STATE UNIVERSITY OF MOLDOVA

DOCTORAL SCHOOL OF LEGAL AND ECONOMIC SCIENCES

Cu titlu de manuscris
CZU: 330.341:339.94:37.014.54(569.4)(043)

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KNOWLEDGE ECONOMY AND EDUCATIONAL POLICY IN ISRAEL IN THE CONTEXT OF GLOBALIZATION

521.02. World economy; International economic relations

Abstract of the doctoral thesis in economics

CHISINAU, 2024

The thesis was elaborated within the Doctoral School of Legal and Economic Sciences of the State University of Moldova

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The defense of the thesis will take place on 26 January 2024 at 12.00, in the meeting of the Commission for public defense of the doctoral thesis within the Doctoral School of Economic Sciences of the State University of Moldova, Chisinau municipality, MD-2009, Alexei Mateevici str. 60, bl. Central, aud. 331.

The doctoral thesis and the summary can be consulted at the library of the State University of Moldova, on the website of the Doctoral School of Economic Sciences of USM and on the website of ANACEC (www.cnaa.md).

The abstract was sent on 14 december 2023.

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CONCEPTS OF THE RESEARCH

The theoretical actuality and practical importance of research problem. In the context of globalization, when information and knowledge become key resources, education acquires strategic importance. Israel, as a country known for its innovation and high level of scientific research, undoubtedly faces the challenge of adapting its educational policies to the new demands of the global knowledge market. In this regard, the knowledge economy and educational policy in Israel are becoming increasingly important factors influencing the country's competitiveness in the global economy. It is important to research and analyze how Israel adapts its education policies, what methods are used to evaluate its effectiveness, and what results can be observed in the context of globalization.

An important aspect that underlines the relevance of this study is the need to understand the starting point at which education in Israel is located in the context of comparison with developing global trends related to the knowledge economy and the learning process in various countries around the world. This study will be key to assessing the extent to which Israel has adapted its education system to modern challenges and international market opportunities. Understanding how effectively educational institutions in the country are integrating knowledge economy concepts and interacting with global trends has helped identify potential areas for improvement and development.

Globalization, as an objective trend of the modern knowledge economy, inevitably transfers its impact to the markets for the provision of educational services. This turns the higher education system into the main participant and driver of development in the field of the knowledge economy. Taking into account this context, today there is not only a theoretical, but also an urgent practical need to create a model that can effectively change educational services from various points of view in the context of globalization processes. Such a model is responsible not only for revealing the theoretical foundations of the economic context of this transformation, but also for reflecting the real significance of the educational services sector. This model should be designed to highlight the key aspects that shape the structure of the modern knowledge economy in education and highlight them in the context of the global education market. This presentation of the model will allow us to better understand and evaluate the contribution of educational services as an element of the modern knowledge economy, emphasizing their value and role in the formation and transfer of knowledge on a global scale.

The object of the research. The object of study of this dissertation is the interaction of the knowledge economy and education policy in the context of globalization, with an emphasis on identifying the features and effectiveness of their interaction to stimulate innovation, sustainable socio-economic development and increase the competitiveness of the Israeli education system in the modern world context.

The purpose of the research is to develop a model for introducing the concept of the knowledge economy into Israeli educational policy, taking into account globalization processes in the global education market for the development of productive international cooperation and further improvement of educational strategies and directions for the development of the country's education system in the context of globalization.

Objectives of the thesis: describe the concept and approaches to defining the knowledge economy; characterize the role of educational policy in the knowledge economy in the context of globalization; present an assessment of the effectiveness of the knowledge

economy in the context of globalization; determine directions for assessing the effectiveness of educational policy in the context of the knowledge economy; conduct a diagnosis of the knowledge economy in educational policy at the international level; conduct research on the Israeli education system and educational policy; determine the influence of factors on the implementation of the concept of the knowledge economy in Israeli educational policy; develop ways to improve educational policy based on an integrated model of the knowledge economy; develop structural components of a model for integrating the concept of the knowledge economy into Israeli educational policy; develop a system for assessing the effects of Israeli educational policy in the context of globalization.

Research methodology. The author used qualitative and quantitative research methods, which were represented by the following types of research: analysis, synthesis, observation, statistical analysis and others. The study consisted of three stages. The first stage was the collection of theoretical data on the research topic. The second stage was empirical research, which concerned the study of the situation on the global market for educational services, as well as at the level of the State of Israel and its education system. The third stage is the development of a model for introducing the concept of the knowledge economy into Israeli educational policy in the context of globalization. At each of the three stages, the author conducted relevant research and used theoretical and practical materials and research results to formulate relevant conclusions and develop effective solutions in the form of recommendations.

The research hypothesis is that the adaptation of Israeli educational policy in accordance with the principles of the knowledge economy will help strengthen Israel's position in the global economy, while ensuring higher quality education and productive international activities, and the development of international relations in the educational field.

Important scientific problem solved. The scientific problem addressed in this study is the need for scientific and methodological justification for the development of a model for introducing the concept of the knowledge economy into Israeli educational policy in order to stimulate the construction of productive international relations in the field of education. This model should act as a catalyst for the successful implementation of innovative educational practices and strategies that comply with the principles of a globalizing world. The main aspect of solving this problem is to strengthen interaction between Israel and other countries in the field of education through the exchange of knowledge and experience, which helps to improve the position of the Israeli education system on the world stage and enrich its educational environment in order to increase overall competitiveness.

The scientific novelty of the thesis consists in:

- the author has developed his own definition of the knowledge economy, which includes the essence of the knowledge economy in the context of globalization;
- a model for introducing the concept of the knowledge economy into the educational policy of Israel in the context of globalization has been developed and proposed for implementation;
- ways and stages of applying the model have been formed, which are expressed in strategic decisions and specific activities;
- an assessment of the effectiveness of the model has been developed, which can be used both at the state level and at the level of educational institutions.

The theoretical importance and the applied value of the thesis . The theoretical and conceptual contribution of the study under review is to provide a rational, feasible and applicable alternative of ideas, conclusions and recommendations that will contribute to the development of the educational training system at all levels in Israel. The author formulated his own definitions and supplemented the existing theory on the research topic.

The applied significance of the dissertation is to develop a model for introducing the conceptual aspects of the knowledge economy into Israeli educational policy, taking into account the process of globalization. In addition, the author proposed strategic objectives that should be implemented at the level of the State of Israel and at the institutional level, within educational institutions, in connection with the process of implementing the model. An important practical result is the development by the author of a system for assessing the effectiveness of educational policy after changes have been made to improve it.

Approval of scientific results. The author's scientific developments are reflected in 16 published articles in scientific journals and in the form of speeches at specialized conferences.

Summary of the sections of the thesis

The **Introduction** reveals the relevance of the research that served as the starting point for the study. The purpose and objectives of the study are also formulated. A working hypothesis was formulated, which guided the author throughout the study. The methodology is summarized and the research methods that served as tools in developing the study are listed. The result obtained as a result of the research, as well as the scientific novelty and originality of the dissertation, are reflected. The theoretical and practical significance of the study is formulated. The contents of the chapters of the dissertation research are also briefly outlined.

In the **first chapter "THEORETICAL ASPECTS OF ECONOMY KNOWLEDGE AND EDUCATIONAL POLICY IN THE GLOBAL WORLD"** is revealed concept approaches To definition economy knowledge _ Particular emphasis is placed on studying and clarifying the concept of the knowledge economy and identifying various approaches to its definition, reflected in the scientific works of various authors, researchers, practitioners in the field of education, knowledge economy and globalization of the educational environment. This study is intended to reveal the complexity and versatility of the concept of the knowledge economy, which will provide the necessary basis for further analysis and research of the role of this phenomenon in the context of educational policy, as well as within the framework of global economic processes. The author also emphasizes the influence of globalization processes on the development of the education system as a whole, reflecting the peculiarities of interaction between actors in the field of education. An important part of this chapter is to identify areas for assessing the effectiveness of education policies in the knowledge economy. Systematic assessment provides not only an understanding of the extent of knowledge acquisition, but also takes into account its application in real life. These aspects were deeply analyzed by the author from the point of view of the available theoretical material.

In the **second chapter "ANALYSIS OF THE DEVELOPMENT OF ECONOMY AND KNOWLEDGE OF ISRAEL AS A FACTOR OF EDUCATIONAL**

POLICY" the author conducted a large-scale and in-depth study in order to identify the dynamics and patterns of the development of the knowledge economy in Israel. the global market in a sample of countries, as well as at the level of the State of Israel. The central aspect of this chapter is the analysis, which is to identify the relationship between the development of the knowledge economy and the formation of educational policy. The author has conducted an extensive analysis of data and factors influencing the development of the knowledge economy, both globally and in the Israeli context. This chapter attempts to highlight the key trends and factors shaping the knowledge economy in Israel and other countries, as well as their impact on educational policy. The author analyzed data related to innovation, research and development, and the role of education in supporting and stimulating the knowledge economy. The main purpose of this chapter is to identify how the development of the knowledge economy can guide the development and adjustment of educational policies, and what lessons and experiences can be drawn from Israel's successful experience in this area in the context of globalization.

In the **third chapter "IMPROVING ISRAEL'S EDUCATIONAL POLICY IN THE CONTEXT OF ISRAEL'S KNOWLEDGE ECONOMY AND GLOBALIZATION CONDITIONS"** the author examines in detail ways to introduce the concept of the knowledge economy into Israeli educational policy. This represents an important step in increasing the country's competitiveness in the global education market. The author is developing a model that involves the integration of the principles of the knowledge economy into educational programs and strategies. This model provides a framework for more effectively using knowledge and innovation to achieve educational goals. This approach will help Israel achieve better results in the field of education and, as a result, strengthen its position in the global education market.

In addition, in this chapter, the author develops strategic initiatives and formulates specific objectives that will serve as a guide in the implementation of this model at the level of public policy and at the level of individual educational institutions. These initiatives and challenges represent the practical steps needed to successfully implement the knowledge economy concept into the education system. Particular attention is paid to the system for assessing the effectiveness of recommendations proposed by the author. This system is designed to monitor and evaluate the implementation of the knowledge economy concept in Israeli education policy.

General conclusions and recommendations, compiled by the author based on the results of the study, not only systematize the data obtained, but also serve as the basis for formulating additional discoveries of the author in the context of improving Israel's educational policy in the context of globalization. The author, based on the identified trends and problems, presents targeted theoretical and applied recommendations aimed at the further development of the country’s educational system with the help of educational policy. In terms of theoretical recommendations, the author summarizes key concepts and principles arising from the analysis of global trends in education, as well as taking into account the national characteristics of Israel. He proposes the theoretical foundations on which educational policy should be built, taking into account the dynamics of change in the global educational space.

Applied recommendations, in turn, represent specific steps and activities aimed at solving specific problems and improving key aspects of the Israeli educational system.

The recommendations in this dissertation, while carefully reasoned and tailored to Israel's specific context, provide the basis for effective strategies to improve education policy and meet the challenges of globalization by integrating the concept of the knowledge economy into Israeli education policy.

Keywords: knowledge economy, globalization, educational policy, international economic relations, education system, international cooperation in education.

SUMMARY OF THE CHAPTERS

Chapter 1 "THEORETICAL ASPECTS OF ECONOMY KNOWLEDGE AND EDUCATIONAL POLICY IN THE GLOBAL WORLD" reveals the essence of the concepts of the knowledge economy and educational policy in the context of globalization in the education market. In the modern information and globalizing world, the knowledge economy has become a key factor for the development and prosperity of national economies. The goal of the knowledge economy is to improve the quality of human capital, respectively, the quality of life in the production of high-tech knowledge.

The knowledge economy as a concept developed in certain stages and in different years the dynamics of the formation and improvement of this phenomenon increased [1]. The process of formation of the concept of the knowledge economy can be divided into stages: the early stage (1950-1960s), the stage of the emergence of the concept of the knowledge economy (1970-1990s), the stage of studying the phenomenon of the knowledge economy by international organizations and institutions (1990-2000- e years), the stage of the digital revolution (1990-2000), the development of the education and research system in the context of the knowledge economy (2000-present). The development of the knowledge economy, according to the author, can be associated with the transition of the world to a new stage of development. The impetus for the dynamic development of the knowledge economy was the growth of the globalization process, a general increase in the level of education and intellectual potential of people, information progress, the development of science and technology, as well as the depletion of cheap natural resources.

The knowledge economy can be understood in a narrow and broad sense. In a narrow sense, it is a system of economic relationships, the formation and characteristics of which are determined by the development of new technologies and the speed of dissemination of information. In a broad sense, it is a new type of economy in which the production and implementation of knowledge and innovation play a decisive role in ensuring long-term sustainable development. Summarizing the analyzed definitions, the knowledge economy is an economy in which the key factors of production are human potential and information processing. The level of their competitiveness in the market depends on how effectively new knowledge is mastered by companies or states[2]. The knowledge economy reorients the focus of production from the material and financial sectors to issues of developing human potential, solving social, environmental problems, problems of science and education. Thus, the idea of a knowledge economy assumes that society and the economy are increasingly based on

[1] AVKOPASHVILI, PT et al. The fundamental provisions of the concept of knowledge economy. In: *Industry 4.0: Industrial Revolution of the 21st Century*, 2019. pp. 57-64. ISSN 9783030068295.

[2] ŞAVGA, L. Quality Assurance of Higher Education in Terms of the National Education Performance and Competitiveness Growth. In: *Economy Transdisciplinarity Cognition* , 2013 , No. 2, p. 43-49. ISSN 2067-5046.

knowledge, therefore, it is necessary to develop it in all forms: tangible and intangible, formalized and embodied in people's skills.

The knowledge economy enriches all industries, all sectors and all participants in economic processes, not only uses knowledge in a diverse form, but also creates it in the form of scientific and various high-tech products, innovations, highly qualified services, education and competencies [3]. Despite some similarities in definitions, it can be noted that attempts have been made to give an unambiguous definition of a knowledge-based economy, but there is currently no consensus on the definition of a knowledge economy. The author formulated his own definition of the knowledge economy - this is a world process covering the global economy, in which social progress and economic growth are achieved through the constant updating of knowledge and its use as a new factor of production [4]. This definition can be improved through further research and accumulation of practical experience in a particular area of application of the concept of the knowledge economy.

The author has formed the structure of the knowledge economy, which reflects the organization and interaction of the various components that make up an economic system focused on the production, distribution and use of knowledge, which is presented in Figure 1.

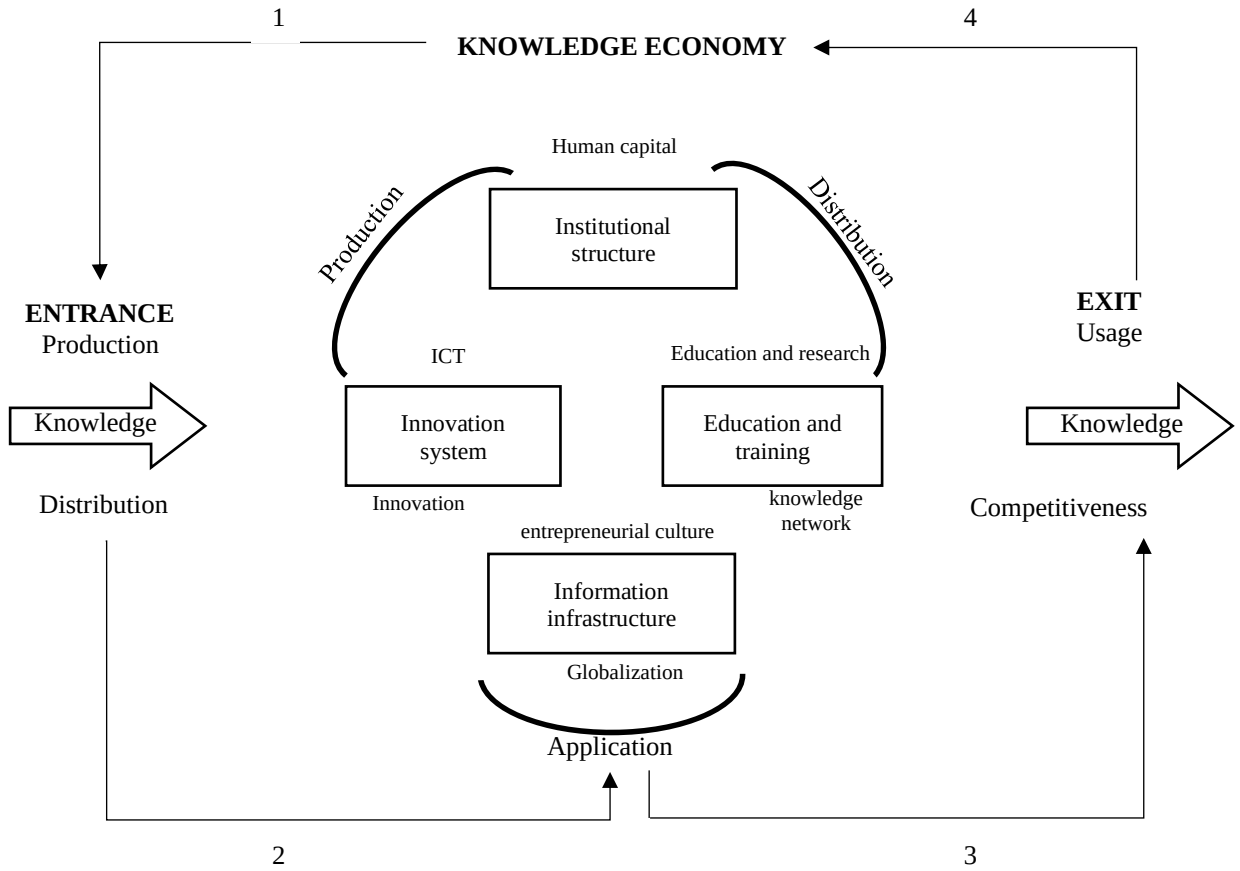


Figure 1. Structure of the knowledge economy concept

Source: developed by the author

[3]MASHAL, L. The expansion of the knowledge economy on the local society. Chisinau: In: *"EcoSoEn" scientific journal, Free international university of Moldova*, Nr' 2, 2019. pp. 102 – 107. ISSN 2587-344X. Available at: https://ibn.idsi.md/ro/vizualizare_numar_revista/455/4176 .

[4] MASHAL, L. Knowledge Economy - An Academic Competitive Advantage. In: *World Wide Journal of Multidisciplinary Research and Development*, vol 5(11), 2019. p. 1-4. E-ISSN: 2454-6615. Available at: http://wwjmrd.com/archive/2019/11/1269/knowledge-economy-an-academic-competitive-advantage/

This diagram reflects the structure of the concept of the knowledge economy, which can be characterized in two ways [5]:

1. On the input side - characterized on the basis of an assessment of the total amount of costs (total investments) for the development of its base sector, in which its new knowledge is generated and disseminated.

2. On the output side - characterized when assessing the output by gross added value of industries that consume hi-tech, high technology, the defense industry, the sphere of high-tech services, as well as education, health care, culture and management.

The above processes are implemented within the framework of fundamental components knowledge economy: and institutional structure; innovation system education and training; information infrastructure. The process of creating a dynamic infrastructure, as well as a competitive, innovative, information-based economic space provides various effective and competitive services and tools intended for a wide range of spheres of society [6]. This theoretical study also reveals the role educational policy in the knowledge economy in the context of globalization. Education policy plays a key role in bridging socio-economic gaps and reducing inequalities, which is essential for promoting social equality and economic development globally. The knowledge economy brings new challenges and opportunities, requiring educational systems to strategically adapt to dynamic demands.

The theory has formed the main approaches of researchers to determining educational policy, which highlight four main directions for the formation of the definition: the influence of state power; interaction of interests of subjects in the educational space, the influence of three main actors (market, state, university); inclusion in the concept of economic aspects of society. Of particular scientific interest is the approach that involves interaction within the framework of the development and implementation of educational policy of the three main actors. Each participant plays a role, which determines the corresponding educational policy model, which is clearly presented in Table 1.

Table 1. The role of actors in the formation of educational policy models

Actor	Role in educational policy	Education policy model
Government	"Cooperating State" and "Intervening State"	State-paternalistic, social
Market	A funding regulator that stimulates competition and change in the education system	Market, liberal
Higher education institutions (academy)	State agent in the production of educational services	Social and corporate

Source: elaborated by the author

The actual role of the state can be different and identifies two extreme forms of state influence on the education system [7]: the “facilitating state” and the “intervening state.” The state-paternalistic model focuses on the provision of educational services

[5] KEFELA, GT Knowledge-based economy and society has become a vital commodity to countries. In: *International NGO Journal* .2010, No. 5(7), p. 160-166. ISSN 1993-8225.

[6] CIOBANU, C., CAPSÎZU, V. Towards a knowledge-based society–an imperative of our time. Particularities of its edification in the Republic of Moldova. In*: Classical and Innovative Approaches in Contemporary Economic Thought*. 2016, p. 79-86. ISBN 978-9975-75-844-4.

[7] VAUGHT, FA, Van. *Governmental Strategies and Innovation in Higher Education* . London: Lemma, 1989. 49 p. ISBN N/A

by the state. The state sees education as a public good that ensures high rates of development and has positive institutional externalities. Educational institutions, not having the freedom to choose a development strategy, when implementing state policy, receive a guarantee from the state to ensure their activities.

If there is no visible government influence on education, the market acts as an effective force for coordination [8]. Market mechanisms in education do not work, on the one hand, due to its specificity as a form of activity (teaching and research), and, on the other hand, because education is a common good, in the existence, accessibility and effectiveness of which the whole society is interested, and not just individuals. Market elements, as a rule, are those elements of the system in which competition is most noticeable. The liberal model emphasizes individual rights and freedoms in choosing education, and also emphasizes the role of the private sector in the education system [9]. The leading role in it is played by the market, characterized by the employer's orientation towards a "ready" employee, with the individual responsibility of the educational institution for the results of its activities and with its high mobility as an independent participant in the educational services market

Higher education institutions are the third force in developing higher education policy, and schools are the third force in developing secondary education policy. Within the framework of the social-corporate model, in which the academy (educational institution) is dominant, the state, represented by a centralized government, has taken upon itself the planning, coordinating and controlling functions of the production of general and vocational education in order to reduce the risks of investment in education for independent economic entities through their unification and redistribution between all market entities.

