

CURRICULUM VITAE**1. Personal Details****Permanent Home Address:** P.O. Box 412, Tamra 30811**Home Telephone Number:** +972-4-9941695**Office Telephone Number:** +972-4-9058015**Cellular Phone:** +972-50-6850030**Fax number: Office:** +972-4-6748218**Electronic Address:** awad_y@netvision.net.il or awad_y@Sakhnin.ac.il**2. Higher Education****A. Undergraduate and Graduate Studies**

| Period of Study | Name of Institution and Department | Degree | Year of Approval of Degree |
|-----------------|--|---------------------------------------|----------------------------|
| 2009-2015 | Haifa University, Department of Statistics - Actuarial Science | Ph.D. | 2015 |
| 2005- 2007 | Haifa University, Department of Statistics - Actuarial Science | Certification in Actuarial Science | 2007 |
| 1992-1995 | Hebrew University, Statistics and business administration | M.A. + continuing educational program | 1995 |
| 1988-1991 | Hebrew University, Department of Statistics and Economics | B.A. | 1991 |

3. Academic Ranks and Tenure in Institutes of Higher Education

| Dates | Name of Institution and Department | Rank/Position |
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| 3.11.2022-Present | Sakhnin College; Unit of advanced studies | Associate Professor of Practice- CHE (Council for Higher Education) |
| 2016-Present | Sakhnin College | Vice President of Research, Planning & Strategy |
| 2015-2022 | Sakhnin College; Unit of advanced studies | Senior Lecturer |
| 2011-2015 | Sakhnin College; Department of Education | Senior Teacher |
| 2007-2010 | Sakhnin College; Department of Education | Teacher |
| 1998-1999 | David Yellin College of Education | Teacher |
| 1994-1995 | Hebrew University; Department of Statistics | Adjunct Lecturer |
| 1992-1993 | Hebrew University; Department of Statistics | Professor assistant |

4. Offices in Academic Administration

2023 – Present Supervisor of "Amal" project (2023-2027) - the psycho-social education approach (PSEA) to promote the quality of the Arab education system in local council: Umm El Fahm, Shafaram, Magar, Majd Alkhrom, Acre). In partnership with Joint-Ashelim and the Ministry of Education.

2023 – Present Supervisor of the AB project (Strategy in the City) in the city, is a joint project of the Ministry of Education and the Joint-Ashlim organization, the

purpose of the project is to build a city strategic plan to promote the education system in accordance with the needs and vision of the Arab cities: Yanoch-Jeth, Shafram, Magar.

- 2023 – Present Supervisor of the joint project with the North District of the Ministry of Education to prepare a working model for the purpose of implementing artificial intelligence (AI) in school pedagogy, at a district level, in more than 60 elementary schools in Arab society.
- 2023 – Present Leading the task force to establish a funded multidisciplinary college, in response to the New Call for Proposals from the Higher Council of Education in Nov. 2022.
- 2023 – Present Supervisor of Cooperation between Sakhnin College (Imagination Lab.) and Sheba Hospital in teaching issues in the field of the human body for science students and high school students in the Arab society.
- 2021 – Present Chair of Evaluation-Based School Program; Graduated Studies (M.Ed.), Sakhnin College.
- 2020 – Present Supervisor and developer of the collaboration between the college and the Ministry of Education and Higher Education in the UAE (United Arab Emirates).
- 2019 – Present Supervisor of International Relations Unit, Sakhnin College.
- 2018– Present Supervisor of the Center for Social and Community Involvement (C-Saci).
- 2018– Present Supervisor of the Social Innovation and Entrepreneurship Lab. (Sinnolab).
- 2017– Present Co-editor in AI-Nibras: Journal of Education, Science and Society, Sakhnin Academic College.
- 2017– Present Supervisor of the Simulation Center.
- 2017– Present Member of the Committee of Experts, Sakhnin College.
- 2017– Present Member of the General Assembly and Member of the Board of Directors, Sakhnin College.
- 2017 – Present Head of Research Ethics Committee at the College.
- 2017– 2021 Member of the Academic Management of the College.
- 2016 – 2022 Chair of Graduate Studies Unit, Sakhnin College.
- 2016 – Present Vice President for Research and Strategic Planning, Sakhnin College.
- 2016 – Present Co-Chair of Management and Organization of Education Systems Program; Graduated Studies (M.Ed.), Sakhnin College.
- 2016 – Present Member of the Academic Council, Sakhnin College.
- 2016 – Present Member of the task force to establish a funded multidisciplinary college, in response to the Call for Proposals from the Higher Council of Education in November 2015.
- 2015 – Present the LEAR (Legal Entity Appointed Representative) of the College in International Projects of Erasmus+ of the European Union.
- 2014 – 2015 Team Member receiving the prize for quality and excellence awarded to Sakhnin College by the Prime Minister's Office.

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| 2013 – 2020 | Coordinator of Evaluation-Based School Program: Graduated Studies (M.Ed.), Sakhnin College. |
| 2012 – Present | Coordinator on behalf of the college in International Projects: Tempus IV, Erasmus+ of the European Union. |
| 2011 – Present | Member of the Research Committee in Sakhnin College. |
| 2011 – Present | Team member of Excellence and Quality program, Sakhnin College. |
| 2010 – Present | Director of Center for Professional Development, Continuing Education and Diploma, Sakhnin College. |
| 2009 – Present | Director of Pre-Academic Preparatory Year Program, Sakhnin College. |

5. Scholarly Positions and Activities outside the Institution

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| May 2023 | Training in "Internationalization of Teacher Education", financed by the German Academic Exchange Service, University of Education Weingarten, Germany. |
| Jun. 2022 – Present | Member of the Thinking and Working Team Initiative TOP15 Initiative to expand the circle of excellence: An inter-sectoral initiative to promote the excellence of Israeli students in the field of science-technology education, SHEATUFIM: Home for Collective Impact |
| Jun. 2022 – Present | Member of the Board of Directors of the Bashaar organization: Academic Community for Society in Israel. |
| Feb. 2022 - Present | Member of a focus group of academic experts in the field of evaluation and assessment, in order to assist, improve and refine the emerging policy of measurement, evaluation and updated of the Ministry of Education, with an emphasis on middle schools and elementary school- Ministry of Education |
| Feb. 2022 -Present | Member of forum for re-examination and updating the guidelines of the Director General's circular for the appointment of a school evaluation coordinator- RAMA |
| Dec. 2021 – 2023 | Member of the Supreme Committee of the International Conference for Teachers Education (June 2023) - 40 years of the Mofet Institute |
| Nov. 2021 - 2022 | Member of the steering committee of SWITCH program for realizing employment potential - among Arab academics, JDC-TABAT, Israel. |
| Aug. 2020 - Present | Integration in JDC's social board of directors |
| Feb. 2020 | Visited the School of Global Studies at Gothenburg Univ., Sweden, for the Erasmus+ DEMO project: A new spirit in teaching the lives of immigrants, and displaced persons. |
| Feb. 2019 | SMS-Training in VaKE (Values <i>and</i> Knowledge Education), Erasmus+: CURE's Special Mobility Strand Meeting, University of Salzburg (PLUS), Austria. |
| April 2018 | SMS-Training using Biographical perspectives - Building active citizenship, Erasmus+: CURE's Special Mobility Strand Meeting, Canterbury Christ Church University, UK. |

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| 2016 – Present | Member of the Bashaar organization; Academic Community for Society in Israel. |
| 2014 – 2015 | Alternative Assessment Training, Ministry of Education. |
| 2014 – 2015 | Training in Meaningful Learning, Ministry of Education. |
| 2013 - 2014 | Certification in "Evaluation for Learning", Faculty of Education, Tel Aviv University. |
| 2014 – Present | Member of the Forum of Coordinators of Programs and Evaluation Master's Degree, RAMA Institution. |
| 2011 – Present | Member of the District Steering Committee for Professional Development of Teachers, Northern District, Ministry of Education. |
| 2011 – 2016 | Member of the District Steering Committee for Professional Development of Assistant Principals, Northern Region, Ministry of Education. |
| 2010 - 2012 | Academic Management and Teaching Certificate, MOFET Institute, Tel Aviv. |
| 2010 – 2012 | Member of the Economic Development Forum of Tamara City; a program of the Economic Development Authority of the Arab Population, the Government of Israel. |
| 2010 – 2013 | Member of the National Steering Committee of the Professional Development of Administrators, Ministry of Education. |
| 2008 – 2011 | A member of the Forum for Closing Gaps and Economic Development in the Bedouin Towns in the South, the Ministry of Trade and Industry, the Government of Israel. |
| 2008 – 2011 | A member of the Public Council, Advisory Commission on Equal Opportunities, Ministry of Trade and Industry, the Government of Israel. |
| 2008 – 2011 | A participant in the parliament investigation committee of "investigation of barriers for Arabic population in civil service", Israel Knesset. |
| 2008 | Member of the think tank, "Centers of Human Fortunes in the Arab Population", JDC-Tevet. |
| 2007 – 2008 | Member of a professional committee on "economy and society", Van Leer Institute. |
| 2004 – 2010 | A volunteer member in the administration of Ibn Haldun Association for Practical Research among Arab Population. |
| 2004 – 2005 | A member in the public Schmid Committee on "children in distress", Israeli Government. |
| 1998 | A member in the steering committee of "tracing the needs of the disabled children in Arab population", Galil Association. |
| 1997 – 1998 | A member in the speaking committee of "Arab child in distress", Brookdale Institute. |
| 1996 – 1998 | A member in the committee on "poverty measurement and poverty redefinition in Israel", Israeli Government. |

6. Participation in Scholarly Conferences

a1. Active Participation in National Conferences

| Date | Name of Conference | Place of Conference | The subject of the Lecture/Discussion | Role |
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| 24-25 Oct. 2023 | Immigration in Israeli contexts: the unheard voices | The Open University, Ra'anana; Ben Gurion University in Beer Sheva | Culture-based pedagogy: the experience of the Palestinian-Israeli displaced persons | Co-Presenter [with Dr. Aml Taha-Fahum, Dr. Rawia Hayik, Dr. Lina Boulos] |
| 19 June 2023 | Financial education conference 2023 - for independence and economic resilience | Reichman University, Herzliya | Economic resilience in Arab society | Roundtable discussion [Dr. Maya Haran Rosen- Bank of Israel, Mr. Hassan Tuafra- director of the Authority for Economic Development] |
| 30 May 2023 | Melch Tech program - the technological-educational major at the college | Sakhnin Academic College | The technological-educational trend: introduction and experience | Co-Presenter [with Inas Zbedat] |
| 30 Nov. 2022 | Online conference from the Districts of Israel: "Sounds of evaluation", coordinators of evaluation and measurement | Virtual :Ministry of Education: North District | Programs evaluation | Active-Participant |
| 21 Sep. 2022 | The 5th Conference of "Mahut" Research and Knowledge Center for Parent-Education Team Relations: "Education teams and parents - a local and global perspective" | Lewinsky College | Kindergarten as a framework helps provide parents with the tools to develop an emotional dialogue with their children | Co-Presenter [with Dr. Aml Taha-Fahum, Dr. Manar Salama] |
| 21 Sep. 2022 | The 5th Conference of "Mahut" Research and Knowledge Center for Parent-Education Team Relations: "Education teams and parents - a local and global perspective" | Lewinsky College | A project to develop social skills according to SEL as a pilot in elementary schools in Sakhnin | Co-Presenter [with Dr. Aml Taha-Fahum, Dr. Manar Salama] |
| 6 Jul. 2022 | National Conference on Renewed Assessment. | Virtual: RAMA (National Authority for Measurement and Evaluation) | Change of places of the assessment coordinator in the upper elementary school | Roundtable |
| 7 Apr. 2022 | A network of action research in teacher training | Virtual: Mofet institution | Teacher Research as a Core Pedagogy of Teacher Education | Active-Participant |

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| 4 Apr. 2022 | Book Launch Event: Ethics and Panic in the World of Informatics. Copyright and Academic Advertising. Editors: Liat Yosefsberg Ben-Yehoshua, Daniel Sperling, Amalia Dan. Published by Mofet Institution. | Virtual: Mofet institution | Discussion about: Ethics and Panic in the World of Informatics. Copyright and Academic Advertising | Active-Participant |
| 13 Jan. 2022 | The third national online meeting of assessment coordinators | Virtual: Rama: The National Authority for Measurement and Evaluation | The role of the assessment coordinator in the implementation of assessment tools/school process | Active-Participant |
| 12 Jan. 2022 | Evaluation and Measurement Coordinators' 2022 District Online Conference "In the Way of the Heart" | Virtual: Northern District of the Ministry of Education: Evaluation Department | What is between social mobility and emotional consciousness? | Active-Participant |
| 7 Dec. 2021 | Erasmus+ events | Virtual: Representation of Erasmus+ office in CHE | The Unspoken Competencies for Teacher's Wellbeing | Active-Participant |
| 7-8 July 2021 | Pro-Mentors Project, National Meeting. | Talpiot College. Neve Ilan, Jerusalem, Israel | Mentors' training course in MIT; Evidence from the field and building partnerships | Round table participant |
| 14 July, 2020 | Online The 11th Seminar on School Evaluation: From Distance to Embrace - Opportunities to Strengthen Assessment for Learning Processes in Internal Assessment | National Authority for Measurement and Evaluation, Ministry of Education | Self-Evaluation, and evaluation of distance learning processes and products | Active-Participant |
| 5 July, 2020 | Online Conference of Posters of Final Thesis for Educational Counseling and Learning Disabilities Programs in M.Ed. Degrees | Sakhnin College | Display of posters of final Thesis in M.Ed. degrees. | Presenter |
| June, 2020 | Online Conference of Posters of Final Thesis for Management and Organization of Educational systems, and School-based Evaluation programs in M.Ed. Degrees | Sakhnin College | Display of posters of final Thesis in M.Ed. degrees. | Presenter |
| December, 2018 | Alternative Evaluation and Excellence: Methodologies for Evaluating Students' Achievements in Pre-Academic Preparatory Programs | Sakhnin College | Training and evaluation in the college between reality and vision | Keynote speaker |
| October, 2018 | Seminar: Academic Preparation | Samiramis hall, Shfaram. | Use of products from international projects in the Erasmus+ program by faculty members | Presenter |
| June, 2018 | Conference of Posters of Final Thesis in M.Ed. Degrees | Sakhnin College | Display of posters of final Thesis in M.Ed. degrees. | Presenter |

