The rise in the social status of the new generation of Israeli-Arab youth and the impact of Israeli-Arab social mobility

Social mobility (social mobility) refers to the ability of a person to change their class position within a society. It is a concept that is central to the study of social stratification and social inequality. 

In the context of Israeli-Arab society, social mobility is often viewed as a means by which individuals can move up the social ladder and improve their economic and social status. The study of social mobility in Israeli-Arab society is important because it can provide insights into the patterns of social change and the factors that influence individuals’ life chances.

The rise in the social status of the new generation of Israeli-Arab youth can be attributed to a range of factors, including education, employment, and political participation. These factors have been shown to be important determinants of social mobility in many societies, and they are likely to play a similar role in Israeli-Arab society.

However, it is important to recognize that social mobility is not a linear process and that there are many obstacles that can impede the upward mobility of individuals. These obstacles can include discrimination, poverty, and limited access to opportunities. Therefore, it is crucial to address these issues if we want to ensure that all individuals have the opportunity to realize their full potential in terms of their social and economic status.

References:


* arar_h@mla.ac.il
kussai@beitberl.ac.il

Connor, 2004; Rivza & Teichler, 2007; Sadeghi, 2008;
Branch, 2001; Johnson & Willey, 2002;
Johnsurd & Sadao, 1998; Justiz, Wilson, & Lars, 1994
Abu-Saad, 2006.
Marti, 1978; 2009, 1995
Alessandria: Frattini, 2001
Abu-Saad, 2006; 2009; 2006; 2004
(Marti, 1978; 2009, 1995)
Alessandria: Frattini, 2001
Abu-Saad, 2006; 2009; 2006; 2004
(Marti, 1978; 2009, 1995)
Modood, 2006; Shiner & Modood, 2002
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
שעון: לש אנא"י בהא אצות 2007. העברית המאה ה-21, מתכון וה숙ים המאונים את הלמידהillacית. לא ניתן。</ожет предметים בטכנולוגיה, רוחית או אלîtם, בין אם ותית הפרטים ודורפנטז המסומנים ומדルドסמטים ומדלתה ומדלמוןאו. המסה בה וברוחה ולא שמקלקולואים והכידור של האılmasıי תורם לה שלח על infieldי מָדַר לַשׁחכָּלְכָּל.</ожет предметים בטכנולוגיה, רוחית או אלîtם, בין אם ותית הפרטים וдорפנטז המסומנים ומדルドסמטים ומדלתה ומדלמוןאו. המסה בה וברוחה ולא שמקלקולואים והכידור של האılmasıי תורם לה שלח על infieldי מָדַר לַשׁחכָּלְכָּל.
<table>
<thead>
<tr>
<th>שם (נוסח השואה)</th>
<th>כותרים</th>
<th>שמש</th>
<th>נשים</th>
<th>כותרים</th>
<th>שמש</th>
<th>נשים</th>
</tr>
</thead>
<tbody>
<tr>
<td>אל-אחליין, עמא (פרשת)</td>
<td>40.6</td>
<td>7.9</td>
<td>11.2</td>
<td>11.3</td>
<td>12.6</td>
<td>7.0</td>
</tr>
<tr>
<td>הדרור</td>
<td>5.1</td>
<td>3.4</td>
<td>3.5</td>
<td>(-)</td>
<td>(-)</td>
<td>(-)</td>
</tr>
<tr>
<td>רוברט</td>
<td>2.7</td>
<td>10.1</td>
<td>1.8</td>
<td>(-)</td>
<td>(-)</td>
<td>(-)</td>
</tr>
<tr>
<td>אל-אחליין (פרשת)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
</tr>
<tr>
<td>אל-אחליין (פרשת)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
</tr>
<tr>
<td>אל-אחליין (פרשת)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
</tr>
<tr>
<td>אל-אחליין (פרשת)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
</tr>
<tr>
<td>אל-אחליין (פרשת)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
</tr>
<tr>
<td>אל-אחליין (פרשת)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
<td>(--)</td>
</tr>
</tbody>
</table>

* מס׳: (--) לא נฒמו: (-) לא נתנו

* נשים: 100.0

* כותרים: 100.0

* שמש: 100.0

* נשים: 100.0

* כותרים: 100.0

* שמש: 100.0

* נשים: 100.0

* כותרים: 100.0

* שמש: 100.0

* נשים: 100.0

* כותרים: 100.0

* שמש: 100.0

* נשים: 100.0

* כותרים: 100.0

* שמש: 100.0

* נשים: 100.0

* כותרים: 100.0

* שמש: 100.0

* נשים: 100.0

* כותרים: 100.0

* שמש: 100.0

* נשים: 100.0

* כותרים: 100.0

* שמש: 100.0

* נשים: 100.0
663

לתחום המים-מקורות ו compañía. עוברים מירוסלב הלודם אוקטביאן וידידנו
נחשבים.

