutions that Moldova is trying to provide to overcome the challenges of the modern economy and the existential needs of higher education.

The fourth and last chapter titled IMPROVING COMPETITIVENESS INTERNATIONALISM AND MARKETING OF EDUCATIONAL SERVICES IN ISRAEL, focuses mainly on the required solutions, emphasizing recommendations for improving the competitiveness in education services in Israel. At it is beginning the chapter reviews and analyzes countries with quality education system that have developed in the last years the competitiveness and internationalism in higher education. these countries have achieved very high results in the fields of economy – civic – cultural society and high international status in the academic space. By analyzing their strategic processes and policies we may see that they have implemented models of quality management and organizational excellence, maintaining organizational regulation and controlled processes. A main factor that was developed in these countries was internationality of students and teaching and research teams, which have significantly contributed to the local economy. In the second part of chapter the researcher focuses on presenting optional solutions and applications, which some are already implemented in the Israeli system. the researcher proposes a strategic change in the subjects of governmental budgeting, intra-institutional budgeting, recruitment and sorting candidates and teacher training processes (including updating contents and teaching methods), opening the colleges and institutes to internationality, implementing the European excellence model EFQM. All this in order to increase the competitiveness factor, increasing the quality of human – professional capital in Israel, in order to improve the ability to

trade human capital and develop the international relations of the State of Israel. The author of the study proposed directions for streamlining the university network in Moldova in recent years (in light of the decrees of the Moldovan government in 2020 and 2022)

Key words: Competitiveness; Higher Education; Educational Services; Excellence; Teacher Training Colleges; Globalization; Internationalization; Human Capital; Economy.

1. THEORIES AND MODELS FOR DEVELOPING HIGHER EDUCATION INTERNATIONALISM AND COMPETITIVENESS IN MODERN ERA

1.1 The Educational Establishment Development Trends and Trade in Human Capital as International Relations Development Factor

The current stage of education services development and changes in fixed approach of the perception of education is determined by many and varied factors, some of which are critical to the development of education. For example, the development of the trend of globalization, and the integration of the international education dimension. In addition, the development of a civil society is based on knowledge and information, economic capabilities and financial orientation. New benchmark of XXI century is the development of society and individual based on knowledge and intellectual capacities. Entrepreneurial spirit, systemic thinking, originality and speed of decision-making, creativity, ensure the survival, competitiveness and become the most valuable intangible assets, High speed of life and constant change, introduction of new technologies, increased competition, growth of revenues from the use of intellectual property, Internet penetration in all economic sectors, global informatization and knowledge exchange all these factors marked the beginning of a new stage in economic development and birth of "knowledge" economy [79].

Education is a pure service sector, which is characterized by intangibility, inseparability, heterogeneity and perishability. In addition, in the absence of such service characteristics, it can be concluded that education fulfills the need for endless learning, acquisition of knowledge and information relevant to the economic and employment world [67, 245 p.]. If so, it can be said that the education component contributes directly, but indirectly, to improving a person's abilities as an addition to knowledge, professional-technological expertise and improving personal skills with the help of an intangible knowledge acquisition complex (infrastructure). Also, the intangible components (faculty expertise and learning), where the buyer of the service does not get any ownership. He may have physical testimonies and evidence to present services exchanges with other educational institutions, but the benefit will be over the years [79].

According to Bledsoe [26, 152 p.], in the context of education, the customer only buys access to education, or derives the learning benefit from the services provided. In fact, there is no tangibility in the set of educational services. This is a service that is intangible and cannot be touched, similar to the product purchased in the store. The consideration we receive from the service will be to our satisfaction as a target audience of the educational institution. All educational institutions find themselves as producers of study features and not as seeking to succeed in front of the student body. It is often found that in educational organizations there are principals and

functionaries who do not understand at all the marketing of educational institutions. They do not have a marketing orientation of educational institutions, and therefore they are not able to market the educational institution. [29, 37 p.]. Orientation to the world standards of education, improving the quality, relevance and practical applicability of educational products and services become an obligatory part of educational institutes competitiveness. Learning, curriculums and standards are being renewed according to current advanced technologies as well as requirements of labor market to the level of competence among future specialists. In process of strategical development education services start to consider versatile customer needs, capabilities and motivation of academics.

According to Istvan, Eva & Nagy [88, 3 p.], who claim in their article "Competitiveness – Higher Education" that the European Union's involvement has an important role in education fields and equal training of teacher staff. The European Union member countries are responsible for organizing and operating their education and training systems, but the European Union policy supports the countries' efforts to solve future mutual challenges. The key to a successful European future and stable international agreement is education and the human capital it will train. The researchers claim that talented manpower is the key to global development, promotion and innovation.

Bryman [34] leads an opinion which all this, helps to introduce more marketing tools to the work of institutes. Educational service providers, more than anything, need to be competitive. Often it is the key component of success. The customer simply shows up at the service scape expected to be "serviced". The delivery system in place will satisfy, dissatisfy, or please the customer. And it is always important to remember that the customer cannot be completely separated from the service. Here, the service providers mean teaching fraternity and non-teaching community directly and indirectly associated with the services rendered to the students. Satisfaction and retention of the students solely depends on the way the teachers are in a position to deliver their best services to them [45, 279 p.]. Haslam [78] indicates that teachers are not treated as "guru", rather they are known as facilitators / services providers. The development and growth of the educational organization, and especially the vocational-technological education, depends on the professional competence and the level of efficiency of the educational institution in the way of conveying the messages and the technological teaching. The employees of the institution are the most essential part of the organization and the educational services in the institution.

In the present period, what differentiates successful and non-successful companies is the issue of human capital. The higher the level of investment in civil society's human capital, the more success is guaranteed. Therefore, there must be a marketing goal of the organization in the

sale of existing knowledge for the success of the organization and its goals, the organization must know how to provide these services [83, 59 p.]. Anyone who plans a life education to offer its services well, to plan them optimally, to understand the fabric of the population and the criteria with which the audience chooses. Marketing is done by people and for people, without any thinking or conduct. The organization must reflect the organizational need and response to the needs of those customers, and the desires they identify as essential to the success of the organization. If so, this is a start in the context of economics and social relations between the organization and its target audience [90; 147]. If the academic institution decides to focus its marketing activities on the needs of the audience, then it is important to develop the quality requirements of the educational institution, promote any accumulated knowledge, curricula, digital services, all in order to maintain standardization of quality systems and management methods. Quality of education is necessary condition of university's competitiveness in context of international integration and high domestic competition. It most importantly depends on the quality of human resources and so one of the main directions of higher education development should be the development of teacher's potential.

In this regard, development the strategy of university professors' potential evolvement plays an invaluable role in internal relationship marketing. Each school must have a current program of training and supporting its personnel, which, in turn, is part of the strategic marketing plan for the development of the institution. At this moment building an effective system of respectable earnings for higher education employees is task of socio-economic nature. Reputational strength and position of university's employees in education market depends on how well this system built.

Nunn [147] which made research on service providers for satisfaction, analyze the effectiveness of salaries and incentives for employees of higher education system. his research was conducted on the basis of motivational factors. in his conclusions he found that the system of payment and incentives for university workers requires significant adjustment by university's social policies strengthening. The results indicate on some points:

- The method of payment to the teaching staff does not take into account the ranking of the students - customers on the staff (the student is the main customer). As far as the research editor is aware, most academic institutions run competitions for the title of "most popular lecturer," but this step - move is not a sign of significant change.
- The level of motivation for instructional and teaching roles is almost non-existent.

- In a large proportion of cases, most academic staff do not receive according to an up-to-date reward system, and therefore, the attitude towards the current system is irrelevant (there is no over-reward for success).
- The majority of teacher's moonlight in other universities in part-time status, considering the possibility to look for jobs as an extra incentive to teaching.

According to Peters & Waterman [157, 622 p.], the relationship marketing concept human resources are crucial for market success. The value of human resources in marketing mix of the university is not limited by availability of highly qualified, professional teachers, transferring knowledge in classrooms. From marketing perspective, the need for the development of higher education system is motivated by various factors, including the need to increase access to knowledge, new opportunities for building partnerships and developing skills for intercultural communication, as well as strengthening civil society, training personnel ready for work in the context of globalization, increasing the reputation of universities.

According to the research of Istvan et al [88, 4 p.], the current competitiveness of higher education institutes gets more attention and is evaluated by the national and international economy. It is well known that higher education systems had a complete makeover during the last years. The number of enrolling students constantly decreases in some European countries; therefore, only institutes that are internationally open can “survive” the change.

Human factor is critical strategic resource of university effectiveness in education market. In this case teaching resources appear as human resource and component of strategic resources that contribute to an increase in marketing opportunities of the university [165, 134 p.]. The creation and development of human capital in everything related to the marketing of organizations is in order to create a competitive advantage of knowledge organizations, and of course the continued integrated development of human capital in the economic establishment.

The idea in the development of teaching staffs in universities is based on the principle of rational - logical use of financial resources, modernization processes that will integrate and advance the educational process from its technological and innovative base in accordance with customer expectations for quality education that will promote it professionally and academically. The basic problems of university human resources in modern world are the need to find new forms and methods in accordance to new educational paradigm that requires a change in teaching and teacher's role.

Franck & Optiz [62, 652 p.] describes the development of the educational establishment in the global age by a new Comparative characteristic of teacher's role in the framework of classical and new educational paradigm:

Table 1.1 presentation of comparative characteristics of teacher's role in the framework of classical and new educational paradigm

Classical Educational Paradigm	New Educational Paradigm
Main mission of education: to prepare new generation for life and work	Main mission of education: to ensure the conditions for personal self-determination and self-realization
Human being is a simple system	Human being is complicated system
Knowledge comes from the past ("school of memory")	Knowledge comes from the future ("school of thought")
Education – transferring to student known samples of knowledge and skills	Education – creation the image of world itself through active lodging in the world of objective, social, and spiritual culture
Student – object of pedagogical impact, someone who is being taught	Student – subject of cognitive activity, someone who perceives knowledge
From subject to object, monological relationship between teacher and student	From subject to object, dialogue between teacher and student
"Responsive" , reproductive student activity	"Active" , creative student learning activities

Source: [17]

According to the data from the table, as the civil change to a knowledge society, education technologies are becoming more customer-oriented, and the recipients of knowledge become more responsible for their own learning. It should be noted that the process of teaching and methods of knowledge transfer over 50 years virtually unchanged. Despite all this, the current reality requires higher education systems to be capable and capable of change. Also, the status of the teacher has changed, as has his role in practice [182].

For years, the role of the university lecturer has not only been to please and teach, but to serve as an advisor to students regarding world scenarios (economics - society - politics - industry), and to help them develop thinking abilities and personal responsibility for the results of their studies. In addition, the lecturer will be required to examine together with them the educational trends, the development of the conditions of the modern university. Institutions today are looking for caring, well-trained lecturers who are able to cope with the current situation, and adapt quickly to social and technological changes (such as virtual learning spaces during the Corona epidemic). The period of spontaneous management, without prior thought and planning has passed and passed from the managerial world. There are now high expectations for his thinking differential design between institutions and faculties due to the much competition [190, 393 p.].

Educational leadership in education systems. Leadership is known as one of the main influences that drive the success of organizations, and the interactions between teams in organizational systems. Basically, the leader has the central role for the outcome and success (or failure) of any project in the organization. It is therefore found that there are different leaders and different results [195, 4 p.]. During this period a large part of the academic leaders are committed to having diverse management and leadership ability in order for the organization to succeed in its

role and purpose. Numerous literary studies and sources have shown that there are many factors in a principal's leadership ability, and they need to be particularly effective in the educational field. A principal must, for example, be a role model for his students, know how to lead a large number of types of audiences, and know how to be criticized by internal and external factors. His attitude towards the academic dean of the educational institution and the rest of the staff requires adaptability and adaptation to the group for which he is responsible [147].

According to Dixit [48, 187 p.], the current human capital market, which is characterized by many dynamic changes, requires all the organizations and institutes to develop the abilities of quick reaction and thinking flexibility to survive and adjust human capital to a competitive environment in their discipline. Some of the prominent changes in the labor market is upgrading teaching personnel in the public sector education services. One of the areas of increasing scientific interest is higher education and teacher training colleges. Knowledge society was extremely developed in the 21st century and its economic characteristics and international relations are characterized by expanding the knowledge, shortening the knowledge life cycle, and very fast appearance of new knowledge. Therefore, the learning process becomes a lifelong process that never really ends, and there is increasing competition between higher education providers since the market is more privatized.

The role of principals and leadership in higher education is the same as military leadership in organizations of other public institutions. Although the organizational hierarchy in the faculties and the academic establishment is slightly different, there is much in common. The same hierarchy of the Institute of Higher Education serves as an intermediary between the academic establishment and the governmental establishment with regard to the rights of the organization and its financial impact. In fact, the same responsibility of leaders and principals in academia and higher education is that they are committed to operating within the internal organizational system of higher education and has a number of principles to deal with. Therefore, academic leadership must navigate within the institutional-academic bureaucracy, and all this in order to successfully lead the investment results and resources of the management style.

The study editor notes that leadership and the style of academic management does not have the professional and significant training for modern management due to the many instances of formal training required (areas of finance, budgets, manpower, standards, maintenance). This is because the selection, sorting and filtering, which is not professional enough [133]. It has also been found in many cases that there is no consistency in creating the required professional background (job requirements) for the position holders in the management teams of higher education.

Therefore, in many cases there will be additional uncertainty about their functioning, conduct, areas of responsibility, and of course academic outcomes.

Hence & Gmelch [80, 7 p.] agreed that it is necessary to train academic managers in managerial skills in order to reduce the managerial and leadership failures of a managerial nature in higher education that is not appropriate for the years of the third millennium. Powel further argued [159] that according to his understanding, one of the significant challenges facing managerial and leadership positions is to know how to adapt to a global-global environment that changes once in a while, and to know how to maintain the organization in its international contexts. Therefore, the choice must be made after a professional process that is not affected by protectionism or the effects of nepotism.

In the professional literature, leadership ability is recognized as a paramount human trait in the areas of knowledge of human behavior in organizations. The same behavior is the first source of influences and dynamics during interactions between people, employees, managers and customers across organizations. The same leadership and management ability undoubtedly plays a key role in creating the desired outcome of projects, in which any leadership style can be expressed or externalized in different and varied situations in which the organization is measured. Fry [64, 694 p.] explains that good leadership ability is a strategic tool of the organization in favor of motivating the team in order to enhance their growth and development. In addition, organizational products refer to the organization's ability to operate and achieve goals and objectives such as financial results, organizational profit and competitive advantage over competitors, attracting skilled workers, manufacturing advanced and high-quality products and services. All of this will be done through an organizational strategy that stems from local leadership. In some cases, the leadership and management style will lead to a much more successful productivity of the organization, even though it does not give a good feeling to employees, but is mostly considerate of customers. The organization's marketing capability will contribute to competitive and successful organizational performance no less than investing in advertising or providing high benefits to key employees as an executive.

Extensive research literature that has been researched for years has shown the result that leadership style has a direct and significant relationship with the results of organizations. Although the style of management among managers differs from one to another, it can influence and determine the relationship between the style of leaders and the results of organizations. That is, either there will be a positive or negative correlation. The theory of transformation offers a proposition in which professional and productive leaders will be able to produce and encourage a good and advanced idea or image of the organization (public or business). These ideas promote a

paradigm of goal-oriented leaders and managers and vision-oriented leaders, thus seeking to achieve the goals of the organization for which they are responsible. According to Bryman [34, 695 p.], it is more likely that professional leadership in higher education will continue to change the education system. With respect to leadership styles in higher education, there are principals in academia who prefer a leadership style that includes the ability to transform and the ability to adapt to change. Leaders with the ability to transform are known for their ability to motivate their teams on a regular basis, causing them to perform tasks without exceeding their personal interest for the organizations by achieving their higher needs.

Avolio [9], which known as management researcher, was a proponent of the theory that transformative leadership would inspire moral and managerial inspiration that distinguished it from other leadership and management styles. To the extent that this theory as a whole dictates pressure on leaders to be able to meet the requirements under any circumstances [26, 151 p.].

Definition of competitiveness theory. Competitiveness defines as an artistic ability to create a pursuit and desire for an economic-commercial potential, or personal qualities of the person. If you look in the commercial sense it is the desire to achieve the potential of customers. It is found that competition between institutions and organizations exists everywhere, even in the educational sector of higher education institutions. The contemporary higher education market is characterized in multiple and dynamic changes, and requires all the commercial companies and the institutes, including higher education institutes, to develop fast and flexible reactions in order to survive and develop their competition abilities in the market they operate in. Some of the noticeable economic-educational changes are related to the economic – social reality and to the public sector financial means. Therefore, the considerations become more financial and based on organizational – economic benefits. The idea of having to market the services of knowledge organizations has not been reflected all these years, but has recently come to the fore. However, a numerical decline in demand for them has created a state of awakening and increased competition for students [195, 5 p.]. Today we find competition between institutions in prestigious faculties such as management, medicine, computers, where there is an attractive market potential of institutions for induction and which has led to the establishment of many academic institutions. In similar cases, academic institutions facing a growing demand of students are already striving to select the customers they want, and therefore will find the ability to differentiate services and products, expand the educational services offered (pre-academic preparatory courses, tutoring, virtual learning spaces, advanced software). All of these are now very attractive to students [46].

Henkel [81, 155 p.] present the marketing as a concept sounds easy and simple. It is something that is experienced every day. Often it has connotation to selling phrases and

advertisements. But actually, marketing is much more. Effective marketing needs proper planning and execution and it is almost necessary to every business. In the following the Author will present some marketing theories and processes and will cover the services marketing related theories since the thesis is about competitive in educational services. Many people consider marketing being just advertising and selling because that is what people experience every day. But that is only a part of the marketing as a whole. In today's business life marketing need to be understood as satisfying customer needs. The aim of the marketing today is actually to make the selling unnecessary. In larger contest marketing can be seen as social and managerial process. The marketing is a process where companies build strong customer relationships in order to capture value from customers in return. Ishikawa [87, 132 p.] declares that marketing is more than a set of techniques and tools. Marketing can be seen as a philosophy and attitude of mind, as a way of organizing processes in a company, and as a set of tools, techniques and activities. It should be noticed that customer perspective is not the only perspective to take into account when talking about marketing. The economic realities and demands of other stakeholders cannot be forgotten [87, 129 p.].

Ruben et - al [166, 233 p.] reminds that marketing cannot be efficient if it is just seen as a separate function that has tasks that need to be completed. According to him, marketing has a significant part in company's growth and this is gladly being notified in many companies and in their top management. Best marketing happens when there are clear targets, respect on both sides, open communication and rewards. That is why everyone in the company needs to have a clear picture of what the role of the marketing in the company is [166, 235 p.]. Iglesias, Sauquet and Montana [84] have studied corporate culture in relationship marketing-oriented companies. A new approach to marketing has merged. The relationships marketing emphasizes the importance of relationships between customers and buyers and establishing and maintaining the relationship. To develop this orientation successfully a basic requirement is the creation and development of a corporate culture which supports this new approach. The theory suggests that client orientation alone is not enough, but high degree of concern for employees is needed. And trust, commitment, teamwork, innovation, flexibility and results orientation also seem to facilitate the development of the relationship marketing orientation.

The marketing mix theory. A term coined by Neil Borden [28, 3 p.], the marketing mix is the set of marketing tools that an organization operates, in order to achieve the marketing goals, it has set for itself in the target market.

The marketing mix is one of the basic terms in modern marketing, and consists of many activities and tools. Professor Jerome McCarthy [233] first developed in the 1960s an array that was accepted by the four names of its components (hence its name 4-p): the ideas behind Borden's

model were refined and changed over the years until E. Jerome & McCarthy [37, 5-6 p.] proposed them on four components called "*The 4 Ps*". The 4-p variables are under the control of the organization, and they can be changed and differentiated so that different combinations will achieve the goals of the organization in the target market, and will buy benefits and values from the buyer. There are variables that can be changed in the short term more easily, such as: a change in the price of the product, a change in the number of sales people, etc. Most of the variables can be changed in the medium and long term. This professional classification is offered to organizations and institutions that are interested in improving their marketing system:

Product / service - in fact the most basic ingredient (without a product there is nothing) and all its characteristics such as: size, shape, packaging and in fact all the physical characteristics of the product. The product can also be an educational service of an academic institution. The product can be tangible or intangible = service, and must include a set of defined characteristics that meet the needs of the target audience.

Price - The pricing of the product or service is a theory in itself and is also affected by the desired positioning for the business. There are 3 accepted pricing strategies - a) Pricing according to market prices - In this pricing, we will sell the product according to the market accepted price - regardless of our costs and quality. B) Cost-based pricing cost + -

Promotional - This is the most popular P and sometimes even confused to think that it is actually the entire marketing. The promotion efforts are intended to raise the level of awareness and familiarity with the product, increase / regulate the demand and / or create differentiation for the product in relation to other products. So, what is meant by "promotion efforts"? There are a variety of channels through which the purchase of the product can be promoted. These can be advertising on the "online" or "offline" channel, PR, conferences and events, frontal sales calls, promotional campaigns.

Place - the distribution channels of the product. The simple and original intention of this aspect was points where the actual sale of the product takes place - in a physical store, on the Internet, in the office, in a clinic and the like. Today, however, it is customary to refer to a wider complex and not only to the actual purchase but also where are the points / places where the "customer journey" begins towards the purchase. The site may begin to actively engage and convert the customer and therefore all points that the customer goes through should be addressed until he makes the actual purchase of the product.

In the early 1980s, marketing systems began to develop the marketing mix that up to that time included 4p. In 1981, marketers named Booms & Bitner added 3 new components to the 4P's

theory. The update allowed the new marketing mix to include terms that are not only around products but also around services for sale: **3 Ps' extended included:**

Treatment of People / customers - All organizations are based on the employees who manage the goals of the business organization. They are the ones who stand at the forefront of the organization. Choosing and promoting the right people is critical and essential for the organization's proposal to succeed.

Process factor - The service role of the organization is carried out with the customer, so that the manner of service is a central part of what the consumer pays for it.

Physical environment of the organization - almost all services include physical elements when providing the service. Even if it is a service that is not tangible. There is a need for investment and thinking about the physical environment in which the service is performed.

. The next figure will present the re- new 8 Ps' marketing model which become one of update business model in the recent years.



Figure 1.1. The 8 p's of Marketing Mix

Source: made by the author from source [240]

The adaptation and implementation of educational services. According to Melewar [139, 539- 542 p.], the 7-8 Ps' model can implement as Marketing Mix of Educational Services:

1. **Product** - In case of educational services, the product means the students and the services means the intangible offers (like the course itself, the services rendered by the faculty etc.) made by the educational institutions. Here, services make the product of an institute.

Through the products and services, the educational institutions promote their organization and develop the brand value in the competitive market.

2. **Price / Fees** - The price is the amount a student pays for the services availed by him or her. The price will be determined by several factors together. The price per student can include the prestige of the faculties, the quality of the teaching, the availability of the facilities, the type of ownership of the educational institution, the quality of the teaching, the reputation of the lecturers. The price reflects the quality of services provided to students, and therefore can also be used as a marketing tool by academic institutions.
3. **Place** - A place that represented the educational institution, the campus. The place is often referred to as the University - Academic Service Center. If the faculty is located in a central location, it will give a huge competitive advantage. In such cases the faculty and physical structure are also an essential promotional tool for them.
4. **Promotion** - The promotion of the academic institution. The organization must act in order to increase enrollments in the academic institution by advertising activities, long-term public relations activities, enrollment points for academia, and direct internet marketing activities. Academic institutions in Israel mainly emphasize two components of promotion. Web-based advertising and marketing, and not all of them. In terms of promotion tools, positive word of mouth communication has been found to be the best tool for them.
5. **People** - Teaching staff - in this case the investment will be in human capital. Much of student satisfaction and retention depends solely on how lecturers and teachers can provide them with the best of their services. Teachers and lecturers are treated as facilitators / service providers. The success of the growth and existence of the educational institution, and especially the professional educational organization, depends on the competence, efficiency, academic credibility, and dedication of the faculty and university teaching staff. People have proven to be the most critical component in the marketing mix of educational services.
6. **Processes** - All procedures, internal organizational mechanisms, and information flow in activities leading to value exchange are called the process. These are the stages where service providers provide services to students. The process will play a key role in achieving the competitive advantages of the academic organization. Examples might include the way a student is treated by a staff member and rendered service by a teacher, or the length of time a student has to wait to get services from them.
7. **Physical evidence** - It is basically a kind of sensory experience for the service that allows the student to study in proper and professional facilities. Examples might include the

physical environment in which service is delivered, the physical facilities provided and the infrastructure created by the organization for them. It might include state-of-art technology, building, total ambience, parking facility, playground, gymnasium, swimming pool, indoor stadium, transportation facility, hostel, AC class room facility, computer laboratory, canteen, library, number of books and journals, different modern teaching aid etc. All of these play a crucial role in marketing of educational institute.

1.2 The Influence of Internationalism in Education Services on the Economy and Education in Various countries.

Competitiveness in the higher education system. The growing element of competition in the global education market, and with an emphasis on higher education services, is a huge challenge for higher education institutions looking to find ways to increase their competitiveness in other education services. Higher education - academic education, in the broadest sense is any act or experience that has a constitutive effect on a person's brain, character or physical ability, and will subsequently help him in terms of his professional-occupational abilities. This is basically a process in which the educational-academic institution deliberately teaches the knowledge, skills and values accumulated from generation to generation through an educational institution associated with higher education. The need to market educational services is critical to the development of social, economic and human resources. Professional education and training are activities that can be identified separately, in fact intangible, that provide the desired satisfaction and are not necessarily related to the sale of the product and another service. According to Taylor [177], education is a service designed primarily for the consumer market / the characteristics of education services will be:

1. A service factor that is intangible (not a physical product) - Academic education will lead to an intangible dominant service.
2. Perishable - that is, after it is finished it cannot be re-edited - Inventory cannot be created for example. Cannot save scheduled lecture (recordable)
3. Inseparability - It is necessary for the service provider to be present when the service is to be performed and consumed
4. Additional factors - High fixed cost, low variable cost, specializes and is based on the need of students seeking a source of training, competition, customer limitations & heterogeneity

Educational competitiveness theories. One of the subjects that make increasing scientific – research interest is the competitiveness in higher education. According to Thrash [182, 78 p.], the society development in the aspect of economic knowledge in the 21st century is characterized

in expanding the knowledge limits, shortening the knowledge "circle of life" and the appearance of new knowledge in a very fast pace. Therefore, learning become a long process of many years that not really ever ends in most occupational professions. According to Kireeva et – al [102], Russian researchers in their article " *Competitiveness of higher education institutions and academic entrepreneurship*" said that only national educational system that will support the country's global competitiveness of the local education systems, can get a great extent. Kireeva et al [102, 17 p.] based their theory on a lot of experience from many countries and European universities (Annex 1). The theory factors include:

1. **Competitiveness of the national education system** – Understanding that government should see the competitiveness in education system as a "success key" for promoting educational institutes, and strategically lead planning and implementation.
2. **Development of human capital** – The theory authors see the development of human capital (administration and teaching staff) as main element for raising the competitiveness of educational institutions and educational services.
3. **International student recruitment** – Increasing demand for international students represents the level of academic attractiveness of educational services in the country. Quality standards in higher education will raise the competitiveness of educational institutions on the international side, increase the attractiveness and financial income of the educational organization.
4. **Development of science and research** – The development of research and science in academic institutions will support international academic development, contact with institutions in other countries, scientific integration with international projects, upgrade academic recognition, and a broad employment source for quality research teams.
5. **Stimulation of innovations** – Development of the entrepreneurial side. Organizational innovation these years represents a strategic source of attraction of global researchers, academic recognition for educational institutions (see case of virus corona), and increases the organization's competitive position versus its competitors. It is right for higher education, teaching colleges, elementary education and also public and industrial organizations.
6. **Improvement of living standards** - Improving physical resources including buildings, laboratories, technology for distance learning, international classrooms, libraries, auditoriums, public reception offices, student dormitories, sports and community centers, transportation services, catering, student health systems. All of these increase the competitiveness of the overall educational service provided to students.

7. **Internationalization of society** – Internationalization of society is a committed process that raises the competitiveness of the state's educational services. A social process in which civil society and all its constituents (community, commerce, transportation, health, industrial, local authorities) undertake to positively absorb the international community that comes to the country for the purchase of educational services.
8. **Competitiveness of economy (efficiency)** – Opening the competitiveness of the local economy will open wide economic opportunities to industrial, commercial, research and development, digital and international marketing. There may also be collaborations between educational and business organizations around the world. **Opening up the international and the competition will require maximum efficiency, and the adaptation of quality and excellence principles to meet international standards.**
9. **Attractiveness for investment** – Opening internationalism and competition in the educational and local economies will increase the opportunities for international investment in the country, in organizations, in economic-educational collaborations.
10. **Global competitiveness of the society** – Combining all the components together will bring economic and academic prosperity to education services. All of these will bring educational services to a high level of global competitiveness.

The idea behind the theory is that the initial interest in competitiveness should be in the government. She's the one who has to push the need for competitiveness. In theory, the government had to allow competition by providing financial investment in its fields of **development of human capital, international student recruitment, development of science and research**. The national support also able **stimulation of innovations, improvement of living standards and internationalization of society** [13]. All those will make **competitiveness of economy (efficiency)** in the local education services and **Attractiveness for investment**. When all those factors will be in high level of quality, then will be a **global competitiveness of the all-education institutions** and the society.

Emerson, Ferreira & Gerson [55] define a **competitiveness theory of educational services** after analyzing "business" competitiveness theory, educational services theory, public organizations theory, and create a combining between all of them. The theories ideas based on three main categories, that the organization is require to develop for promoting the competitiveness in the zone field. The theory model starts with organizational strategic of **management issues of professional and entrepreneurial vision**. Then, the three main categories will include:

1. External factors – this category will develop the organizational abilities of:
 - Threats of new types of educational organizational.

- Level of rivalry among the educational organizational.
 - Power of bargaining of the student – costumer.
 - Government regulation.
 - Generic strategies of the competitors (other educational organizational).
 - Relationship with the local society.
 - Relationship with organizations and government.
2. Internal factors – this category will develop the organizational abilities of:
- Educational services offered (courses and supporting services)
 - Physical structures technologies and location of higher education institute.
 - Capabilities of the institute human resources (teachers & collaborators)
 - Higher education institutes organizations for the use of available physical, human and financial resources.
 - Recognition of the distinctive competences of the institute.
 - Focus on the market & organizational culture of the institute.
 - Reputation of the institute.
3. Higher education institute's stakeholders - this category will develop the organizational abilities of:
- Students and potential students, former students, students' parents.
 - Professors and other internal collaborators.
 - Employers and class entities.
 - Governments and research agencies.
 - Local community and society as a whole.

The next step/level in the model is to combine between all identification of the **Higher Educational institute's competitive advantages**. According to real organization abilities is to create a **strategic annual plan**, by vision, by goals and objectives for every department in organization. The competitiveness model is in Annex 1.

According to Stimac & Simic [174, 24 p.], higher education institutes' marketing, based on combined business sector marketing principles, helps them to cope with the change challenges by creating a “learning environment” that is individually adjusted to provide students known needs, especially the international ones who have high expectations. In the international openness and international economic relation context, the marketing orientation in higher education process is perceived as an exchange process where institutes offer knowledge and skills, and especially preparation for economically profitable occupational career to foreign students. According to the

trade profiles 2020 - report [196, 218-219 p.] which adds their stakeholders (students, funders, labor market). Due to the many good higher education options, students look for additional benefits: better service and quality programs. Since we believe that higher education institutes' main goal is providing high-quality services, all stakeholders must cooperate to provide a service that opens a place for client service marketing.

The economic and social influence of the educational establishment in the world.

Education is one of the most important factors of the economic growth in every country. Education is an essential and hourly activity of any modern society which undergoes social upheavals and is based on up-to-date models and modern education. In the society of the future the education will have an essential role in creating a new lifestyle specific for a society based on knowledge and learning [48, 188 p.]. In the present context, the academy considered necessary to study the influence of education on economic growth whereas the link between the two is obvious: the role of education in economic development increases and the quality of the education system depends on the level of development of the country. During the research the government have studied and applied statistical methods and econometric models. With their help the ministries of economic have got, following the calculations, results on the manner in which the expenses regarding the action in the field of education influence GDP level and they interpreted the obtained results with caution. they also calculated and analyzed the dependence between GDP / capita and level of education [49, 135 p.]. In the society of the future the education will have an essential role in creating a new lifestyle specific for a society based on knowledge and learning. According to economist, Korka [107, 16 p.]: *"Education as an essential activity in the development of a society has undergone major changes that establish themselves in new methods and models of modern education"*.

Studies based on the standard Mincer log-linear earnings equations typically show that the returns to education are around 6% to 8% per school year for men and 9-11% for women. Each additional year of education, typically, raises wage incomes by 5–10% for example [180, 186 p.]. It is estimated that the economic benefits of higher education qualifications in the UK for the average graduate are outweighed by the return to the state. The current cost in the UK, to provide education to degree level, stands at 21,000 Pound. However, the value to the state in terms of the tax and national insurance associated with earning following qualification is approximately 93,000 Pound over the graduate's working life [134, 65 p.]. Among the key contributions that universities make to economic growth in the knowledge-based economy are the performance of research and the training of highly qualified personnel, both of which are sustained by networks and social interaction; universities act both as a primary source of **'knowledge workers'**, as well as the key

factor of production knowledge itself [198, 1728 p.]. This additional role is now recognized by the Government as vital in maintaining international competitiveness. This is from the point of view of attracting more international companies and supporting expansion and innovation in indigenous firms.

Upon to Easterly & Ross [53, 6 p.], the challenge is to demonstrate a specific causal relationship between the teaching/research activities of universities and general economic growth. In approaching this issue, it is necessary to focus on the three channels through which this can happen:

- Human Capital Development (graduates)
- Productivity Development (R&D)
- Localized Spillovers (regional effects)

Human capital development: higher education and economic growth. Robert Solow [172, 316 p.] pioneered the examination of the link between education and economic growth. His seminal article, *A Contribution to the Theory of Economic Growth* (2017) described how increased capital stock generates greater per capita production. Solow's theoretical model had an enormous impact on economic analysis. The more recent interest in the contribution of human capital to economic growth builds on earlier work that emphasized the significance of the health, education and the motivation of the population in the development process. For example, Remisova [162] highlighted the importance of education; Porter & Tanner [158, 96 p.] emphasized the role of economic; and Morrison [140] argued that the emergence of achievement-oriented elites was a precondition for modernization. The rate of human capital formation or investment in education was identified early on as a key influence on rates of economic growth and growth theorists now place great emphasis on this variable as a determinant of the wealth of nations. Lustik [132, 102 p.] developed an endogenous (within the economy) growth model that considers human capital as one factor of production and schooling as a means of human capital accumulation. However, a distinction should be made between the accumulation of human capital (that is, educated and trained men and women) on the one hand, and the accumulation and application of knowledge to the production process, on the other. Using the Solow model, but taking explicit account of the role of education, Kinnel [101, 8 p.] estimated that between 2000 and 2015, increasing levels of education were the source of 16 % of the growth of total potential output in nonresidential business in the US (and 30 % of the growth per person employed in that sector).

Scwab [170] claims in the report that in order to fulfill this goal higher education institutes should implement marketing both in strategic and operational aspects and create a stable but flexible structure and system. However, the educational institute must change its managerial

paradigm towards international openness and constantly check international relations. Decision-makers and policy-makers openness to discussing it.

Another US study by Foster [61] puts the contribution of education to economic growth at 8.7 % of total growth and 13 % of growth in output per worker, over the period 2000 to 2004. The new growth theory is interested in explaining the relation between accumulation of knowledge and technological change. This leads us to productivity growth. The pioneer in the field of productivity growth was Zvi Griliches [71]. He addressed the relationship between research and development (R&D) and productivity, one of the most complex yet vital issues in today's business world. Using econometric techniques, he established this connection and measured its magnitude for firm, industry, and economy-level data.

His central insight was to see that "technical change", which Maringe & Gibbs [135] and Kinnel [101] pinpointed as the principal engine of growth, is not purely a fixed factor determined outside of the economy (exogenously) but rather largely the result of economic activity within the economy (endogenously), the main purpose of which is to generate such change. This is a strong reason for fostering indigenous R&D activity rather than viewing it as a commodity that can be imported. Many studies have extended Griliches [71] work to focus exclusively on university R&D and its relationship with productivity growth. Academic research and development are now seen as one of the key drivers of economic growth. Countries that have academic institutions performing large amounts of R&D are more able to attract and grow technology orientated companies. Academic R&D is an integral part of the innovation economy, with contributions in the form of patents, new commercial products, skilled employees, new companies, job creation, and tax revenues. Assessing the impact of this university research on GDP and jobs begins with measuring the impact of research on the **Total Factor Productivity (TFP)** of an economy. TFP is the economic growth that results from increases in the efficiency and productivity of labour and capital [161].

The influence of the education on the labor force. The total skills that the employee offers to the organization is considered as the human capital he represents for his contribution to the organization. Human capital is not scientifically measured, but rather, through investment time and products it achieves for the organization. The skills required are initially defined by the job, i.e., the job requirements for success. Examples of this can be found in Japan and the US. The labor markets in these countries are highly developed, and the division into employment categories is often vague. Vocational preparation. But even there, the path from professional preparation to employment is not always direct.

According to Guha et al [75] higher education is recognized as a key economic sector in the US, having an impact on economic growth and competitiveness. The growth of the economy is reflected in the increase in GDP, when it includes both the production of the business sector and the production of public services. In the analysis below we will focus on the product of the business sector. Thus, the analysis imported is incomplete. Admittedly, what is being done in the field of productivity in the public sector is of great importance because of the scope of the factors of production employed in it and the importance of public services in determining the standard of living in the economy. The reason for focusing the discussion on the productivity of the business sector is that at this stage there is not enough information to describe the relationship between GDP and capital, labor and productivity in the production of public services. It is worth noting that productivity analysis in the business sector is important, as it is the basis for financing the activities of the public sector, and in the long run the increase in the public sector's GDP per capita depends on the development of the business sector's GDP per capita.

Table 1.2. The correlation between the government expenditure on education to the GDP growth 2015 - 2021 (by USD)

country	Government expenditure on education as a % of GDP – 2015 - 2021				GDP per capita (in USD) 2015-2021			
	2015	2017	2019	2021	2015	2017	2019	2021
Australia	5.26	5.31	5.27	5.19	45,515	46,322	46,753	51,812
Israel	5.74	5.76	5.81	6.11	35,902	40,277	42,823	43,610
Italy	4.08	4.11	4.14	4.51	36,600	39,433	42,873	43,676
Republic of Moldova	7.46	6.71	6.57	6.11	2,732	3,509	4,228	4,551
Rumania	3.13	3.25	3.22	3.26	21,561	25,765	27,312	27,918
Ukraine	5.87	6.15	6.54	6.66	2,129	2,641	2,853	3,726

Source: Made by the Author from sources [216; 241]

The author notes that in countries (in Table 1.2) which have increased investment in education, production output increases immediately over the years. There is evidence from the current table that investment in education leads to an increase in the country's gross national product. Although investment in education does not produce immediate results, but after a short period of time, the economic outcomes appear. We see this in countries: Australia, Israel, Italy.

It is well established that improvements in education are associated with long-term improvements in economic performance. There are three applied theories that show the impact of education on the economic capabilities of the countries [82]. The first is the human capital development approach which describes education as improving the skills and general abilities of the workforce, and therefore automatically leading to higher productivity, and improving the ability to use existing technology, thus contributing to economic growth. The second is the

innovation approach, which links education to improving the economy's ability to develop new ideas and technologies.











The third symbolizes the knowledge transfer approach, which sees education as a means of disseminating the knowledge needed to implement new ideas and use new technologies as economic performance jobs [207]. However, there is an important question whether there is a question asked about the causal link between education and economic performance, and if so in which direction. The two may be related, but not causally related. It is possible that better economic performance also leads to an increase in participation in education and achievements. Or there may be more student audiences with education and it will lead to improved economic performance. The educated workforce enables organizations to take advantage of new economic opportunities, leading to improved performance. Also, economic growth can lead to greater national and personal wealth, which increases the available resources and opportunities for education.

Economic analysis usually shows in research that improvements at the level of education and at the level of institutions have led to an improvement in economic performance. In contrast, analyzes using international cognitive tests have shown that it is an improvement in cognitive skills, rather than in the school years, that have a major impact on economic growth. [207]. Powell [159, 19 p.] Showed that progress in the employment rates of people with initial academic degrees contribute directly to the development of the local gross product, all with a high level of productivity per capita. However, it is not clear whether the reason is as a result of the optimization of the occupational-training system or due to natural economic growth of the economy.

Global ranking in higher education institutes. Global ranking in institutions of higher learning. In total, about 1,500 academic institutions from 86 countries around the world participate in the ranking, which began to be published seven years ago. These institutions are measured according to 13 criteria, including the number of resources allocated for the benefit of the students, the percentage of graduates, the average of their grades, publications issued by the institution, collaborations, conferences, prestige and reputation. At the same time, there is an increasing competition between the higher education service suppliers since it is a privatized market, and the economic reality of countries does not enable increased budget of pedagogic and administrative needs of the higher education institutes. It was found that many of the institutes are looking for "the formula" how to enrich the university in order to attract more students and maintain organizational and pedagogic attractiveness to the target audience – the students. In these circumstances, the service quality of higher education institutes becomes the "key word" for service suppliers. The American and British institutions dominate the ranking unquestionably, with representations of 255 American universities and 87 British ones. 15 of the top 20 academic

institutions in the ranking are American and 4 British. Alongside them, China's academic presence stands out, with 176 universities in list at the top, in 28th place in the ranking, Tsingua University. In the first and fifth places in the world are British academic institutions: Oxford and Cambridge. All the other are American universities like, Stanford and the University of California (respectively). Other well-known institutions ranked in the top ten are Columbia University (sixth place), the University of Massachusetts (six place), Princeton University, University of California, Berkeley, Yale University and University of Chicago. All over the world, many newspapers publish rankings of what they claim to be the ‘best’ universities. The following table will present the ranking table of top universities in the higher education, academic year 2021 - 2022:

Table 1.3. 10 top university ranking of academic year 2021-2022

Ranking	University	Score	Country
1.	University of Oxford	95.7	
2.	California Institute of Technology (Caltech)	95	
3.	Harvard University	95	
4.	Stanford University	94.9	
5.	University of Cambridge	94.6	
6.	Massachusetts University	94.6	
7.	Princeton University	93.6	
8.	University of California, Berkeley	92.2	
9.	Yale University	90.8	
10.	University of Chicago	89.8	

Source: Made by the author from [215].

The connection between educational in the country and the unemployment analyzes by the OECD [241]. Education has a substantial impact on employment prospects. On average across OECD countries, 84% of the population with tertiary education is employed. This fall to just over 74% for people with upper secondary and postsecondary non-tertiary education and to just above 56% for those without an upper secondary education. In OECD countries, an upper secondary education is typically considered the minimum needed to be competitive in the labour market. The average unemployment rate among those who have completed this level of education is close to 5 percentage points lower than among those who have not [148; 149]. Employment rates for men are always higher than those for women, but the gap narrows significantly among people with higher levels of education. Among those with only a lower secondary education, the employment rate for men is 70% and 49% for women; among those with university-level education, this rises to just under 89% for men and 80% for women. For women with university level education, employment rates equal or exceed 75% everywhere except in Chile, Japan, Korea,

Mexico and Turkey, but remain below those of men in all countries. When it comes to unemployment, the relationships are less clear cut. Differences in unemployment rates for men and women are smallest among those with tertiary education. Among women, the unemployment rate is 2 percentage points higher than for men only in Greece, Italy and Turkey. Among those with upper secondary education, women have generally somewhat higher unemployment rates than men. But among those who have not attained upper secondary education, the unemployment rate for men is higher than that for women in 15 OECD countries.

The social influence of the educational establishment. *What is the ultimate purpose of education?* Early philosophers such as Aristotle and Plato pointed out that education was central to the moral fulfilment of individuals and the well-being of the society in which they live. Upon to Dixit [48, 186 p.] life expectancy reflects a long trajectory of individuals' socio-economic circumstances that affect their health conditions and other mortality risks. In OECD countries, life expectancy at birth, on average, reached 80 years in 2010. A 30-year-old tertiary-educated man in the Czech Republic can expect to live 17 years longer than a 30-year-old man who has not completed upper secondary education. In the 15 OECD countries analyzed, differences in life expectancy by level of education are generally much smaller among women. On average, a tertiary-educated woman can expect to live four years longer than a woman without an upper secondary education. The author in her article "*Wind Wings - teacher training program*" [Lavan], which describe the teacher training process in Shannan college. In that program, the author leads a group of students (all of them are women) for a teacher training program for teaching professions with Integration of Economic - Marketing content and Universal Education Concept.

The strategy to support the adults of qualified employees is aimed at attracting selected foreign specialists and talented students to work in the host country as a means of ensuring economic development and enhancing the country's competitiveness in the knowledge economy. The main instrument of this approach is the system of academic scholarships, supplemented by an active program to promote the higher education system of the local country in conjunction with the adoption of appropriate visa and education system legislation [38]. Indicators such as life satisfaction and happiness have also become important benchmarks to assess the extent to which government policies address people's well-being beyond what can be captured using purely economic measures [154, 99 p.]. Adults who have attained higher levels of education are generally more likely to portray greater satisfaction in life than those with lower levels of educational attainment. On average, the gap in self-reported **life satisfaction** between adults with high and low levels of education is 18 percentage points.