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| January, 2018 | Seminar: Exposure conceptual dialogue and feasibility of epistemological change between students in the management of educational systems and students in School-based Evaluation in M.Ed. programs | Sakhnin College | Highlights and milestones towards 2030 | Presenter |
| March 2017 | Building organizational identity in changing spaces Conference of Presidents and Heads of Academic Colleges of Education | Haifa WIZO College | Curriculum as an expression of the identity of academic institutions | Participant |
| January, 2017 | The Second Inter-College Conference for Presentation Research Papers of Graduate Education Colleges | Mofet Institute | Israeli society between past and future | Chairperson |
| December, 2016 | Academic preparatory programs as an impetus to improve accessibility and integration in a multicultural society | Zefat College | Evaluation of pre-academic program of a minority group in Israel from aspects of the concept of empowerment and social responsibilities of higher education system | Presenter |
| November, 2016 | The 6th Conference of Higher Education | Ashkelon | The launch of a new multi-annual program in higher education, Instruction in Academy - Training, Quality, and Innovation | Invited participant. [Response contribution as an expert] |
| November, 2016 | The 34th Meeting of the Higher Education Forum | Tel Aviv University | Affirmative action policies in higher education in Israel | Invited participant. [Response contribution as an expert] |
| September, 2016 | Workshop on VaKE | Gordon College, Haifa | VaKE: Values and Knowledge Education | Invited participant. [Response contribution as an expert] |
| June, 2016 | Introducing the final projects of the management education program | Sakhnin College | Leadership styles and patterns of influence on school | Chairperson |
| May, 2016 | Education Ministry | Mofet Institute | Academia program | Invited participant [Response contribution as an expert] |
| May, 2016 | Al Fanar: Community interest company: Al Riyan vocational guidance centers | Sakhnin | Integration of Arab women in the labour market | Presenter |
| May, 2016 | The Israel Statistical Association | Ramat Efaal – Ramat Gan | Statistical Learning and Data Science | Invited participant. [Response contribution as an expert] |

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| April, 2016 | Branco Weiss Institute and Education Ministry Conference | Kfar Maccabiah – Ramat Gan | Concepts and practices of teacher instruction - professional development of teachers | Presenter |
| April, 2016 | RAMA Institute and Education Ministry Conference | Ramat Efaal – Ramat Gan | Evaluation Based-School | Invited participant. [Response contribution as an expert] |
| 2015 | Branco Weiss Institute and Education Ministry Conference | Kfar Maccabiah – Ramat Gan | Teaching significant and meaningful teaching | Invited participant. [Response contribution as an expert] |
| 2015 | Fifth Annual Conference of Educational Leadership in Arab Society in Israel | Sakhnin College | Intercultural meeting led by the school | Chairperson |
| 2014 | Fourth Annual Conference of Educational Leadership in Arab Society in Israel | Sakhnin College | Management challenges in 21 th Century | Chairperson |
| 2013 | IAPE Israel Association for Program Evaluation | Davidson Institute of Science Education and Weizmann Institute of Science | Evaluation of Pre-Academic program of minority groups from the aspects of the concept of empowerment and social responsibility of higher education. | Presenter |
| 2012 | Management and organization of education systems | Advance studying, Sakhnin College | Social network: developing thinking era of globalization - outputs and risks | Presenter |
| 2011 | Management and organization of education systems | Sakhnin College | The effect of the new reform parent-teacher contact | Chairperson |
| 2011 | Youth Employment in Arab society | Beit Berl College | Youth Employment in Arab society: Engine for growth or development blocked | Presenter |
| 2009 | Gender, employment, and education: Issues in employment and education among Arab women | Technion – Israel Institute of Technology | Employment and education among Arab Females in Israel | Presenter |
| 2009 | Conference: One Partnership | Ashalim, JDC, Haifa | Children at risk in Arab society | Presenter |
| 2009 | Conference: Report Uno College | Ono Academic College, Kiryat Ono | Excluded - educated of quality professions in Israeli society | Presenter |
| 2008 | Workshop to appear in front of journalists | Agenda Institution, Nazareth | How to find Arab "sources" | Presenter |
| 2007 | Stage senior staff welfare policy | Ministry of Social Affairs and the Mandel Leadership School, Jerusalem | Is it possible to promote equality between local social services? | Presenter |
| 2006 | Seminar | E.L.A.T Israeli organization for Employment Counseling, Tel Aviv | Associations between social change, kindness or self-help and employment | Presenter |
| 2006 | Conference | Career Development Department, Hebrew University | Integration of Arab academics in the country | Presenter |

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| 2006 | Working Meeting | Center for Jewish-Arab Economic Development, Tel-Aviv | Arab in the High-Tech Industry | Presenter |
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a2. Active Participation in International Conferences

| Date | Name of Conference | Place of Conference | Subject of Lecture/Discussion | Role |
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| 26-27 Jun. 2023 | The 8th International Conference on Teacher Education: Passion and Professionalism in Teacher Education | MOFET Institution, Tel Aviv, Israel | Digital Concept maps as a methodology for collaborative learning and analytical thinking | Co-Presenter [with Dr. Lina Boulos] |
| 14-19 May 2023 | ILAP+ Virtual Exchange: Program for International Networking Week on the topic "Teaching Cooperations" | University of Weingarten / Weingarten, Germany | Workshop of Training in "Internationalization of Teacher Education", financed by the German Academic Exchange Service. | Co-Presenter [With Dr. Manal Yazbak, Ms. Jennifer Shefeild] |
| 5-7 Mar. 2023 | Third Thematic ECHA Online Conference on Teaching Highly Able Students | Virtual: ECHA and Gordon College | Digital Concept maps as a methodology for learning process | Co-Presenter [with Dr. Lina Boulos] |
| 31 May – 2 June 2022 | OECD International Annual Education Conference - Biennial of Future Designers in Education 2022, | Mofet Institution, ICC, Jerusalem, Israel | Characteristics and areas of the use of alternatives for evaluating achievements by teachers and their expression in teaching and learning in Arab society (Poster) | Presenter |
| 9-12 May 2022 | PROMENTORS – Promoting Mentors' Work in Education | John Paul II Catholic Uni., Lublin, Poland | Reflection on the field visits, Q&A with the teachers, teacher training students, and teacher training professionals | Co-Presenter [with Dr. Waleed Dallasha] |
| 11 May 2022 | International Conference | John Paul II Catholic Uni., Lublin, Poland | Mentoring in Teacher Training: Agents – Aspects - Aspirations | Participant |
| 11-15 Oct. 2021 | Peer Group Mentoring (PGM) Model | Jyväskylä Uni., Finland | Design and Implementation within the Israeli Mentors' Courses | Presenter & participates in discussions |
| 25 August 2021 | Cities' COVID Mitigation Mapping (C2M2) Post-Symposium Online Networking Event | Virtual: Harvard University (Center for Geographic Analysis-CGA) Boston, U.S. | (i) to promote the sustainability of an important ongoing discussion on the secondary impacts of the COVID-19 pandemic around the world and, (ii) to build a global network of researchers, policymakers, activists, and citizens who are interested in examining the second-order impacts of the COVID-19 pandemic through the lens of geospatial analysis. | Participant & participates in discussions |
| 12 July 2021 | IFAW (Israel Forum for Academic Writing) Study Day | Virtual: MOFET institution, Tel Aviv, Israel | Using the Portfolio Method as a Metacognitive Assessment Framework | Participant |

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| 28-30 June 2021 | International Association for Intercultural Education (IAIE): Intercultural Education in an Age of Information and Disinformation | Virtual: Kibbutzim College of Education, Technology and the Arts, Tel Aviv, Israel | Digital Concept maps as a methodology for collaborative learning and a tool for the enrichment of analytical thinking | Co-Presenter [with Dr. Lina Bolous] |
| 24-25 June 2021 | CITIES' COVID MITIGATION AND MAPPING (C2M2) SYMPOSIUM | Virtual: Harvard University (Center for Geographic Analysis-CGA) Boston, U.S. | *Gender - Adaptations to social challenges: poverty, education, and gender. * Optional Workshop/Showcase | Participant |
| Oct. 2020 | 2 nd International Conference on Literacy, Culture, and Language Education (ICLCLE). | Virtual: Indiana University School of Education / Indiana, U.S. | Minorities in children's literature. https://iclcle2020.sched.com/event/erlr/paper-minorities-in-childrens-literature | Co-Presenter [with Dr. Rawia Hayik] |
| 8 July 2020 | A new spirit in teaching immigration: Exposure Day for innovative teaching and training. Online International Exposure Conference to DEMO Project products. | Virtual: Hebrew University of Jerusalem / Jerusalem, Israel | Framework and changing perceptions at the institutional level, innovation in teaching methods at Sakhnin College https://www.youtube.com/watch?v=DiedpyNKRRU&feature=youtu.be time 40:50-58:11 | Presenter |
| 7 July 2020 | First online academic writing conference, IFAW (Israel Forum for Academic Writing), and the Erasmus + ASSET project of the EU: Blurring the lines: academic, professional, and popular writing. | Virtual: MOFET Institute/ Tel-Aviv, Israel | Digital Concept maps as a methodology for studying the thinking and writing process | Co-Presenter [with Dr. Lina Bolous] |
| June 2020 | Online International Study Day A Corner Stone: Building Education and Teacher Education Systems in Times of Crises and Changes | Virtual: MOFET Institute/ Tel-Aviv, Israel | Building Education and Teacher Education Systems in Times of Crises and Changes | Participant |
| March 2020 | Online International Day: From Exclusion to Inclusion | Virtual: MOFET Institute, TEC Center: Technology, Education and Cultural Diversity / Tel Aviv, Israel | Multiculturalism in Sakhnin College | Presenter |
| Nov. 2019 | Erasmus+: CURE's Special Mobility Strand | University of Education Upper Austria/ Linz, Austria | SMS-Training in community-based learning | Presenter |
| Sep. 2019 | GETL Conference, Global Education, Teaching & Learning Conference | Croatia / Sibenik. | Cultural Value Orientations Among Beginning Palestinian Arab Teachers in Israel (lecture) | Presenter |
| Jun. 2019 | The 7th International Conference on Teacher Education: The Story of Innovation in Teacher Education | MOFET Institute/ Tel Aviv, Israel | The Relationship between Cultural Identity and the Perception of Effective Principals of Teachers in Arab Schools (lecture) | Presenter |

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| Jun. 2019 | The 7th International Conference on Teacher Education: The Story of Innovation in Teacher Education. | MOFET Institute/ Tel-Aviv, Israel | The Effect of the Teacher's Cultural Identity on how Conflicts are Managed in Schools (lecture) | Presenter |
| Jun. 2019 | The 7th International Conference on Teacher Education: The Story of Innovation in Teacher Education. | MOFET Institute/ Tel-Aviv, Israel | The Effect of Positive Reinforcement, Motivation and Scientific Research on Students' Achievements in the Sciences (lecture) | Presenter |
| Jun. 2019 | The 7th International Conference on Teacher Education: The Story of Innovation in Teacher Education. | MOFET Institute/ Tel-Aviv, Israel | The perception of M.Ed. students as to how teachers, parents, school principals, municipal education department, and the Ministry of Education have an influence on the shaping of school policy in Arab society (Poster) | Presenter |
| Jun. 2019 | The 7th International Conference on Teacher Education: The Story of Innovation in Teacher Education. | MOFET Institute/ Tel-Aviv, Israel | Awareness of the Risks of Using Internet and Social Networks among Arab Teens (poster) | Presenter |
| Jun. 2019 | The 7th International Conference on Teacher Education: The Story of Innovation in Teacher Education. | MOFET Institute/ Tel-Aviv, Israel | Alternative Training – Excellent Students and Lecturers Manage a Dynamic Course in the Development of Thinking (poster) | Presenter |
| Jun. 2019 | Erasmus+: DEMO's Third Consortium Meeting, Trier Uni. | University of Trier / Trier, Germany | Workshop on Arts Based Community Methods (ABC-Methods) | Presenter |
| May 2019 | Erasmus+: Silice's International Integrated Camp for Students and Teachers. | VERN Uni. / Vis, Croatia | Final competition :Social, economic, and educational entrepreneurship | Mentor |
| May 2019 | Erasmus+: ASSET's Fourth Consortium Meeting | Tbilisi State Uni., Sokhumi State Uni., Ilia State Uni. / Georgia | Train the trainer meeting in IL, Using assessment tools | Presenter |
| Feb. 2019 | Erasmus+: ASSET's Third Consortium Meeting | Kinneret College, Gordon College, Sakhnin College / Israel | Train the trainer meeting in Israel | Presenter |
| Feb. 2019 | Erasmus+: CURE's Special Mobility Strand | University of Salzburg (PLUS)/ Salzburg, Austria | SMS-Training in VaKE (Values and Knowledge Education). | Presenter |
| Sep. 2018 | Erasmus+: DEMO's Second Consortium Meeting | University of Gothenburg / Gothenburg, Sweden. | Courses workshop – Best practices demonstrations: Addressing politically sensitive issues in classroom | Presenter |
| July, 2018 | Erasmus+: CURE's Fourth Consortium Meeting | Batumi Shota Rustaveli State University/ Batumi, Georgia | Curricular Reform for Democratic Principles and Civic Education in Teacher-Training Programs in Israel and in Georgia | Presenter |

