



March 2013



State of Israel
Ministry of Education



Facts and Figures

IN THE EDUCATION SYSTEM



2013



Economics and Budgeting Administration



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DIRECTOR-GENERAL'S ADDRESS

The main role of Israel's education system is to produce well-prepared graduates capable of succeeding in a rapidly-changing global village, of actively and meaningfully participating in the labor force, and of contributing to Israel's economy. Graduates who will forge an Israeli society based on love of one's fellows, unity and mutual responsibility, social justice, building up and defending the homeland of Israel, charity, giving, and peace.

For the past four years the Ministry of Education has been guided by a strategic plan from which quantifiable and measurable objectives are derived, and which sets clear goals for the Ministry as a whole. Among these goals are: intensifying values education, improving pupil attainment levels, achieving an optimal school climate, reducing scholastic disparities, raising teacher quality levels and enhancing teachers' status in society, strengthening vocational education, and adapting the education system to 21st century needs.

Over this period Israel's education budget grew by over ten billion shekels, and was directed toward achieving these objectives. Numerous budgets were also allocated in order to ease the parental payment burden by applying the principle of free schooling for three and four year-olds, subsidizing annual trips, stipend increases for school missions to Poland, and implementing a textbook lending program for all age groups. At the same time, the Ofek Hadash and Oz LiTmura reforms continued to be implemented; these reforms, extend school day comprising small group tutoring hours, as well as significantly improve teacher salaries and physical work conditions in the schools.

All of these developments have indeed led to a rise in the percentage of pupils eligible for matriculation, and improved pupil attainments on international examinations. In 2011 Israel made its greatest leap forward to date in terms of pupil achievements: During the period of 2007-2011 Israel's mathematics ranking rose from 24th place to 7th place (a 53-point improvement); in science Israel rose from 25th place to 13th place (a significant 48-point improvement). Israel was also ranked second among the OECD countries for its percentage of academically-trained citizens.

This booklet provides a description of the Israeli education system's structure, functions and activities, in addition to worldwide comparisons and an outline of future plans. It is our hope that this publication pamphlet will highlight the challenges faced by Israel's education system, and of the extensive efforts that are being made to meet them.

Mrs Dalit Stauber

Director General

INTRODUCTION BY THE DEPUTY DIRECTOR-GENERAL AND DIRECTOR OF THE ECONOMICS AND BUDGETING ADMINISTRATION

This publication is a special, pioneering edition published for OECD representatives who are members of NESLI, in honor of the ninth annual conference that will be taking place for the first time in Israel. We are privileged and honored to host this year's conference in Tel Aviv.

We hope that this innovative publication will begin a new tradition of publishing informational bulletins about the education systems of the different OECD countries that will host future conferences in the coming years.

The facts and figures presented in this publication are the result of work by the staff of the Economics and Statistics Department of Israel's Ministry of Education, and are based on data from Israel's Education Ministry, the Central Bureau of Statistics and Education at a Glance (EAG).

From this booklet one can understand Israel's education system, using the charts and various explanations presented. The main topics covered in this journal are:

- Background and history – development of the education system in Israel since the founding of the state
- Legal and constitutional aspects, including principle reforms
- Budgetary issues – size, components and uses of the budget, and its development over time
- Students and teachers – facts and figures.
- Description of all educational levels, from kindergarten to academic education
- International comparisons

We believe it is very important to develop international comparative indicators by learning from the experience of other countries and through cooperation, which will encourage dialogue in order to advance and improve education systems in every country.

Moshe Sagi

Deputy Director-General and Director
of the Economics and Budgeting Administration

INTRODUCTION

Israel's education system has undergone several major developments since the state was established in 1948. In the 1950s, a period of mass aliyah¹ to Israel, the state was faced with the need to education for a population that was growing rapidly. But the country's educational infrastructure was minimal at best: There were few schools and classrooms, a lack of certified teachers, parents themselves were poorly educated and there was severe economic difficulty. Thus these years of aliyah led to a change in the population of pupils in primary schools.

Given this background, reforms were instituted in the education system during the 1960s (such as the establishment of lower secondary schools). The reforms brought pluralism to the schools and curricula while adapting them to the needs of the heterogeneous populations.

At the end of the 1970s through the 1980s there was rapid growth in the number of pupils attending secondary schools.

Once again, beginning in 1990, there was large-scale aliyah to Israel, and from 1990-2000 nearly one million immigrants arrived in the country, increasing the population by more than 20%. The overall number of pupils in the schools rose by some 28%; about half of the increase in the number of pupils can be attributed to aliyah.

Since the 1990s the higher education system (post-secondary schools, academic colleges and universities) has seen accelerated growth, and from 1990-2012 the number of those receiving degrees has increased by a factor of 2.9.

The State of Israel sees education as a matter of national priority, and this attitude is reflected in the size of the education segment within the state budget.

The education budget, exclusive of the development budget, has seen – in terms of fixed prices (2000 prices) – an increase of 39% between the years 2000 and 2012 while the number of pupils grew by 23%.

Israel's population is characterized by wide ethnic, religious, cultural and social diversities.

For example, in 2011, regarding the Jewish population, 73% had been born in

¹ Aliyah: the immigration of Jews into Israel

Israel, most of them from first or second generation Israelis, and the rest of the population made aliyah from over 80 countries around the globe.

Here is another example: regarding the student population at the end of 2013, about 74.4% of the students are Jewish, 23.4% of the students are Arab (mainly Muslim), and the remaining 2.2% are Druze and other ethnic groups.

Israel's education system has successfully absorbed hundreds of thousands of immigrants throughout the years, including pupils, university students and teachers of different backgrounds.

Immigrants with little education were added to the poorly-educated population already living in Israel. At the end of 2010 about 3.5% of those aged 15 and up had little education (up to four years of schooling). The rate of those with little education aged 65 and up is 13.2%.

In order to help immigrants learn Hebrew, complete their education, find work and become absorbed into Israeli society, the education system developed an informal education system.

Today, the Israeli education system includes both formal and informal education frameworks. The formal education system consists of the following levels: pre-primary, primary and secondary (lower secondary and upper secondary). The informal education system includes social and youth activities in various educational spheres, as well as adult education.

The Israeli formal education system includes both Hebrew-speaking and Arabic-speaking educational institutions. The structure and curricula of these institutions parallel those of the Hebrew-speaking sector, with appropriate adjustments to fit the different languages, cultures and religions.

The state education system for the Hebrew-speaking sector consists of two educational streams: state education and state-religious. The state-religious education is aimed at populations that are interested in a greater emphasis on religion within school curricula. There are also "recognized" schools that operate outside the state education system and provide mainly ultra-Orthodox education.

In the 2011/12 school year around 56% of the pupils in the Hebrew education system attended state schools, about 19% attended state-religious schools, and some 25% were enrolled in ultra-Orthodox schools.

In the 2012/13 school year there are approximately 2,008,000 pupils in the Israeli education system, from pre-primary school through Grade 12. There are roughly 415,000 pupils in pre-primary education (public pre-primary schools only), about 934,900 pupils in primary education, about 276,700 pupils in lower secondary education and around 381,500 pupils in upper secondary education.

In Israel, by law, education is compulsory for all children and youth who reside in Israel, from pre-primary school age until the tenth grade. A recent amendment of

the law expanded the application for 11th and 12th graders as well. The amendment will be fully applied in the 2014/15 school year.

By a recent decision of the government, compulsory education will begin from ages 3-4. This decision will be applied gradually beginning from August 2012.

Increasing concern with pre-primary education was prompted by the growing awareness towards developmental problems of early childhood, as well as the social dilemmas faced by Israeli society. In this regard, the education system has assumed that education must begin as early as possible in order to ensure that all children are provided with the necessary conditions and opportunities for effective functioning and personal achievement. The goal of early childhood education is to lay down an educational foundation that includes the development of language and cognitive skills, the promotion of learning and creative abilities, and the nurturing of social and motor skills.

Since the founding of the State, several reforms have had an impact on the education system. Among the reforms recently instituted: the "Ofek Hadash" ("New Horizon") program that was begun in 2008 and is being carried out in pre-primary, primary and lower secondary education; and the "Oz LaTemurah" program that is operating in upper secondary education since 2011.

The purpose of the "Ofek Hadash" reform is to improve the wages and status of teachers, to hire the best teachers available, to advance achievements in the education system, and to nurture pupils with difficulties and gifted pupils. One of the main conditions required by the reform is that all new teachers working within the education system must have an academic degree and a teaching certificate.

Under the "Ofek Hadash" ("New Horizon") reform, hundreds of thousands of individual teaching hours, extended to groups of 1-5 students were added. Within this framework, teachers can support students with learning difficulties, develop unique learning groups, and foster excelling students and students with unique skills.

The "Oz LaTemurah" reform will gradually be applied in upper secondary education by 2014.

The reform will advance the achievements made by the education system, and will enhance the status of teachers and provide substantial salary increases. The reform also calls for extending the teachers' work week, excellence in teaching by promoting and rewarding teachers on the basis of assessments and excellence, compensation for all teachers in outstanding schools, enhancing the school principal's status and authority, and improving the teachers' work environment and adapting it to the new structure of their work week.

Another level of education includes post-secondary and higher education. Post-secondary (non-academic) educational frameworks include those institutions

that provide knowledge and training in numerous and diverse spheres, such as technology, administration and arts. Tertiary education includes universities, the Open University, academic colleges and teacher-training colleges.

Finally, Israel's education system is based on a network of laws, the purpose of which is to protect pupils and maintain the level of education in the State.

Below are summaries of some of the principal laws.

1) COMPULSORY EDUCATION LAW (1949)

This law defines the age range in which every child living in the State must attend school.

The law refers to the following matters:

- Arrangement of compulsory registration for educational institutions and definition of registration zones.
- Provision of decrees for opening and maintaining educational institutions.
- Sharing the costs of official educational institutions between central and local government and the right to free compulsory education.



2) STATE EDUCATION LAW (1953)

According to this law, the state is responsible to establish a framework of State education, and to determine a set of uniform objective. This includes:

- Determining regular curricula, supplemental curricula, additional curricula and experimental curricula; determining the required arrangements and conditions for official recognition and unofficial educational institutions;
- Regulating the supervision of State educational institutions and appointing inspectors, principals and teachers
- Introducing the core curriculum;
- Adjusting the provisions of the law to fit the compulsory education needs of non-Jewish students;
- Determining student enrollment and transfer arrangements.

3) SPECIAL EDUCATION LAW (1988)

The law renders the state responsible for providing special education, free of tuition, to children with special needs, in order to allow maladjusted children to develop capabilities, and to acquire knowledge, education and life skills.

4) LONG SCHOOL DAY AND ENRICHMENT STUDIES LAW (1997)

The law defines the responsibility for introducing a long school day in those settlements and neighborhoods as determined in the Minister's orders. The law aims to provide all the children in Israel with an equal opportunity for education. The law adds teaching and education hours to those which already exist in educational institutions, in order to deepen and expand student knowledge and education, and to provide more hours of education for values and social activities; all within the framework of State education goals, as provided in the State Education Law, 1953.

5) STUDENTS' RIGHTS LAW (2000)

The law aims to determine the principles of students' rights, in the spirit of human dignity and of the United Nations Convention on the Rights of the Child, and in keeping with the laws of education. According to the law, permanent removal of students from school can only be done according to the procedures provided by the law. The law also defines students' entitlement to undergo matriculation exams, as well as their rights for confidentiality and not to be discriminated against.

For example, according to the law, the following measures cannot be applied against children:

- Discrimination on ethnic, socio-economic or political grounds;
- Physical or humiliating punishment;
- Punishing students for their parents' actions or inactions;
- Permanently removing a student from an institution, without allowing him and his parents to plead their arguments, submit an appeal or plead before a hearing committee.

6) SCHOOL MEALS LAW (2005)

The law regulates the provision of food, within educational institutions, for primary school students. This applies to settlements and neighborhoods in which the Long School Day Law is implemented, on days when studies take place during the afternoon hours.



INTRODUCTION

Israel's education system includes both formal and informal education.

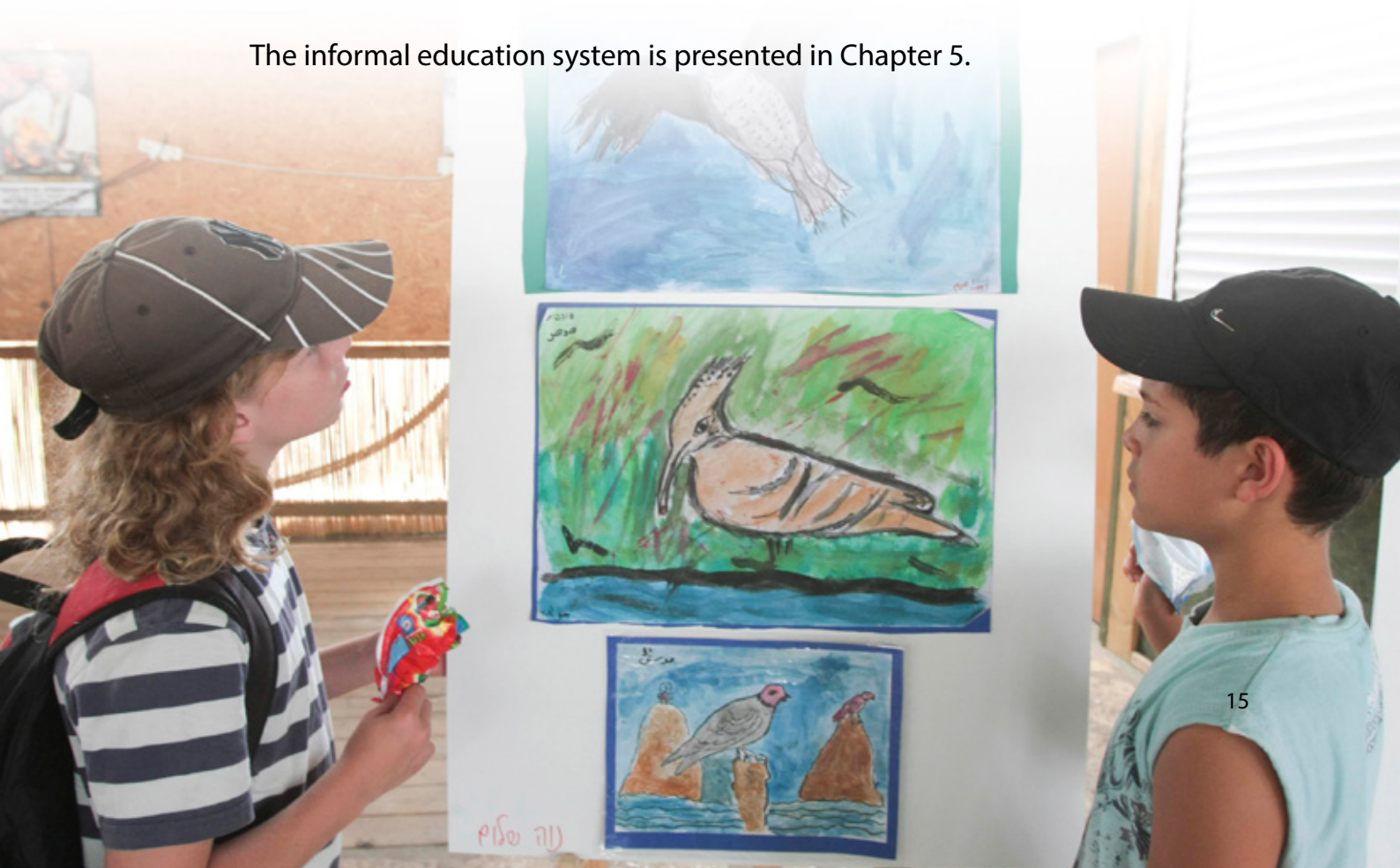
The formal education system consists of the following main education stages:

Pre-primary education, primary education, secondary education (lower secondary and upper secondary education), post-secondary education and academic education.

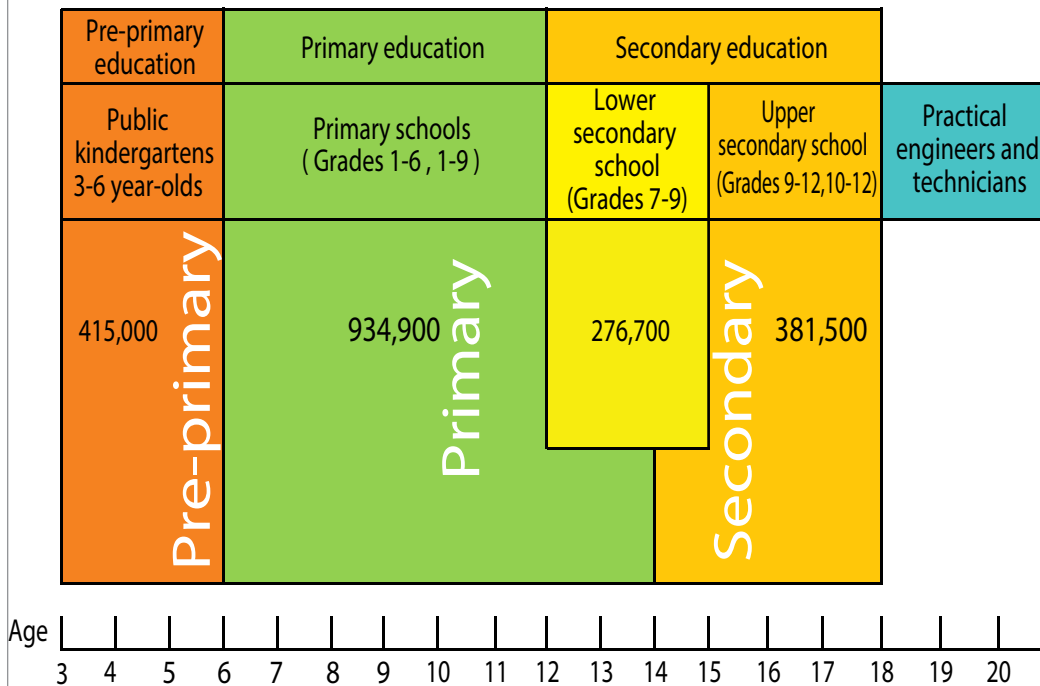
The informal education system includes activities within society and among youth, as well as varied educational spheres and adult education.

This chapter provides details of the formal education stages.

The informal education system is presented in Chapter 5.



STRUCTURE OF THE EDUCATION SYSTEM, 2012/13



Total: 2,008,100

This graph describes the structure of the education system in 2012/13, from pre-primary to post-secondary education (including Grades 13 and 14).

In 2012/13, the total number of students enrolled in the education system (under the supervision of the Ministry of Education) was approximately 2,008,100 from the pre-primary level to the end of secondary school.

1. PRE-PRIMARY EDUCATION

Introduction

The first years of a child's development are significant and impact the formation and consolidation of his or her personality later on in life. The pre-primary serves as an educational framework for children aged 3-6 years old and gives them a meaningful development space that meets their early childhood needs. This framework marks the child's first steps in the public education system and is an integral part of that system. It is important that the child's first experience is one that will promote the child and his family, will establish a sense of trust and feeling of security, and will accompany them from pre-primary through all of the school settings they attend in the future.

Young children are learning all the time, everywhere. They learn from casual and directed experience and every encounter contributes to their development process. When they are active, children acquire both intellectual and social skills, new knowledge and learning abilities. An integrative teaching program that is effective, enjoyable and challenging will promote learning in a variety of spheres and will help enrich the child's knowledge of the world.

Main objectives

While in pre-primary children are exposed to interactions with the educational staff and with their peers, and will engage in different types of social relationships. Each child will develop a unique personality on the one hand, and a sense of belonging to the group, on the other hand. They will acquire morals and values of social justice, they will learn social rules and will internalize acceptable behavioral norms, with emotional awareness and empathy for those around them.

The children will acquire knowledge of the world, and using their natural curiosity they will explore, solve problems and develop their skills in all developmental spheres.

In order to promote these objectives, the Ministry of Education is responsible for leading and promoting exploration and learning processes for pre-primary children through directed activities, and in relation to the children's casual experiences with subjects and content from the world around them and from the pre-primary's core programs, adapted for the age of the children, their development and their inclinations.

The goals of pre-primary education

- To nurture an independent personality and attitudes of respect, tolerance and acceptance towards those who are like them and those who are different.
- To promote values of society and cultural heritage.
- To cultivate an optimal educational climate and to instill life skills based on behavioral norms that are accepted and promote a health lifestyle.
- To develop and nurture curiosity, inquisitiveness and creativity as a basis for motivating learning and enjoyment from studying.
- To instill basic thinking and independent learning skills, while enriching the child's knowledge in various spheres, in accordance with the child's development and areas of interest.
- To encourage physical activity; to cultivate literacy, mathematical thinking, and problem-solving skills; to apply ideas for using technology, computers and communications tools; sensitivity to esthetics and safeguarding the environment, familiarity with various arts and modalities of artistic expression.

Educational activity in the pre-primary

Pre-primary education, which is the child's first step into the education system, contributes towards forming the child's personality at an early age. Educational activity in the pre-primary consolidates the value system, attitudes and behaviors in accordance with the society and community to which the child belongs.

The pre-primary teacher plans the educational activity and organizes it according to educational objectives. The curriculum includes both pedagogic and administrative components.

- A. Administrative work plan - This is spread out over the year's calendar and defines the schedule for staff meetings, meetings with parents, assessment reports and for planning activities, activities in the community, meetings with interested parties, etc.
- B. Pedagogic work plan – Details of the knowledge, values, skills and abilities the children are expected to develop, and planning the means for promoting these.

The work plan will define differential solutions for the children's needs based on the teacher's assessment and will give expression to the cultural-social context of the children in the pre-primary (needs of the community and the family).

It is important that the pre-primary teacher be extremely and thoroughly familiar with each child so that she can identify his abilities, areas of interest, preferences and cultural-family background as a starting point for the pre-primary's curriculum and programs.

The pre-primary's pedagogic work plan includes core programs: The cluster that

includes arts, life skills, mathematics, science and technology, and the language cluster. For all of them together, in an integrative fashion, the teacher provides specific knowledge, values, skills and abilities that the children are expected to develop, and plans the means to advance them through varied experiences suited to the children's age, such as play, different ways of expression, and learning subjects that interest the pre-primary children.

Emphasis is given to the importance of providing an optimal pre-primary climate for promoting a sense of belonging, competence and autonomy, which are fundamental needs in child development.

An optimal pre-primary climate is based on a social-scholastic environment that is safe, supportive, equitable and esthetic, which promotes the development of each child. It provides a feeling of security and safety for all the children and allows the teacher to invest in each person's individual development.

An optimal pre-primary climate consists of three key dimensions:

1. Organization of the pre-primary: Procedures, activity routine, daily schedule and design of the learning environment.
2. Interaction in the pre-primary: Dialogue between the adult members of the pre-primary's educational staff, between the adults and children, among the children themselves, and with the children's parents.
3. Attention to emotional, social and moral aspects of pre-primary activities.

Staff work is based on direct communication and cooperation is of key importance since it promotes:

- Creation of the optimal pre-primary climate;
- Achieving educational goals and promoting the children's development;
- Communication and cooperation with the children's parents;
- Expanding spheres of knowledge and professional growth of staff members.

Main activities in 2012-2015

- Application of the Ofek Hadash (New Horizon) reform in all pre-primary schools in all sectors.
- Developing relationships between parents, the community and the pre-primary – preparing position papers and operational plans in this sphere.
- Developing and promoting professional staff: inspectors, coordinators and instructors in Ministry headquarters and districts, by preparing and applying goal-focused work plans and tools for examining the efficacy of the professional development.
- Developing plans to reduce gaps, to prevent violence in schools in early

childhood, and integrating children with various special needs (new immigrants, gifted children, children at risk, children with illnesses and special education in all sectors).

- Promoting the counselor staff in the Arab-speaking sector, including a five-year plan, support in implementing the curricula and translating – adapting curricula to the Arabic language.
- Professional development for early childhood teachers, in Ministry headquarters and districts, empowering and training them to apply innovative teaching methods by using advanced technological systems in their teaching practice, and cultivating a cadre of future administrators.
- Support for application of an educational-scholastic policy and examining its effectiveness in early childhood educational settings (such as the long school day, day schools, parent activity, counseling system, integrating students in the long school day program [Sahlab], and application of the Inclusion in Education Law).
- Facilitating a goal-focused work plan for Ministry headquarters and for the inspectorate.
- Enhancing communications between various intra-Ministerial divisions and departments outside the Ministry, with the Center for Local Government, directors of education departments in the local authorities, and entities such as the JDC, Keren Karev and others.



2. PRIMARY EDUCATION – EDUCATIONAL APPROACH, TOOLS AND PROGRAMS

Principles underlying the educational approach in primary education

- Develop a flexible learning structure adapted to processes of socio-cultural, economic and technological changes that enables the application of national, democratic and pluralistic values within the public education system.
- Develop core programs that will serve as the key nucleus of curricula in different subjects and spheres.
- Promote mastery of basic skills and their continual improvement.
- Enhance school autonomy.
- Encourage social-educational activity outside the school's boundaries and within the community.
- Increase opportunities for initiative and choice among schools and students.
- Advance students rather than classify them.
- Integrate a variety of feedback and assessment processes within the school as part of the teaching-learning approach.
- Create a high-tech learning environment.

These principles require changes in the way our schools are organized and managed:

Teachers – The teacher no longer serves as the “guardian of the gates of knowledge,” but rather acts as an intermediary who enables and promotes learning. The teacher functions as a staff member who helps students initiate, choose, investigate, discover and experiment. He develops flexible and varied learning environments that take into account the differences between students (in terms of the pace of learning, interest level, learning materials and means of presenting knowledge). The teacher takes part in professional development processes throughout his professional career.

The principal – Acts as the head of staff and creates a working framework that enables differential work methods. He works towards the constant improvement of the entire staff, and enables teachers as individuals to develop expertise in various spheres. The principal develops a cohesive staff that acts on the basis of mutual understanding and shared goals, and also enables specialization in specific spheres of knowledge.

The autonomy approach obligates principals to plan, choose and manage according to the resources at the school's disposal, Ministry of Education policy and school and community needs.

Tools

The Ministry of Education has developed a series of tools that promote optimal management of our schools:

Work plan

- A yearly work plan is based on data, developed by the entire school staff, and draws from three sources:
 - School-based data (GEMS and other sources);
 - Ministry of Education policy;
 - School characteristics (highlighting areas such as science, art, and so on).
- Ways of involving the students' parents and their families.
- GEMS – Growth and Effectiveness Measures – serves as a control and work tool for schools by providing an indication regarding the school's status and enables the school to examine itself on a variety of levels (achievement, learning environment, computer applications, school climate, school-parent relations, and so on). GEMS outcomes must be taken into account in the work plan.
- Core curriculum – Provides students with knowledge, skills and values shared by learners in all schools in a variety of subject areas.
- Standards – Define the achievements required by all students in all subject areas, and adapt teaching methods accordingly.
- Managing teacher assessments and professional development to help advance teaching-learning and ensure the school's functioning as an organization.



STUDY FRAMEWORK AND SCHEDULE OF HOURS IN PRIMARY EDUCATION IN 2011/12

A. SCHEDULE FOR PRIMARY SCHOOLS (GRADES 1-2-3-4-5-6) IN THE HEBREW EDUCATION

Subject	Average number of hours per week
	State education*
Reading, writing and literature	7.7
Mathematics	6.0
Science and technology	3.0
Social studies**	3.3
Foreign language	2.0
Art	2.0
Physical education	2.0
Religious studies	2.3
Other (life skills studies)	1.0
Compulsory flexible hours	2.0
Total***	31.3

* State-religious education is not presented due to current changes in the schedule.

** Social studies includes: History, geography, civics, road safety and education classes.

*** Average number of hours for the long school day in State schools in the Hebrew education, without the State-religious schools, is one hour per week. These hours are compulsory and are not included in the total.

B. SCHEDULE FOR PRIMARY SCHOOLS (GRADES 1-2-3-4-5-6) IN ARAB AND DRUZE EDUCATION

Subject	Average number of hours per week
	State education
Reading, writing and literature*	10.3
Mathematics	6.0
Science and technology	3.0
Social studies**	3.3
Foreign language	2.0
Art	2.0
Physical education	2.0
Religious studies	2.3
Other (life skills studies)	1.0
Compulsory flexible hours	1.8
Total***	33.8

* Including Hebrew and Arabic language studies

** Social studies includes: History, geography, civics, road safety and education classes.

*** Average number of hours for the long school day in State schools in the Arab, Bedouin and Druze education sector is one hour per week. These hours are compulsory and are not included in the total.

3. SECONDARY EDUCATION

The Secondary Education Division is responsible for all educational activities relating to secondary education, in all sectors:

- Independent lower secondary education (Grades 7-9)
- Independent upper secondary education (Grades 10-12)
- Four-year schools (Grades 9-12)
- Six-year schools (Grades 7-12) and in Grades 13-14 connected to these.

The target population for which the Division is responsible includes: Principals, teachers and students in all secondary educational settings, which covers a scope of about 560,000 students in around 1,240 educational institutions.

The Secondary Education Division operates within the Pedagogic Administration and coordinates pedagogic activities in connection with the educational institutions for which it is responsible, with the other divisions for this age group, and with relevant professional divisions.

The Division promotes its education activity in cooperation with various other headquarters divisions within the Ministry, with the districts and with other entities responsible for the schools and educational institutions.

The Secondary Education Division works to build a professional teaching-learning network that takes student differences into consideration, and which enables students to advance and achieve personal excellence.

For this purpose the Division promotes the following objectives:

- Reduce gaps and promote scholastic achievement
- Increase the percentage of students eligible for matriculation certificates
- Confront violence in the school and students' behavioral problems
- Improve learning processes – teach them and develop them: Nurture literacy skills and teaching strategies
- Develop school-based assessment processes
- Address differences in students and advancing them
- Teach and instill values as part of the teaching processes
- Develop a pedagogic, educational-moral and organizational continuum
- Promote Hebrew and Arabic languages
- Promote mathematics and science studies while taking student differences into account
- Develop a variety of tracks to cultivate excellence

Work processes

Pedagogic sphere

Designing a pedagogic, educational-moral and organizational continuum between the different education stages and within the frameworks themselves (Grades 7-12), placing special emphasis on the transition years (between Grade 6 and Grade 7, and between Grade 9 and Grade 10). The process will be implemented as follows:

- Nurture responsibility among the school staff to lead their students towards success.
- Design teaching, learning and assessment processes (in keeping with the students' unique needs), based on mapping, planning, adaptive work methods, monitoring, control and assessment in order to establish a sense of competence and to raise the students' motivation for learning during their years in school.
- Assist students in coping with situations that could lead to their dropping out of school.
- Share work processes in the lower and upper secondary schools, employ means to assess learners and map their achievements (school-based management system, mapping and forecasting using mapping tools).
- Employ mechanisms to assess learners and map their achievements (school-based management system, mapping and forecasting using mapping tools).
- Formulate criteria for assessing student achievements.
- Professional development of school staff (instruction and training) in connection with the school's objectives, with an emphasis on inculcating skills relating to teaching methods and assessment methods for teaching staffs in various content spheres, and coping with differences between students.
- Monitor application of materials learned through in-service training and instruction classes.
- Design process to improve teacher-student dialogue.

Educational-moral sphere

- Create a system of agreed rules and procedures for the entire school community, one that is clear to everyone and made public.
- Teachers' faith in the competence of their students to achieve success.
- Cultivate responsibility among learners for their personal success.
- Design content for education classes.

- Design a process of mentoring for students, by students and by teachers.
- Implement counseling programs and monitoring their application.
- Nurture student leadership and society.
- Design processes that are community-oriented (volunteer activities).
- Encourage parent involvement.

Organizational sphere

- Formulate a school vision in cooperation with the educational staff that is suited to the goals of the Ministry of Education, the district and the local authority.
- Prepare an annual work plan.
- Design a flexible and efficient organizational structure for the school, in connection with the work plan:
 - Appointing people to positions, defining their roles and formulating a work plan for each of them.
 - Creating discussion forums – staff meetings that are regular features of the school schedule.
 - Organizing classes and the schedule that is consistent with the school's objectives.
 - Monitoring and control
 - Efficient usage and pooling of resources
 - Teacher and student attendance
 - Implementing school objectives

STUDY FRAMEWORK AND SCHEDULE OF HOURS IN LOWER SECONDARY EDUCATION

A. SCHEDULE FOR LOWER SECONDARY SCHOOL (GRADES 7-8-9) IN THE HEBREW EDUCATION

Subject	Average number of hours per week	
	State education	State-religious education
Reading, writing and literature	6.0	5.7
Mathematics	5.3	4.3
Science and technology	5.7	4.7
Social studies*	5.7	5.7
Foreign language	7.0	6.0
Physical education	2.0	2.0
Religious studies	3.0	7.0
Other (life skills studies)	0.3	0.3
Compulsory flexible hours	0.7	0.7
Total	35.7	36.4

* Social studies includes: History, geography, civics and education classes.

B. SCHEDULE FOR LOWER SECONDARY SCHOOL (GRADES 7-8-9) IN THE ARAB AND DRUZE EDUCATION

Subject	Average number of hours per week
	State education
Reading, writing and literature*	9.3-9.0**
Mathematics	5.0
Science and technology	4.7
Social studies***	5.7
Foreign language	4.0-4.3**
Physical education	2.0
Religious studies	2.0
Other (life skills studies)	0.3
Compulsory flexible hours	2.7
Total	35.7

* Includes Hebrew and Arabic language studies.

** The left number refers to Arab education and the right number refers to Druze education.

*** Social studies includes: History, geography, civics and education studies.

STUDY FRAMEWORK AND SCHEDULE OF HOURS IN UPPER SECONDARY EDUCATION

A. SCHEDULE FOR UPPER SECONDARY SCHOOL (GRADES 10-11-12) IN THE HEBREW EDUCATION

Subject	Average number of hours per week			
	State schools		State-religious schools	
Reading writing and literature	4		4	
Mathematics	5		5	
Science and technology	2		2	
Social studies*	5.3		5.3	
Foreign language	6		5	
Physical education	2		2	
Religious studies	2		10	
Other	0		0	
Compulsory flexible curriculum	5	7-5	5	7-5
Non-compulsory curriculum	5	7-5	5	7-5
Total	36.3	38.3-36.3	43.3	45.3-43.3
Track	Academic	Technological	Academic	Technological

* Social studies includes: History, civics and education studies.

**B. SCHEDULE FOR UPPER SECONDARY SCHOOL (GRADES 10-11-12)
IN THE ARAB AND DRUZE EDUCATION**

Subject	Average number of hours per week	
	State education	
Reading, writing and literature*	10-9**	
Mathematics	5	
Science and technology	2	
Social studies***	6-5**	
Foreign language	5	
Physical education	2	
Religious studies	2	
Other	0	
Compulsory flexible curriculum	5	7-5
Non-compulsory curriculum	5	7-5
Total	42-40	46-40
Track	Academic	Technological

* Includes Hebrew and Arabic language studies.

** The lower number refers to Arab education and the higher number refers to Druze education.

*** Social studies includes: History, civics and education studies.

4. SPECIAL EDUCATION

During the 1998/99 academic year the Special Education Unit completed implementing the Special Education Law (1988) in the budgetary work plans for which it was responsible.

In 2003/04 the Unit began extensive application of the Law with regard to "including special needs children in the regular education program."

The target population is special education students aged 3-21 years old who have been assigned to special education settings by placement committees, and students aged 5-18 who were found to be appropriate for inclusion programs in regular educational settings and placement according to the court ruling to include students aged 3-4 years old in localities included in the order.

The Committee to Examine Israel's Special Education System

The public committee to examine Israel's special education system was established in 2007 and submitted its report in January 2009. A pilot program has begun in 2011/12 to examine implementation of the Committee's decisions.

The Committee's goals were to look into the Ministry of Education's policy regarding the entire subject of special needs children, to examine the Ministry of Education's related budgeting, and to outline steps for handling this sphere and defining priorities for action.

All of the above will be carried out taking into account the Ministry's present budgetary limitations.

The topics discussed were combined into five main areas:

1. Characterizing the functioning and disabilities of the special needs student.
2. Defining a budgetary mechanism for services for special needs students.
3. The pedagogic sphere.
4. Relationships between various government ministries included in implementation of the Special Education Law.
5. The Special Education Law.

chapter

2

Educational Expenditure

INTRODUCTION

This chapter presents data on three topics:

1. The Ministry of Education budget and its participation in the budgets of other entities.
2. National expenditure on education
3. Education expenditure by households according to income quintiles.

This chapter is based on data from the Ministry of Education and the Central Bureau of Statistics (CBS).



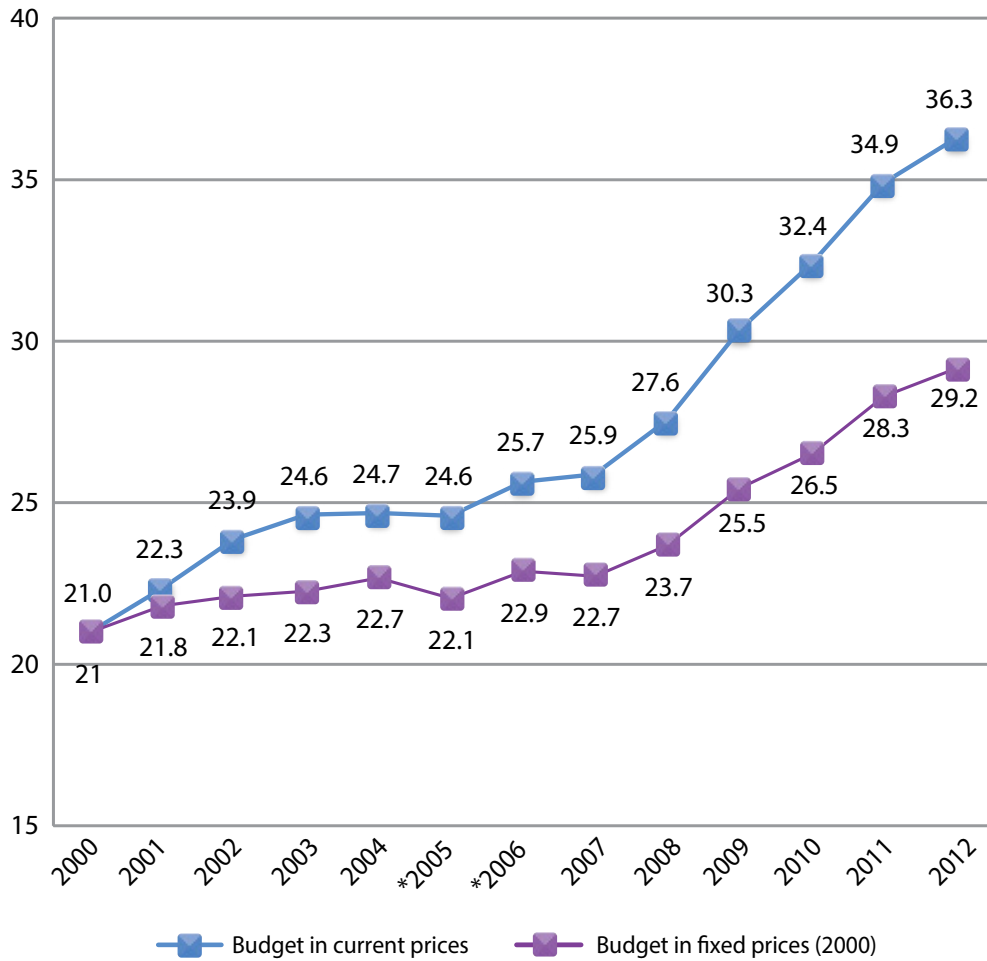
Below are some of the principal findings contained in this chapter:

- The Ministry of Education's budget as approved for 2012 is about NIS 36.3 billion.
- The Ministry of Education's budget increased from NIS 21 billion in 2000 to NIS 36.3 billion in 2012. At fixed prices this represents an increase of 41%. The budget for economic development in 2012 was NIS 956 million.
- The general classification of the budget indicates that some 88.7% of the Ministry's funds is aimed at wages and only 11.3% for services, products and other expenses.
- The Ministry of Education participates in local government budgets: 24.4% of the Ministry's overall budget in 2012 is earmarked for participation in local budgets.
- National expenditure on education in 2012 was 8.4% of the GDP (gross domestic product). 78% of the national expenditure on education was from public spending.
- More than 12% of the government expenditures are earmarked for the education included tertiary education.
- The estimated current expenditure per pupil in 2011 ranges between NIS 16,000 in pre-Primary school education and NIS 51,000 in academic institutions.
- In 2010, the expenditures on education services by households in the highest quintile are about two times higher that of the lowest quintile. This fact shows trend of reducing gap in expenditures in comparison to the last decade.