Nordic countries tend to show smaller gaps by education compared to central European countries. This may reflect the cross-regional differences in the welfare regimes which could affect the well-being of the disadvantaged population. Indicators of civic engagement and subjective well-being are based on self-reported survey data. There may be certain discrepancies between self-reported and actual civic engagement (e.g., voting). Measures of subjective well-being based on self-reports may be subject to cross-cultural or social desirability biases. Also, these associations do not necessarily signify causal relationships. It is important to note that education and skills do not necessarily improve societal outcomes. Some studies have shown that the higher the level of education, the more likely an adult is to engage in potentially self-abusive behavior such as binge drinking [147, 17 p.]. *Why does education are so matter?* Income is one way in which education helps individuals improve their social outcomes. Evidence generally supports the income effects of education on social outcomes. Longitudinal and experimental studies can help clarify the causal status of the associations between education and social outcomes as well as the pathways in which education impacts on such outcomes. Yet, the evidence makes already the case for education policies to complement social policies aimed at tackling health, crime and social cohesion. It would be important to take into account educational approaches to social challenges when evaluating cost-effective policy levers. The bottom-line outcomes, independently from the effect of education on income. This strategy is implemented through the support of student and academic mobility through the provision of scholarships and the implementation of academic exchange programs, as well as programs aimed at building institutional partnerships in higher education [148].

The Educational Researcher Savasci - Acikalin [168] was insists that the most significant social contribution will be the establishment of a national education system.

The author of the thesis in her article [128] agrees with the **all perspectives of the educational researchers which presented** and, in this climate, the author analyze there is a temptation to simply try to get through the changes unscathed, to focus on the data and getting the best possible place in league tables. This shift in focus matters. Research [45, 282 p.] from The Equality Trust suggests that countries with low levels of educational achievement suffer from higher levels of inequality. It concludes that: "The link between educational achievement and high aspiration is a key explanation for the association between low educational achievement and inequality" [54]. This is not to deny the importance of qualifications – there is little doubt that educational attainment improves your life chances – but simply chasing data will never lead to a culture of high aspiration from individual pupils. the Author believe that the **first step to excellence is in the teachers training**.

The author in her article "Critical factors for successfully higher education systems" [115] defines that there are some several conditions - variables in parallel that should be exist. Original excellency within the teaching process in class shall come about in the existence of the following **"keys of excellence"**: **Obligation to bring about results to customers**; **pedagogical innovativeness**, meaning the understanding that the world of knowledge is constantly progressing and that we are training our children to work in occupations which are not yet known as of the current times; an **advancement of the development of both adaptive leadership** and conceptual flexibility; the **integration of components of organizational counseling** within teachers' training. As well as a **simulation center which shall allow the practice of hands-on situations**; **providing hands-on experiences** in group work as far as dealing with parents as customers is concerned; **qualifying teachers** for their jobs using a releasing pedagogy, which is based on the belief that knowledge is born from people and that the **pedagogical proceedings should be service-based**; that **teachers should be taught** how to **build** a personal, unique, **educational strategy** and how to design their own unique **educational identities**; and, at last, that teachers ought to **be provided with tools for classroom management**.

Table 1.4. All variables as holistic process

"keys" of excellence
Obligation to bring about results to customers Pedagogical innovativeness Teachers should be taught how to build a personal, unique Advancement of the development of both adaptive leadership Integration of components of organizational counseling Simulation center which shall allow the practice of hands-on situations Providing hands-on experiences Qualifying teachers Pedagogical proceedings should be service-based Educational strategy / educational identities Be provided with tools for classroom management

Source: Made by the Author [115]

The **"keys of excellence"** which present in table 1.4 emphasize quality of training processes, and selection that base on high **criteria for teaching staff**. Teacher training must include modern and advanced elements that prepare for the training process with concepts of globalization, intellectual enlightenment, emphasis on providing tools for coping with cognitive challenges and thinking about the future (and not insistence on imparting knowledge). The universities in Israel have finally understood in the last years (2015-2020) they must fight for their existence and begun to develop marketing systems, knowledge centers and telemarketing – like the colleges. They have also started in massive advertising campaigns that include open days and suggestions that students have were never received before. In addition, universities have lowered

the acceptance terms for various faculties and opened pre-academic preparatory studies in diverse subjects, especially in the fields of sciences. Porter [158, 99-101 p.] even notes that during the time universities have looked the other side, colleges have managed to be legitimized in the academic market and produce many gradulators that have integrated in industry, some in key positions and leading management roles. The "qualitative" target audience – who have high grades in his psychometric and matriculation exams – does not automatically chose the university in Israel as his first choice, but examines what leading colleges have to offer. Deming [47, 215 p.] adds that colleges are open to think outside the box and to academic flexibility, efficient and quick service systems, active occupational directions, and the most important – professional and hungry presidents, CEOs and marketing managers, who have wide marketing experience in the target audience. According to Peters [157, 623 p.], some of the colleges even made this year (2020) a marketing leap after assimilating advanced database management systems in their information centers, which allow managing multiple advertising channels with result component.

1.3 Excellence Model and its Integration in Education Service System

Organizational excellence is defined as an organizational effort to establish a stable internal organizational framework that includes work processes and which are designed to attract an audience of employees who will satisfy the organization's needs and services that meet customer requirements and business expectations [157, 622 p.]. The Component definitions are an organization is a group aggregated and combined under specific leadership to function as a single entity for a particular purpose. to be excellent organization is a measure of consistently superior performance that surpasses requirements and expectations without demonstrating significant from the Customers. The philosophy behind the idea of excellence begins with the understanding that the organization must excel in order to compete with its competitors [232].

Models for organizational excellence in the education services. Up to Abuhejleh & Yehia [2], Organizational excellence provides a competitive advantage it's what differentiates you from the other organizations in the market that provide similar products or services. It allows you to enhance your offering, allowing you to build particularly loyal customer relationships. Organizational excellence allows you to increase your market share, your ability to innovate, and increases your revenue and growth. According to the authors experience [117], which involved in many excellence projects in the ministry of education in Israel, in the model of alignment - There are **three critical components** of an any **excellence in organization** that contribute to a well-structured, strong, and customer-focused organization.

- **Strategic planning.** An organization needs to have a strategic plan. Moreover, they need to operationalize their strategic plan making sure that everyone knows what part they play in the overall scheme of things and how their role/team impacts creating a satisfied and loyal customer base.
- **Management systems** – the people-side of an organization. The people in your organization need to have the necessary attitudes and behaviors to implement the organization's strategic plan.
- **Operations** – the processes that go into operating your organization. The organization must develop the necessary processes from a lean or value-added perspective.

Organizations that combine models of excellence within the management hierarchy will gain organizational success and advantage over other organizations. Provide the foundation on which to develop an organization.

The necessity of excellence model and internalization in higher education. The moment has come for the historical development of the world system of higher education, when the national isolation of higher education institutions is increasingly coming into conflict with the consequences and prospects of internationalization and globalization [16; 143]. This fundamental conflict manifests itself in various issues and problems: the recognition of university diplomas, specializations and assessments, the development of international forms of quality assessment, international accreditation issues [35; 55]. To offer real steps to overcome this conflict, it is necessary to disassemble the main forms and characteristics, problems and prospects for the internationalization of higher education. As we can see, with the development of the processes of globalization and the internationalization of the economy and business, higher education at the level of individual universities has set new goals - the training of professional personnel able to work effectively under the changed conditions of the global market [103].

According to Karmel [95], the development of cross-border education, observed in recent decades, was a direct consequence of the fact that higher education in many countries acquires a mass character, the sphere of use of new information and communication technologies is expanding, the idea of developing a knowledge-based economy has arisen and has been recognized, the internationalization of the labor market and the need for skilled labor, a growing number of private firms are beginning to provide educational services and are all the more clearly demonstrating itself on the international market of educational services. Accordingly, there is a diversification of the modes of supply of educational services, where, along with the development of student mobility and the teacher, the mobility of educational programs and the mobility of educational institutions are increasingly developing [104, 78 p.]. Concerning the evolution of the

educational system, since Middle Ages universities have always been viewed as a social and cultural phenomenon, the purpose of which was to spread knowledge beyond its territory [6; 120]. In addition, all the higher education institutions established in the last century (20th century) knew how to train professional teams that created local elites that ensuring maximum development of technologies at the national level in each country. At some point, since the second half of the 20th century, academic institutions were also involved in political processes to expand social ideologies and democratization processes around the world.

The author [118] has found that the more developed the country, the more it emphasizes education and its role in economic and social development. In addition, it was found in her research, that those who benefit the education service constantly examine and evaluate its quality. According to Kalenskaya, Gafuroy & Novenkova [93], it may be said that the competitiveness level between institutes set challenges, policy and high expectations from the quality service of education. Moreover, the economic and cultural globalization, which influenced the academic establishment in each country created new challenges to the higher education system since it obligates global openness and knowledge exchange. It all happens since the labor market becomes an increasing liberalization of knowledge itself. Due to Webb [192, 40 p.], to create a competitive market position for higher education institute in these circumstances, it has to adopt marketing concept and philosophy and create its strategy and activity in the market performance terms: to focus on the beneficiaries needs, in market segmentation, competition, market location and product development / new services based on identified market trends

The rapid spread of higher education studies accelerated processes of competitiveness and the promotion of the innovative economy. Although most students worked to promote the institution's name and prestige, either through activities promoting democratization processes, and/or national ideologies, the universities were still subsidized by the states. In the opinion of the government, the establishment of educational institutions was presented as a national asset indicating regional prestige, testifying to a stable economy.

The EFQM theory model. The EFQM model is implemented in 30,000 organizations worldwide, and it enables a broad comparison database. The model makes an atmosphere of will, need and striving for excellence through constant comparison to parallel organizations and compering the organization achievements to its vision and goals [218]. It is important to note that in order to succeed an organization must act holistically and not individually as departments, because the results depend on integration of all the organization units. The entire organization must work in one culture to achieve a common goal. The EFQM (European Foundation for Quality Management) model was developed by the end of the 1980s by 14 commercial companies in

Europe due to fear of increasing competition by American and Japanese companies. The model has three main components: the nine criteria, the eight basic terms and the EFQM improvement cycle (the RADAR logic -annex 3).

The main contribution of the EFQM European model is in integrating a strategic approach and focus on operational performance and result-orientation, both on local and optional international aspects. The international model is an ideal framework for examining the cohesion and future aspirations of worldwide organizations in comparing its working methods and responses to their current challenges and problems, such as the Israeli academy unwillingness to open a door to international collaborations, which bind academic relations and economic-international interests' realization. Steed [173, 63 p.] indicates that using the model is an opportunity to at all the higher education organizations from a holistic point of view and see that the academic institute's needs are complex, and an optional solution is managing economic – research relationships that include sharing human capital between institutes and countries.

The first component answers the question how a successful organization acts and what does it achieves, and intelligently presents the correlation between inputs and results in the organization [218]. This component is composed of two parts: one part includes the five input components that every organization strives for excellence must invest in and even use it to measure its investments. These are the "Enablers" that refer to leadership, strategy, employees, partnerships, resources and processes. The second part includes the four Result components that every organization strives for excellence must use it to measure its achievements: results for clients, results for employees, results for the community and main results. As for the results, there are two measuring types: one, which is called "execution indicator", uses to measure the organization efficiency, and the second, which is called "perception index" (in three results areas), or "main output" (in main results), uses to measure the organization effectiveness [8, 101 p.; 73].

The second component answers the question what are the cultural characteristics of an excellent organization and details eight characteristics that are its core values: achieving balanced results, adding value for the clients, leadership with vision, inspiration and integrity, managing trough processes, success thanks to the employees, nurturing creativity and innovation, building partnerships and being responsible for a sustainable future.

The third component answers the question what is measure and in which scale and details the improvement cycle stages: determining results, planning approaches to achieve them, assimilating approaches and drawing lessons for continuous improvement (not necessarily in this order), this cycle is also called RADAR and, in some ways, reminiscent of PDCA but differs in other aspects.

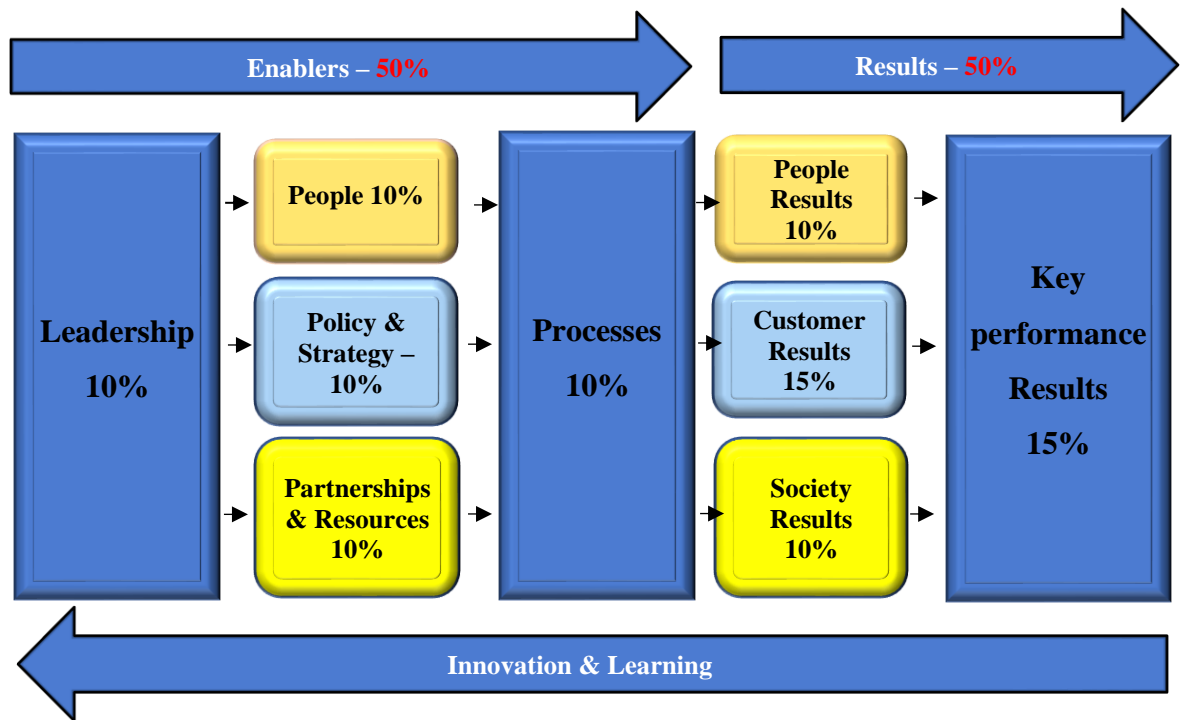


Figure 1.2. The EFQM Excellence Model

Source: Made by the Author from [218]

The EFQM model principles [218]. 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.

The examined criteria - Leadership, strategy, people, processes, products and services, results for customer, results for employee, results for the community, main results that motivate the organization to achieve long-term goals.

Main perceptions - Achieving balanced results, adding values to client, leadership with vision, process management, success = people = employees, innovation and creativity, building internal, external and strategic partnership, responsibility.

Table 1.5. The Enablers & Results by the EFQM Excellence Model

The "ENABLERS"	The "RESULTS"
<p>Leadership - All organizations and institutes will have leaders who shape the future and make it happen, acting as role models for its values and ethics and inspiring trust at all times.</p> <p>Strategy- All organizations and institutes will implement their Mission and Vision by developing a stakeholder focused strategy.</p> <p>People - All organizations and institutes will value their people and create an organizational culture.</p> <p>Partnerships & resources - All participating organizations will be involved in planning partnerships with external parties, managing a supplier system, and managing internal resources. Efficiency with a positive impact on the environment is required.</p> <p>Processes, Products & Services - Excellence of organizations and advanced planning and developing an organizational environment. The departments and management will plan, improve processes and services in order to provide high quality value to the customer and stakeholders.</p>	<p>Customer Results - All organizations and institutes will achieve and sustain outstanding results that meet or exceed the need and expectations of them customers.</p> <p>People Results - All organizations and institutes will achieve and sustain standing results that meet or exceed the need and expectations of their people</p> <p>Society Results - All organizations and institutes will achieve and sustain s standing results that meet or exceed the need and expectations of relevant stakeholders within society</p> <p>Business Results – All organizations and institutes will achieve and sustain outstanding results that meet or exceed the need and expectations of their business stakeholders</p>

Source: Made by the Author from source [8; 73]

The idea of self-assessment - The RADAR logic (Annex 3)

The EFQM describes the Radar logic as being at the heart of the model of excellence. To apply the Radar logic, an organization needs to:

- Plan the Results it is aiming for in order to achieve its strategy.
- Develop an integrated set of Approaches to deliver the required results.
- Deploy the approaches in a systematic way.
- Assess and review the approaches and implement improvements where needed

The RADAR logic is supposed to be a dynamic assessment framework and a powerful management tool which will provide a structured approach to questioning the performance of an

institute and companies at the highest level that they can. The RADAR logic states that an organization must to:

- To determine the results which aiming to achieve as part of its strategy.
- To make plans and try to develop some integrated approaches to deliver the required results
- both now and for the future
- To deploy the approaches in a systematic way for ensure implementation in all departments.
- To assess and refine the deployed approaches which will base on monitoring and analysis of the results achieved and ongoing learning activities.

Annex 3 present the Radar Circle Model for implementation the criteria of the EFQM Model [218].

While the EFQM [218] assigns percentages to scores, this can lead to organizations becoming focused on reaching a particular number, to the extent of specifying a precise numeric target for the organization to achieve, rather than focusing on how to improve [8, 103 p.]. However, scoring is an imprecise science, and numbers assigned by assessors can vary considerably. To lessen this focus on a numeric score, the authors have used the terminology of TQM [42; 73; 232] literature to describe the different level of excellence and as the application of evidential reasoning to self-assessment of excellence.

The Integration of the EFQM Model in the educational services. According to Grinberg & Simchon [73, 122 p.], different kinds of organizations use EFQM, Excellence Model as a quality management system and an overall framework for quality development. EFQM Model is a practical tool that is mostly used by educational organizations in self-evaluation of the organization, but it is also a useful framework for external audits as well as a useful structure for educational organization's management system. The EFQM Model forces to examine organization's functions, operations and results as a whole. Excellent educational organizations identify key customers and customer groups to whom educational services are provided. It clarifies current and future needs of customers and customer groups and develops services accordingly. Organizations follow the satisfaction of customers and try to anticipate its development [2].

The promotion of quality and excellence in the public service is one of the important national objectives that the State of Israel seeks to achieve. Institutional measures to promote high-quality management in the public service began about two decades ago [63, 340 p.]. These measures have included: the implementation of government's decisions (in 1993); the establishment of a department of quality and excellence at the civil service commission; and the

introduction of a new section in the regulations for government. The model [218] of endogenous growth theory developed by Deming [47, 212 p.] includes a mathematical explanation of technological advancement. According to the author [117], this model also incorporated a new concept of human capital, the skills and knowledge that make workers productive. Unlike physical capital, human capital has increasing rates of return. Research done in this area show that a college graduate earns nearly twice as much over a lifetime as a high school graduate and school quality and not just quantity, is crucial in shaping a country's economic growth. If we take it to where it all began, already in 1995 Demming [47, 216 p.] believed that in order for a poor country to emerge out of poverty it needs a financial Big Push by external capital investments. However, what deters investors is generally poor infrastructures when education is considered to be one of the most important infrastructures. All together for a nation to grow, it needs to guarantee that all its citizens obtain the skills and quality of education needed to be able to compete in a present day, coordinated and globalized world. Taking into account economic theory, having a competent education system will prompt the ascent of long run economic growth rates, since human capital investment increases labor profitability and is considered a vital input for innovation and technical progress. Therefore, enhancement in the efficiency of education is a key variable for a nation's development.

Promoting quality and excellence is a strategic goal of the Israeli education system. Its importance was determined by the Government of Israel as early as 1993. The proposed law and policy detail the full range of administrative infrastructures required in this regard. From the moment of the decision, institutionalized measures have begun to support the promotion of quality and excellence, and the trend has grown over the years (since 1993). The institutions have reached an organizational understanding that quality management is not only a matter of efficiency, efficiency, economics, propriety, management, etc., but rather a matter of organizational culture and quality of life [2, 137 p.]. Quality management in educational services is an administrative approach designed to institutionalize mechanisms and implement processes that will ensure continuous improvement of efficiency in work in all educational systems, from the age of education to academic studies. Until the last few years (since 2011), models for excellence have been implemented in several educational institutions, mainly in the northern district of the Israeli Ministry of Education. In this district, under the support of Dr. Simchon [73], the director of the northern, in the Ministry of Education, which has known as the "pioneer" in the issue of excellence in the educational sector.

In order to implement the model in the educational systems, the Ministry of Education in Israel, together with professional's consultants, prepared an *Action Plan* that was proposed to

various schools and educational institutions, with an emphasis on meeting the standards of the excellence model [73; 11]. The objectives of the plan were mainly three main objectives:

1. Transforming an assimilated school into a high-quality school based on the EFQM system model for quality and excellence.
2. Implementing an innovative holistic organizational system, designed and adapted to the unique characteristics of the school by providing innovative tools based on a "focused management" fabric, and providing an innovative solution to the major organizational-organizational dilemmas that the school faces.
3. Promoting the outputs and outcomes of the school in relation to its customers and key stakeholders: students, parents, the community and educational institutions on the continuum of education.

According to Simchon & Grinberg [73], In their Book *"To staying on the wheel"*, the authors present a large number of choices for the tracks of excellence and organizational quality. From the implementation of excellence models, which based on the TQM excellence model, and continues to implement the EFQM methodology. They present in their way the "relationship" which the Educational Services are supposed to hold in the on - going team work dialogue between Quality and Excellence? In their opinion, excellence is the language of the educational organization, that will be expressed in the analysis of the indicators and trends of the organization's performance in order to improve. On the other hand, qualitative performance is the product of the client-oriented educational services (the student / parent) and will be expressed in the future. According to them, the higher the organizational excellence, the greater chance that the client (the student / parent) will receive is a higher quality of product.

The Northern District of the Israeli Ministry of Education was **the first to implement the EFQM Excellence Model in 2007** [73]. It began implementing this process of organizational development, based on the principles of the European System for Excellence in Enterprise. The application included guidance and guidance of the participating institutions, while ensuring organizational processes and creating organizational culture that enables the process of quality and excellence. The integration of the system led the district to systemic changes and significant achievements in its pedagogic achievements, as well as its work mechanisms and improvement of its services to its clients. As of 2011, the **"MIFRAS"** (Sailboat) program [73; 116; 123]. The program is part of the system of changes that the district leads in the field of quality and excellence. This is a unique pilot program, which has not yet been tried in educational institutions in Israel, and in this framework a team of **15 schools** and **19 "faculty development centers"** will receive a three-year process to assimilate the European quality model EFQM [211]. The program, which

was prepared over three years and funded by the "Lautman Foundation" (a philanthropic institution), and the Ministry of Education had a number of purposes which taken from the model [MOE]:

The purpose of the first year - learning the EFQM system by the school principal and his staff, implementing the first stage of the program - performing a self-assessment, selecting several criteria for improvement;

The purpose of the second year - focusing on the work of improvement teams, implementation of evaluation tools, measurement and focused management

At the school of his choice, professionalization in the study and implementation of the EFQM system, evaluation of the school in improving its goals;

The purpose of the third year - Benchmark - in front of outstanding schools around the world, which implemented the EFQM system. The selection of additional and challenging criteria for improvement; Selecting quality schools leads to the submission of applications for the National Quality Award.

The program is currently based on parallel learning and implementation, while providing individual and supplementary guidance to each school by a professional body that accompanies the entire process at all stages.

1.4 Legislation and Regulation for Creating Competitiveness and Marketing of Education Institutes in Israel

The trend of development in teacher training and the future of the academic colleges of education is often discussed and continues to employ the relevant government ministries, especially in light of the optimistic projections of a projected shortage of teachers in Israel due to the declining tendency to turn to teacher training and the increase in the average age of teachers in the education system. In recent years, several committees in the Ministry of Education and the Council for Higher Education have discussed initiatives for a comprehensive change in the teacher training system, in order to improve the level of this system and its image [211]. This included reducing the number of colleges of education by merging them or merging them with other academic institutions. In addition, the transition from the budgeting of colleges by the Ministry of Education to budgeting by the Planning and Budgeting Committee of the Council for Higher Education was discussed.

The recommendations of the committees regarding the number of desired colleges after the unification were not the same, and in any case so far only a few of the recommendations have been implemented. In the last committee [11, 228 p.] discussion on this issue in June 2009, several

questions were raised regarding the initiative to reduce the number and unification of colleges, such as:

- *Does the "college size" effect on the level of students which made the application?*
- *Is the tuition & fees of a regular college, lower than the cost of a teacher training?*
- *Will accessibility to teacher training be maintained in different parts of the country?*
- *Should colleges be opened for competition between the institutions?*

In addition, following the initiative to transfer the budgeting of the colleges to the Planning and Budgeting Committee, the question was raised whether the Ministry of Education, the body responsible for the Israeli education system, should be responsible for the training of teachers in general. There are **four** major approaches to teacher education in Israel: **(1)** teacher preparation at teacher training colleges (TTC); **(2)** teacher training at the universities; **(3)** a new approach at Haifa University which leads to a bachelor's degree in instruction; and **(4)** the integrative approach of the Open University of Israel with some TTC.

In 2020, there was **21 colleges** of Teacher's Training Centers in Israel, and there are about 25,678 regulars (teacher students) students, including students in programs for the training of academics for teaching. Despite the complexity of the field of teacher training in Israel's education system, it appears that the ongoing uncertainty surrounding the initiatives for change in this area and progress is very slow [208].

The government decision and regulatory committee – The CHE. The teacher training colleges will be transferred to the responsibility of the PBC (Planning and Budgeting Committee), and will unite into eight large institutions - instead of 21 today. According to the CHE plan, teacher training colleges will be merged with public universities and colleges and will be budgeted by the PBC and will be under its supervision. After a delay of years, the Council for Higher Education published a map of new teacher training centers, at the end of which the existing 21 teaching colleges will have 8 large teacher training institutions [208]. As part of the program, the teacher colleges will be united, but also with public universities and colleges. The merger is expected to be made over the next six years. Some of the colleges have already begun negotiations for a union [16, 9 p.]. The program for merging the colleges is carried out by the **Council for Higher Education (CHE)** and the Education Administration at the Ministry of Education. As part of a general reform within the context of the teaching colleges, there will be eight large teacher training institutions in Israel, which will have the same status as other higher education institutions that are budgeted and supervised by the PBC. The unification of the colleges and their transfer to the responsibility of the PBC should strengthen their financial strength and increase the number of faculty members

and students studying in them. According to the CHE [208], the move will also improve the quality of teaching at colleges and improve the quality of teachers in schools, as well as improve the employment conditions of faculty members, among other things, to merge their activities with universities and general academic colleges.

The idea of reducing the number of teachers training as noted, in recent years several committees in the Council for Higher Education and the Ministry of Education have discussed reducing the number of colleges of education by merging them; Their recommendations regarding the number of colleges that would remain after the unification were not identical [22, 223 p.]. The decision of the Department for Teaching Training indicates that the Ministry intends to re-examine the colleges of education according to a series of criteria formulated by the Ministry of Education [Knesset]. In view of this perspective, the Department has formulated a proposal to reduce the number of colleges of education, which based on the outline of a joint committee of the Ministry of Education and the Council for Higher Education [208]. According to the proposal, the reform will be implemented gradually over a period of **two years**, in several stages, as follows:

- **Stage 1:** Creating mechanisms for merging colleges and setting a timetable;
- **Stage 2:** Transfer of some of the colleges to the budgeting of the PBC;
- **Stage 3:** Closing colleges that were not included in the new mapping, which failed to merge or opposed the merger according to the plan.

Until 2012, there were only three mergers between colleges of education. The Ministry of Education defines these mergers as "voluntary connections":

- "The Kibbutzim College" and the College for Teaching Technology;
- "Efrata College" and "Emunah College";
- "Orot Israel College" and "Moreshet Yaakov College".

Marketing of academic institutes & teachers training colleges. As academic's Institutes (in Israel are include the teachers training colleges) find the need to appeal to an ever-increasing and diverse student base, successful branding and marketing have become increasingly important activities for institutions. Today, effective strategic planning and brand management require more than traditional advertising, marketing or identity development [33, 14 p.; 51]. Purdue University, for example, spent a 500,000 USD in 2017 on its "Makers for All" branding campaign which was poorly received by students and alumni. In recent years, we have witnessed a change in the trend in the marketing and advertising of educational institutions and academic institutions, including teacher training colleges. The academic institutions must market themselves and therefore choose to invest resources in marketing and marketing communications: advertising and promotion,

public relations, personal sales, direct mail and of course increasing use of the Internet and digital media.

The reality in Israel requires fundamental perceptual change. Katz [96, 2 p.] claims that the higher education system is sinking and that there is a brain drain - according to a report published by the Taub center for social policy research regarding the status of universities and researchers in Israel. According to the report, for the last 40 years, the treatment for human capital in Israel was neglected, and brain drain is one of the current phenomena. This phenomenon is the most harmful to the higher education system. The data of the Central Bureau of Statistics [212] indicate that the national expenditure per student decreased by more than three times, and the number of senior academic staff is more than twice as low. The brain drain phenomenon in the last years has worsened and currently is the worst in the west. At the same time, there are more external lecturers, who are not researchers, in the research universities. This trend has an extensive impact by diluting the country's human capital marketing abilities, thereby impairing the ability to develop international economic relations with other countries.

According to Ronen [163], many educators and educational administrators tend to oppose the marketing of educational institutions, because the marketing world is perceived as unrealistic and does not characterize the essence of the educational product or service that they provide to their customers. Advertising is one of the practical tools in marketing as well as performing "market research" - "market analysis", collecting data on the market in which we work to promote the same service accredited academic institution. The role of marketing in the academic teaching training system is to provide solutions to two main questions:

How to adapt the service of the Educational Institution to the contemporary student?

How to deal with Institutions of Education which compete with the students?

The necessary for the education system for marketing theory, must be done with the understanding that in a pluralistic society, which access to the candidate for education is not self-evident, education is by itself a marketing act. Optalka [152, 103 p.] notes that until recently, many institutions of higher education in Europe and the United States did not collect tuition fees or collected low tuition fees in undergraduate, master's or professional programs (e.g., teacher training), except for foreign students.

The prevailing view was that higher education is a service that every citizen of the country is entitled to and that the government is not entitled to limit because of economic considerations. As the government's role in the higher education system changed, along with various privatization processes and deep cuts in government budgets, many Western policies began to set or significantly raise tuition fees to cover at least some of the costs of higher education. In the United

States, the first change in tuition policy appears to be the beginning of professional programs - where higher tuition was introduced on the assumption that graduates would earn higher wages in the future [171, 25-26 p.]. Thus, public universities created differential tuition, for example, for first and second degrees, and even rated the programs according to the degree of personal benefit expected of their graduates. As the reliance on tuition as a funding factor for the higher education system increased, other questions arose: Who is responsible for determining the amount of tuition? Who is responsible for determining how the funds due from the tuition will be distributed? And so forth [174; 166].

All the findings so far indicate that educational products support development of the economy and indicate long-term growth of most of the countries associated with the OECD. Research findings indicate a significant impact over a long period of time, both on the economic-occupational level and especially on the level the mental resilience of the community that accompanies this. It is worth noting that the results of the regression test analyses indicating high indices of cognitive skills in international tests are marked as the strong policy factor underlying the differences in growth between the OECD countries.

One challenge in documenting the impact of differences in the quality of human capital is measurement. A large part of the discussion on the subject of quality - in part related to new efforts to enhance the responsibility - recognized the importance of improving cognitive skills through study, and most parents and policy makers accept the hypothesis that these skills represent the main aspect of the study results. If cognitive skills supply evidence through a third party, even if they are incomplete, to the school quality, the question is whether these skills are compatible with the performance after the student becomes part of the labor market and the economy's growth capacity. Learning and investment in human capital were the focus of development policy since the beginning of time. The many ways to invest include schooling, on-the-job training, medical care, vitamin consumption, and acquiring information about the economic system.

In response to these changes, a number of typical marketing and competitive responses of the institutions to training teachers and higher education institutions were observed: reduction of various expenses, development of new curricula, adoption of a business approach to managing the relationship with the environment and the opening of new customer markets [51, 317 p.]. The reduction in financial budgets in higher education led to the dismissal of many lecturers and employees and caused considerable uncertainty - a situation that promoted entrepreneurship and risk. Therefore, the place of distance teaching and the use of advanced technologies enabled the export of courses at relatively low prices to a large number of students. Thus, higher education has begun to be perceived as a service offered within competitive markets, which requires appropriate

marketing strategies [52; 70]. This led to the attempts of the universities to increase their market share and to initiate marketing activities while creating diverse programs that lead to the differentiation of higher education. These moves led to the offer of higher education services to individuals and business enterprises in order to earn large sums and to complete the decline in the revenues of the institutions to the extent of "academic capitalism" [41; 46, 98 p.] and the establishment of relations with industry and the private market. Alongside these activities are initiatives to recruit foreign students and create attractive programs for foreign students with money.

However, the literature points to the weak ability of the institutions to cope with environmental changes, which stems from administrative stagnation and limited possibilities for managing the resources available to the institutions. Thus, for example, the current structure of the universities, composed of the Senate and selected facultative councils, and the habit of choosing one person for a managerial position (such as a dean or department head) make it difficult for the institutions to respond to changing conditions. The reason for this is that an elected institute does not tend to make decisions contrary to the institute that elected it, and therefore there is no guarantee that those selected from the staff for the various management positions are indeed qualified to perform these functions.

According to the Author [119, 37 p.], thus, **universities and teacher training institutions are ineffective** with dealing the higher education market and with the need to meet new educational needs, such as supplementary education, distance education, adult education, and more. Moreover, the universities and faculty also question the efficiency of the quality indicators offered by governments and wish for informal procedures and "soft" measures related to rewards and sanctions. The author in her article "The necessity for excellence organizational culture in educational services (case study of Israel)" has believes that it is very important to be with acknowledging about given change in economic - education environment due to that may have a positive impact on some higher education organizations and a negative one on others. What also managers can do for the organizational improvement is to consider the external global environment because an organization is an open system dependent on a continuous interchange of inputs and outputs with the outside world.

The opportunity for educational organizations success depends on economic - managment - cultural - pedagogical conditions which related to the sociocultural values characterize the organizational. All of these factors affect the product or service an organization provides. Organization operates within at least one culture.

The following table will describe the increase/ reduce of the teaching students in the training centers in Israel, by the years 2017 – 2021.

Table 1.6. The numbers of students in academic teachers training colleges between academic's years - 2017 - 2021

Teacher Training College / Academic Year - ↓ ↑	2017/18	2018/19	2019/20	2020/21
The David Yellin Teachers College	1,268	1,183	1,089	1,197
Michlala, Jerusalem College	1,032	1,032	1,024	968
Oranim - The School of Education of the Kibbutz Movement	1,437	1,323	1,336	1,345
The Wingate Institute College of Physical Education & Sport Sciences at	1,005	983	962	1,074
Beit-Berl Teachers Training College	2,211	2,146	2,100	2,075
Lewinsky Teachers College	1,688	1,438	1,440	1,401
State Teachers College Seminar Hakibbutzim	2,361	2,278	2,122	2,256
Gordon Teachers College	1,240	1,160	1,125	1,034
Talpiot Teachers College	686	631	580	557
The Arabic College for Education in Israel	980	830	797	712
The Kaye College of Education	1,615	1,692	1,778	1,790
Orot Israel College	661	1,656	1,706	1,884
Efrata Teachers College	560	946	809	756
Herzog College at Yeshivat Har Etzion	1,620	1,625	1,541	1,342
Hemdat Hadarom	624	606	567	551
Moreshet Yaakov	931	closed	closed	closed
The College for Education, Tourism, Physical Education and Sport in "Ohalo"	729	693	641	closed
'Shaanan' Teachers College	726	731	704	753
Religious Teachers Training College Givat Washington	702	725	720	673
College of Sharia and Islamic Studies-Teacher Training	899	918	789	759
The 'Neri Bloomfield' College of Design & Teacher Training Haifa - Canadian Hadassah Wizo	724	759	659	714
'Emunah' College for Arts and Technology	372	closed	closed	closed
The College of Sakhnin for Teacher Education	937	863	764	738
All Total students in Training Centers	24, 978	24,219	23,253	22,585

Source: Made by the author from sources [212, 219]

Table 1.6 presents the controversial and growth in demand for college teaching and teacher training centers. Although the government required the merger of the colleges, it appears that most of the teachers' training centers feel an increase in the number of applicants and applicants in the direction of instruction. There is indeed competition at the colleges.

Changing the policy & regulation of managing the training centers for teachers in Israel - the transition from colleges to teaching and management by the universities. The idea of continuing the transition of the colleges of education to the responsibility of Planning and

Budgeting of the PBC (Planning and Budgeting Committee). Following the agreement in principle between the Ministry of Education and the PBC regarding the transition of the colleges to responsible education and the PBC - meaning the management of the centers by the universities [12, 229 p.]. The idea is a comprehensive transition of responsibility for the planning and budgeting of the academic training program for responsibility for the PBC. The PBC decides to recommend to the CHE as follows [208]:

- In accordance with the policy of the CHE-PBC and the Ministry of Education, according to which the transition from an academic college to the responsibility of the PBC will be possible only through unification (ie, no additional independent transfer will be possible), the "road map" will be distributed to colleges of education that have not yet been approved by the PBC an alternative to the union for each college (the road map will constitute a proposal but will not oblige).
- Within three months from the date of publication of the Road Map, the colleges will have to present an agreement paper in principle with the preferred alternative signed by the authorized signatories of all relevant institutions of the Union.
- Within three additional months, the colleges will be required to present preliminary planning, which will include the manner of consolidation, the synergy that will take place, advantages / disadvantages, etc. In addition, a timetable will be presented regarding the implementation of the actual union on all aspects: academic, corporate, budgetary, administrative.
- As a rule, a college that does not meet the dates set forth above will not advance its academic development (new curricula will not be approved until the document appearing in section c above is approved).
- The Ministry of Finance will be requested to obtain resources that will be promised in advance to the institution after the unification process, and which will be earmarked for construction and other investments derived from the union (equipping, adapting the staff, building and upgrading infrastructure etc.).

1.5 Conclusions for Chapter 1

1. In analyzing the sources regarding the educational establishment development trends regarding the beginning of "trade" in human capital as a factor of international relations development, the researcher concludes that many theories and definitions for the discipline currently deal with human capital development. The beginning of the "knowledge revolution", like the previous revolution, influenced the economy, international relations,

each country's civil society, and the educational establishment that is responsible for the education services system. The definitions and theories for realistic management of international economic relations link education service vitality to human capital development concept, in the economic product contexts and aspects [30]. Table 1.1 expresses the renewed process of educator's role conceptualization and his renewed professional focus, which is based on the internationality and advanced thinking development of the student.

2. Examining the international influences trends in education services on the economy and education in world countries, the researcher concludes that the competitiveness factor that "broke out" from liberal economic theory led educational institutes and services to be preoccupied with their ability to stand up to competitors in and outside the country [67]. These national steps and moves led educational institutes to establish national intra and extra-organizational marketing systems, like the DAAD [220] administration in Germany and the IEAA in Australia [154]. Nurturing the competitiveness of educational institutes and education services in Israel and investing in the students' academic mobility for higher education contributes to the economy and each country's political image [62].
3. Since the competitiveness is already integrated within the educational services, there currently exists a new paradigm for marketing and educational services (as appears in figure 1.1). According to Barr & Tagg, [17] the transferal from the classical to the new approach for marketing educational services creates a new marketing discourse which focuses the educational service strategy on the following: Creating a renewed vision, granting the learner personality tools rather than just knowledge, investing a common investment in human resources, focusing on creating a dialogue with the individual students during and throughout the lessons (both in school and in academic studies), creativity and the integration of the student within the decision-making processes.
4. The author of the research concludes that the managerial factor and the organizational leadership serve as the basis for the prosperity of the educational organization, much like with regards to other sectorial organizations. Bryman [34] relate the most significant weight to the success of the organization and to the leading of the strategic marketing of the educational institution to its leadership figure. Only a professional type of leadership is likely to get the organization to focus on the importance of the clients themselves, on the quality of the goods and services, and on the structuring of a marketing relationship with potential customers.
5. As she has written in her article " Implementation of EFQM© model in the Israeli education system." [117], the researcher seeks to apply in Israel the European excellence model - the

EFQM model (figure 1.2) and believes it should be integrated with the education services systems. The researcher concludes that the education services do not understand the importance of opening the system to internationalism and providing options to education services in an international context, economic - social perception, and willingness to create international relationships that will contribute to the teams, the students, and each country's foreign relations. The competitiveness theory that is defined as Mix Marketing (figure 1.1) indicates most of all the necessary components for developing competitive abilities among educational institutes, as indicated in Lawn [113] article. The organizational systems that deal with education services must assimilate the components and make it a service tool.

6. All the theories that deal with education services competitiveness, focus the required effort on several key factors, through which the core competencies will be developed. The researcher identifies the common factors: developing the human capital that will later attract human capital from other countries, while on the other hand allowing human capital to be exported to academic institutes in other countries [134; 141; 158]; opening an internationalism channel of learning processes and system management, which will promote international interests of education frameworks (especially higher education) [163; 166; 29]; curricula change and update - attraction for international students; training courses for economic professions that develop knowledge economy professions [87; 79; 34; 153].
7. The author of the research believes that this shall lead to a marketing survival need of these colleges in order to prove their necessity. Table 1.6 presents the ever-increasing demand of higher education students to join the teaching profession and proves that there indeed is a place for competition amongst colleges to compete over the Israeli students' will to become a teacher. The author of the research concludes that in light of the above-mentioned data, these colleges must create marketing tools, similar to those being implemented in the world, and thus, she shall present examples for such models, in places such as England, the United States, Australia and Germany.

2.THE METHODOLOGY AND RESEARCH PROCESS IN THE THESIS

2.1 Analyzing the Research Theme Discipline

The higher education in Israel was developed due to world developments and was influenced mainly by three **academic cultures – the German, the British and the American**. However, the Israeli universities have several unique characteristics which were formed due to differences in historical background, social and cultural aspects, and the environment in which they were developed. The development of the first institutes before the state establishment – the Technion, the Hebrew University and Weizmann Institute of Science - was accompanied by deliberations and struggles in various issues. This applies both to academic issues of teaching and research, and to issue of relations with the national institutions (to which the institutions belonged), with the Israeli community, with world Jews and with the international academic community. With the state establishment the institutes dealt, each in its own way, with impressive academic development and significant national contribution to the settlement fight. The development of these institutes in these years greatly influenced the uniqueness of the higher education system in Israel in later years.

The system expansion and the accelerating the trend of adopting market and competition rules (local and global), led to changes in budgeting policies of the institutions. The desire to streamline and reduce the public expenditure pushed the institutes to search additional income sources. The academic activity, including the basic research, diverted to adopting utilitarian approach. According to katz [96], the research universities in the world and in Israel are vulnerable to external pressures as a result of processes related to the essential issues and the conduct of the institutions. The basic research in Israeli universities has arrived in several areas to the global research front. The achievements in economy, society and security are a result of past investments in human capital and research infrastructure. Due to decline in the number of faculty members in recent years, and in the higher education status in general, the main task is to improve the institutes service system and rethink the academic institution designation. Institution's autonomy, accountability and public transparency are the key for every reform. Keeping the institutions autonomic is crucial, it guarantees individual academic freedom enables the respected status of Israeli science. Strong leadership in the institutes, which enables more autonomy, diversity in higher education character and proper distribution of institute resources, is a known need in many countries. these steps are not only essentially important, but also will prevent real danger of external intervention, which may cause irreparable damages. 25 years after establishing the academic colleges in Israel, which had to expend and enable the higher education system, the

data of the Council for Higher Education (208) shows the bad status of Israeli academy. The academic year that will start this October (2020) will be the fifth year of decline in the number of BA students after a continuous and significant increase in the number of students in the previous 20 years. According to Hramiak [82, 197 p.], it is clear: the students disappear, and the higher education system does not manage increasing the number of students, despite the CHE's efforts on the last years. Israel is considered one of the most educated countries in the OECD, but the student number decrease, and if this trend continues, the educated people rate in population will also decrease. According to data, the student number increase stopped in all higher institution types, and in some there were also a decrease. The status of teaching colleges is no different from higher education situation. Although the number of teaching gradulators increased comparing to previous years, the education system suffers from huge shortage in teachers due to burnout / dropout and in many cases inaptitude. The researcher seeks to deeply examine the issue in order to offer an applicative model that will respond the reorganization of the higher education system on one hand, and on the other hand improves the status of teacher training academic institute. The researcher holds a senior role in the ministry of education (north district) and responsible for implementing an organizational excellence model for education institutes in her work area. She is also responsible for marketing and student recruitment in the "Sha'anani" teaching college.