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| June, 2018 | Erasmus+: SILICE's Training Teacher and Manager Meeting | Tel-Hai and Sakhnin colleges / Kiryat Shmona, Sakhnin, Israel | Cooperation between Business and Academic Projects in Sakhnin area | Presenter |
| May, 2018 | Erasmus+: DEMO's second Consortium Meeting | University of Thessaly/ Volos, Greek | Developing Modernized Curricula on Immigrants' Lives in Israel | Presenter |
| April, 2018 | Erasmus+: CURE's Special Mobility Strand Meeting | Christ Church University/ Canterbury, UK | Building active citizenship – Biographical perspectives | Presenter |
| Feb. 2018 | Erasmus+: Asset's Training Teacher and Manager Meeting | UCC (University College Cork)/ Cork, Ireland. | Formative assessment in new learning environments | Presenter |
| Jan. 2018 | Erasmus+: Silice's Training Teacher and Manager Meeting | KIIT University, Bhubaneswar/ Odisha, India | 2nd Module for Teachers: The Social Environment and Taking Advantage of Opportunities. SinnoLAB Managers: Business development process for social enterprisers and social start-ups | Presenter |
| July, 2017 | Erasmus+: CURE's Third Consortium Meeting | Christ Church University/ Canterbury, UK | Curricular Reform for Democratic Principles and Civic Education in Teacher-Training Programs in Israel and in Georgia | Presenter |
| July, 2017 | Erasmus+: SILICE Second Consortium Meeting | Technische Universität / Berlin, Germany | Social Innovating & Entrepreneurship | Presenter |
| June 2016 | Third International Conference on Academic Writing | MOFET Institution / Tel-Aviv, Israel | Building Bridges through Academic Writing: Research, Policy & Practice | Participant |
| June, 2015 | Education for the 21st Century: Multiculturalism, Children's Rights and Global Citizenship | Gordon College / Haifa, Israel | Children Rights: An Urgent Necessity in the 21st Century | Presenter |
| June, 2015 | Education for the 21st Century: Multiculturalism, Children's Rights and Global Citizenship | Gordon College / Haifa, Israel | Formulation of professional and personal identity in a multicultural awareness among students of teaching: a pedagogic dialogue among peers (lecture) | Presenter |
| June, 2015 | Education for the 21st Century: Multiculturalism, Children's Rights and Global Citizenship | Gordon College / Haifa, Israel | The relationship between teachers' perceptions of the leadership style of the school principal and their perceptions of parental involvement in primary schools in Arab society (lecture) | Presenter |
| June, 2015 | Education for the 21st Century: Multiculturalism, Children's Rights and Global Citizenship | Gordon College / Haifa, Israel | Maintaining confidentiality among educational advisors in the Arab sector and their moral orientation (lecture) | Presenter |
| June, 2015 | Education for the 21st Century: Multiculturalism, Children's Rights and Global Citizenship | Gordon College / Haifa, Israel | Children's rights: Theory and Practice | Chairperson |

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| 2015 | EspAnet Conference. | Ben Gurion University of the Negev/ Bear Shiva, Israel | The role of evaluation in affirmative action-type programs. | Presenter. |
| 2015 | Tempus VI -DOIT | Illia University / Illia, Georgia | Finalizing Students activities in Multicultural Education | Presenter |
| 2013 | The 6th International Conference on Teacher Education: Changing Reality Through Education. | Beniane Haoma/ Jerusalem, Israel | Gifted and Talented Pupil's Integration in Special Academic Programs. | Co-presenter [with Prof. Mahmood Khalil] |
| 2013 | Tempus VI -DOIT | Padagogische Hochschule Oberosterreich (PHOO) / Linz, Austria | Development of an International Model for Curricular Reform in Multicultural Education and Cultural Diversity Training | Presenter |
| 2013 | ELAT Institute conference: Towards the era of social responsibility- the evaluators, evaluated and public | Weizmann Institute - Davidson institute of Science Education Rohovot, Israel | Evaluation of pre-Academic program of a minority group in Israel by aspects of the concept of empowerment and social responsibility of higher education system | Presenter |
| 2013 | Tempus VI -DOIT | University Koblenz-Landau / Landau, Germany | Development of an International Model for Curricular Reform in Multicultural Education | Presenter |
| 2012 | Conference: One Hundred Years of Research and Innovation in Education, Teacher Training and Music Education. | Lioweinsky College / Dan Panorama hotel, Tel-Aviv, Israel | Motives behind career choice among students enrolled in the conversion track | Presenter |
| 2012 | International Conference | Amman, Jordan | Arab Council for Gifted and Talented | Co-Presenter [with Prof. Mahmood Khalil] |
| 2012 | Tempus VI –DOIT: Development of an International Model for Curricular Reform in Multicultural Education and Cultural diversity training | Tbilisi Uni. / Tbilisi, Georgia | Diversity Training and Multicultural education in Sakhnin College | Presenter |
| 2010 | Seminar for mathematics and statistics Department | Osnabruck Uni. / Osnabruck, Germany | NEF's VF: Natural Exponential Family's Variance Family | Participant |
| 2010 | International Symposium: Stochastic Models in Reliability Engineering, Life Science and Operations Management. | Sami Shimon College/ Beer Sheva, Israel | Extension of LC (Lee-Carter) model with various of Time-Series models | Presenter |
| 2009 | International Conference | MOFET Institution/ Tel Aviv, Israel | Promoting Thinking of Education in Training Teacher track- Application "to Learning Pedagogical Horizon" | Presenter |
| 2009 | IME2009 Conference: International Congress Insurance: Mathematics and Economics | Istanbul/ Turkey | Extension of Lee & Carter Model for Mortality Projection | Presenter |

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| 2008 | International Conference | Tel Aviv Univ., Dan Panorama Hotel / Tel Aviv, Israel | Minimum salary in international perspective | Participant |
| 2007 | International Workshop: Integrated Risk Model | Tilburg Univ. / Tilburg, Holland | Integrated risk model. Using new Alternatives distributions instead of Classic Counting distribution | Presenter |
| 1997 | International Conference | ESPE-97, ESSEX University/ Colchester, England | The European community for the economy of the population | Participant |
| 1997 | International conference: ISSA – Word Association for Social Security | National Insurance Institute, Binyani Hauma / Jerusalem, Israel | Non-compliance with the minimum wage in Israel, year 1979-1996 | Presenter |
| 1997 | International Conference | National Insurance Institute, Binyani Hauma / Jerusalem, Israel | A change in the medical system | Participant |
| 1995 | International Conference: Poverty, Discrimination, and Social Policy in Europe and in the Mediterranean Sea | Morocco | Tax reform and its impact on progressivity: The Israel Experience, 1986-1995. | Co-Presenter [with Prof. Lea Ahdut] |
| 1994 | International Workshop | LIS (Luxembourg Income Study) / Walferdange, Luxembourg | Luxembourg Income Study- LIS: "poverty and inequality incomes". | Participant |

b. Organization of Conferences or Sessions

| Date | Name of Conference | Place of Conference | Subject / Role / Comments | Role |
|-----------------|--|-----------------------------------|---|---|
| 26-27 June 2023 | The Eighth International Conference on Teacher Education: Passion and Professionalism in Teacher Education. | The MOFET Institute | Member of the organizing committee and reviews proposals | Organizer |
| 30 May 2023 | Melch Tech program - the technological-educational major at the college | Sakhnin Academic College | The technological-educational trend: introduction and experience | Co-Organizer [with Inas Zbedat] |
| June, 2022 | Conference of posters of final Thesis for Management and organization of educational systems, and School-based Evaluation, educational counseling, learning disabilities programs in M.Ed. degrees and M.Teach program | Sakhnin College / Sakhnin, Israel | Display of posters of final Thesis in M.Ed. degrees and M.Teach program | Organizer |

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|----------------|---|--|---|------------------------------------|
| June, 2021 | Conference of posters of final Thesis for Management and organization of educational systems, and School-based Evaluation, learning disabilities programs in M.Ed. degrees and M.Teach program | Virtual: Sakhnin College / Sakhnin, Israel | Display of posters of final Thesis in M.Ed. degrees and M.Teach program | Organizer |
| July, 2020 | Conference of posters of final Thesis for Educational counseling and learning disabilities programs in M.Ed. degrees. | Virtual: Sakhnin College / Sakhnin, Israel | Display of posters of final Thesis in M.Ed. degrees. | Organizer |
| June, 2020 | Conference of posters of final Thesis for Management and organization of educational systems, and School-based Evaluation programs in M.Ed. degrees. | Virtual: Sakhnin College / Sakhnin, Israel | Display of posters of final Thesis in M.Ed. degrees. | Organizer |
| March, 2019 | The First Hackathon for Social Entrepreneurship at Sakhnin College (Silice Project) | TAEQ (Town Association for Environmental Quality) in Sakhnin, Israel | Digitization in the service of social entrepreneurship | Organizer |
| Feb. 2019 | Erasmus+: ASSET's Third Consortium Meeting | Kinneret College, Gordon College, Sakhnin College / Sakhnin, Israel | Train the trainer meeting in Israel | Organizer |
| December, 2018 | Alternative Evaluation and Excellence: Methodologies for Evaluating Students' Achievements in Pre-Academic Preparatory Programs | Sakhnin College/ Sakhnin, Israel | Training and evaluation in the college between reality and vision | Organizer |
| October, 2018 | Seminar: Academic preparation | Samiramis hall / Shfaram, Israel | Use of products from international projects in the Erasmus + program by faculty members | Organizer |
| June, 2018 | Conference of posters of final Thesis in M.Ed. degrees. | Sakhnin College / Sakhnin, Israel | Display of posters of final Thesis in M.Ed. degrees. | Organizer |
| January, 2018 | Seminar: Exposure conceptual dialogue and feasibility of epistemological change between students in the management of educational systems and students in School-based Evaluation in M.Ed. programs | Sakhnin College / Sakhnin, Israel | Highlights and milestones towards 2030 | Organizer |
| October, 2017 | Seminar: Academic preparation | Ramada hotel/ Nazareth Elite, Israel | Research and international studies | Organizer |
| 2017 | Personal empowerment in the preparatory programs as a lever for success | Western Galilee College / Acre, Israel | Academic preparatory programs | Organizing Committee Member |

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| December, 2016 | Academic preparatory programs as an impetus to improve accessibility and integration in a multicultural society | Zefat College/ Zefat, Israel | Academic preparatory programs | Organizing & Committee Member |
| December, 2016 | Seminar: Presentation of final work of master's degree graduates | Sakhnin College / Sakhnin, Israel | interim management and improving student achievement in schools | Organizer |
| 2010 | Symposium on the topic: Employment Equity – Insights and Implementation | Sikkuy Association, Colony Hotel/ Haifa, Israel | Learning from the Canadian Experience | Organizer |
| 2009 | Gender, employment, and education: Issues in employment and education among Arab women. | Neaman Institute for Advanced Studies in Science and Technology, Technion – Israel Institute of Technology / Haifa, Israel | Gender and employment | Co-Director of the Conference & Organizer |
| 2009 | Academia is more than our minds | Sakhnin College / Sakhnin, Israel | Academia and development | Organizer & Committee Member |
| 2006 | Making Equality Work as part of Affirmative Action and Fair Representation Project. | Shatil Institute/ Haifa, Israel | Making Equality Work | Organizer & Committee Member |

7. Invited Lectures (In Israel)

| Date | Place of Lecture | Name of Forum | Presentation / Comments |
|-------------|--|---|--|
| May 2023 | Online via zoom: Committee of the Veterans Fund | Members of the Education Committee of the Veterans Fund. | Bedouin society in the north, situation and challenges |
| June. 2021 | Online via zoom: Beit Berl College | Faculty members of the Arab Academic Institute of Education - Beit Berl College | Academic literacy between teaching and learning (assessment). We have come to change |
| Nov. 2020 | Online via zoom: Al-Bashaar School of Science -Sakhnin | Parents and teaching staff | The relationship between parenting styles and parental involvement and ways to improve student achievement |
| May 2017 | The Kinneret Academic College | Steering Committee: Israeli hope at the academy | Academic developments in Arab society |
| JAN. 2017 | Mofet Institution | Associate degree in Academic Management | Academic Management in a Dynamic Environment |
| OCT. 2014 | Levinsky College, Tel Aviv | The college's faculty staff | Instruction creates reality. The role of faculties in Construction a liberal, democratic, multicultural, and enlightened society - Challenges, Prospects, Prices and Options |
| MAY 2013 | Givat Haviva, a national conference | Civil society organizations, Arab and Jewish intellectuals | Partnership between communities: Givat Haviva model for building a shared society |

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| FEB. 2013 | The Center for Educational Technology, Ministry of Education, Tel Aviv | Teachers of Citizenship | Democracy, equality and between them: social and economic inequality; |
| NOV. 2012 | Ministry of Justice, Jerusalem | Office of Justice employees | Israel's Arab minority |
| JUN. 2012 | Knesset of Israel- Association of Women Against Violence | Civil society organizations | Employment contribution of Arab teachers in the labor market |
| MAY 2012 | School of Law: Law Clinic College of Management, Rishon Lezion | Law students | Indirect discrimination - the case of Israel Railways |
| NOV. 2012 | Ministry of Justice, Jerusalem | Office of Justice employees | Israel's Arab minority |
| JUN. 2012 | Knesset of Israel- Association of Women Against Violence | Civil society organizations | Employment contribution of Arab teachers in the labor market |
| MAY 2012 | School of Law: Law Clinic College of Management, Rishon Lezion | Law students | Indirect discrimination - the case of Israel Railways |
| MAR. 2012 | The Center for Educational Technology, Ministry of Education, Tel Aviv | Teachers of Citizenship | Economy and education: challenges facing Arab society |
| JAN. 2011 | Conference, Youth Advancement Division, Ministry of Education, Beit Berl College, Kfar Saba | Guides and employees of the Ministry of Education | Youth Employment in the Arab population - the growth engine or obstacles to the development |
| JUL. 2010 | Symposium: Challenge- Israeli job market for academics. Ilam Association, Nazareth | Civil society organizations, Arab intellectuals | Challenges facing Arab academics Israeli in the labor market |
| JUN. 2010 | Symposium: Israeli labor market, the world - professionals of tomorrow", Altufula Center, Nazareth | Civil society organizations, Arab intellectuals | Modern labor market challenges |
| JUN. 2010 | Symposium: Arab academics in the Civil services, Bar Association, Nazareth. | Lawyers starting out | Fair representation of Arab academics in the Civil services |
| MAY 2010 | Symposium: Arabs in the high-tech, Intel, Matam Haifa | Managers and decision makers at Intel | Fair representation of Arab academics in high-tech |
| MAR. 2010 | Symposium: Equal Employment Opportunities: Insights and implementation - Canadian experience, Sikkuy Association, Haifa | Civil society organizations, Arab intellectuals | Fair representation in the Labor Market- Israeli Experience |

8. Research Grants

a. Grants Awarded

| Role in Research | Co-Researchers | Topic | Funded by | amount | Year | Publications (# in list of publication section) |
|------------------|--|--|---|---------------|-----------|---|
| PI/ Applicant | Prof. Yaser Awad, Sakhnin College, Israel. | Working model for the purpose of implementing artificial intelligence in school pedagogy | the Ministry of Education-North District | 100,000 NIS | 2023/2024 | |
| PI/ Applicant | Prof. Yaser Awad, Sakhnin College, Israel. | A.B. in Yishuv - strategy in education | The Joint (JDC)-Ashlim, and the Ministry of Education | 200,000 NIS | 2022/2023 | |
| PI/ Applicant | Prof. Yaser Awad, Sakhnin College, Israel. | A tender for the activation of the "Amal" Program-The Enlarging Approach (PSEA) to promote the quality of the Arab education system in the areas of the local councils | The Joint (JDC)-Ashlim, and the Ministry of Education | 6,743,620 NIS | 2022/2027 | |
| Co- PI | Dr. Yaser Awad, Sakhnin College, Israel. Dr. Abed Shalata, Sakhnin College, Israel. Dr. Hussein Tarabeih, Sakhnin College, Israel. Ms. Jennifer Sheffield, Sakhnin College, Israel. Prof. Dorothee Boccanfuso, Université Mohammed VI Polytechnique (UM6P), Morocco. Prof. Touhami Abdelkhalek, Université Mohammed VI Polytechnique (UM6P), Morocco. Prof. Luc Savard, Université Mohammed VI Polytechnique (UM6P), Morocco. | Education for the MENA ReGeneration | Ministry of Regional Cooperation, Israel | 100,000 NIS | 2022/2023 | |

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|-----------|---|--|---|--------------|-----------|------------|
| Applicant | Dr. Deia Ganayim, Sakhnin College, Israel. Dr. Sinan Olckun, Final International University, Turkey. Dr. Mehmet Hayri Sari, Nevsehir Haci Bektas Veli University, Turkey. | Linguistic effects on two-digit numbers Processing in Arabic and Turkish | Ministry of Regional Cooperation, Israel | 95,400 NIS | 2022/2023 | |
| Co-PI | Prof. Orly Binjamin, Sociology and Anthropology, Bar-Ilan University. Dr. Tal Meler, Behavioral Sciences, Zefat Academic College. Dr. Nir Cohen, Geography and Environment, Bar-Ilan University. Dr. Yaser Awad, Sakhnin College | The quality of the job as reflecting policy practices of (under) development and family relationships. | Interdisciplinary Research Center for Multicultural Community Development, Safed Academic College | 5,000 NIS | 2020 | J.3 |
| Co-PI | Dr. Bilha Bashan, Talpiot College. Dr. Reuma De-Groot, MOFET Institution. Dr. Haya Kaplan, Kaye College of Education. Dr. Dalia Imanuel-Noy, Beit Berl College BBC. Dr. Rivi Carmel, Kibbutzim College of Education. Dr. Yaser Awad, Sakhnin College. Dr. Waleed Dalasha, Sakhnin College. Dr. Judith Yoel, GACE. Dr. Alona Forkosh-Baruch, Levinsky | Cooperation for innovation and the exchange of good practices (PRO-MENTORS) | Erasmus+, EU Commission. | 71,870 Euros | 2020-2023 | |

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| | <p>College of Education. Dr. Gueta Ester, Hemdat HaDarom College. Dr. Shraga Fisherman, Shaanan Academic Religious College. Dr Karen Walshe, University of Exeter, UK. Pro. Romița Iucu, University of Bucharest, Romania. Prof. Ewa Domagała-Zyśk, University of Lublin, Poland. Prof. Hannu Heikkinen, University of Jyväskylä, Finland.</p> | | | | | |
| Co-PI | <p>Prof. Alt Dorit, Kinneret Academic College Prof. Gordon-Shaag Ariela, Hadassah Academic College Dr. Rhonda Sofer, Gordon Academic College Dr. Yaser Awad, Sakhnin College Prof. Akhaladze Lia, Sokhumi State Uni., Georgia. Dr. Mikautadze Eka, Ilia State Uni., Georgia. Dr. Petriashvili Izabella, Tbilisi State Uni., Georgia. Prof. Heinrichs Karin, Otto-Friedrich Uni. Bamberg, Germany. Dr. Weinberger Alfred, Private</p> | Assessment Tools for new learning environments in higher education institutions (ASSET) | Erasmus+, EU Commission. | 93,652 Euros | 2017-2020 | E.5 |

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| | <p>Pädagogische Hochschule der Diözese, Austria.</p> <p>Prof. Virkus Sirje, Tallinn Uni., Estonia.</p> <p>Dr. McCarthy Marian, Uni. College of Cork, Ireland.</p> <p>Prof. Gelashvili Tina, Samtskhe-Javakheti State Uni., Georgia.</p> | | | | | |
| Co-PI | <p>Prof. Julia Mirsky, Ben-Gurion Uni.</p> <p>Prof. Schroer Wolfgang, Stiftung Uni. Hildesheim, Germany.</p> <p>Prof. Kongeter Stefanp, Uni. Of Trier, Germany.</p> <p>Ass. Prof. Schierenbeck Isabell, Goteborg Uni., Sweden.</p> <p>Prof. Ulvydiene Loreta, Vilniaus Uni., Lithuania.</p> <p>Ass. Pro. Yiakoumaki Vassiliki, Uni. Of Thessaly, Greece.</p> <p>Ass Pro. Roar-Strier Dorit, Hebrew Uni.</p> <p>Mr. Schouker Eytan, Bezalel Academy of Arts and Design.</p> <p>Dr. Rhonda Sofer, Gordon Academic College.</p> <p>Dr. Yaser Awad, Sakhnin College</p> <p>Dr. Blum Dvora, Ruppin Academic Center.</p> <p>Ms. Becker Shoshana, The Society for Advancement of</p> | Developing Modernized Curricula on Immigrants' Lives (DEMO) | Erasmus+, EU Commission. | 95,277 Euros | 2017-2020 | E.4 |

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| | Education (NGO). Adv. Pinchuk Michal, ASSAF - Aid organization for Refugees (NGO). | | | | | |
| Co-PI | Prof. Ismael Abu-Saad, Ben Gurion Uni. Dr. Yaser Awad, Sakhnin College Ms. Mona Aldaher, Tel-Aviv Univ. Dr. Amena Hasan, The Arabic Language Academy. | A dictionary of educational terms in educational leadership, educational psychology, and statistics. [Arabic, Hebrew, English] https://www.arabicac.com/content.asp?id=395 | The Arabic Language Academy | 100,000 NIS | 2017-2020 | E.3 |
| Co-PI | Dr. Rhonda Sofer, Gordon Academic College. Dr. Yaser Awad, Sakhnin College Dr. Yogev Yitchak, Givat Washington Academic College Dr. Meirovitz Tamar, David Yellin Academic College. Dr. Hanan Maoz, Sapir Academic College. Mr. Kahanovitz Shacher, The Heschel Center for Environmental Learning and Leadership (NGO) Prof. Maglakelidze Shorena, Ilia State Uni., Georgia. Dr. Petriashvili Izabella, Tbilisi State Uni., Georgia. Prof. Gelashvili Tina, Samtskhe-Javakheti State Uni., Georgia. | Curriculum Reform for Promoting Civic Education and Democratic Principles in Israel and in Georgia (CURE) | Erasmus+, EU Commission. | 96,196 Euros | 2016-2019 | E.6 |

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| | <p>Ass. Prof. Makaradze Nana, Shota Rustaveli State Uni., Georgia.</p> <p>Dr. Deisadze Elguja, Kutaisi Uni., Georgia.</p> <p>Ms. Mosiashvili Tamar, Civic Development Institute (NGO), Georgia.</p> <p>Prof. West Linden, Canterbury Christ Church University, UK.</p> <p>Mag. Stuetz Roswitha, Pädagogische Hochschule, Austria.</p> <p>Mag. Dr. Weyringer Sieglinde, Salzburg Uni., Austria.</p> <p>Prof. Virkus Sirje, Tallinn Uni., Estonia.</p> <p>Dr. Gierszewski Dorota, Jagiellonski Uni., Poland.</p> <p>Mr. Valdmaa Sulev, Jaan Tonissoni Institute (NGO), Estonia.</p> | | | | | |
| Co-PI | <p>Dr. Zimmerman Eric, Interdisciplinary Center (IDC).</p> <p>Dr. Kahn-Horwitz Janina, Oranim Academic College.</p> <p>Mr. Danin Elad, Sapir Academic College.</p> <p>Dr. Greenberg Zeevik, Tel-Hai Academic College</p> <p>Dr. Yaser Awad, Sakhnin college</p> <p>Dr. Suar Mrutyunjayu, Uni. of Pune, India.</p> | <p>Agreement Social Innovation for Local <u>Indian</u> and <u>Israeli</u> Communities and graduate Entrepreneurs (SILICE)</p> | <p>Erasmus+, EU Commission.</p> | <p>77,674 Euros</p> | <p>2016-2019</p> | |

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| | <p>Mr. Gandhi Pratik, KIIT Uni. & Edulab Educational Exchange (NGO), India.</p> <p>Dr. Nanoti Vivek, Lokmanya Tilak, India.</p> <p>Mr. Yashroy Rajiv, Datta Meghe Institute of Medical Sciences, India.</p> <p>Ms. Heinemann Svea, Technische Uni., Germany.</p> <p>Dr. Cooper Sarah, The Uni. Of Edinburgh, Scotland.</p> <p>Ms. Biondic Iva, Veleuciliste Vern, Croatia.</p> <p>12) Dr. Mendes Rui, Uni. De Lisboa, Portugal.</p> <p>Mr. Cohen Ayelet, Israel Venture Network (NGO).</p> <p>Mr. Singh Yashveer, Ashoka India: Innovators for the Public (NGO)</p> <p>Mr. Lourenço Pedro, DNA Cascais (NGO), Portugal</p> | | | | | |
| PI | None | Statistical Models for Simultaneous Projection | The Zimmerman Foundation for the Study of Banking and Finance | 2,500 \$ | 2014-2015 | E.11 |
| Co-PI | Dr. Haitam Taha, Sakhnin College Dr. Yaser Awad, Sakhnin College | Construction and operation a center to identify and treat children with learning disabilities, training teachers and parents in primary schools | Ted Arison Foundation | 100,000 \$ | 2013-2014 | |
| PI | None | A multi-year program for the integration of women from the minority population who excel in their studies in institutions of higher education and in requested professions | Ministry of Equal Opportunities, Economic Development Authority of the Minority Sector | 4,000,000 NIS | 2013-2019 | E.8 |

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| Co-PI | <p>Dr. Rhonda Sofer, Gordon Academic College</p> <p>Dr. Yaser Awad, Sakhnin College</p> <p>Ms. Schilkraut Miriam, Kaye Academic College</p> <p>Dr. Eric Zimmerman, interdisciplinary Center (IDC).</p> <p>Dr. Hanan Maoz, Sapir Academic College</p> <p>Prof. Peretz Ronen, Ben-Gurion Uni.</p> <p>Prof. Chiabrishvili Nino, Iia State Uni., Georgia.</p> <p>Dr. Petriashvili Izabella, Tbilisi State Uni., Georgia.</p> <p>Prof. Akhaladze Lia, Sokhumi State Uni., Georgia.</p> <p>Prof. Sozashvili Nino, Telavi State Uni., Georgia.</p> <p>Ms. Skhamberidze Mary, Akhaltsikhe State Teaching Uni., Georgia.</p> <p>Prof. Kavrelishvili Roin, Akhalkalaki College, Georgia</p> <p>Mr. Zapp Mike, Uni. of Koblenz-Landau, Germany.</p> <p>Prof. Starkey Hugh, Uni. of London, UK.</p> <p>Prof. Jackson Susan, Birkbeck Uni. of London, UK.</p> <p>Mag. Stütz Roswitha, Pädagogische</p> | Development of an International Model for Curricular Reform in Multicultural Education and Cultural Diversity Training (DOIT) | Tempus IV, EU Commission. | 70,000 Euros | 2012-2015 | E.9 |
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| | Hochschule Oberösterreich, Austria. Ms. Tijnagel Bernadet, Han Uni. of Applied Science, Netherland. Dr. Stolov Yehuda, Inter-faith Encounters Association (NGO). Dr. Tabatadze Shalva, Centre for Civil Integration and Inter Ethnic Relations (NGO), Georgia. Ms. Mosiashvili Tamar, Civic Development Institute (NGO), Georgia. Mr. Valdmaa Sulev, Jaan Tõnissoi Istituut (NGO), Estonia. Ms Torok Noa, Student Union Interdisciplinary Center (NGO). | | | | | |
| Co-PI | Yaser Awad, Sakhnin College Prof. Mahmood Khalil, Sakhnin College | Representation and placement of Arab engineers in the private sector of the labor market in the north of Israel | Mandell L. and Madeleine H. Berman Foundation | 20,000\$ | 2011-2012 | E.16 |
| PI | None | Statistical Model for Mortality Projection | Ministry of Education | 192,000 NIS | 2011-2013 | A.1 |
| PI | None | Statistical Model for Mortality Projection | Haifa Uni. | 84,000 NIS | 2009-2011 | A.1 |
| Co-PI | Dr. Khawla Zoabi, Sakhnin College. Yaser Awad, Sakhnin College Prof. Mahmood Khalil, Sakhnin College | Values Education Project, video photography-based Co-Teaching | Sakhnin college- Department of Continuing Studies | 25,000 NIS | 2008-2009 | B.13 |

b. **Submission of Research Proposals**

| Role in Research | Co-Researchers | Topic | Funded by | Amount | Year | Score/Status |
|------------------|----------------|-------|-----------|--------|------|--------------|
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C. **Submission of Research Proposals – Not Funded**

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|--|---|--|---------------------------------------|----------------------|-------------|--|
| PI/ Applicant/ Researcher | <p>Prof. Yaser Awad, Sakhnin College, Israel. Gordon Academic College of Education, Israel. David Yellin College, Israel. Towns Association for Environmental Quality (TAEQ), Israel. PATHWAYS Institute for Negotiation, Israel. University Babes-Bolyai, Cluj, Romania. University of Thessaly, Greece. Catholic University for Applied Sciences, Germany. University for Development Studies- Tamale, Ghana. Catholic University College of Ghana. University of Cape Coast, Ghana. Foundation for Security and Development in Africa- Accra, Ghana. Ambo University, Ethiopia. Jimma University, Ethiopia. Wolaita Sodo University, Ethiopia. Forum for Social Studies, Addis Ababa, Ethiopia.</p> | <p>Multilateralism through Negotiation and Cultural Diplomacy Education in the Levant and Africa [MANDELA]</p> | <p>Erasmus Mundus, EU Commission.</p> | <p>800,000 Euros</p> | <p>2023</p> | <p>52/100 Threshold: 60</p> |
| Co-PI | <p>Dr. Brian David Seilstad, Al Akhawayn University, Morocco. Prof. Yaser Awad, Sakhnin College, Israel.</p> | <p>Regenerative Education for EuroMed-MENA Academia (REEMA)</p> | <p>Erasmus Mundus, EU Commission.</p> | <p>498,503 Euros</p> | <p>2023</p> | <p>70/100 Threshold: 60</p> |

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| | <p>Ms. Jennifer Sheffield, Sakhnin College for Teacher Education, Sakhnin, Israel.</p> <p>Prof. Dr. Mark Mifsud, University of Malta, Valleta, Malta.</p> <p>Prof. Dr. Ivana Restović, University of Split, Split, Croatia</p> <p>Prof. Dr. Duygu Türker Özmen, Yaşar University, Bornova, Türkiye.</p> <p>Dr. Achilleas Anagnostopoulos, University of Thessaly, Volos, Greece.</p> <p>Ms. Karima SELMAOUI, University Ibn Tofail, Kenitra, Morocco</p> <p>Mr. Mohammed Lbachir EL KBIACH, Abdelmalek Essaadi University, Morocco.</p> <p>Prof. Hassan Azaizeh, Tel-Hai College, Upper Galilee, Israel.</p> <p>Dr. Adva Margoliot, Achva Academic College, Shikmim, Israel.</p> <p>Enkeleint A. Mechili (vice rector), University of Vlora “Ismail Qemali”, Vlore, Albania.</p> <p>Associate Prof. Merita Isaraj, “Eqrem Cabej” University of Gjirokaster, Gjirokaster, Albania.</p> <p>Uran Rraci Deputy CEO,</p> | | | | |
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| | Universum College, Prishtina, Kosovo. Ms. Hanadi Hijress, Associate Partner: Towns Association for Environmental Quality, (TAEQ), Sakhnin, Israel. | | | | | |
| Co-PI / Applicant | Dr. Rawia Hayik Prof. Jamal Assadi Dr. Hala Irshed Dr. Yaser Awad | Improving productivity skills in English through social engagement | Ministry of Education: Office of the Chief Scientist | 224,000 NIS | 2022 | Not selected because the proposed project is at a high level of maturity for implementation, and not for research |
| Applicant | Dr. Lina Boulus, Dr. Salah Fokra | Fostering Academic Responsibility and Equity through student-led Digital Academy (FAREDA) | Spencer Foundation | 248,568 \$ | 2022 | Score 20.5/32 |
| Co-PI | Dr. Rawia Hayik Dr. Yaser Awad | Voices of the Displaced | Spencer Foundation | 60,000 \$ | 2022 | Over 300 proposals were submitted, our proposal was among the 48 bests, and moved to the second stage. Score 30.5/32 . ask us to launch it again next year |
| Co-PI / Applicant | Dr. Rawia Hayik Prof. Jamal Assadi Dr. Hala Irshed Dr. Yaser Awad | Improving Productive English Skills through Social Involvement – PILOT PROGRAM | U.S. Embassy | 56,775 \$ | 2022 | 50 proposals were submitted, our proposal was among the 12 bests, and moved to the second stage including an invitation to a meeting. The result: ask to launch it again next year |
| PI/ Applicant/ Researcher | Dr. Yaser Awad, Sakhnin College. Gordon Academic College of Education, Israel. David Yellin College, Israel. Towns Association for | Multilateralism through Negotiation and Cultural Diplomacy Education in Afro-Eurasia [MANDELA] | Erasmus Mundus, EU Commission. | 800,000 Eros | 2022 | Because of the many new guidelines, we missed a criterion that requires that the inclusion of a non-profit partner from a certain country |

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| | <p>Environmental Quality (TAEQ), Israel.</p> <p>PATHWAYS Institute for Negotiation, Belgium.</p> <p>University Babes-Bolyai, Cluj, Romania.</p> <p>University of Thessaly, Greece.</p> <p>Catholic University for Applied Sciences, Germany.</p> <p>University for Development Studies- Tamale, Catholic.</p> <p>University College of Ghana, and Foundation for Security and Development in Africa- Accra, Ghana.</p> <p>Ambo University, Ethiopia.</p> <p>Jimma University, Ethiopia.</p> <p>University of Colombo, Sri Lanka.</p> <p>University of Jaffna, Sri Lanka.</p> <p>National Peace Council for Sri Lanka, Sri Lanka</p> | | | | | requires the inclusion of an academic institution partner from that country. |
| Co-PI/ Researcher | <p>Researchers from various Academic Institutions from Israel and Abroad:</p> <p>Ben Gurion University, Israel.</p> <p>The University of Haifa, Israel.</p> <p>Bar Ilan University, Israel.</p> <p>Dr. Yaser Awad: Sakhnin College, Israel.</p> <p>Gordon College, Israel.</p> <p>David Yalin College, Israel.</p> | Dialogue for Educational Effect in Diverse Democracies [DEED] | Erasmus Mundus, EU Commission. | 151,250 Eros | 2022 | 13/15 good |

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|-----------------------|--|--|---------------------------------------|--------------------|-------------|---------------|
| | <p>European School Heads Association, Netherlands.</p> <p>Université Paris-Nanterre, France.</p> <p>Frankfurt University of Applied Sciences, Germany.</p> <p>Vrije Universiteit Amsterdam, Netherlands.</p> <p>University of Vienna, Austria.</p> <p>Ilia State University, Georgia.</p> <p>University of Hildesheim, Germany.</p> <p>Norwegian University of Science and Technology, Norway.</p> <p>THY NGO, Kosovo.</p> <p>University of Warsaw, Poland.</p> <p>University of Oxford, UK.</p> | | | | | |
| Applicant/ Researcher | <p>Dr. Yaser Awad, Sakhnin College, Israel.</p> <p>Naama Levi, Yair Harnel, Council for Higher Education (CHE).</p> <p>Dr. Adrian Corpadean, BBU, Romania.</p> <p>Dr. Laura-Maria Herța, BBU, Romania.</p> <p>Dr. Mircea Maniu, BBU, Romania.</p> <p>Stefania Armaselu, Agency for Quality Assurance in Higher Education</p> | <p>Cultural and Digital Diplomacy (DIPLOCULT). The expected result is a drafted joint/double master that can be submitted to the EMJM program.</p> | <p>Erasmus Mundus, EU Commission.</p> | <p>55,000 Eros</p> | <p>2021</p> | <p>71/100</p> |

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|-----------------------------|--|---|---|------------------------|------|---|
| | (ARACIS), Romania. Dr. Vassiliki Yiakoumaki, Konstantinos Kalantzis, Thessaly Uni, Greece. Areti Mizara, Hellenic Quality Assurance & Accreditation Agency (HQA), Greece. Ana Pipio, Arlindo Oliveira, Daniel Gonçalves, Universidade Lisboa, Portugal. Professor (Dr.) Vijay Khare, Dr. Shewta Chwala, Dr. P.J Khache, SPPU, India. | | | | | |
| Co-Applicant/ Researcher | Association for Environmental Quality Beit Netofa (TAEQ). Dr. Yaser Awad, Sakhnin College. Israeli Green Building Council. | Creating Regional Sustainability through Climate Action, Economic Development and Citizen Engagement for Arabs and Jews in Northern Israel | EU Commission: EuropeAid/170901/ DH/ACT/Multi | 2.5 million Eros | 2021 | stage 2: not Submitted Aug. 2021 due to the condition of the matching support |
| Co-PI | Prof. Orly Binjamin, Sociology and Anthropology, Bar-Ilan Uni. Dr. Tal Meler, Behavioral Sciences, Tzfat Academic College Dr. Nir Cohen, Geography and Environment, Bar-Ilan Uni. Dr. Yaser Awad, Sakhnin College. | The quality of the job as a reflection of an ethno- national-spatial policy of (under) development and family relations: the case of employment potential among those with a bachelor's degree | ISF | 337,311 NIS | 2020 | Weak |
| Applicant/ Researcher | Researchers from various Academic Institutions from Israel and Abroad: Dr. Yaser Awad, Sakhnin College, Israel. Gordon Academic | Internationalization of Israeli Higher Education through Negotiation Education and Cultural Diplomacy / ILIAD | Erasmus+, EU Commission. | 1,000,000 Euros | 2020 | Good |

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|---------------------------|--|--|-----------------------------|-----------------|------|------|
| | College of Education. Tel Hai College. Tel Aviv Yafo College. Beit Berl College. Talpiot College of Education. Ben Gurion University. Achva Academic College. Towns Assoc. Environmental Quality (NGO). Pathways Institute (NGO). Babeş-Bolyai University, Romania. Universidade Nova de Lisboa, Portugal. Catholic University of Applied Sciences, Germany. | | | | | |
| Co-PI | Researchers from various Academic Institutions from Israel (Dr. Yaser Awad, Sakhnin College) and abroad | Promoting Digital Transformation Through Open Digital Badges in Higher Education Institutions in Israel / PRODIG | Erasmus+, EU Commission. | 80,666 Euros | 2020 | Good |
| Co-Principal Investigator | Researchers from various Academic Institutions from Israel (Dr. Yaser Awad, Sakhnin College) and abroad | Development for Integrating Geographic Information Systems in Teacher-Training in Israel / GISTIS | Erasmus+, EU Commission. | 79,787 Euros | 2020 | Good |
| Applicant/ Researcher | Researchers from various Academic Institutions from Israel (Dr. Yaser Awad, Sakhnin College) and abroad | Empowerment and Career Orientation for Youth and Women in the Mediterranean (ECO-MED) | ENI CBC MED, EU Commission. | 3,075,254 Euros | 2019 | Good |

9. Scholarships, Awards and Prizes

July 2023 A grant from Erasmus+ through: Mobility for learners and staff – Higher Education Student and Staff Mobility by ERASMUS+ project team, to an important training event that took place at University of Leon, Spain. The topic of the training Learn about Erasmus+ mobility and operating an International Office. Advance an international cooperation with University of Leon. scholarship of **1,600** Euros.

- 2019 A grant from Erasmus+ through: Mobility for learners and staff – Higher Education Student and Staff Mobility by ERASMUS+ project team, to an important training event that took place at University of Salzburg (PLUS), Austria. The topic of the training workshop is VaKE (Values and Knowledge Education). Three faculty members with scholarship of **4,000** Euros.
- 2018 A grant from Erasmus+ through: Mobility for learners and staff – Higher Education Student and Staff Mobility by ERASMUS+ project team, to an important training event that took place at Canterbury Christ Church University in Canterbury, United Kingdom. The topic of the training workshop is Innovative pedagogy of auto/biographical and narrative enquiry for active citizenship, sustainability and democratic. Three faculty members with scholarship of **4,000** Euros.
- 2015 A grant from Erasmus+ through: Mobility for learners and staff – Higher Education Student and Staff Mobility between Sakhnin College and Alexandru Ioan Cuza University of Iași, Romania.
Five students from Sakhnin college studied in University of Iași, in the International School in English Dept., for four months, with scholarship of **16,400** Eures, and one faculty member with scholarship of **1,300** Eures.

10. Teaching

a. Courses Taught in Recent Years

| Year | Name of Course | Type of Course | Degree | No. of Students |
|-----------|---|------------------------------|---------|-----------------|
| 2018-2023 | Action Research | Lecture/ Workshop/ Mandatory | M.Teach | 35 |
| 2016-2022 | Research Methods and Statistics - Introduction | Lecture/ Mandatory | M.Ed | 27 |
| 2016-2023 | Advanced Research Methods and Statistics | Lecture/ Mandatory | M.Ed | 30 |
| 2014-2023 | Scientific Writing- Thesis | Workshop/ Mandatory | M.Ed | 30 |
| 2013-2023 | Analysis of Empirical Studies | Lecture / Mandatory | M.Ed | 25 |
| 2018-2019 | Statistics | Lecture / Mandatory | B.Ed. | 27 |
| 2015-2019 | Research Methods and Statistics | Lecture / Mandatory | B.Ed. | 32 |
| 2011-2015 | Qualitative Research | Lecture / Mandatory | B.Ed. | 45 |
| 2010-2015 | Teacher as a Researcher in Class | Lecture | B.Ed. | 40 |
| 2012-2013 | Profession and Ethics | Co-Lecture / Mandatory | M.Ed | 30 |
| 2012-2013 | Classroom Management | Lecture / Mandatory | B.Ed. | 30 |
| 2007-2010 | Introduction of Research Methods and Statistics | Lecture / Mandatory | B.Ed. | 35 |

b. Supervision of Graduate Students

b1. Supervision of Ph.D. Students

| Name of Student | Title of Thesis | Degree | Date of Completion /in Progress | Students' Achievements |
|-----------------|---|--------|--|------------------------|
| Yaser Basher | Parental authority in Arab society in Israel [Hebrew] | Ph.D. | Completion November 2020. Co-supervisor with Prof. Avi Sagi from Bar-Ilan Univ. | Excellent |

b2. Supervision of M.Ed. Students [Final project- Not Thesis]

| Name of Student | Title of Thesis | Degree | Date of Completion /in Progress | Students' Achievements |
|------------------|--|---------|---------------------------------|------------------------|
| Amal khazin | The perceptions of mothers about their children's computer games and the dilemmas they face. [Hebrew] | M.Ed | Completed in 2023 | 94 |
| Anwar Abu Mdegem | mathematics and achievement in it, in the preparatory stage, from the teachers' point of view. [Arabic] | M.Teach | Completed in 2023 | 92 |
| Esraa Badarneh | The relationship between leadership styles and cultural identity and their contribution to organizational commitment among managers and coordinators in a day care center in the Arab sector. [Hebrew] | M.Ed | Completed in 2023 | 97 |
| Sabrin Awad Ryan | Examining the location and uniqueness of the teacher-student dialogue among the teaching staff in a high school in Arab society in the northern region. [Hebrew] | M.Ed | Completed in 2023 | 100 |
| Olaa Diab | ICT in teaching as a motive for increasing the motivation to learn among struggling students in elementary schools in the Arab society during the Corona crisis. [Hebrew] | M.Ed | Completed in 2023 | 92 |
| Alaa Bdarneh | Factors affecting dropout from middle and high school in Arab society. [Hebrew] | M.Ed | Completed in 2023 | 96 |
| Rina Sadi | The relationship between job satisfaction, resilience, sense of coherence and between work engagement among Arab teachers. [Hebrew] | M.Ed | Completed in 2023 | 99 |
| Tagrid Abu-Hagol | Hidden dropout among Arab students in the North District. [Hebrew] | M.Ed | Completed in 2023 | 87 |

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|----------------|---|------|-------------------|-----|
| Eman Drawshi | Effect of Parents' Perceptions of their Parental Role, Self-Efficacy, and Invitation to Involvement from School and the Child on their Involvement in their Child's Education in Arab Society. [Hebrew] | M.Ed | Completed in 2022 | 100 |
| Domia Hana | The effect of leadership style among teachers on the academic achievement and motivation of pupils, in elementary schools and middle school in Arab society. [Hebrew] | M.Ed | Completed in 2022 | 92 |
| Lutfia Handy | Characteristics and areas of the use of alternatives for evaluating achievements by teachers and their expression in teaching and learning in Arab society. [Hebrew] | M.Ed | Completed in 2022 | 98 |
| Linda Ibrahim | The relationship between online teaching through the zoom and the quality of teaching and learning from the perspective of primary and middle school teachers from Arab society. [Hebrew] | M.Ed | Completed in 2022 | 94 |
| Mahira Majdoub | The contribution of the socio-economic situation to parental involvement in schools. [Hebrew] | M.Ed | Completed in 2022 | 96 |
| Manal Faris | The relationship between leadership style and teachers' organizational commitment to the school, mediated by the principal's sources of power in elementary schools. [Hebrew] | M.Ed | Completed in 2022 | 94 |
| Ghazzawi Njoud | Online learning by using "Zoom" promote research work and meaningful learning and help to develop the student socially and promote the leadership of teachers. [Hebrew] | M.Ed | Completed in 2022 | 97 |
| Nawal Hamam | Perceptions and attitudes of teachers towards the contribution of a culture of for learning on meaningful and functional learning in the modern era in the education system in Arab society. [Hebrew] | M.Ed | Completed in 2022 | 98 |
| Shurook Seh | High school students' attitudes towards distance learning in the shadow of the corona in Arab society. [Hebrew] | M.Ed | Completed in 2022 | 96 |

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|------------------|---|---------|-------------------|-----|
| Sheren Masri | The relationship between the organizational climate and the degree of job satisfaction and stress among teachers during the Corona period. [Hebrew] | M.Ed | Completed in 2022 | 94 |
| Rana Saadi | Perceptions of principals and teachers of the failure of the Arab sector in the PISA test. [Hebrew] | M.Ed | Completed in 2022 | 99 |
| Jamal Halaila | Ways of Implementing and Activating High-Order Thinking Strategies, in Teaching and Execution Tasks, in Elementary School, in the Arab Sector in the Northern District. [Hebrew] | M.Ed | Completed in 2022 | 98 |
| Bushra Abu Rass | The impact of Covid-19 on learning English at elementary Bedouin school of Israel. [English] | M.Teach | Completed in 2022 | 98 |
| Tarek Asala | The effect of cultural identity and the perception of the teaching profession on the perception of the qualities of a good teacher among mathematics teachers in Arab society. [Hebrew] | M.Teach | Completed in 2022 | 94 |
| Farhan Abu Apash | The Relationship between Values Education and Creativity Development in Solving Mathematical Problems. [Hebrew] | M.Teach | Completed in 2022 | 96 |
| Tagreed Younis | The relationship between the principle-teacher to the teacher's attitude and school climate in Arab high schools in the North of Israel. [Hebrew] | M.Ed | Completed in 2021 | 100 |
| Shifaa Abdaltef | The Impact of Leadership Style and Parental Involvement on School Violence. [Hebrew] | M.Ed | Completed in 2021 | 98 |
| Shams Abu Raya | The relationship between a leadership style of a team leader and the teacher's cultural identity and the effectiveness of teamwork in elementary schools. [Hebrew]. | M.Ed | Completed in 2021 | 96 |
| Maryam Badarne | Student satisfaction with teaching in upper elementary schools. [Hebrew] | M.Ed | Completed in 2021 | 99 |
| Malak AlRassim | Sources of anxiety for English language Arab Palestinian during their speaking English language classes at one of the Israeli Arab colleges. [English] | M.Teach | Completed in 2021 | 97 |

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|----------------------|---|---------|-------------------|-----|
| Mahmoud Abdallah | The views of parents and students on homework. [English] | M.Teach | Completed in 2021 | 95 |
| Hanein Khaldi Nassar | Cultural Identity and Feeling of Coherence as Predictors of Feeling of Burnout Among Teachers Who Teach in Secondary Schools in the Arab Sector in the North. [Hebrew]. | M.Ed | Completed in 2021 | 97 |
| Hannan Khalaileh | The Impact of Cultural Identity and Sense of Coherence on the Students' | M.Ed | Completed in 2021 | 100 |
| Aya Naamneh Badarneh | Parents Interventions' Quality in Homework: Parents and Students Perspectives towards "The Home in Homework Partnership". [Hebrew]. | M.Ed | Completed in 2021 | 98 |
| Inas Elaboni | The effectiveness of the ASSET program. [Hebrew]. | M.Ed | Completed in 2020 | 99 |
| Areej Autman | The role of educational counselor in middle schools in detecting and treating sexually affected children in Arab society. [Hebrew]. | M.Ed | Completed in 2020 | 91 |
| Abed Ahamed | Job security, job satisfaction and wages, and their impact on workforce motivation. [Hebrew]. | M.Ed | Completed in 2020 | 81 |
| Mervat Zaobi | Erosion of teachers from teaching in the Arab sector - causes and preventive options. [Hebrew]. | M.Ed | Completed in 2020 | 94 |
| Fatma Darawshe | The relationship between the instructor and the kindergarten teacher. [Hebrew]. | M.Ed | Completed in 2020 | 92 |
| Shadia Audi | The school climate as a mediator between the principal's personality and the attitude towards sexual education in the Arab sector in Israel. [Hebrew]. | M.Ed | Completed in 2019 | 100 |
| Miada Muate | Involvement of parent committees in the school administration's policy towards learning programs in the teaching process. [Hebrew]. | M.Ed | Completed in 2019 | 95 |
| Alma Dandan | Parental involvement in school and its impact on promoting student education and reducing the level of violence. [Hebrew]. | M.Ed | Completed in 2019 | 94 |

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|------------------|--|------|-------------------|-----|
| Samah Asli | The effect of parental involvement and the school's educational climate on the level of violence in upper divisions in Arab society compared to Jewish society. [Hebrew]. | M.Ed | Completed in 2019 | 94 |
| Mervat Zaobi | Erosion of teachers from teaching in the Arab sector - factors and prevention options. [Hebrew]. | M.Ed | Completed in 2019 | 94 |
| Amal Kasem | Attitudes of math teachers, parents and students towards homework. [Hebrew]. | M.Ed | Completed in 2019 | 100 |
| Amani Mustafa | The effect of parental involvement and the school's educational climate on the level of violence in middle schools in Arab society compared to Jewish society. [Hebrew]. | M.Ed | Completed in 2019 | 93 |
| Fatiheya Shalash | Leadership style, organizational culture, and conflict resolution in schools. [Hebrew]. | M.Ed | Completed in 2019 | 95 |
| Kamar Nasralla | The relationship between students' attitudes toward learning mathematics, the level of motivation for learning mathematics, and the enrollment rates for learning 5 units in mathematics among ninth grade students. [Hebrew]. | M.Ed | Completed in 2018 | 97 |
| Haneen Abu Saleh | The perception of the students, at Sakhnin College studying for a master's degree, the areas of influence of the teachers, parents and the school administration and the power relations between them. [Hebrew]. | M.Ed | Completed in 2018 | 97 |
| Eman Barbara | Effect of positive reinforcement, motivation, and scientific research on scientific achievements among high school students. [Hebrew]. | M.Ed | Completed in 2018 | 98 |
| Fatma Saadeya | Parent and student perceptions of the teaching-learning-assessment axis in the alternative approach versus the frontal approach. [Hebrew]. | M.Ed | Completed in 2018 | 91 |
| Hadeel Abu Baker | The Difference between the Arab and Jewish Societies regarding Perception of the Meitzav Tests among Students and Teachers in Junior High Schools. [Hebrew]. | M.Ed | Completed in 2018 | 80 |

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|-----------------|---|------|-------------------|-----|
| Manar Khateb | The contribution of parents' involvement in elementary school to achievements and motivation among students and teachers. [Hebrew]. | M.Ed | Completed in 2018 | 90 |
| Rokaya Abu Raya | The effect of the teacher's sense of self-efficacy and level of satisfaction on the percentage of enrollment in high schools in Arab society in the Northern District mediated by the teacher's home context. [Hebrew]. | M.Ed | Completed in 2018 | 98 |
| Manar Ismael | The effect of e-learning and collaborative learning on the motivation according to the position of the teachers and students in the elementary schools of Arab society in northern Israel. [Hebrew]. | M.Ed | Completed in 2018 | 98 |
| Elias Hazen | The effect of the integration of ICT in mathematics teaching on student achievement. [Hebrew]. | M.Ed | Completed in 2018 | 80 |
| Ranin Bshara | Awareness to the risks of using internet and social networks among Arabs teens. [Hebrew]. | M.Ed | Completed in 2018 | 97 |
| Abeer Hamed | The connection between teachers' cultural identity and their perception of effective management in school in Arab society. [Hebrew]. | M.Ed | Completed in 2017 | 100 |
| Eman Huseen | The influence of the teacher's cultural identity on the conflict management style in the school. [Hebrew]. | M.Ed | Completed in 2017 | 99 |
| Raneen Sleman | A culture-based assessment approach. [Hebrew]. | M.Ed | Completed in 2017 | 99 |
| Abeer Khory | The contribution of the "Pedagogical Flexibility" program to the professional development of the teacher and the promotion of pedagogy. [Hebrew]. | M.Ed | Completed in 2017 | 96 |
| Walaa Abu Romi | Dropout of students in junior high schools in schools in the Arab sector. [Hebrew]. | M.Ed | Completed in 2016 | 95 |
| Sahera Asly | Evaluating the relationship between management style in elementary schools and the teacher's level of autonomy. [Hebrew]. | M.Ed | Completed in 2016 | 98 |
| Mona Elemi | The relationship between intervention program advice and medical liability management, commitment, personal responsibility, and the quality of life for the individual at high risk of diabetes. [Hebrew]. | M.Ed | Completed in 2016 | 95 |

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|-----------------|--|------|----------------------------------|-----|
| Hasan Hjerat | The relationship between leadership style and the erosion of teachers in technological schools in Arab education. [Hebrew]. | M.Ed | Completed in 2016 | 90 |
| Rahel Hamdan | Perception of parental involvement in their children education at home and in kindergarten. [Hebrew]. | M.Ed | Completed in 2016 | 82 |
| Eman Habib Alla | Diabetes among Arab population - the case of the city of Nazareth. [Hebrew]. | M.Ed | Completed in 2016 | 90 |
| Shuruk Abu leel | Factors affecting satisfaction of schoolteachers in the Arab sector. [Hebrew]. | M.Ed | Completed in 2016 | 96 |
| Rana Khateb | The connection between cultural identity and self-image and future professional orientation among adolescents in Arabic. [Hebrew]. | M.Ed | Completed in 2016 | 98 |
| Eada Shehada | Attitudes and perceptions regarding the evaluation of teachers by school principal. [Hebrew]. | M.Ed | Completed in 2016 | 92 |
| Samera Yasen | Attitudes of teachers in the elementary school to parental involvement in school. [Hebrew]. | M.Ed | Completed in 2016 | 96 |
| Neven Hadad | Perception of teachers' professional development to high levels of a new horizon, and the degree of involvement of the educational counselor in their professional development. [Hebrew]. | M.Ed | Completed in 2015 | 95 |
| Wafaa Hamdan | Factors that promote and inhibit absorption of integration of new teacher into the school. [Hebrew]. | M.Ed | Completed in 2015 | 95 |
| Saeda Dahood | The connection between the perception of teachers in the leadership style of the principal of the school and the style perceptions of parental involvement in primary schools in Arab society. [Hebrew]. | M.Ed | Completed in 2014, Co-supervisor | 100 |
| Salwa Dlasha | The effect of interactions between teachers and students for their academic achievements of pupils in primary schools in the Arab sector. [Hebrew]. | M.Ed | Completed in 2014, Co-supervisor | 98 |
| Suha Awwad | Attitudes of adolescents Arabs against juvenile marriages. [Hebrew]. | M.Ed | Completed in 2014, Co-supervisor | 96 |

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|-----------------|--|------|----------------------------------|----|
| Khulod Bakre | Mapping differences in self-esteem among secondary students with learning disabilities and without learning disabilities, and the actions of a threshold consultant. [Hebrew]. | M.Ed | Completed in 2014, Co-supervisor | 95 |
| Amni Ganayem | The role of counselor among teaching staff, professional staff, pupils and parents in primary schools and a contribution to reducing school violence. [Hebrew]. | M.Ed | Completed in 2014, Co-supervisor | 98 |
| Maha Abu-Alheja | Confidentiality in counselors in the Arab sector and their moral orientation. [Hebrew]. | M.Ed | Completed in 2013, Co-supervisor | 98 |