The educational policy models presented reflect a variety of philosophical and methodological concepts regarding the functional roles of the state, the private sector and society in the context of the educational system.

An important aspect of the relationship is the feedback between all participants in the system, which is realized, among other things, due to the presence of different approaches to determining educational policy. The author notes three main elements of educational policy - its goals, their implementation with the help of various kinds of instruments, and the mechanism for implementing activities.

The determination of the goals and objectives of educational policy at the appropriate levels is carried out by certain management structures. In the triad "goal-means-results" of educational policy, the decisive role belongs to the goals, which represent a rather complex education. When undertaking any educational event to achieve a specific goal, it affects not only the object of this event, but also those areas of public life that are directly or indirectly related to it. The practical implementation of activities and obtaining results can be observed at different levels: in law; in administrative and management practice; in educational practice, that is, directly in the educational activities of educational institutions. On the other hand, "educational" results are achieved through the implementation of more than just educational policy.

[8] AVIGUR-ESHEL, A. Synthesizing depoliticization and responsibilization: The case of financial education in Israel. In: *Competition & change* , 2018, No. 22(5), p. 509-528. ISSN 1024-5294.

[9] FOX, CR A liberal education for the 21st century: Some reflections on general education. In: *Currents in Teaching & Learning.* 2016, No. 8(2), p. 5-17. ISSN 1877-1297.

Further, the author reflected the influence of the process of globalization and the knowledge economy on educational policy. The greater the processes of globalization of the education system, the higher the efficiency of the knowledge economy. Globalization of the education system can contribute to the development of a knowledge economy, where the key emphasis is on the creation, transfer and use of knowledge as the main driver of economic growth. Globalization processes in the field of education can lead to greater access to advanced knowledge and technologies, the exchange of best practices, as well as strengthening international ties in the field of education and science.

Evaluation of the effectiveness of education policy is a set of evaluation studies conducted within various areas of activity in the field of education. The main question of such studies is to determine the factors, indicators, and criteria that influence the correctness of measuring the effectiveness of education policy [10]. According to the author, assessing the effectiveness of educational policy in the context of the knowledge economy is a systematic analysis based on the use of indices and indicators to measure the degree of adaptation within the educational policy of the concept of the knowledge economy through the implementation of various educational strategies and activities. The main focus of the assessment is to measure the ability of education policies to support intellectual capital, develop the skills needed to function successfully in the modern knowledge economy, and stimulate and actively support innovation processes in the education system [11]. The author consistently examined the levels of analysis of educational policy indicated in the scheme and specific tasks, which must be solved at each level.

At the first stage of effectiveness assessment, a detailed analysis of the role and place of education problems in the system of the country's political vector (ideological justification of educational policy), in the system of internal political tasks (programs, educational policy strategies) and in the system of political actions (implementation of measures in specific government actions) is carried out. The second stage considers educational policy as an integral system of measures covering all levels of the education system. The third stage consists of studying educational policy from the point of view of analyzing the results of activities in relation to various areas of the education system in their interdependence and interrelation.

To assess the effectiveness of educational policy in the context of the knowledge economy, it is necessary to determine with the help of which indices and indicators the knowledge economy itself is measured. The author identified indices and indicators inherent in assessing the knowledge economy: The Global Innovation Index; The International Property Right Index; The Knowledge Index; The Knowledge Economy Index; ICT Development Index; Networked Readiness Index; Indicators of science intensity and science productivity [12].

Thus, the goal of the paragraph was achieved - to explore and specify the concept of the knowledge economy and identify various approaches to its definition, reflected in the

[10] MIDDAUGH, M.F. *Planning and assessment in higher education: Demonstrating institutional effectiveness* . New Jersey: John Wiley & Sons, 2011. 256 p. ISBN 9780470400906.

[11]MASHAL, L. Policy of Knowledge Economy (The Israeli Case). In: *World Wide Journal of Multidisciplinary Research and Development,* vol 5(11), 2019. pp. 5-8. E-ISSN: 2454-6615. Available at: http://wwjmrd.com/archive/2019/11/1270/policy-of-knowledge-economy-the-israeli-case

[12] ŠIRÁ, E. et al. Knowledge economy indicators and their impact on the sustainable competitiveness of the EU countries. In: *Sustainability* . 2020, No. 12(10), p. 4172. ISSN 2071-1050.

scientific works of various authors. During the research, the author delved into the key characteristics and components of the knowledge economy. This study was intended to reveal the complexity and versatility of the concept of the knowledge economy, which will provide the necessary basis for further analysis and research on the role of the knowledge economy in the context of educational policy, as well as within global economic processes.

Chapter 2 "ANALYSIS OF THE DEVELOPMENT OF ECONOMY AND KNOWLEDGE OF ISRAEL AS A FACTOR OF EDUCATIONAL POLICY." In this chapter, the author diagnosed the presence of the knowledge economy in the educational policies of a sample of countries around the world. The author's research-based analysis of the World Education Index provides an important tool for measuring and comparing the performance of education systems in different parts of the planet. This index evaluates various aspects of education, such as access to education, quality of curriculum, teacher competence, literacy levels and other key factors. Graphically, the results of this analysis are presented in Figure 2.

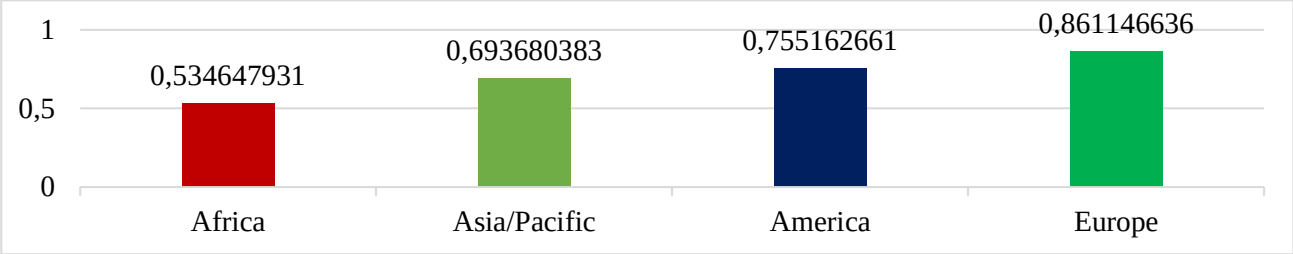


Figure 2. Educational Index by region

Source: [13]

This graph reveals significant differences in the educational index between different regions of the world. The European region takes the lead with a high index score of 0.86. This success can be attributed to an integrated approach to education, which includes not only the availability of educational resources, but also the high quality of curricula, the professionalism of teachers and active investments in the education sector. America follows Europe with a moderate index of 0.75. This suggests that education systems in countries in this region are generally effective, but there is room for improvement. This may be due to the uneven distribution of educational resources and differences in the quality of education between individual countries. The Asian region ranks third with an index of 0.69. Despite the high level of education in some Asian countries, the average indicates that there are unresolved issues, such as possible differences in the quality of education between different countries in the region. The African region comes in last place with the lowest index score of 0.53. This factor is likely due to lack of access to education, insufficient investment and socio-economic challenges, which may limit opportunities for quality education in various African countries.

Analysis of the educational index of world regions allows us to identify trends, problems and successful practices in the field of education. It can be a useful tool for developing policies aimed at improving education systems and ensuring equal opportunities for all citizens to receive a quality education. The author also analyzed the dependence of the education index on government funding in the countries of the world corresponding to the continents, which is presented in Figure 3.

[13]Education index . (accessed 02/22/2023). Available at: https://globaldatalab.org/shdi/table/2021/edindex+lgnic/

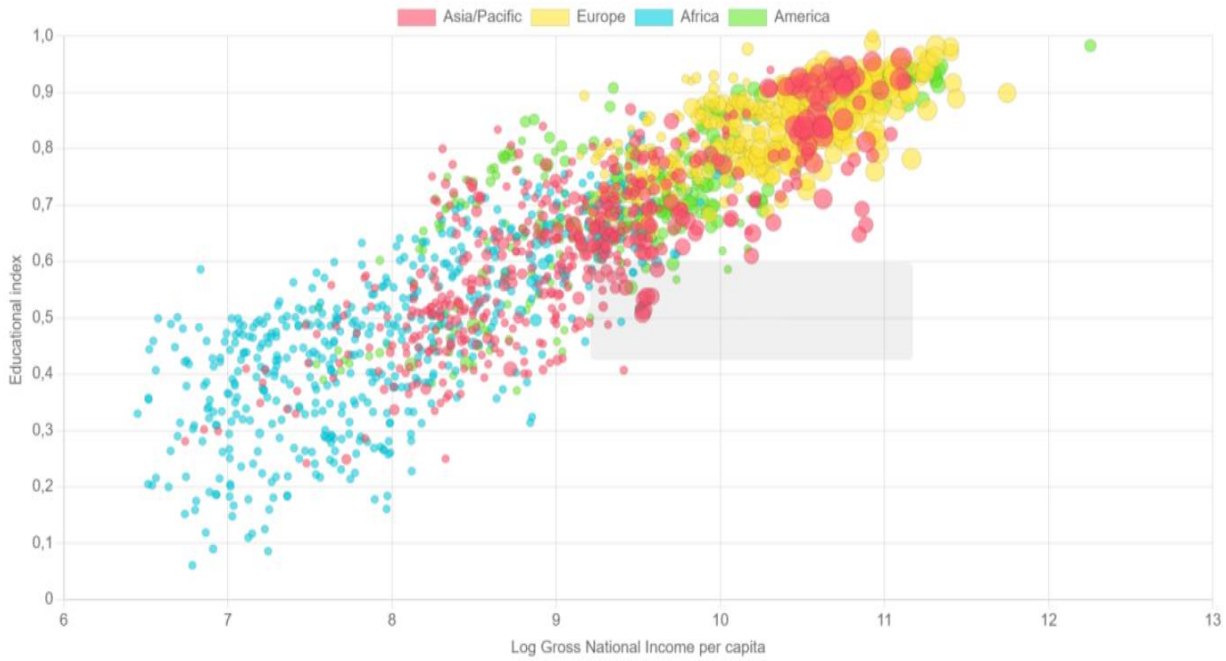


Figure 3. Dependence of the education index on government funding in the education system of the countries of the world regions, 2021

Source:[14]

An educational index provides a quantitative measure of the level of education in a specific area, such as a region, a country, or a global community. From the content of the presented graph, it can be noted that in the analyzed regions (Europe, Asia, Africa and America) the distribution of funding is uneven. The European and American regions occupy leading positions in the educational index. This indicates that these regions are actively investing in education, providing a high level of access to educational resources, quality educational programs and providing training to the population. This approach contributes to the formation of an educated society capable of effectively coping with the challenges of the modern world. Asian countries also show leadership, although there is some variability in educational attainment among individual countries in the region. Differences may be due to different educational systems, cultural backgrounds and different levels of economic development [15]. In contrast to the above-mentioned regions, African countries lag behind in the education index. This is due to various challenges, such as limited access to educational resources, social and economic inequality.