1. MINISTRY OF EDUCATION BUDGET

THE REGULAR BUDGET OF THE MINISTRY OF EDUCATION IN 2000-2012

(NIS billions)

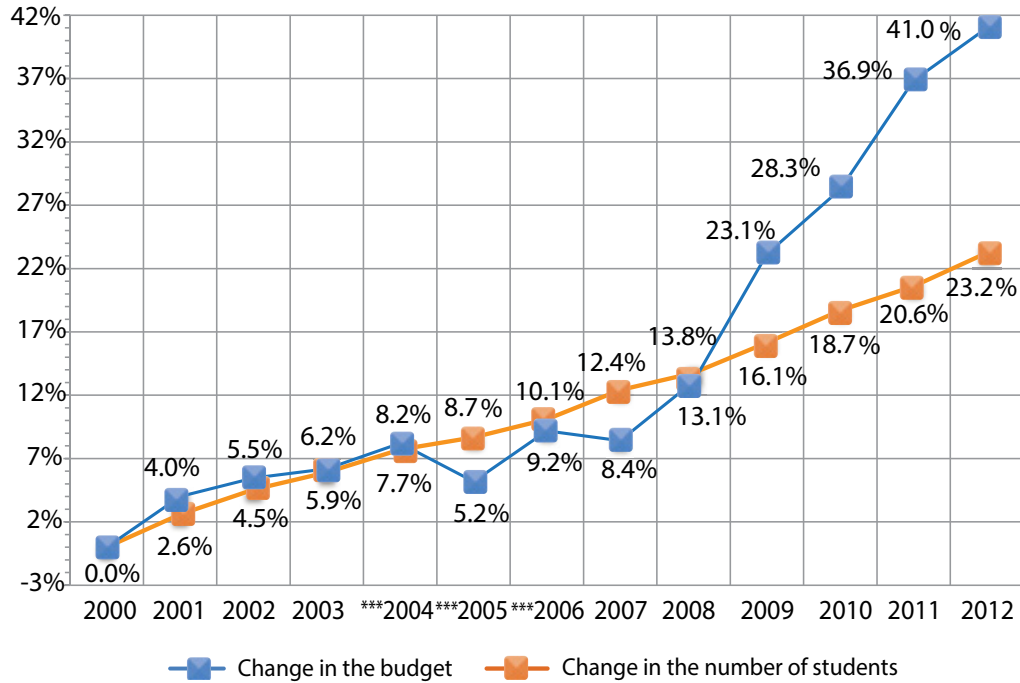


The budget of the Ministry of Education grew from NIS 21 billion in 2000 to NIS 36.3 billion in 2012. This represents an increase of some 41% in fixed prices. In the last four years the budget grew by about 32% in current prices, and by 23% in fixed prices. The general development budget for 2012 stood at NIS 960 million.

* In 2004-2006 the budget also included culture and sports.

THE ANNUAL CHANGE IN NUMBER OF STUDENTS* AND BUDGET**, MINISTRY OF EDUCATION, 2000-2012

Percentage of change



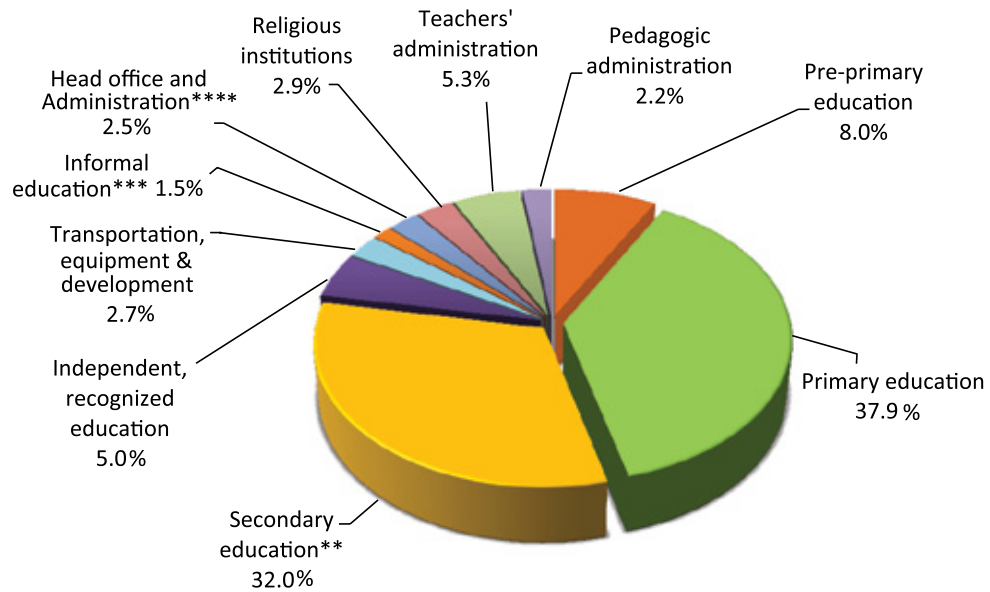
This graph shows the change (in percent) for each year compared with the previous year. Between 2000 and 2012 the number of students grew by 23.2% while the budget increased by 41%. In 2012 the budget rose by 3% compared with 2011, and the number of students increased by 2.2%.

* Students - students in Ministry of Education settings, including public kindergartens, and training institutions.

** Fixed prices (2000)

*** In 2004-2006 the Ministry's budget also included the culture and sports budgets.

REGULAR BUDGET OF THE MINISTRY OF EDUCATION, BY WORK PLAN, 2012*



Budget total - NIS 36.3 billion*****

Categorizing the budget by topic shows that about 70% of the funds is earmarked for primary and secondary school education.

* The reserve for wages and price increases was divided among the various budget items.

** Includes settlement education.

*** Includes Educational Television, community centers, culture and adult education.

**** Includes: the Computer Communication and Information Systems Administration, the National Authority for Measurement and Evaluation in Education (RAMA), wages of Ministry's employees, Ministry's maintenance, etc.

***** Does not include the development budget.

REGULAR BUDGET OF THE MINISTRY OF EDUCATION, 1995-2012, BY ECONOMIC CATEGORY

In percent of the total budget

Year	Total budget in percent	Teachers' wages	Other wages	Services, products and other expenses
2012	100.0	72.9	15.8	11.3
2011	100.0	72.5	16.1	11.4
2010	100.0	73.0	16.2	10.8
2009	100.0	72.1	16.7	11.2
2008	100.0	72.2	17.9	9.9
2007	100.0	70.8	18.2	11.0
2006*	100.0	69.6	18.1	12.3
2005*	100.0	69.1	18.7	12.2
2000	100.0	73.1	16.3	10.6
1995	100.0	73.7	17.2	9.1

The distribution of the Ministry of Education budget for 2012 (including religious institutions) shows that 88.7% of the budget went for wages and only 11.3% was spent on services, products and other expenses**. Wages is divided into teachers' wages (72.9%) and other wages (15.8%), and includes wages for those employed by local municipalities and wages for other public sector workers. From 1995-2012 the budget distribution remained fairly stable, with a few minor changes. It should be noted that in 2005-2006 more than 12% of the budget was earmarked for purchasing goods, due to the fact that Culture and Sports was again part of the Ministry of Education. Since 2010 the data includes the Ofek Hadash reform, with additional teaching hours in the primary and lower secondary education as part of a strategic plan aimed at improving students achievement, school climate and the quality of teaching.

* In 2005 and 2006 the budget included Culture and Sports budget items.

** For example, students transportation and participation in the cost of maintenance and service for educational institutions.

MINISTRY OF EDUCATION DEVELOPMENT BUDGET - 2012

NIS millions

Total development budget	959
Budget: For building classrooms	699
For renovating buildings	227
For equipment	13
Reserve for price increases	20

The development budget for 2012 comes to a total of NIS 959 million. The sum of NIS 699 million is earmarked for classroom construction, which is 73% of the total development budget.

In addition the Development Administration, in accordance with Government Decision 4088 from January 8, 2012, budgeted NIS 1.3 billion for the construction of 1,382 kindergartens for children aged 3-4 years old.

Constructions costs for 2012 The mean cost of building a classroom is NIS 711,000. The cost of building a school (with an average of 24 classrooms) is around NIS 17 million, and the cost of building a kindergartens is some NIS 834,000. The average area of a classroom, including auxiliary spaces, is 130 sq.m. and the average area of a kindergartens is 128 sq.m.

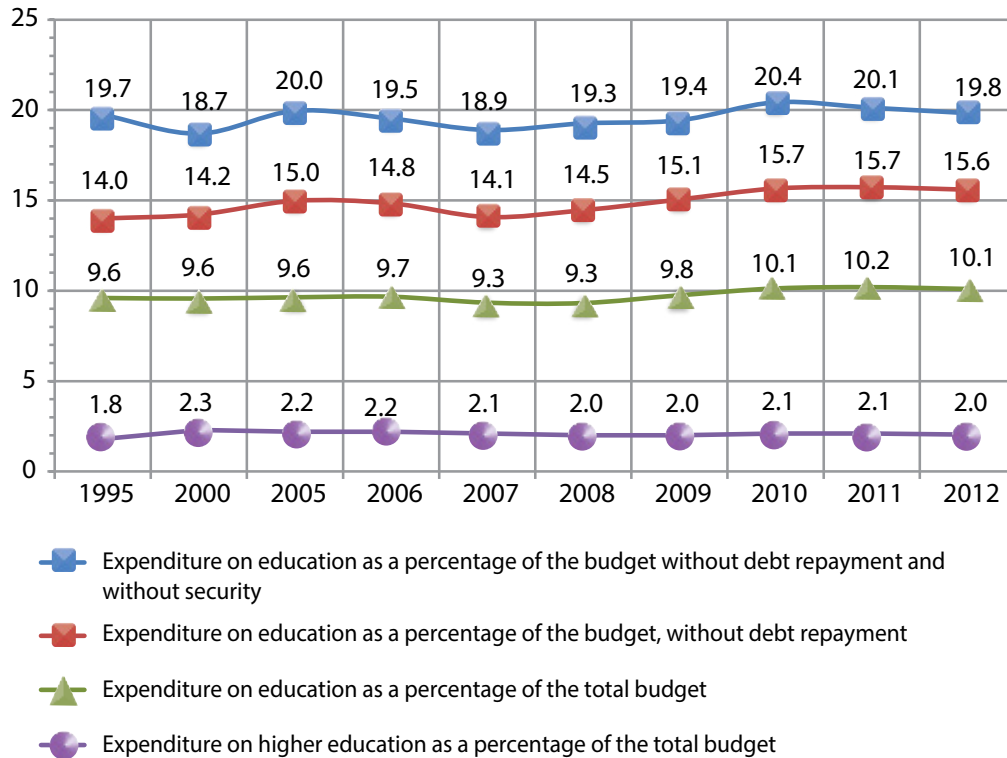
Five-year plan for 2007-2011 to fund classroom construction in the education system

Year	Government funding (in classrooms)	Outside funding as part of a government program for the north (in classrooms)	Paysis - Israel National Lottery (in classrooms)	Other outside government sources (in classrooms)	Budgeting for classrooms actually built
2007	603	90	900		1,593
2008	1,011	90	900		2,001
2009	1,002		130	350	1,482
2010	893		250	150	1,293
2011	723		961		1,684
Total	4,232	180	3,141	500	8,053
2012	1,143		700		1,843

In 2012 the construction of 1,843 classrooms was budgeted, and was funded by the government and Israel's National Lottery - Paysis.

GOVERNMENT EXPENDITURE ON EDUCATION AND HIGHER EDUCATION OUT OF TOTAL GOVERNMENT EXPENDITURE

(in percent)



Between 1995 and 2007, the percentage of government expenditure on education ranged from 9.3% to 9.7% of the total government expenditure. More recently, from 2008-2012 there was an increase from 9.3% to 10.1%. A similar situation can be seen if debt repayment is not included.

Between 1995 and 2000 there was also an increase in the percentage of government expenditure on higher education out of the total government expenditure. Since 2007 the figures have remained stable between 2% - 2.1%.

Israel's security expenditure is relatively high. The upper graph shows Israel's education expenditure as a percentage of the total budget, excluding security expenditure and debt. When these two items are excluded, the education expenditure nearly doubles in proportion to the state budget.

MINISTRY OF EDUCATION BUDGET AND ITS CONTRIBUTION TOWARDS LOCAL AUTHORITY BUDGETS, BY TYPE OF SERVICE, 2012

	Ministry of Education Total budget		Of this: Contribution towards local authority budgets		
	In NIS thousands	In percent	In NIS thousands	In percent	Percent of participation out of total budget
Total regular budget	36,278,439	100.0%	8,548,069	100%	24.4%
Budget, without reserve	34,994,600				
Reserve for price increases	1,283,839				
Formal education - Total	32,529,560	93.0%	8,426,731	98.58%	25.9%
Teachers' administration	1,859,318	5.3%	58,772	0.7%	3.2%
General pedagogic administration	778,168	2.2%	388,021	4.5%	49.9%
Pre-primary education	2,800,833	8.0%	1,900,527	22.2%	67.9%
Primary education	13,235,156	37.8%	2,053,968	24.0%	15.5%
Secondary education	8,845,372	25.3%	2,725,682	31.9%	30.8%
Settlement education*	2,326,688	6.6%	403,681	4.7%	17.4%
Independent, recognized education**	1,734,377	5.0%	0	0.0%	0.0%***
Transportation, equipment, development	947,848	2.7%	894,662	10.5%	94.4%
Physical education	1,800	0.0%	1,420	0.0%	78.9%
Informal education - Total	1,568,459	4.5%	45,717	0.53%	2.91%
Informal education	411,120	1.17%	43,397	0.51%	10.6%
Culture	34,212	2.66%	2,320	0.03%	6.8%
Educational television	80,941	0.23%	0	0.0%	0.0%
Religious institutions	1,042,186	2.98%	0	0.0%	0.0%
Administration and head office units	896,581	2.6%	75,621	0.9%	8.4%
Head office units	251,114	0.7%	24,968	0.30%	9.9%
Administration and Ministry employees	645,467	1.8%	50,653	0.6%	7.8%

In 2012 the Ministry of Education participated in local authority budgets in the amount of some NIS 8.5 billion. This represents 24.4% of the Ministry's budget (without the reserve), about 26% of the formal education budget, 3% of the informal education budget, and 8.4% of the Administration and Head Office Units budget.

* Includes secondary education only.

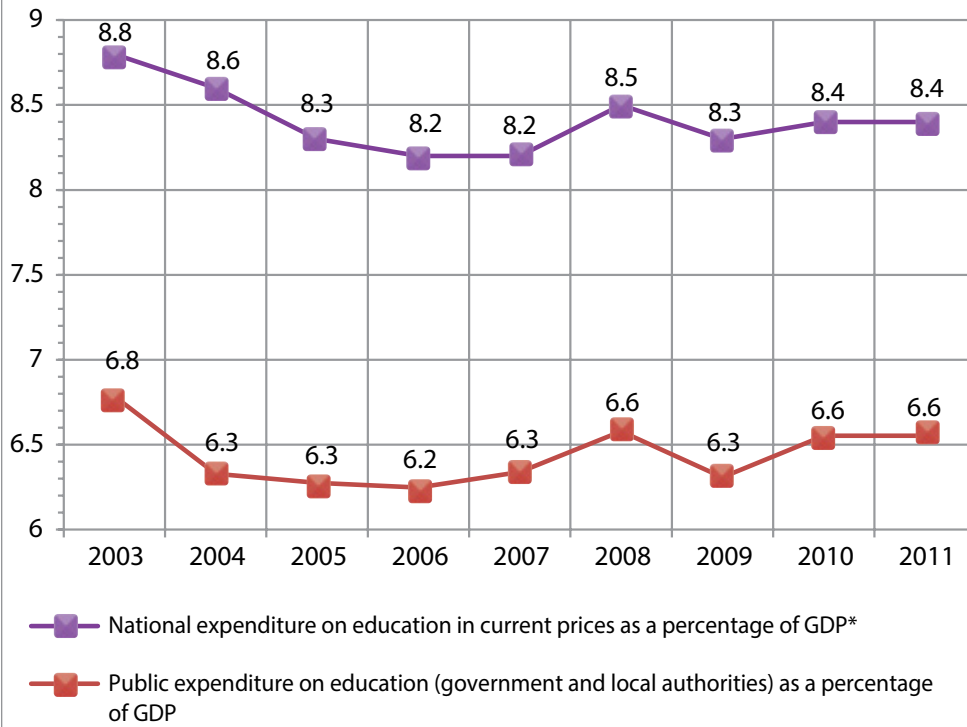
** Includes primary education only. Other spheres, such as secondary education, teacher-training institutions, kindergartens and more are integrated into other activity spheres.

*** For this sphere there is no participation in the local budget because the Ministry's participation is transferred directly to the ultra-Orthodox educational networks. Auxiliary services such as school secretaries and maintenance workers are budgeted through other spheres to the local authorities, even for the ultra-Orthodox educational networks.

2. NATIONAL EXPENDITURE ON EDUCATION

NATIONAL AND PUBLIC EXPENDITURE ON EDUCATION AS A PERCENTAGE OF GROSS DOMESTIC PRODUCT (GDP)

(in percent)

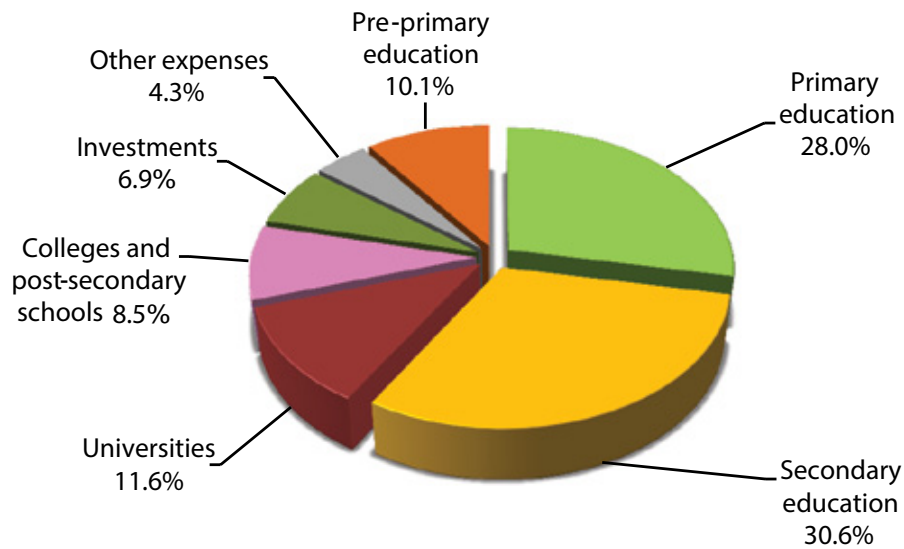


In 2011 national expenditure on education came to 8.4% of the GDP. Public expenditure came to 6.6% of the GDP.

The last years there was an increase in the national expenditure on education as a percentage of the GDP.

* National expenditure on education by funding sector

DISTRIBUTION OF NATIONAL EXPENDITURE ON EDUCATION BY EDUCATIONAL LEVEL, 2008*



Total national expenditure - NIS 56.7 billion*

Roughly 59% of the national expenditure on education in 2008 was earmarked for primary and secondary education, and 10% of the national expenditure was spent on pre-primary education.

20% of the national expenditure on education was earmarked for post-secondary and higher education (11.6% for universities and 8.5% for post-secondary schools and colleges).

More than 77% of the national expenditure on education was funded by the government sector.

* The expenditure does not include wear and tear.

CURRENT EXPENDITURE* PER STUDENT, BY EDUCATIONAL LEVEL

(NIS, in current prices)

Education level	2003	2008	2011 (estimated)	
			Total expenditure	Of this, expenditure of households
Pre-primary education**	12,600	15,100	16,000	3,000
Primary education	16,600	20,400	22,000	1,000
Secondary education	19,800	25,300	27,000	7,000
Post-secondary education	21,700	19,200	20,000	12,000
Universities and colleges	40,100	46,200	51,000	11,000

The current expenditure per student for secondary education in 2011 came to NIS 27,000, which is more than the expenditure per student in pre-primary education and primary education.

The expenditure on education per secondary student by household was NIS 7,000 for this year.

* The expenditure also includes private lessons but does not include textbooks or schools supplies purchased by households.

** Includes private kindergartens.

COMPARISON OF NATIONAL EXPENDITURE IN 2009 BETWEEN EDUCATIONAL INSTITUTIONS IN ISRAEL AND OECD* AVERAGE

Countries	Expenditure per student on schools (in dollars**)				
	Pre-primary education	Primary education	Secondary education	Tertiary education	National expenditure on education as percentage of GDP
Israel	3,998	5,202	5,842	11,214	7.2***
Average of OECD Countries	6,670	7,719	9,312	13,728	6.2
Ratio of averages Israel, OECD	0.60	0.67	0.63	0.82	

The national expenditure on education per student for three education levels - pre-primary education, primary education and secondary education - is lower in Israel when compared with the average for OECD countries. In higher education the per student expenditure in Israel is lower as well. Nonetheless, expenditure on education as a percentage of GDP (gross domestic product) is higher in Israel compared with the OECD countries. The explanation for the differences between the averages is related to the fact that the percentage of those studying (30.2%) out of the entire population is higher in Israel than the average percentage of students in the OECD, which is 22.4%. Thus the expenditure on education in Israel is divided among a greater number of students.

* Organization for Economic Cooperation and Development.

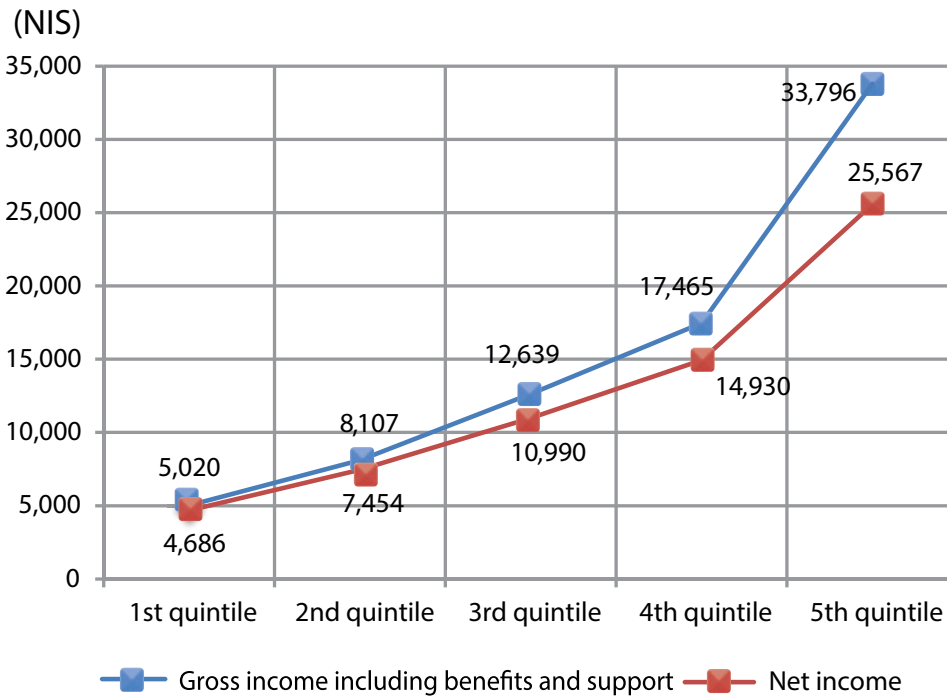
** The calculation is based on PPP (Purchasing Power Parity) for GDP, in dollars, where \$1 = NIS 3.73

*** The expenditure did not include household spending for private lessons, textbooks and other educational materials. The national expenditure on education by funding sector does not include calculated expenditure for consumption of fixed capital.

3. EXPENDITURE ON EDUCATION BY HOUSEHOLDS

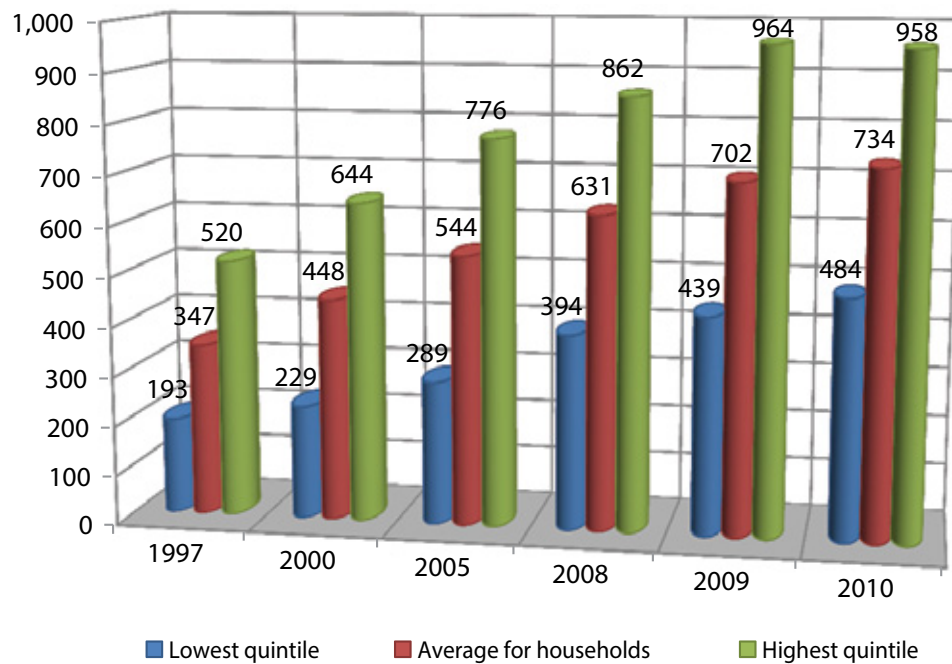
As part of a survey on family expenditure, the Central Bureau of Statistics looked at family expenses in comparison with income. Remember that households finance some 20.5% of the national expenditure on education.

MONTHLY MONETARY INCOME OF HOUSEHOLDS BY STANDARD NET INCOME QUINTILE PER CAPITA - 2010



In 2010 the net monthly income of the fifth quintile (highest income) was approximately NIS 25,570, which is 5.5 times higher than the first quintile (lowest income). Gross income includes income from various benefit and support payments.