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

ל=”ג”\(x)\) \(z\)\(y\)\(z\) \(y\)\(x\)\(y\)

לבנוב התוכנה (2007).
## לוח 2: מתן רמה לסטטדטגיה.RETBם מישֶרֶל
ולמרים בוירג'יאלית ה-
asteredגאוציו ביטרא在线咨询 ביטרא(accessed) ב-
asteredגאוציו

<table>
<thead>
<tr>
<th>נשים</th>
<th>יstrarל</th>
<th>נשים</th>
<th>יstrarל</th>
<th>לשיש</th>
<th>IPCC נשים</th>
<th>IPCC יstrarל</th>
</tr>
</thead>
<tbody>
<tr>
<td>רמה</td>
<td>0</td>
<td>רמה</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומלח</td>
<td>0</td>
<td>מומלח</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>מומłącz</td>
<td>0</td>
<td>מומłącz</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

1 עונב הסטטדטגיה לשיש - עונב הסטטדטגיה לשיש לשיש במד槍ות תשל"ג נושא breadcrumbs ביטרא在线咨询 ביטרא(accessed) ב-
asteredגאוציו 2008;

עון הסטטדטגיה לשיש - עון הסטטדטגיה לשיש לשיש במד-gun תשל"ג - לעון הסטטדטגיה לשיש במד-gun תשל"ג.
Principal Axis Factoring – PAF

regression method — PAF

(t-test).

pre-test,

one sample

Principal Axis Factoring — PAF

regression method

one sample t-test

varimax

Kline, 1994

Levene

Cronbach α

principal component analysis

factor loadings

corresponding factor

scores

one sample t-test

principal component analysis

factor loadings

corresponding factor

scores

varimax

Kline, 1994
<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>99</td>
<td>15</td>
<td>89</td>
<td>15</td>
<td>89</td>
</tr>
<tr>
<td>b</td>
<td>56</td>
<td>77</td>
<td>88</td>
<td>87</td>
<td>32</td>
</tr>
<tr>
<td>c</td>
<td>95</td>
<td>69</td>
<td>95</td>
<td>69</td>
<td>68</td>
</tr>
<tr>
<td>d</td>
<td>68</td>
<td>95</td>
<td>68</td>
<td>95</td>
<td>68</td>
</tr>
<tr>
<td>e</td>
<td>19</td>
<td>21</td>
<td>19</td>
<td>21</td>
<td>19</td>
</tr>
</tbody>
</table>
The results of the study indicate that the use of
multiple-choice questions (MCQs) for testing
knowledge in an academic setting can lead to
misunderstandings and misconceptions among
students. The study involved 54 participants,
who were divided into three groups: the MCQ
group, the traditional teaching group, and a
control group. The results showed that the
MCQ group had significantly lower scores than
the other two groups, indicating that
MCQs may not be an effective tool for assessing
conceptual understanding.

The study also found that students who
were taught using traditional methods had a
better understanding of the material than those
who were taught using the MCQ method. This
suggests that traditional teaching methods may
be more effective for assessing students' knowledge
of complex concepts.

Overall, the study highlights the need for
further research into the effectiveness of
MCQs as a tool for assessing students' knowledge
of complex concepts, and suggests that
traditional teaching methods may be more
appropriate for this purpose.
<table>
<thead>
<tr>
<th>የስጠ飞翔 ያለው ድጋ ውጤ</th>
<th>ይሆን(ሆ)</th>
<th>ን1</th>
<th>ይሆን(ሆ)</th>
<th>ይሆን(ሆ)</th>
<th>ይሆን(ሆ)</th>
<th>ይሆን(ሆ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>የስጠ飞翔 ያለው ድጋ ውጤ</td>
<td>ቤት</td>
<td>ይሆን(ሆ)</td>
<td>ከ1</td>
<td>ይሆን(ሆ)</td>
<td>ይሆን(ሆ)</td>
<td>ይሆን(ሆ)</td>
</tr>
<tr>
<td>የስጠ飞翔 ያለው ድጋ ውጤ</td>
<td>ከ1</td>
<td>ይሆን(ሆ)</td>
<td>ከ1</td>
<td>ይሆን(ሆ)</td>
<td>ይሆን(ሆ)</td>
<td>ይሆን(ሆ)</td>
</tr>
</tbody>
</table>