Based on the general analysis carried out, it became necessary to select a certain experimental sample of countries, which will be subjected to more thorough research in the context of this scientific work. The generated sample of countries allowed the author to conduct more in-depth studies of each individual country and focus the conclusions drawn on the entire region. The sample of countries includes countries with different levels of education and economic development, from highly developed to developing countries. From this we can conclude that educational policies will differ

[14]Ibid. Education index. (accessed 03/20/2023). Available at: https://globaldatalab.org/shdi/table/2021/edindex+lgnic/

[15] BARUCH, A. F., et al. Equity, access to and democratization of higher education: Report of current policies in practices in Israel. In: *Revista Multimédia de Investigação em Inovação Pedagógica e Práticas de e-Learning* . 2022, No. 5(1), p. 52-62. ISSN 2184-1837.

and belong to three models (state, market and social-corporate). The author conducted a study of the Global Knowledge Index over 4 years. The countries that turned out to be leaders in 2020 are also leaders over the next two years. These countries include Belgium, Great Britain, the USA, Germany, New Zealand, etc. Also for the "purity of the experiment," it is worth noting that not all data was found, since countries do not always report on indicators for compiling a rating for this index. In this regard, the results of the study may have some error.

Another indicator that is of scientific interest for studying the direction of the knowledge economy in educational policy is the Global Innovation Index. The Global Innovation Index (GII) is a comprehensive index developed jointly by the World Intellectual Property Organization (WIPO) and Cornell University that measures and evaluates innovation capabilities and performance in countries around the world. This indicator is of scientific interest for studying the direction of the knowledge economy in education policy in several key aspects: innovation activity, investment in research, education and skills, interaction between universities and industry, access to education and information. Detailing this information, presented over four years, attention should be paid to.

The analysis shows that although not all educational systems of the countries of the world are international, they are all equally susceptible to the processes of globalization. The problem is the place they occupy in this process, namely whether they are the object or even the victim of these processes, or an active player in the global competition among higher education providers, or the main mediator of globalization. The transition to a knowledge economy served as an impetus for the development of a new intensive process of international integration in education in most highly developed countries of the world.

Particular attention in the study is paid to the analysis of the Israeli educational system. It provides significant benefits, accompanied by certain challenges, and also has certain disadvantages, which are presented in Table 2.

Israel's education policy focuses on several key aspects. Israel is known for its innovative approach to technology, and the education system is no exception. Integration of technology in education, online learning and use of digital resources are some of the key aspects of education policy. The development of the education system to train qualified personnel occurs in accordance with the needs of the labor market. A focus on more flexible teaching methods, including curriculum, takes into account the needs of diverse learners. The desire to improve the quality of education in general includes measures to improve the level of teaching and learning standards.

The author was A SWOT analysis was carried out , which shows the effects of factors on the implementation of the concept of the knowledge economy in educational policy. The results of this study are shown in Table 3.

Overall, taking into account the identified aspects, Israel has the opportunity to improve its educational system, building on its strengths and capabilities, while taking the necessary measures to overcome weaknesses and minimize threats. Such an integrated approach can make the implementation of the knowledge economy concept successful and contribute to the long-term development of education in Israel.

Table 2. Advantages and disadvantages of the Israeli education system

Advantages	Flaws
Help with adaptation. Preparatory courses and programs at universities will help you get comfortable in a new country. They study Hebrew and Israeli culture.	**High requirements for admission.** It is necessary to speak Hebrew even for some English-language programs, graduate from school without C grades, prove solvency and pass difficult entrance exams. Also, 11th grade graduates from the CIS must pass Mekhina. This is a preparatory course that lasts 11 months and costs about 10,000 USD .
Flexible learning process. Students choose their own subjects and make their own schedule. In many universities you can study during the summer holidays to reduce the time to obtain a diploma. A bachelor's degree, for example, can be completed not in 3, but in 2.5 years.	**There is no free education.** Neither local nor foreign applicants can enter an Israeli university on a budget. Scholarships and benefits will not cover tuition completely.
Scholarships. There are more than 30 government and independent scholarships in Israel. They can cover up to 50% of the cost of training.	**Cost of education.** The cost of higher education in Israel is not always justified by quality. The price is determined by the origin of the applicant and the language of instruction. A program in English will cost on average twice as much as in Hebrew. And even for the same course, a foreign student will pay 25% more than a local resident.
High employment rate of graduates. 90% of Israeli university graduates find work in their field of study.	**Military operations in the region.** Israeli universities are located in a relatively safe area. However, political conflicts can cause discomfort for international students who are not accustomed to frequent training evacuations and exercises.
Multinational composition. In 2020, 20,000 people immigrated to Israel. 38% of them are from Russia. So you won't feel lonely. But you can also practice English - in Israel, 85% of the population speaks it.	**The climate** will be unusual for applicants from the CIS. The average temperature in summer reaches +40 degrees, and in winter it does not drop below +10. However, this will not be a problem for everyone.

Source: developed by the author based on[16]

Table 3. SWOT analysis of the influence of factors on the implementation of the concept of the knowledge economy in Israeli education policy

	Strengths - innovative landscape - international partnerships	**Weak sides** -insufficient training of teachers -digital divide
Possibilities - stimulation of innovation - building global partnerships	**strengths + opportunities** - The innovative landscape and government support stimulate the development of advanced educational practices - Opportunity to stimulate new innovations in education	**weaknesses+opportunities** - Digital inequality can be mitigated through targeted programs and access to technology for all groups of the population - Gaps in teacher training can be overcome through innovative training programs
Threats - growing digital divide -lack of resources (financial, human, etc.)	**strong+threats** - The innovation landscape can serve as protection against the negative impact of threats - Government support can mitigate the impact of limited resources	**weak+threats** - The digital divide may be exacerbated by threats, creating additional barriers to participation in education - Inadequate training of teachers may be exacerbated by threats if necessary measures are not taken

Source: developed by the author

[16]The output of educational institutions and the impact of learning. (accessed 08/15/2023). Available at: https://www.oecd-ilibrary.org/sites/52901ef0-en/index.html?itemId=/content/component/52901ef0-en#section-d1e10856

Chapter 3 "IMPROVING ISRAEL'S EDUCATIONAL POLICY IN THE CONTEXT OF ISRAEL'S KNOWLEDGE ECONOMY AND GLOBALIZATION CONDITIONS." In the modern world, the concept of the knowledge economy acts as a central core that determines the trajectory of the country's social and economic development. In this context, the revision of educational policy becomes an integral part of the state's strategic response to the challenges of the time. In the case of Israel, as well as on a global scale, the conditions of globalization are turning into drivers of the evolution of educational systems, building a framework for the transformation of educational institutions at the state and institutional levels.

In the modern world, the importance of education as the most important factor in the formation of a new quality of society and economy increases along with the growing influence of human capital. A deep and comprehensive transformation of Israeli education policy is needed, with the allocation of targeted resources and the creation of a model for their effective use. The direction of this transformation is determined by the transition of society to a new, innovative phase of development, characterized by the emergence of a knowledge economy. The author has developed a model for introducing the concept of the knowledge economy into the country's educational policy, taking into account globalization processes in the global education market (hereinafter referred to as the model). The structure of the model includes an innovative approach to improving Israel's educational policy in the context of integrating the concept of the knowledge economy, taking into account trends in the globalization of education [17]. It is a diagram that clearly demonstrates the structural elements and algorithm of actions in the event of achieving certain results in the process of improving the existing practice of applying educational policy. The diagram clearly demonstrates the key components of the model proposed by the author, identifying logical relationships and the influence of each component on the overall result, which is presented in Figure 4.

When creating this model, the main goal was to solve current problems in the Israeli education system. This involved identifying the essential characteristics of the system, articulating key assumptions, and modeling to create an improved model with practical value for higher education. The final result of the practical application of the model should be the gradual integration of the Israeli education system into the global educational space, presenting it as an effective tool for improving the practice of adapting the country's educational policy.

The developed model includes three levels: diagnostics and goal setting of the model; formation of the model structure; assessment of the model's effectiveness.

The first level is "Diagnostics and goal setting." Diagnostics and goal setting play a key role in determining the success of the educational system's adaptation to the challenges of globalization. Interconnected processes of diagnosis and goal setting provide a strategic approach to the development of education, building it taking into account the needs of the knowledge economy and the requirements of the global educational community. A detailed diagram of the first level is presented in Figure 5.

[17]MASHAL, L. Models for improving the educational system in Israel in terms of reducing the gaps of inequality. In: *International Scientific and Practical Conference "EXPERIMENTAL AND THEORETICAL RESEARCH IN MODERN SCIENCE"* No. 35(2), pp. 144 -150. 16-18.11.2020, Chişinău, Moldova: Hiperion Editura, 2020. ISBN 978-5-368-01372-5. Available at: https://ibn.idsi.md/ro/vizualizare_articol/121454 .

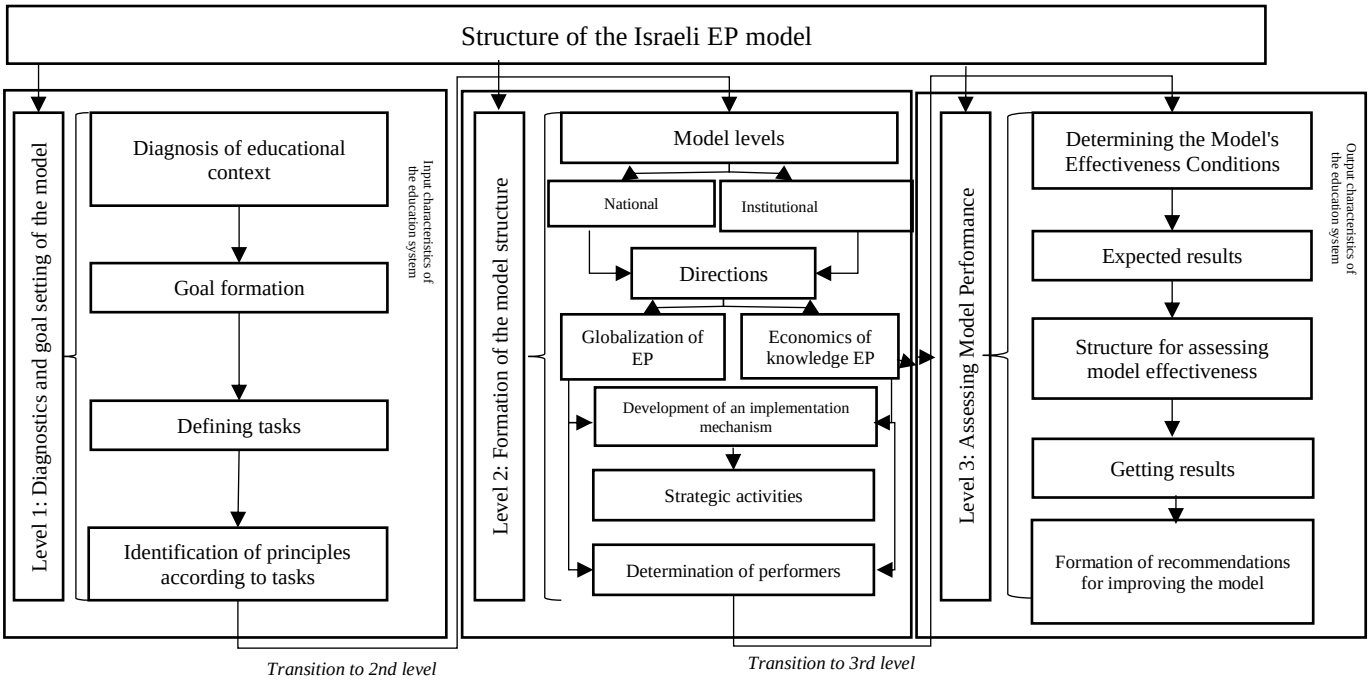


Figure 4. Structure of the model for introducing the concept of the knowledge economy into Israeli educational policy, taking into account globalization processes in the global education market