The research processes are based on scientific research the researcher is interested to prove. This research goal is finding an applied model to improve the service of education institutes of higher education in Israel. The researcher emphasizes that this research includes a structured and professional process that will try to bring academic – economic – marketing insights that will contribute to the academic science world in this context. According to Ronen [163, 73 p.], scientific research is a systematic, controlled, empiric and critical investigation of hypohetic claims regarding the assumed connections between natural phenomena. The research and academic analysis are divided in several research approaches of information and data:

1. Systematic research - investigation of information and data based on laws and principles system customary in a specific field (economy, management, society and politics).
2. Controlled research – the research and analysis are opened to external control. Since it is conducted according to clear laws the results should not depend on the researcher (age, gender etc.).
3. Empiric research – the research and data analysis are based on empiric observations. i.e., deals with the claims that may be confirmed / refuted by collecting and examining data.

4. Critical research - doubting the conclusions correctness, i.e., doubting basing on the researcher's accumulated / early experience. Like in this case, in which the researcher deals directly with the discipline.

In the classic research the researcher starts with hypothetic claims and tries to prove its existence using data collection and its analysis in statistic means / tools (will be discussed later). The researcher asks what can be scientifically examined? According to Munch [141, 180 p.], science does not deal with evaluation or moral questions. Science does not deal with what may not be reproduced, but rather deals with what may be observed, proven and even refuted. Various theories will be written based on what was researched, and it will be the basic insight to conclusions and recommendations. The theory is an explanation to the things happens in reality (according to the findings) and in fact, a combination of assumptions and claims from which hypotheses are emerged and examined. The theory and paradigm aim the research questions and make the findings meaningful.

Paradigm and theory. Every research relies on paradigm and theory(s) that form a conceptual set, a contact language and data base of previous researches. Paradigm uses as a philosophic idea frame (as a worldview) that influences the researcher a lot, even if he is not aware. this is how the paradigm change is explained in the first chapter of the thesis. Paradigm is the workspace defined using a unique language and assumptions system. Paradigms, like psychologic theories, are in our mind and we use it in perceiving life and all around us. In every paradigm there are several theories that include several components:

- a. Terms: language and words that get the main meaning in the theory and paradigm.
- b. Basic assumptions and laws that present a relationship between the terms.
- c. The previous researches are an accepted method for identifying laws in the perception and environment defined by the research world.

Scientific theory. Quinn [155, 625 p.] claims that scientific theory is a set of terms based on the results of a research process that includes observations and experiments, i.e., objective and influence clean basis. Although the researcher claims that in fact, theory is much more, since a simplistic description of facts, detail of empirically known facts still does not form a theory. Unlike an experiment result, theory represents something new, deeper and more comprehensive generalization of knowledge, conclusion and insight that will contribute to science. Therefore, the author suggests in her article [116] the following definition to "theory", theory is a set of terms, laws and principles united by logic links (and sometimes mathematically based), with explanatory roles and some predictability, which allow describing substantial constancy proved in phenomena "experimental test" in social – economic area or any other scientific area. Therefore, the researcher

emphasizes that a scientific theory's goal is the explanation of observations, proven facts and known experiments. But no less - a certain prediction of new facts and thus creating new knowledge. Theory often predicts phenomena that in the present cannot be measured or seen due to lack of measuring means. Quinn [155, 627 p.] even notes that facts and theories somehow differ from each other. He claims that a fact is a statement that can be unequivocally proved and examined, while theory is an explanation / model based on observations, experiment and conclusion and aimed to explain phenomena. Feigenbaum [56, 155 p.] seeks to empower the importance of theory and therefore defines it as a thinking - conceptualization process, unlike empiric observation. A theory as a logic system based on basic assumptions that allow concluding verifiable explanations and predictions. Kruger [111, 149 p.] defines an additional definition like the general definition spirit. According to his understanding, theory is a set of rules that apply a wide range of situations explaining the phenomena. The theory is built of set of terms, definitions and hypotheses. (Unlike a theory that based on guessing). Hypotheses are claims regarding a specific phenomenon by presenting the relations between **currently unproven variables**. The scientific theory must have **logic results** which may be tested with empiric facts by predictions based on the theory. The ability to experimentally examine it characterizes the scientific theory.

The research world discerns two basic terms called the modern research tools, **the qualitative research and the quantitative research**. these two basic terms are often mixed up. There is a real issue which direction should be chosen in order to achieve the required information, reliable and solid information, purposeful information that will bring optimal and empirical research results – qualitative research or quantitative research? The answer is, obviously, not unequivocal and depends on the need, the means and especially in the research work issue. Each type's interface and characteristics allow a different data analysis, emphasizing the data or findings the researcher has.

Qualitative research - qualitative research performed **directly, concisely and deeply** to collect information in the research field. This research, as its name implies, **deals with the quality of the collected data**, unlike the **quantitative research which deals with collecting a lot of data** but do not require quality and depth. The researcher will use qualitative research in the cases he wants to investigate human behavior. The research will enable the researcher to hear from an "expert" she has selected about the behavior, to understand it deeply and divide it into categories. According to Marginson [134, 65 p.], qualitative research should be preferred when the **researcher goal is getting wide and detailed answers that will contribute to understanding the content world the participant engages, and when short and uniform answers** (as in a questionnaire) **do not satisfy her**. The qualitative research is a tool to collect deep information

that reflect reality as perceived by the participants and interpreted by the researcher, to open the researcher's world to contents she did not meet and that may contribute to the research and to profound understanding of human behavior, in addition, the research subject often changes in accordance with the researcher's understanding and deepening the subject. Moreover, the collected information is subjective and subject to the researcher's interpretation. Qualitative research will introduce the reader the researcher world, her beliefs, feelings and understanding of the researched area, by the way she analyzed the collected information.

Using qualitative research. It is better to use qualitative research in areas that focus on complex issues that **are not measured by numbers or percentages**, as organizational culture research aiming to understand its customs and norms, an area researched by testimonies of people and / or officials [63, 342-343 p.]. When researching an area that was not researched, there is no wide population that can testify, and we are interested in collecting new and direct information "from the field". In addition, we will use qualitative research when we are interested to **examine processes rather than results**, like when we investigate an area that cannot be quantified and measured, when we research emotions, communication between people etc.

The qualitative research characteristics. Looking at the qualitative research characteristics and its goals, shows it is a documentation and experience to understand the unique and subjective world of the participant, i.e., in his perspective (using the interview tool). Research methods tend to interpret human behaviors, beliefs and cognitions in its social context, focusing more on deep understanding of processes than on results. In fact, due to the researcher's opinion, it is research designed to describe and document a given situation without interfering it, researching phenomena which cannot be easily quantified and measured (as emotions or interaction between people). The social context has to be considered within the quantitative research, and the qualitative data interpretation has to be conducted in this context by a researcher who knows the researched society and culture [72, 58 p.]. **The main research tool is the researcher himself, therefore the qualitative research is subjective research.** it has many consequences like the inability to generalize (the external validity of the research is low since the findings cannot be generalized on the entire population). Using a close questionnaire, for example, does not help in such research because it does not allow the researcher to analyze the resulting data as he pleases. The researcher subjectively sees the participant and it requires a profound research and use of cross-referencing data of at least three different independent information sources like observation, interview etc.

The research tools characterizing the qualitative research. the most important principle in successful qualitative research is that the researcher has to be really interested in the people, in

the information provided, and in their definitions and interpretations to the events. For example, when the researcher interviewed the CEO of a large teacher training college, and he asked to emphasize the higher education system defective decision making, that he believes politicized, his opinion and interpretation must be expressed in the interview's conclusions.

Interview is a conversation in which the interviewer asks the interviewee questions in order to collect data while documenting the answers. An interview may be performed in person or through media. According to Grossman, Reid & Morgan [74], there are various types of interviews (structured interview, semi-structured interview or unstructured interview). In a structured interview the interviewer strict to the questions order and wording and does not change it due to stimulations during the interview. The advantages of this interview are unity in collecting data, it does not take much time, the data analysis is relatively simple and tend to objectivity, the participants' answers can be compared and it is usually do not require trained manpower to perform it. In a semi-structured interview, the interviewer strict to the questionnaire and its defined questions, but he may change the question order and add some if he finds it necessary. In an unstructured interview the interviewer asked questions due to general instructions file and the interviewee's reactions determine the interview's direction. The interviewer sets the questions order and wording according to the situation and his own consideration.

Depth interview is a conversation between two people. The interview has a structure, but it is not structured [113, 109 p.]. The goal is understanding the interviewee's experience and the meaning he gives it. Such interview is characterized by open questions, semi-structured or unstructured format, wide documentation, registration, the interviewer listening and interpretation, clarity and understanding during the whole interview. It is important that the interviewer is confident to understand the interviewee personal experience [136, 8 p.]. There are seven stages in planning and conducting a researched based on depth interview:

1. Thematizing - What is the purpose of using an interview in this research? What do we try to achieve? How deep will we go?
2. Designing - Preparing an interview guide including a details page, questions and lists.
3. Interviewing – presenting the researcher and the research to the interviewee, questions and answers due to the interview guide while active listening, ending the interview.
4. Transcribing – creating a written text of the interview, transcription and integrating additional registries.
5. Analyzing – looking for themes (subjects, categories), similarity and patterns in order to make the information significant.
6. Verifying – examining the analysis reliability.

7. Reporting – publishing the findings

It is better to use an **interview guide** in order to conduct an interview since it uses the interviewer as an aid tool and built due to his needs and the research characteristics. **Each guide divides into three parts: the first part** will detail the relevant socio-demographic details, the interview details as date, place and time and unusual circumstances of the interview. **The second part** will include the interview questions and continue questions leaving space for comments and thoughts. **In the third part** other feelings, interpretations and comments will be written after the interview [Melewar & Saunders].

A **focus group** is an additional type of **interview** in which the qualitative data collecting is performed in a group interaction guided in a specific subject. The group composed of people who have certain common characteristics. The interview may be structured, semi-structured or unstructured. The group include about four to twelve participants with relevant mutual characteristics. They must not be strangers to each other. The goal is deploying a range of perceptions, attitudes and interpretations through discussion. The guide's role is to enable sharing without identification with any opinions. He has to create enabling environment to have fruitful and focused discussion.

Data analysis of qualitative research is "*an analytic process with intuitive characteristics of foundations, aimed to give meaning, interpretation and generalization to a studied phenomenon*" [31, 146 p.]. The data analysis expands beyond the definition above while using the researcher to decide how to continue the research and its course. **Moving between data analysis, data collection and the conceptual framework makes analysis an element in research.** The analysis is not limited to a specific place in the research sequence, and some even liken it to the qualitative research advantage from a point of view, where the scientific story presented by the qualitative research, is a series of encounters between the researcher's understandings world and the reality perception of his interviewees.

The quantitative research. according to the direct definition of Nachmias [145, 298 p.], quantitative research, as its name implies – deals with the extracting information out of a data rich cross-section, i.e., investigation of "data quantity". within the quantitative research, the researcher will try to collect data in **the widest cross-section** possible, in as many observations as possible (while an observation may be survey interviews, registries in database etc.). after data collecting statistical tools will be operated to data analysis.

Nunn [147, 17 p.] defines quantitative research as research aimed to provide data and information out of a large sample. The information is collected in scientific experiments, observations and questionnaires. According to Peled & Leiceichentritt [156], the next stage in

research, after data collection, is analyzing the data using various statistic indices. Therefore, basing on this data, research hypotheses, theories etc. can be formulated. **In addition, due to Schaeffer [169], quantitative research is the academic research that is most identified with science.** The reason for that is the fact that this research style integrates scientific experiments and interpretation process in the next stage. Quantitative research includes mathematical calculations and statistic tools make this research to be quantitative.

Using **statistic tools**, which characterize quantitative research, the researcher will be able to examine scientific hypotheses, build models to predict behavior or market trends. She will also be able to conclude about the user's character out of his actions (an analysis called "recommender systems") and produce additional alike insights, in order to establish new managerial mechanism or any decision that requires a reliable and up-to-date data presentation. The quantitative research divides into two:

1. **Correlational quantitative research** in which the researcher examines the correlation between various phenomena, without pretending to determine what the cause is and what the environmental effects are.
2. **Experimental quantitative research** (which performed in a laboratory). In the experimental research the researcher changes one variable, **independent variable, and observes the second variable change, the dependent variable.**

2.1. Variables in quantitative research – the quantitative variable is expressed by size and quantity in numbers. This variable will tell or measure (satisfaction, preference, exposure) an existing quantitative variable of one of two types:

- 2.1.1. Discrete quantitative variable – which is countable and gets only integers values.
Like: the number of teaching students, number of lecturers, number of curricula.
- 2.1.2. Continuous quantitative variable may be measured and gets values over a number line sequence and also includes numbers non-integer numbers. For example: 3.5%, average of 4.3 students in class.

The quantitative research advantages will be expressed in the objectivity level of the variables (if there was no intervention in it), i.e., it is measurable regardless to the research performer. The method **uses numeric indices and bases on facts and evidence which may be observed and analyzed.** Usually, when taking the quantitative research approach, surveys are performed to collect data based on wide cross-section that will provide understanding of the whole social and organizational environment. This data will be analyzed by statistic tools that will allow to examine the hypotheses and perform analysis and prediction of client needs, behavior patterns,

recommender systems and additional endless data that grant deep and wide understanding of the researched area.

An additional advantage, besides the scientific objectivity, is that quantitative research is "complex and rich in findings". It includes activities as distributing questionnaires, research experiments, data coding to statistic software and its analysis using computerized statistic tests. **All these reflect the academic researcher's work and activity and may be in his favor while defending his research.** the last advantage of quantitative research is the ability to **sample, analyze and conclude out of large data in short time.** These advantages do not necessarily exist in other research styles. In addition, the behavior science goal is learning as much as possible on human behavior. therefore, one of the most effective means to achieve this principle is by using quantitative research.

Findings analysis in quantitative research. according to Brewer [31, 249 p.], statistical analysis takes the research data collected using the selected research tool and describes the research population, checks the questionnaire reliability, finds correlation between variables and compares various participating groups. The researcher adds that in addition the statistical analysis enables to describe the research findings using descriptive statistics that deals with patterns and frequencies of various activities. The analysis method varies in each research and a multiple test may be performed in order to have reliable and established results. In each stage of the finding analysis **reliability and significance are emphasized**, i.e., the research findings have to meet two criteria – be reliable on one hand and, on the other hand, be significant. Finding correlation between variables means confirming or refuting the hypotheses, but correlation can have various degrees - strong, medium or weak therefore is must be significant. According to Feigenbaum [56, 260 p.], more complex tests and more complicated analyses that may be performed are called follow-up analyzes and it neutralize and monitor some of the background variables (age, gender, education etc.) to get more interesting conclusions or to allow the researcher clearer explanation of the findings.

In general, the statistical data analysis level is determined by doctoral area, the type of hypotheses, number of questions, number of participants and the scope of work and the thesis supervisor. **Most of the statistical analysis are performed using the SPSS software. After the statistical analysis the findings will be presented in tables, graphs or any other presentation form.** With respect to each hypothesis, a suitable graph will be presented accompanied with the findings' description and explanation whether the hypothesis was confirmed or rejected. The number of participants in such research has to be more than 30 and in order to be able to generalize the findings for most of the population, it is recommended to take as many participants as possible.

After presenting the findings, will be the discussion that presents the findings in light of the literature review accompanied by explanations to the research findings. The summary will present the research conclusions, limitation and new research directions.

Statistic tests that will be integrated in this research. the first is the T-Test, which is a general name of few **statistic tests dealing with hypotheses about the data expectation in a normal distribution**, while the variance is unknown, as in the current research. after distributing the questionnaires, the researcher will conduct statistical tests to examine and analyze the data expectation as will be result in the research tool, out of it she will conclude and recommend later. The additional test the researcher will use in ANOVA. This test collects statistical models and aimed to analyze the differences between a group of averages. I.e., the T-Test results will be expended to an analysis richer with details and conceptualization ability of new insights. Besides these two analyses the research will include a diverse comparative sample of data, graphs, tables data and international comparison. The information sources are reliable and the data is taken from official databases of countries and international organizations as OECD, The World Bank, The European Union, official state statistical information websites, The Bank of Israel, The Ministry of Education in Israel, the Ministry of Economy and the Ministry of Finance in Israel.

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. 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 second chapter deals with the research method subjects. First an identification of the research theme discipline and the research problem emerged. This chapter reflects the problem the higher education in Israel copes with during the last years. On one hand, there is relative advantage

backed mainly by global successes in previous years, and on the other hand, a moderate decline in the status of higher education in Israel. In addition, the chapter will present the types of methods selected to conduct the research and the selected research method.

The third chapter 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. Therefore, the researcher distributed a survey questionnaire to 150 students in three large colleges, in order to get the reliable statistic status of the feelings and selections of these students. As complementary part of the research tool the public opinion of the participant's regarding internationalism was examined (to include it as part of the suggested solution).

The fourth chapter 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.

2.2 Implementing of Formal Excellence Models in the Research

The 21st century reality is characterized by growth of industrial, educational and commercial organizations. Therefore, many organizations are in a process of continuous development adjusted to market needs. Despite the attempts and researches that have been made to implement business

and organizational excellence models for customers, empirically proved excellence model was not presented yet. Therefore, in fact, they are forced to integrate several organizational excellence models and custom it to the needs while referring the unique organization characteristics. Organizational excellence is a leading core value required to every organization interested in ensuring its success and long existence. Only a strong, stable and thin organizational and operational platform can support excellence strategy and eventually to profits. The difference between success and failure directly linked to the company core abilities. Excellence promotion expresses constant striving to realize the organizational potential, while setting rising standards and business expectations as well as external and internal challenges and constraints set by the environment in these days of economic and social uncertainty, organizations in all sectors are exposed to big changes. In order to improve and efficiently manage the changes, organizations have to look inside to become thin, flexible and develop the ability to respond quickly.

One way to look at the organizational excellence term may be interpreted as the collection of organizational qualities and values that will bring the organization into continuous improvement to achieve the best possible results [57]. A similar definition refers to continuous and not one-time organizational and staff effort to achieve an extraordinary result. Another way may be interpreted as constant striving to realize the organizational potential, while setting rising standards and expectations of the organization management and increasing the awareness to the organization's environment. By the resultant approach, an organizational excellence development refers to an acquired quality of the organization that always strives to higher achievement comparing to its competitors.

Gibbs and Panikkos [67, 248 p.] argues that it may be observed that organization process excellence enables processes motivation through perseverance and based on continuous effort that may bring to excellent results. Logically, process excellence of an organization refers to constant improvement in organizational and economic processes that enables achieving excellent economic results for a long time. What is the target and purpose of organizational excellence model? There are several definitions herein the main:

1. A model that enables excellence in applying managerial strategies, organizational processes and achieving results that fit the stockholders' demands, which were verified and proven through evaluation.
2. A model by which an organization acquires main tools to improve its overall performance, while creating satisfaction of all stakeholders.
3. Organization manual for implementing excellent organizational results over time, based on business principles that have been successfully tried and proven.

A wide verity of researches proved that performance of big organizations, which have participated in the excellence reward contest in America and Europe, and that consistently assimilated and implemented an organizational excellence model, are significantly better from their colleagues in the same area.

The researcher notes that only organizations who have employed more than 100 employees participated the competitive framework and therefore small businesses did not participate the research. due to the model supporters, its flexibility allows its implementation regardless of the following five variables: size, sector, product, culture and location. The effective index of organizational excellence model implementation is self-esteem, based on quantitative and qualitative measurement of the organization achievements emphasizing the criteria aimed to encourage the use of processes that allow constant performance improvement.

Herein a description of some leading and common models of organizational excellence implementation:

EFQM methodological tool. European Foundation for Quality Management. The foundation is a non-profit member organization. It was established in 1998 in order to promote excellence in organizations. The EFQM excellence model was developed in 1999 as an excellence promoting tool in business organizations and was also adjusted to public administration organizations [8; 117; 144; 218]. On its arrival to Israel, it was adopted by the Israeli Civil Service Commission and applied by various bodies as the Central Bureau of Statistics, local authorities, hospitals and governmental ministries. According to the model, in order to achieve excellence, outstanding management of the organization and achieve results, the organization has to adopt a system of eight basic principles the model is based on and act to fully operate is. The principles are responsibility for results, public responsibility, customer focus, developing partnerships, leadership and adherence to a goal, innovation, learning and continuous improvement, management through processes and facts, development and employee involvement [82].

The basic assumption in management is that the results of excellence in the issues of performance, clients, people and society, are achieved through leadership that leads policy and strategy applied using people, partners, resources and processes. The EFQM system allows integrating and assimilating balanced processes to organizational development in both the behavioral dimension and the organizational dimension, in a form that suits the public service characteristics. The EFQM system includes two parts that each includes managerial components:

- A. **The first part** includes the five input components in which every organization that strives for excellence must invest in and even measure according its investments; these are called the "enabling" components.

B. **The second part** includes the four "results" components, by which every organization that strives for excellence must measure its achievements. Integrating the nine models creates an infrastructure for establishing the quality system in the organization and systematic and controlled operation of constant improvement procedures, while maintaining innovation and organizational learning processes initiations. Implementing EFQM system in the organization is based on regular periodic self-assessment. Such organizational test, performed by the organization personnel, allows having a "status image" regarding the organizational excellence level by which the organization will build its annual and perennial change and improvement plans.

The model structure and application profound detailing is presented in chapter 1.

The Radar application – the RADAR logic. The evaluation and judgment will be performed based on RADAR logic principles and specifications within the organizational excellence system of EFQM. The RADAR logic is an outline for dynamic organizational evaluation that is a powerful management tool that provides structured approach to diagnose the functioning and achievements of the organization / unit. The initials RADAR refers to Results, Approach, Deployment, Assess & Refine.

Results – refers to the relevance and usability level. The results data have to be comprehensive, time matching, accurate; professionally segmented; have to match the relevant stakeholder strategy, needs and expectations. The relevant results and its mutual influence have to have structured relation. The main results have to be identified and ready to be presented. The characteristics for evaluation and examination:

- The relevance of the organization, the department, the contents, the work plans.
- Process entirety, cooperation, budgeting and standardization.
- Result segmentation, economic aspects, competitor analysis.

Performance results: in organizations and units the results will present positive trends and/or good continuous performance. Goals for main results will be set to be suitable and achieved and even more. In addition, the main results performance will be compared to the external performance and the comparison will be positive, especially the comparison to the best in the field and/or in comparison to the global level. Understanding the relation between primary enablers and primary outcomes will ensure positive outcomes over time. The characteristics for evaluation:

- Main trends in result processes of organizational performance
- The organization goals – comparing to execution
- Comparison between periods, teams, competitors
- Factors (reasons) for the results (positive / negative)

The course of process implementation refers to the organization / unit plans and its reasons. In excellent organizations / units a stable approach has clear logic focused on current and future organizational needs. It goes through well-defined processes and clearly focuses on the stakeholder needs and the approaches used. In addition, the approaches will be combined since the combined approach has clear basis in strategy and it is connected other approaches, when appropriate. Adjustment and tuning will be structured in approached over time. The characteristics for evaluation:

- Systematic stability over time (usually 3 years)
- The organization integration with the organizational environment

The application refers to the organization / unit activity in order to implement the approach. In excellent organizations / units the approach will be systematically implemented in relevant fields. Systematic application should be well planned and presented appropriately, both for the approach and for the organization / unit. Changes in attitudes can be managed within the appropriate time frame. The characteristics for evaluation:

- Applied
- Systematic

Organization or unit that strives to raise their organizational excellence level is required to act according to the herein outline:

Stage a – set the **Results (R)** they are aiming for as part of their strategy.

Stage b – plan and develop an integrated and balanced set of established **Approaches (A)** to provide the required results, both present and future.

Stage c – systematically deploy (**D**) the approaches to ensure its full application.

Stage d – **Asses (A)** and **Refine (R)** the assimilated approaches and draw lessons basing on monitoring and analyzing the **Results (R)** achieved and ongoing learning activities.

A model for improving the organization competitive ability - SWOT model. Analyzing the SWOT (**S**trengths, **W**eaknesses, **O**pportunities, **T**hreats) is one of the most successful models for strategic planning and management of organizations that need competitiveness component and examining the organization's ability to make competitive advantage in its working environment (business – public). The competitive approach analyses the internal and external environment of the organization and assess the organization's chances to succeed basing on the analysis [64, 701 p.]. The power of the models in its simplicity – it enables to simply organize the understandings regarding the organizational insights and ease the diagnosis and decision -making process. The model forces those who engage it to address the cornerstones of each strategy the internal

environment in the organization (Strengths / Weaknesses) and the external environment (Threats / Risks).

It also forces us to be critical and diagnose the existing challenges in the current situation (Weaknesses / Threats) and realize the assets (Strengths / Opportunities). However, according to researches, using the model is characterized by several problems that make its wide use problematic [215]. The model makes it difficult to create new alternatives, and it assumes some problematic assumptions about the system stability outside and inside the organization. In addition, it allows discussing the strategic situation without referring the organization goals, in a way that makes it difficult to finally discuss the very basic characteristics of the given situation. Therefore, the model is relevant in its best, only when the discovery and learning space was extracted, when the goals are clear and understood and when the environment does not significantly change. i.e. – the model assists to extract the existing knowledge without reframing the required challenges and responds. As mentioned, the model may be divided into analysis dimensions:

A. The external dimension / environment – is expressed through analysis of the organization's external opportunities and threats including: macro environmental forces (PESTEL model) and active in microenvironment (competitive forces model or Porter's five force model).

B. The internal dimension / environment - is expressed through analysis of the organization's internal strengths and weaknesses. The model is usually presented using an organizational chart, thus ease the organization work in assigning the factors to each model component. Figure 2.1 will show the chart accepted in organizations.

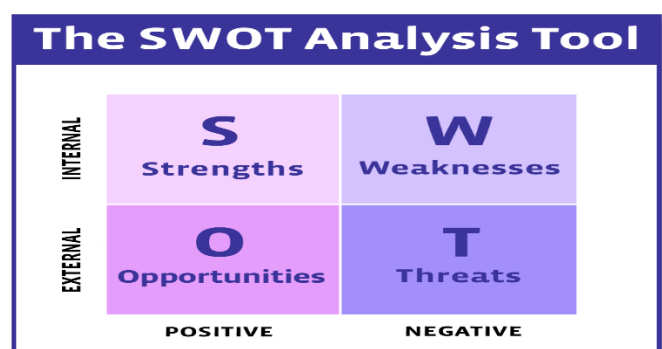


Figure 2.1. The S.W.O.T model for analyzing organization

Source: [234]

The model factors - Internal analysis

STRENGTHS – S – dimensions in which the company has a significant advantage over competitors, such as experience, size, manpower quality, management methods, technological leading, control of raw materials, logistic advantage, reputation, contact with suppliers, etc. Accompanying statement - In what should organization be better than the competition?

WEAKNESSES – W - dimensions in which the company has significant inferiority to competitors. weak brand, customer infidelity. Accompanying statement - What does our organization need to improve?

External analysis

OPPORTUNITIES – O – opportunities that allow the company to grow, expand to new markets, expand the product line, additional services, front and rear integration, cooperation, technologic development, legislation, social economic changes. Accompanying statement – What are the hot trends in the market and how can it increase the success of our organization?

THREATS – T - threats that endanger the organization state, to the level of a threatening its existence, as competitor entry, slow growth in the market, negative growth, legislation and regulations, changes in needs, global trends. Accompanying statement - What are the advantages the competitors have over us?

The basic assumptions in operating the **SWOT model** [234]. There are several basic assumptions in the model that have to expose to be discussed:

- There is one strategic model relevant to all organizations (strengths, weaknesses, threats, opportunities).
- The responses, the alternative and the aspects are known and understood, it should only be embedded properly - that is, there is no need in knowledge development and creation of unique response (the terminology is uniform and common).
- The assumption is that the main threats are known or may be understood in a small effort. In fact, the danger waits to organizations that are not aware to their relevance gaps in a way that may bring them to basic surprise. Similarly, they also struggle to understand the opportunities without reframing.
- Symmetry in information - there is one way to interpret reality, so various players act in the same way.
- Binary - either it is good, or it is bad, so it is impossible to make good out of the bad or make bad out of the good.
- As a result of all the above points – there is no need for reframing and conceptualization, only analysis of the components.

The systematic model for strategic thinking. The model for developing competitive and organizational abilities vis-à-vis competitors helps to formulate a strategic map that connects the organization's identity, capabilities and assets, and the environment in which it operates and the goals it seeks to achieve. The model uniqueness is in developing perception of influence and

basically systematic action, i.e. strives to fit and connect between the action environments and the objectives. The model premise is that strategy is based on a dynamic fusion between three aspects: our system/organization (home); the system/organization in around us (the environment); and what do we want (the effect). It is dynamic because a change in one leg influences and obligates a change in the two other legs.

The model sources. We may claim that the basic assumptions underlying the model derive from Deming's [47] definition regarding the essence of strategy as a "theory of organization" and which must meet the following conditions:

- The premise that the environment, the mission and the core abilities should be commensurate with reality
- The premise that all three spaces have to be compatible to each other.

I.e., Demming understands that the strategy connected by the understanding regarding our organization, the changing environment and our objectives and strives to coherence between components.

The model enables to discuss all strategic aspects of the organization and develop optimal integrated response. Working with the model forces us to understand our unique assets, the challenges and the opportunities in the external system, and how to weave these aspects together to achieve the organizational goals. Thus, it expropriates the discussion from a narrow managerial discourse in which the targets are not related to the wider context, or the wider context prevents significant promotion. Therefore, the model helps in formulating an organizing systematic idea that weaves the understandings regarding our system, the external system that surrounds, and in regarding to the effect the organization tries to promote.

The model structures. The model is based of examination of three vertices:

- Home/the organization – our system, the space in which we have wide managerial influence.
- Environment/the organization environment – the system that surrounds us, where we do not have managerial influence.
- The desired effect – the change we want to promote in the world.

In addition, the model allows speaking about the interactions between the components (as between home and the environment or the effect) and create the organizing idea in the middle of the triangle.

Common mistakes in model operation. There are a few mistakes in the model:

1. The discussion in each one of the system components brings lack of organizational coordination.

2. Working only with the organization creates efficiency that is not connected to effectivity and may lead to a situation of "work for nothing".
3. Working only with the effect (or in classic organizational language – the vision, the destination) may lead meaningless discussion which is not connected to the organizational reality. It stays in the external system and deepens the gap between the actual layer and the declared layer.
4. Working only with the environment may create developed discourse about the external system, which is not connected to the organization status and does not promote action or significant goal.

Operating the organizational excellence model – the systematic model for strategic thinking:

Stage a: clarifying the model sources. The model operation is not linear; one may start with any of the vertices, understanding it takes more than one round to create a meaningful understanding of the vertices and to understand the interactions. The intuitive initiating of the discussion and organizational analysis is very valuable, therefore, in many cases it is better to start a discussion in the changing environment since this discussion does not require engaging in an organization that is often difficult for organizations, and remains at the declared level. Then it is worth to discuss the next available subject – home or effect. After a first discussion round, the main points should be conceptualized, in order to return to a more accurate discussion regarding the three vertices.

Stage b: clarifying the interactions. In this stage the organization asks what is the nature of the interaction between home and the environment, between the environment and the effect and between home and the effect? Like in stage a, after an initial discussion it is advisable to conceptualize and return to additional discussion out of a clearer understanding.

Stage c: designing the strategy. In this stage, which is the top of the process, it is worth to start by presenting all insights on a single map and understand the challenges in the existing strategy and the unrealized opportunities in developing an alternative strategy. One may take the concepts and try to reorganize them on a basis other than the triangle to promote an alternative and unique framework for the examined situation.

The 7s McKinsey model [233]. The model is a managerial tool that raises the organization competitively level from its competitors through holistic excellence approach that sees the organization as a whole, coherent unit, functioning only when all the organs (organization units) function in full synchronization. The holistic management model is composed of 7 parts, each

essential in its own and as part of the whole, without the 7 components or organs together the organization will not be able to optimally operate.

Although the "Seven s" McKinsey model was originally designed to diagnose company status and successfully perform required changes, but there are some implementations of this model in public sector organizations, especially a way to increase the organization competitively level from its competitors by improving its organizational abilities.

The model structure – the model is composed of **7 organizational diagnosis** terms of mutual interdependent organizational values that affect each other, synchronized (to success or failure) with each other.

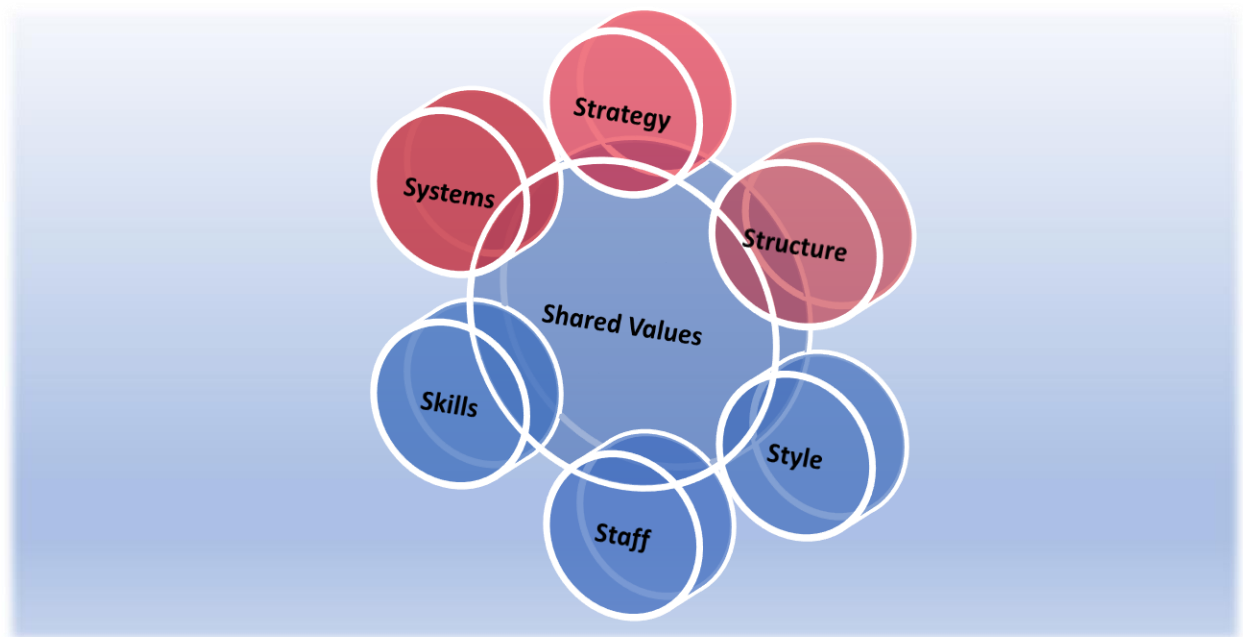


Figure 2.2. The competition model of McKinsey – 7s

Source: Made by the author from [233]

As mentioned, the "Seven s" model distinguishes between seven issues and their interaction that should be learned about the organization to identify its abilities, realistically evaluate it and thus improve its competitive ability from its competitors. The three subjects in red are "hard" subjects, that only rarely change, we can usually learn about them from visible information and other available information. The four subjects in blue are defined "soft" subjects, i.e., subjects that are harder to be evaluated also because they constantly and dynamically change and develop. Unlike what many believe, the "soft" subjects have greater influence on the organization activity, sometimes even more than the "hard" subjects, hence their importance.

The "**red**" subjects:

1. **The organization strategy** – the organization plans activities due to plans formulated in response to changes in the external environment or with the intention to be prepared even if

they have not been seen yet. There are many definitions to the term strategy. The author chose the definition "*setting the organization's long-term goals and objectives, taking action and allocating the required resources to achieve these goals*" from her article "Implementation of EFQM© model in the Israeli education system" [117]. The strategic management includes 3 components: the planning, the performing and the control. Managers in many organizations still think that the nature of strategic management is in planning and ignore the other components. The existing thought in the organizations is that "to sum up the matter, the strategic line is understandable and clear to the organization. The line includes an annual budget as well as a work plan. In fact, there is only a need to implement and execute". In reality, every manager understands, emphasizes and performs what he believes that is important and the organization acts in non- synchronized and integrative form in order to achieve the plan. The budget is the main application tool, and the work plan, that is ineffective, in most cases, lies on the shelf, or at best is retrieved once in a while. According to Kotler [108], managers' report that all planned activities were performed and the inputs were activated, but were the outputs also achieved?? In many cases a direct linear correlation is assumed between the use of inputs and the results.

2. Organizational structure –the basis of professional – internal specialization and intra-organizational coordination that are influenced by the organization strategy and its plans. The researcher defines the term "organizational structure" as a general name for the interactions and multiple role definitions in the organization. The idea in creating an organizational structure is purposeful and aimed to efficiency. The organizational structure is the infrastructure on which the organization activities are based. The various departments, authority areas, directing the "traffic" in the organization both people and materials are all derived from the organizational structure. The organizational structure is meant to properly respond the considerations related to purpose and efficiency. In some organizations and in some cases these considerations involve also personal, political, cultural and social considerations. Due to Karmel [95, 125 p.], the organizational structure produces different specializations required to the organization. the work is divided to several areas, each area engages some people that become experts (through their gained experience and in training and specific advanced training in their field). The skill level of each unit, and even of each employee in it, increases and makes the organization more efficient. The time saving is also due to the similar task nature each employee has, which prevents the waste in the transition between tasks of different types. Moreover, for tasks that require high knowledge and skill

they will use skilled employees, while the simpler tasks will be assigned to less trained manpower.

3. **The organization systems** – all procedures and instructions for the employees and the officials. Analyzing each work unit basing on relevant and professional occupation analysis. In addition, all systems supporting the organizational structure will be analyzed, as well as the customary instructions of the prevailing organizational culture that support the implementation of company strategy and actions. A profound examination of organizational norms that disrupt compliance with written procedures and instructions, for example phenomena of "nepotism" (which are common in the public systems in Israel). The organization division by the systems composing it is usually based on hierarchic structure of organizational pyramid. The organizational diagram uses for visual presentation of the organizational structure. The units composing the organizational systems are of two types:

3.1. Headquarters units: the units composing the organization management: finance, marketing, human resource management;

3.2. Line units: the units engaged in production and customer service. In a decentralized organization (e.g., bank or marketing network) the difference between the two-unit types is noticeable: the line units are the branches, and the headquarters units are centered in the main management;

3.3. In addition to the common hierarchic structure, additional organizational structures have developed in recent years:

3.3.1. Flat organization: an organization whose activities are performed in teams that are formed and disbanded in accordance with the tasks they have to perform, without a developed managerial hierarchy. Shortening the management chain improves the organization efficiency.

3.3.2. Lean organization: an organization that employs little manpower to perform unique activities, while the rest of the activities are performed through subcontractors and outsourcing.

3.3.3. Virtual organization: an organization that its entire activity is performed through outsourcing.

The "blue" subjects:

1. **The "work style" used in the organization** - organizational style and culture are divided in two:

1.1 The work style that will be expressed through the organizational structure. That is, the whole organizational values, the beliefs about the organization necessity, its organizational and economic viability, and its place in the organizational fabric of that industry, and the social norms developed in the organization and became an integral part of it.

1.2 The managerial style, as expressed in senior or junior managers. What will managers focus on? What will be in high or low priority? In what managerial style will the employees operate? Where will they focus their managerial attention? How to create intra-organizational or extra-organizational collaborations? How to take responsibility and organizational responses to failures and successes.

2. **Managerial staff** – the investment in developing the organization human resources, in assimilating the organization values and vision to individual employee level. The managerial staff will invest in reducing gaps between the managerial (theoretical) aspirations in the herein areas (managerial style, organization systems, organizational structure, strategy) and the actual situation. Ongoing treatment in human resources, human capital, and the willingness to invest in developing the managerial staff.

3. **The organization abilities** - the main organization abilities will be examined in economic contexts (cash flow, economic assets), organizational abilities (manpower, professional human capital), organizational equipment and instruments (technology). The organization abilities will be measured mainly in how the organization handles the development of missing abilities, the gaps between the existing abilities and the strategic plans and the goals it set.

4. **Shared values** - the central circle, the key to holistic success and the contribution to the organization competitiveness. The shared values (located as a central circle) indicate the true goals to which the organization aspires and that forms its central activity. It will examine the extent level to which the organization can and does work to fulfill it and how much the programs in this area have been implemented in the past. The more positive activity there is in each of the circles (blue and red), the more the central circle will be contributed. I.e., the more realistic diagnosis, expectations coordination, organizational coordination, and fulfillment of required actions, the higher the common value index (the central circle), and the organization competitive ability will rise to a higher level vis-à-vis the competitors.

To summarize the model qualities, using the "McKinsey 7s" model [233], competing organizations, customers and strategic service providers are examined when the content issues (all circles and their sections) are examined, decisions are made, and improvements are made. It helps to focus on information gathering efforts and allows presenting a comprehensive image on organizations, beyond the competitor's forecast or external appearance in recent years, with the competitive intelligence advent as an additional tool in evaluating organizations, and increased use of media (especially cellular), organizations seemed to be able to create a distorted and unreliable image of their true situation. Now, by intra-organizational honest and direct looking one can

diagnose the organization competitiveness in front of the competing audience to correctly and not “fake” evaluate its abilities.

2.3 Conclusions for Chapter 2

1. The author of the research concludes, that in comparison between the two types of researches, the quantitative research is academic-type research whose purpose is to supply data and information from a large sample of people. The information is gathered from the existence of scientific experiments, observations and filling out questionnaires. After gathering the material on which the research is based, a data analysis is being done using various statistical indicators. Then it is possible to begin to evaluate the results and to arrive at relevant conclusions and recommendations. In fact, the quantitative research is the one which is most identified with the various fields of social sciences, and, in the case of the current research, is more suitable than the qualitative research.
2. The author of the research chose to use the quantitative research method due to the fact that she sees a correlation between the goals and the hypotheses of the research and the way in which to prove the problem of the research. In this case, the current research shall explore the opinions of 150 students of education from three different colleges of education. The students received a research questionnaire which contained more than 30 questions. Amongst all of the currently existing statistical tools which are modified to the quantitative research, the author of the research chose to use the T-tests and ANOVA methods.
3. The various models which develop organizational excellence and which contribute to the competitiveness level of the Israeli academy are reviewed in this chapter, as well as in the literature review, whilst relying mostly on other countries and not Israel. The author of the research regrettably points out that there are serious deficiencies in the way organizations are managed in Israel. The same is true for the fields of higher education. As a result, we are witnessing a deterioration in the academic status of the Israeli universities. Whereas in the past, the field of the Israeli higher education served as a source of worldwide pride and attraction, it is currently a cumbersome, outdated body, whose academic, organizational and financial abilities are decreasing on a yearly basis.
4. The author of the research wishes to conclude that at the present time, the Israeli organizational systems are in dire need for processes which shall enrich organizational processes, particularly within the higher education system. The statistical data shows that the higher education students are "disappearing", on the one hand, and the higher educational system is not successful in increasing the number of students, on the other

hand, in spite of the efforts of the Israeli National Council of Higher Education in recent years. Despite the fact that Israel is considered to be one of the more educated countries in the OECD, the number of higher education students in it keeps decreasing. Should this trend continue, it is possible that the human asset level of the rate of scholars in Israel will be deteriorating. The data shows that the increase in registration of higher education students has stopped in all of the higher education institutions, and some of them have even been experiencing a decrease in the number of students registering. This phenomenon also appears in the number of students enrolled in the colleges for teacher training.

5. The lack of competitiveness amongst the academic institutions and the decrease in the number of higher education students within those institutions can both lead to a failure in narrowing down the social gaps in Israel by means of making the higher education more accessible to a wider public, such as those living in the suburbs. Sooner or later, this trend is likely to even hurt the economy. This is critical data because according to the OECD, the salaries earned by graduates with a bachelor's degree is higher by 39% than those which are earned by those who only have a high school diploma, whereas the wages earned by graduates with a master's degree are higher by 116%. It is very possible that without the colleges for teacher training, a more significant decrease would be evidenced in the number of higher education students whom are studying for their B.A. in the other fields. Having said that, not all of the colleges of education were involved in the increase and some of them experienced a decrease in the number of students enrolled in their institutions. Since 2014, the Israeli National Council of Higher Education has been promoting a program designed to unify the colleges of education in order to strengthen their organizational and economic situation and to improve the competition amongst them – however, this program has yet to be successful.
6. Yet another prominent conclusion which derives from the analysis of methodologies in the current chapter is the ever-increasing trend of lack of competitiveness amongst institutions within Israel and abroad, a significant narrowing-down of registrants to faculties in universities as well as a decrease in the number of international students who choose to study in Israel. Although it appears that the number of students enrolled in education fields has increased in recent years, it appears that this data is not a result of a properly held and regulated process of adjustment. Currently, the teacher training for the non-religious and religious sectors is being held in three major bodies:
 - 6.1 The academic colleges of education, which are also referred to as colleges of education and colleges for teacher training.

6.2 Schools of education within universities.

6.2.1 Seminars for teacher training for the Haredi sector. These are not academic colleges and their curriculums are not approved by the Israeli National Council of Higher Education. Despite this, these seminars receive budgets by the Israeli Ministry of Education.

7. The authorization for teaching may be done in one of four possible academic tracks:

- Teacher training studies within the academic colleges of education (granting the students a B.Ed. degree, studying for a teaching certification in one of the Israeli universities and academic retraining courses for scholars wishing to become certified teachers.
- Studying for an M.Ed. degree in teaching.

8. The teacher training colleges are currently presenting statistical data which is based on selected data. Nowadays, there are twenty-one academic colleges for teaching in Israel, with approximately 26,000 students enrolled for B.Ed. studies. 62.5% of these students studied during 2018 – 2019 in the non-religious colleges, 25.5% in the in the seven religious educational colleges and 12% in the three Arab academic colleges for teacher training. Over the past decade, the number of new students in the colleges of education had nearly doubled – approximately 12,000 new students in 2018 vs. approximately 6,400 in 2008. The number of students in the academic retraining programs grew from 11.4% in 2008 to 28.7% in 2018. The universities train about 2,500 teachers a year, mostly for the junior high and high schools.

9. As is presented by the author of the research, there are several models designed for improving the competitiveness amongst the academic institutions. One of these models is the McKinsey Model. One may conclude from the McKinsey Model that it is suitable for the way Israeli academic institutions are structured. The "7S's" model distinguishes amongst seven major terms, which are appropriated to the organizational structure of academic institutions. An academic institution may implement the model in order to recognize its abilities and evaluate them in a realistic manner, and thus, improve its competitive ability in comparison to its competitors. The three subjects which appear in red are considered to be "rigid" subjects, which change less often and which one may learn about via other evident and disclosed information. In addition, the model is composed of four additional subjects which are marked in blue and defined as "soft" subjects, i.e., ones that it is harder to evaluate them, amongst other reasons, since they change and develop in a fluent and dynamic manner.

3. ANALYSIS OF INTERNATIONALISM AND COMPETITIVENESS COMPONENTS ON EDUCATION SERVICES IN ISRAEL

3.1 Analyzing and Mapping the Competitiveness and Internationalism Impacts on Worldwide Human Capital Training Systems.

The notion of competitive establishment in the field of higher education, and especially in teacher training centers are practice includes some aspects like excellence of organization, internationalization in the education institute and competitive capabilities in the market. Part of the evident market changes is related to the nonprofit and public sector and higher education systems. thus, it also increasingly gets into focus of scientific research [1]. One of the areas that are attracting growing scientific interest is higher education. The civic development of the knowledge economy in the 21st century creates progress and expansion beyond the boundaries of human-technological knowledge. This will also characterize the shortening of the information life, and the emergence of an information cycle - new knowledge. Therefore, the learning process is committed in a long process that will not end for a person as long as he works. At the same time, there will be increasing competition among education service providers, due to the reality that the market has undergone almost complete privatization of education services in most countries of the world, and also in Israel. Private education occupies a more central place in the student's decision-making process [148, p. 229].

The more developed and modern or global country, the more emphasis it puts onto education and its role in economic and social development. The beneficiaries of the educational services are constantly testing and evaluation its quality. It can be noted that the rapid development of education bodies has set strict standards on education services in higher education and it seems that there is an expectation of quality teaching processes [168].

Beyond that, the processes of economic and cultural globalization have developed a strategic system of innovations and challenges to the higher education system by demanding openness and transparency of processes, knowledge exchange, as the international labor market has become liberal. In order to create a competitive advantage for academic institutions, it is necessary for educational organizations to adopt a strategic-marketing concept to improve the organization's performance, and focus on the real needs of students, creating market segmentation, competition between faculties, providing and offering new services and identifying future academic trends.

Competitive in higher education. The importance of higher education has accelerated thought processes in the national strategy of all developed countries, both on the economic side

and on the social-employment side. The pressure that arose from the economic field created a national consciousness regarding the importance of higher education (including vocational-technological education). The job market requires a high level of skill and therefore the expectation of an attractive and relevant curriculum is very critical. Today, procedures, curricula, regulations will be tailored to better meet international requirements. The Bologna reform of 1999 created a standardization of international certificates of recognition, and therefore also established a system of tools to ensure the quality of institutions of higher learning. **The concept of the philosophical paradigm according to which higher education is not an economic-social cost but a highly profitable investment is increasingly accepted in the governments of developed countries.**

In OECD countries 29% adults on average has completed only primary education 44% secondary education and 28% higher education. Together with Japan and USA they have almost half (48%) of the world highly educated population [148; 149]. Knowledge today is being treated as the key factor of economic growth, and ability to create and follow new technological development in developed economics. Such dynamic environment of the higher education points to some new necessary features that it has developed [135, 27 p.]: *" the structure of the educational service plays a central role in building human capital that will one day contribute to the financial performance of every country "*.

Higher education in Europe was marked by the Bologna process that involves 46 countries. The process has been developed and applies after some serious problem in European higher education has been identified [60, 311 p.]: insufficient flexibility, non-transparent education systems which impedes international mobility of students and experts and inadequate reactions to market changes. This quality is being defined in different terms: as readiness for use [92, 158 p.], as value-added [174, p. 23], as constant, never-ending improvement [60]. In marketing terms, we can say that something is of quality if it satisfies the consumer's expectations. So, it can be defined as consumer's satisfaction [92, 160 p.] and also as adaptation to the requirements [39]. For Thus, the management directly affects the quality of the educational programs of the university compared to the traditional educational process [189, 239 p.]. In other words, quality is connected to three different causally determined values: purpose, processes and people [100].

Quality of the higher education is a dynamic category based on the aspiration for constant improvement of all processes and their outcomes. It is spiritus maven of social development, driving force of economic development and backbone of individual career development. The widely accepted definition of education quality is that „it is a continuous process of fulfillment of set education standards [189]. Blandford [25] defines higher education quality as evaluation of the

process of education shown through process of improving educational development of beneficiaries, in order to reach the set goals.

Competitiveness in the academic world operates differently among countries. The author of the thesis will review a number of countries, about the competitive strategy and the qualitative models that each country operates in order to maintain its competitive advantage vis-a-vis the academic world that developed following the Bologna Reform.

Competitive of higher education and teacher training in Germany. There have been many demographic - economic - political changes in this country following the ongoing refugee crisis, Europe's overall financial debt crisis, and the UK's departure from the Union. [49, 144 p.]. All of these developments have the potential to slow down (if not reverse) the European integration process – an issue of considerable concern to Germany, which has historically been a significant driver and benefactor of European integration.

The rapid aging of Germany's population of **82.1 million** is another looming concern. In 2015, Germany had the world's second oldest population after Japan, with 28 % of its citizens aged 60 years or over. According to German government and the Federal Statistical Office of Germany estimates that the population will decline to a total of 67.6 from 78.6 million people by 2060. Even in the best-case scenario, the decline would result in a decreased working-age population, which could undermine the government's ability to fund public services and weaken the country's economic foundations [220]. Given these challenges, it is no surprise that the German government has made the internationalization of higher education a strategic objective. Internationalization has various benefits ranging from positive impacts on the quality of research and education to enhancing the global reputation of academic institutions. It also has a number of economic "spill over" effects. It can help alleviate Germany's skilled labor shortages and stimulate immigration. As illustrated by a detailed 2013 study commissioned by the German Academic Exchange Service [220], foreign students in Germany yield a considerable economic net gain for society. This holds true despite high public expenditures on foreign students, and the fact that German universities charge virtually no tuition fees, even for international students.

Germany has a federal system of government which grants its 16 member states a high degree of autonomy in education policy. The Federal Ministry of Education in Berlin has a role in funding, financial aid, and the regulation of vocational education and entry requirements in the professions. But most other aspects of education fall under the authority of the individual states, or "**Bundesländer**" [220].

A federal law, the "**Hochschulrahmengesetz**" provides an overarching legal framework for higher education. A coordinating body, the "Standing Conference of the Ministers of Education

and Culture,” facilitates the harmonization of policies among states. Regulations and laws are consistent in many areas, but there can still be considerable differences in key areas. In the recent past, for instance, the length of the secondary education cycle varied from state to state. And different political approaches to tuition fees in different states meant that students in some states were paying 1,000 EURO (USD 1,100 USD) in annual fees while their peers across state lines studied for free.

According to Kretchmar & Zeichner [110], In recent years, Germany has experienced increased participation rates in university education in general, and a growth of enrollments at private institutions in particular. The German Office of Statistics reported that the number of newly registered students (excluding foreign students) in the first semester of a degree program increased by more than 34% in the last decade – from 290,307 in 2007 to 391,107 in 2017. According to the statistics provided by the German Science Council, the total number of students attending German tertiary institutions in the fall of 2020 is 2,923,300.

Despite these gains, however, Germany still has below-average tertiary education entry and graduation rates compared to other industrialized countries. According to the OECD, 53 percent of young German nationals entered a tertiary education program in 2017, compared to an average of 60 percent among OECD member states [82, 195 p.]. The depressed entry rate is attributable, at least in part, to Germany’s secondary vocational education system. Graduates from secondary-level German vocational programs such as nursing, for instance can legally work as entry-level professionals. In other countries, employment in these fields typically requires a tertiary degree.

While this fact relativizes the comparatively low entry rate at the tertiary level, however, it does not fully account for Germany’s graduation rates, which remain below average: Only 35 percent of all first-time tertiary German students (excluding foreign students) actually graduated with a degree, placing Germany in the third to last place in one 2017 OECD report [OECD – Report 2017]. Since the 16 German Bundesländer have legislative authority over university education, the role of the federal government in the funding of higher education has traditionally been limited. In recent years, however, both the federal government and the states have sought to expand the federal role in cases of “supra-regional importance.” One example of such increased financial intervention by the federal government is the so-called “Excellence Initiative,” a program in which Berlin provided the bulk of 4.6 billion EURO (5.06 billion USD) given to institutions between 2005 and 2017 to improve the global competitiveness of German universities [Franck & Opitz].

Overall, Germany, like a number of other European countries, has so far been relatively reluctant to implement the Bologna reforms in the professional disciplines. Entrenched opposition in disciplines like medicine suggests that it may not be a foregone conclusion that the Bologna degrees will inevitably be introduced in all fields of study. State-examined programs in professions like law, medicine, dentistry, or veterinary medicine have, to a large extent, been exempted from the implementation of the Bologna degree structure. Many professional study courses are thus still long, single-tier programs [77, 159 p.]. These programs take place at universities, but conclude with a government-administered examination. Instead of an academic degree, graduates earn a government-issued certificate of completion of state examination [220]:

- Medical programs, for example, last six years and conclude with the award of a final **“certificate of physician examination,”** which entitles the holder to become licensed as a medical doctor. Splitting this program into bachelor’s and master’s cycles is currently not considered feasible, due to concerns about educational quality and questions regarding the employability of graduates with a first cycle Bachelor of Medicine degree.
- In the field of law, supplementary Bachelor/Master of Laws degrees have been introduced. But these degrees are usually more business-oriented than traditional law degrees, and do not grant full access to the profession.
- **The discipline that has perhaps undergone the most significant changes is teacher education. Many German states have introduced bachelor’s and master’s programs that supplant the old curricula. Yet, government examinations remain in place even in these states. The degrees of Bachelor and Master of education generally do not entitle to work as a teacher. To become licensed, degree holders must still complete a preparatory teaching service and sit for a final state examination.**

In the State of Germany- Education system [242], the course of study towards professional teaching certification is divided into a series of consecutive courses:

- The first part is towards a bachelor's degree in a 3-year program. At the end of the program, students are awarded a Bachelor of Science degree.
- In the second stage, there is the option of studying for a master's degree in a four-semester course, following each teacher's field of specialization. Then the students will receive a master's degree in teaching.
- In Germany, from become a formal teacher the trainer must have a M.A in Education is considered equivalent to the German teacher training qualification. These State

Examination for to be a Teaching Profession, which enables the candidates to start his teaching.

Employment of pre-service teachers - The end of the program will include an examination on behalf of the state, which is the last stage in Germany's training. Immediately after passing the final exam, teachers can teach in public or private schools. The program is based on operational modularity and organizational flexibility. The certificate and academic credit points are in accordance with the requirements of the European system, and it is important to understand that the exams are part of the teacher's teaching and learning process over years. University exams replace the traditional German certification route.

The training process is administered by the state - Germany, through the National Council for Education in Germany. Although there is competition among the institutions that train teachers, strategic management is in the hands of the state, and it determines policy. According to figure 3.1, the study editor identifies a decline in 2014, and then the state made changes that give preference to the teacher's public and reduced competition between the institutions. Figure 3.1 shows the number of teachers who have undergone teaching in primary education:

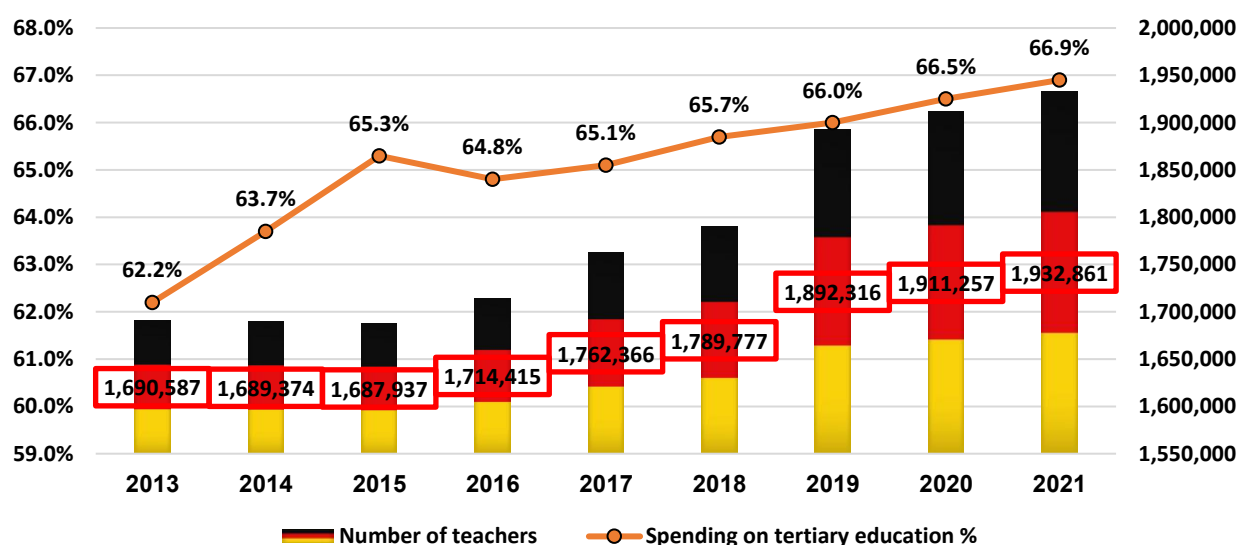


Figure 3.1. The investment in education, compare to the Germany teachers with a certificate process (2013-2021)

Source: Made by the author from source [207]

From analyzing the figure (3.1) the author can conclude that as long that the government will investment a financial budget in the higher education, the numbers of teachers which as a professional certificate are increase. The higher the level of investment in higher education are leading to an increase in the standardization of the Germany educational system. The state of Germany is known as an international leader in education and investment in human capital. The

competitive space that exists between academic institutions contributes greatly to the success and location of Germany as a country that increases academic mobility and socio-economic success.

Competitive of higher education and teacher training in United Kingdom. The twentieth century saw a convergence of the Scottish and English systems of higher education. Since devolution in 1999 (Bologna Reform) there has been divergence. English policy is based on differentiation and competition, while Scotland has favored integration and more egalitarianism. Scotland has not followed England in introducing up-front tuition fees or top-up fees. These differences are consistent with overall patterns of divergence in public service provision after devolution [81]. Changing behavior in higher education in UK is not a new issue, it has been happening for a number of years through, for example, changes which have taken place as the sector has shifted from elite to a mass system. The result of this is that it is probably impossible to isolate specific behavioral changes which have occurred as a direct result of the introduction of variable tuition fees. It is, though, possible to assess the extent to which more competitive orientations and behaviors are becoming apparent in the UK higher education sector as a whole. The reality in this issue deals with these issues in three ways [136]:

1. **First**, by considering it in the wider context of changes in public sector management over a number of decades and identifying why competition may be more successful in higher education than in other parts of the public sector.
2. **Second**, by considering some of the more recent manifestations of a competitive orientation which is continuing to seep into higher education.
3. **Third**, by offering some informed speculation on what the impact of such behavior is likely to be on the sector in the UK.

Teacher training in United Kingdom – The British teacher's organization has a process for training teachers in UK. The sources of financial support for trainees, and recent policy developments. Around 30,000 individuals enter ITT in England each year through several routes. Although they vary in other ways, the main distinctions between the different ITT routes are whether they are school-centered (for example, School Direct) or higher education led, and whether the trainee pays tuition fees or receives a salary [185]. A school-led postgraduate teaching apprenticeship has also been available since September 2018.

All ITT courses include time spent teaching in at least two schools and lead to an award of **qualified teacher status (QTS)**. Graduate teacher programs always include:

1. 120 days of practical classroom experience in two schools or more
2. Academic study, giving you the knowledge and understanding to teach successfully
3. Experienced professional mentoring and tutoring in classroom management

4. Ongoing assessment of your teaching skills.
5. For decide if teaching is right for the trainer, and to support him for application, he should do as much work or volunteering in schools as he can. If he is not sure which age or subject would suit him best, contact schools in his area and ask to observe in a classroom. He should also speak to the teaching staff about the challenges and rewards of teaching.

Consider a job in a school as a graduate teaching assistant, cover supervisor or other support role. If he has experience, school-based teacher training providers are opening up two-year teacher training routes, which begin with a role as a teaching assistant or apprentice teacher. Once he has decided which age range and subject he should like to teach, look for a route which gives you the relevant experience [90, 12 p.]. Then he will check which regions offer that route. Alternatively, he may want to look at the training available in the area he wants to live. Either way, think about what would work best for you, and fits best with your experience.

Like the German and American educational systems (which reviewed later), the British system is not **centralized**. In each academic institution, funded by the British Ministry of Education [margant], there will be training activities for teachers in many areas of knowledge. The teacher training institutes are distributed throughout the country under supervision of the Ministry of Education's educational machinery in Manchester, London, Wales, and Scotland [gov.uk/government/organization's]. The system is synchronized under a unified policy of clear and unequivocal teacher training. The next figure (3.2) will present compare between the investments of the British government to the numbers of tertiary teachers' which has a professional certificate from the government.

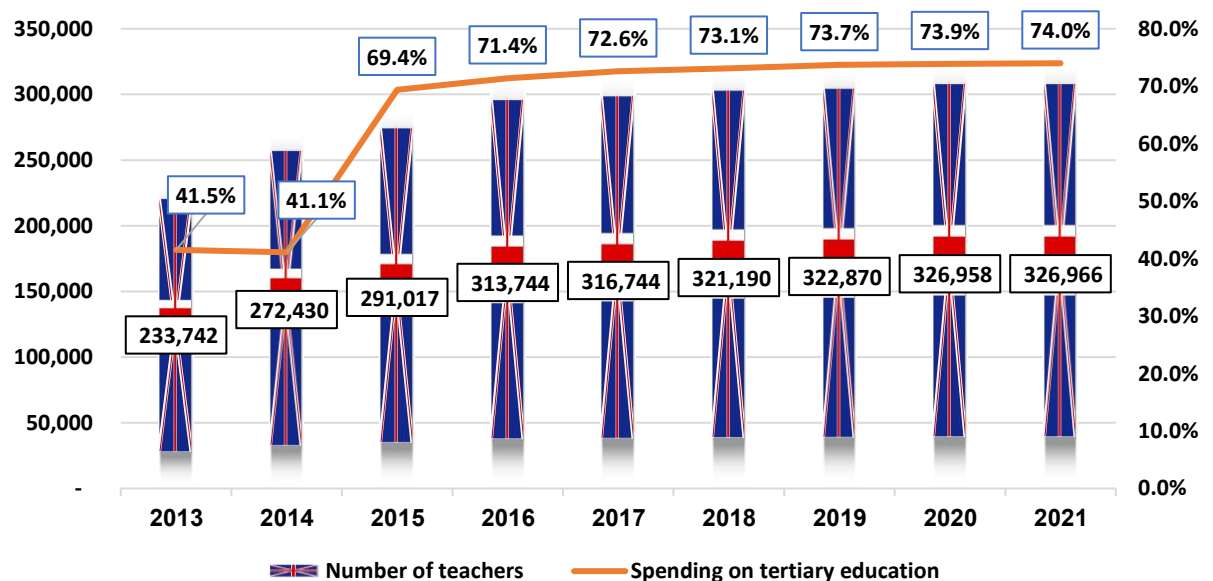


Figure 3.2. The Investment in education, compare to the British teachers with a certificate process (2013-2021)

Source: made by the author from source [207; 222]

From analyses the figure (3.2), the author concludes that the government in UK as increases the financial budget from 2013 to 2021 in 30% in 5 years. The numbers of teachers are growing as 90,000.

Teacher training in United State. Higher education in USA is a complex enterprise with an extraordinarily diverse array of institutions from community colleges to globally renowned research universities. Depending on what is included, there are between 4,500 and 5,000 institutions of higher education in the United States [9, 29 p.]. That includes public, nonprofit and for-profit providers. Barriers to consolidation, such as mergers, acquisitions and divestments, are part of the reason for this fractured and highly competitive industry structure. In order to develop an internationalization model of the institution that contributes most to improving the quality of the graduate, it is necessary to compare the components of the internationalization process and the extent of their influence on the components of the quality management triad [72, 65 p.]. Information about these institutions is readily available, both from the institutions themselves and from third parties and, increasingly, consumers. Indeed, within the service sector, particularly the complex professional service sector, there are few areas where so much information is available. Compare, for example, the difficulty of getting competitive information about hospitals or insurance companies [181, 4 p.].

The American Certificate for Teaching. According to the Education Department at the American Government [243], to get a teacher Certification Degrees the student must has comprehensive guide for individuals who want to learn how to become a teacher or further their teaching career by earning an advanced degree. Because education in the US is typically viewed as a state and local issue rather than a federal one, each state can set its own requirements for prospective teachers. As a result, the requirements for earning a teaching certificate vary by state. There are also alternative pathways that will be discussed in further detail later on this page. Teaching certificates in most states must be renewed every few years. Renewal is contingent on continuing education, and in some states that is further defined as completing graduate level coursework.

In addition to the traditional route to licensure, alternative pathways have arisen over the years to help people become teachers even if they did not start out on that path. These alternative pathways include volunteers working with groups like Teach for America and programs for retired military personnel, as well as location-specific programs such as The Academy for Urban School Leadership in Chicago [9, 28-29 p.].

The **NBPTS** [244] institute describe that the content of the educational process is determined by the educational program, the curricula developed in accordance with the

requirements of federal state educational standards. To become a **nationally-certified educator**, candidates must have gained substantial teaching experience before passing a tough, peer-reviewed process, as well as extensive self-analysis. The certification program led by the **NBPTS** promotes excellence in teaching. By working towards this certification, educators are not only improving their teaching skills but they are going the extra mile for their students. Additionally, in some of the state's teachers are eligible for higher salary tiers based on achieving **National Board Certification** for teaching [244].

The author of the research finds that the process of training teachers in the United States includes the stages of the national program from the **Ministry of Education in the American Government**, and there is indeed a program (on behalf of the government), but each country has a policy and independence decision on the training and professional emphases she chooses for teacher training [64]. In any case, the state will be subject to the decisions of the United States National Administration and will be subject to the overall budget. The next figure (3.3) will present the connection between two variable's, investment and numbers of teachers with the professional certificate.

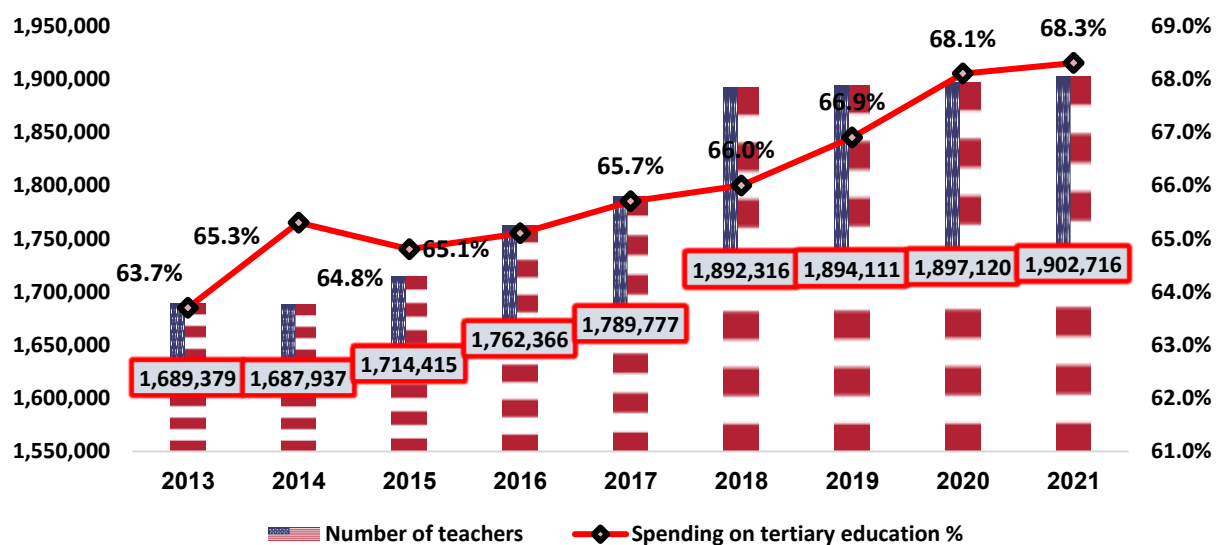


Figure 3.3. The Investment in education, compare to the American teachers with a certificate process (2013-2021)

Source: made by the author from source [207]

Like the two others figures (3.2 & 3.1), the author finds that there is direct connection between the investment and the teachers with a national certificate. Every year which the budget for investment in academic education, which includes investment in training for education, declined (or increased), the number of teachers with certificates and qualifications increased or declined [57]. There is no doubt that the training processes of teachers in the United States and in other countries which presented (United Kingdom & Germany) have advantages and

disadvantages. The following table (3.1) will present the variables and characteristics of teacher training in each country.

Table 3.1. The main characteristics of teacher training in U.S – U.K – Germany

Country	National management & academic sponsorship (Budget)	Admission and financial cost	The training process	The key stages of training
Germany	<ul style="list-style-type: none"> -Government policy and management mechanism -Government budgeting -Autonomy in policy implementation 	<ul style="list-style-type: none"> -Colleges of teaching in the university -Academic degree requirements prior to the training process (M.A degree preference) -Strict selection of applicants -Accompanying a mentor in the teaching year. - Without a financial cost - a government budget 	<ul style="list-style-type: none"> -Academic process of 4.5 academic years in teacher training. -Certification test Professional committee -Master's degree at the end of the process -Mentoring period and experience 	<ul style="list-style-type: none"> - 3 stages of classification and certification - Academic degrees are not sufficient - a national teaching license is required
United Kingdom	<ul style="list-style-type: none"> -Government policy and management mechanism -Government budgeting -Autonomy in policy implementation 	<ul style="list-style-type: none"> -The candidate must have a bachelor's degree Initial Training Teacher (ITT) or Initial Teacher Education (ITE). -The teacher is committed to understanding materials of mathematics (elementary school) Various training process (students / higher education) - Financial cost - minimum participation of the trainee teacher 	<ul style="list-style-type: none"> -120 days of practical classroom experience in two schools or more -Academic study, giving him the knowledge and understanding to teach successfully -Experienced professional mentoring and tutoring in classroom management -Ongoing assessment of his teaching skills. -For decide if teaching is right for the trainer, and to support him for application, he should do as much work or volunteering in schools as he can. 	<ul style="list-style-type: none"> Four training tracks -Basis - Initial Teacher Training (ITT) or Initial Teacher Education (ITE). -Teacher Development - Qualified Teacher Status (QTS) -Teacher's Professional Promotion (license) - further education (FE)
United State	<ul style="list-style-type: none"> -Government policy and management mechanism -Government budgeting -Autonomy in policy implementation 	<ul style="list-style-type: none"> -BA is requested -Personality tests Adjustments to educational framework -There is no financial cost of the trainee teacher - sponsorship of the government. 	<ul style="list-style-type: none"> -Academic process (in university) -3 years of education Studies, and training the country Certificate of Government Teacher -A teaching license is required 	<ul style="list-style-type: none"> -Strict selection of applicants -Friendly training process -Funding of the state -Encouraging educational work

Source: Made by the author from sources [30; 36; 40; 220; 225; 223]

The author analysis the information of the table (3.1) and found that the three countries which appear in the table place great national emphasis on teacher training in their country. Each country invests heavily in the training of teachers, which is expressed in a rigorous process that classifies the candidates and requires them to meet the personal standards appropriate to the employment culture of the teaching profession. The same culture and process of professionalization of teachers also presents the attitude of the government in each country, as well as the professional status that will be expressed in the financial indemnification given to the teacher. The following table (3.2) present the **teacher's initial salary** (up to 5 years) on those countries:

Table 3.2. The Initial salary (In USD) of teachers in Germany – U.K – U.S (2020-2021)

Country	First Year	Third year	Five Year	Remarks
Germany	3,740 USD	3,915 USD	4,233 USD	Depend on location*
Average salary for Academic Employee – 3,962 USD – for 2021				
United Kingdom	2,268 USD	2,425 USD	3,355 USD	Depend on location*
Average salary for Academic Employee – 2,682 USD – for 2021				
United State	3,452USD	4,612 USD	5,411 USD	Depend on School** or location*
Average salary for Academic Employee – 4,491 USD – for 2021				

*Depend on the location - peripheral areas with national priority.

** Depend on school – Schools with national priority.

Source: made by the author from sources [30; 36; 40; 220; 225; 223]

From table 3.2. the author concludes some conclusions:

1. There is a professional reference to the status of the teacher in the country. The fact is expressed in the level of wages that increases gradually from year to year.
2. We see a difference between countries, and in countries where the status of education is high, both culturally and professionally, the ratio will be reflected in the level of wages.
3. All the countries listed in the table undergo the average wage after five years of teaching experience, and the monthly wage will increase over the years - an expression of the professional evaluation of the government in the country.

3.2 The Competitive Environment in Schooling and Higher Education Services in Israel

The economic and cultural globalization, which influenced the academic establishment in each country created new challenges to the higher education system since it obligates global openness and knowledge exchange. It all happens since the labor market becomes an increasing liberalization of knowledge itself. Due to CHE [208], to create a competitive market position for

higher education institute in these circumstances, it has to adopt marketing concept and philosophy and create its strategy and activity in the market performance terms: to focus on the beneficiaries needs, in market segmentation, competition, market location and product development / new services based on identified market trends. The Council for Higher Education is the state organization for higher education in the country. The Council is a statutory corporation established in accordance with the Higher Education Council Act. The council performs its functions in accordance with the powers conferred on it by this law, outlines the policy of the higher education system in the state and is subject to the audit of the State Comptroller.

According to the Council for Higher Education Law [208], the number of council members shall not be less than 19 and shall not exceed 25 and at least two-thirds of its members shall have a status in higher education, among the council members are the chairman of the Israel Student Union and the Israel Students' Association. The chairman of the council is the Minister of Education. The main powers of the Council for Higher Education include:

1. To give the institution a permit to open and maintain an institution of higher education.
2. To recognize the institution as an institution of higher education.
3. To authorize a recognized institution to award an academic degree.
4. To confirm the conduct of studies under the academic responsibility of a recognized institution.
5. To authorize the institution to use nicknames that require approval under the Higher Education Council Law, such as: University, Technion, Institute of Technology, Faculty, Academy.
6. To offer recognized institutions proposals regarding their establishment, expansion and refinement, and regarding academic cooperation between them, in teaching and research.
7. To submit proposals to the government through the Planning and Budgeting Committee for the development of higher education and the state's participation in the budgets of the higher education system in accordance with the needs of society and the state, and to recommend to the government the establishment of additional institutions of higher education.
8. To grant a license to branches of institutions of higher education from abroad. One of the conditions is the main objective of the management is the quality of the educational process, such "safety net" in a broad sense, as a unit of the main and auxiliary processes of the university. program at the "backup" institution or, for master's degree programs, the possibility of an administrative arrangement) that would take effect if the institution does not receive accreditation to award the degree. The accreditation stage at this level, the

Council authorizes a recognized institution of higher education to grant an academic degree for the proposed program.

The Tuition fees. Below are details of the tuition for institutions of higher education in whose budgets the State participates [208; 212; 211]:

- Tuition for a full bachelor's degree program for 2021/22 – NIS 12,580 (3,594 USD).
- Tuition for a full master's degree program for 2021/22 – NIS 16,320 (4,662 USD).
- As of the 2021/22 academic year, the tuition for a full year program of study at preacademic preparatory programs that is 9 months long with at least 32 credit hours – NIS 13,794 (3,950 USD), between July 2020 and July 2021 as published by the Israel Central Bureau of Statistics on January 15, 2022.
- Academic intuitions that are not budgeted by the PBC set their tuition independently (Average of 10,000 USD).

According to a lot of academic sources, academic news-paper, a research institutes of social and cultural processes in Israeli society, **the competition between academic institutions in Israel hardly exists at all**. The academic establishment is built in the form of universities and colleges, each with its own academic and educational purpose. **The universities**, which their status is **higher** with **academic prestige higher**, are engaged in the research, and the first degree that given by them, is only a first stage of the **research process** (in the future). The colleges have always served for " **making the academia accessible to all**," that is, the establishment of the academic system. The competition which exists today is **between the colleges themselves, and between the universities themselves. There is no competitiveness culture between the universities and the colleges**. The universities compete mainly for academic prestige, which will "generate" income from research, donations, and funding for projects in the country.

The all kind of higher education institutes (national colleges, universities) do compete against the students because the percentage of funding from sources of tuition is critical for them (which also affects academic prestige and the number of international publications). In Israel, as the author explain, there is a minor competition between the higher education organizations. Most of them are focus on administration and register process in there marketing communication. In era zoon of competitiveness that exists in all higher education institutions in the world, the State of Israel cannot avoid the creation of competitiveness, and the integration of an international component within the system of higher education. Otherwise, the Israeli institutions will drop in their international ranking, and the academic collaborations will be reduced by actual percentages, which will harm the academic prestige of the institutions.

In order to understand the "absence" of competition between the universities, the author will present the table (3.3) of income financial of the universities in Israel.

Table 3.3. The income financial support of Israeli universities – By %– 2019 - 2021

University	Year	Government Budget	Tuition Fee	Other financial Income
Hebrew University	2019	41%	10.20%	49%
	2020	41.50%	9.10%	49%
	2021	44%	8.90%	47%
Tel Aviv University	2019	42.50%	16.80%	41%
	2020	48.80%	17%	34%
	2021	48.60%	16.20%	35%
Technion	2019	38%	5.90%	56%
	2020	37%	6.20%	57%
	2021	36.60%	6%	57%
Weizmann Institute	2019	27.00%	3.30%	70%
	2020	25.10%	3.10%	72%
	2021	24.70%	3%	72%
Ben Gurion University	2019	53.00%	14.50%	33%
	2020	52.70%	14.10%	33%
	2021	48.10%	13.20%	39%
Bar Elan University	2019	45.10%	21.20%	34%
	2020	47.00%	22%	31%
	2021	49.10%	22.40%	29%
Haifa University	2019	51.60%	23.30%	25%
	2020	50.00%	23.30%	27%
	2021	49.70%	24%	26%

Source: Made by the author from sources [208, 212]

The author of the research concludes from the data that, as long as the government funds large and veteran universities with large budgets, it does not create for the academic institute interest in obtaining external sources of funding. From the table (3.3) we find that the percentage of income from students is small and very partial. There are academic institutions that generate income from external sources for the benefit of research and cooperation.

The education minister, on those years, Mr' Naftali Bennett said [208; 219], *"Unfortunately, the heads of the universities are a cartel, a closed group that receives NIS 10 billion a year and is accustomed to establishing itself and preventing competition, so for years they prevented a doctorate from being accepted at the Interdisciplinary Center until we approved, Saar confirmed, and so now, the cartel days are over."*

According to Optalka [153, 138 p.], the state of the higher education system in Israel today reflects a series of decisions that were not planned from a long-term perspective with milestones for follow-up, and the policy's inappropriateness while moving to changing circumstances. The reasons for non-competition between universities are mainly due to the following reasons:

1. The colleges have moved closer to the universities - they have become academic institutions with a master's degree, a thesis, and even a potential for a doctoral degree. They offer a wide range of subjects, and the faculty expects to explore and not just teach.
2. An academic-administrative mechanism that deals only with two elements in which universities have an advantage: image and economic strength. The university is not trying to get students but only academic prestige that comes from research.
3. The universities enjoy economic and academic strength, in part because of their size, seniority, higher funding from the state, the existence of special fields such as medicine, and the fact that they have a well-established infrastructure for raising funds from donations.
4. On the other hand, the colleges compensate for these shortcomings by demonstrating managerial and managerial flexibility, innovation in teaching, entrepreneurial behavior, community ties and interfaces with the labor market.

The Council for Higher Education has recently been trying to redefine the stratification of the higher education system in Israel, but there seems to be no way back except for a significant competitive change, including an attempt to define an up-to-date stratification model in the existing system.

According to Optalka [150, p. 58], the decline in the demand for higher education, which began in 2013 and is expected to continue until at least 2023, the relevance of higher education to employment requirements, the relationship between accessibility to academic excellence, gaps in staff employment conditions and the outdated and rigid budgeting model. Therefore, a forward-looking strategic move is required at least to 2030. This is a reorganization that steers from above, which is beyond the important moves promoted by the Council for Higher Education, such as the new campus, which requires a different construction of the system, with a planned pooling of existing institutions that will create more fair competition in the market. Such moves have been carried out successfully in various countries around the world during the last few decades and it is worthwhile to learn from these successes [20]. Reducing the number of institutions of higher education is essential to create larger institutions that can cope in changing conditions more effectively. This can be done by merging institutions into university centers, which include a cluster of funded colleges and even include non-funded colleges.

According to the proposal of Jonatan et al [91; 16 p.], such a university center will have an impressive academic volume, a variety of academic programs and specialization in certain fields. This move will also assist in planning the system, which is currently planned only by the

budgeted colleges, and it will also reduce to a certain extent the large gap between the terms of employment of the existing colleges and universities. The new university centers will raise the academic quality because of the critical mass of students and staff, the new prestigious status granted to them, the economic strength and the internal synergy of merger, or union, academically, administratively and infrastructure.

Academic competitiveness of a student. *How does the Israeli student respond to the competitiveness of academic institutions?* According to the Central Bureau of Statistics [212], after 25 years of increase in the number of students in Israel, the higher education system is facing a decline in their number - in all institutions, for the fifth consecutive year.

25 years after the establishment of the academic colleges in Israel, which were supposed to expand, and make the higher education system accessible, the Council for Higher Education presents a **bleak picture of Israeli academia**, the academic year ending June 2019, After a steady and significant increase in the number of students in the past 20 years [178, 20 p.].

The picture is clear: the students are disappearing, and the higher education system is not succeeding in increasing the number of students, despite the efforts of the Council for Higher Education in recent years, while Israel is considered one of the educated countries in the OECD, but the number of students is declining [15].

According to the data [212], the growth in the number of students was halted in all types of higher education institutions, **and some of them even declined**, mainly to reduce social gaps in Israel by making higher education more accessible to a wider public, such as in peripheral communities. According to the OECD, the wages of graduates of a bachelor's degree Israel and 39% higher than those of a high school education, and salaries of graduate degrees higher than 116%.

The decline in the number of first-degree students harms the income of most institutions of higher education in Israel, because their budget also depends on the number of students studying there. The public and private colleges, in which 60% of the student's study in Israel, are expected to suffer more than the drop in the number of students [163]. Their budget is influenced mainly by the number of students, while the universities are also budgeted for research activities. Therefore, the higher education system estimates that some colleges will not be able to hold out for long in the current situation without experiencing an economic crisis.

In recent years, three colleges have been closed in Israel due to an economic crisis: the private colleges, the Lander Institute in Jerusalem and the Carmel Academic Center, and the Ort Hermelin Public College [212].

In fact, the institutions that succeed in saving the situation are the academic colleges that **teachers trainers**, in which there has been a significant increase in the number of students, in light of the recent surge in demand for teaching. Since 2014, the number of undergraduate students in teaching has increased by 30%, as a result of the lowering of the admission requirements and the cancellation of the obligation to take a psychometric exam before admission to studies, as well as the increase in teachers' salaries over the past decade. Without the teacher colleges, it is reasonable to assume that there would have been a more significant decline in the number of undergraduate students in the other professions. However, not all teacher colleges were partners in the growth, and in some cases, there was a drop in the number of students. In recent years, the CHE has been promoting a plan to unify teaching colleges - in order to strengthen their organizational and economic situation and improve their quality [96]. The private colleges, which charge a particularly high tuition fee of tens of thousands of shekels a year, have been coping with the situation in recent years, and some have seen a drop in the number of students, after having enjoyed a 50 % increase over the past decade.

The next figure (3.4) will describe the dynamic competition between the national colleges, universities, and teacher training colleges.

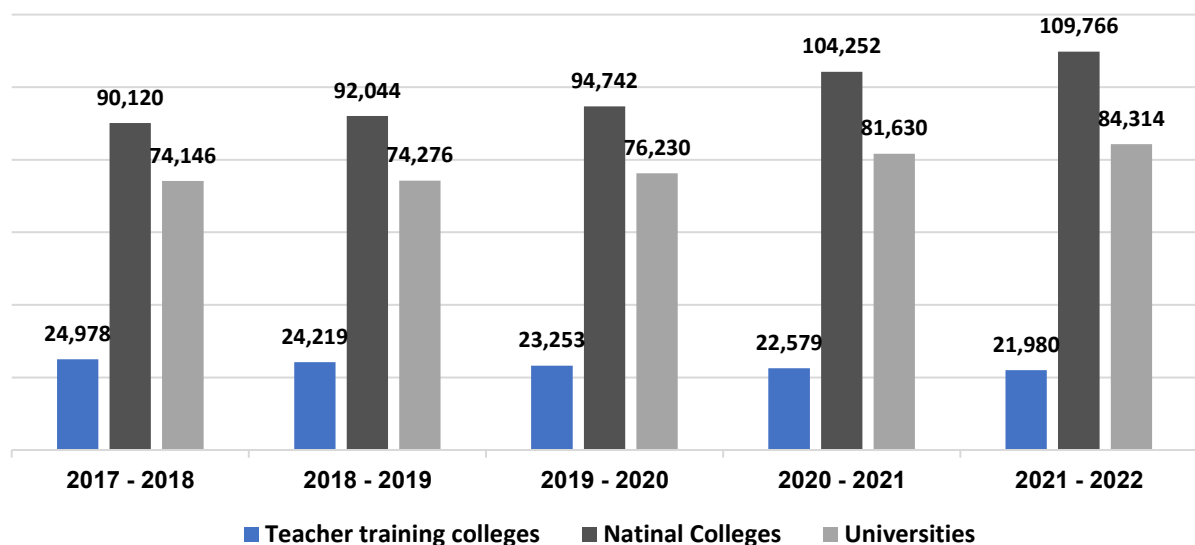


Figure 3.4. The numbers of Israeli students for bachelor's degree 2017 – 2022

Source: made by the author from source [212; 208]

From analysis the Figure 3.4, the author concludes that the number of students in the universities is declining, that the number of students in the funded colleges is on the rise, and that the number of students in teacher training colleges is small and not significant. **This trend clearly shows a problem in the competitiveness of educational institutions of higher education, and the need for change and income of a new and updated management policy.**

Academic mobility of Israeli students. Another factor that was taken into account as part of the competition in the academic space is the mobility of Israeli students to study abroad. In recent years, this figure has become a central reference component in decision makers' considerations. The following Figure (3.5) will present the number of outbound Israeli students' which study in other countries.

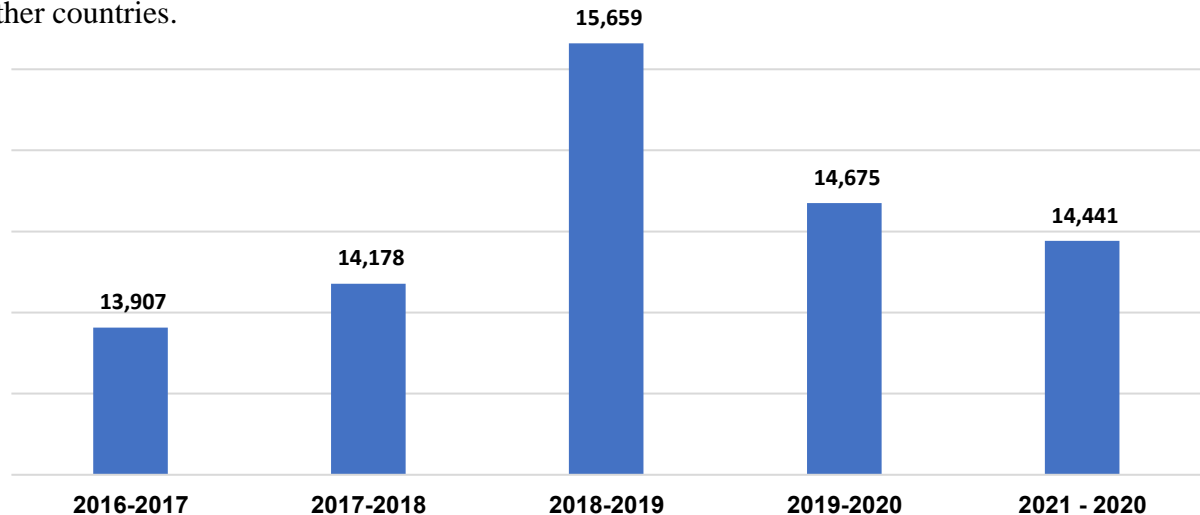


Figure 3.5. The number of outbound Israeli student's* for higher education in 2016 – 2021

Source: made by the author from source [212; 216].

*The numbers are not including the Israeli students with license, residence permit and citizenship (of another country) of the European Union. Such approval allows for a significant discount on tuition, employment opportunities, integration into the professional community, and mobility in EU countries. In such a case, the "Israeli" student registers at the university from the passport of that country, and not as an Israeli student.

The Central Bureau of Statistics confirms that this is an average of 4,000 Israeli students per year. Therefore, this is a true figure of over 18,000 Israeli higher education students, that studying in other countries (2022 -2023).

The reasons for academic studies to the Israeli student. The reasons which leading the Israeli student to higher education in academic studies are not so differently from the reasons of students in other countries [11, 238 p.]. According to the sources and some researchers, the Israeli student sees his **professional** and **social** future as his peers in the other countries. The main reasons are divided into several major factors. The following table (3.4) presents the main factors that examined by the universities in Israel, as part of the marketing process of the Higher Education Council, which should increase competition between institutions, and even highlight to the administrations of the academic institutions the international importance of the Israeli academy as a whole. All that, in order to increase the level of competition among academic institutions, with the aim of reducing the outbound of Israeli students to other countries (Figure 3.5).

Table 3.4. The reasons for studies in higher education in Israel – 2018 - 2019

Reason	Sub- Reason	Explanation
Social	Social status	Academic education - social prestige, higher status in the Israeli society
	Professional status	Academic education - a position, a prestigious and stable workplace
	Quality of life (High salary)	Academic education - salary ranking, progress according to academic grade, economic stability
Economic	Socio - economic status	Academic Education - Economic status in the financial community (banks, tax institutions)
	Professional promotion options	Academic education - professional advancement, accessibility to tenders
	Financial stability	Academic education - financial income due to a position in a stable / governmental organization
	High wages (compared to certificate studies)	The wages of academic graduates are higher than graduates of vocational courses
Employment	Employment opportunities in future professions	Academic degree - employment in future and advanced professions
	Development of Employment Economic knowledge	Development of personal carrier in economic knowledge employee - medicine, engineering, software, law, economics, art and design, education
	Required in employment competition	Required in employment competition - a basic condition for admission to employment
	Employment stability	Occupational stability – The graduate degree has a stable in his employment status
	Academic degree required for managerial positions	Management positions - progress in the condition studied Management (Human Resources, Operations, Finance)
	Promotion which based on academic degrees	Promotion of the organization in the conditioning of academic degrees
Personality	Personal abilities	Developing thinking abilities, analyzing situations, and making decisions
	Self Esteem	Developing an image and positive self-confidence
	Psychological and psychological competence	A mental status for the establishment of a family and a relationship
	Thinking abilities	Development of intelligence capabilities
	A sense of pride and self-respect	Satisfaction and self-realization
	Motivation factors	Internal and external motivation

Source: made by the author from sources [212; 12]

The reasons which present in table 3.4 are "**comprehensive picture**" of the Israeli student's choices regarding to academic studies. Of course, each student will exercise his discretion according to his preference, but the academic institution must give attention to each, and every factor in order to attract the Israeli student. It should be noted that the State of Israel does not operate any marketing mechanism that promotes the progress of young Israelis to academic institutions, and makes do with referring funds to institutions.

Stages in selection of the academic institution. The Council for Higher Education was able to conduct a comprehensive survey of the steps and preferences of the Israeli student in

preparation for his studies in higher education, together with other organizational mechanisms (the Ministry of Education, the Ministry of Economy, local authorities, the National Student Union). The results of this research are presented by the author of the thesis, and are intended to analyze the stages and decision-making process regarding the choice of the academic institution and the mapping of the needs of the Israeli student [12; 199 p.]

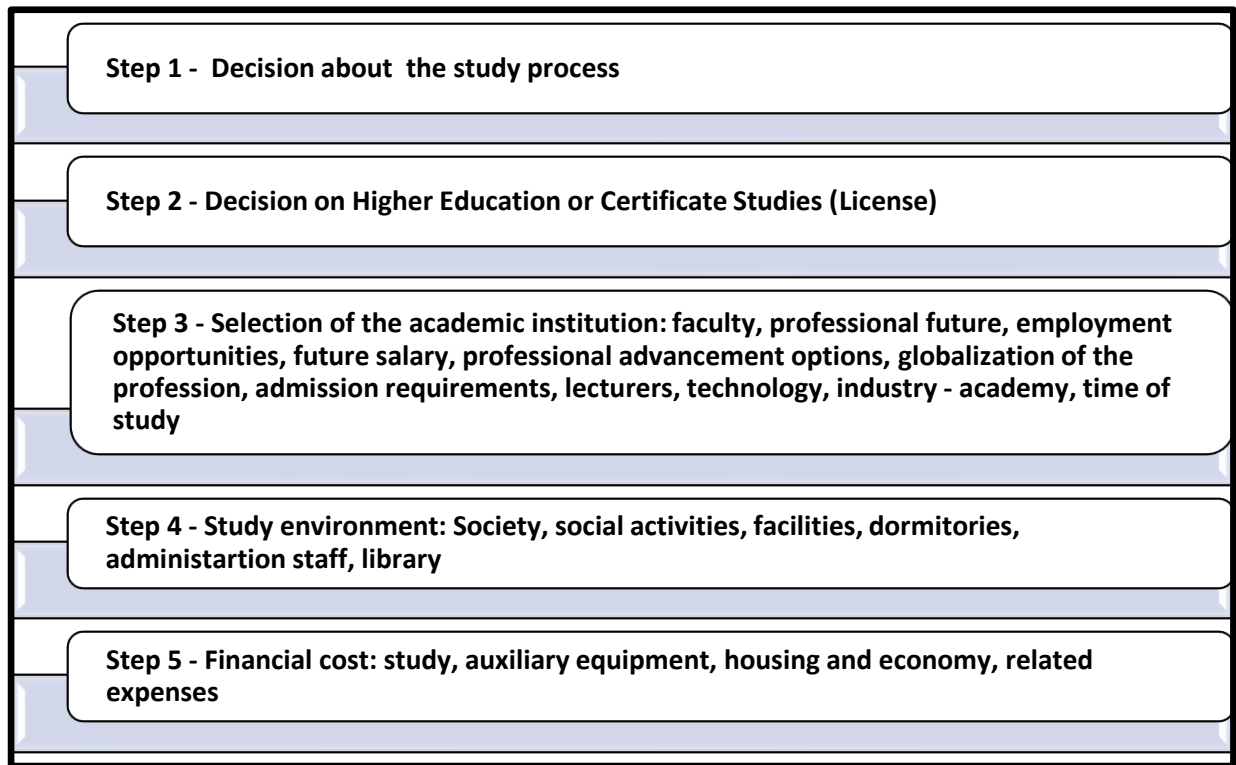


Figure 3.6. The five-stage selection of the educational institution by the Israeli student

Source: made by the author from source [12]

The competitive market at the academic institute. The changes in Israeli academia have been an ongoing process for many years. If there were once 10 major universities, then the 1990s and beyond began a new era. The private and national colleges were established in Israel, and higher education became more accessible. This means, inevitably, increasing competition and using more creative means to capture the hearts of potential students. If in the past the direct annual expenditure for acquiring a new undergraduate student stood at only a few hundred shekels, as of 2018, this expenditure amounted to 3,500 NIS (950 USD); I.e., 8% to 10% of the student's cumulative tuition during his undergraduate studies. It is reasonable to assume that today this expense has grown even further, unquestioned evidence of the importance of a marketing strategy in any academic institution that wants to compete with the students.

The competitive market in the academic institute. The higher education system in Israel is becoming more competitive each year, and the world's developments are intensifying competition - today students are exposed to what is happening in the world, and it is possible to study abroad

and draw conclusions and translate them into action plans. Work processes that will support the implementation of these programs, and the position of those who are suitable for academic studies, and no less important - to the general public in Israel and around the world.

According to Optalka [153] marketing efforts within each of the different academic institutions, are divided into two main types.

1. The first type is intended for the most desirable faculties, and practically does not require effort. After all, these are the most sought-after areas of study in Israel - exact sciences, business administration, law, medicine, and so on. In these cases, the faculties must actually repel the stream of candidates who wish to enroll in them.
2. The second type is intended for all other faculties / fields of study, and requires more investment due to lower demand in these fields of study: the various humanities, social sciences and more.

Branding process of the academic institution. The right branding can do wonders, even in areas that are less familiar and desirable. This is not necessarily an overall branding of the entire institution, but a micro-branding for the areas that they want to rebrand. for example:

A less-sought-after field, such as history studies, can be rebranded with creative advertising and the use of interesting articles in "Out breakers".

Understanding today's target audience, which is primarily a Y-generation, can dictate very creative advertising moves. **The marketing efforts** of many academic institutions have certainly borne fruit in recent years:

- A. Whether because of the creation of new and innovative curricula in a wide range of fields;
- B. Thanks to the creation of short-term studies (mainly in graduate studies), designed for working people who wish to complete a desired degree within one year;
- C. Whether due to the increasing use of various types of digital marketing methods.

In addition to these, the open days that exist in most of the academic institutions, the counselors available to provide counseling for the students, and other advertising properties that include radio and television advertising can also be added [16, 10 p.]. Advertising and marketing in the academic institution by a funded budget. As the writer has noted earlier, creative advertising can help increase visibility and leads from surfers who are interested in academic studies. Notice where you actually came from for this article, and you'll understand the power of sponsored advertising. In promoting sponsored academic institutions, the funded advertising channel is one of the most effective in bringing new students. The following table (3.5) presents an analysis of the author of in her article "Competitiveness of educational services in international markets: Israel's experience for the black sea countries" [114].

Table 3.5. The main marketing channels & activities of the academic institutes in Israel

Chanel Type	Marketing Activities
Google marketing advertising	-based mostly on keywords , in part it is possible to target users by categories and demographic data. -Advertising only appears when a candidate searches for something, it is the most effective of the paid advertising methods, both in terms of leads and return on investment
Facebook marketing advertising	-based almost entirely on targeted advertising to target audiences , according to complex demographic data . -Facebook can also be published organically, free of charge , but frequent changes in the algorithm reduce the organic exposure to a minimum, forcing many to advertise for a fee. - Facebook candidates are not in "buy" mode (as in Google search), so you need to know how to grab their attention.
Marketing advertising in Outbrain / Tabula	-Distribution of quality articles on the leading content and news sites in Israel and around the world . -Great for branding, visibility and visibility, at significantly lower prices than Google or Facebook.
Remarketing	- Can be done on any of the platforms mentioned above . -Once the candidate enters a particular article / page, it is automatically tagged and our ad begins to "chase" it to other sites as well. -Creates a state of permanent presence of your brand in front of the candidate's eyes.
"Organic" Academic Promotion	-Academic sites are, by nature, large-scale sources of information - curricula, types of degrees, faculty members, press releases, professional materials, research publications in a variety of fields, and so on. -The minimal size of an academic site in Israel, including research bodies and not just teaching, can reach tens or even hundreds of thousands of pages. -This amount of information can inject many marketing and competitive messages "organic" from search engines.
Internet PR (Public relation) for the academic institution	-The presence and activity of any brand, in whatever field, can produce external signs of its existence: Open days in academic institutions, research carried out at the institution and published in the media , and any other conduct - leave their mark on digital. -The more your academic institution receives references and references from external sources, the more evidence of the strength and strength of your brand. Unlike the printed world that remains fixed and fixed from the moment it is published, in the digital world Google follows the presence of your brand and decides how to promote it in ranking the web page sites .
Video Marketing Videos on Facebook and YouTube	-There is no doubt that videos on YouTube and Facebook are require, considerable investment and compared to paid advertising, but compared to advertising a television commercial, the differences are skyrocketing. -The marketing budgets of academic institutions certainly make it possible to produce short, effective videos that quickly penetrate the public consciousness and can even become viral.

Source: made by the author from sources [202]

According to the table (3.5), the author notice that A major part of the marketing activity carried out by the academic institutions in order to improve the competitiveness of the academic education services is through the Internet and the Internet. There is also a great deal of emphasis on creating an impact on academic public relations based on quality pedagogical work through research, publishing articles, hosting international conferences, and expanding awareness to global internationalism.

The financial budget for academic institution marketing. According to the financial statements of the academic institutions [208], the institutions seem to understand the changing reality, and we see an increase budget in the implementation from year to year. In all institutions, it was found that the value of the financial calculation of marketing budget is derived from the forecast of student's number, which supposed to attend to the academic studies. In order to illustrate the financial investment, Table 3.6 will present the investment in the marketing budget compared to the number of students in that academic year.

**Table 3.6. The marketing budget compare to numbers of students (Universities)
2018 – 2020 academic years**

University	Marketing budget 2018 - 2019 (USD)	Student numbers 2018 - 2019	Marketing budget 2019 - 2020 (USD)	Student numbers 2019 - 2020
Tel Aviv University	\$4,016,458	28,317	\$4,551,944	32,118
Haifa University	\$325,833	18,852	\$388,056	18,471
Hebrew University	\$6,144,722	20,472	\$6,188,333	22,137
Bar-Elan University	\$2,773,333	16,992	\$2,777,778	17,431
Technion Institute of Technology	\$4,583,056	13,849	\$4,822,222	14,054
Weitzman Institution of Science	\$2,369,722	1,129	\$2,355,000	1,042
Ariel University	\$2,733,333	10,813	\$4,310,000	11,899
The Open University of Israel	\$3,928,333	46,711	\$3,865,556	43,350

Source: made by the author from sources [208]

Analyses the data from the table (3.8):

1. Tel Aviv University – Increase of the budget by **500,000 USD** – **increase** of **2,606 students**.
2. Haifa University - Increase of the budget by **62,223 USD** – reduce of **381 students**.
3. Hebrew University - Increase of the budget by **43,611 USD** – **increase** of **1,665 students**.
4. Bar-Elan University - Increase of the budget by **4,445 USD** – **increase** of **439 students**.
5. Technion Institute - Increase of the budget by **239,166 USD** – **increase** of **205 students**.
6. Weitzman Institution - **Reduce** of the budget by **14,722 USD** – reduce of **87 students**.
7. Ariel University - Increase of the budget by **1,576,667 USD** – **increase** of **1,086 students**.
8. The Open University of Israel - **Reduce** of the budget by **62,777 USD** – reduce of **3,361 students**.

The author of the thesis identifies direct connection between the level of investment in the marketing budget to the number of students attending the institution. According to Newman Institute [187, 26-27 p.], Ariel University's increased level of investment is the result of the university's transition from an academic definition of a college to a university.

**Table 3.7. The marketing budget compare to numbers of students (Private Colleges)
2017 – 2019 academic years**

University	Marketing budget 2018 - 2019 (USD)	Student numbers 2018 - 2019	Marketing budget 2019 - 2020 (USD)	Student numbers 2019 - 2020
Netanya College	\$2,109,444	3,439	\$1,930,556	3,140
Administration & Business College	\$4,610,556	8,531	\$2,929,167	7,707
Peres Academic Institute	\$2,481,111	3,513	\$2,787,500	3,714
IDC – Hertzeliya Education for Leadership	\$1,055,556	6,705	\$1,083,333	7,082

Source: made by the author from sources [208;212]

Analyses the data from the table (3.8):

1. Netanya College - **Reduce** the budget by **178,888 USD** – **reduce** of **299 students**.
2. Administration & Business College - **Reduce** the budget by 1,681,389 USD – **reduce** of 824 students.
3. "Peres" Academic Institute – **Increase of** the budget by 306,389 USD – **Increase** of **201 students**.
4. IDC – Hertzeliya Education for Leadership – **Increase of** the budget by 27,777 USD – **Increase** of **377 students**.
5. It is important to note that the tuition fees are higher than the standard academic tuition in institutions of higher education in Israel. All institutions that receive an operating budget are required to pay a supervised tuition fee of around NIS 13,500 (\$ 3,750) per year of study, and tuition for institutions that do not receive an operating budget will be between NIS 30,000 and NIS 45,000 per Israeli student (\$ 8,333 - \$ 12,500), And for the international student the payment will increase by 10% -15%.

The academic teachers' colleges. The marketing mechanism of teacher training colleges is administered by the Israeli Ministry of Education. Unlike academic colleges and universities, there is no dedicated budgeting for marketing, but as an internal item within the framework of the college's operating expenses. Every college tries its ways to recruit students and tries in creative ways to get students. The budget that is invested is not a budgetary item, but rather part of the expenses of the academic institution's management.

According to the Central Bureau of Statistics [212], there is a general upward trend in the number of students receiving first degree studies, specialization in teaching:

1. During the decade 2008-2018, the scope of general education training increased by 69%, from 5,975 in 2008 to 10,087 in 2019. **But the author identifies a downward trend between 2017 and 2019 in most of the colleges**
2. The scope of **teacher training in programs for the conversion of academics to teaching increased from 1,085 in 2008 to 4,190 in 2019** (an increase of approximately 286%).
3. On the other hand, the drop-out rate a year later among graduates who entered teaching has been rising in recent years.

The next figure (3.7) presents the increase / reduce of the student numbers in 2019 – 2021 academic years.

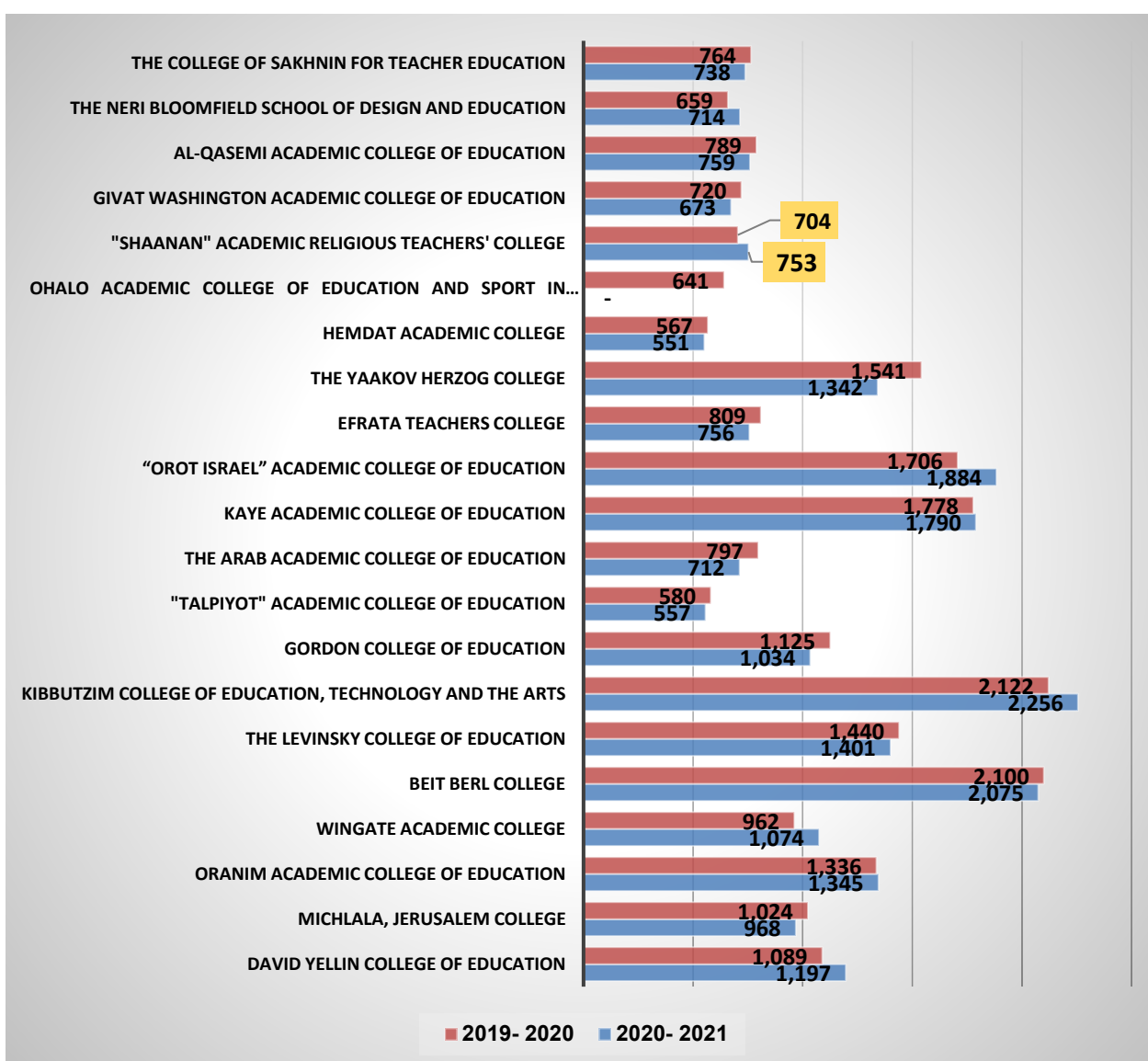


Figure 3.7. The numbers of students in education colleges 2019 – 2021

Source: made by the author from source [212, 208]

Analysis the figure:

1. In most colleges there is a problem of a **decline in the number of students between 2019 and 2021**. Although this is an increase (according to the CBS) between 2008 and 2018, but the numbers are reversed between these years.
2. According to the government's decision, teachers' colleges will be transferred to the administrative responsibility of the Higher Implications Council and will be set up in a manner similar to other academic institutions. There is a government plan to significantly reduce the number of colleges and to make a structural change in the management mechanism of teacher training colleges in Israel.

3.2 Leading Models in Organizational Excellence in Higher Education for Human Capital Training.

The training system for teaching, both academic and regular, encompasses all educational sectors and all age groups, in a wide range of teaching subjects, educational specialties and educational support professions. In the State of Israel, the Teacher Training Division is responsible for the teacher training system, both academic and regular, for all sectors of education and for all age groups, in a wide variety of teaching subjects, educational specialties and educational support professions [15].

The training of teaching and education personnel in Israel is carried out in accordance with the instructions of the **Ministry of Education's administration** at colleges of education (teacher training institutions) and in teacher training schools in the universities, in accordance with the needs of the education system, its sectors, levels and diversity [22, 224 p.]. The implementation of models for excellence and competitiveness in teacher training centers began in 2012, immediately following the Ministry of Education's strategic decision to implement models for excellence in educational institutions [211]. The models were put into practice in a variety of educational institutions, including: schools, kindergartens in local authorities, universities and teacher colleges. The thesis writer will present several applications of the model for excellence and competitiveness and will see the impact of the products of the college / educational institution.

Implementation of excellence models in education system in Israel. Excellence Program - "Oranim College" – Improvement the teachers' abilities. The emphasis application in the model was the quality of work according to "Work Processes". The application model focused on the teachers' training program, and their suitability to the pedagogical requirements of the high school. The main topics which set within the implementation of the model Included team meetings, creating of work plan, defining of stages [228]

- The team had four meetings. The meetings were attended by Dr' Hannah Korland of "Oranim College" [228] and included a team that manages the training program for students.
- Work Plan – Establishment of an improvement team according to the stages of implementation of the excellence model:
 1. Stage 1 – Defining the problem;
 2. Stage 2 – Exploring the problem and its causes – **implementation of the "fish bone"-analysis tool;**
 3. Stage 3 – Data collection to examine the extent of the problem;
 4. Stage 4 – Raising solutions – **using brainstorming tools;**
 5. Stage 5 – Validating some of the solutions with the help of Hannah Cornel and the professional supervision;
 6. Stage 6 – Building a work outline based on the proposed solutions.

Definition of the problem: the lack of correlation between the teacher's training area and his field of instruction, harms the professionalism and quality of the teaching, leads to a decline in the students' achievements and in the long term also to the teacher's frustration and frustration at his achievements or his teaching a profession he is not well-versed in. **Moreover, there is a profound damage to the status of the teacher over the years.** Part of the analysis of the process was the presentation of variables based on organizational insight of the cause-effect model. One method of presenting the data is the "**Cause and Effect Diagram**" [Ishikawa] model, which also named – **Ishikawa diagrams**©. Figure (3.9) below presents the results of the analysis of the improvement team.

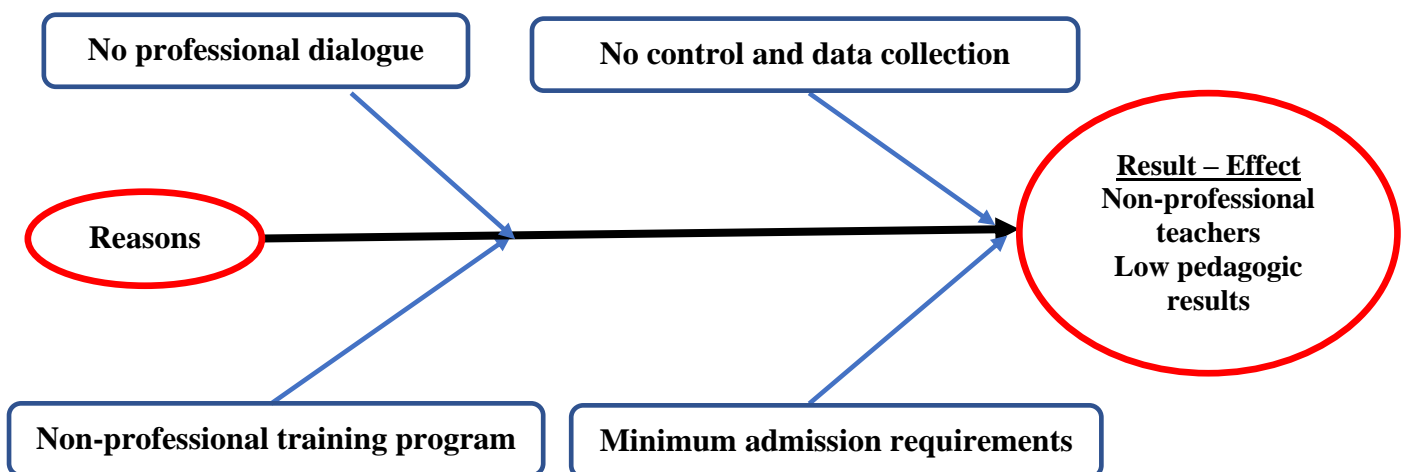


Figure 3.8. The "fishbone" model of teacher training in Oranim College from 2016
Source: Made by the author from source [87].

The products- results of model implementing at the end of the **improvement process** [212].

A "new" teacher in the system – will began in advance for teaching staff who will be admitted as of 2017.

1. **Integration of teaching staff** – implementation of a procedure, which **requires a match between the teaching staff's teaching area and his training.**
2. The procedure will require manpower, supervision and administration, and will be a precondition for receiving a new teaching staff in the continuing system;
3. Establishing an **Internet candidate pool** that will serve the **supervisors and enable equal opportunities**, screening candidates according to their professionalism and quality, and exposing candidates to all supervisors; A letter from the Northern District of the Israeli Ministry of Education for Quality and Excellence
 - 3.1 The **absorption process of a new teaching employee shall be made only after the approval of a professional supervisor, a school principal and a general supervisor.**
 - 3.2 Existing teaching staff – recommendations relating to improving the professionalism of existing teaching staff:
 - 3.3 **Mapping the school staff in accordance with the training of each teacher;**
 - 3.4 Establishing a training program for permanent teachers in the system of those who are employed in the field of teaching who are not properly trained or transferred to the field of instruction in which they are qualified;
 - 3.5 The **mapping process will be carried out under the supervision of the overall supervisor, and the relevant professional supervisor.**
4. Construction of a district teacher's office that compares a placement standard in order to predict in advance a shortage of teachers in various professions and to maintain a dialogue with the colleges in order to fulfill the needs.

The improvement results of process which increase the competitiveness of the college:

- Improvement of teachers' assessments by supervisors - **2019 - 46% / 2020 - 48%**
- Improving the test results in mathematics – **2019 - 31% / 2020 – 35.5%**
- Improving the test results in sciences and physics - **2019 - 56% / 2020 – 58%**
- Improve test results in languages (English / Hebrew) - **2019 - 47% / 2020 – 49%**
- Improving the results of "Bagrut" examinations (high school graduation exams) – **2019 - 56% / 2020 – 59%**

Department at the ministry of education - Improvement teamwork: Reducing the absence of teaching staff in the Northern District [227].

The work improvement team that discussed the subject of teacher absenteeism was appointed to analyze and analyze in depth the issue of the absence of teaching staff from their work. The team was tasked with analyzing the issue both from the pedagogic aspect and from the financial aspect reliance on real-time data from the last school year 2018.

Absence of workers causes enormous financial losses due to damage to work processes and delays in educational projects and financial investments in the educational system and system. The absence of employees is estimated as a financial expense of over NIS 1,371,300 per year (\$ 391,800).

The working method of the improvement team - The team met for four sessions [211]:

- Defining the problem
- Collection of data to examine the extent of the problem and a great deal of data.
- Focusing on educational institutions in order to identify the problem by means of a sample group.
- Raising solutions through brainstorming
- Building a work outline based on the proposed solutions.

Defining the financial problem:

1. Data indicate a high level of absenteeism in educational institutions in the district;
2. There is a gap between the reported hours of absenteeism and the reported filling hours.
3. Analysis of the problem on the basis of the data:
 - 1.1 Total **hours of absence in all district institutions in 2019**: 517,940 NIS (143,800 USD).
 - 1.2 Total **hours of absence in kindergartens, elementary schools and junior high schools in the district**: 302,710 NIS (85,000 USD).
 - 1.3 Unjustified absences with rights: 387,900 NIS (107,750 USD)
 - 1.4 Unjustified absence without rights: 21,000 NIS (5,900 USD)
 - 1.5 Unjustified absences: 29,110 NIS (8,100 USD)
2. Total absence and dependence of 1,258,660 NIS per year (350,000 USD).

Implementation of improvement teams

The inspectors of the Ministry of Education system must create a program to reduce the absence of teaching staff by:

- A. Creating a dialogue between the supervisors and the managers to reduce the phenomenon;
- B. A commitment by the Director and Supervisor to a 10% decrease in teachers' absences;

- C. Follow-up by the supervisors of the absence of **employee attendance software - Maskit**;
- D. Treatment of unjustified absences within the disciplinary committee;
- E. "Halutz" program - close supervision will be carried out on the educational institutions selected in the sample group for the "Halutz program" from 2015. The follow up will include:
 - 1. Clarifying an inspector in the educational institutions in order to explain the data presented in the report;
 - 2. The construction of an operational plan by each inspector for the various educational institutions;
 - 3. Monthly monitoring of the Supervisor's data on teacher absences and quarterly reports to the Supervisor Sectors.
- F. Positive remuneration - the schools and candidates for the prize will be examined at the rate of absence of teaching staff among them.

Excellence Program - Organizational excellence through the EFQM system. The Northern District embeds the system for organizational excellence according to the EFQM as a lifestyle and as an umbrella for all its pedagogical, value and administrative work.

The European Excellence Organization the EFQM is a non-profit that operates in over 50,000 organizations in 55 countries around the world. The organization was established by representatives of 14 leading companies in Europe and recognized as the leading method of excellence in Europe. The European Organization operates a European Excellence Recognition Program with three levels:

- 1. The first level of recognition includes two steps:
 - a. **"Commitment to First Star Excellence"** - c2e. This recognition is given to organizations that demonstrate their commitment to organizational excellence and who have improved 3 important issues.
 - b. **"Commitment to Second Star Excellence"** - 2c2e. This recognition is given to organizations that demonstrate their commitment to organizational excellence and have embedded the system of organizational excellence in five of the model's criteria.
- 2. The second level is the advanced recognition level - "Recognition for Excellence" - R4E. A recognition given to advanced organizations with proven results. At this level you can get a score on three levels: 300 points, 400 points, 500 points.
- 3. Third level of recognition "Signal of Excellence" for organizations that have achieved 700 points or higher.

The **Northern District of the Israeli Ministry of Education** has successfully passed the first and second recognition levels and has been recognized as a recognized 4-star excellence organization (R4E-4) Selected, talented schools for implementing the system of organizational excellence [73].

- So far, 43 schools have received the Commitment to Excellence first star.
- 5 schools received the second star of excellence mark.

An example of implementing the EFQM Model in an educational system - Julis Comprehensive School was selected as one of 14 individual schools in the country to participate in a journey of excellence under the supervision and guidance of the Ministry of Education, the Israeli Standards Institute and the European Excellence Organization of EFQM.

The school is in its seventh year of the program, the journey so far included:

1. Conduct self-examination in the 2012 academic year.
2. Establishing 3 improvement teams in the 2013 school year.
3. Establishing 3 implementation teams in the current academic year 2014 to implement the improvement team recommendations.
4. Establish another improvement team on a new subject in the 2014 academic year.
5. Build a manager's individual fact plan those deals with the improvement of self-improvement issues that arose in the self-assessment.

Selected improvement topics:

1. Improving eighth grade students' achievement in languages.
2. Improve the monitoring and control process for the implementation of the work program among educators.
3. Implementation of the objectives of the environmental work plan.

It should be noted that the principal, quality coordinator and teachers who serve as chairpersons and members of improvement teams and implementation teams passed last year and are also undergoing training and training this year by the Ministry of Education and by external bodies such as the Flame Institute and the Israeli Standards Institute.

In March 2015, the school passed an external examination by experts from the Israeli Standards Institute and the European Excellence Organization with the aim of receiving the recognition certificate as a committed organization for C2E excellence. The journey to excellence has not ceased upon recognition, and in the years to come the EFQM methodology will be rooted and embedded as an organizational culture within the school with the aim of continually striving for excellence.

Excellence Program – improvement of high-capacity students with high level of personal abilities (REGEV). The purpose of the program is to recruit students for teaching, high-capacity teaching studies and to train them in a special and high-quality program to become leading teachers, excellent educators and educational leaders. The main objectives of the program, which has been in place at all teaching colleges **since 2010** [229]:

1. Outstanding Students - The program aims to recruit students in academic colleges of higher education and motivated students to engage in teaching.
2. Unique program: quality and 'excellent' - all its components Manufacture:
 - a. A curriculum with a unique character, which will stand out in the college due to its nature, quality and achievements.
 - b. A program that includes college teachers will share their vision and ways of working and impact the overall training program at each college.
 - c. A program that the participating students will recognize, will be partners in the design and will be proud to be a part of.
 - d. A program that will form a laboratory for the laboratory to experiment with innovative and special training methods for their implementation in the regular programs.
 - e. A program that is in the process of continuous testing, evaluation and improvement.
 - f. A program to respond to the student's learning abilities, needs and preferences, through content, teaching-learning methods and flexible and innovative action frameworks.
- 3. The program has a 'indicates' impact - the program will work across all levels to:**
 - a. To foster student motivation to be leading teachers, excellent educators, and educational leaders.
 - b. Develop the knowledge, skills, perceptions, ways of thinking and teaching skills to be used in the education system.
 - c. Encourage students to strive for excellence and continue to demonstrate excellence throughout their training.
 - d. To foster and develop in the students: Curiosity for learning, creative thinking, high ability.
 - e. Allow students to experiment with a wide variety of learning and teaching ways and practice in practice.
 - f. Encourage students to develop a broad educational outlook and educational value-social vision.

The next figure will present the demand for excellence program in the teachers training in colleges, by 4 academic colleges in Israel.

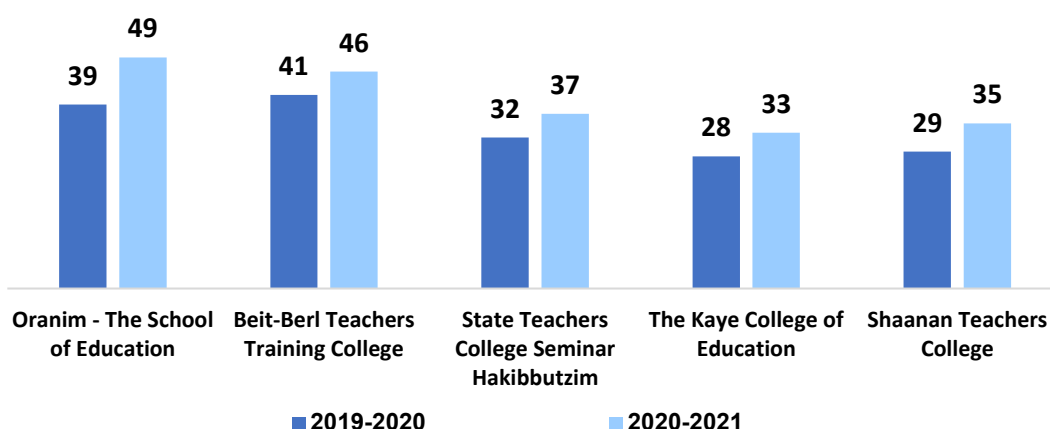


Figure 3.9. The demand for REGEV excellence program 2019 – 2021

Source: made by the author [212; 229]

Analyzing the figure:

1. All academic teaching colleges that adopted the model of excellence have been able to increase the demand for the student excellence program. All the colleges that integrated the model into the student acceptance process were able to attract the outstanding students to them.
2. The "Oranim College" raised the number of excellence student by - 20%. Beit Berl College by – 68%, The state college – 35%, Kaya college – 38%, and Shaanan college – 30%.
3. The overall income and extra budgeting, and of course the competitiveness component, contribute greatly to these colleges today.

3.3 Analyzing Competitiveness and Internationalism Factors in Teaching Colleges in Israel.

In the research questionnaire the researcher sought to examine the point of view and perception of teaching students from all Israeli sectors and examine their willingness to integrate international aspect. Therefore, the questions examine their point of view regarding international perception in their future employment. Such positive examination may definitely influence perceptual openness that will come from the "field". The international issue is critical for the leaders and decision-makers in Israel who have to decide about the requested current strategy. Countries that internalized the need for economic-international connections gain the international sympathy that strengthens them in confronting economic and security challenges, like the Ukraine case last year [209].

The research questionnaire. As a key part of the data analysis and the wish to find the best competitiveness model for the education services in training teachers center, the thesis writer decided to analyze and professionally map the desired needs and accommodations of teacher

training institutions in Israel. For this purpose, a survey questionnaire was passed between **150 teaching students from 3 different academic colleges**. As part of the survey, students were asked about different criteria in their personal preferences, all to explore the impact of the level of competitiveness of teacher training centers on student choice. The research questionnaire at **annex 6**. Selected questionnaire topics:

- Demographic questions for gender identification of the interviewee / student teaching and identifying his / her choices – Questions 1- 9
- Selection Factors in Teaching Studies - Questions 10-14
- The Pedagogical Training Process - Questions 15-29
- The role of internationalism in teaching staff and learning content - questions 30-40
- Satisfaction with Administrative and the College Services - Questions 41-43

Total - 43 questions

The questionnaire was compiled on the basis of additional questionnaires to examine student satisfaction by the colleges and the Israeli Ministry of Education.

The variables analysis will be based on statistical keys based on each quantitative analysis of data. The results of the questionnaire will give a clear picture of the student's preferences and the state of competitiveness that exists in the educational services of the academic establishment - teacher training. From the analysis of the results of the research questionnaire, there are a variety of answers that give a map picture about the gender of teaching students in Israel (150 respondents) and their views on teaching processes, quality of teaching and colleges, the international component which included academic mobility, competitiveness between colleges in Israel and other countries, and the various considerations, Difference between population genders (Jews, Christians, Muslims) in Israel.

Highlight - Composition of religions in Israel requires a different attitude, due to the Jewishness of the state of Israel, and reference to other religions as a minority population.

The results of the questionnaire. The first questions were gendered for the quantitative research population. The main results are:

Demographic results

1. 150 respondents – students of pedagogical colleges- participated in the survey. Half of them men, half – women.
2. Most of the respondents (35.33%) began their studies in the age older than 31, others were younger.
3. Most of the respondents (42.67%) are Jews, others are Christians and Moslems.

4. Close to half of the respondents (42%) took a preparatory course, the other 58% did not.
5. About half of the respondents (52%) are single, other married, 22.67% with children.

Results on marketing questions

6. Most of the respondents chose to study in a certain college because of college marketing (48.67%), some – due to professionals' recommendation (38%), only few listened to recommendations of friends. Closeness to place of living was not a factor to choose a certain college.

Results on pedagogic questions

7. Most of the respondent's plan to be teachers in Junior and Junior high school, about a quarter (25.33%) – in kindergarten and elementary school, only 12%- in Higher education institution.
8. The following bar charts represents mean respondents' answers to the question regarding reasons to study pedagogy. On average, the respondents strongly agree that the profession of teacher interesting and suitable for their qualification, also they strongly agree this is a general opportunity for academic education. They also see the profession as an opportunity to develop a career. However, most of them strongly disagree the conditions are good (working hours and convenience). The wage and stability are agreed to be a reason for choosing the profession, on average.

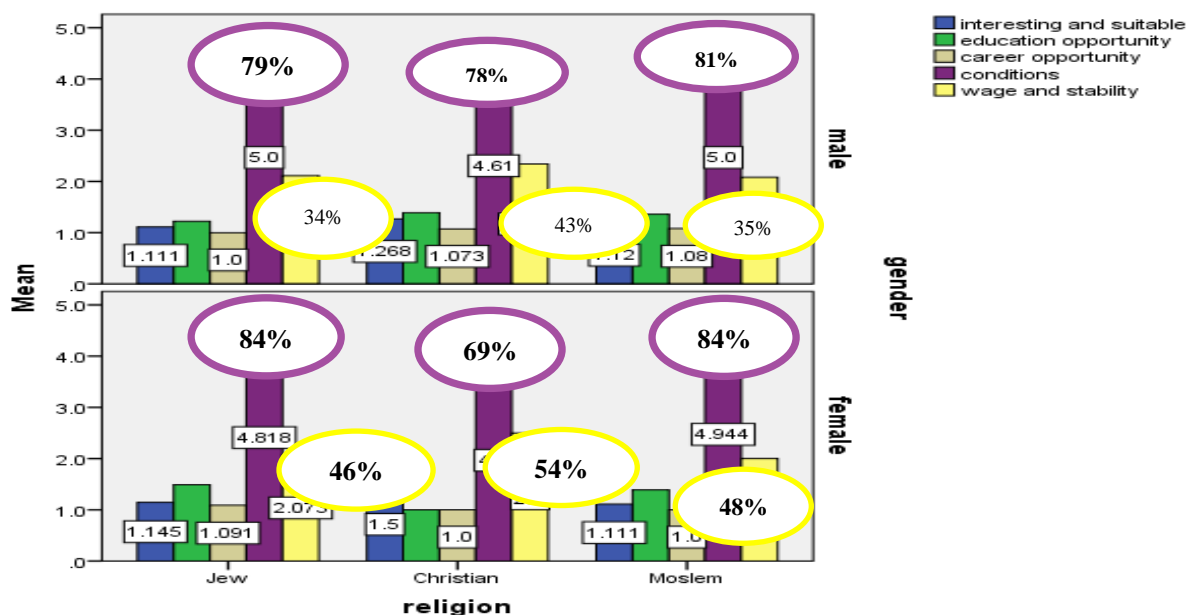


Figure 3.10. The Israeli student – reasons for teaching study – 2019

Source: made by the Author

Analyzing the figures:

- We find that there are almost no differences between the population of women and men in Israel (for all religions)
 - The author finds that the working conditions (social conditions and economic benefits that include pension savings, savings funds) and job stability are leading in the decision to go for teaching.
 - The average, Israeli teacher student, does not have much interest in promotion or occupation options after a teaching period. He does not see the profession as an employment opportunity for the future.
9. The following descriptive statistics table represents mean respondents' answers and standard deviations to the questions regarding pedagogical process of training.

Table 3.8. Descriptive Statistics of pedagogic questions

	N	Minimum	Maximum	Mean	Std. Deviation
Good curriculum	150	1.0	5.0	2.307	1.2367
The material is clear	150	1.0	5.0	1.313	.7521
Technology is used	150	1.0	5.0	1.347	.8433
Good practice	150	1.0	5.0	2.193	1.0408
Teaching method emphasized	150	1.0	3.0	1.073	.3086
Instruction satisfies	150	1.0	5.0	2.000	.8899
Training prepares	150	1.0	3.0	1.073	.3086
Competitiveness, globalization, and economic terms included	150	2.0	5.0	3.300	.7304
Success is important	150	1.0	3.0	1.887	.8398
Fitting the educational reality	150	1.0	3.0	1.540	.7475
New teacher integration is important	150	1.0	5.0	4.100	.8573
Management tools are used	150	1.0	4.0	1.600	.7047
Learning how the schools are run	150	1.0	5.0	3.180	.8360
Attitude is satisfying	150	1.0	4.0	1.613	.8009
Students are supported	150	1.0	5.0	2.353	.8909
Valid N (listwise)	150				

Source: made by the author

Analyzing the table:

- On average, in the pedagogical process of training the best points are that the material is clear, teaching methods are emphasized, the training prepares well (marked yellow). The worst are (marked red): **competitiveness, globalization, and economic terms** are not always included in the curriculum, and new teacher integration with the school staff is not so important.
- The author finds that the Israeli student in the teaching profession is not **attentive to international processes such as competitions between academic institutions, the**

importance of economic education. He is only interested in the pedagogy topics he needs for teaching time.