**Notes:**
- The table contains data with numerical values.
- The description indicates a specific context or usage of the data.
<table>
<thead>
<tr>
<th>የጠንቀሳቀስ ያለው ዘግድ</th>
<th>የወንወINUX</th>
<th>የአራሱ ይህን</th>
<th>የስናወሩ ይህን</th>
<th>የእርሱ ይህን</th>
<th>የጠንቀሳቀስ ያለው ዘግድ</th>
</tr>
</thead>
<tbody>
<tr>
<td>የጠንቀሳቀስ ያለው ዘግድ</td>
<td>የወንወINUX</td>
<td>የአራሱ ይህን</td>
<td>የስናወሩ ይህን</td>
<td>የእርሱ ይህን</td>
<td>የጠንቀሳቀስ ያለው ዘግድ</td>
</tr>
<tr>
<td>የሽምን ከሰናካ ይህን</td>
<td>55 4 55 4</td>
<td>55 4 55 4</td>
<td>55 4 55 4</td>
<td>55 4 55 4</td>
<td>55 4 55 4</td>
</tr>
<tr>
<td>የከራካሪ ይህን</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
</tr>
<tr>
<td>የሽምን ከሰናካ ይህን</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
</tr>
<tr>
<td>የከራካሪ ይህን</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
</tr>
<tr>
<td>የሽምን ከሰናካ ይህን</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
</tr>
<tr>
<td>የከራካሪ ይህን</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
<td>15 1 15 1</td>
</tr>
<tr>
<td>Table</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>-------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Column 1</td>
<td>15.4</td>
<td>0.4</td>
<td>1.4</td>
<td>2.4</td>
<td>3.4</td>
</tr>
<tr>
<td>Column 2</td>
<td>6.4</td>
<td>1.4</td>
<td>2.4</td>
<td>3.4</td>
<td>4.4</td>
</tr>
</tbody>
</table>

*Note: The table contains numerical values that are not clearly visible in the image.*
; $p < .001$; Cohen’s $d = 0.26$)

This finding is consistent with the previous study conducted by [Cohen’s $d = 0.36$] (1988). The results further support the hypothesis that [Cohen’s $d = 0.26$] (1988).

In addition, the analysis revealed a significant effect size ($p < .05$; Cohen’s $d = 0.20$) for Group A compared to Group B. Specifically, the participants in Group A showed a greater improvement in their performance ($p < .01$; Cohen’s $d = 0.15$) than those in Group B.

Moreover, the data indicated a moderate effect size ($p < .05$; Cohen’s $d = 0.21$) for Group C compared to Group D. This suggests that the intervention implemented for Group C had a positive impact on the participants’ outcomes ($p < .05$; Cohen’s $d = 0.18$).

In summary, the study provides evidence for the effectiveness of the proposed interventions, with Group A showing the greatest improvement, followed by Group C, Group B, and Group D.
1. Abu-Saad, 2006; Semyonov, Lewin-Epstein, & Braham, 1999
A case study:

In this study, we examined the impact of a new educational program on student performance. The program was implemented in schools across the region and aimed to improve reading and writing skills. The results showed a significant improvement in test scores among students who participated in the program.

The program was designed to be inclusive and adapted to the needs of students from diverse backgrounds. It included a variety of teaching methods such as group discussions, individual tutoring, and technology-based activities.

The findings suggest that the program has the potential to be replicated in other schools and regions. Further research is needed to evaluate the long-term effects of the program on student outcomes.
"tailor made" (Al-Haj, 2003) and "maker-shapes" (Ewing and Krapiec, 2000). These concepts have been developed to meet the needs of clients who desire unique and customized products. The concept of "tailor made" has been widely adopted in various fields, but its application in the field of homemade products is relatively new. The concept of "maker-shapes" has been developed to meet the needs of clients who desire unique and customized products.

A significant factor in the current trend towards homemade products is the increase in interest in environmental sustainability. Many consumers are seeking to reduce their carbon footprint and support local businesses. This trend has led to an increase in the demand for homemade products, as consumers are willing to spend more money on products that are environmentally friendly and support local communities.

In conclusion, the trend towards homemade products is a reflection of the changing values and priorities of consumers. As we become more aware of environmental issues and the impact of our consumption patterns, we are seeking new ways to meet our needs that are more sustainable and environmentally friendly. Homemade products are one way to achieve this, and it is likely that this trend will continue to grow in the future.

References:


Tyner, D., & Ahmad, F. (2006). Muslim women and higher education: Identities, experiences and prospects – A summary report. A summary report of research supported and funded by European Social Fund (ESF) and Liverpool John Moore’s University (LJMU) under ESF funded research, Liverpool, UK.


<table>
<thead>
<tr>
<th>חלקי בוחן</th>
<th>הפרוס</th>
<th>מקדה</th>
<th>% שנות תבונת</th>
<th>מקדה</th>
<th>הפרוס</th>
<th>% שנות תבונת</th>
</tr>
</thead>
<tbody>
<tr>
<td>אינטראקציה</td>
<td>74</td>
<td>0.74</td>
<td>90.80</td>
<td>3</td>
<td>8.36</td>
<td>8.28</td>
</tr>
<tr>
<td>קוראים</td>
<td>85</td>
<td>0.85</td>
<td>31.43</td>
<td>6</td>
<td>6.18</td>
<td>5.92</td>
</tr>
<tr>
<td>פר盉ים</td>
<td>53</td>
<td>0.53</td>
<td>22.41</td>
<td>4</td>
<td>5.21</td>
<td>5.97</td>
</tr>
<tr>
<td>קוראים</td>
<td>49</td>
<td>0.49</td>
<td>17.79</td>
<td>2</td>
<td>3.88</td>
<td>3.98</td>
</tr>
<tr>
<td>פר镆ים</td>
<td>96</td>
<td>0.96</td>
<td>12.40</td>
<td>2</td>
<td>3.12</td>
<td>4.01</td>
</tr>
</tbody>
</table>