Source: developed by the author

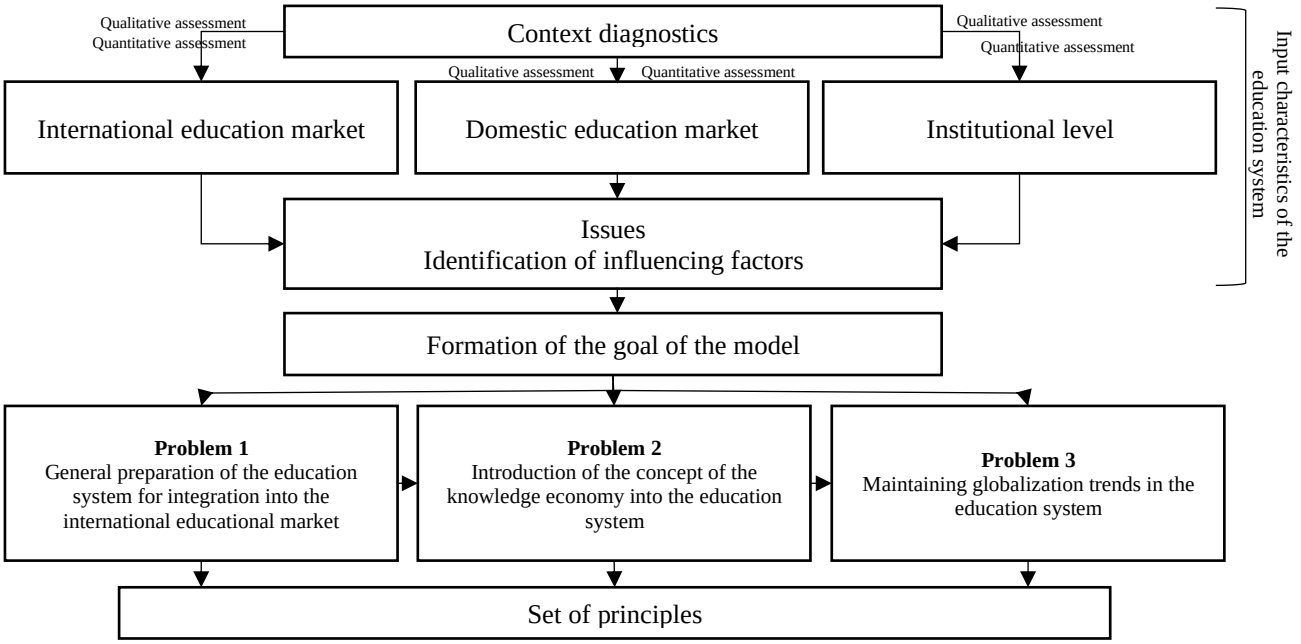


Figure 5. Structural diagram of the first level of the model "Diagnostics and goal setting of the model"

Source: developed by the author

Diagnostics is a systematic and research process aimed at analyzing and assessing various aspects of the educational environment. The purpose of this process is to understand the current state of the educational system in the national market, identify its key characteristics, as well as identify problems and potential, as well as analyze its position and place in the global education market. Understanding the current state of

the educational system is impossible without conducting research at the institutional level, that is, at the level of educational institutions in the country.

The second level, "Formation of the structure of the model," is a strategically significant stage at which the organizational and logical structure of the entire model for introducing the concept of the knowledge economy into Israeli educational policy is determined. The author has drawn up a structural diagram and examines the main aspects of the formation of the structure of the model, as well as the relationships and influence of each structural component on achieving the overall goals of modernizing educational policy, which is presented in Figure 6.

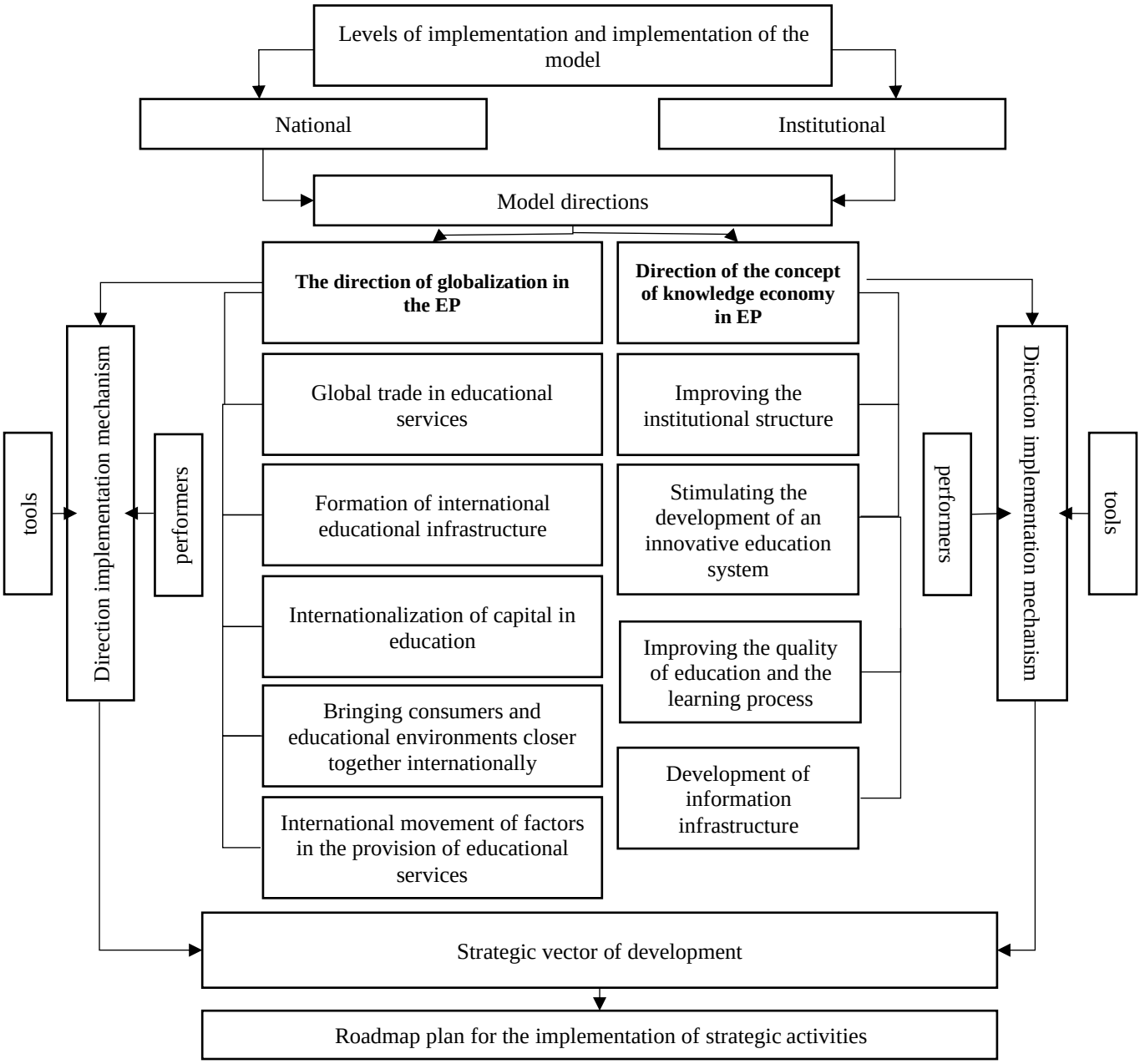


Figure 6. Block diagram of the second stage of the model "Formation of the model structure"

Source: developed by the author

The diagram shows a clear systematization and organization of the process aimed

at establishing the levels at which the model will be implemented, as well as identifying key areas of activity for the implementation and implementation of the model.

At this level, firstly, the problem of identifying the key components of the model is solved. Secondly, relationships between components are established. Thirdly, the formation of a logical sequence is extremely important at this level, which means determining the order and sequence of actions to implement the concept of the knowledge economy.

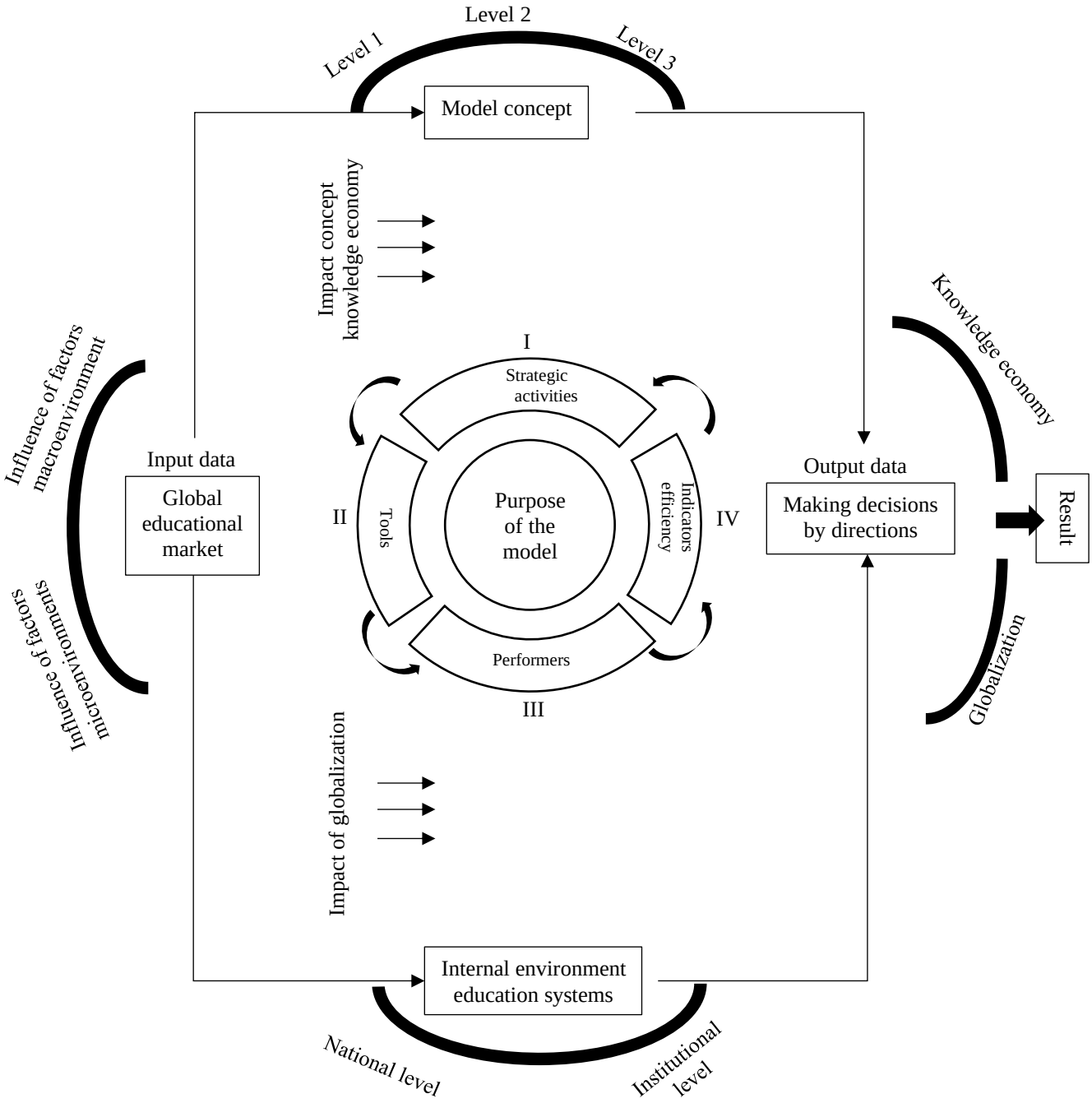


Figure 7. Structure of the mechanism for implementing the model for introducing the concept of the knowledge economy into Israeli educational policy, taking into account globalization processes in the global education market