11. Miscellaneous

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| Mar. 2023 | Judge in the Entrepreneurship Olympiad in the Arab Society, JA-YE Israel, A member of JA Worldwide, Technion. |
| Jan. 2023 | Reviewer in The Eighth International Conference on Teacher Education: Passion and Professionalism in Teacher Education, the MOFET Institute. |
| 2022 | Reviewer in: Societies. |
| 2021 – Present | Reviewer in: African Educational Research Journal (AERJ). |
| 2021 – Present | Reviewer in: International Journal of Environmental Research and Public Health (IJERPH). |
| Mar. 2021 | Development of a statistical index that examines the academic quality of faculty members at Sakhnin College, for use by department heads, decision makers and the appointments committee. |
| Jan. 2021 | Reviewer in: SAGE Open Journal |
| Dec. 2020 | Participation in the ISF reviewing process. |
| Nov. 2020 | Member of a working group of the Office of the Chief Scientist, Ministry of Education, about criteria for applied research in education. |
| 2020 - Present | External Expert in the remote evaluation of proposal for COST (European Cooperation in Science and Technology) – www.cost.eu . |
| 2019 | Reviewing Doctoral dissertations: "Globalization Influencing the Assimilation of ICT in Education", Babes-Bolyai University Cluj-Napoca Facultatea de Studii Europene, Romania. |
| 2019 | Reviewing Doctoral dissertations: "The Management of Tutoring programs for Including Pupils with Emotional and Behavioral Disorders in Regular schools", Tiraspol State University, Moldova. |
| 2018 - Present | Reviewer in: Social Issues in Israel - Journal of Social Affairs |
| 2017 - Present | Methodological reviewer for doctoral dissertations of Israeli students abroad on behalf of the Office of the Chief Scientist at the Ministry of Education. |
| 2016 - Present | Reviewer in: Sustainability Journal (http://www.mdpi.com/2071-1050/9/1/90/htm) |
| 2014 - Present | Member, American Association of International Researchers (AAIR). |

Curriculum Development**1. Courses for B.Ed. Students**

- 2018-2020 "Advanced statistics" for the secondary mathematics track.
- 2015-2016 Upgrading and reconceptualization of the course "Introduction to Research Methods and Statistics"
- 2014-2015 Identity and multicultural education
- 2012-2014 Multicultural education
- 2010-2015 The teacher as a researcher in the classroom

2. Courses for M.Ed. Students

- 2021-2022 Development and implementation of a program of certificate studies "specialization in measurement and educational assessment", for teachers with a master's degree, with the approval of the National Authority for Measurement and Evaluation (RAMA, Ministry of Education). Graduates can be integrated as measurement and assessment coordinators in their school.
- 2018-2019 Development "Action Research" course for M.Teach Program.
- 2015-2017 A practical work program for graduate students in evaluation based-school program
- 2011-2015 Upgrading and reconceptualization of the course "Introduction to Advanced Research Methods and Statistics".

3. Courses for teachers In-Service Training***For teachers in an informal curriculum:***

- 2012-2013 Training program for teachers working with children aged 3-9 after the end of the school day.

For teachers at high level 7-9 in New Horizon reform (two years of study):

- 2015-2018 Evaluation for learning
- 2014-2018 The dynamic course
- 2013-2014 Initiator / Researcher Teacher
- 2012-2013 Initiator Teacher
- 2012-2013 Researcher Teacher
- 2012-2013 Senior tutor Teacher

For Inspectors and Principals in New Horizon reform (one year of study):

- 2016-2019 Alternate Assessment era of meaningful learning according to EFQM
- 2016-2019 Functional learning: cognitive, meta-cognitive, personality and social.
- 2016-2017 Functional learning in meaningful learning
- 2015-2016 Metaphors in management
- 2015-2016 Alternate Assessment
- 2014-2016 Teamwork
- 2014-2016 High Order Thinking/Cognitive (Hots/Hocs)
- 2014-2016 Multiple intelligence and emotional intelligence
- 2012-2014 Inclusion

For Deputy Principal in New Horizon reform (Seven years of study):

- 2016-2020 The dynamic course - Learning Communities

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|-----------|---|
| 2015-2018 | The Innovative Pedagogy |
| 2015-2016 | Skills Training |
| 2014-2015 | High Order Thinking/Cognitive (Hots/Hocs) |
| 2014-2015 | Meaningful Learning |
| 2011-2012 | first year: Entrance the position |
| 2011-2012 | second year: Initial consolidation |
| 2011-2012 | third year: Advanced consolidation |

12. Professional Experience

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| 2015-2019 | Research member in The Center for Actuarial Research, Haifa Univ. |
| 2006-2011 | Project Manager, Representation and Equality in Employment, Sikkuy Association. Haifa, Jerusalem. |
| 2004- 2010 | A volunteer member in the administration of Ibn Haldun Association for practical research among the Arab population. |
| 2000-2006 | Strategic consultant for urban development (in the following aspects: economic, community, culture, educational), preparing strategic program with the cooperation of Tamra Education Department and due to this program, the municipality received Ministry of Education prize in 2003. Tamar Municipality. |
| 1997-1999 | The manager of basic research, National Insurance Institute, Jerusalem. |
| 1996-1999 | Statistics consultant for the General Federation of Laborers- Histadrut Haovdem Hahdasha, Israel Workers Union, and School for Public Health, Jerusalem. |
| 1996-1997 | Statistics consultant for research students in Biology faculty in the field of the influence of drugs on the mind, the faculty of medicine, Hadassah, Hebrew University, Jerusalem. |
| 1993-1997 | An experienced researcher in the field of the basics research of National Insurance Institute, Jerusalem. |
| 1992-1993 | Statistic consultant for research PhD students in criminology institute in the topics family violence and criminality, Law faculty, Hebrew University, Jerusalem. |

PUBLICATIONS

A. Ph.D. Dissertation

Awad, Y. (2015). *Statistical Models for Mortality Projection*. Thesis for a degree of Doctor of Philosophy. Haifa University, Haifa. [Hebrew]

Supervisors: Prof. Shaul Bar-Lev, Prof. Udi Makov.

B. Articles in Refereed Journals

Published

1. *Murad, T., **Awad, Y.**, & Abu Ras, B. (2022). The Impact of Covid-19 on the Academic Achievement of Students at Arab Bedouin High Junior Schools in the Southern District of Israel. *International Journal of Latest Research in Humanities and Social Science (IJLRHSS)*, 5(12), 334-346.

<http://www.ijlrhss.com/vol5-iss12.html>

2. **Awad, Y.**, Bar-Lev K.S., & Makov, U. (2022). A new class of counting distributions embedded in the Lee-Carter model for mortality projections: A Bayesian approach. *Risks*, 10(6), 1-17. <https://www.mdpi.com/2227-9091/10/6/111> **Q2, SJR: 0.4, H-index: 18.**
3. Boulos, L., Hayik, R., Taha-Fahoum, A., & **Awad, Y.** (2022). Culture-Based Pedagogy in the Palestinian-Israeli College Classroom. *Pedagogy, Culture and Society*. <https://doi.org/10.1080/14681366.2022.2039752> **Q1. SJR: H Index 87**
4. Morad, T., Assadi, N., **Awad, Y.**, & Ibdah, M. (2021). The Pedagogical instructors' Perspective of the PDS Model in Teachers' Training. *Journal for Educators, Teachers and Trainers (JETT)*, 12(4), 67-79. **SJR: H5 Index 5 [H5 Median 10]**
5. Abu-Saad, I., Khalil, M., Haj-Ali, I., **Awad, Y.**, & Dalasha, W. (2020). Re-Examination of Hofstede's Cultural Value Orientations Among Beginner Palestinian Arab Teachers in Israel. *Sumerianz Journal of Education, Linguistics and Literature*, 3(8), 169-177.
Scientific Indexing Services- SIS: Pending
6. Khalil, M., Boulos, L., & **Awad, Y.** (2016). Dynamic training as a source of increasing motivation for teaching excellent track. *Al-Nibras: Journal of Education, Science and Society*. 9, 11-36. Sakhnin Academic College. (Hebrew).
7. Arar, Kh., Abramovitz, R., Daod, S., **Awad, Y.**, & Khalid, M. (2016). Teachers' perceptions of school principals' leadership styles and parental involvement – the case of the Arab education system in Israel. *International Journal of Pedagogies and Learning*, 11(2), 1-13.
SJR: H Index 8
8. Azaiza, I., **Awad, Y.**, Khalil, M., & Bar, V. (2016). Higher-order thinking skills in various disciplines of Arab students at college's excellent track. *Al-Nibras: Journal of Education, Science and Society*, 9, 59-86. Sakhnin Academic College. [Hebrew].
9. Khalil, M., Boulos, L., & **Awad, Y.** (2016). Increasing motivation by way of alternative training: Students and lecturers collaborate on a dynamic course on developing thinking. *Psychology Research*, 6(6), 327-344.
SJR: H Index 72
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C. Articles or Chapters in Scientific Books

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2. **Awad, Y.**, Azaiza, I., Khalil, M., & Bar, V. (2018). The Development of Higher-Order Cognitive Skills: the contribution of a teacher training programme in the Excellence track. In S. Jackson (Eds.), *Developing Transformative Spaces in Higher Education: Learning to Transgress*. (pp. 119-137). Routledge Taylor & Francis group.
3. **Awad, Y.** (2013). Arab public participation in Israeli society: a planned and proactive or response to changes in reality? (English, Hebrew and Arabic). In *Forum Slifka first coexistence between Jews and Arabs* (pp. 1-20). The first forum of the Abraham Fund. Jerusalem: Mishkenot Shaanannem.
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D. Accepted for Publications

1. **Awad, Y., Boulos, L., & Khalil, M.** (2023). Teacher training in the Arab sector - development, challenges, and dilemmas. In R. Ledor, & Lebman, Z. (Ed.), *Issues in Teacher Training*. Resling Publication. (forecoming) [Hebrew]. [30 Pages]

E. Other Works Connected with my Scholarly Field

Published

1. *Awad, Y., Awwad, N. & Boulos, L. (2022). An evaluation report for the quality of teaching according to the pedagogical model "one-third squared"- 2021/22. The research unit and the unit for quality and excellence in teaching. Sakhnin College. (8 pages) [Hebrew].
2. **Awad, Y., Khalil, M., Abu-Saad, I., & Boulos, L.** (2021, March). Academic Quality Index of Faculty Members (Teaching Staff) at Sakhnin College for Teacher Education. The research unit and the unit for quality and excellence in teaching. Sakhnin College. (24 pages) [Hebrew].
3. **Awad, Y., & Abu-Saad, I.** (2020, December). Quality of faculty members (Teaching Staff) at Sakhnin College for Teachers Education. The research unit and the unit for quality and excellence in teaching. Sakhnin College. (10 pages) [Hebrew].
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5. **Awad, Y., Hayik, R., Fahoum-Taha, A., Boulos, L., & Masri, S.** (2020). *Booklet on Teaching about Displacement and Identity in Arabic-Speaking Higher Education Institutions and Schools*. Demo: Developing Modernized Curricula on Immigrants' Lives in Israel, Project number 585583-EPP-1-2017-1-IL-EPPKA2-CBHE-JP. ERASMUS+ Programme of European Union. (35 pages) [English / Arabic].

6. Petriashvili, I., Samsonia, I., Akhaladze, L., Mikeladze, D., Nutov, L., **Awad, Y.**, Virkus, S., Lepik, A., O'Mahony, C., Foerster, M., & Klaus, J. (2020). *Open Digital Badges*. ASSET: Assessment tools for HE learning environments. Project number 585587-EPP-1-2017-1-IL-EPPKA2-CBHE-JP, ERASMUS+ Programme of European Union. (48 pages) [English / Arabic]
7. **Awad, Y.**, Boulos, L., Yazbak-Abu Ahmad, M., & Fahoum, A. (2019). Center of Social and Civic Involvement- C-SACI. CURE: Curriculum Reform for Promoting Civic Education and Democratic Principles in Israel and in Georgia. Project number 573322-EPP-1-2016-EPPKA-CBHE-JP, ERASMUS+ Programme of European Union. (9 pages)
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9. **Awad, Y.** (2016). *An interim report: A multi-year program for the integration of women from the minority population who excel in their studies, in institutions of higher education and professions in demand*. Ministry of Equal Opportunities, Economic Development Authority of the Minority Sector, College of Sakhnin for Teacher Education, Sakhnin. (10 pages) [Hebrew]
10. Sofer, R., **Awad, Y.** & Project team members. (2015). *Tips for coordinating an international curriculum reform program for higher educational institutions*. Tempus IV call Project: DOIT, EU Commission. (40 pages) [English]
https://www.researchgate.net/publication/342918249_TEMPUS_IV_Fifth_Call_Project_Development_of_an_International_Model_for_Curriculum_Reform_in_Multicultural_Education_and_Cultural_Diversity_Training_DOIT_Tips_for_Coordinating_an_International_Curricul
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13. **Awad, Y.**, Khalil, M. (2014). *The dynamic model based Professional Development Career (PDC)*. College of Sakhnin for Teacher Education, Sakhnin. (10 pages) [Hebrew].
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F. Submitted Publications

1. **Awad, Y.**, Makov, U., Bar-Lev S. (2023). Simultaneous estimation: a new approach using a Bayesian approach. *Risk (Submitted)*, MDPI. **Q2**

J. Articles in preparation

1. **Awad, Y.**, Badarneh, A., & Hamed, A. The relationship between cultural identity of teachers and their perception of effective principal in the Arab school in Israel.

2. **Awad, Y.**, Badarneh, A., & Qassem, A. Attitudes of Math Teachers, Parents and Students towards Homework.
3. Meler, T., Cohen, N., **Awad. Y.**, & Binjamin, O. The quality of the job as reflecting policy practices of (under) development and family relationships.

H. Summary of Activities and Future Plan.

Main Research Areas and Professional Academic Activities

At the beginning of my professional career, I focused on professional activities for mapping the Arab society according to needs, including mapping factors that hinder and promote its development. At the same time, I focused on at-risk children in Arab society and looked for ways to integrate young Arabs, especially women, into the central economy, emphasizing the principle of equality and partnership with Jewish society (governmental ministries, governmental companies), and further through the integration of Arab graduates in the labor market and income-generating positions (such as branches of hi-tech, insurance and finance).

