**Name:** Svetlana Chachashvili-Bolotin **Date:** 10-11-2023

**CURRICULUM VITAE**

1. **Personal Details**

 Home Address: 10 HaAzmaut, Ashdod 7745210

 Office Telephone Number: 09-989-1040

Cellular Phone: 053-4867409

 Electronic Address: svetach@ruppin.ac.il

1. **Higher Education**
2. **Undergraduate and Graduate Studies**

|  |  |  |  |
| --- | --- | --- | --- |
| **Period of Study**  | **Name of Institution and Department**  | **Degree** | **Year of Approval of Degree** |
| 1993-1997 | Tel Aviv University- Department of Sociology and Department of Education | B.A.(Cum Laude) | 1997 |
| 1997-1999 | Tel Aviv University- Department of Sociology and Department of Education | M.A.(Cum Laude) | 1999 |
| 2001-2007 | Tel Aviv University- Department of Sociology and Department of Education | Ph.D. | 2007 |
| 2015-2017 | Tel Aviv University-Education Department | Educational Diploma | 2017 |

1. **Academic Ranks and Tenure in Institutes of Higher Education**

|  |  |  |
| --- | --- | --- |
| **Dates**  | **Name of Institution and Department** | **Rank/Position**  |
| 2007-2009 | The College of Management Academic Studies (The Colman College) School of Communication | Adjunct lecturer |
| 2007-2010 | The Zinman College of Physical Education and Sport Sciences at the Wingate Institute | Lecturer (tenure track) |
| 2008-2016 | Ruppin Academic Center Department of Social and Community Sciences  | Lecturer (tenure track) |
| 2016-present | Ruppin Academic Center,Department of Social and Community Sciences  | Senior lecturer (tenure track) |
| \*2019 | The University of British ColumbiaFaculty of Education Department of Curriculum and Pedagogy | Visiting scholar  |
| \*2022 | Kaunas University of Applied Sciences | Visiting scholar |

1. **Offices in Academic Administration**

|  |  |  |
| --- | --- | --- |
| **Dates**  | **Unit/Committee**  | **Role/Position** |
| 2008 – present | Teaching committee of the MA Program on Immigration and Social Integration  | Committee member |
| 2008 - present | Selection/acceptance committee of the MA program on Immigration and Social Integration  | Committee member |
| 2012 -2013 | The Institute for Immigration and Social Integration, Project "Academy in the field" | Head of the evaluation team  |
| \*2017 - present | The Institute for Immigration and Social Integration, ERASMUS project | Committee member of the evaluation team |
| \*2017 - present | The Institute for Immigration and Social Integration | Committee member  |
| \*2019 | Promotion committee (senior lectures)  | Committee member  |
| \*2020/21 | MA Program on Immigration and Social Integration | Active Head |
| \*2021-present | Hagira Journal | Associate Editor |
| \*2022  | The Institute for Immigration and Social Integration | Head of the Institute for Immigration and Social Integration |
| \*2023 | Israeli Sociological Association | Head of the Migration and Demography Section  |

1. **Scholarly Positions and Activities outside the Institution**
2. **Professional Functions Outside Universities/ Institutions**

| **Dates**  | **Institution**  | **Role/Position** |
| --- | --- | --- |
| 2005-2006 | Center of Planning, Evaluation and ICT Education, Culture and Sports Authority Municipality of Tel Aviv-Yaffo | Senior researcher  |
| 2006-2007 | Center for Economic and Social Research Municipality of Tel Aviv-Yaffo | Senior researcher  |
| 2008-2011 | BMBF (the German Ministry of Education and Science)  | Researcher |
| 2011 - 2015 | Municipality of Ashdod | Head of Information, Research and Estimation Department |
| \*2017 | Israel National Road Safety Authority | Active Head of the Information and Research Division  |

1. **Membership in Professional/Scientific Societies**

| **Dates**  | **Organization** | **Role/Position** |
| --- | --- | --- |
| 2008 - present | The Israeli Sociological Association (ISA) | Member of the ISA  |
| 2011 - present | The Israeli Association for Program Evaluation (IAPE) | Member of the IAPE |
| 2015-present | The Israeli Sociological Association- Board | The representative member of applied sociology in the ISA board  |
| 2015-present | Ministry of Education | Member of the professional committee |
| \*2016-2018 | Ort Education | Member of ISTEAM committee |
| \*2018 -present | Central Bureau of Statistics | Member of PIAAC committee |

1. **Evaluation and Review in Scientific Journal and Research Funds**

| **Date**  | **Name of Journal/Research Fund**  | **Role** |
| --- | --- | --- |
| 2014 - present | European Sociological Review- ESR | Reviewer- manuscript |
| 2015 - present | Research in Social Stratification and Mobility – RSSM | Reviewer- manuscript |
| \*2017 - present | British Educational Research Journal- BERJ | Reviewer- manuscript |
| \*2018 | European Research Counsel  | Evaluation of proposal |
| \*2019 - present | International Migration | Reviewer- manuscript |
| \*2019 - present | Zeitschrift für Weiterbildungsforschung | Reviewer- manuscript |
| \*2019 | STEM Education Frontiers | Reviewer- manuscript |
| \*2020 - present | International Migration Review | Reviewer- manuscript |
| \*2020 - present | International Journal of Science Education | Reviewer- manuscript |
| \*2023 | The U.S.-Israel Binational Science Foundation (BSF) | Evaluation of proposal |