Source: developed by the author

The key element of the second level of the model is the development of a mechanism

for implementing the model, the identification of performers at each stage of implementtation and the formation of appropriate strategic activities that will form a complete picture of the model from two points of view - globalization and the knowledge economy.

The structure of the mechanism for implementing the model for introducing the concept of the knowledge economy into Israeli educational policy, taking into account globalization processes in the global education market, is presented in Figure 7.

The mechanism is presented in the form of a closed loop and emphasizes the interaction and influence of the two directions on each other (globalization and the knowledge economy) in the field of education. The implementation of the model is particularly influenced by the global market and the processes occurring on it (the influence of macro- and microenvironmental factors). The implementation of the goal of the mechanism (the goal of the mechanism corresponds to the goal of the model) is possible thanks to a set of strategic measures implemented by specific performers using the tools proposed by the author. Based on the results of the implementation of activities, it is important to assess the effectiveness of the model mechanism.

The model's actions are limited to the strategic vector of the model's development, which includes strategic activities. The strategic vector of development of the model is shown schematically in Figure 8.

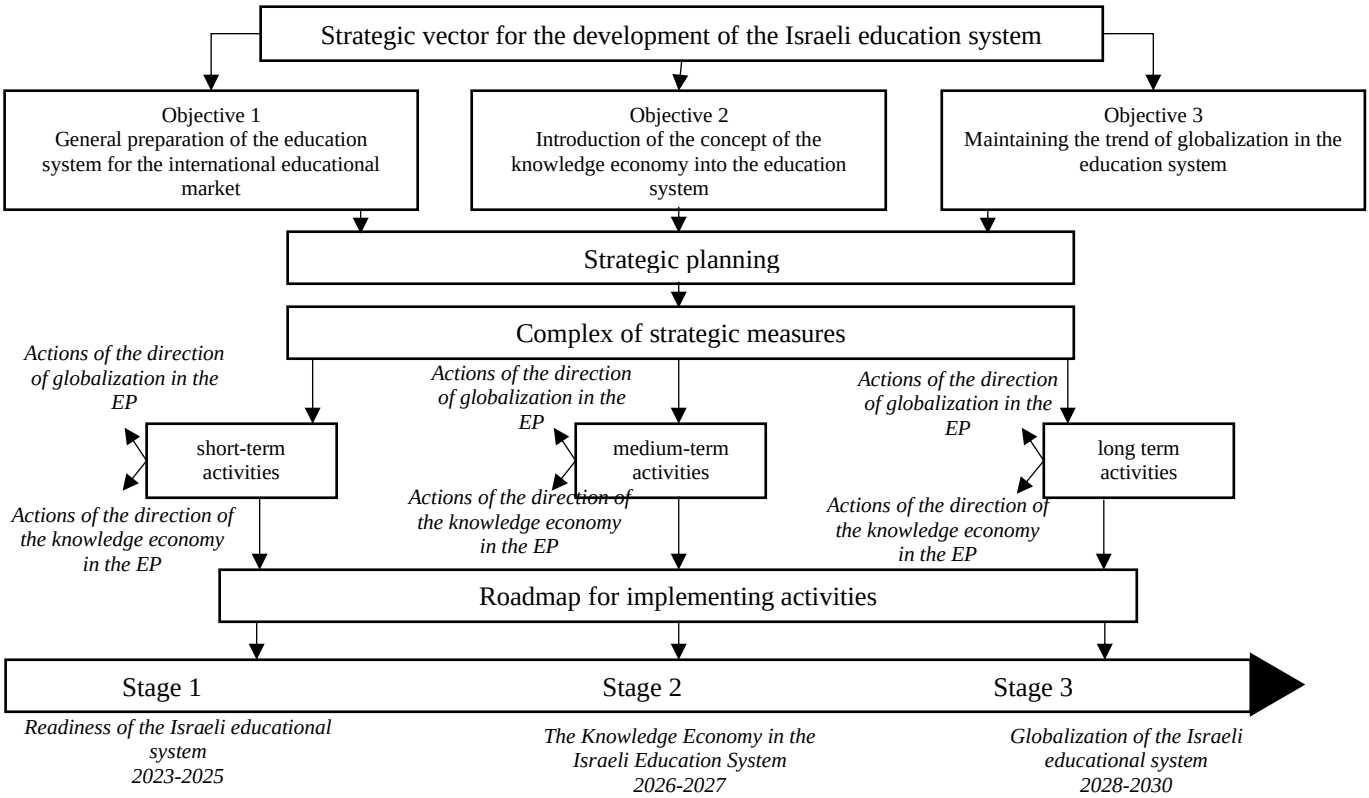


Figure 8. Strategic vector of development of the model for introducing the concept of the knowledge economy into Israeli educational policy, taking into account globalization processes in the global education market

Source: developed by the author

The strategic vector of development of the model for introducing the concept of the knowledge economy into Israeli educational policy is an important and promising initiative. Taking into account the globalization processes in the world education market,

Israel expresses a clear focus on innovative teaching methods, integration of technologies, and the development of qualified personnel ready for modern challenges. It is important to consider the need for a dynamic and adaptive approach that can effectively respond to changing conditions in the global arena of education and innovation.

The author developed roadmap plan for the implementation of activities, which is included in the model implementation mechanism. A roadmap is an action plan that defines the sequence of steps and key milestones to achieve a specific goal or implement a specific project. In the context of the model under consideration and the strategic actions proposed by the author, the roadmap includes steps to implement changes, improve processes and achieve goals within a certain time frame (years), which is presented as a diagram in Figure 9.

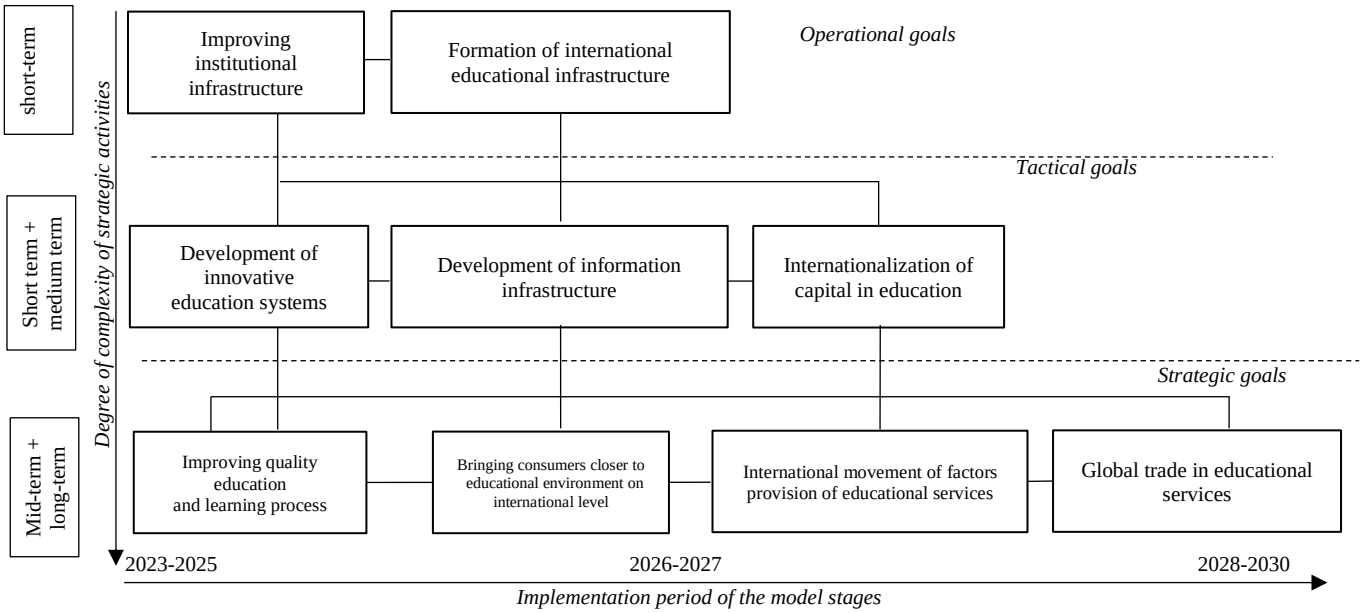


Figure 9. Roadmap for implementing the model for introducing the concept of the knowledge economy into Israeli educational policy, taking into account globalization processes in the global education market

Source: developed by the author

The road map developed by the author was created with the aim of systematizing and consistent implementation of the proposed activities. Each stage of the plan represents a key stage in introducing changes to the Israeli educational system, ranging from preparatory work and assessment of the current state to the step-by-step implementation of innovative methods and evaluation of their effectiveness. These steps are linked to two directions – globalization and the knowledge economy. Each stage is strategically built taking into account the logical sequence and relationship with previous and subsequent steps, which ensures a balanced and sustainable development of the educational system in accordance with the goals, objectives and principles at the first level of the model.

The third level, "Assessing the effectiveness of the model," plays an important role in determining the success and applicability of the developed model. At this stage, the results obtained from applying the model are analyzed to determine its long-term impact and compliance with the set goals. The use of the author's methodology for assessing the effectiveness of the model allows experts and all interested parties in analytical conclusions on research into the concept of the knowledge economy in educational policy in the context

of globalization and its role in the regional economy of Israel, to obtain original results that do not contradict the observed reality and specify the theoretical results of the research. According to the third level of the structural model, the main goal of the efficiency assessment algorithm is to determine the degree of achievement of the goal and the implementation of the model's objectives. The algorithm is shown schematically in Figure 10.

