Abstract: In all economically developed societies, we find a fair amount of intergenerational mobility and at the same time clear patterns of continuity between the status of the family of origin in society and the education and income of the offspring. The desire of those who advocate equal opportunity is to minimize as much as possible this intergenerational continuity by increasing the chances of children from the lower part of the stratified structure to reach higher levels of education and income. This article will describe the process of the Israeli minorities and their integration or segregation the context of Educational integration in the country.

Keywords: Integration, Segregation, Education System.

Introduction

Segregation in the context of Education segregation is also common in theoretical and research studies in the field of education. Much has been said and discussed about segregation among students. Educational integration is a meeting and mixing of students from different social strata or ethnic groups within the framework of joint studies - a heterogeneous school and a heterogeneous class. In 1968, a structural reform of the education system was introduced, with the main goals of which were to raise the level of teaching and academic achievement, to reduce the gap in the level of education between students and to meet students from all levels.

Main text

The implementation of the reform was slow and gradual and continued from the early 1970s until the 1990s, when structural changes were already defined in
other areas, and researchers focusing on pedagogical aspects would be divided in arguments for and against segregation. The main reason for merging students in heterogeneous frameworks (for the sake of inclusion) is to create a didactic match, and the teacher will better adapt the learning material, the pace of progress, integration) focuses on the fact that the learning process is a collective activity in which students, teachers and study materials interact, and that in this process the students use an educational resource whose quality is influenced by the level of the learners’ composition. The freedom of choice or the lack of freedom of choice of parents to choose their children in schools is in fact one of the mechanisms that influence the level of integration / segregation of students from different backgrounds in schools. For the influence of freedom of choice on the level of segregation, there are arguments and approaches to this approach [6]. The arguments of those who oppose freedom of choice and integration are centered on the fact that freedom has led to the establishment of private schools designed for strong students, and that people have a «natural» and voluntary tendency for social segregation. The arguments advocating freedom of choice as an integrator focus on the fact that in the residential population there is segregation as well, and only a break from residential boundaries can enable weaker populations to integrate with the stronger populations [8]. The great scholarly knowledge cannot decide decisively in a debate for or against freedom of choice. However, it can certainly be said that granting absolute freedom of parental choice will result in social segregation between schools and will polarize academic achievements. This situation is a result of the excess demand for some schools, which has left the good students to leave, and will leave the non-wanted schools (which are usually located in weaker areas) with the weaker students, creating a vicious circle that harms the lower schools [2].

Regression / Integration in the Israeli Education System - Historical Review.

Since its establishment, Israel has been a country that absorbs immigrants from all over the world with a highly heterogeneous cultural, social, moral, economic and educational burden. The challenges facing the Israeli education system are many.
Since the establishment of the State of Israel, the education system has been called upon to reduce the gaps between the ethnic groups and the classes among the students. Once every few years, a government committee is established and reform is formed, one of whose main goals is to integrate students from different classes. Sociologists, educators, academic researchers and many public figures have studied, written and written extensively about the social fabric in Israel and the need to examine the level of integration and to reduce the gaps between Israeli students. Legislation, reforms and various committees are milestones for examining changes related to narrowing the gaps in student achievement and in examining the integration between them. When examining integration among students in Israel, the potential for integration in each level should be examined first (state, state-religious and ultra-Orthodox), since it is not possible to integrate secular and religious students in one educational framework in Israel. This part of the work will be devoted to a historical review of the examination of the level of integration since the establishment of the State until today.

The 1950s and 1960s:

The Compulsory Education Law enacted in 1949, which was one of the first laws enacted by the young state, effectively guaranteed education for every child up to eighth grade - eight years of compulsory education. In 1953, the State Education Law was passed, which constituted a turning point in the structure of the education system and subordinated all existing streams (which competed with students and courted parents) to the Ministry of Education.

The general stream and the stream of workers, the schools of the Oriental movement, were maintained as the state-religious education system, and the ultra-Orthodox schools were recognized as the independent educational system. The large increases of the 1950s and the student population, which tripled in less than a decade, led to the need for large investments in educational infrastructures in general, and especially the need to train many teachers very quickly.