- One of the problems that arises from the analysis of the questions, as well as the following question, is that the teaching student in Israel is not asked to understand basic concepts of global issues such as globalization and its contribution, economics and economic knowledge, industry and employment, and its training does not include any economic-social orientation. From the experience of a thesis author, which employed as Marketing Director of the Teacher College of in Haifa (Sha'anani College), the results of this question seem to reflect the need for change, and the integration of economic and social content appropriate to these years.

Results of academic mobility, international experience, and excellence professional process

10. The following figure present the students' opinion about the processes of excellence that their college works for the benefit of students and faculty. The question was " *During the training period, the college aspires to success and excellency amongst the students*".

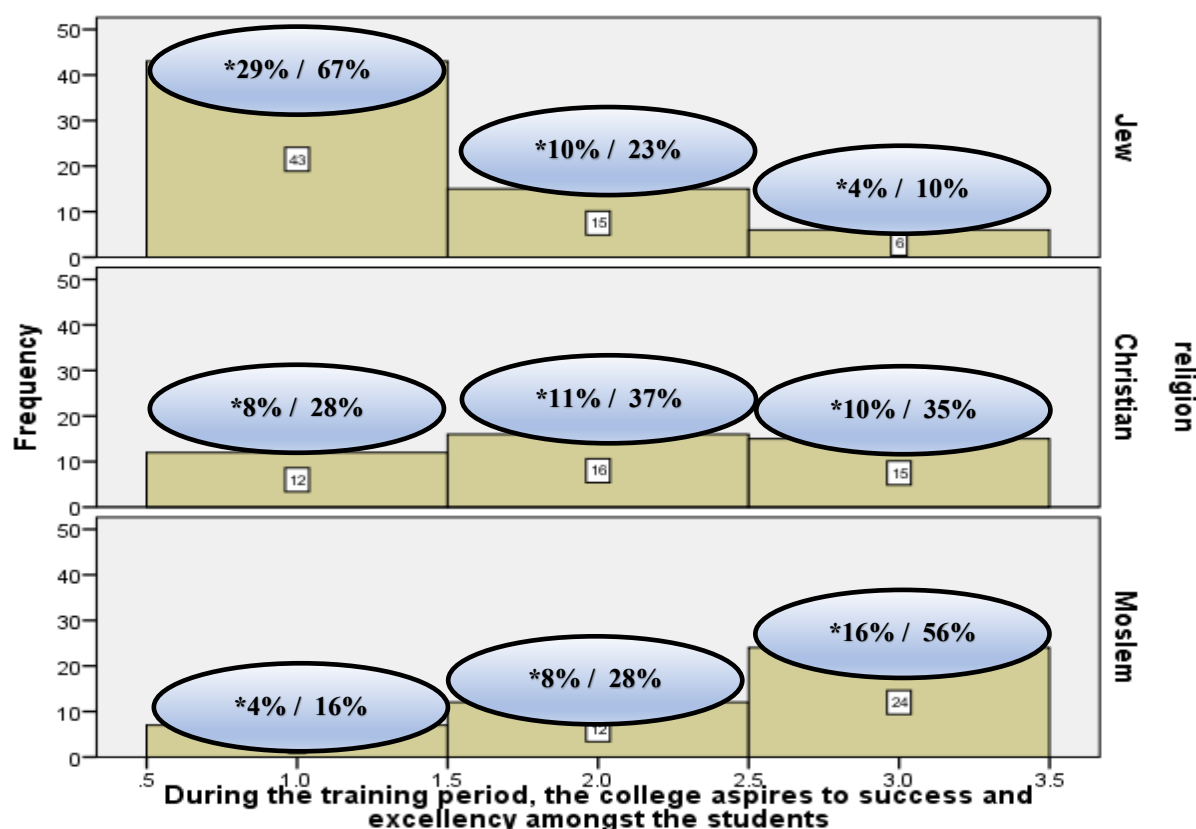


Figure 3.11. student opinion about excellence improvement in teacher colleges – 2019
 % Right – The percentage of students in religious affiliation
 %* left – The percentage of all students

Source: made by the author

Analyzing the table:

- There are different in the three religious' groups: if the Jews strongly agree, most of the Moslem are neutral.
- The research author concludes from the data that students from the Jewish sector are more satisfied with the college's honors processes. The other students may have a more critical attitude toward the administration of the institution, or in the first place compare to teaching colleges in Israel with colleges in other divisions.

11. The following figure bar represents mean of respondents' which answers to the question regarding of **international mobility experience** in their colleges.

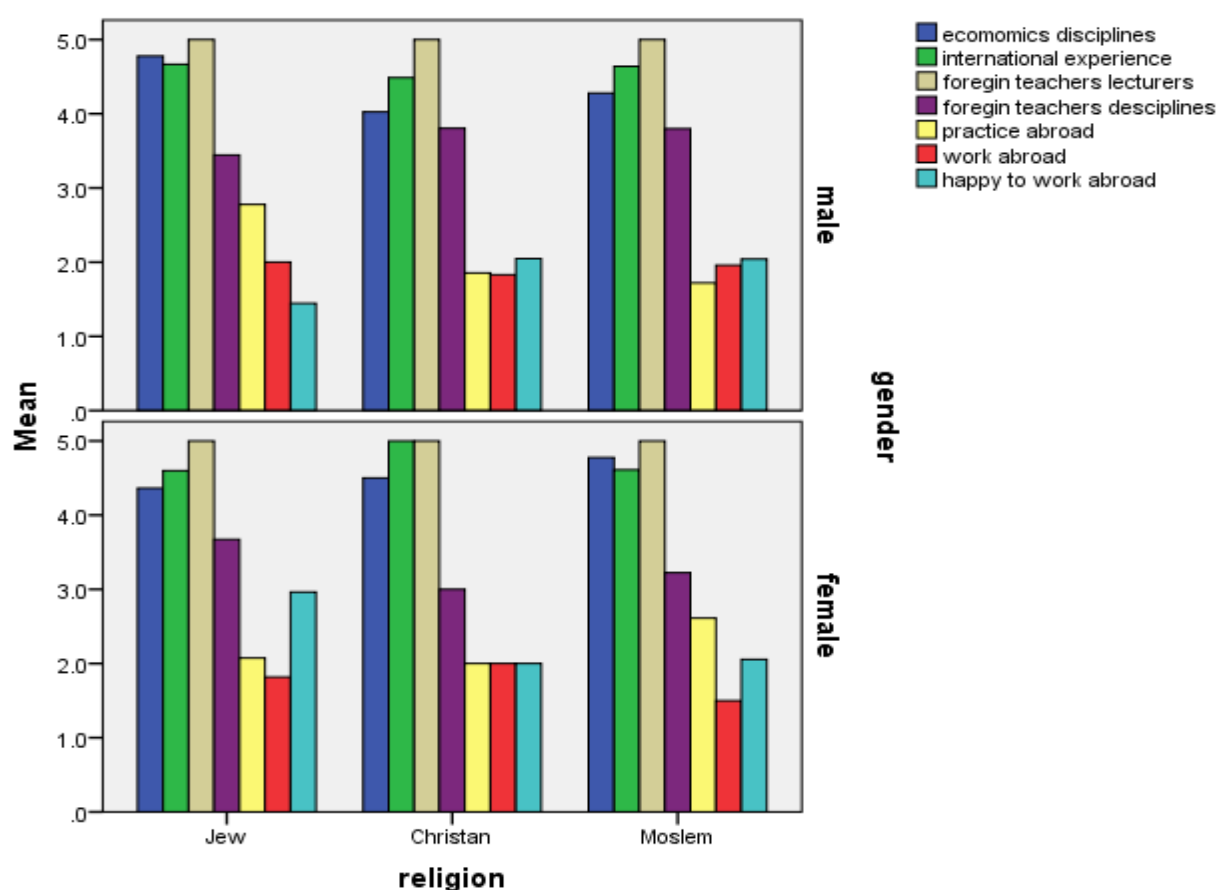


Figure 3.12. Preferences of international content and topics for students in Israel – 2019

Source: made by the author

Analyzing the figure:

- Most of the respondent's report that themes on the world economy and international economic relations, marketing (international marketing), management (international

management) are not or almost not taught, international experience is not used in lectures, foreign teachers do not lecture for them during their studies.

- However, the colleges sometimes attract teachers from abroad for selected disciplines (the average answer is neutral).
- There is no difference between students (according to religions) as to international importance. Students will prefer a combination of international lecturers, subjects and economic content, lecturers with international discipline, applied competence in their profession, and experience working in other countries (some differences exist for the Jewish sector).

12. The claim "*Some of the students prefer to get practice abroad while studying*" is quite agreed on average, the following pie chart present the preferred countries for practice. **The most preferred on 42.67% of the respondents are the East Europe countries.**

13. The claim "*Some of the graduate teachers like to work abroad after completing their studies*" is agreed. The following pie figure present the countries preferred to work in after graduation of studies. **North America** is on the **first place**, 46.67%. **West Europe** is on the second one, 32.67%. Most of the respondents, especially Jewish males, strongly agree they would be happy to work abroad.

14. The next following figure pie presents the student preferences in countries for work after graduate.

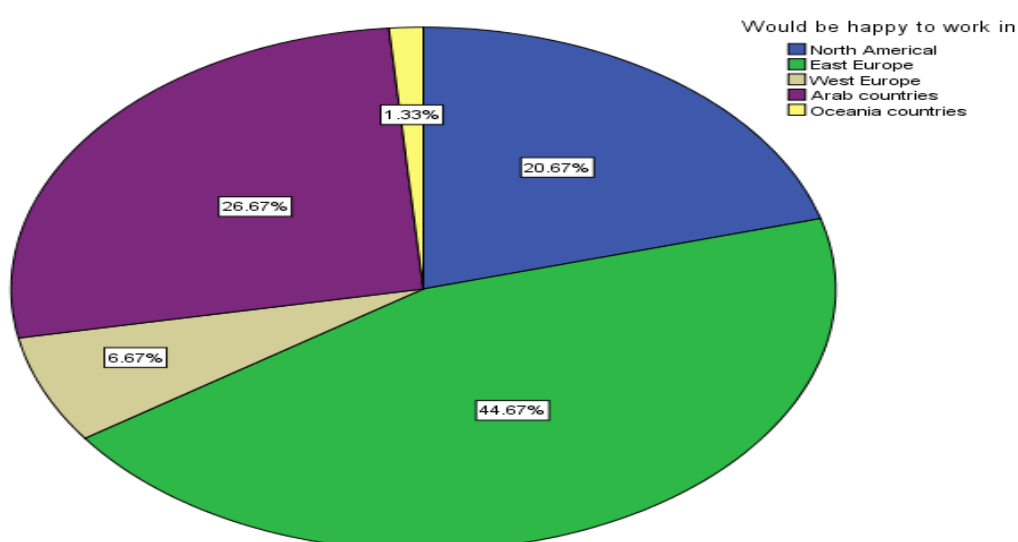


Figure 3.13. The preference for work Abroad of teaching students in Israel – 2019

Source: made by the author

Analyzing the figure:

- that East Europe countries are the most desired for work (44.67%), Arab countries are on the second place (26.67% of the respondents).
- The Israeli student prefers countries close to Israel (Eastern Europe), and even shared family ties (Muslims and Christians), and therefore his choice.
- The author believe that the Jewish students prefer the countries in North America, like united states or Canada.
- This particular example show that the Israeli student are open for a new teaching experience, and requires a dimension of competitiveness and internationalization within the educational space of teacher training.

15. The following figure pie presents a period of **time the respondents would like to work abroad.**

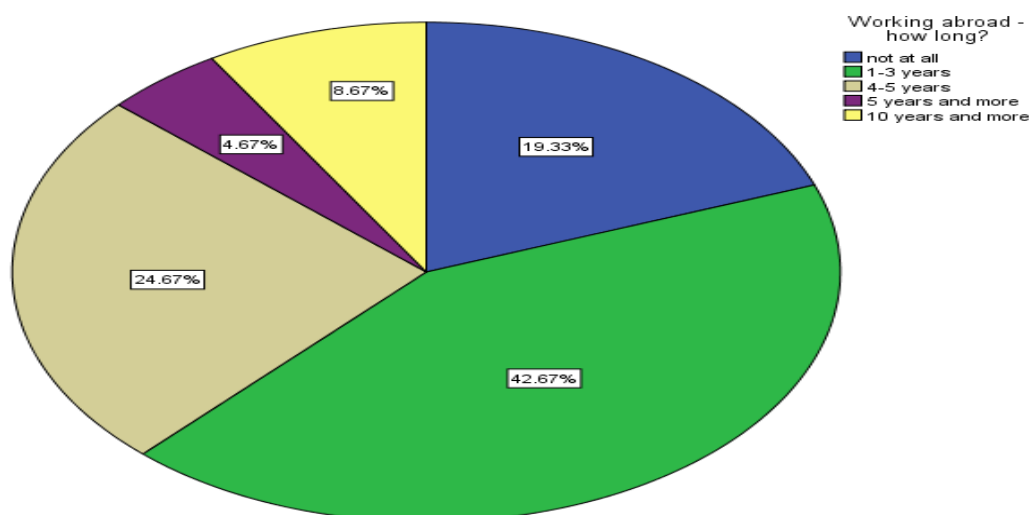


Figure 3.14. Time of work outside of Israel – Israeli teacher students – 2019

Source: made by the author

Analyzing the figure:

- 19.33% are not ready to work abroad, 42.67% are ready to work in another country for 1-3 years. 24.67% are ready to work in another country for 4-5 years. Only 8.67% are ready to work abroad for 10 years and more.
- Most students want to work and study outside of Israel for a short period of 1-3 years. This experience is important to them in order to understand and recognize other cultures and teaching methods. This should create competitiveness between educational and academic institutions. Competitiveness is not currently found among the institutions of teaching in Israel, and so is their medium level in the way they work.

- We also find a small group of almost 20% (19.33%) who are not interested in teaching in other countries. This choice leads teachers to a narrow view of future education, and their contribution to students and the system will not be great in the absence of international experience.

16. **T – tests - Are there differences between male and female respondents?** As is shown in the following table of comparing means of independent samples (T-tests), females agree less than males about economic disciplines, about practicing abroad and about being happy to work abroad (Annex 8).

17. **ANOVA Tests - Are there differences between the religious groups?** As the following ANOVA tests present, there are significant differences between the economics disciplines taught and the happiness to work abroad (Annex 7).

Basic conclusions from the questionnaire:

- In total, 150 students were asked for teaching subjects, which came from three different colleges. The study population was equal and included men and women equally (75 in each group). They answered 43 questions that discussed student satisfaction, competitiveness components, economics and globalization concepts, international relations, and academic mobility possible during or after graduation.
- The author of the thesis recognizes that there is no real difference between the answers of the respondents (the men) and the answers of the respondents (the women). Different trends can be identified mainly on the gender side of religion (Jews, Christians, Muslims).
- 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).
- 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 academic establishment in Israel has chosen not to involve the teaching colleges with educational excellence models as in other countries, and chooses to teach teachers in old-fashioned pedagogies which based on a paradigm appropriate like at the 1970s-1980s.

3.4 Conclusions of Chapter 3

1. From the chapter that analyzes the education services competitiveness factors in Israel and its internationality component, the researcher concludes that the State of Israel must learn from other countries. In Germany, education services have been open for decades (even before the 1999 Bologna Process), and the economic-employment data (figure 3.1) presents a consistent increase in national investment and in teaching manpower that contributes to the country's economic-social aspect. The United Kingdom presents quite similar indices (figure 3.2) that also express the state's investment in clear policy for opening the services for internationality and integrating international staff and students. The researcher identifies a similar model in the United States and a direct correlation between budgetary investment and the resulting human capital (figure 3.3). The researcher concludes that the investment in human capital in these three countries is consistent and presents economic - occupational development. In the years 2020-2022, the Republic of Moldova is leading a process of unifying academic institutions and restructuring their management, (in accordance with state orders dated: 13.7.2022, 31.7.2020) Moldova is leading a strategic, national economic plan based on the development of human capital for economic and social needs. It is true that Moldova is indeed at a different point in time and progress compared to the other countries reviewed by the research editor, but as part of the overall process of connecting the Republic of Moldova to the European Union, even if for political reasons, progress is also being made in the fields of education and higher education in Moldova.
2. In analyzing the competitive environment in Israeli education services, the researcher concludes that there is **almost no correlation between the higher education establishment in Israel**. It is a result of diverse reasons including quite uniform budgeting. The council for higher education forces the institutes to equal tuition fees for all students (Israeli) and stipulates budgeting in meeting the pedagogical quality control standards and additional payments. Therefore, the institutes are complacent about competition and have no organizational interest to professionalize more than others since such an effort will not allow for higher incomes (table 3.3). There is only a little competition between the universities and there is no significant intention to open the institutes and integrate international students except for the Weizmann Institute, the Technion, and faculties of medicine. A byproduct of this policy is an increasing trend of students going to study in other countries, which leads to a consistent brain drain for many years (figure 3.5).
3. Sub-chapter 3.3 discusses the leading models of organizational excellence in higher education for human capital training, and the conclusions are that some education services

institutes are directed to develop high-quality human capital with high professional skills for training (teaching staff) and the economy (STEM professions). These educational institutes believe in building competitive ability and empowerment of organizational excellence to develop the best human capital that is adjusted to the 21st century. The presented case is the Oranim college of education, which applies the excellence model ("fishbone" - figure 3.8). This higher education institute implements models for organizational excellence development that have increased the number of enrolling students, and the increase in demand for the institute's excellence program is noticeable (figure 3.9). In addition, the Northern District in the Ministry of Education adopted a process of excellence to implement advanced management methods according to the EFQM model. The researcher is a member of the district implementation team.

4. The researcher concludes from graphs 3.4 - 3.7 and from the tables that the programs of developing human capital, human capital development training teams (teaching personnel), the policy of not being exposed to internationality, and the lack of intention to have pedagogic relationships (joint studies and/or collaborative curricula) with other countries, are not part of the Israeli education services work plans. Facing all these, the council of higher education knows that competitiveness, internationalism, and openness to the global academic world are essential, but does not take any meaningful steps. There is no academic or professional cooperation with teacher training and mechanisms in other countries, except for local initiatives, especially in the Northern District of the Ministry of Education. The researcher, in her article "The Development of Marketing management in Educational System" [120], proposes methods to improve the colleges' situation and concludes that the budgeting and managing of teaching colleges have to be by the council of higher education, which is the authorized and professional body for the academic management of academic institutes in Israel (like the mechanisms in Germany, the United Kingdom, and the United States).
5. The analysis of the quantitative questionnaire, which was distributed to 150 students, indicates that the internationalism subject in **questions 30-40 shows** that the human capital audience (students) see in the internationalism component economic learning contents international relation-based and exposure to lecturers from other countries, who have international experience and knowledge. On the other hand, the participants themselves do not hurry to acquire international experience. This approach, so concludes the researcher, is a result of a perennial policy that did not direct the human capital training to academic-international cooperation. The researcher concludes that this reality also harms the Israeli

teacher's understanding contents of macro and micro economy, organization marketing, and the teacher's role in the future school.

6. The researcher also concludes that figure 3.12 and figure 3.13 findings show there is an individual and professional motivation that wants to experience the factors indicating that education services in teaching colleges are opening to internationalism. The researcher sees the participants are interested in international lecturers' integration (high percentage close to 5) and experiencing work out of Israel (high percentage close to 5). Such experience is preferred by Christian participants (women and men), although among Jews it gets a low score (4.4). There is also a willingness to work out of Israel (figure 3.13) which includes a high percentage (44.67%) of selection to work in Europe, and 26.7% in Arab countries (selected by Muslim teachers).
7. The researcher concludes from figure 3.14 that the preferred experience for international enrichment is 1-3 years (42.67%) and about 24.57% of the participants were glad to have this experience for 5 years. An interesting prominent data is that 5.67% of the participants would prefer teaching in other countries for 10 years, meaning that even human capital from education services has the willingness for brain drain. It is important to indicate in this case that about 20% are not interested at all to work out of Israel.

4. IMPROVING COMPETITIVENESS INTERNATIONALISM AND MARKETING OF EDUCATIONAL SERVICES IN ISRAEL

4.1 Applied Models for Developing Worldwide Internationalism, Competitiveness and Human Capital Trade.

The increasing competition in the worldwide market of educational services proves to be a challenge for the institutions of higher education, as well as to the educational systems as a whole. This search is intended to increase their competitive ability against their competitors (within and outside of the country) and, in doing so, they are actually determining their organizational and economic future. The implementation of organizational excellency in educational systems in modern times is a national challenge in most of the developed countries. Most of these countries deal with the status and position of the education field within each country. Thus, commentators from the fields of social sciences and economy request the educational systems to adopt strategies of organizational excellence and competitiveness within the educational system, which shall be similar in the measurable criteria for business organizations and for some of the public sector. There are different ways in which one is able to develop excellence in education.

When one examines the strategies for development of educational excellency, it is important to understand the principle which distinguishes excellency from excellence. Excellency is a relative performance, i.e., in comparison to others. It is external and limited as far as the conditions for its existence are concerned. Excellence is a relative process of increasingly developing utilization of the existing potential within a person or an organization. According to a report published by the Israeli Center of Democracy (2019), the educational establishment in Israel has begun to open up to the issue of excellency, starting from the end of the 1990's. This process included abiding to international criteria such as the ISO and an adaptation of models designed to develop organizational excellence, such as the TQM and the European model, EFQM.

The transition to distance learning and teaching have set significant technologic challenge to the academic institutes. First and foremost, the technological platforms institutes used were forced to cope with significant increase in the number of lecturers and students using it simultaneously. In addition, students and lecturers, who were not accustomed to use distance learning were forced to buy suitable computing equipment and learn to operate the systems. The teaching staff at the academic institutions indeed engaged the task and within a short time the entire higher education system moved to distance teaching and learning. The management of the

qualitative universities' triad is ensured by impact on the university's potential, the main determinants of the quality of the educational process include: the quality of human resources potential of the university, based on the quality of the teaching staff; the quality of university research potential; the quality of the educational and methodical potential of the university.

Furthermore, an in-depth work concerning an examination of countries which lead the competitiveness and excellence within the educational systems around the world has begun. The worldwide status of countries such as Finland, South Korea, Singapore and the United States, amongst other countries, had become apparent rather quickly. It is sensible to think that the most important condition for the success of the educational system is the monetary budget which is at each country's disposal. About fifty years ago, South Korea's and Finland's educational systems were failing. Finland had had one of the weakest economies in Europe, while South Korea had suffered from a prolonged Civil War. Today, Finland and South Korea have two of the leading and most prominent educational systems in the world. In addition to these two countries, one can see the competitiveness and advanced management in Singapore, both of which had led Singapore to prove its educational successes in all of the tests of measures in 2020. The great United States has also undergone far-fetched changes in the recent years, and thus, the main emphasis has been the strengthening of the public educational system. The author of the research shall provide a review of the situation in countries such as Singapore, Finland, Canada and Moldova, in order to compare criteria and provide recommendations for a renewed strategy.

Republic of Singapore. The higher education system in Singapore. Education in Singapore is supervised by the Ministry of Education and their main responsibility is to develop and manage the public schools and also to play an advisory role to private schools [203]. Education in Singapore accounts for about 20% of the annual national budget, which subsidizes state education and government education with government assistance to Singapore citizens and the Edusave Program funds. Singapore has six local autonomous universities, namely Singapore National University, Nanyang University of Technology, Singapore University of Management, Singapore University of Technology and Design, Singapore Institute of Technology and Singapore University of Social Sciences. However, there are plenty of other degree options to choose from. The National University of Singapore, for example, offers plenty of courses in the arts, social sciences, law, and medicine.

The higher education in the republic managed by the Ministry of Education in Singapore which ranks highly compared to other nations around the globe. This high level making it an ideal destination for international students that interested in a study abroad with a new experience. Another point is that the English language is the language of international communication and the

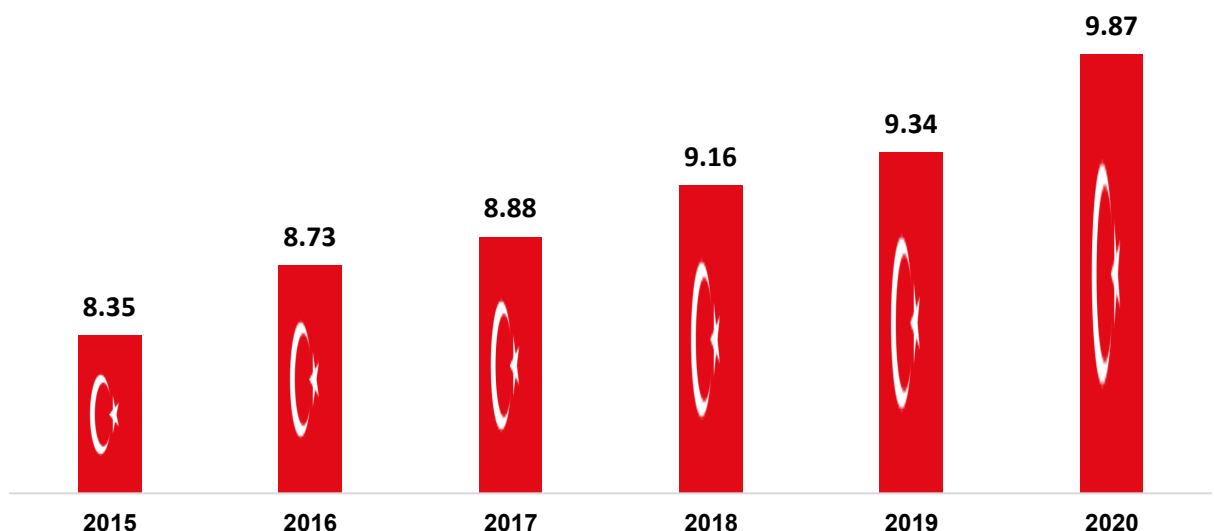
foremost in the Western world. This fact makes it more necessary in academia for all students. Often, scoring top marks in international rankings compare to other academic institutes all over the world, including US and Europe. For understanding, Singapore has only six autonomous universities which receive funding and support from the government through the Ministry of Education. With a growing popularity, this number is expected to grow every year. Has being said, many foreign universities have also established satellite campuses that provide both international and local students university educations, as the Singapore universities done.

As the author finds, the higher education environment in Singapore is only with 6 universities with 5.6 million citizens. **So, how has the higher education in the republic become a world leader and competitor with other higher education environment? What is the successful strategic and implementation of the local policy?**

Well, the author of the research found that the answer is about **integrative policy government and national culture with excellence aspiration that translated into government activity - implemented.**

According to "The world University ranking" [217], the universities in Singapore has the key characteristics that repeat in every leading country in higher education systems:

- **The government supports the higher education system** as national interest for the development of the nation's human capabilities. Singapore realized that the higher education system must be an attraction system, which will reach the academic institutions. the following figure (4.1) will present the financial investment in the country.



**Figure 4.1. Government expenditure on education in Singapore 2015-2020
(By billions USD)**

Source: made by the author [230]

- **The pre-higher education system. Open discussion with the public.** Singapore has order to analyze the link between the university's internationalization process and the quality of graduates of university, we will use the trio of quality management objects. The author defines the quality of the educational process.
- The Ministry also selects teachers for awards and recognition at the national level. Students are also encouraged to work hard through the Edu - Save incentive system, which rewards students for strong performance in both academic and non-academic work. The administration is investing a hefty \$ 4 billion in favor of these budgets, and typically a group of 10% of students in lectures can hope to receive the small grants in the amount of about \$ 400-650.
- **Developing skills for employment** - Unlike the state of Vietnam, Singapore government is heavily involved in higher education study/ training processes, and it requires the academic institutions to emphasize the development of student personal- employee skills:
- The **coping skills** of change reflect coping with the many transformations currently facing work organizations and adaptation to these changes, for example, being open to challenges and the ability to contain changes in the organization.
- **Interpersonal skills** reflect the ability to communicate with colleagues in the organization as well personal characteristics that are necessary to establish trusting relationships with various people who are in working relationships with the organization, such as an ability to listen to one another, an aesthetic performance, providing feedback to others with sensitivity, and skill for teamwork.
- **Task skills** reflect the day-to-day conduct that includes resilience goals, self-planning, time management, resourcefulness and ability to organize with existing resources.
- **Organizational skills** reflect organizational behavior and ability to express themselves orally, written knowledge of computers, ability to negotiate, ability to draw conclusions, initiative, assertiveness, as well as ability to gather information and express themselves orally in order to advance the organization's tasks
- g. **Developing innovative curricula, up-to-date teaching methods which based on technological tools.** The academic leadership in Singapore make a fundamental change to the curricula, quality level of teaching staff, and technology which used in academic training. In 1997, the pedagogical leadership of the local Ministry of Education declared that large budgets would be invested in the development. The desire was initially to attract as many students as possible from the upcoming Asia, thus raising the status of higher

education in Singapore. Today, higher education in Singapore is considered as one of the sixth place in the world thanks to competitive principles and organizational excellence around 4 key factors:

- Investment in advanced technology innovation all over the systems.
- Studying English "As an Education Language" - The school student from Singapore learns from his first grade two languages - Mandarin (Mother language) and English.
- large financial investment in training teacher and lecturer. Quality of the local human capital.
- Required for organizational excellence processes from preschool through higher education.

Finland, higher education system. Foreign students still have to pay tuition fees, but they are significantly less than those paid in other countries. There are two types of higher education institutions in Finland: universities and polytechnics (AMK institutions or ammattikorkeakoulut). There were 31 polytechnics as of fall 2020. There are 22 universities in Finland. **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 [167].

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.

The following three figures (4.2, 4.3, 4.4) will present the results of the Finnish excellence strategic implementation plan which is the contribution to the local economy:

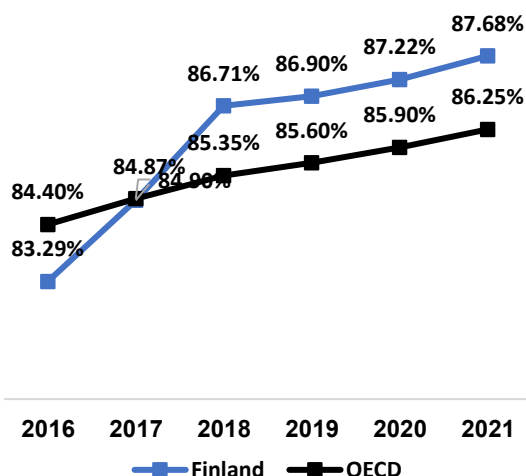


Figure 4.2. Employment rate age 15-64 (%)
Source: Made by the author [207]

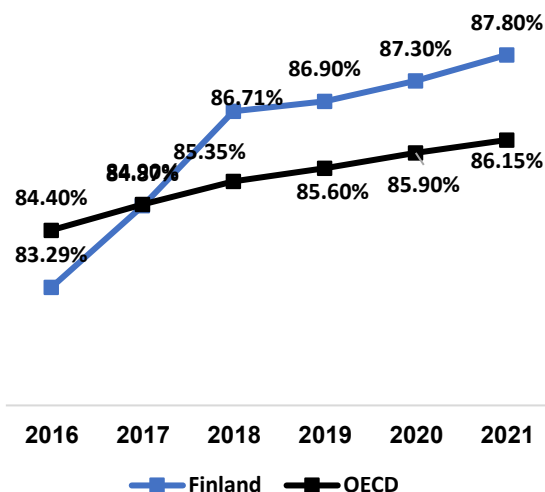


Figure 4.3. Employment by education level (Tertiary/Professional)
Source: Made by the author [207]

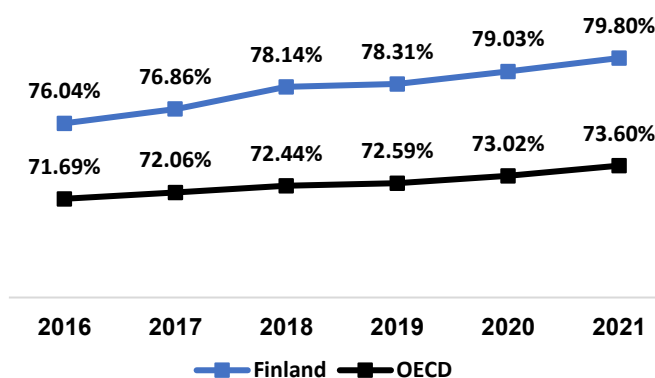


Figure 4.4. Labor Force Participation Rate (%)
Source: Made by the author [207]

Successful strategy is examined by results! The strategy for competitive education services in Finland leads to a line of policy which citizen feels the country take cares about education and employment status. The results of the Finnish government's current strategy promote the following to positive economic data, as can be analyzed from the figures attached:

- In the all-data findings of the three figures, the author sees a significant advantage in employment- data in Finland (relative to the OECD average).

- We see an improvement in all numerical values (percentages) which starting in 2015. Improvement in the percentage of employment rate, an improvement in the number of potential employees of labor force.
 - The most significant finding is Figure 4.4 - since the strategic change for implementation of education systems in the country, and the focus on education that promote employment, the percentage of those with academic and vocational education has "jumped", and has unequivocally exceeded the average of the OECD countries.
2. **Competitiveness for organizational excellence in the general education system - Kindergarten to university.** According to Sahlberg [167, 148 p.] *"Education policies are necessarily intertwined with other social policies, and with the overall political culture of the nation. In order to analyze the link between the university's internationalization process and the quality of graduates of university, we will use the trio of quality management objects. The ministry defines the quality of the educational process, the quality of the educational program and the quality of university graduates the future for Finland as a nation. Education in Finland is seen as a public good and therefore has a strong nation-building function"*. The statements which wrote by Sahlberg [167] 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 [99] created a model for the Ministry of Education in Finland (Annex 5) 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. The following figure will present the Increase of international students in Finland & percent of domestic students.

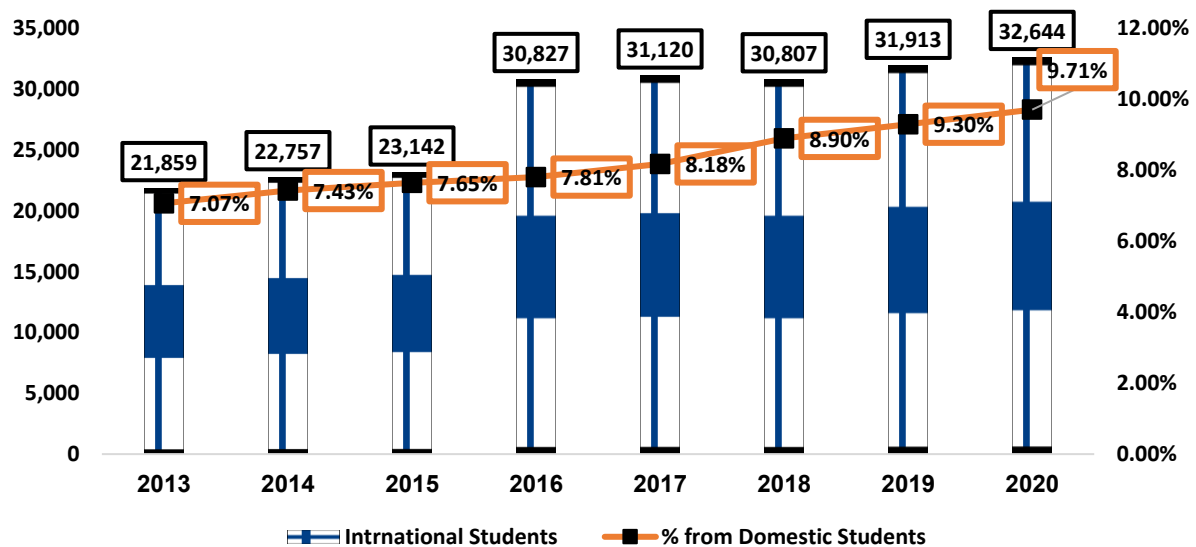


Figure 4.5. The Increase of international students in Finland & percent of domestic students 2013-2020

Source: made by the author from source [207, 213]

We recognize a clear picture of a trend changing due the excellence strategic of higher education in Finland. The demand is increase year by year, and the **percentage of international students also rising every year.**

Canada. 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.

The vision of the higher education services in Canada - International Education Strategy (2019–2024). Over the next five years, the new International Education Strategy (the Strategy) aims to diversify the education sector, boost Canada’s innovation capacity, promote

global ties and foster a vibrant Canadian economy. The Trade Commissioner Service of Global Affairs Canada will lead the new Strategy, with other major components managed by Employment and Social Development Canada and Immigration, Refugees and Citizenship Canada [231].

Development of the higher education internationality. The International education in Canada, is an essential pillar of Canada's long-term competitiveness. According to this strategic plan, Canadians who study abroad gain exposure to new cultures and ideas, stimulating innovation and developing important cross-cultural competencies.

International student. In 2019, international students in Canada contributed an estimated \$27.6 billion to Canada's GDP and supported almost 179,000 jobs for Canada's middle class. This is a significant economic contribution, and one that is felt right across the country. A lot of competitor countries in this sector recognize the long-term benefits of international education. The following figure (4.6) will present the increase of international students for higher education study in Canada, with the connection to the GDP, budget investment for the education system.

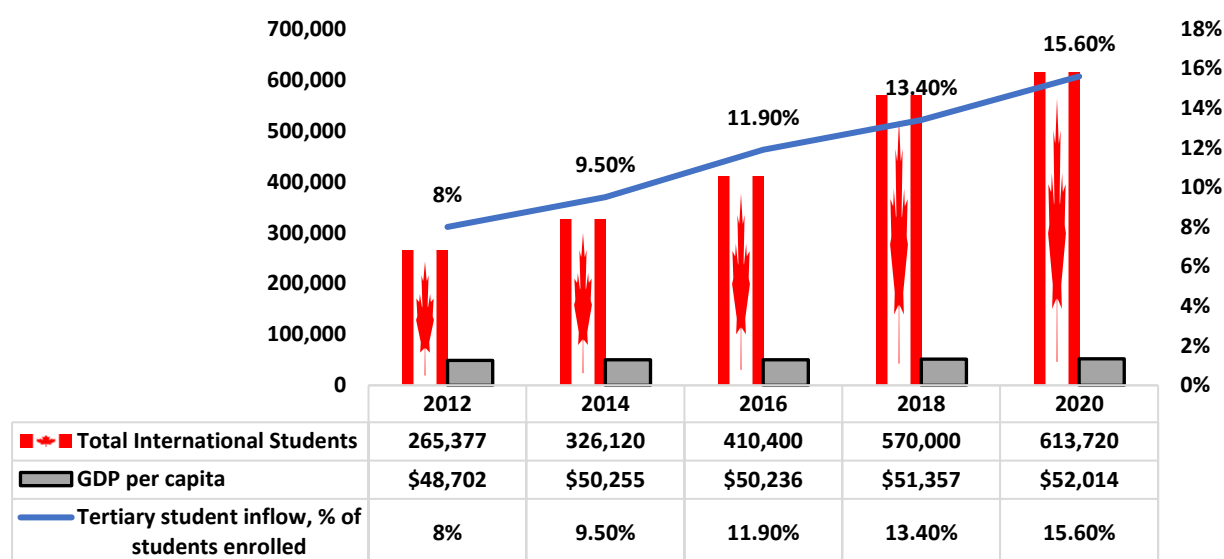


Figure 4.6. The influence of international students to GDP in Canada 2012 – 2020

Source: Made by the author [207; 231]

As has been proven in previous cases, the internationalization of higher education opens to the local state an economic - social - employment - pedagogical options, as does Canada's current case. Canada's strategic model shows great competitiveness in a direct and indirect way, so the government challenges the education services to adapt international standards for attract many students, without extensive investment in the higher education budget. If we look at the Canadian strategic model for creating a competitiveness environment in the educational services, we found and notice of main characteristics with macro steps:

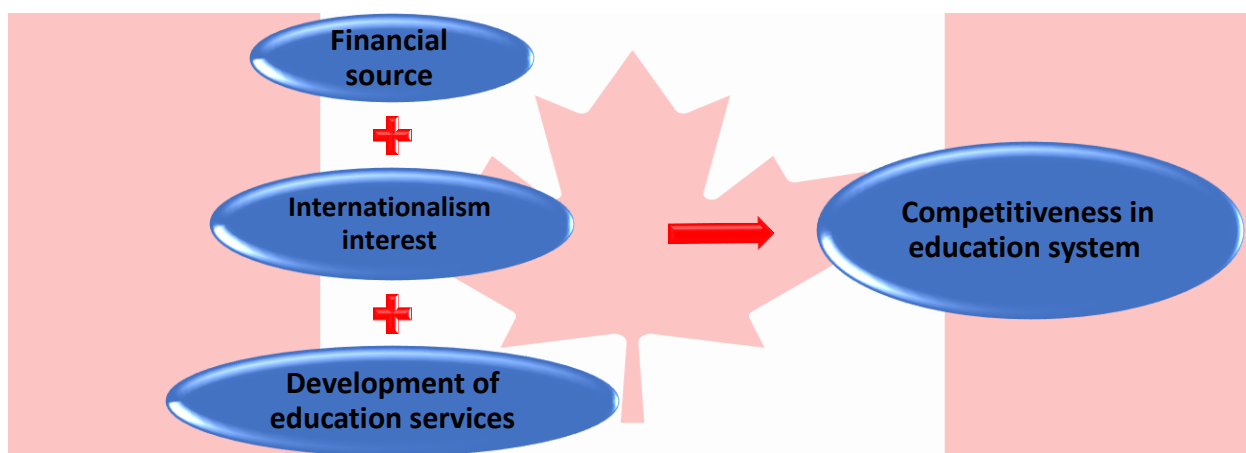


Figure 4.7 Main strategic characteristics in the Canadian education policy model

Source: [98; 231]

According to figure 4.7, the author can explain the successful of the educational services in Canada, which develop the system with excellence organizational in the all-local education system, as we notice in the Finland and Singapore. The model based on 3 main factors: financial source that used by academic institutions of higher education (following the income of foreign students), The internationalism interest which led by national interest (political – economic reason), and the requirements for developments the education system for competitiveness with other countries / universities / higher education environments.

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 [14; 112]. 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 [236] reports since the beginning of 2015 an increase in relatively successful foreign investments.

According to Tade [176], 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.

A study conducted by the United Nations Development Program (2019) called "*The Future of Higher Education in the Republic of Moldova*", which examined in depth the perspective of the Moldovan students regarding the higher education system in the Republic, found that it is possible to find the way to develop new technologies and modern equipment, such as computers and projectors for classrooms, interactive whiteboards for use in the classroom, Internet access to internal institutional academic programs online, online libraries and enrichment materials, and even an online evaluation process. In addition, the findings raised the urgent need for programs and courses of innovative and up-to-date academic materials, the existence of modern and interactive curricula, and the integration of experienced teaching and guidance teams in the new programs. An additional comment related to the issue of the administrative service provided in the institutions, which in the opinion of the students requires amendments and renewal. According to Franziska Tade [176], during the month of September 2015, Moldova undertook to fulfill the requirements of the United Nations (UN) support program named: 2030 for long-term development, together with 192 other countries. Shortly after the start of the national project, the Republic established a committee that was announced as the National Council for Sustainable Development for the Moldovan government. This committee is supposed to coordinate and implement the goal program. In fact, to this day, the role of the organization in question is to monitor and coordinate all the stages of integration and implementation of the 2030 plan and all of its goals and objectives.

The program involves a series of government representatives, with an emphasis on representatives from the education system (mainly tertiary education - higher education and professional training), representatives of the National Bank of Moldova, representatives of the Bureau of National Statistics of the Republic, representatives of professional committees and unions, employers' organizations and heads of local authorities. The title of the program is 'Moldova 2030' And it mainly prioritizes: (1) development of a healthy environment in ecological terms; (2) operation and direction of educational institutions and reliable civil areas and services;

(3) development of the education system out of interest for the long-term development of human and social capital; (4) Stable and economic development based on civil infrastructure. The program's aims were divided into ten economic-social-educational development aims that the republic is supposed to implement and create physical and human infrastructures by 2030

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 plan, 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 07.13.2022. 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 [238].

Including through the absorption of public research and innovation institutions and will ensure until 12.31.2023 the preservation of the autonomous research organizational structure for each public research and innovation institution that is partially absorbed. All the rights of the absorbed institutions are fully transferred to the absorbing institutions, including assets, a committee will be established to budget the transfer of the goods and the fees for the restructuring, in accordance with Government Decision No. 901/2015 [237]. There is also a reference to the employment of lecturers and employees and the continuation of the normal course of study for the students without a tuition fee in the years 2022-2023. The process of moving students from a bachelor's degree to a master's degree should be completed by August 25, 2022. The receiving public institutions will ensure the integration of the students who are transferred from the receiving public institutions, to provide access to social and occupational counseling services.

For this purpose, the method of unification. At the end of the unification process, there will be four central academic institutions that will absorb and merge 21 academic institutions under them. The public institution of the State University of Moldova will absorb the following 14 academic institutions (absorbing legal entity):

1. The Academy for Public Administration of a public institution.
2. The scientific library of the "Andrei Lufen" public institution (Institute).
3. Public Institution Institute of Mathematics and Informatics "Vladimir Andrunachievci.
4. The Public Institute for Applied Physics.
5. Public Institute of Ecology and Geography.
6. Institute of Chemistry of a public institution.
7. Public institution Institute of Zoology.
8. A public institution for legal, political and sociological research.

9. Public Institute of Physiology and Sanocracy.
10. "Bogdan Patricico-Hassado" Public Institution for Romanian Philology.
11. A public institution of the Institute of History.
12. The Public Institute for Genetics, Physiology and Plant Protection.
13. Public Institute of Geology and Seismology.
14. Public Institutions - The National Botanical Garden - The Institute.

The Technological University of the Public Institution in Moldova will absorb the following 4 institutions of higher education:

1. Public Institution Agrarian University of Moldova.
2. Public institution Institute of Electronics Engineering and Nanotechnologies.
3. The Energy Institute of a public institution.
4. Public Institute of Microbiology and Biotechnology.

The State Pedagogical University of the public institution "Yon Karanga" from Chisinau will absorb the following three academic institutions (as an absorbing legal entity):

1. Tiraspol State University Public Institution.
2. The Public Institute for Educational Sciences.
3. The Institute for Continuing Education is a public institution.

The Academy of Economic Studies of a public institution from Moldova (receiving legal entity) is reorganized of the National Institute of Economic Research of a public institution.

After reviewing the government's decision dated: 31.7.2020, 13.7.2022 and according to the publications regarding the reorganization or merger and absorption of some institutions in the fields of education, research and innovation [238]. In accordance with the change of some of the government's decisions and based on the education code of the Republic of Moldova, the higher education system in Moldova is undergoing restructuring and there is a process of unifying universities with the aim of pooling economic resources, preventing student immigration and brain drain on the one hand and allowing the entry of students from other countries in order to improve the trade in international knowledge', to develop human capital, promote international relations and thus position higher education institutions as a center for attracting quality students.

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 4.8 presents the national product development comparing to the decrease of unemployment percentage.

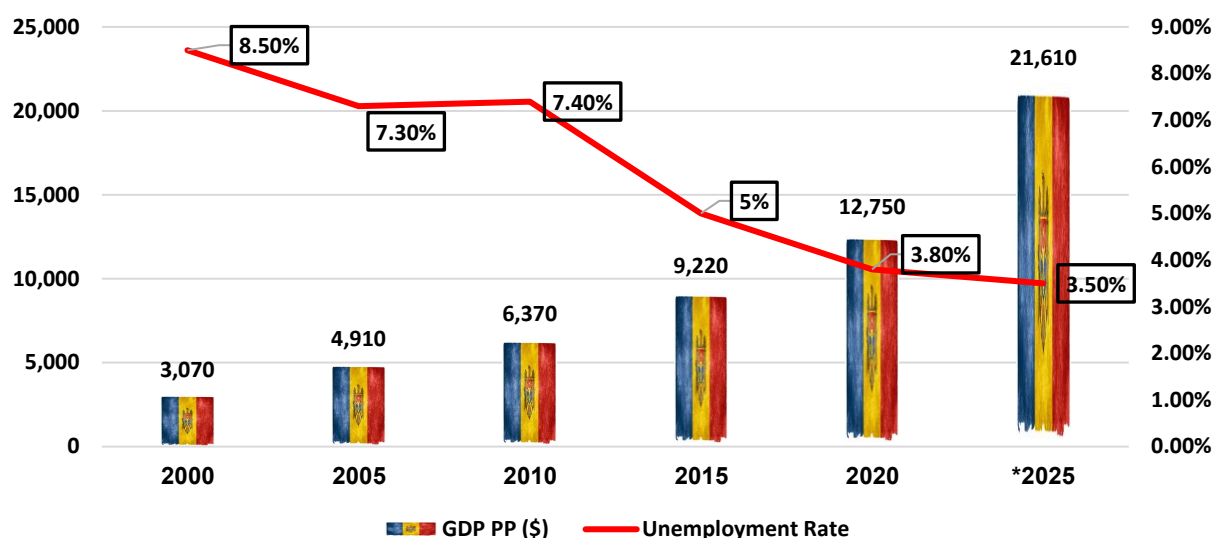


Figure 4.8. unemployed percentage compared to the Gross Domestic Product (GDP - \$US) of Moldova 2000-2025*

Source: made by the author [236]

Analyzing the figure 4.8 findings, we find that there is a trend of consistent growth in the gross product. Dawson et al [44] claims that this trend was accelerated since 2010 due to immigration policy change, opening Moldova to foreign investments and international factor entry, including academic mobility as an accelerating factor for economic and human capital development. It is true that there is also a trend of employee departure (especially in construction and services) to foreign countries and sending the salaries to Moldova to provide the communities. The current changes really accelerate the national product, according to the international monetary fund opinion [35]. If these processes will occur, the forecast is definitely optimistic (the 2025 forecast may be seen). The researcher thinks that the trend of decrease in the unemployed percentage due to the product growth is clear, but the issue of employees going to work in other countries to provide the families should be examined.

Additional data that may be examined, as the research believes, is the percentage of loans the government takes from external resources, which indicate the republic's economic ability. In this case, the more the country has independent funding abilities, the less it depends on external resources loans, and the greater its long-term economic stability. Figure 4.9 presents the declining trend over the years.

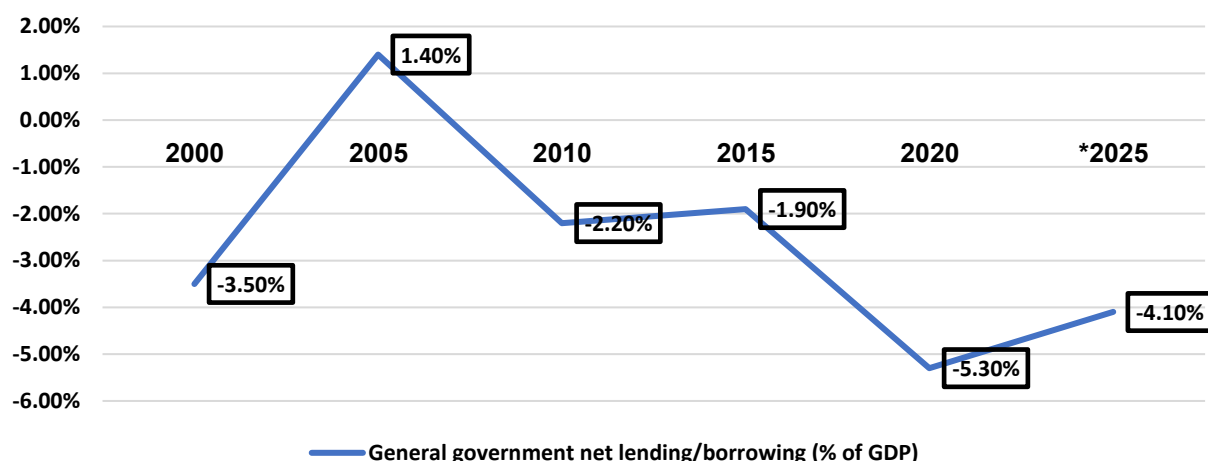


Figure 4.9. Moldova's loan percentage compared to the GDP 2000-2025*

(*The International Monetary Fund forecast)

Source: made by the author [236]

We observe in the finding analysis that the republic is in a trend of economic stability and the government's loan percentage is decreasing, this indicates the beginning of future economic stability. the demand for international students for academic mobility and the local student's decision (decline in demand for mobility out of Moldova) are an additional factor that may indicate that the local economy for human capital developing is on the right direction and that there is a competitiveness trend in the education services and the openness to internationalism. An increase in the demand for tertiary education (higher education / vocational education) may also be seen. Comparing figures 4.10 will raised assumptions about the positive findings.

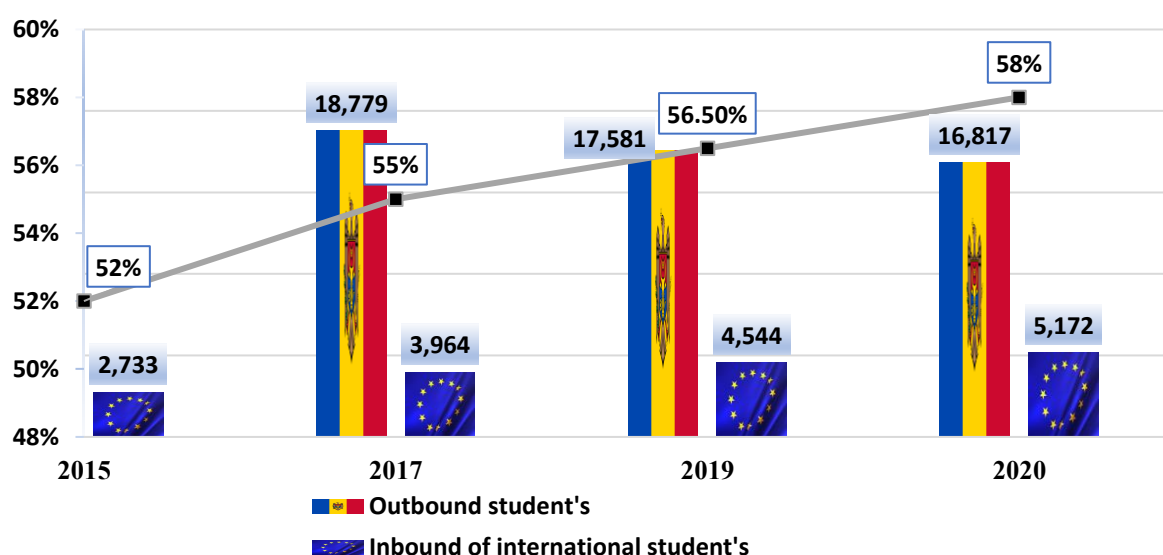


Figure 4.10. the demand for academic mobility in higher education of Moldovan students vs. international students, and percentage of enrolled students in tertiary education in Moldova, 2015-2020

Source: made by the author [216]

The researcher concludes from the figure findings that there is an increase in the demand for higher education in Moldova, which is a result of perennial trend of international students demand for academic studies. we may observe the increase of 42% between 2015 and 2017, 14% between 2017 and 2019 and 13.8% between 2019 and 2020. This data seeks to emphasized opening the internationalism channel in the higher education services in Moldova. In fact, it is a total of 89% increase in the demand between 2015 and 2020! The increase in the tertiary education status, and the number of enrolled students is an encouraging and important data.

In summary, we may observe that for years the Republic of Moldova takes orderly strategic policy to increase the human capital economic abilities, in order to address the continues brain drain issue. The Republic acts on constitutional-parliamentary aspect by enacting economic immigration regulations that encourage foreign investments while, at the same time, developing education services emphasizing the development of teaching staff human capital.

4.2 The Policy and Solutions to Promote Education Services in Israel

The organization structures, and the policy (for many years) of higher education in Israel present a "**lack of competition**" between the higher educational services of the academic institutions. As we present in the previous chapters, the government is budgeting the institutions for a high amount, so, they do not have to "work hard". For understand the meaning, there are **two main institutions**: The Council for Higher Education (CHE), which got the responsible for the operative and pedagogical issue of higher education in Israel, and in addition, the Planning and Budgeting Committee for Higher Educational Institutions which take care the financial side. While these two organizations work together, but they do not produce any **competitive advantage** in favor of higher education in Israel. There is a question: *why should higher education compete? Who do educational services compete with?* Therefore, the author of the research decided to set a **clear characteristic for answers to these questions**:

- **Quality level of students** - Today, it seems that colleges and universities students in Israel seem to be spending much less time on their studies work than their predecessors did 25 years ago. In A major challenge faces lecturer at universities and colleges: bridging the gap between the two the main forces that affect their functioning and promotion. On the one hand, they are required to engage in research and publish; On the other hand, they are expected to receive quality teaching that will meet the needs and expectations of the students. The student's words in the quote above seem to reflect this the perception that research is more important than teaching. This perception has diverse expressions in Israeli academia.

- **Professionalism of labor force in Israel** – A lot of employers (from all kinds of sectors) are complaining that many graduates they hire are deficient in basic skills such as writing, problem solving and critical thinking that college leaders and their faculties consistently rank among the most important goals of an undergraduate education.
- **Institute staff** – More than two-thirds of college and universities lecturers in Israel today **are not on the tenure track**, and the lecturers work on year-to-year contracts. A large group of lecturers are accepted without exams and screening. There are quite a few studies that indicate that the use of skilled Lat lecturers impairs the learning process.
- **Organization budget** – The CHE will make substantial cuts in support per student over the next 10 years for public colleges and community colleges. Experience from other countries shows that failing to increase appropriations to keep pace with enrollment growth tends to reduce learning and even lower graduation rates.

The ideas for re – new policy 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.

1. Student numbers: Budgeting according to the number of students enrolled in the academic institution. Student budgeting will be in accordance with the following criteria:
 - 1.1 - Total number of students
 - 1.2 - Number of students from disadvantaged populations (ultra-Orthodox, minorities, periphery)
 - 1.3 - Number of international students
2. Investment and Support Program on the Student: For extra budget, the institute will need to prove student investment such as: labs, leisure time, libraries, technology, teaching rooms - classrooms, student service, housing, culture and sports.
3. An internationalist attitude - Institutions of higher education will have to establish an innovative approach of "overall internationalism". The innovative attitude is already

partly implemented by the Council for Higher Education (CHE), but there is no institutional mechanism that pushes / obligates / persuades the academic institutions into actions that raise the international level of the academic institution of action. The actions to be taken on the new policy are:

- 3.1 Innovative curricula that will attract international students.
 - 3.2 Integrating lecturers, researchers, and staff from the wider academic world.
 - 3.3 Developing technological capabilities that increase the competitiveness of the academic institution worldwide.
 - 3.4 Investment of research budgets intended only for international research.
 - 3.5 Intensive editing of international conferences and forums for sharing economic knowledge in excellent industries in Israel (Economical Water Management - Irrigation, Energy, Medicine, Tiny Industry / Plastic, High Technology, Bio-Technology, Food).
4. Quality of higher education staff - As part of the academic service improvement process, the institution will be budgeted according to the quality of teaching and work staff. **Not a small part of the academic establishment in Israel based connections and non-qualifications.** The deal, contracts, research budgets and many academic resources were based on "**Nepotism**" and interpersonal relationships. This phenomenon closes the competitiveness of academic institutions, and even contributes greatly to brain drain from Israel. The new budget section would require control processes, and testing of all the investment and employment processes.
 5. Budgeting by output - The state will have to switch to the method of budgeting according to outputs and absolute indices. The decision to move on to a model based on the general teaching and research outputs of the institutions, and not directly based on the inputs invested in teaching and research activities. **This method allows effective remote monitoring of institutions without interfering with their "day-to-day" management.** Moreover, it allows for diversity among institutions, since each **institution can choose which outputs to concentrate** on its specific character and goals, while constantly pushing for efficiency and increasing outputs. The National Commission will have the right of decision of 30% outputs (international, technological development, international research, conferences and global publications).
 6. Collaboration with the private sector - applied research and outputs to the local economy and industry (emphasis on research that encourage employment).

7. The global grant - Open Budget for Academic Institution - The additional portion of the annual public budget is awarded to the institution as a global amount, without breakdown by budget clause, for its utilization at the institution's sole discretion, subject to full budget reporting at the end of the year. Also, the higher education budget that appears in the state budget contains a very limited number of sub-sections and is essentially number one. This budget will be reduced, but will be increased in the budget sections outlined earlier.
8. Conclusions of "Pazi" model - "Pazi" model is based on the budgeting of the research component, as developed by Professor Pazi. The model encourages competition between institutions and excellence. The budget is fixed and will be distributed based on "academic outputs" according to a common bar. The fact that the budget allocated to the research component compels institutions to compete with one another, since all the increases in "academic output" in one institution come at the expense of other institutions. This competition spurs the institutions to push their researchers to submit more research proposals to research funds, especially to funds that are included in the Competitive Funds Basket that promotes quality basic research, and to publish more articles, especially in the prestigious journals in each field, which have the highest scientific impact. The value of the Pazi model, is in the strive for organizational excellence as a part of the organizational way of life. As long as the competitiveness does not come about in the organizational benefits of the academic institution as an example of the appreciation of the institution, providing benefits to a higher budget, international academic recommendation and, at last, the ability to survive as far as organizations are concerned, the author of the research understands that there is not a real genuine value to it. The Planning and Budgeting Committee has twice attempted to introduce an instructional quality component of the budgeting model next to the instructional component and the research component. The **first** experience was in 2016 during Professor Pazi's tenure. It was based on three components: Full time dedication of senior academic staff to the institution; The use of foreign teachers; There is a mechanism for quality control of teaching at the institution.

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**:

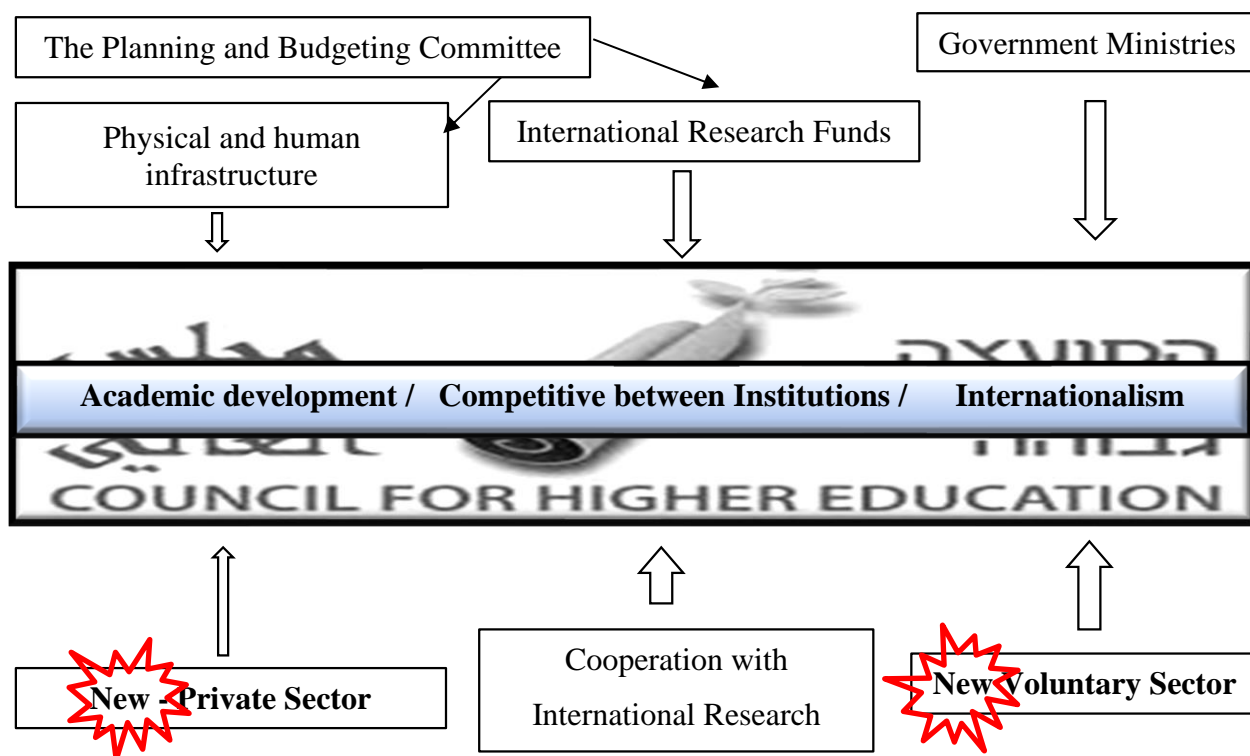


Figure 4.11. Re new budgeting model for high education improvement policy

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).** We can also say it about the budgeting from the other factors. They (the factors) are very minimalistic, with any regulation or innovate interest.

The components of the re new factors:

1. **Private sector** - The components of the private sector that will be persuaded to cooperate with higher education institutions should have an **economic interest**. Which means, the state should have to pay (like tax reduction) incentives to incentivize the private sector for contribute to higher education development. It is clear to everyone that this partnership should be bilateral, and the higher education establishment must find ways to contribute to the private industry. This cooperation can create wonderful partnership such as:

- Partnership Research & Development (R&D) Departments - Departments that will collaborate and share findings, experiments, information partnerships
- Development of future technology - exchange delegations (students / organization employees), international information sharing.
- Sharing monetization – sharing of patent registration, collaborative labs.
- Employment abilities – employment managers and employees within the academic establishment. Also, employment of lecturers and researchers within the private companies.

The level of institutes budgeting by the private sector. According to the re new policy, the level of national support (in the higher education institute & the private organizations) will depend on the **level of the cooperation**. The national budgeting will include some of subsections with findings from the level of cooperation from those partnership. **Also, the financial (specially tax reduce!)** support to the private sectors (companies) will depend on the level of cooperation, contribute to the national economic (GDP / GNI), local marketing, local labor force, international credit rating, academic rating of the higher education institute.

Business areas which recommended for success and budgeting collaborations: medicine, high tech and cyber, robotics, energy and water, international trade, kindergarten - to higher education system, teaching methods, technologic education, local trade, transportation, agriculture and food sources, product recycling, bio technology, small and local businesses, improving service in municipalities, environment scientific, conservation of nature and animals.

International economic cooperation, economic cooperation with business companies in the Palestinian authority.

2. **voluntary sector** - The integration of the voluntary organizations sector is difficult to integrate, due to a lack of **special common interests**. These are not usually organizations with real financial capacity, but on the other hand, they are with huge demand for public and government consciousness. The organization knows that in cases of government consciousness, it will "*translate*" into donations, collaborations with the private and public sectors, social recognition for corporate existence, and a "center place" in media populism. That's the reason, the national ministries should find the ideal "connection points" between higher education services and the volunteer organizations. The cooperation between them will based on:
 - The activities of volunteer organizations – The activities are usually related to social disciplines. Therefore, the government should "push" them into collaborations in these

areas. Of course, even in this case, the financial support will depend on the scope of the activity. The government will realize that, the contribution to higher education services will be indirect, and not just based on financial support.

- **The cooperation will be on social projects:** promoting disadvantaged populations, preventing domestic violence (a real issue in Israel), relations between religious and secular Jewish society advancing the status of women in Israeli society (Muslims, ultra-Orthodox Jews), relations between Israel - Palestine, Muslim Christians in same authorities (Nazareth, Acre), developing educational frameworks, treating the elderly, psychological treatments.
- **International social cooperation programs** (Europe, Asia, Africa), socio-economic cooperation with Palestinian volunteer organizations.

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, the components of the model include various steps / levels. The following figure (4.9) will present a recommendation for Quality Management of Higher Education, according to behavior scenario by **European Model – EFQM**:

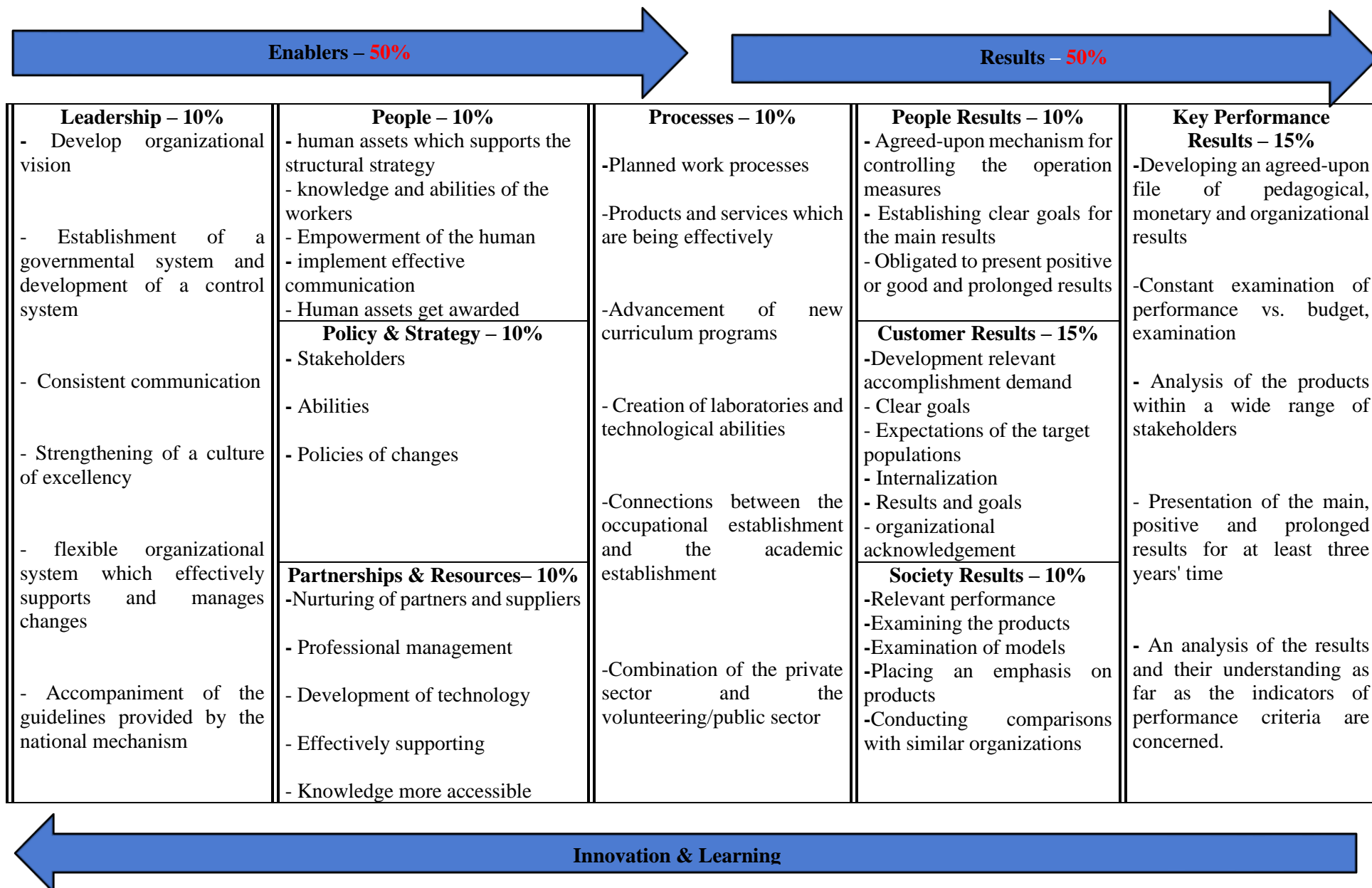


Figure 4.12. theoretic - Implement of EFQM model on teacher training institute

Source: Made by Author from source [218]

An implementation of the EFQM model for improvement the competitiveness of the higher education institutes. Definition by EFQM element:

Leadership

- a. The **managements of the institutions shall develop organizational vision**, values and ethics within the institutions which serve as an insider model for imitation within the culture of excellency. The vision shall provide a proper, combined response, both from the pedagogical and organizational aspects.
- b. **Establishment of a governmental system and development of a control system** for the organization's accomplishments.
- c. Establishment of **consistent communication** with external stakeholders.
- d. **Strengthening of a culture of excellency** amongst the workers of the organization.
- e. Establishing a **flexible organizational system which effectively** supports and manages changes.
- f. **Accompaniment of the guidelines provided by the national mechanism** within the inside institutional work plan (budgeting, internationality).

Human Assets (People)

- a. Development of **human assets which supports the structural strategy**.
- b. Development of the **knowledge and abilities of the workers**.
- c. **Empowerment of the human assets**.
- d. Workers who **implement effective communication in all layers** of the organization.
- e. **Human assets get awarded, acknowledged and proper treatment**.

Policy & Strategic

- a. Creating an administrative strategy which **is based on the understanding of needs and expectations of the target audience**, as well as of the **stakeholders** from inside as well as outside of the organization (board of directors, administration, student representatives, local authorities).
- b. Creation of a **strategy which is based on the understanding of abilities** and the possible inner performances.
- c. Creation of a **strategy and support in the policies of changes**, program updates and organizational transparency.

Partnerships and Resources

- a. **Nurturing of partners and suppliers** in order to insure prolonged benefit with the organization.
- b. **Professional management of money and finances**.

- c. **Management and development of technology** with an intent of supporting the implementation of the organizational strategy.
- d. Providing accessibility and **knowledge with the intent of effectively supporting** the effective decision making and building of the abilities of the organization.
- e. **Making information and knowledge more accessible** with the intent of effectively supporting the decision-making and the build-up of the abilities and the organization.

Processes (and Products)

- a. **Planned work processes** which are managed in a manner which shall allow them to create an upmost organizational (pedagogic – administrative) for the management of the organization and the external customers.
- b. **Products and services which are being effectively** advanced and marketed – examination of the level of effectiveness of the university service.
- c. **Advancement of new curriculum programs**, updating of the university service.
- d. **Creation of laboratories and technological abilities** within the academic institution.
- e. Creation of **connections between the occupational establishment and the academic establishment**.
- f. The **combination of the private sector and the volunteering/public sector** within the decision-making process of the academic institution.

The Results for the Human Assets – The Workers of the Organization (People Results)

- a. The organization shall develop an **agreed-upon mechanism for controlling the operation measures** for the workers: Level of satisfaction, involvement and sharing; motivation and empowerment; management of skills and implementation; leadership and management; management of skills and accomplishments; training and career development; effective communication; work conditions.
- b. **Establishing clear goals for the main results**, based on the needs and expectations of the manpower. The goals and measures may include activities geared towards involvement and sharing with employees, activities designed to manage skills and accomplishments, assessing the management potential, training activities and career development, the existence of continuous and transparent inner organizational communications.
- c. The organization is **obligated to present positive or good and prolonged results** as far as the human capital is concerned, for a period of at least three years.

The Results for the Customers

- a. **Development of Performance Measures are agreed upon and state a relevant accomplishment demand**, all with the intention of successfully assimilating the organization's strategy.
- b. **The aims of the institution** (the number of students, internationality, academic acknowledgment, research, budget) **are established based on the clear goals and are based on the expectations of the system.**
- c. An analysis of the **results of the organization in order to get an understanding of the experience, needs and expectations of the target populations** (higher education students, education staffs, workers, local authorities, government mechanisms).
- d. **Internalization and understanding that the organizational results** must continue over an extended period of time (of at least three years).
- e. The **results and the goals which lie beneath the observed trends are clearly understood**, as is the influence that these results shall have on the measures of performance and perception, as well as on the related results.
- f. The **organizational acknowledgement of the future results of the academic institution** and the basing of these results on the understanding of the connection between reason and results which shall be created for the clients of the organization.
- g. A **constant comparison of the main results** with similar organizations who make use of this knowledge in order to establish future organizational goals.

The Results for the wide-range, external community (Society Results)

- a. **Development of relevant performance measures** designed to determine a successful assimilation of the strategy which is expected from the organization. It is possible to explore the influence of the academic institution on the social environment, the organizational image and academic reputation of the academic institution in both local and international contexts, influence on the local society, influence on other work places, organizational rewards and communication review, existence of effective communication.
- b. **Examining the products of the academic institution** based on the needs and expectations of the external community – the local residents, family members of employees and higher education students, the managements of the social organizations which are situated close-by to the academic institution, and all of the relevant stakeholders to the external community – business companies, industry, donors, public organizations.
- c. **Examination of models** which preserve the results for at least three years.

- d. **Placing an emphasis on products** and models which are based on the understanding of relations of reason and result which are created alongside the process.
- e. **Conducting comparisons with similar organizations**, and usage of that information within relevant fields, in order to establish future goals.

Main Results (Key Performance Results)

- a. **Developing an agreed-upon file of pedagogical, monetary and organizational results**, in order to determine a successful assimilation of the strategy which was decided upon within the preliminary process. An example of products are the financial results, academic products, research, updating and development of curriculums, cooperation with municipality representatives (in the private as well as the public sector), development of academic reputation, changing of perceptions amongst target audiences, placement in occupation, cooperation.
- b. **A constant examination of performance vs. budget, examination** of the range of main services which have been provided, positive products as far as the analysis of results and strategic key processes are concerned.
- c. **Analysis of the products within a wide range of stakeholders** (the local management of the institution, the institution of higher education, the committee of planning and budgeting, local authorities).
- d. **Presentation of the main, positive and prolonged results for at least three years' time.**
- e. **An analysis of the results and their understanding as far as the indicators of performance criteria are concerned.**

4.3. Developing Renewed strategy and adjusting it to Improve Human Capital Training Institutes in Israel

The process of teacher training in Israel is a part of the educational and academical systems and includes within the colleges of teacher training. The teacher training colleges are under the management responsibility of the Ministry of Education and under the academic responsibility of the National Council for Higher Education, the Council for Planning and Budgeting and Schools of Education in universities. In the past three decades, there is a "national feeling" of a constant decline in the status of the teachers in Israel. This feeling has an effect in the social, cultural, and economic aspects, and, most of all, it has a negative effect on the status of the teacher and the educational establishment in its entirety. In subchapter 4.2, we add to the above, that a renewed strategy, sustainable solutions and implementation designed to raise the competitiveness within

the higher education, combined with a strategy for improving the performance level within the academic institutions is in existence.

With regards to the colleges of education training and qualification of teachers, it has been found that there is almost no competitiveness amongst these institutions. The government mechanism which runs the colleges does not provide a relevant response to this situation, and, in doing so, hurts the process of teacher training. The diminishing professional status of the teacher and lack of organizational competitiveness lead the author of the research to propose a renewed strategy – one that is based on the "master plan" for improving the competitiveness and excellency of the higher education system.

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. It took about 3 years for the state to begin the implementation but without particular success, due to political reasons. When the process fails, the ministry was decided about a "**Road Map**". In the new reform, the state decided that the gradual transition of the college would take place only through a pedagogical - budgetary - administrative connection with another institution of higher education and no independent transition would be possible. According to the "**Road Map**", from all 21 teacher training colleges are expected to remain, at the end of the process, only 8 independently colleges, as colleges of education, or in unification with other teacher colleges.

All other colleges will be merging with other higher education institutions. **The meaning of this economic - management – pedagogic – administration process is the university's board and the principals of the university will be the new directors of the teacher's college.** This means that management of teacher training will be "in the hands" of university institutes, who emphasize teacher **interdisciplinary development**. **Developing broader capabilities in using technological tools, communication skills and understanding of organizational culture in a large institution, the functioning and management skills of an educational system with the integration of international content.**

The following table (4.1) will describe the advantages and disadvantages of transferring teacher colleges to the Council for Higher Education in Israel.

Table 4.1. Advantages & disadvantages of transferring the teacher colleges to CHE

Criteria	Advantages	Disadvantages
Pedagogic	-Integrated curricula with the university - up-to-date curricula. -Academic supervision -Support of labs and technical resources. -Integration and diversity of teaching and training staff.	-Losing pedagogical content -Injury to educational interest's Objective data -Inability to professionalize (preschool, special education)
Budgeting	-Prevention of budget duplication	-Losing a dedicated budget -Dismissal of teaching and training faculty
Academic reputation and internationally	-Strengthening the academic reputation of the College of -Teaching and Graduate Teacher status -A definite academic affiliation -International integration and teaching with economic content base -The teaching profession in a multi-year process	-No disadvantages found.
Technological capabilities and facility	-University's ability for social labs, simulation workshops, psychology professionals, international conference budgeting, advanced libraries and technologies.	It is problematic to host university education frameworks (kindergarten and elementary students).

Source: Made by the author

According to the table, the author notices that there are more **significant advantages** than **disadvantages**. The contribution of the academic environment of higher education institutions will raise the academic standards of teacher education institutions, and will require **serious reform** of the admissions process for the **teacher candidate (will analyzing later)**.

2. Renew budgeting process of teacher training colleges. According to the **suggesting model** at the renew strategic in the higher education system (subchapter 4.2), 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. From a lot of experience years of the author, the most significant sections which must get into the budgeting are:

2.1 Number of students – Each college (or college under a university's academic responsibility) will receive an annual budget, which depending on the yearly number of students. Each student will have a different "weight" budgeting. This means that, a student from "big city" (economic ability) will receive a reduce/ small budget, and a student from "small cities" (economic capacity) will receive an increased budget. Of course, each case will be discussed differently and depending on his financial situation.

2.2 Innovative programs – Integrating programs to develop future teachers' **abilities and communication skills**. Development and integration of **economic content** that develops an understanding of **economic knowledge professions**. In addition, a combination of

content related to **globalization, organizational marketing**, economic orientation, labor force skills, **administrative integration in school system**.

- 2.3 Successful implementation of the employment of teachers in educational institutions (especially public institutions) - Part of the budgeting will be based on the employability of the college / university. *If the number of graduates of teachers will be integrated into the education services?* then, the budget will be **increased** (and the opposite), The emphasis should be primarily on public sector of education services.
- 2.4 Successful implementation of employment of teachers from disadvantaged populations (periphery, minorities, ultra-Orthodox) – Except the number of applications in employment (sub-2.3), the academic institution will be allocated an employment application according to a set of teachers from "defined" populations, such as teachers from the periphery, religious - ultra-Orthodox, minorities (Druze, Muslims, people with physical disabilities - blind, disabled).
- 2.5 Development of human capital at the college (lecturers, instructors training, administrative labor force, researchers) - Developing the human capital at the team college will be one of the important **criteria for implementing the renewed strategy**. Part of the new reform is improving skills among training teams. According to the renewed model, budgets should be allocated for academic research on curriculum development, improvement of teaching methods, implementation of innovative teaching methods in education services.
- 2.6 Integration of international lecturers and international programs - **A major strategic change** is the **integration of internationalism into the academic environment**, curricula of teacher training in Israel, orientation and openness to the overall global. Without this change, the opportunity for significant change will be missed. Therefore, more international lecturers, international conferences, collaborations and knowledge sharing with other developing countries are need to be hosted, adopting advanced methods.
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). The author describes the training model in Canada, Finland, Singapore. The common to all those countries was the **professionalization of the teacher training process** – **certificate**, within the university, and requiring a previous academic degree (bachelor's degree). Teaching training is as a master's degree! and not like today in Israel! As a first degree only. Apart from the change in the program / years of study, it is recommended to study other content such as:

- 3.1 Economic behavior - financial education, economic world;
- 3.2 Organization marketing, the dimension of competitiveness between organizations (public and private);
- 3.3 Abilities & personal tools for dealing with staff in educational institutions (schools, higher education);
- 3.4 Understanding of regulations at the education services, employment laws, norms of behavior;
- 3.5 Decision-making process, organizational ethics, leadership and team operation, knowledge economy, accounting (finance, financial management);

For describing and illustrate the new teaching training process, the author will present it by

Figure 4.10:

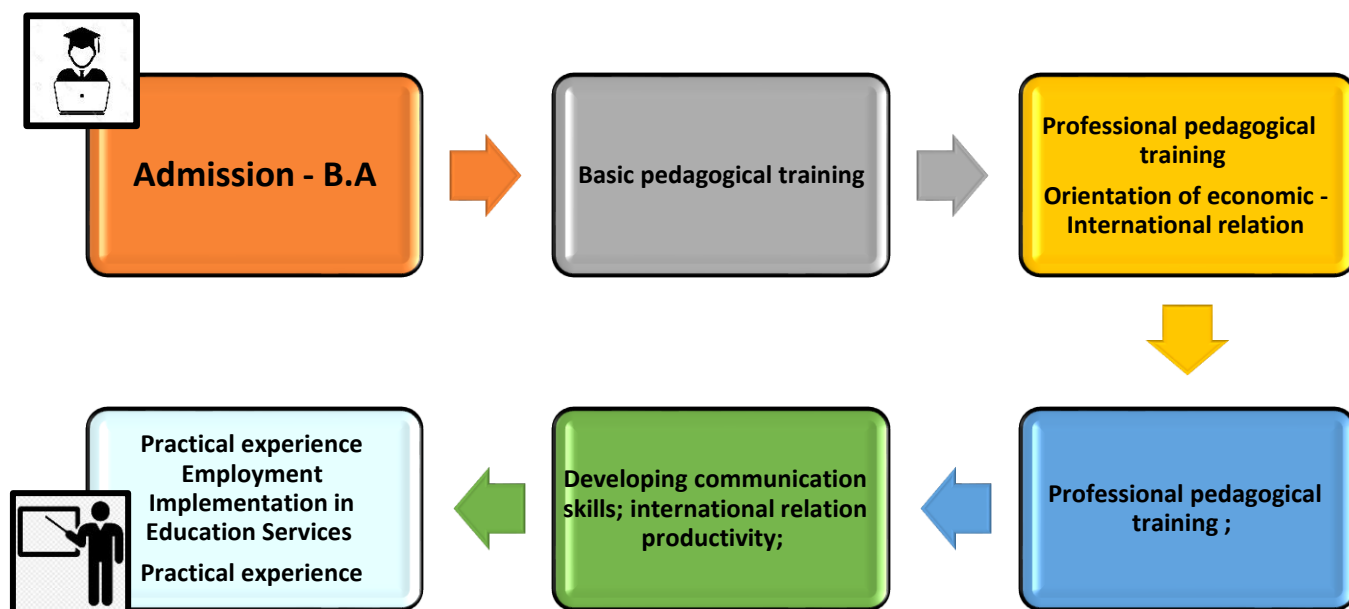


Figure 4.13. Renew teacher training process

Source: Made by the author

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**. Any kind of collaboration: team switching, pedagogical openness, involvement in professional committees, all that, will made a strategic change to the curriculum content of teacher colleges.
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. Many teachers retire (mentioned about converting academics in Chapter 3). The renewed strategy

will target employment policies based on measurable criteria: results, contribution to the organization, overall performance, motivation and employee evaluation.

- 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. The idea is to adopt the characteristics of the model of excellence (based on the European Quality Model - EFQM) designed for higher education institutions, and to match the characteristics of teaching colleges. The components for improving competitiveness among teaching colleges include:

7.1 – Leadership:

- Develop organizational vision in the teacher training center.
- Establishment of a governmental system and development of a control system for quality management.
- Consistent communication
- Strengthening of a culture of excellency
- flexible organizational system which effectively supports and manages changes
- Accompaniment of the guidelines provided by the national mechanism

7.2 – People

- human assets which support the structural strategy
- knowledge and abilities of the workers
- Empowerment of the human
- Implement effective communication
- Human assets get awarded

7.3 - Policy & Strategy – 10%

- Stakeholders

- Abilities
- Policies of changes

7.4 - Partnerships & Resources

- Nurturing of partners and suppliers
- Professional management
- Development of technology
- Effectively supporting
- Knowledge more accessible

7.5 - Processes

- Planned work processes
- Products and services which are being effectively
- Advancement of new curriculum programs
- Creation of laboratories and technological abilities
- Connections between the occupational establishment and the academic establishment
- Combination of the private sector and the volunteering/public sector

7.6 - People Results

- Agreed-upon mechanism for controlling the operation measures
- Establishing clear goals for the main results
- Obligated to present positive or good and prolonged results

7.7 - Customer Results

- Development relevant accomplishment demand
- Clear goals
- Expectations of the target populations
- Internalization
- Results and goals
- Organizational acknowledgement

7.8 - Society Results

- Relevant performance
- Examining the products
- Examination of models
- Placing an emphasis on products
- Conducting comparisons with similar organizations

7.9 - Key Performance Results

- Developing an agreed-upon file of pedagogical, monetary and organizational results
- Constant examination of performance vs. budget, examination
- Analysis of the products within a wide range of stakeholders
- Presentation of the main, positive and prolonged results for at least three years' time
- An analysis of the results and their understanding as far as the indicators of performance criteria are concerned.

By adopting the guidelines of organizational excellence, and implementing them in the management system of the teacher training institutions, organizational excellence will be developed to enable the competitive uniqueness of the teaching college.

Financial annual plan of the renewed strategy. The author of the thesis does not propose establishment of a new national mechanism, rather, an upgrade of the existing organizational structure, and in particular the implementation of programs which decided by the Israeli government, and not implemented yet. The new strategy based on re - new budgeting of actions (administrative and pedagogical) that will increase the competition between academic institutions, and increase the professional status and function of the teacher colleges. The following table (4.2) offers a financial plan and estimated costs for each stage and strategic change.

Table 4.2. Annual Financial plan for re- new strategy in teacher training process

Stage	Strategic Issue	Programs	Financial Cost*
1.	Reform on the management mechanism	Reducing the number of teaching colleges (from 21 to 8).	N. A
2.	Renew budgeting process of teacher training colleges	Budget for international promotional programs Dedicated budget for international and local marketing and advertising	15,000,000 USD -After reducing the number of colleges – will saving millions of USD.
3.	Reform at the teacher training process	Reforming the Teacher Training and administration - application process (Master's Degree and Teaching Certificate)	7,000,000 USD
4.	Academic collaboration with university staff	Human capital collaborations, joint curricula and training programs, exchange of teaching staffs, research projects, conferences with industry and employment.	5,500,000 USD
5.	Salary policy for new teachers	Upgraded pay policy based on managerial values, achievement of goals, cost-benefit model, promotion of excellence, contribution to organization, multi-disciplinary training (economics, international), financial incentives for teachers who are persistent in the organization, financial incentives for peripheral teaching. Financial prioritization for young teachers.	22,700,000 USD Participation in the budget of government ministries, local authorities, support of the Ministry of Economy

6.	Development the internationalization channel	Opening the " International Channel " that almost did not exist at all! Collaborations with teacher training institutes from other countries (leading in education), opening an international student exchange channel, exchanging lecturers (none at all!), Participating in international studies, hosting international conferences and subsequent collaborative processes (none at all!).	13,700,000 USD
7.	Organizational excellence	Creating an organizational infrastructure for implementing organizational excellence models, and a financial reward mechanism for success and persistence in the process.	2,000,000 USD for the first year (10 institutes)
Total cost (for first year)			65,900,000 USD

Source: Made by the author from source [210; 211]

4.4 Implementing Solutions and Model to Improve the Competitiveness and Internationalism of Higher Education Services in Israel.