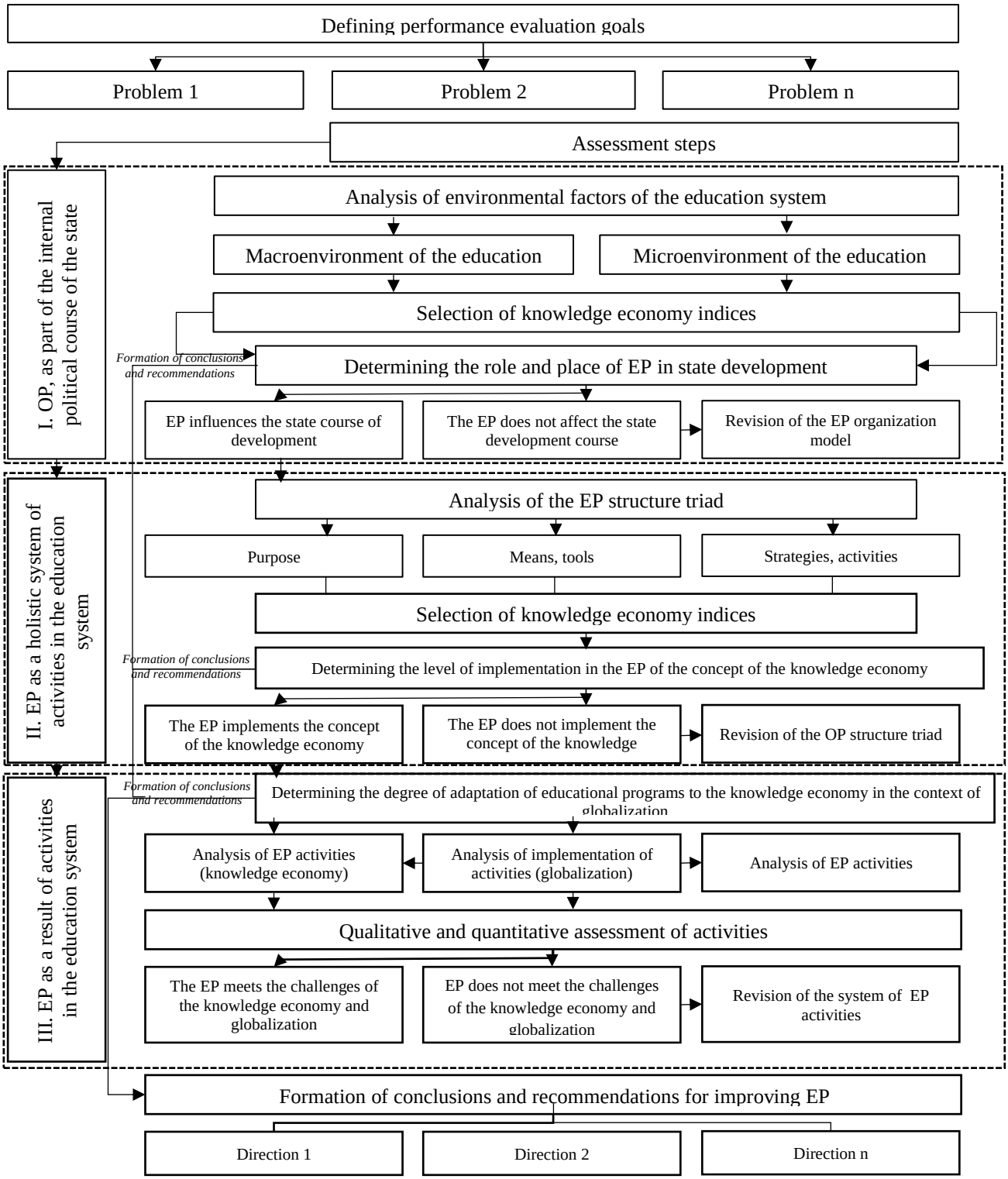


Figure 10. Algorithm for assessing the effectiveness of the model introducing the concept of the knowledge economy into Israeli educational policy, taking into account globalization processes in the global education market

Source: developed by the author

The presented algorithm for assessing the effectiveness of the model is the author's development and is aimed at obtaining comprehensive data on the state of educational policy during and after the application of the model proposed by the author. The algorithm is divided into three successive stages: assessment of educational policy as part of the internal political course of the state; assessment of educational policy as an integral system of activities in the education system; assessment of educational policy as a result of activities in the education system. These stages need to be implemented sequentially, since each of them represents a unique assessment perspective and examines educational policy from three different perspectives (from the national level to the institutional level). In this regard, the evaluation is convenient because conducting such an evaluation immediately assesses the effects of the model for the State of Israel and for the educational institutions included in the education system. The implementation of these stages consistently provides an integrated and comprehensive approach to assessing the effectiveness of educational policy, allowing one to identify problems at different levels and take targeted measures to solve them.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

A study devoted to the economy of knowledge and educational policy in the context of globalization turned out to be very relevant. The results revealed key aspects of the innovative development of the country's educational system, highlighted problems and gaps, and emphasized the importance of adapting global practices to the unique context of Israel in its desire to implement the concept of the knowledge economy in the country's educational policy for the most effective entry into the international educational space. The results of the study confirmed the main research hypothesis, which was put forward by the author before starting the scientific and research work on the dissertation research.

This study has had a useful impact by revealing gaps in theoretical concepts as well as highlighting the lack of clarity in the implementation of educational policies in various countries, including Israel. The identified weaknesses in teacher training, the problems of digital inequality, the slow pace of implementation of information and communication technologies, innovations in the educational process at all levels in Israel, became the focus of the author's attention, providing an opportunity to find practical ways to overcome them.

The purpose of this study was to analyze the relationship between the concept of the knowledge economy and educational policy in Israel under globalization. The main research objectives included identifying innovative practices, analyzing problems in adapting educational policies, strategies, plans, and activities to the context of the global market. The study aimed to identify problems and gaps in the implementation of the concept of the knowledge economy in the Israeli educational system, as well as to propose specific recommendations for improving this process, highlighting the benefits and positive effects of this process.

Future prospects for this research include the development of specific applied recommendations regarding the tools for each activity provided within the two directions of the model. The relevance of the study is emphasized by the fact that it not only identified problems, but also provided a basis for the development of specific strategies and solutions that contribute to the effective implementation of the concept

of the knowledge economy in the Israeli educational system and, as a result, increasing its competitiveness in the global context.

The obtained results of theoretical and practical research conducted by the author allowed us to formulate the following general **conclusions:**

1. was revealed, which covers various aspects. This area of social activity, which is of great importance, is created at several levels of the educational system, including international, national, regional, and even within individual educational institutions. A deep theoretical study of these levels and the mechanisms of their interaction becomes an essential task for a more complete understanding of the phenomenon of educational policy in the context of globalization.

2. It has been determined that in the process of formation and implementation of educational policy there are three key participants: the state, the market and educational institutions. Depending on the predominant role of each of them, three main models of educational policy are distinguished: state-paternalistic, liberal and social-corporate.

3. It is emphasized that in modern conditions the main task of educational policy is to ensure a high level of education that meets the current needs of the individual, society and the state in the context of globalization and the knowledge economy. This policy, representing the interests of the country's society and reflecting them in a global context, takes into account global development trends in the field of education.

4. A variety of approaches to defining the knowledge economy has been discovered. Various researchers and international organizations have presented multidirectional approaches to revealing the essence of the concept of the knowledge economy, aimed at its comprehensive definition. At the same time, the author highlighted the lack of a unified approach, but noted the presence of different theories and definitions, which emphasizes the complexity and versatility of this concept.

5. From a methodological point of view, the structure of the concept of the knowledge economy is a cyclical process that covers input and output data. The input process involves the creation and dissemination of knowledge, while the output process involves applying it and increasing competitiveness. The internal structure includes interrelated components such as organizational structure, innovation system, education and training, and information infrastructure.

6. The research results emphasize that the problem of assessing the effectiveness of educational policy in the knowledge economy remains relevant and unresolved from a theoretical point of view. The lack of a clear methodology and a precise definition for a given context complicates both theoretical and practical solutions to the problem. Researchers often reduce the process of assessing the effectiveness of education policies to economic or technical assessments focused on quantitative indicators. Performance measurement models associated with the knowledge economy take a systems approach but face uncertainty due to the subjective decisions and judgments of researchers and developers.

7. A global analysis of the education system shows that the adaptability of the market model is achieved through the principle of necessary diversity. The social-corporate and state-paternalistic models demonstrate adaptability by involving new actors in educational decision-making, in addition to the state. Civil organizations and the principle of public-private partnership in financing play a significant role in

adaptation, making the social-corporate model one of the most adaptive in the context of globalization and taking into account the peculiarities of the knowledge economy.

8. Studying the experience of various countries emphasizes that in the practical implementation of educational reforms in the international education market, in the vast majority of cases, two main difficulties arise: limited resources and the lack of effective mechanisms for implementing reforms.

9. Based on the data, it was concluded that globalization provides Israel with a chance to learn from the experiences of other countries and introduce advanced teaching methods. It also creates opportunities for international partnerships that can support knowledge sharing and the development of world-class programs. But with all the advantages of globalization in education, the introduction of the concept of the knowledge economy into the Israeli education system requires taking into account its unique features. The process of adapting and implementing the concept of the knowledge economy into Israeli education policy depends on various factors, including political, economic, social and technological.

In order to deepen the process of globalization and integration of the Israeli education system into the international market of higher education services, based on the results of theoretical and practical research, the author formulated the following **recommendations:**

1. Researchers, for future study of the process of integrating the concept of the knowledge economy into the education system, are recommended to use the definition of the knowledge economy developed by the author - this is a world process covering the global economy in which social progress and economic growth are achieved through the constant updating of knowledge and its use as a new factor of production.

2. The Israeli Ministry of Education is recommended to structure the state approach to the implementation of educational policy through the adoption and implementation of the model introducing the concept of the knowledge economy into Israeli educational policy, taking into account globalization processes in the global education market.

3. The Israeli Ministry of Education is recommended to approve at the state level a set of measures, divided into two directions (globalization and the knowledge economy) and enshrined in the road map, as part of ensuring the effective entry of the Israeli education system into the global educational space by adapting educational policy to modern requirements and challenges of the knowledge economy .

4. Public and private educational institutions in Israel are recommended to consolidate and implement, within the framework of institutional strategies, policies, programs, plans, approved activities at the level of the Israeli Ministry of Education in order to achieve a single two-level vector of development of the education system on the path to full and high-quality entry into the world educational space through the preparation of the educational system , formation of structural aspects of the model and assessment of the effects of this process.

5. Israeli educational institutions are recommended to implement a mechanism for implementing the model for introducing the concept of the knowledge economy into Israeli educational policy, taking into account globalization processes in the global education market.

6. In a changing environment of educational services and with rising student expectations, assessing the effectiveness of educational policies requires continuous improvement. The Ministry of Education and educational institutions in Israel are recommended to use a three-step performance assessment algorithm. It helps measure current status and understand how to improve and accelerate the process of achieving full competitiveness in the international educational arena, using a variety of tools to obtain objective data and analysis to make informed decisions.