The new teachers were sent to the immigrant communities and were in fact the pioneers of educating immigrant children. Zalman Aran, who served 11 years as
Minister of Education in the 1950s and 1960s, praised in his lecture to the Knesset plenum the young teachers for saving the education project in the country from collapse. From its inception, the state has coped with a reality in which there are two divisions of students - one whose parents originate from Europe and the other from whom their parents originate usually from Asia and Africa.

The differences in student achievement from both groups were clear, with students of European-American origin achieving significantly higher achievements than students from Asia-Africa. A good example of this is the participation rate of high school students who were very low among those of Asian-African origin. Thus, in the early 1960s, only 18% of high school students were of Middle Eastern origin, even though these constituted 55% of the relevant age groups in the population, and in the theoretical schools the gaps were even more significant, compared with the vocational schools and the farmers where the gaps were lower in the high schools [1]. There was a high dropout rate, with only half of the students who applied for post-primary studies completed them, economic situation, with a different connection to studies, aspirations and future plans.

Most of the discourse in the research field focused on the causes of the differences between the two groups of origin. The differences in student achievement were also due to circumstances beyond the ability of schools, such as parents’ level of education, family size, housing status, and income levels.

The gaps between the children of Asian-African origin and those of European-American origin were due to material reasons, such as socio-economic status and educational reasons, when the backwardness of the Asian-African origin began from the first grade and even before, and the lack of encouragement and motivation on the part of the family. The exposure of middle-class students, who often came from Western countries, to school and educational experiences, enabled them to cope with the school’s challenges and values, and thus the parents could prepare their children for their studies. This was compared to the lower classes - who came from Eastern countries - who suffered from a lack of educational history and many of whom did not attend schools.
According to Goldthorpe & Jackson [3, 93 p.] in 1966, the Knesset appointed a committee headed by a member of the Knesset to examine the structure of education in Israel. In July 1968, following the Committee’s recommendations, the Knesset decided on a comprehensive reform of the education system: a transition from a two-stage structure (eight years of schooling in an elementary school and four years of high school) to a three-stage structure (elementary and junior high schools, the structural changes that led to the expansion of compulsory education through grade 9. The considerations and reasons for implementing this reform, based on the Committee’s recommendations, were many and varied, although most of the public and academic attention in the years after the reform decision focused on the integration policy implemented in the Division. In practice, no binding «reform law» was enacted, which led to the implementation of the law. The reform will be slow and incomplete - to this day there remain settlements in which the change has not been implemented.

**The 1970s and the 1980s:**

In the years following the reform of the Remelt Committee, most of the education studies examined the changes that occurred following the implementation of the Committee’s recommendations in accordance with the defined goals. The two main problems for which the integration in education has been implemented, according to a broad definition, are the improvement of the level of achievements of the students who require the nurturing and meeting of members of isolated groups with the majority of the society. It is very important for the school principals and teachers to integrate into the framework of single mother class students who, according to their background and achievements, have a large gap, to teach them at the same time to advance them in their scholastic achievements, to try to close previous educational gaps and integrate them into a single social framework.

The implementation of the reform led to more heterogeneous classrooms and the need for junior high schools to cope with this heterogeneity. About 73% of sixth graders in 1971 studied in homogeneous classrooms with an overwhelming
majority of Asian-African origin (more than 80%) or in classrooms with an overwhelming majority of European-American immigrants (less than 20% of Asian-African origin) Three years later, less than half of the students in the same year (who reached the ninth grade) in 1974 - 42% of the students only - studied in classes with an absolute majority of one of the groups of origin.

For summary, the ways to reduce homogeneity can be illegal, such as homogenization of parent classes and the prevention and even encouragement of student dropout, or actions in legal ways such as grouping some subjects, early screening by referring students with special education difficulties and establishing the «slow class» which is a homogenous class of weak students only, who receive a separate curriculum, a reduced classroom framework, and more qualified teaching staff. The researchers note that in the test results, slow class students are the main victims when examining the goals of integration and achievement reduction, because their achievements are significantly lower than the rest of the students.

References:
