



Challenges and Opportunities for Education Accountability in Bedouin Society: Examining Cultural Values, Community Involvement, and Government Policies

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Abstract

This research study examines the duality of accountability as that concept is perceived by twelve principals of elementary schools in the Bedouin education system in Israel who are implementing in their schools a self-management policy requiring the existence of a mechanism of accountability. The study also seeks to explore the impact of accountability on the effectiveness of the functioning of the school where that concept is being implemented.

The twelve principals who each participated in an in-depth interview found it difficult to distinguish between responsibility and accountability. This research study indicated the existence of a different kind of responsibility—tribal accountability, which is dominant in the culture of the Bedouin school system and hinders implementation of processes of organizational change in that system's schools.

Keywords: Accountability, Arab, Bedouin, Israel, leadership, school, *Sheikhocracy*, tribal accountability, tribal culture