**6.** **Participation in Scholarly Conferences**

**a. Active Participation**

Active participation in **international conferences**

| **Date**  | **Name of** **Conference**  | **Place of Conference**  | **Subject of Lecture/Discussion**  | **Role** |
| --- | --- | --- | --- | --- |
| November 2009 | Inequality in Education: Germany and Israel | Jena, Germany | Competencies and achievements among immigrant and native students in Israel and Germany  | Presenter |
| March 2010 | BMBF project | Berlin, Germany | Educational expectations: The case of immigrant students from the FSU and native-born Jewish students in Israel | Presenter |
| June 2013 | International Perspectives on Technology-Enhanced Learning: Lessons, Challenges and Possibilities |  UBC, Vancouver, BC, Canada | An international study of technology use in Mathematics and Science teacher education,  | Presenter |
| July 2014 | STEM 2014 International Conference: https://stem2014.ubc.ca/ | UBC, Vancouver, Canada. | Gender & socio-economic gaps in secondary students’ interest in pursuing STEM fields in tertiary education in Israel  | Presenter |
| \*November2016 | Twenty-five years later (1991–2016): between Soviet past and unclear Eurasian future | European Open University,Budapest, Hungary | Cognitive skills and labor market experience of FSU immigrants in Israel | Presenter |
| \*September 2017 | the 10th Annual EUROMED Conference. Global and national business theories and practice: bridging the past with the future | Academy of Business, Roma | The effect of digital variables on perceived employability in an ethnic minority and hegemonic group. | Presenter |
| \*February 2018 | ERASMUS | Berlin | DEMO project | Presenter |
| \*September 2018 | SISP Conference | University of Turin, Italy | The role of religiosity in education policy in France and Israel | Presenter |
| \*November 2018 | Numeracy as Part of Adult (Basic) Education: International and Comparative Perspectives | Besenbinderderhof, Hamburg, Germany | Cognitive skills and labor market experience of FSU immigrants in Israel | Presenter |
| \*November 2018 | International Conference of STEM in Education 2018 | Brisbane, Queensland, Australia | Enrollment in Mathematics and Physics at the advanced level in secondary school among two generations of high-skilled immigrants | Co-presenter |
| \*November 2018 | ICERI2018 Conference | Seville, Spain | STEM or S.T.E.M.? Challenging a traditional paradigm through innovative three-step approach to STEM teacher education | Co-presenter |
| \*April 2019 | AERA  | Toronto, Canada | Challenging the technology myth in STEM teacher education: from theory to practice | Presenter |
| \*June 2019 | The Migration Conference’ 19 | Bari, Italy | STEM track enrolment among two generations of immigrant studentsfrom high-skilled parental background | Co-presenter |
| \*December 2020 | 3rd International Conference on Management of Educational units | Thessaloniki, Greece(ZOOM) | Beyond the Pandemic: A novel approach for creating engaging Online STEM Learning Environments at secondary & post-secondary levels | Presenter |
| \*February 2021 | \*Australian Society of Behavioral Health and Medicine | Australia, (ZOOM) | Benefiting from digital use: Prospective association of Internet use with knowledge and preventive behaviors related to Alzheimer’s disease in the Israeli Survey of Aging | Co-presenter |
| \*June 2021 | International STEM in Education 2021 Conference https://stem2021.ubc.ca/ | Vancouver, Canada(ZOOM) | STEM enrolment of second-generation immigrant students with high-skilled parents | Presenter |
| \*March 2023 | the International Conference on e-Society | Lisbon Portugal  | Overcoming circle of poverty? Human and social capital-enhancing digital uses among singlemothers – findings of repeated cross-sectional study 2014-2019  | Co-presenter |
| \*August 2023 | 17th International Congress of Behavioral Medicine (ICBM) | Vancouver, BC, Canada | Investigating adolescent psychological well-being using PISA 2018 Canada Data | Co-presenter |

Active participation in **international conferences in Israel**

| **Date**  | **Name of** **Conference**  | **Place of Conference**  | **Subject of Lecture/Discussion**  | **Role** |
| --- | --- | --- | --- | --- |
| June 2007 | New Trends in Education  | Tel Aviv University, Israel | Immigration of 90s from the FSU as one of the main factors of the educational reform in higher education in Israel | Presenter |
| May 2008 | Literacy and Language  | Bar-Ilan University, Israel | The effects of student’s socio-economic status and school characteristics on educational achievements among 1990s’ Immigrants | Presenter |
| November 2008 | 29th GIF (Germany Israel Foundation) Meeting | Kibbutz Tsuba, Israel | Immigration and education: The case of Israel | Presenter |
| May 2010 | Canada-Israel Bilateral Forum on Migration | Ruppin Academic Center, Israel | Educational achievements and study patterns among immigrants from the FSU in Israeli secondary school | Presenter |
| March 2012 | Annual meeting of Israeli Sociological Society | Hebrew University, Jerusalem, Israel | The digital divide as a social gap – Indeed? Inequality of computer and internet access and use among immigrants in Israeli society  | Presenter |
| February 2014 | Annual meeting of Israeli Sociological Society | Tel Aviv University, Israel | Religious segmented assimilation: The case of integration of Western immigrants in the Israeli secondary education system | Presenter |
| May 2014 | The 3rd International Conference on Immigration & Social Integration | Ruppin Academic Center, Israel | Integration of Western immigrants in the Israeli secondary education system | Presenter |
| March 2016 | Between Two Homelands – Immigrants Children in Israel, Conference | Tel-Aviv University,Israel  | Educational achievements of Western immigrants in Israeli schools | Presenter |
| \*January 2017 | Annual meeting of Israeli Sociological Society | Open University, Raanana,Israel | The cognitive skills and labor market integration among FSU immigrants  | Presenter |
| \*March 2017 | PIAAC database | CBS, Jerusalem, Israel | The cognitive skills and labor market integration among FSU immigrants, CBS, Jerusalem. | Presenter |
| \*June 2017 | On Immigration and Social Integration | Ruppin Academic Center,Israel | Immigrant Integration – Integration Indices | Presenter |
| \*September 2017 | IAREP Conference 2017 Leveraging Behavioral Insights |  The College of Management and academic studies, Rishon LeZion,Israel | Cognitive skills, job satisfaction and economic wellbeing of FSU immigrants in Israel | Presenter |
| \*January 2019 | People on the Move- Migration and Mobility, Tel Aviv University | Tel-Aviv University,Israel | Satisfied with less? Mismatch between subjective and objective position of immigrants and native-born men and women in the labor market | Co-presenter |
| \*October 2018 | "Star Trek" Conference | Tel-Aviv University, Israel | STEM fields and Immigration | Presenter |
| \*May 2019 | 16th Jerusalem Conference in Canadian Studies | Hebrew University, Israel | Breaking theboundaries: From innovation to practicein STEM teacher education | Presenter |
| \*December 2019 | Canada-Israel Forum on Immigration and Integration | Ruppin Academic Center, Israel | The Ruppin Index for immigrant integration at the local level | Presenter |
| \*March 2021 | Labor Immigrants and Asylum Seekers during the COVID-19 Pandemic | The Institute for Immigration and Social Integration(ZOOM -Webinar) | Public attitudes toward policies related to labor immigrants and asylum seekers in Israel | Presenter and Co-organizer |
| \*June 2021 | Aliya during the COVID-19 Pandemic | The Institute for Immigration and Social Integration(ZOOM -Webinar) |  | Co-organizer |
| \*February, 2022 | Annual meeting of Israeli Sociological Society | Hebrew University, Israel | Migrant practices  | Head of the panel |
| \*February, 2023 | Annual meeting of Israeli Sociological Society | Tel Aviv University, Israel | The Russian Invasion of Ukraine and the Strengthening of Ukrainian Identity among Former Soviet Union Immigrants from Ukraine: Israel as a Case Study | Presenter |
| \*May 2023 | Shock, Talk and Exit: Public Expression and Personal Experience under the Russian War in Ukraine | Beer-Sheva,Israel | The Russian Invasion of Ukraine and the Strengthening of Ukrainian Identity among Former Soviet Union Immigrants from Ukraine: Israel as a Case Study. | Presenter |

**7. Invited Lectures\Colloquium Talks**

| **Date**  | **Place of Lecture**  | **Name of Forum**  | **Presentation/Comments**  |
| --- | --- | --- | --- |
| November 2014 | Hotel Metropolitan, Tel-Aviv, Israel | The German group of the Bundeszentrale für politische Bildung (bpb) | Integration of the FSU immigrants in Israel |
| January 2015 | The U.S. Embassy, Tel-Aviv, Israel | Public Affairs Office | Gender and socio-economic gaps in secondary students’ interest in pursuing STEM fields in tertiary education in Israel |
| January 2015 | Ministry of Education,Jerusalem,Israel | Forum of MEGASHRIM in the Israeli education system | Integration of French-speaking immigrants in primary and secondary education |
| October 2015 | Ruppin Academic Center,Israel | Young leadership from the USA  | Integration of the FSU immigrants in Israel |
| \*October 2016 | Jerusalem | Forum of Municipalities  | Educational achievements of Western immigrants in Israeli schools. |
| \*May 2017 | Tel-Aviv, Israel | Forum of Municipalities  | STEM education and immigrant students s in Israeli schools. |
| \*September 2017 | Hotel Metropolitan, Tel Aviv, Israel | The German group of the Bundeszentrale für politische Bildung (bpb) | Visible and invisible borders of the Israeli education system |
| \*July 2019 | The Van Leer Institute, Jerusalem, Israel | Sochnut, Jewish Agency | Evaluation of Jewish agency young aliyah programs |
| \*September 2019 | The University of British Columbia,Canada | Research seminar for graduate students | Immigration and education: |
| \*September 2019 | The University of British Columbia,Canada | Seminar series:Department of Curriculum & Pedagogy  | STEM outcomes of second-generation Israeli immigrant students with high-skilled parental backgrounds |
| \*January 2021 | Tel-Aviv University | Seminar series:Department of Sociology & Anthropology | Immigration and education |
| \*June 2021 | Ministry of Education, Tel-Aviv | Forum of Educators and Supervisors | Educational achievements and study patterns among 12th grade students of Ethiopian descent in Israel |
| \*February 2022 | Ministry of Education, Tel-Aviv | Forum of Educators and Supervisors | Educational achievements among different groups |
| \*July 2022 | Institute for Immigration and Social Integration | Ramifications of the 2022 Russian Invasion of Ukraine | Ramifications of the 2022 Russian invasion of Ukraine among immigrants from the FSU in Israel |
| \*October 2022 | Kaunas University of Applied Sciences | ERASMUS+ | Immigration and Education |
| \*November 2022 | Lublin, Poland | Polish Embassy in Israel | Challenges of the Israeli education system: War and immigration as part of Israel |
| \*July 2023 | The University of British Columbia,Canada | Seminar series:Department of Curriculum & Pedagogy, University of British Columbia, Vancouver, Canada  | How to Conduct Educational Research? From Theory to Practice |

**8. Research Grants**

**a. Grants Awarded**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Role in Research**  | **Co-Researchers** | **Topic**  | **Funded by/Amount**  | **Year** |
| PI | Sabina Lissitsa | Inequality of computer and internet access and use among immigrants in Israeli society | Ruppin Academic Center $1,000 | 2013 |
| PI | Marina Milner-Bolotin | Gender and socio-economic gaps in student interest to pursue STEM fields in tertiary education: The case of Israel | Ruppin Academic Center $1,000 $ | 2014 |
| PI | Sabina Lissitsa | Adoption of ICT by senior citizens during the past decade | Ruppin Academic Center $1,000 | 2015 |
| PI | Sabina Lissitsa | Cognitive skills and labour market experience of FSU immigrants in Israel | Ruppin Academic Center $1,000 | 2016 |
| PI | Sabina Lissitsa | Cognitive skills and labour market experience of FSU Immigrants in Israel | Ruppin Academic Center $1,000 | \*2017 |
| PI | Sabina Lissitsa | Enrollment in Mathematics and Physicsat the advanced level in secondary school among two generations of highly skilledimmigrants | Ruppin Academic Center $2,000 | \*2018 |
| PI | Sabina Lissitsa | STEM outcomes of second-generation Israeli immigrant students with high-skilled parental backgrounds | Ruppin Academic Center $4,000 | \*2019 |
| PI | Sabina Lissitsa | Occupational reproduction and mobility in STEM – Parental narratives of their children occupational choice | Ruppin Academic Center $4,000 | \*2020 |
| PI | Ravit Talmi-Cohn | Post-Migration Practices of Success in the Transnational Context:The Case of Men from Three Different Ethnic Groups in Israel | Institute for Immigration & Social Integration, $10,000 | \*2021 |
| PI | Sabina Lissitsa | Socio-economic or marital status? Factors driving digital inequality among single and married mothers – findings of a repeated cross-sectional study, 2014-2019 | Ruppin Academic Center $4,000 | \*2021 |
| Collaborator | PI- Yan Liu | Investigating Adolescent Psychological Well-being in the Educational Context Using PISA 2018 Canada Data | Social Sciences and Humanities Research Council of Canada$9,800 | \*2022 |

**b. Submission of Research Proposals – Pending**

| **Role in Research**  | **Co-Researchers** | **Topic**  | **Funded by/Amount**  | **Year** |
| --- | --- | --- | --- | --- |
| PI | Merav Aharon-Gutman | Smart Evaluation and Social Digital Twin | Technion $50,000 | \*2022 |

1. **Submission of Research Proposals – Not Funded**

| **Role in Research**  | **Co-Researchers** | **Topic**  | **Funded by**  | **Year** |
| --- | --- | --- | --- | --- |
| PI | Tali Yogev | Economic Empowerment – Girls in STEAM --G4MS: Girls for Marine Science | the U.S. Embassy($40,000) | 2015 |
| PI | Sabina Lissitsa | First and second generation of STEM students: Analysis of combined effect of parental education and occupation on student choice of field of study in tertiary education | Spencer Foundation ($50,000) | 2016 |
| PI | Sabina Lissitsa | The choice of tertiary education field of study among potential first and second- generation STEM students | ISF ($70,000) | \*2017 |
| PI | Sabina Lissitsa | Effects of the mother’s and the father’s STEM-related occupations on their sons’ and daughters’ fields of study in tertiary education Students | ISF ($75,000) | \*2019 |
| Co-PI | Karin Amit | Evaluation of Jewish Agency Young Aliyah Programs | Sochnut,(79,000NIS) | \*2019 |
| Co-PI | Sabina Lissitsa | Intergenerational occupational reproduction and mobility in STEM: The role of parental STEM-related occupations in tertiary study choices of their children | Spencer Foundation ($50,000) | \*2019 |
| Co-PI | Milner-BolotinSabina Lissitsa | Multi-Generational Technology-Enhanced Educational Mentoring as a Response to COVID-19 Crisis | Spencer Foundation ($50,000) | \*2020 |
| Collaborator | PI- Yan Liu | Investigating COVID-19 Impacts on Secondary School Students’ Academic Performance and Well-Being through Big Data | Social Sciences and Humanities Research Council of Canada($100,000) | \*2021 |
| PI | Anda Barak -Bianko | Mapping and analyzing mutual attitudes among different groups of immigrants in Israel | Ministry of Aliyah and Integration 500,000NIS | \*2021 |
| PI | Ravit Talmi-Cohn | Post-Migration Practices of Success in the Transnational Context: The Case of Men from Three Different Ethnic Groups in Israel | ISF(509,000NIS) | \*2022 |

**9. Scholarships, Awards and Prizes**

2008 International Fall School on Research Methods "Workshops on Methods for Longitudinal Data Analysis", Jena, Germany.

2010 International School on Research Methods "Workshops on Methods for Data Analysis", Berlin, Germany.

2014 Best Paper Reward presented for "Gender & Socio-Economic Gaps in Secondary Students’ Interest in Pursuing STEM Fields in Tertiary Education in Israel", STEM Conference, 2014, July 12-15, UBC, Vancouver, Canada.

2019\* 2019 – 2020 International Visitor at UBC, Vancouver, Canada.

2020\* Excellence in Teaching and Research Award (Ruppin Academic Center, Israel)

2021\* Excellence in Teaching and Research Award (Ruppin Academic Center, Israel)

**10. Teaching**

**a. Courses Taught in Recent Years**

| **Year**  | **Name of Course**  | **Type of Course****Lecture/Seminar/Workshop/High Learn Course/Introduction Course (Mandatory)** | **Degree** | **Number of Students**  |
| --- | --- | --- | --- | --- |
| 2009 - present | Quantitative Research Methods for MA | Lecture (Mandatory) | MA | 20-25 |
| 2009 -2012 | Introduction to Immigration Studies in Israel  | Introduction Course (Mandatory) | MA | 20-25 |
| 2009 - 2012 | Statistics for MA  | Lecture (Mandatory) | BA | 20-25 |
| 2009 - present | Immigration and Education | Lecture (Mandatory) | MA | 20-25 |
| 2012 -present | Statistics B | Lecture (Mandatory) | BA | 40 |
| 2013 - 2017 | Methodology A+B  | Introduction Course (mandatory) | BA | 40-60 |
| 2013 -present | Multiculturalism - from Theory to Practice | Lecture (Mandatory) | MA | 20-25 |
| 2016 -present | Inequality and Immigration | Seminar | MA | 20-25 |
| 2016 - 2018 | Sociology of Health | Lecture (Mandatory) | BA | 70 |
| 2017 - 2018 | Statistical Methods for the Social Sciences | Lecture (Mandatory) | Ph.D. | 10 |
| 2019 - 2020 | Inequality in Society  | Seminar | BA | 35 |
| 2019 - present | Health for All. Or is It? Selected Health Issues in Society | Lecture (Mandatory) | BA | 55 |
| 2015-present | Immigration and Inequality | Seminar | MA | 20 |

**b. Supervision of Graduate Students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of Student**  | **Title of Thesis** | **Degree** | **Date of Completion/in Progress** | **Students` Achievements**  |
| Revital Duek | STEM education and gender inequality | Ph.D. | In progress,With Prof. R. Kark | Second level: Proposal was approved |
| Merav Kalik-Lerner | Gender inequality in STEM education | MA | In progress,With Prof. Idit Avrahami and Prof. S. Lissitsa |  |

**11. Professional Experience outside the Institution**

My long-term goal is to strengthen connections between the academy and practice. I consider myself an applied sociology researcher-practitioner whose research informs practice and whose practice affects research. Therefore, my research, professional contributions, and my teaching are inextricably intertwined.

In early 2011, I founded Information, Research and Evaluation Department in the Education Division of the Municipality of Ashdod (the fifth largest city in Israel). During its first year of operation, the Department received recognition as a research unit by the Central Bureau of Statistics of Israel (CBS). I served as the Department’s head from 2011-2015. Throughout this period, I have been involved in initiating, setting up and managing educational databases and conducting ongoing research in the field of education. My responsibilities included: preparing and developing research and assessment tools, developing research surveys and questionnaires, designing computerized tools for reporting, facilitating research cooperation with the management staff in formal and informal educational institutions, and leading educational research, as well as conducting advanced analyzes and writing research reports and discussion papers for decision-makers. I also initiated and promoted cooperation with managers at the Central Bureau of Statistics, the Israeli Ministry of Education, and the National Authority for Measurement and Evaluation. During my tenure there, I was a member of professional forums in the field of education locally, nationally, and internationally: STEM (Science, Technology, Engineering and Mathematics) education forum, the secondary education forum, the matriculation and dropout forum, etc. In 2013, I initiated the establishment of a forum for evaluation leaders in local governments of education for cooperation among different authorities.

As a Director of the Research Education Division, in 2014, I had a unique opportunity to conduct STEM education research in a large Israeli city and influence the educational policy. The results of this study (regarding different ways of encouraging secondary students to pursue STEM fields both in high school and at the university), were published[[1]](#footnote-1) in *International Journal of Science Education*.

In February 2015, I was chosen by the Department of Public Affairs of the U.S.A. Embassy to Israel to participate in the International Visitor Leadership Program that focused on women’s contributions to STEM through research and development, education and teaching, leadership and public policy formation. In 2015, I became a member of the professional committee of the Ministry of Education. In addition, in 2017, I served as an Active Head of the Information and Research Division at Israel National Road Safety Authority. In 2019, I was a visiting scholar at the University of British Columbia, Canada, where I collaborated on a research project and participated in the organization of the International STEM conference. Since 2021, I am an Associate Editor of Hagira (Migration in Hebrew) Journal. In February 2022, Since October 2022, I am the Head of the [Institute for Immigration & Social Integration](https://www.ruppin.ac.il/%D7%9E%D7%9B%D7%95%D7%A0%D7%99-%D7%9E%D7%97%D7%A7%D7%A8/%D7%94%D7%9E%D7%9B%D7%95%D7%9F-%D7%9C%D7%94%D7%92%D7%99%D7%A8%D7%94-%D7%95%D7%A9%D7%99%D7%9C%D7%95%D7%91-%D7%97%D7%91%D7%A8%D7%AA%D7%99/Pages/default.aspx). In April 2023, I was chosen to be the Head of the Migration and Demography Section in the Israeli Sociological Society. In October 2023, I opened the Telegram-channel in Russian 'Военный дневник простых ИЗРАИЛЬТЯН Military diary of ordinary ISRAELIS,' where Russian-speaking Israelis describe their daily life during the Iron Swords War.

**PUBLICATIONS**

1. **Ph.D. Dissertation**

**Bolotin, S.** The Effects of the Immigration on Educational Attainments of Immigrants and Native Israelis, approved 2007, 105 pages, in Hebrew, Tel-Aviv University, Israel.

***Supervised by****: Prof. Yossi Shavit and Prof. Hanna Ayalon.*

1. **Articles in Refereed Journals**

**Articles in refereed journals; since last promotion**

* 1. **\*Chachashvili-Bolotin, S.,** Milner-Bolotin, M., & Lissitsa, S. (2016). Examination of factors predicting secondary students’ interest in tertiary STEM education. *International Journal of Science Education*, *38*(3), 366-390. [Q1 in Education; IF=2.4].
	2. \*Lissitsa, S., **Chachashvili-Bolotin, S.,** & Bokek-Cohen, Y. A. (2017). Can digital skills raise occupational prestige among ethnic minorities? *Innovation: The European Journal of Social Science Research*, *30*(2), 204-222. [No Impact Factor].
	3. \*Lissitsa, S., **Chachashvili-Bolotin, S.,** & Bokek-Cohen, Y. A. (2017). Digital skills and extrinsic rewards in late career. *Technology in Society*, *51*, 46-55. [Q1 in Education; IF=4.2].
	4. **\*Chachashvili‐Bolotin, S.,** & Lissitsa, S. (2018). Enrollment in religious schools and the educational achievements of children of high‐skill Immigrants. *International Migration Review*, 52(1), 183-208. [Q1 in Demography; IF=2.9]
	5. \*Amit, K., & **Chachashvili-Bolotin, S.** (2018). Satisfied with Less? Mismatch between subjective and objective position of immigrants and native-born men and women in the labor market. *Frontiers in Sociology*, *3*, 1-14. [Q1 in Sociology; IF=2.5].
	6. \*Lissitsa, S., & **Chachashvili-Bolotin, S.** (2019). The effect of digital variables on perceived employability in an ethnic minority and the hegemonic group. *Israel Affairs*, 1-23. [Q1 in History; IF=0.4].
	7. \*Lissitsa, S., & **Chachashvili‐Bolotin, S**. (2019). Enrolment in Mathematics and Physics at the advanced level in secondary school among two generations of highly skilled. Immigrants. *International Migration,* 57(5), 252-270. [Q1 in Demography; IF=1.9].
	8. \*Lissitsa, S., & **Chachashvili-Bolotin, S.** (2019). Cognitive skills and labour market experience of FSU immigrants in Israel. *Current Politics and Economics of the Middle East*, *10*(3), 357-379. [No Impact Factor].
	9. \*Mattei, P., & **Chachashvili-Bolotin, S.** (2019). The role of religiosity in education policy in France and Israel. *Mondi Migranti, 3, 181-202.* [Impact Factor Unknown].
	10. \***Chachashvili-Bolotin, S.,** Lissitsa, S., & Milner-Bolotin, M. (2019). STEM outcomes of second-generation immigrant students with high-skilled parental backgrounds. *International Journal of Science Education*, 17(4), 2465-2483. [Q1 in Education; IF=2.4].
	11. \*Lissitsa, S., & **Chachashvili-Bolotin, S.** (2020). It's not what you know but where you come from. Cognitive skills, job autonomy and latent discrimination of ethnic minorities. *International Review of Education – Journal for Lifelong Learning.* 66(2), 341-362. [Q2 in Education; IF=1.0].
	12. \*Grotlüschen, A., **Chachashvili-Bolotin, S.,** Heilmann, L., Dutz, G. (2020). Beyond literacy and language provision. Socio-political participation of migrants and language minorities in five countries from PIAAC R1/R2*. Journal of Adult and Continuing Education,* 27 (1), 42-62. [Q3 in Education; IF=0.6].
	13. \*Lissitsa, S., & **Chachashvili-Bolotin, S**. 2021. E-government services use among single mothers– findings of a repeated cross-sectional study 2014-2019. *Israel Affairs 27(5), 936-949.* [Q1 in History; IF=0.4].
	14. \*Lissitsa, S., & **Chachashvili-Bolotin, S.** (2021). Occupational reproduction and mobility in STEM–parental narratives of their child’s occupational choice. *Educational Studies*, 1-17. [Q2 in Education; IF=1.2].
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2. **\*****Chachashvili-Bolotin, S.,** & Kreiner, H. (2022). Heritage-Bilingualism and educational achievement among second-generation immigrants: Are All School Subjects Equal? *Learning and Individual Differences*, 1-13 [Q1 in Education; IF=3.9].
3. \*Lissitsa, S., Ben-Zamara, T., & **Chachashvili-Bolotin, S.** (2023). Intersectional approach to the challenges of religious women in STEM fields. *International Journal of Educational Development.* [Q1 in Education; IF=1.9].
4. **\*Chachashvili-Bolotin, S.**, Blank, C., & Sever, R. (2023). "Absent Attendees": High School Hidden Dropouts among Immigrant Students with High-Skilled Parent Backgrounds. Accepted to *Hagira (Hebrew), 14.* [No Impact Factor].
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1. **Bolotin-Chachashvili, S.**, Shavit, Y., & Ayalon, H. (2002). Expansion and equality in Israeli higher education. *Israeli Sociology*, *2*, 317-47. (in Hebrew). [category C]. [No Impact Factor].
2. **Chachashvili-Bolotin, S.,** Lissitsa, S., & and Galily,Y. (2010). Physical activity involvement in Israel. *Harefuah* 149(6): 349-353 (in Hebrew). [category C]. [No Impact Factor].
3. Lissitsa, S., Galily, Y., & **Chachashvili-Bolotin, S.** (2010). Talking or acting? Gender differences in physical activity participation in Israel at the threshold of the 21st century. *European Journal for Sport and Society*, *7*(1), 31-40. [Q2 in Physical Therapy; No Impact Factor].
4. **Chachashvili-Bolotin, S.** (2011). Educational achievements and study patterns of immigrants from the Former Soviet Union in Israeli secondary schools. *Canadian Issues*, 97-103. [No Impact Factor].
5. **Chachashvili-Bolotin, S.,** Shavit, Y., & Ayalon, H. (2011). Immigration in the 1990s from the Former Soviet Union and the higher education system in Israel in the first half of the 1990s. *Economical Herald of Donbas* 4 (26), 106-113. [No Impact Factor].
6. Lissitsa, S., & **Chachashvili-Bolotin, S.** (2013). “The digital divide as a social gap – Indeed? Inequality of computer and internet access and use among immigrants in Israeli society. *Misgarot Media* 10, Winter:1-17 (Hebrew). [category B+]. [Impact Factor Unknown].
7. Lissitsa, S., & **Chachashvili-Bolotin, S.** (2014). Use of the Internet in Capital Enhancing Ways-Ethnic Differences in Israel and the Role of Language Proficiency, *International Journal of Internet Science ,9*(1),9-30. [category A; IF=2.2].
8. **Chachashvili-Bolotin, S.,** & Lissitsa, S. (2015). Religious segmented assimilation: The case of integration of Western immigrants in the Israeli secondary education system. *Hagira* (Hebrew). [No Impact Factor].
9. Lissitsa, S., & **Chachashvili-Bolotin, S.** (2015). Does the wind of change blow in late adulthood? Adoption of ICT by senior citizens during the past decade. *Poetics*, *52*, 44-63. [Q1 in Communication; IF=1.7].
10. Lissitsa, S., & **Chachashvili-Bolotin, S.** (2016). The less you know, the better you’ll sleep–Perceived job insecurity in the Internet age. *Computers in Human Behavior*, 62, 754-761. [Q1 in Psychology; IF=7.83].
11. **Chachashvili‐Bolotin, S.,** Lissitsa, S., Shavit, Y., & Ayalon, H. (2016). The short term effects of immigrant students on the educational achievements of Native‐Born Students. *International Migration*, *54*(5), 150-161. [Q1 in Demography; IF=1.9].
12. **Articles in Refereed Journals - under review**
13. **Chachashvili-Bolotin, S.,** & Tifferet, S. Housing ableism in Israel: Demographic and socio-economic predictors. *Social Science and Medicine*. [Q1 in Social Sciences; IF=5.3].
14. Lissitsa, S., & **Chachashvili-Bolotin, S**. The early bird gets the worm: Time perspective of STEM-related educational choice in tertiary education - gender and SES differences. Submitted to *International Journal of Qualitative Studies in Education.* [Q1 in Education; IF=1.7]. *Equal authorship.*
15. **Articles or Chapters in Scientific Books**

**(which are not Conference Proceedings)**

**Published**

1. Shavit, Y., Ayalon, H., **Bolotin-Chachashvili, S.,** & Menahem, G. (2006). Stratification in Israeli higher education, in "*Israel and Modernity".* Ed. byU. Cohen, E. Ben-Rafael, A. Bareli, & E. Yaar. Ben-Gurion University of the Negev Press. (in Hebrew).
2. Shavit, Y., **Bolotin-Chachashvili, S**., Ayalon, H., & Menahem, G. (2007). Diversification, expansion and inequality in Israeli Higher Education, in "*Stratification in Higher Education: A Comparative Study".* Ed. byin Y.Shavit, R. Arum, A. Gamoran and G. Menahem. Palo Alto: Stanford University Press.
3. **Chachashvili-Bolotin, S.**, Shavit, Y., & Ayalon, H. (2011). Immigration of 90s from the FSU as One of the Main Factors of the Educational Reform in Israel, in "*Israel's Russian Face – Features and Forces of Social Portrait"*. Ed. by M Kenigshtein. Gesharim Press. (in Russian).
4. **Chachashvili-Bolotin, S**. (2012). Higher Education in the First Half of the 1990s and Immigration from the Former Soviet Union, in *Old Roots in New Soil. The Adjustment of FSU Immigrants in Israel in the New Millennium*. Ed. by S. Lissitsa and Y. Bokek-Cohen. Ariel University Center.
5. Kristen, C., Shavit, Y., **Chachashvili-Bolotin, S**., Roth, T., & Adler, I. (2014). Achievement differences between immigrant and native fourth graders in Germany and Israel, in "The Challenges of Diaspora Migration in Today’s Societies”. Ed. by R. K. Silbereisen, Y. Shavit and P. F. Titzmann. Published by Ashgate Publishing Limited, 191-209.
6. \*Lissitsa, S., **Chachashvili-Bolotin, S.,** & Bokek-Cohen, Y. (2017). Digital capital as a mobility channel for ethnic minorities, in "*The Digital Divide: Issues, Recommendations and Research"*. Ed. by C. C. Landers. New York: Nova Science Publishers, pp. 133-160.
7. \*Lissitsa, S., & **Chachashvili-Bolotin, S.** (2017). Cognitive skills and labour market experience of FSU immigrants in Israel, in "*Social Integration: Predictors, Practices and Obstacles".* Ed. by J. Price and C. Blank. New York: Nova Science Publishers, pp. 47-72.
8. \*Grotlüschen, A., **Chachashvili-Bolotin, S**., Heilmann, L., Dutz, G. (2021). Beyond literacy and language provision. Socio-political participation of migrants and language minorities in five countries from PIAAC R1/R2, in *"Between PIAAC and the New Literacy Studies".* Ed*.* By Grotlüschen, A and L. Heilmann. Waxmann Publishers, pp. 113-131.
9. \*Grotlüschen, A., Heilmann, L., Dutz, G., **Chachashvili-Bolotin, S**., (2021). People like me don’t have any say here? Feelings of socio-political participation of recently arrived migrants in Austria, Canada, Germany, Israel and the USA, in *"Between PIAAC and the New Literacy Studies".* Ed*.* By Grotlüschen, A and L. Heilmann. Waxmann Publishers, pp. 131-153.
10. Adler, I., **Bolotin-Chachashvili, S.,** Hämmerling, A., Jacob, K., Jahn, J., Kalter, F., ... & Steinmetz, S. (2022). *Immigrant children and youths in the German and Israeli educational systems (second transition).*
11. **Articles in Conference Proceedings**

**Published**

1. Milner-Bolotin, M., Cha, J. D., **Chachashvili-Bolotin, S.,** & Raisinghani, L. (2013). An International Study of Technology Use in Mathematics and Science Teacher Education. Proceedings of *International Perspectives on Technology-Enhanced Learning: Lessons, Challenges and Possibilities*, Vancouver, BC, Canada. <http://ocs.educ.ubc.ca/index.php/IPTEL/IPTEL2013>
2. \*Lissitsa, S., & **Chachashvili-Bolotin, S.** (2017). The effect of digital variables on perceived employability in an ethnic minority and hegemonic group. Proceedings of 10th Annual Conference of the EuroMed-Academy-of-Business Rome, ITALY. EuroMed Academy of Business Conference Book of Proceedings,  Pp: 2194-2196.
3. \*Tsybulsky, D., Milner-Bolotin, M., & **Chachashvili-Bolotin, S**. (2018). STEM or S.T.E.M.? Challenging a traditional paradigm through innovative three-step approach to STEM teacher education. Proceedings *of ICERI2018 Conference* 12th-14th November 2018, Seville, Spain, Pp:4664-4772.
4. \*Lissitsa, S., & **Chachashvili-Bolotin, S.** (2018). Overcoming barriers: enrollment in mathematics and physics at the advanced level in secondary school among two generations of high-skilled immigrants. Proceedings of Integrated education for the real world 5th international STEM in education conference: Brisbane, Queensland, Australia, Pp: 210-218. <https://stem-in-ed2018.com.au/proceedings-2/>
5. \*Milner-Bolotin, M., **Chachashvili-Bolotin, S.,** & Milner, V. (2021). Beyond the pandemic: a novel approach for creating engaging online Stem learning environments at secondary and postsecondary levels. Proceedings of International Conference on Management of Educational Units. Greece: Thessaloniki, Pp: 7-8.
6. **\*Chachashvili-Bolotin, S.,** Lissitsa, S., & Milner-Bolotin, M. (2021). STEM enrollment of second-generation immigrant students with high-skilled parents. Proceedings of STEM in Education 2021 International Conference, Pp: 93-99.
7. **Other Scientific Publications**

**Published scientific reports and technical papers**

1. Semyonov, M. Haberfeld, Y., Raijman, R, Karin, A. & **Chachashvili-. Bolotin, S.** (2007). Ruppin index for immigrants' integration in Israel – 2nd report The Institute for Immigration and Social Integration, Ruppin Academic Center, Publication no. 2. (Hebrew).
2. Lissitsa, S. & **Chachashvili-Bolotin, S.** (2012). Academy in the field (community involvement) - the first report. The Institute for Immigration and Social Integration, Ruppin Academic Center, Publication no. 1. (Hebrew).
3. Lissitsa, S. & **Chachashvili-Bolotin, S.** (2012). Academy in the field (community involvement) - the second report. The Institute for Immigration and Social Integration, Ruppin Academic Center, Publication no. 2. (Hebrew).
4. Lissitsa, S. & **Chachashvili-Bolotin, S.** (2012). Academy in the field (community involvement) - the third report. The Institute for Immigration and Social Integration, Ruppin Academic Center, Publication no. 3. (Hebrew).
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6. Lissitsa, S. & **Chachashvili-Bolotin, S.** (2013). Academy in the field 2012-13 (community involvement) - the second report. The Institute for Immigration and Social Integration, Ruppin Academic Center, Publication no. 5. (Hebrew).
7. Lissitsa, S. & **Chachashvili-Bolotin, S.** (2013). Immigrants from France in educational system. The Institute for Immigration and Social Integration, Ruppin Academic Center, Publication no. 5. (Hebrew).
8. **\*Chachashvili-Bolotin, S**., Talmi-Cohn, R., &**.** Yohanani, L. (2021). Educational achievements and study patterns among 12th grade students of Ethiopian decent in Israel. Institute for Immigration and Social Integration, Ruppin Academic Center. (Hebrew).
9. \*Talmi-Cohn, R., **& Chachashvili-Bolotin, S**. (2021). Successful stories of Israeli Ethiopian Men. Institute for Immigration and Social Integration, Ruppin Academic Center. (Hebrew).
10. \* **Chachashvili-Bolotin, S**., & Talmi-Cohn, R. (2022). Recommendations pertaining to assistance efforts for former soviet union israelis living in Israel during the Russia-Ukraine War. Institute for Immigration and Social Integration, Ruppin Academic Center. (Hebrew).
11. \*Talmi-Cohn, R., **Chachashvili-Bolotin, S.,** & Amit, K. (2022). 10 guiding principles for absorbing immigrants during the Russia-Ukraine War. Institute for Immigration and Social Integration, Ruppin Academic Center. (Hebrew).
12. \* **Chachashvili-Bolotin, S**., Amit, K, Kushnirovich, N., & Talmi-Cohn, R., &. (2022). Index Aliyah: Attitudes toward Aliyah and Olim among Israelis. Institute for Immigration and Social Integration, Ruppin Academic Center. (Hebrew).
13. **\*Chachashvili-Bolotin, S.,** & Talmi-Cohn, R. (2023). Immigrant students and excellence in secondary schools. Institute for Immigration and Social Integration, Ruppin Academic Center. (Hebrew).
14. **\*Chachashvili-Bolotin, S.,** Blank, C., Sever, R. (2023). Immigrant students and dropouts in secondary schools. Institute for Immigration and Social Integration, Ruppin Academic Center. (Hebrew).
15. **\*Chachashvili-Bolotin, S.,** & Talmi-Cohn, R. (2023). From War to War – New Immigrants in the 'Iron Swords' War. Institute for Immigration and Social Integration, Ruppin Academic Center. (Hebrew).
16. **\***Talmi-Cohn, R., & **Chachashvili-Bolotin, S**. (2023). Internally Displaced Persons (IDPs) in Israel following the 'Iron Swords' War: A situation report and primary principles during an emergency. Institute for Immigration and Social Integration, Ruppin Academic Center. (Hebrew).

**Unrefereed professional articles and publications**

1. **Chachashvili-Bolotin, S.**, Shavit, Y., & Ayalon, H. (2011). Immigration of 90s from the FSU as One of the Main Factors of the Educational Reform in Israel. *Ed haulpan haHadash*, 98, 35-44. (Hebrew).
2. **Chachashvili-Bolotin, S.** & Lissitsa, S. (2015). France immigrants in Israeli educational system. *Ed haulpan haHadash*, 101, 43-47. (Hebrew).

1. **Summary of Activities and Future Plans**

My research focuses on interrelations between migration and inequality in three main areas: (1) education and labor market in general, and in STEM fields in particular; (2) digital capital, and (3) war and conflicts.

1. Migration and inequality in education and labor market

The immigration phenomenon characterizes the majority of developed countries and having a recognizable impact on many areas of life, including education. As the globalization continually expands, migration patterns have become more layered, and the movement of immigrants with high human capital from country to county has increased dramatically. This social phenomenon has far-reaching implications on both immigrant and native students. I mainly examine the educational patterns and achievements of the first and the second-generation immigrant students in Israel and their impact on the educational inequality. In my research, I focus both on the high-skilled groups, such as immigrants from the Former Soviet Union (FSU) and from the Western countries (English, French and Spanish speakers), and on the low-skilled groups, such as immigrants from Ethiopia.

 My long-time collaborator, Sabina Lissitsa and I were one of the first Israeli researchers who investigated the integration of Western immigrants into the Israeli educational system[[2]](#footnote-2). While classic segmented assimilation theory maintains that immigrant assimilation in various socio-economic strata of the target society is based on the human capital they bring with them, our findings indicate segmented assimilation on the basis of religiosity (*religiosity segmented assimilation).*

 Since STEM-related careers often offer higher financial payoffs, students’ integration in STEM fields will open doors to their economic upward mobility. Therefore, using my knowledge in inequality and education literature, I started to investigate educational inequality in STEM fields[[3]](#footnote-3) among different immigrant groups in Israel. During the last years, my colleagues and I conducted five large-scale research projects and published the results in prestigious journals in STEM fields. For example, one of these studies examines the between-group differences in educational outcomes in science track in secondary school, focusing on second-generation immigrants from English, French, Russian, and Spanish-speaking countries, and third-generation Israeli Jews[[4]](#footnote-4). Another study examined intergenerational mobility in STEM fields[[5]](#footnote-5). Recently, I conducted a study with my colleague (Prof. Kreiner) regarding effects of heritage-bilingualism on educational achievement among second-generation immigrants[[6]](#footnote-6).

 In my future research, I will continue examining immigrant educational achievements and patterns at K-12 school and at tertiary education levels, and effects of these achievements on immigrants’ economic mobility.

1. Migration and inequality in the Digital Era

The dramatic rise in internet connectivity and usage in the past decade has opened unprecedented avenues for obtaining information, creating economic and social exchanges, and engaging in social activities. The downside of this digital proliferation has been a growing digital divide between those who have access to information and communication technologies and the ability to utilize them, and those who do not. I examine the impact of a broad concept of digital variables on socio-economic inequality among different groups. For example, in the collaborative work with Prof. Sabina Lissitsa, we investigated the impact of digital variables, such as digital skills, on job insecurity and employability among immigrant groups[[7]](#footnote-7). My future research will focus on investigating digital skills among vulnerable groups and their effects on inequality.

1. Migration, identity, and war

Identity has become an increasingly important concept in contemporary human and social sciences. The disruption of everyday life can foster identity shifts. War, perhaps, constitutes one of the most profound disruptions to daily life, even if a person experiences it vicariously. War tests the parameters, meanings, and salience of identities to the extreme. The dynamics of identity transformation processes often intensify and accelerate during wartime. Recently, I conducted the research regarding the effects of the Russian-Ukrainian war on identity changes among educated women born in Ukraine who have lived most of their adult lives in Israel[[8]](#footnote-8). My future research will focus on the impact of the war on the migrant and Internally Displaces Persons (IDPs) identities, their integration into education systems and the labor market.

1. Chachashvili-Bolotin, Svetlana, Milner-Bolotin, Marina and Lissitsa, Sabina. 2016. “Examination of Factors Predicting Secondary Students’ Interest in Tertiary STEM Education”. *International Journal of Science Education*. http://dx.doi.org/10.1080/09500693.2016.1143137 [↑](#footnote-ref-1)
2. Chachashvili‐Bolotin, S., & Lissitsa, S. (2016). Enrollment in Religious Schools and the Educational Achievements of Children of High‐Skill Immigrants. *International Migration Review*, pp.1-26. [↑](#footnote-ref-2)
3. Chachashvili-Bolotin, S., Milner-Bolotin, M., & Lissitsa, S. (2016). Examination of Factors Predicting Secondary Students’ Interest in Tertiary STEM Education. *International Journal of Science Education,* 38(3), 366-390. [↑](#footnote-ref-3)
4. Chachashvili-Bolotin, S., Lissitsa, S., & Milner-Bolotin, M. (2019). STEM Outcomes of Second-Generation Immigrant Students with High-Skilled Parental Backgrounds. *International Journal of Science Education*, 17(4), 2465-2483. [↑](#footnote-ref-4)
5. Lissitsa, S., & Chachashvili-Bolotin, S. (2021). Occupational Reproduction And Mobility In STEM–Parental Narratives Of Their Child’s Occupational Choice. *Educational Studies,* 1-17. [↑](#footnote-ref-5)
6. Chachashvili-Bolotin, S., & Kreiner, H. (2022). Heritage-Bilingualism and Educational Achievement among Second-Generation Immigrants: Are All School Subjects Equal? *Learning and Individual Differences*, 1-13 [Q1 in Education; IF=3.9]. [↑](#footnote-ref-6)
7. Lissitsa, S., & Chachashvili-Bolotin, S. (2020). It's Not What You Know But Where You Come From. Cognitive Skills, Job Autonomy And Latent Discrimination of Ethnic Minorities. *International Review of Education – Journal for Lifelong Learnin*g, 66(2), 341-362. [↑](#footnote-ref-7)
8. Chachashvili-Bolotin, S. (2023). The Russian Invasion of Ukraine and the Strengthening of Ukrainian Identity among Former Soviet Union Immigrants from Ukraine: Israel as a Case Study. Accepted to *Post-Soviet Affairs*. [Q1 in Sociology; IF=2.2]. [↑](#footnote-ref-8)