MONTHLY EXPENDITURE ON EDUCATION SERVICES BY HOUSEHOLDS



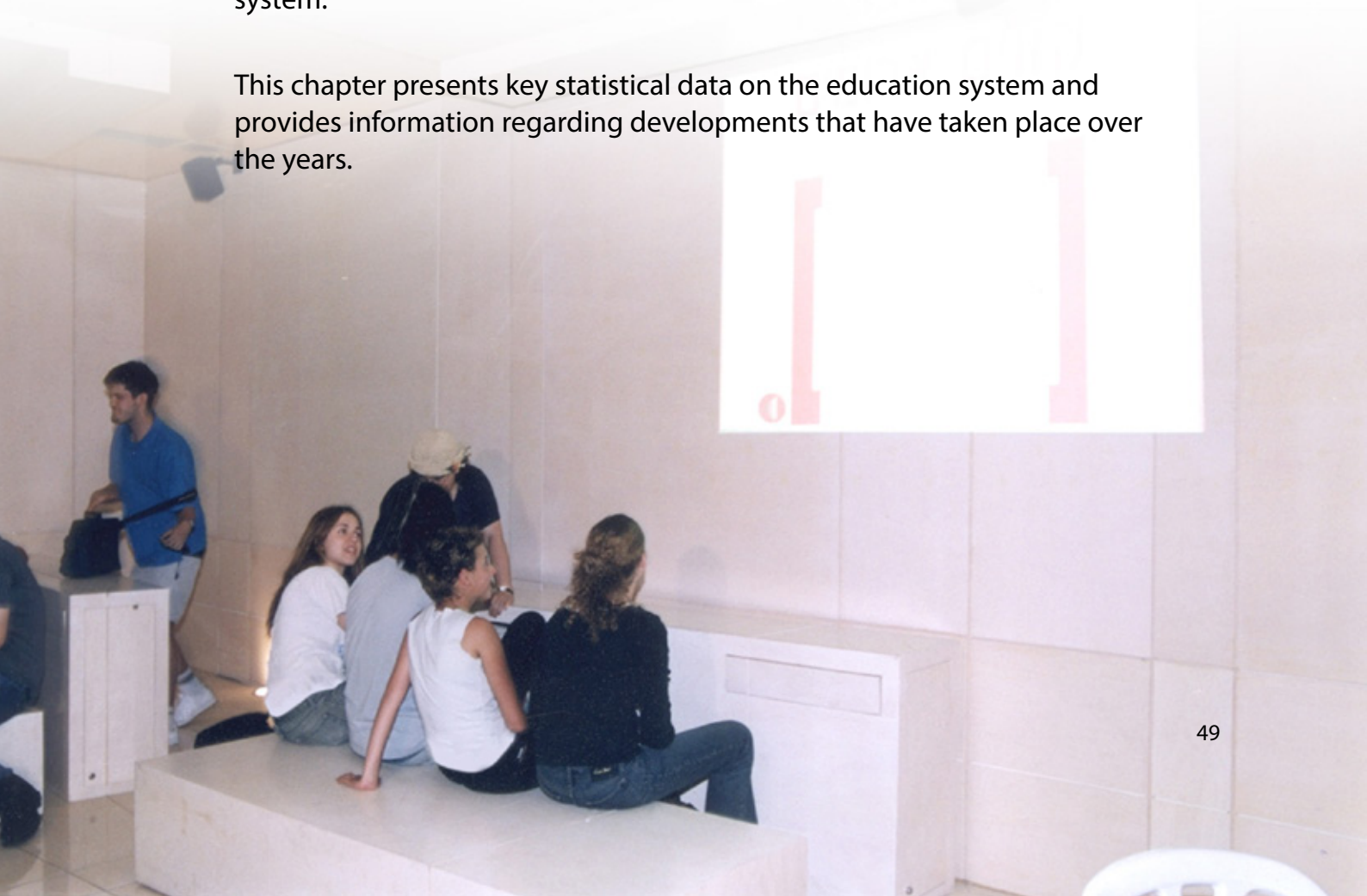
In 2010 the average monthly expenditure on education services by households was about NIS 734, roughly 5.4% of all monthly household consumer expenses (monthly average of NIS 13,496). In the highest quintile the average monthly expenditure on education services was double that of the lowest quintile.

INTRODUCTION

Most of the information presented in this chapter refers to qualitative data regarding the education system, and includes statistics and trends starting from pre-primary education through secondary education, by sector.

Data concerning the Arab sector also includes Bedouin and Druze students (unless noted otherwise). Data is also presented here with regard to students in post-secondary schools, colleges and universities. The data presented in this chapter do not include students attending other types of schools - primary religious schools, apprenticeship schools, vocational schools and foster care institutions. Several additional charts in this chapter describe the characteristics of teaching positions in Israel's education system.

This chapter presents key statistical data on the education system and provides information regarding developments that have taken place over the years.



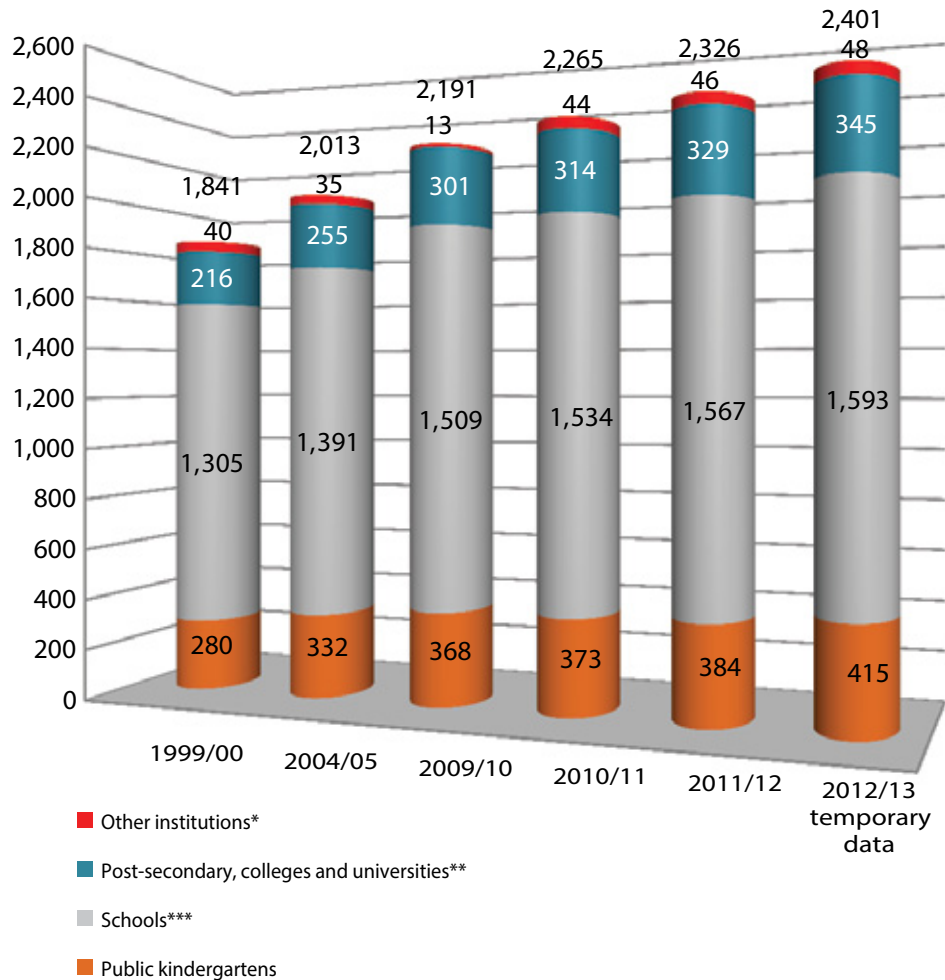
Main trends featured in this chapter:

- The number of students has grown over the years in all sectors and at all education levels.
- In Hebrew education, the number of students in the ultra-Orthodox sector has grown the fastest.
- The number of students in special education has grown faster than the total number of students.
- As of 2000 the rate of studies among girls was higher than among boys in both Hebrew and Arab education.
- There has been a steady rise in the number of students and degree recipients. Most of this increase is from students attending academic colleges.
- In recent years there has been a decline in the average number of students per class.
- In recent years there has been an increase in the average number of teaching hours per student.



1. STUDENTS IN PRE-PRIMARY, PRIMARY, SECONDARY AND ACADEMIC EDUCATION

STUDENTS IN THE EDUCATION SYSTEM, BY EDUCATION LEVEL



There were 2,401,000 students in the education system in the 2012/13 school year, from pre-primary education through university. This is an increase of 560,000 students compared with 1999/00. There was also a significant increase in the number of students in higher education frameworks (post-secondary schools, colleges and universities) by 129,000 students (60%) for those years.

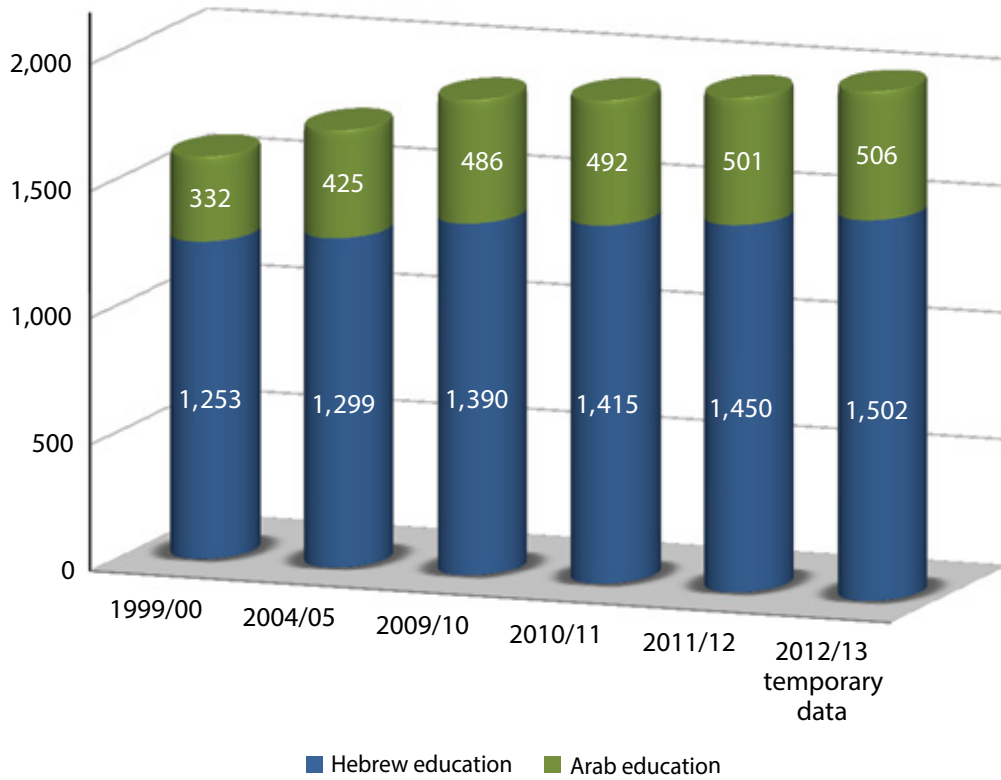
In 1949, after the State of Israel was established, there were 140,000 students; in 2012/13 the number of students was 17 times as many.

* Other institutions - includes frameworks run by the former Ministry of Religious Affairs. As of 2008/09 only Students in apprenticeship schools supervised by the Ministry of Industry, Trade and Labor.
 ** Does not include the Open University; does include students attending branches of foreign universities
 *** Religious ultra-orthodox schools are included in the primary education framework.

Source: Central Bureau of Statistics and Ministry of Education

NUMBER OF STUDENTS IN HEBREW EDUCATION AND ARAB EDUCATION* - KINDERGARTENS AND SCHOOLS

Thousands of students



Approximately 75% of the entire population of students in 2012/13 attended Hebrew education schools, and about 25% attended Arab education schools.

Between 1999/00 and 2012/13, Hebrew education grew by some 20% and Arab education grew by 52%

52 *Data for students in Arab education include pupils in the Arab, Druze, Bedouin and Circassian sectors.

SUMMARY OF DATA: STUDENTS, CLASSES, TEACHING POSITIONS (FULL-TIME EQUIVALENTS)

(HEBREW AND ARAB EDUCATION)

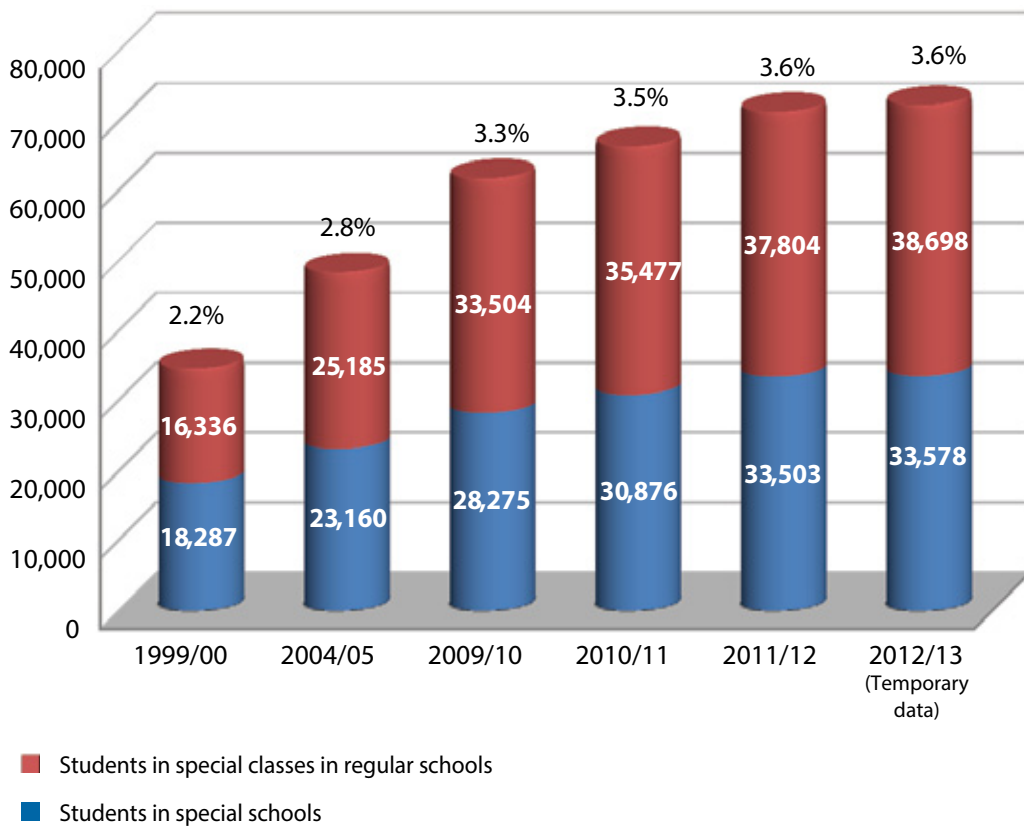
School year	Number of students	Number of classes	Number of full-time positions*	Average number of students per class**
Primary education (including special education)				
2012/13	935,141	37,780	63,619	24.8
2011/12	924,035	37,307	60,413	24.8
2010/11	901,691	36,028	56,717	25.0
2009/10	883,620	34,936	54,150	25.3
2004/05	787,100	30,720	47,680	25.6
1999/00	739,980	28,890	45,330	25.6
Lower secondary education				
2012/13	276,608	10,010	19,679	27.6
2011/12	268,526	9,719	19,123	27.6
2010/11	263,698	9,349	19,251	28.2
2009/10	259,748	8,914	19,022	29.1
2004/05	256,300	8,260	17,810	31.0
1999/00	242,800	7,790	17,190	31.2
Upper secondary education				
2012/13	381,516	15,300	35,239	24.9
2011/12	374,539	15,022	34,593	24.9
2010/11	368,303	14,618	33,412	25.2
2009/10	364,270	14,224	32,710	25.6
2004/05	348,100	13,160	30,770	26.5
1999/00	321,800	12,300	29,480	26.2

As of 2008/09, the number of full-time teaching positions in primary and lower secondary education is a weighted number of teachers employed through the "New Horizon" education reform, and teachers who are not employed through the reform.