Out of an understanding and belief in changing the reality of young Arabs, and the need for better formal training for human capital in Arab society, in 2007 I joined a college that trains the teachers who will return to teach in schools in Arab society. In this way, I can influence the future young graduates of Arab society as the quality of the student stems from the quality of the teacher.

The development of Sakhnin College and its integration into the higher education system in Israel served as the main platform for research in the following areas:

- **The child and learning.** For example, at-risk children; gifted and talented students; fostering higher-order thinking in class; emotional aspects of learning; and the talented Arab girl – between tradition and modernism.
- **The teacher, teaching, and school.** For example, teachers' initial and in-service education; accompanying of beginning teachers in school; the good teacher according to the Arab culture; the use of alternative teaching methods and evaluation; exploring Arab school principals' attitudes and perceptions; and pedagogy in the digital era.
- **The college for teacher education and the Arab society in Israel.** For example, access to higher education among Arabs in Israel; ways to increase the involvement of Arab population in the Israeli market; and aspects of promoting the college towards a budgeted academic center of the Council for Higher Education and positioning it as a quality academic institution at the local and international level.
- **Developing centers for research, innovation, and international collaboration.** For example, establishment of frameworks to support research among faculty members; including building a supportive framework to promote published research (such as hours for conducting research), and developing a dialogue, and teamwork, with research faculty members as a co-editor of the Al-Nibras Journal; preparing and conducting advanced training for research faculty members for the purpose of exposing and creating research dialogue, and building research teams; a center for Social and Community Involvement (C-Saci); a Social Innovation and Entrepreneurship Lab (SinnoLab) - through this center, the first hackathon of Sakhnin College was held in March 2019 for the development of business-social initiatives by the students, the first-place student team represented the college in the international competition held in Croatia in June 2019; a Simulation Center; International Relations Unit, and collaboration with colleges and colleagues from the European Union countries and the United States; fostering exchange of students and visits with institutions in Europe; as a coordinator and representative of the college for the promotion international relations, the

College has won seven projects from the European Union, in the Tempus IV and Erasmus+ programs: DOIT, CURE, PRO-TEACH, SILICE, ASSET, DEMO, and PRO-MENTORS between the years 2012-2021.

Research Plans for the Upcoming Years

1. Development and adaptation of advanced statistical tools (Bayesian tools) for uses in the humanities and social sciences.

Most quantitative research in the humanities, and especially in education, is based on classical statistical tools. I have hardly encountered old or new studies that use alternative tools for more accurate prediction of educational phenomena. The Bayesian approach may form the basis for constructing statistical models that can be more accurate in predicting outputs or products from the education field.

The specific project objectives will include:

- Development and adaptation of statistical models in the Bayesian approach to mapping and explaining educational phenomena.
- Utilization of data from several different databases to optimize the findings in cases where there is missing or unreliable data from a particular source (exchangeable).
- Use of new statistical models derived from new distributions I have developed in my doctoral dissertation, which were not previously known, which may provide more accurate results than the classical models (ABM model- Awad, Bar-Lev, Makov Model).

2. Development and career changes in a dynamic economic, social, and cultural reality in Arab society.

The integration of Arab graduates in the modern labor market, including graduates from the field of education, requires an understanding and adjustment between the needs of the market and academic and professional guidance (starting from schools, and later expanding certification and training).

The specific project objectives will include:

- The essence of the academic and professional guidance and its contribution to a wise choice for the subjects of study.
- Expanding training and certification to increase the chances of integration into the labor market among college graduates.
- Optimal selection and guidance processes for the absorption of the outstanding students who are suitable to be the future teachers in Arab society.

3. Parental involvement and parenting styles in the context of student achievement.

The demographic, technological, social, and cultural changes that Arab society is going through directly affect the parenting style, as well as the parents' perception of the style of their involvement in schools. The subject is scarcely researched in Arab society in all its parts, and there is a need to expand the research spectrum and follow evolving styles, both in parenting style and parental involvement. This may help decision makers build an optimal parent relationship with schools including a positive contribution to improving their children's achievements.

The specific project objectives will include:

- Understanding the processes of change in Arab society and how they affect parental involvement and changes in parenting styles and their subsequent impact on their children's performance.
- The children's perception of a change in parenting styles, and their perception of parental involvement is effective.
- Student expectations of parental involvement in schools.
- Understanding the relationship between changes in parenting styles, and parental involvement in school, and technological, economic, social, and cultural changes.

4. Cultural identity, styles of management and level of performance of educational institutions.

Cultural identity is a wide-ranging concept, yet it is shaped on a personal, perceptual, and collective level. Identifying dominant profiles of cultural identity may be a catalyst for understanding the individual's conduct and optimal behavior as a teacher. A proper connection between the cultural identity and professional identity of educators, especially principals and teachers, may illuminate optimal collaboration processes in the school.

The specific project objectives will include:

- The relationship between cultural identity and subjective characters of educators, and how they influence their performance in school.
- Characterizing the relationship between the cultural identity of teachers and management styles (super-management, intermediate management, and classroom management), and contributing to the improvement of an optimal school climate.
- Profiles of cultural identity versus profiles of management styles that may contribute to improving student achievement.

5. Development, adaptation, and assimilation of assessment tools in a rich digital environment, including an international perspective.

Digital assessment tools have been developing worldwide in the last ten years. The Coronavirus crisis accelerated processes and caused a quantum leap in the adoption of digital social and educational processes and platforms. These processes and their products require the adaptation of assessment tools that can deal not only with this leap, but also require the development and adaptation of assessment tools should be with characteristics of sustainability. There is a long way to go before such tools are implemented. The development and adaptation of new assessment tools may facilitate the sustainability of teaching and learning processes.

- Development and adaptation of culture-sensitive digital assessment tools.
- Use of digital assessment tools in teaching and learning processes.
- Teachers' perception of changes in processes and assessment tools to improve student achievement (alpha and beta generation).
- The significance of digital assessment tools according to the perception of teachers and students, and styles of parental involvement in these processes.

Academic Administrative Plans for the Upcoming Years

1. Development and implementation of training for employment-generating professions, in Israeli society in general and particularity in Arab society.

We have established academic and professional units in the college in the last ten years:

- Founded and manages the pre-academic preparatory program, the first program in Arab society, and recognized by the Ministry of Education and the Council for Higher Education.
- Founded and manages the Center for Professional Development, Continuing Education and Certificate Studies. This center provides comprehensive services to practicing in-service teachers/ Principals/ Deputy Principals, and public service professionals, in addition to certificate studies such as: certificate studies for learning function evaluators (or Learning Function Diagnostics), there is no similar program in any academic institution in the country, in addition a certificate studies for instructors and supervisors of groups for public service professionals.
- As Chair of the Graduate Studies Unit, I motivated officials and program leaders by encouraging teamwork that resulted in the expansion of M.Ed. degree programs (such as approving a M.TEACH degree program in teaching for elementary track, in the subjects of mathematics, English, and computer science), monitoring and supporting existing programs toward permanent certification (e.g., educational counseling programs and school-based evaluation program), and preparation of future programs (e.g., language education, pedagogy and cognition program).
- Establishment and implementation of a teaching certificate program for paramedical professions in the Arab education system.

The future planning is to split the Center for Professional Development, Continuing Education and Certificate Studies to two functions: the first one will be a Center for Professional Development for Teachers, and the second one a school for extracurricular studies. The goal is to transfer the training for certificate studies to the new school, and to expand the range of training professions, such as: computer graphics, content editors, graphic design, payroll, stock market analysts, coaching, professional translation. These subjects will be open to college graduates so that they can complete their B.Ed.+, which is B.Ed. degree and another profession.

2. Promoting the college towards a funded academic center of the Council for Higher Education and positioning it as a quality academic institution at the local and international level.

I was the catalyst in the preparation of all the reviews data and, with the help of the college management, we jointly initiated the vision for the establishment of a funded academic center by the Council for Higher Education in the Arab society in northern of Israel, starting in 2013.

Using the knowledge and experience that I acquired throughout my career regarding Arab society, and how to integrate it into the Israeli public and economic space, out of a sense of belonging and partnership, I served as a full partner in developing and advancing the vision: turning the college into a funded academic center of the Council for Higher Education. As a data expert, and well-versed in economic change, I prepared a rationale and a detailed scientific review of the development of Arab society socio-economically, including changes in education and academia. The conclusions of the review clearly demonstrate the need to establish a funded academic center at the planning center of Arab society, including the huge advantages of granting these rights to Sakhnin College. This clearly showed that the establishment of an academic center budgeted by the Council for Higher Education may address two main issues:

- There is a huge shortage of essential Arabic-speaking experts in professions such as psychologists, speech therapists, occupational therapists, and engineers.
- Hundreds of young people from Arab society in northern Israel travel every year to pursue academic studies in other countries, some of them Arabic-speaking, due to the lack of an academic institutions suitable for them in Israel. In many cases, studies in other countries do not suit the local needs and even harm the affinity and commitment of these students to the State and to Arab society in Israel.

Indeed, thanks to these efforts, the Council for Higher Education issued a call in 2016 for the establishment of a funded academic institute, the first of its kind, in an Arab community in northern of Israel.

Five academic institutes responded to this call, and after a thorough examination by the professional committee on behalf of the Ministry of Education and the Council for Higher Education, the highest score was given to Sakhnin College, while all the other proposals were rejected.

Sakhnin College requested opening three new faculties that would meet the needs of Arab society today in which professions that are taught meet two conditions: culturally sensitive and necessary professions in Arab society, and income-generating professions that may upgrade the socio-economic status of young men and women in Arab society:

- The Faculty of Social Sciences: psychology, economics, and administration
- The Faculty of Health Professions: communication disorders, nursing
- The Faculty of Engineering: mechanical, civil, and environmental engineering; and computer science

Development of an academic quality index of college faculty members.

Academic staff in institutions of higher education play a key role in training quality and advanced personnel for the development of the economy, scientific research, and social mobility in the State of Israel. The quality of the graduates of an academic institution depends on the academic quality of the faculty members.

In order to maintain and monitor high academic standards, as a statistician, I led a process, together with the Quality and Excellence Unit and the Research Unit, to develop an academic quality index. The purpose of the index is to map the academic quality of the faculty members at the college, and their future potential on the one hand, strategic planning, and operation to utilize this potential in line with the vision of the college, on the other hand.

Develops a statistical index which is characterized by statistical scientific properties, and which receives values between 1 and (-1). This index can be based on a wide range of sources of data on college faculty members. In the first stage it is calculated based on three sources of data:

1. College Management (Including Teachers' Administration, Student Administration, Examinations Section)
2. Teaching surveys
3. Dep. Heads

Also, the tools on which the index was based have become a "work procedure for improving academic quality". In this way, the findings of the index constitute a monitoring and control tool for the purpose of improving and closely monitoring the personal and professional development of faculty members.

The future planning will focus on further attempts with the Council for Higher Education to convince it of the need to provide an opportunity for the college to establish the academic center funded by the Council for Higher Education, by presenting scientific reviews and real data that show the need grows over time.

Continued development of the academic quality index that will include more areas in the college, analysis of the findings of the index every six months, as part of the work process at the college.

3. Increase international mobility of students, faculty, and staff to and from Sakhnin College.

Promoting the college campus towards a virtual campus. Increase matriculation and graduation of international students at Sakhnin College.

The vision to make the college a member of the Club of Academic Institutions operating in the international arena was formulated by me in 2011. Once we received the consent of the college management, we began planning a long journey of data collection, making relevant connections, and learning processes that might advance the vision. In 2012, the college won the first project as part of the TEMPUS IV program (DOIT Project). The performance and achievements of the college in this project helped to position and brand it as a potential partner among academic institutions in Israel and around the world. As a result of our efforts, the college has won seven international projects between 2012 and 2019 as part of the TEMPUS IV and ERASMUS+ programs (DOIT, CURE, SILICE, PROTEACH, ASSET, DEMO, PROMENTORS). As part of these projects, new courses and curriculum were built, and mobility occurred of faculty members and students to over 30 academic institutions abroad from Finland to India. For example, for the first time, the college promoted and implemented a project of sending students to study for an entire semester at the International School at Alexandru Ioan Cuza University of Iași, Romania. Following the expansion of activity in the international arena, we formally established the International Relations Unit. Among its role is resource development and networking with academic institutions in Europe, Asia, and the Americas.

Leveraging this experience in international cooperation, the college submitted—as an applicant and not as a partner—two project proposals to the EU in 2019, the first under the ENI CBC MED program with a budget over 3 million euros, and the second under the ERASMUS+ program with a budget of around 1 million euros. The grade the college received from the evaluators was "good", but we did not win these. In the future, the proposals will be revised in accordance with the evaluators' comments and will be resubmitted in the following year or the next round available.

Through the International Relations Unit, we promote and monitor the development of MOOC courses, and serve as a representative of the college in the "Study in Israel" project on behalf of the Council for Higher Education.

The future planning will focus on:

- a. Winning new projects as lead applicant / partner, including Erasmus, which is a strategic priority.
- b. Increasing mobility to and from Sakhnin College, including hosting international experts.
- c. Increasing English-language marketing and public relations through media, events, and campaigns.
- d. Developing MOOCs and online learning courses and platforms for local and international student participation.
- e. Developing the infrastructure to advance the skills and competencies necessary for collaboration, including capacity building of the college faculty.
- f. Increasing student involvement in international activities.

4. Advance 21st century skills across the college, especially promoting multiculturalism, diplomacy, and other skills needed for internationalization.

As part of the projects DOIT, CURE, SILICE and DEMO, the college has acquired academic and practical knowledge on universal human values, such as human rights, inclusion, and good and active citizenship, as well as respecting cultural values, social involvement, social entrepreneurship, and the nature of life of immigrants and displaced persons. Providing related tools to students at our college may directly affect future generations through schools as we believe that the education system must reduce gaps originating in students' socioeconomic background, ethnicity, and/or place of residence.

The future planning will focus on extending the experience obtained from CBHE previous projects and developing a formal/informal platform of practitioners in inclusive practice through negotiation and knowledge and cultural diplomacy. This will facilitate collaboration and knowledge-sharing between academics, government agencies, and other socio-economic actors. The platform, which is an extended website of learning resources, will promote shared learning materials through a virtual learning environment.