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ADNOTARE

la teza de doctor în științe economice

"ECONOMIA CUNOAȘTERII ȘI POLITICA EDUCAȚIONALĂ ÎN ISRAEL ÎN CONTEXTUL GLOBALIZĂRII"

Lama Mashal, Chișinău, 2024

Specialitate 521.02 Economie mondială; Relații economice internaționale

Structura disertației: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 221 titluri, 26 anexe, 176 pagini de text principal, 41 de figuri, 28 de tabele. Rezultatele au fost publicate în 15 articole științifice.

Cuvinte cheie: economia cunoașterii, globalizare, politică educațională, relații economice internaționale, sistem educațional, cooperare internațională în educație.

Scopul studiului este de a dezvolta un model de îmbunătățire a politicii educaționale a Israelului, integrând elemente cheie ale economiei cunoașterii, în vederea stimulării cooperării internaționale productive în domeniul educației și îmbunătățirii în continuare a strategiilor educaționale și a direcțiilor de dezvoltare în contextul globalizării.

Obiectivele cercetării: descrieți conceptul și abordările pentru definirea economiei cunoașterii; caracterizarea rolului politicii educaționale în economia cunoașterii în contextul globalizării; să prezinte o evaluare a eficacității economiei cunoașterii în contextul globalizării; stabilirea direcțiilor de evaluare a eficacității politicii educaționale în contextul economiei cunoașterii; realizarea unui diagnostic al economiei cunoașterii în politica educațională la nivel internațional; efectuează cercetări asupra sistemului de învățământ și politica educațională israeliană; defini influența factorilor asupra implementării conceptului economiei cunoașterii în politica educațională israeliană; dezvoltarea modalităților de îmbunătățire a politicii educaționale bazate pe un model integrat al economiei cunoașterii; dezvoltarea componentelor structurale ale unui model de integrare a conceptului economiei cunoașterii în politica educațională israeliană ; dezvoltarea unui sistem de evaluare a efectelor politicii educaționale israeliene în contextul globalizării.

Noutatea și originalitatea științifică constă în următoarele aspecte: dezvoltarea unei definiții proprii a economiei cunoașterii, care include esența economiei cunoașterii în contextul globalizării; a fost elaborat și propus pentru implementare un model de introducere a conceptului economiei cunoașterii în politica educațională israeliană în contextul globalizării; se formează modalitățile și etapele de aplicare a modelului, care se exprimă în scopuri strategice; A fost elaborată o evaluare a eficacității modelului, care poate fi utilizată atât la nivel de stat, cât și la nivel universitar.

Rezultatele obținute, care contribuie la soluționarea problemei științifice , constau în necesitatea dezvoltării unui model de îmbunătățire și introducere a conceptului economiei cunoașterii în politica educațională a Israelului. Acest model ar trebui să devină un stimulent pentru stabilirea de relații internaționale productive în domeniul educației, al căror scop este implementarea cu succes a practicilor și strategiilor educaționale inovatoare, în concordanță cu principiile unei lumi globalizatoare. Modalitățile și etapele de aplicare a modelului promovează o cooperare mai strânsă între Israel și alte țări în domeniul educației, prin schimbul de cunoștințe și experiență. O astfel de interacțiune va contribui la consolidarea poziției sistemului educațional israelian pe scena mondială și la îmbogățirea mediului educațional al acestuia.

Semnificația teoretică a studiului este de a oferi o alternativă rațională, fezabilă și aplicabilă de idei, concluzii și recomandări care să contribuie la dezvoltarea sistemului de formare educațională la toate nivelurile în Israel.

Semnificația aplicată a lucrării disertația este de a dezvolta un model specific pentru introducerea aspectelor conceptuale ale economiei cunoașterii în politica educațională israeliană, ținând cont de procesul de globalizare din lume. În plus, autorul a propus obiective strategice pentru uz guvernamental și pentru instituțiile de învățământ în legătură cu procesul de implementare a modelului. Un rezultat practic important este dezvoltarea unui sistem de evaluare a eficacității politicii educaționale după modificările aduse pentru îmbunătățirea acesteia.

Implementarea rezultatelor stiintifice. Rezultatele dezvoltărilor științifice ale autorului sunt reflectate în 16 articole publicate în reviste științifice și sub formă de discursuri la conferințe de specialitate.

ANNOTATION

to the doctoral thesis in economics

"KNOWLEDGE ECONOMY AND EDUCATIONAL POLICY IN ISRAEL IN THE CONTEXT OF GLOBALIZATION"

Lama Mashal, Chisinau, 2024

Specialty: 521.02. World economy; International economic relations

Structure of the dissertation: introduction, three chapters, general conclusions and recommendations, bibliography of 221 titles, 26 appendices, 176 pages of main text, 41 figures, 28 tables. The results were published in 15 scientific articles.

Key words: knowledge economy, globalization, educational policy, international economic relations, education system, international cooperation in education.

The purpose of the study is to develop a model for improving Israel's educational policy, integrating key elements of the knowledge economy, in order to stimulate productive international cooperation in the field of education and further improve educational strategies and development directions in the context of globalization.

Research objectives: describe the concept and approaches to defining the knowledge economy; characterize the role of educational policy in the knowledge economy in the context of globalization; present an assessment of the effectiveness of the knowledge economy in the context of globalization; determine directions for assessing the effectiveness of educational policy in the context of the knowledge economy; conduct a diagnosis of the knowledge economy in educational policy at the international level; conduct research on the education system and Israeli educational policy; define the influence of factors on the implementation of the concept of the knowledge economy in Israeli educational policy; develop ways to improve educational policy based on an integrated model of the knowledge economy; develop structural components of a model for integrating the concept of the knowledge economy into Israeli educational policy; develop a system for assessing the effects of Israeli educational policy in the context of globalization.

Novelty and scientific originality lies in the following aspects: the development of our own definition of the knowledge economy, which includes the essence of the knowledge economy in the context of globalization; a model for introducing the concept of the knowledge economy into Israeli educational policy in the context of globalization has been developed and proposed for implementation; the ways and stages of applying the model are formed, which are expressed in strategic goals; An assessment of the effectiveness of the model has been developed, which can be used both at the state level and at the university level.

The results obtained, which contribute to the solution of the scientific problem consist in the need to develop a model for improving and introducing the concept of the knowledge economy into the educational policy of Israel. This model should become an incentive to establish productive international relations in the field of education, the goal of which is the successful implementation of innovative educational practices and strategies that are consistent with the principles of a globalizing world. The ways and stages of application of the model promote closer cooperation between Israel and other countries in the field of education, through the exchange of knowledge and experience. Such interaction will help strengthen the position of the Israeli education system on the world stage and enrich its educational environment.

The theoretical significance of the study is to provide a rational, feasible and applicable alternative of ideas, conclusions and recommendations that will contribute to the development of the educational training system at all levels in Israel.

Applied significance of the work dissertation is to develop a specific model for introducing the conceptual aspects of the knowledge economy into Israeli educational policy, taking into account the process of globalization in the world. In addition, the author proposed strategic objectives for government use and for educational institutions in connection with the process of implementing the model. An important practical result is the development of a system for assessing the effectiveness of educational policy after the changes made to improve it.

Implementation of scientific results. The results of the author's scientific developments are reflected in 16 published articles in scientific journals and in the form of speeches at specialized conferences.

АННОТАЦИЯ

к диссертации на соискание ученой степени кандидата экономических наук

«ЭКОНОМИКА ЗНАНИЙ И ОБРАЗОВАТЕЛЬНАЯ ПОЛИТИКА В ИЗРАИЛЕ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ»

Лама Машал, Кишинев, 2024

Специальность: 521.02. Мировая экономика; Международные экономические отношения

Структура диссертации: введение, три главы, общие выводы и рекомендации, библиография из 221 наименований, 26 приложений, 176 страниц основного текста, 41 рисунка, 28 таблиц. Результаты опубликованы в 15 научных статьях.

Ключевые слова: экономика знаний, глобализация, образовательная политика, международные экономические отношения, система образования, международное сотрудничество в образовании.

Цель исследования - разработка модели совершенствования образовательной политики Израиля, интеграции ключевых элементов экономики знаний, с целью стимулирования продуктивного международного сотрудничества в сфере образования и дальнейшего совершенствования образовательных стратегий и направлений развития в условиях глобализации.

Задачи исследования: описать концепцию и подходы к определению экономики знаний; охарактеризовать роль образовательной политики в экономике знаний в условиях глобализации; представить оценку эффективности экономики знаний в условиях глобализации; определить направления оценки эффективности образовательной политики в контексте экономики знаний; провести диагностику экономики знаний в образовательной политике на международном уровне; провести исследования системы образования и образовательной политики Израиля; определить влияние факторов на внедрение концепции экономики знаний в образовательную политику Израиля; разработать пути совершенствования образовательной политики на основе интегрированной модели экономики знаний; разработать структурные компоненты модели интеграции концепции экономики знаний в образовательную политику Израиля; разработать систему оценки эффектов образовательной политики Израиля в условиях глобализации.

Новизна и научная оригинальность заключается в следующих аспектах: разработано собственное определение экономики знаний, включающее в себя сущность экономики знаний в условиях глобализации; разработана и предложена к реализации модель внедрения концепции экономики знаний в образовательную политику Израиля в условиях глобализации; сформированы пути и этапы применения модели, которые выражаются в стратегических целях; разработана оценка эффективности модели, которая может применяться как на государственном уровне, так и на уровне университета.

Полученные результаты, способствующие решению научной проблемы, заключаются в необходимости разработки модели совершенствования и внедрения концепции экономики знаний в образовательную политику Израиля. Эта модель должна стать стимулом для установления продуктивных международных связей в области образования, целью которых является успешная реализация инновационных образовательных практик и стратегий, соответствующих принципам глобализирующегося мира. Пути и этапы применения модели способствует более тесному сотрудничеству между Израилем и другими странами в сфере образования, посредством обмена знаниями и опытом. Такое взаимодействие поможет укрепить позиции израильской системы образования на мировой арене и обогатить ее образовательную среду.

Теоретическая значимость исследования заключается в предоставлении рациональной, осуществимой и применимой альтернативы идей, выводов и рекомендаций, которые будут способствовать развитию системы образовательной подготовки на всех уровнях в Израиле.

Прикладная значимость работы диссертации состоит в разработке конкретной модели внедрения концептуальных аспектов экономики знаний в образовательную политику Израиля, с учетом процесса глобализации в мире. Кроме того, автором были предложены стратегические задачи для государственного применения и для учебных заведений в связи с процессом внедрения модели. Важным практическим результатом является разработка системы оценки эффективности образовательной политики после сделанных изменений по совершенствованию.

Внедрение научных результатов. Результаты научных разработок автора отражены в 16 опубликованных статях в научных журналах и в виде выступлений на специализированных конференциях.

MASHAL Lama

KNOWLEDGE ECONOMY AND EDUCATIONAL POLICY IN ISRAEL IN THE CONTEXT OF GLOBALIZATION

521.02. WORLD ECONOMY; INTERNATIONAL ECONOMIC RELATIONS

Abstract of the doctoral thesis in economics

Approved for printing: 12.12.2023
Offset paper. Digital printing.
Pattern sheets: 2,0

Paper size A4
Draw. Ex.25
Order no. 171

Tipografia PRINT-CARO, str. Columna, 170
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