* Figures for 2004/05 include teachers in official schools and recognized schools, special education teachers and those employed in religious ultra-orthodox schools. Beginning from 2008/09, data regarding Full Time Equivalents (FTE) for teachers in religious ultra-orthodox schools is approximate.

** Estimated number for the school year 2012/13.

STUDENTS* IN SPECIAL EDUCATION



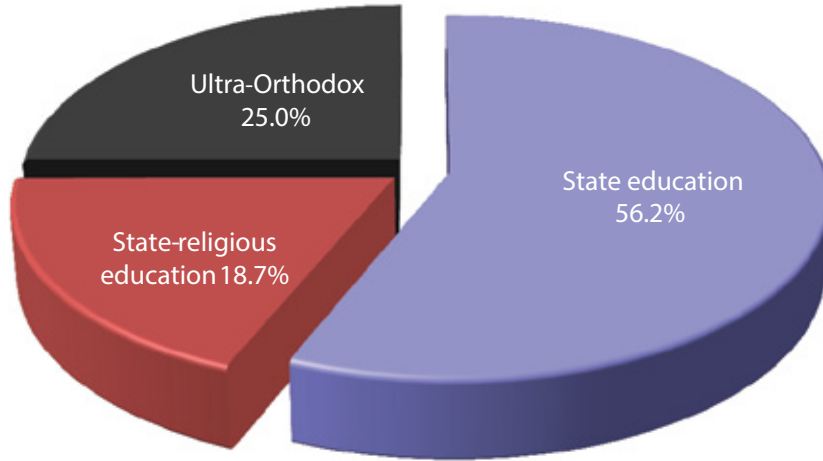
The figure at the top of each column represents the percentage of students in special education out of the total number of students for that cohort.

The percentage of students in special education out of the total number of students rose from 2.2% in 1999/00 to 3.6% in 2011/12. This increase can be explained by the rising awareness regarding special education as well as new categories added to special education.

* Data includes special education students at all education levels from pre-primary through secondary education. The graph differentiates between students in special education classes in regular schools and students attending special education schools. Additionally, in the 2012/13 school year there were about 97,000 special education students who are mainstreamed into regular classes in regular schools.

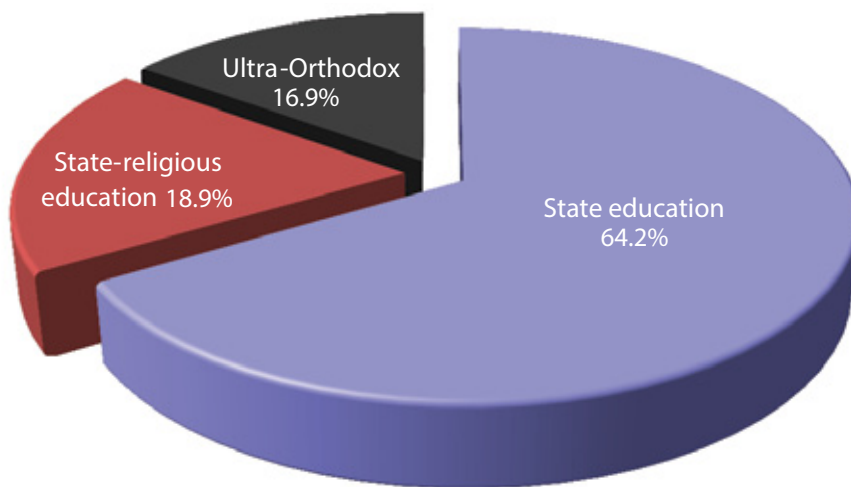
STUDENTS IN HEBREW EDUCATION, ALL EDUCATION LEVELS, BY SUPERVISION

2011/12



Total of approx. 1,450,000 students

1999/2000



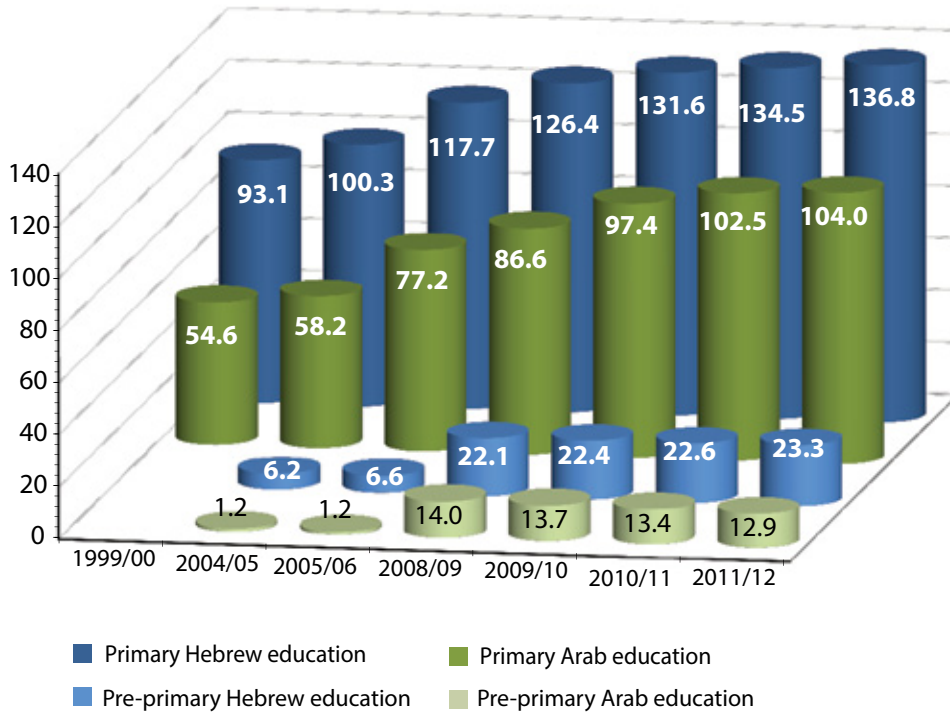
Total of approx. 1,253,000 students

The percentage of students in the ultra-orthodox sector rose from 16.9% in 2000 to 25% on 2012. The percentage of students attending state education schools out of the total number of students in Hebrew education dropped by a similar rate.

The number of students in Hebrew education grew by 16% between 2000 and 2012.

STUDENTS IN LONG SCHOOL DAY PROGRAMS, IN PRE-PRIMARY AND PRIMARY EDUCATION

Thousands of Student



The number of students attending long school day programs in both the Hebrew and Arab education increased. In 2011/12 the number of students attending long school day programs in primary education was 136,800 in the Hebrew education and 104,000 students in the Arab education.

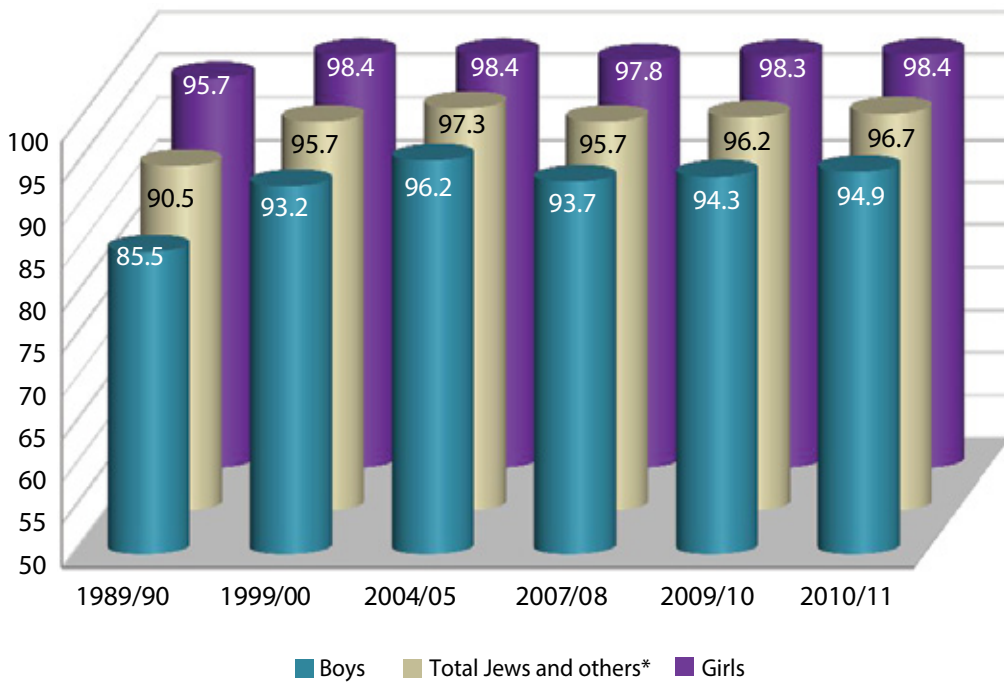
In 2011/12 there were 23,300 students in long school day programs in Hebrew pre-primary education and 12,900 students in Arab pre-primary education.

Long school day programs include full long school day, full long school day through the CRB Foundation, long school day excluding 7th-9th grades (as of 2005/06), and special education.

Source: Data from the Central Bureau of Statistics

ENROLLMENT RATES IN THE HEBREW EDUCATION - AGES 14-17

(In percent)

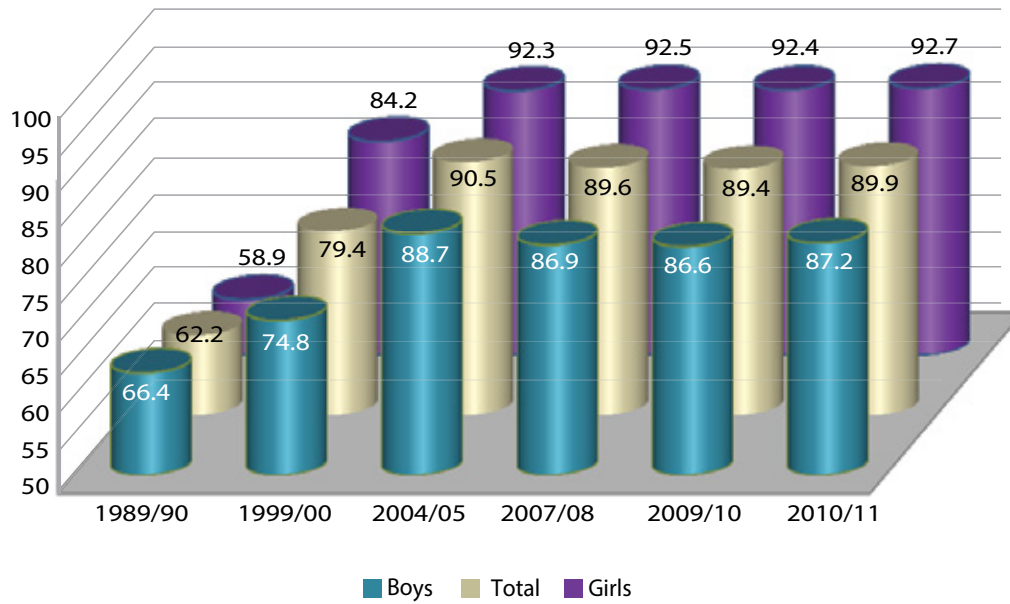


In the Hebrew education the enrollment rate of girls aged 14-17 who were studying was higher than the rate for boys for the same cohort. In 2010/11 the rate of children aged 14-17 studying in the Hebrew education was 96.7%. Beginning in 2001/02, in addition to schools supervised by the Ministry of Education, there were schools supervised by other government ministries. In 2010/11 there were about 5,000 students in the Hebrew education who attended 7th-9th grades under the supervision of the Ministry of Industry, Trade and Labor.

* The population of "Jews and others" includes non-Arab Christians, other religions, and those with no religious affiliation.

ENROLLMENT RATES IN THE ARAB EDUCATION* - AGES 14-17

In percent



In recent years, the enrollment rate of girls aged 14-17 has been higher than the rate of boys for the same cohort, the same as in Hebrew education. In 2010/11 the rate of children aged 14-17 studying in Arab education was 89.9%

Until 2001/02 only schools supervised by the Ministry of Education are included. Beginning from 2001/02 the data include schools supervised by other government ministries. In 2010/11 there were around 1,500 students from the Arab education who were studying in 7th-9th grades under the supervision of the Ministry of Industry, Trade and Labor.

Compared with the Hebrew education system, the number of children studying in the Arab education system is lower.

* Does not include East Jerusalem (in the population or in the number of students).