The teacher colleges in Israel do not exhibit significant competitive activities. For implement of solutions and economic model for improve the competitiveness, they create an excellence project that will increase the competition between them to other colleges. these projects made an economic benefit on other education institutes. The author found a various project which unique the center, and give him a "**Competitive Advantage**". The author will present the some of them:

1. Oranim College – excellence model of manage an international education project.

Oranim, a teaching college, is located in the northern area of Israel. Around the college, there are at least, five teacher training colleges, which are competing for students. If we understand that the Israeli student (according to the results of the survey questionnaire of Chapter 3) chooses his place for academic study up to geographical area, then the college has huge competition. The directors of the college decided a few years ago about a "**strategic line**" which made a difference (organizational differentiation) between Oranim College to other training centers. These "strategic line" has led to the following projects and programs:

1.1 International department - The Oranim College International School is located within one of the Oranim College departments. The International School seeks to bring scholars, educators, and students from around the world to the learning, teaching and research experience in the spirit of college values: educational innovation, Academic excellence, and leadership; Respect for individual diversity and cultural differences; Formulating and empowering personal identity while educating collective responsibility. The International School of Oranim is like "home - base" to a vibrant multicultural community, and people

are learning and working together from different backgrounds (gender, religion, nationality).

1.2 Training center for community - Inspiration – Leadership - Training applicants for teaching a variety of community duties / jobs and acquiring leadership skills. Training and accompaniment are done through project intervention in organizations and communities in the area. The programs led by the College:

- Accompanying community processes for urban renewal;
- Community processes in communities in demographic growth;
- Local leadership formation;
- Building Living Communities - Various studies show that as technology advances and changes over the past few decades, the process of loosening community frameworks, decreasing levels of social capital, and weakening social solidarity are taking place;
- Community coordinators in the public sector, social organizations and the business sector;
- Professional Community Forums;
- Community-Built Education - The education system in general and the school in particular, are central social agents and constitute a factor in shaping social cohesion and inviting mechanisms of meeting, connecting and connecting individuals, making the education system a major player in the process of change in the community.

These programs, with emphasis on international components and contribution to the local authority, offer solutions to the college's competitiveness. Programs that raise the academic standing, contribute to the community and the environment, international recognition and educational excellence as a core value, raise the power of the college and attract many students, including international students (67 in various programs).

2. Seminar Hakibutzim - excellence model for improvement the competitiveness of the college – The college was reformed a few years ago (2012) and passed into budgetary management by the Council for Higher Education (CHE). Seminar Hakibutzim is one of the leading colleges in Israel today. These are an example of the excellent programs and solutions that the college provides for the institution's competitiveness:

2.1 Excellence program - department for Social Involvement which strives to advance social issues both on campus and in the field (education institute & organization). The Seminar Hakibutzim College curricula include regular annual activities in social

organizations and among disadvantage groups in society as an integral part of the mandatory studies. The aim of the social activities is to develop students' critical thinking regarding issues of social justice in education and enable them to become part of significant social activity in their schools and communities. The department also runs many activities such as international conferences on social issues, anti-racism workshops, community volunteering and environmental activities, seminars and field trips.

2.2 The center for sustainability research and implementation in education is an innovative center that connects academia with educational and environmental organizations through collaborative research and its field application. The purpose of the center is to lead to improvement in the activities and achievements of the organizations in the areas of sustainability and education through empowerment and professional development of the staff, who are investigating selected issues for the improvement. The center's activities develop educational-environmental leadership and foster research excellence in the field and academia. The center's approach is a multidisciplinary, humanistic integrative that is based on constant academic-field dialogue. The process is an application-based research-based initiation that meets the needs of the organization, and includes learning, experience and joint research sessions. The center specializes in accompanying organizations to conduct research of various kinds in educational-community-environmental fields. Here are some examples:

- **Quantitative-qualitative research** for examining extracurricular teaching;
- **Qualitative research** to create diverse pedagogies;
- A "**case study**" that leads to improved organizational climate;
- "**Action research**" for professional development, quantitative research for examining green schools;

Also, in this case, the author recognizes a strategic plan, of the college for improvement the competitiveness ability for the college.

3. Shaanan College – The main excellence project in Shaanan College is " Wind wings".

The author has the project designer and manager it up to day. The project trains new teachers for their integration into educational institutions as school teachers. The curriculum, the method of training, and the skills which train the student - teachers are innovative and unique.

3.1 The program's innovation is mainly in the curriculum, which includes a set learning of economic concepts/terms/paradigms/ methods, organizational marketing, the vitality of

teamwork, tools for quality organizational culture. The main emphasis is on the acquisition of personal tools such as: setting goals and organizational vision, planning and organizing a work plan, meeting goals and objectives, long and short-term planning, management methods for dealing with conflicts in work teams.

3.2 In the opinion of the research author, it is important to apply the same ideas of organizational excellence at the teacher level - the only employee. When the teacher goes through an "educational process" of striving for excellence it will affect the whole system.

Each class has over 50 teachers and has been operating for about 4 years.

3.3 **Excellence program for teachers (Male) – REGEV program** [229]. The college operates an excellence program teacher training (male) which training for the teaching profession. The program based on rigorous screening of high-ability of student/teachers (with cognitive-intellectual, interpersonal skills, learning ability). All applicants made rigorous examinations to find the best candidates.

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.

4.5 Conclusions of Chapter 4

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 models that are implemented in Singapore are based on a large national investment in the educational system (figure 4.1) and raised the country within a decade to the top of the global economy. So is Finland (figures 4.2-4.4) which presents high productivity in education services that train human capital who contribute to the local economy, and to reducing unemployment percentage. Both in Singapore and Finland, the demand for higher education by foreign students is examined and there is an increase (figure 4.5). 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. Canada is an additional country that presents a prominent model. In this case, there is also a national mechanism that includes human capital training and economic development together with a structured and ordered economic immigration policy. This state is known for its modern immigration policy that is national needs-based (people with professional skills and roles), therefore it has connected its economic future with human capital training within local education services. The economic development model of the education services, or as Canadian call it International Education Strategy (IES), made a strategic program caring for the whole system starting with developing the education system up to empowering internationalism in the higher education system. The program yielded excellent economic indices (figure 4.6) while improving the domestic product (GDP) and increasing the demand for tertiary education (higher education/vocational training for adults). All the factors presented in figure 4.7 raised Canada's status in higher education and improved its worldwide competitive ability, especially compared to the United States.

3. In a focused analysis of the process the Republic of Moldova goes through the researcher concludes that since Moldova has adopted the UN 2030 national "recuperation" program for sustainable development, and committed to several strategic changes in governing and national work culture, it has begun a successful move that opens the country for internationalism (through a change in the economic immigration policy). In 2015 an internal national program called "Moldova 2030" has begun and prioritizes four areas: (1) stable and civic infrastructure-based economic development; (2) developing education system out of interest to the long-term development of human and social capital; (3) operating and directing educational institutes and reliable civic areas and services; (4) developing ecologically healthy environment. The "Moldova 2030" program includes ten economic – social sustainable development targets the republic has to achieve by 2030. 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.
4. 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), 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.
5. 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 4.12) 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 international model, the EFQM, will bring the desired results.

6. Figure 4.12 presents the process the researcher wants to bring to the education services, the European organizational excellence model, EFQM. The proposed model, the European model, knows to identify each organization's strengths and weaknesses and therefore maps the required sections for improvement and change. Such a model can lead the education services in Israel, especially the tertiary education systems. The model focuses on the treatment by mapping the intervention focus by percentage and aims at the enabling factors, the Enablers, and allows getting results (the model's left part). The researcher immediately details what is required to perform, and even directs to establish a new strategy as shown in table 4.1.
7. The researcher concludes from the improvement proposals implementations that the Oranim college has adopted a significant part of the research ideas and applications, emphasizing internationalism channel and competitiveness between education institutes. There is also some progress in "Sha'anani College" that acts to implement the thesis ideas (the researcher's workplace) by adopting the European EFQM excellence model. All the education institutes that are presented in section 4.4 have already started to implement the proposed model – figure 4.12.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. The researcher has reviewed in the first chapter theories and models connecting the issue of developing the higher education internationality and competitiveness in the present, modern, era. An era in which global economy is being tested as significant factor leading to upheavals and changes, and like past times, the local economy is also influenced by global trends. The researchers, with the assistance of the literature review sources, identifies influences of global processes and accelerated development of technology. in the analyzed sub-chapters, she notices the tightening connection between the technologic development, as alternative to human capital, and the employee purpose as a factor that decides and leads processes. This highlights the interdisciplinary vitality of human capital, especially the diverse skills he will acquire through the education services and systems. The researcher also concludes that the modern economy currently develops education services, especially higher education, as a political tool for the market needs. this political tool is responsible for the training aspect as a respond for occupation needs, and participates the commercial – economic aspects as factor directed to import or export professional human capital.
2. Analyzing the research findings both in the literature review in the first chapter and especially statistical findings and general findings in the second chapter indicate that firm standing of education services in competitiveness and internationalism reality, which leads to economic prosperity and developing international economic relations, leads the countries to invest in training teachers and lecturers, and obviously, the financial expenditure for education. Figure 3.1 of Germany and figures 3.2 - Britain and 3.3 - the United States present similar statistical lines of direct proportion between investment in education and strategic orientation of producing professional human capital that can export knowledge to other countries with international relationships. It is obvious that these findings explain the financial investment in human capital salary of teaching leaders as expressed in table 3.2.
3. Additional conclusion, after comparing to Israel (sub-chapter 3.2), is that the governmental financial investment in education services in Israel, emphasizing tertiary education, is high (table 3.3) comparing to the collected tuition, therefore the researcher concludes that in fact there is no competition between institutes. If the government commits to cover a significant percentage (table 3.3 findings) in any case, there is no motivation to attract students (3-24% collection from the students). This reality explains the unwillingness to international openness and the desire to create organizational innovation and excellence that will attract quality human capital and even international students. The researcher, in her article "The Influence of The

World Economy on The Economic International Relations" [121], presents an additional comparative layer that highlights the difference in the economic - national perception of the educational establishment in Israel. The same insights will explain the data cross-referencing with figure 3.4 that presents a minor increase in demand for education (despite the demographic increase in Israel) and the number of Israeli students going to study in other countries (figure 3.5).

4. The researcher has also sought to examine the human capital training issue for its economic - occupational purpose, and its willingness to be governmental means of developing human capital for the local economy or even ability to export and trade with other countries. Table 3.4 and figure 36 illustrate the motives and considerations in choosing the steps. From this information as well the researcher concludes that the Israeli administration has a high willingness to develop the Israeli employee's education and training, understanding that education creates economic products, and among other things, develop Israel's status in the global economy world.
5. The investment in the competitiveness between higher education institutes in Israel, and its ability to cope with tertiary education institutes in the world is very minor. The researcher concludes this from table 3.5 findings that presents the main strategy and activity to develop competitiveness, from tables 3.6 and 3.7 that presents data (up to 2019) that show an increase trend in the number of students as a result of investment in marketing communication and advertisement in various channels. As mentioned earlier, and as the researcher has published in her article "The necessity for excellence organizational culture in educational services"[122], the council of higher education and the heads of the universities do not encourage competition and opening the "higher education industry" to internationalism, except for few efforts. By knowing the system, the researcher knows there is no strategically competitive - international orientation in higher education in Israel, but only local initiative of an institute or a faculty.
6. To get a comprehensive final image from the Israeli student perspective, the researcher conducted quantitative statistical research of *150 teaching students* who are part of human capital designing in Israel. The following insights come from the findings detailed in chapter 3:
 - 6.1. The figures 3.4 - 3.7 (and additional data detailed in the appendices chapter) and the tables presented in the third chapter show that the training issue, not being exposed to internationalism and international pedagogic relations, lack of transparency for external audit of the council of higher education, requires fundamental, perceptual change in the

way colleges are managed, in teaching content, teaching method and changing the paradigm of managing the human capital.

- 6.2. Analyzing the data indicates that the internationalism issue from questions 30-40 shows they ask to have international content and lecturers with international knowledge and experience, but on the other hand, they are not very interested to learn from Israel, or even experience working in other countries more than three years (questions 34-40). This reality also harms the Israeli teacher understanding of contents related to macro and micro economy, organization marketing, and the teacher role in the world of knowledge economy and human capital development towards trade of knowledge and human capital.
7. Additional conclusion raises from figure 3.10 discussing the circumstances that drive human capital in Israel to training and teaching professions, and here mentioned the datum of the "conditions" the teacher has (69% - 84%) rather than issues of interest or promotion opportunities (about 25%). This finding joins the general impression the researcher has regarding the lack of competition between institutes, and what drives a "dormant" approach to success, achievement or a motivation to open the system to human capital from other countries as part of human capital exchange or knowledge trade, as economic knowledge. In addition, figure 3.12 shows that there is an urge to re-recognize curricula related to the discipline of economics, international economic relations, study with lecturers and teachers from other countries, and experience working outside the country.
8. Additional conclusion about opening the education services to competition, especially international, may be learned from the educational establishment in Finland. The State of Israel is afraid of opening the education services to competition and internationalism, but Finland, Singapore and Canada have governmental mechanisms that conduct a structured system of human capital training management, in addition to ordered system of allowing labor immigration that renews human capital in employment, integrate international "forces" in higher education, and in fact improves the state status in the context of international economic relations. The products may be reviewed in figures 4.2 - 4.5 about Finland and in 4.7 the applied model of Canada. All these confirm the research hypothesis that opening the education services to internationalism and competition increases economic indices and contributes to the GDT, coping with employment problems and responding to positions and professions in which local supply does not meet the needs. In addition, it allows export of economic knowledge through human capital as software engineers or medical professionals.
9. 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.

10. 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 researcher seeks to recommend a series of measures that link the current macroeconomic perception to the political-economic-social reality that exists in Israel. If the State of Israel is interested in developing its human capital capability, it must take real steps, similar those taken in other countries that were analyzed in this thesis (Singapore, Finland, Great Britain, Canada, Moldova). First, it is expected that a profound strategic change begins in the perception of the higher education services in Israel regarding the factors of competitiveness, readiness for internationality within the system (international students, joint academic activity, exchange of lecturers and researchers). The change is expected to improve a number of strategic components to be included in the Council of Higher Education (CHE)'s multi-year work plan.
2. 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.

3. The study recommends adopting the principles of the 2030 plan for merging the academic institutions and thus pooling the resources by the government, creating competitiveness between the institutions and developing international relations and partnerships with academic institutions from other countries. In this way we will praise the human capital that will leave the country and return to it, the 'trade in knowledge' according to the researcher will increase the economic capital of the country.

The economic savings from the unification of the academic institutions will be channeled in favor of a new budget model that will invest the budget in the educational services of the institutions in strengthening international economic-academic relations and in the adoption of the innovative strategic model (Figure 4.11) Support of all government ministries in the combination of a planning and budgeting committee established in light of the mergers - will contribute to increasing the budget for international research and establishment of renewed and upgraded physical and human infrastructures and the integration of the business sector will help train the students in a way that will be adapted to the economic and social needs of the Republic of Moldova.

4. In order to implement these ideas, the researcher recommends interdisciplinary actions including government intervention to be reflected in **changing the budgeting policies for the institutions**. Figure 4.11 shows the proposed development pattern. The proposed model's overarching is to lead education services to competitive ability vis-a-vis education (higher education) services in countries, increasing the internationality component, developing international economic relations, and all these should develop the economic capacity and domestic product in Israel. The participating institutions are: the Planning and Budgeting Committee, the Government Ministries (Foreign Relations, Finance, Internal Affairs, Agriculture, Energy and Environment, Education, Health, Industry and Science), the volunteering sector, the private sector, collaborations with domestic research institutes, and obviously the foreign affairs services in other countries. All factors, together with the Council for Higher Education, will lead the higher education system to a new conduct outline, based on the stipulations for the overall educational institutions. These stipulations will include: integration of the international channel, collaborations with diverse sectors (private sector, government sector, community organizations). At the same time, the presentation of international research activities through academic collaborations with

external institutions will be required. In the researcher's opinion, this budgeting approach will increase the competitiveness dimension of higher education in Israel.

5. The research author proposes the application of the European model of excellence EFQM, and its adaptation to the various characteristics and complexities of the academic establishment in Israel. Figure 4.9 presents specifications of recommendations for strengthening, emphasizing, re-adapting, integrating issues and regulatory processes within the academic establishment. In her article, the researcher in the article "Implementation of EFQM © model in the Israeli education system" [Levkovich Lavan], the researcher presents several local projects that take place in various educational institutions in Israel. The benefit is presented in both the thesis and the article is in the pursuit of organizational excellence as part of an organizational way of life. The researcher understands that the product of the competitiveness factor will reflect the economic benefits of the institutions, such as increasing the demand on the part of international students, financial income, economic-national benefits such as reducing the unemployment rate or increasing the productivity of human capital.
6. The researcher also recommends that the Council for Higher Education stipulate promotion of standards and investments in the implementation of internal institutional programs that reflect the institutions' ability to develop economic-international relations with other institutions / countries. Such a change on the part of the managements of the academic institutions will provide them with the support and appreciation of the Council for Higher Education, higher budget incentives, international academic recognition, and long-term ability of organizational survival. The criticality in opening international relations, and the assessments of opening institutions for academic mobility, will enable the State of Israel to "export" human capital to other countries, thus developing the ability of local knowledge leading to the development of the local economy.
7. Implementation of Recommendation 4 requires a strategic plan, which will be made possible with the help of dedicated budgeting for the benefit of the strategic plan for the development of human capital in Israel, with its components and clauses. Therefore, the researcher recommends implementing the budget requirements presented in summary Table 4.2, according to the sections that appear, without detracting from any section, since if this plan is not fully implemented, the recommendations for change will not be expressed. The program is seeking nearly \$66 million for its implementation. According to the researcher, only an integrative implementation of the systems, while addressing the

needs of all educational service factors can bring about a change in trend, similar to what has been done in countries such as Singapore, and Finland.

8. Alongside the budgetary issue, a change in cultural-managerial perception is needed and is associated with the next stage of the recommendations for a solution. This recommendation focuses on the changes required in teacher education colleges training teaching staff who are entrusted with the education and preparation of human capital. The researcher recommends a change in the selection and training process of the teachers in Israel. Most developed countries only allow graduates with master's degrees to work as teachers. In contrast, the State of Israel trains teachers in a 3-year academic process, with a very low entry threshold, with relatively poor pedagogical training and which is focused solely on the teachers' immediate response in the classroom. Figure 4.13 recommends a change of venue, which will not require a master's degree (at least for now), but will significantly expand the contents of teaching, teaching methods, use of technological tools, knowledge of terms in knowledge economy subjects, functioning and organizational culture in educational settings, and especially improvement of interpersonal skills. The change is proposed to improve teachers' abilities and functioning in the education system. The end of the application process will be in providing academic recognition comparable to a master's degree.
9. In order to solve the research problem, the researcher proposes implementing an improved operational model (Fig. 4.11). In fact, the renewed model proposes to emphasize the element of competitiveness in that it will embrace standardization, which on the one hand provides budgeting in opening internationality in education services, thus challenges institutions in this direction, and on the other allows local human capital development, thus promoting the Israeli economy, which suffer from ongoing "brain drain". These successful and applicable ideas are taken from McKinsey's competitiveness model (7s), and the TQM model (detailed in the methodology chapter). The model will enable a new policy of budgeting academic institutions that are under the administrative and budgetary auspices of the Council for Higher Education. The intention is to pool resources from government ministries, the Planning and Budgeting Committee of the Ministry of Education, and on the other hand the entry of two new sectors that will be involved budget-wise, but also partners in determining content outline - the business-industry sector and the third sector Professional associations and non-profit organizations). The involvement of all parties will promote opening a system of extra-economic research relations with other countries. The idea is based on the example of the existing partnerships in Finland and Germany, and from

the existing model in Moldova that encourages economic migration policy, and openness to external investment for the development of local human capital.

10. 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 (illustration 4.9), 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.
11. 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).
12. A recommendation to adopt the innovative proposal include several principles that must be expressed, as presented at the beginning of sub-chapter 4.2: (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.
13. To apply these ideas the researcher recommends taking interdisciplinary moves and actions including governmental intervention that is expressed in changing the institutes' budgeting policy (figure 4.8 in the thesis). 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.

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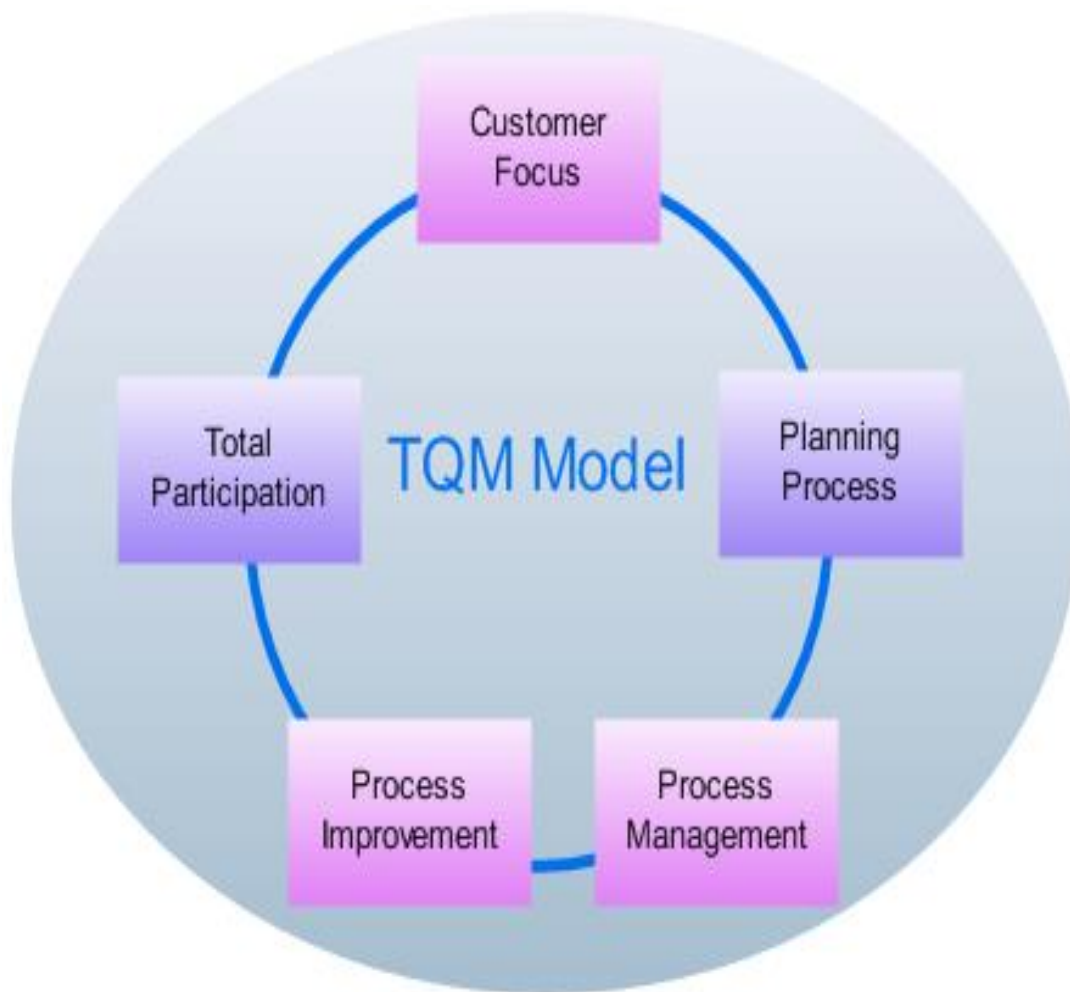
ANNEX

Competitiveness of the national education system as a factor of global competitiveness of the country



Source: made by the author from [102]

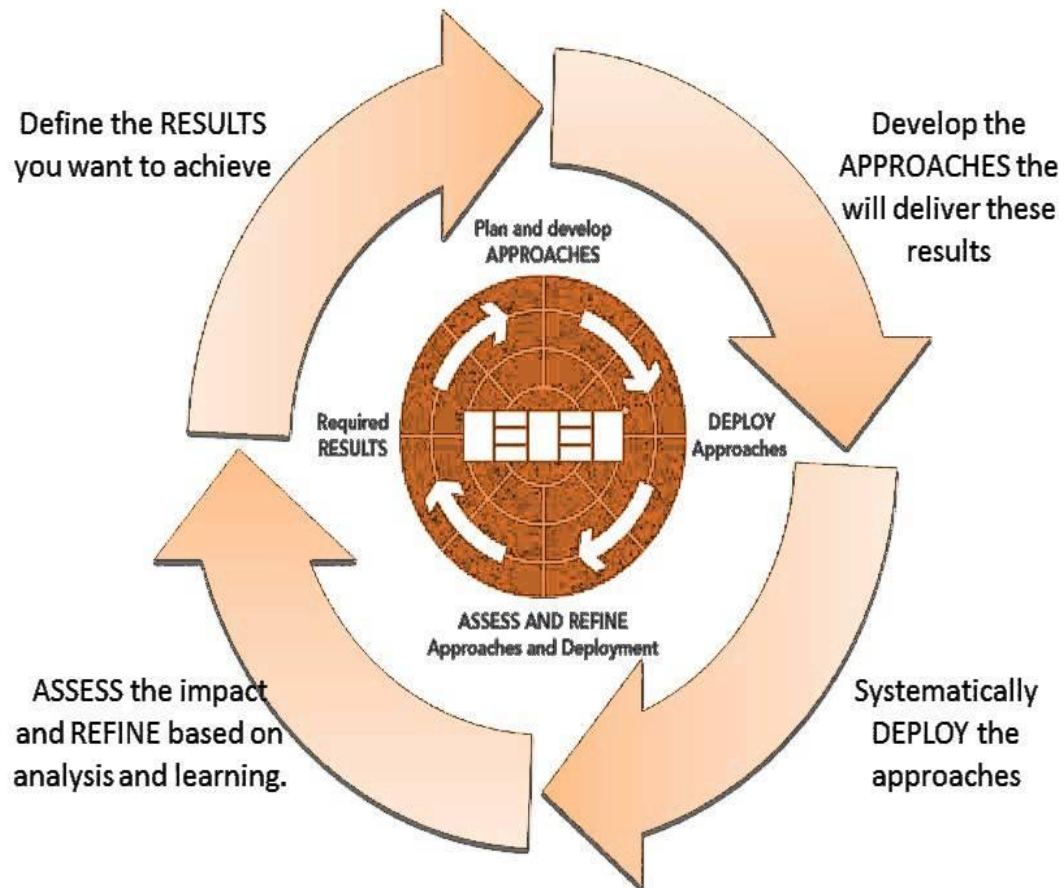
TQM model -Total Quality Management



Source: TQM model - [232]

Radar Excellence model

RADAR



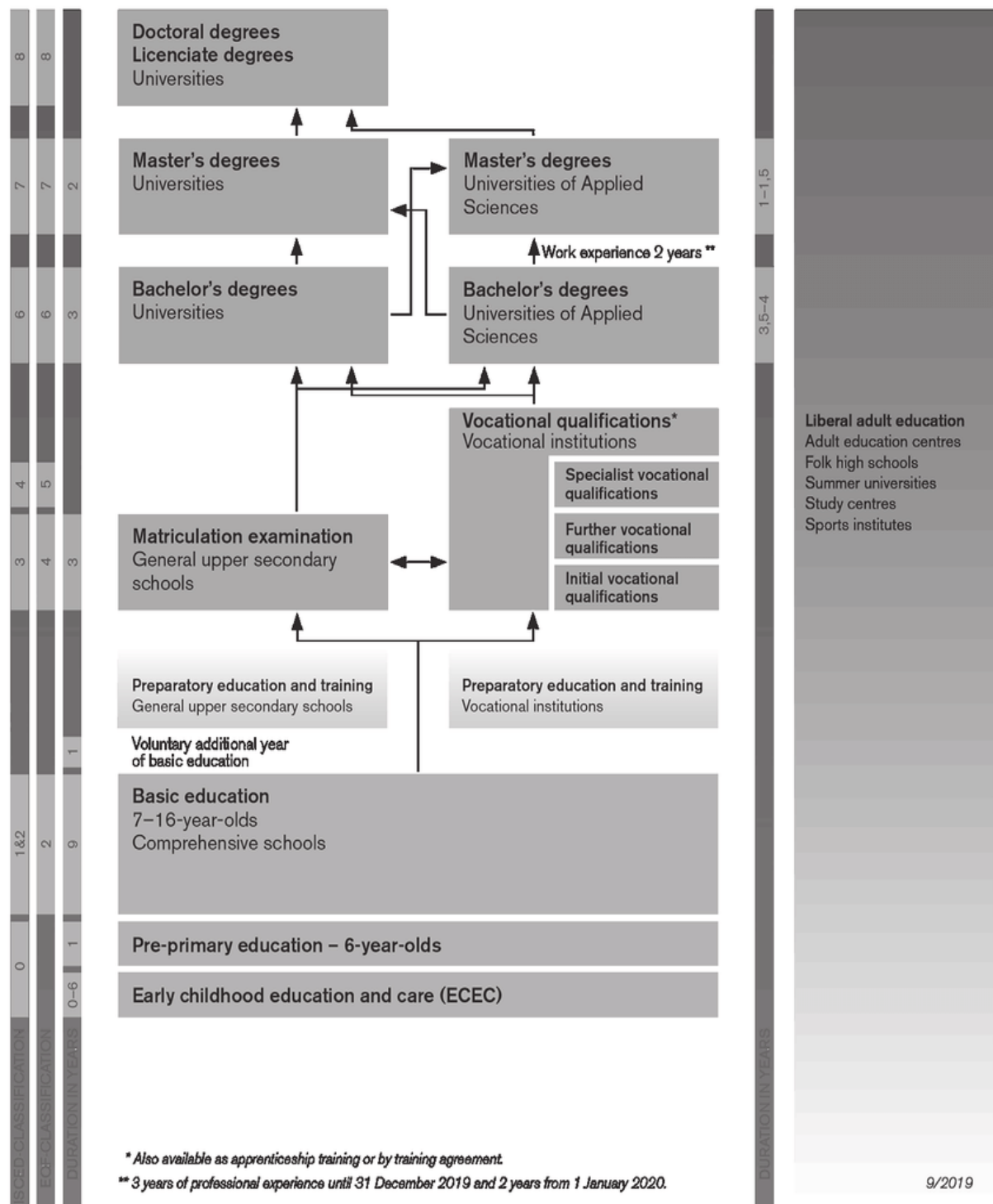
Source: [218]

Levels of citizen satisfaction with the education system 2007 – 2018



Source: [207]

Finland's Model of Education System – 2019

EDUCATION SYSTEM IN FINLAND

Source: [99]

A Survey Questionnaire

Dear Student,

This is an evaluation survey of the processes of teacher training in Israel. The answers provided will be used solely for research purposes and shall not be passed onto any other source.

I am really grateful for your cooperation.

Demographic Questions

Please circle the correct answer.

1. I am studying at the _____ College of Education.
2. I am a: a. male b. female
3. I began my educational studies at age:
 - a. Less than 20.
 - b. between 21-30.
 - c. 31+
4. I belong to the _____ sector.
 - a. Jewish
 - b. Christian
 - c. Moslem
5. Did you attend a pre-academic preparatory program?
 - a. Yes
 - b. No
6. I live in: a. Northern Israel b. Central Israel c. Southern Israel
7. My marital status is: a. single b. married c. married with children
8. I am interested in teaching in:
 - a. elementary school.
 - b. junior high school.
 - c. high school.
 - d. higher education.
9. I chose to study in this college due to:
 - a. friends.
 - b. college advertisement.
 - c. opinions of professionals.
 - d. physical distance to my place of residence.
 - e. other: _____

Questions regarding the processes of teacher training

Rate each answer between "1 – Greatly Agree" to "5 – Totally Agree"

10. The educational field interests me and is suitable for my qualifications.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

11. It is an opportunity to acquire general academic education.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

12. I perceive the educational field as an opportunity to develop a career and obtain a profession.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

13. I joined the educational field due to economic and convenience considerations (working hours and conditions).

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

14. I turned to education due to considerations of wages and occupational stability.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

The Pedagogical Process of Training

15. The curriculum is interesting, built in a professional manner, and updated to the current needs of teaching.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

16. The teaching contents are transmitting in a clear, understandable and updated manner.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

17. The instructions use technological aides while teaching.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

18. The lessons include implementation and hands-on practice in preparation for the integration in the staff of the educational institution.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

19. The emphasis in the teachers' training is placed on the teaching method.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

20. The instruction level of the instructions is satisfying.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

21. The training period prepares me for my work as a teacher.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

22. The curriculum consists of terms which stress competitiveness, globalization, and economic terms.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

23. During the training period, the college aspires to success and excellency amongst the students.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

24. In the course of the training process, an emphasis is placed on excellency and learning products which fit the existing educational reality.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

25. In the course of the training process, an emphasis is placed on the integration of the new teacher with the school staff.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

26. In the course of the training process, I learn to plan my work, define goals and place pedagogical and management aims to the class.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

27. In the course of the training process, I learn how schools are run and what the organizational emphasis and the pedagogic emphasis are.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

28. The attitude of the instructors towards the students is satisfying.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

29. The level of the instructors' aides is professional and student-supportive.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

International mobility experience

30. In our teaching training, they teach us themes on the world economy and international economic relations, marketing (international marketing), management (international management)

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

31. Our teachers take international experience into account in their lectures.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

32. Our college attract teachers from abroad for selected lectures

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

33. Our college attract teachers from abroad for specific disciplines

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

34. Some of the students prefer to get practice abroad while studying.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

35. If so, the prefer country is

1.North America	2.East Europe	3.West Europe	4.Arab countries	5. Countries in Oceania
-----------------	---------------	---------------	------------------	-------------------------

36. Some of the graduate teachers like to work abroad after completing your studies

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

37. If so, the prefer country is

1.North America	2.East Europe	3.West Europe	4.Arab countries	5. Countries in Oceania
-----------------	---------------	---------------	------------------	-------------------------

38. I really will be happy to go to work abroad

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

39. If so, the prefer country is

1.North America	2.East Europe	3.West Europe	4.Arab countries	5. Countries in Oceania
-----------------	---------------	---------------	------------------	-------------------------

40. how long?

1.No, Thank You!	2. 1 -3 years	3. 4-5 years	4. Over 5 years	5. Over 10 years
------------------	---------------	--------------	-----------------	------------------

The Administrative Services within the College

41. The administrative services provided by the college is professional and service-oriented.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

42. The college has high level supplemental administrative services (cafeteria/teaching aids).

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

43. The college staff refers to the students as customers.

1. Strongly agree	2. Agree	3. Neutral	4. Disagree	5. Strongly disagree
-------------------	----------	------------	-------------	----------------------

Thank you, ☺

Limor Lavan Levkovich

Source: made by the author

ANOVA – T. for differences between the three religious' groups (Wage & Stability)

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
@10	Between Groups	.689	2	.345	1.644	.197
	Within Groups	30.804	147	.210		
	Total	31.493	149			
@11	Between Groups	.241	2	.120	.341	.712
	Within Groups	51.952	147	.353		
	Total	52.193	149			
@12	Between Groups	.026	2	.013	.126	.882
	Within Groups	15.307	147	.104		
	Total	15.333	149			
@13	Between Groups	3.514	2	1.757	4.978	.008
	Within Groups	51.879	147	.353		
	Total	55.393	149			
@14	Between Groups	2.490	2	1.245	4.542	.012
	Within Groups	40.284	147	.274		
	Total	42.773	149			

Source: made by the author

Results of T. tests - Independent samples

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
@30	Equal variances assumed	1.679	.197	-2.687	148	.008	-.2667	.0992	-.4628	-.0705
	Equal variances not assumed			-2.687	147.912	.008	-.2667	.0992	-.4628	-.0705
@31	Equal variances assumed	2.202	.140	-.642	148	.522	-.0533	.0830	-.2174	.1108
	Equal variances not assumed			-.642	147.270	.522	-.0533	.0830	-.2174	.1108
@33	Equal variances assumed	8.044	.005	1.500	148	.136	.2133	.1422	-.0677	.4944
	Equal variances not assumed			1.500	145.372	.136	.2133	.1422	-.0678	.4944
@34	Equal variances assumed	17.469	.000	-2.050	148	.042	-.2800	.1366	-.5499	-.0101
	Equal variances not assumed			-2.050	117.740	.043	-.2800	.1366	-.5505	-.0095
@36	Equal variances assumed	10.621	.001	1.788	148	.076	.1467	.0820	-.0154	.3087
	Equal variances not assumed			1.788	142.918	.076	.1467	.0820	-.0155	.3088
@38	Equal variances assumed	91.140	.000	-3.741	148	.000	-.7467	.1996	-1.1411	-.3523
	Equal variances not assumed			-3.741	106.857	.000	-.7467	.1996	-1.1423	-.3510

Source: made by the author

Implementations letters

Address: 7 Ha'Yam Hatichon St., Kiryat Shmuel, Haifa, 2640007, Israel.
 Mail Address: Kiryat Shmuel, P.O.B. 906, Haifa, 3100801, Israel.
 Tel: 972-(0)4-8780000 Fax: 972-(0)4-8714445
 Email: shaanan@shaanan.org



Date: 15.5.20

To:

INSTITUTE OF INTERNATIONAL RELATIONS OF MOLDOVA (IRIM)

Re: Endorsement for Limor Lavan – Levkovich – Ph.D. Thesis

I would like to endorse the materials of Limor Lavan – Levkovich (ID: 029083763 / Passport Number: 20611455) Ph. D thesis "*COMPETITIVENESS OF EDUCATION SERVICES IN THE INTERNATIONAL MARKETS: ISRAELI EXPERIENCE IN VARIUS SECTORS*" including quality process and ideas.

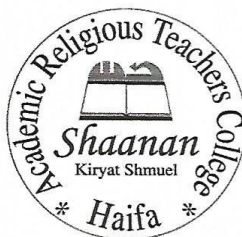
As I see, the thesis goals are very important, actually, and has a timely situation on these days. The thesis faces a serious look on the higher education competitiveness in Israel. The thesis conclusions are worthy of implementation in all education systems, higher education institutes, and teacher colleges, as in case of *Shannan College*. The thesis is very relevant and applicable. I hope that policy makers in Israel and various academic institutions will be able to benefit from this research and hopefully take actions to moderated the problem.

I wish Limor all the best,

Sincerely,

Prof. Yechiel Frish

President



Date: 15.11.20

To: Academy of Public Administration of Moldova

Re: Limor Levkovich Lavan – Ph. D Thesis


I hereby confirm I have read the dissertation of Mrs. Limor Levkovich Lavan (ID: 20611455). The research of Limor presents an updated and sober picture about the management of the Education system services in Israel. The research analyses data, presents ideological dilemmas regarding marketing and economic interests involved in the decision- making process in the political and occupational echelon .

I would like to note that the Ph. D thesis of Limor offers an updated and more suitable integration model for higher education system, and indeed, after a profound discussion with the researcher, we have decided to integrate the thesis interviews in our organization.

This model will serve us to reduce higher education students/ new teachers' dropout from occupation and education institutes, and will make the new teacher's staff to feel welcome, useful and integrated in education institutes .

I wish the doctoral student, Mrs. Levkovich Lavan, success in his academic activity.

Best regards,



مدرسة كسرى سميع الوجدان متعددة المجالات كسرا-سمييع سمل موصر - 248336 تلمון : 6667540 - 04 فקס 9872259 - 04

מייל: rtschool1@gmail.com אתר: <http://www1.amalnet.k12.il/mzgalil>

مدرسة محمود درويش الإعدادية – مجد الكروم
בית ספר חטיבת ביניים ע"ש מחמוד דרוויש – מג'ד אלכרום
Mahmoud Darwish Junior High School - Majd Al-Krum

7 December 2020

To: Academy of Public Administration of Moldova

Dear Sir/ Madam

Re: Levkovich Lavan Limor

On 7 **December** I wrote to you regarding the research conducted by Mrs. Levkovich Lavan – "*COMPETITIVENESS OF EDUCATION SERVICES IN THE INTERNATIONAL MARKETS: ISRAELI EXPERIENCE IN VARIUS SECTORS*".

I have read the recommendations of the doctoral dissertation in depth, and I can recommend applying the principle of competitiveness in all educational institutions in Israel.

The dissertation analyzes the organizational – economic and marketing dimension in all academic institutes comparing to additional countries. Models of education services management are studied and compared to United States, Germany, Finland, Britain and Moldova and more.

I recommend the adoption of models for organizational excellence in order to improve competitiveness between institutions and themselves, and especially the ability to open academia and higher education in Israel to international activity in a regulated manner, and not just based on local initiatives of several universities.

The researcher has brought up the research ideas, the conclusions and the applicative recommendations, and it was decided to implement it within the academic institute management and training and the educational system.

I wish to the researcher, Mrs. Levkovich – Lavan Limor success and academic progress.

Sincerely yours,

DR Hussin Saris

חטיבת הביניים
במג'ד אלכרום
مدرسة مجد الكروم الإعدادية

Declarația privind asumarea răspunderii

Subsemnata, Levkovich Lavan Limor, studenta-doctorandă a Școlii doctorale de Științe Economice la Universitatea de Stat din Moldova, declar pe răspundere personală că teza de doctorat este elaborată doar de mine, pe baza efortului personal de cercetare și redactare. În cadrul lucrării precizez sursa tuturor ideilor, datelor și formulărilor care nu îmi aparțin, conform normelor de citare a surselor și a respectării legislației privind drepturile de autor. Declar că toate afirmațiile din lucrare referitoare la datele și informațiile analizate, la metodele prin care acestea au fost obținute și la sursele din care le-am obținut sunt adevărate.

Conștientizez că, în caz contrar, urmează să suport consecințele în conformitate cu legislația în vigoare.

Levkovich Lavan Limor



24.04.2023

CURRICULUM VITAE

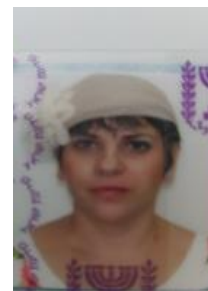
LEVKOVICH LAVAN LIMOR

Date of birth: February, 18. 1972 – Israel

Address: Kfar Hasidim, Israel.

Home/fax telephone: 972 – 4 – 9040646 / **Mobile telephone:** 972 - 50 – 4783256

E-mail: limorllavan@gmail.com / **Nationality:** Israel



Higher Education:

2018 – Today - Doctoral Studies - Faculty of Economics – University State of Moldova.

1998-2000 - Master's degree (M.A) in educational leadership at Orot College in Elkana.

1996-1997 - Bachelor's degree in education, and informal education, Bar-Elan University.

1991-1993 - Teaching studies at Shaanan Haifa College.

Professional Education:

2016 - Organizational consulting study at the "Oranim College" - Management of groups. Organizational consulting and managerial guidance at the Approaches Institute.

2012-2013 - Leadership course in Ministry of Education in Israel.

2009-2011 - Personal training as a principal of a "leading school of quality pedagogy", the Department of Elementary Education in the Jerusalem.

2010-2012 - Certificate studies for interior design and architecture, at Ultima College.

2000-2010 - Various courses: Experimental Department in the Jerusalem Mishnah, R&D team – Ministry of Education – Israel.

Employment:

2019- Today - District coordinator guides the High School Academy Program Ministry of Education, Northern District.

2017- Today - Director of the "Wings Way" academic process at the Shaanan Academic College and Director of Marketing & Advertising in the College.

2016 - Today- Organizational Advisor to the Director and Head of the Quality, Planning and Control Strategy Unit in the Northern District, Ministry of Education, Israel.

2016 - Sharon Zone/Area - Pedagogical Director, in the Seal program at Lewinsky College in collaboration with the Ministry of Education.

2015 – Today - Management of four innovative study programs at the Shaanan Haifa Academic College:

- ⇒ "Wings Way": Teaching Studies combining two years of national service combined with degree studies in education and teaching.
- ⇒ "Inside": A degree in teaching.
- ⇒ "Ochila": Educational track for teaching studies in parallel with secondary school.
- ⇒ "Brave Spirit": An accelerated path to graduate school education in five years.

2014-2015 - Head of education and boarding school at Ulpana in Kfar Pines.

2013-2014 - Pedagogical assistant and instructor in the Ministry of Education's Religious Education Supervision team and in charge of new immigrant teachers, Haifa District.

2007-2013 - School Management demonstrates quality pedagogy in Neve-Shanan, Haifa.

2000-2006 - School Management Director of Experimental A-8 Sde - Yaakov. Inauguration of schools and guidance in three high schools (two in the country and a Jewish school in Hamburg, Germany).

Languages:

	Speaking	Reading	Writing
Hebrew	<i>M. language</i>	<i>M. language</i>	<i>M. language</i>
English	<i>Very Well</i>	<i>Very Well</i>	<i>Very Well</i>

Computers and software:

Control of OFFICE software

Use of social media networks