ENROLLMENT RATES IN ISRAEL, AND OECD AVERAGES, IN PUBLIC AND PRIVATE SCHOOLS, 2010 (IN PERCENT)

Percentage of children studying	Ages 3-4	Ages 5-14	Ages 15-19
Israel*	82.6	97.8	64.6
OECD average	71.9	95.9	82.9

In Israel the percentage of children aged 3-4 studying in school is more than ten percentage points higher than the average rate in OECD countries. The percentage of children aged 5-14 studying in school in Israel is slightly higher than the OECD average. The figures for children aged 15-19 who are studying in school is lower in Israel compared with the average for OECD countries. The discrepancy for this cohort is due to the military service at age 18.

ENROLLMENT RATES IN ISRAEL AND OECD AVERAGE, IN PUBLIC AND PRIVATE SCHOOLS, 2010 - AGE 15,16,17 (IN PERCENT)

Percentage of children studying	Age 15	Age 16	Age 17	Age upon completing upper secondary education
Israel*	96.1	93.6	88.1	17.0
OECD average	96.2	93.5	86.7	

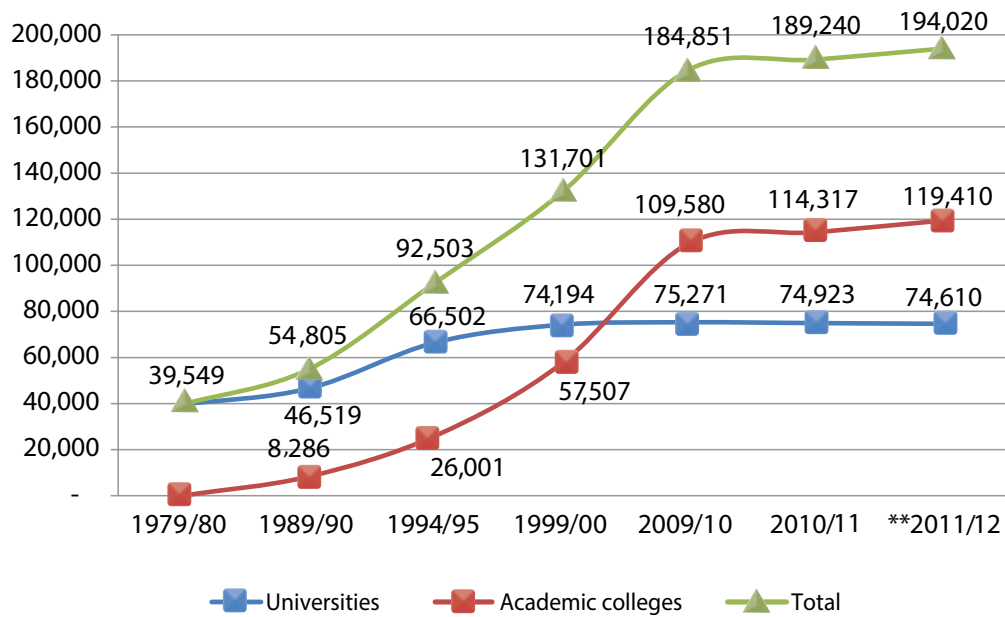
In Israel the percentage of children studying at age 17 is higher than the average for OECD countries. This statistic indicates that the rates of children studying in Israel are higher for all age groups throughout their schooling. Singling out the percentage of students studying at age 17 out of the 15-19 cohort reinforces the fact that there is a sharp decline in the number of children aged 18-19 in school due to military service.

* Includes students attending other schools operated by other government ministries, as well as students in East Jerusalem. Excluding private schools.

2. STUDENTS IN HIGHER EDUCATION

BACHELOR'S DEGREE STUDENTS AT UNIVERSITIES AND ACADEMIC COLLEGES*

No. of students



The number of bachelor's degree students has grown steadily during the past few decades and reached 194,000 in 2012. As of 2009 there was a drop in the number of bachelor's degree students enrolled in universities compared with a rise those enrolled in academic colleges.

The academic colleges began their activity in the 1980s and became more popular than the universities. 2003 was the first year in which the number of bachelor's degree students enrolled in colleges was greater than the number of bachelor's degree students enrolled in universities.

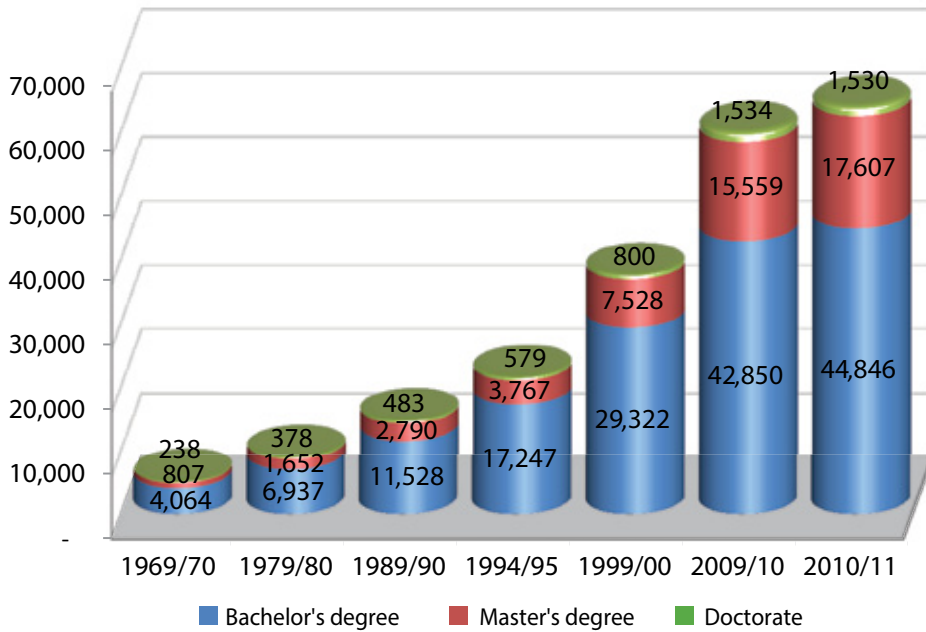
The main increase in the number of bachelor's degree students is attributed to academic colleges.

* Does not include students in the Open University or those in continuing education programs. Data regarding colleges includes teacher-training colleges.

** Figures are based on preliminary analysis of institutional data prepared soon after they were received.

Source: Central Bureau of Statistics

DEGREE RECIPIENTS AT INSTITUTIONS FOR HIGHER EDUCATION*



In 1969-70 the number of degree recipients was about 5,000. In 2010/11 the number of degree recipients was about 64,000, 12.5 times as many as there were forty years previously.

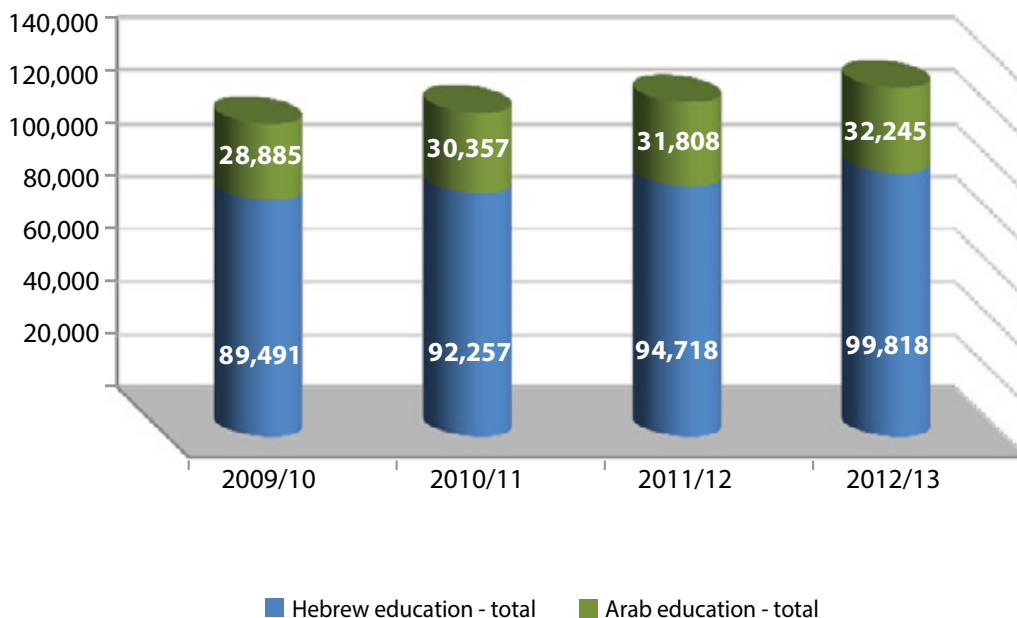
There has been a steady rise for all degrees throughout the years.

* Universities (including the Open University), academic colleges and academic teacher-training colleges.

3. TEACHERS IN THE EDUCATION SYSTEM

FULL-TIME TEACHING POSITIONS IN PRE-PRIMARY AND PRIMARY EDUCATION IN THE EDUCATION SYSTEM*

Education level \ Year	2009/10	2010/11	2011/12	2012/13
Total no. of positions	118,376	122,614	126,526	132,064
Hebrew education - total	89,491	92,257	94,718	99,818
Pre-primary education	9,814	10,108	10,077	10,853
Primary education	38,440	40,203	42,695	46,127
Lower secondary education	14,763	14,705	14,705	15,076
Upper secondary education	26,474	27,241	27,241	27,763
Arab education - total	28,885	30,357	31,808	32,245
Pre-primary education	2,375	2,417	2,320	2,673
Primary education	15,710	16,514	17,718	17,493
Lower secondary education	4,365	4,488	4,419	4,603
Upper secondary education	6,435	6,938	7,352	7,476

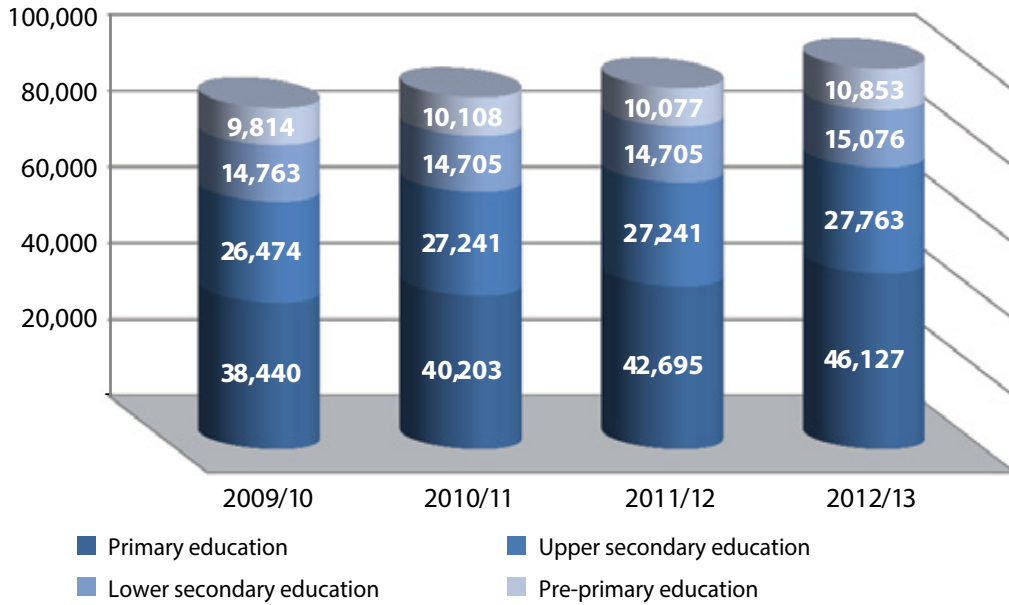


* Full-time positions in schools with students only; does not include teachers in frameworks without students, such as pedagogic centers, regional / local centers, administrative centers, etc.

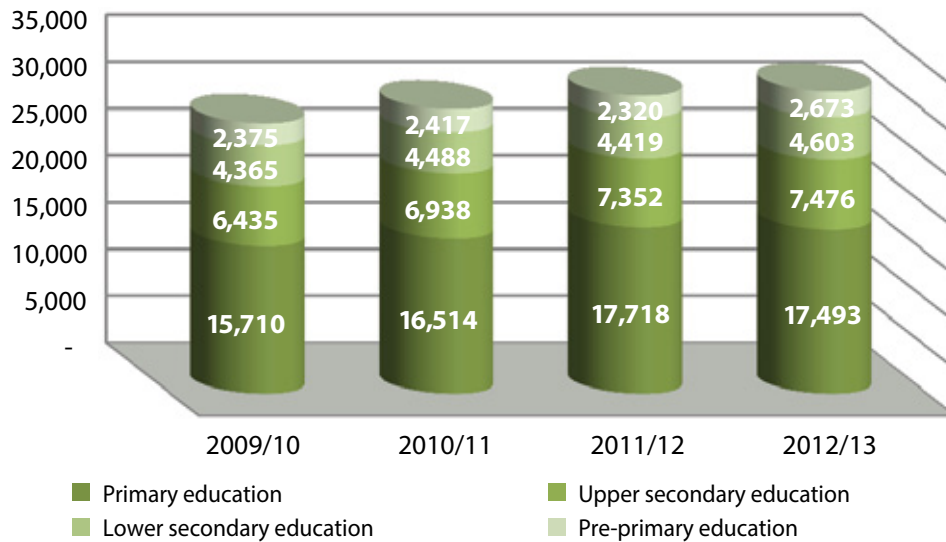
FULL-TIME TEACHING POSITIONS IN THE EDUCATION SYSTEM* BY LEVEL OF EDUCATION

Teaching positions

Hebrew Education



Arab Education



In 2012/13 there were some 132,000 full-time teaching positions at all education levels. Of these, 76% of the teachers were employed in Hebrew education.

There was a 12% increase in the number of teaching positions between 2009 and 2013 in both sectors.

*Data on teachers is based on full-time equivalents (FTE); does not include teachers in institutions without students, such as pedagogic centers, administrative centers and the like (some 5,400 teachers on average over the past three years). Includes teachers in official and recognized schools and special education.

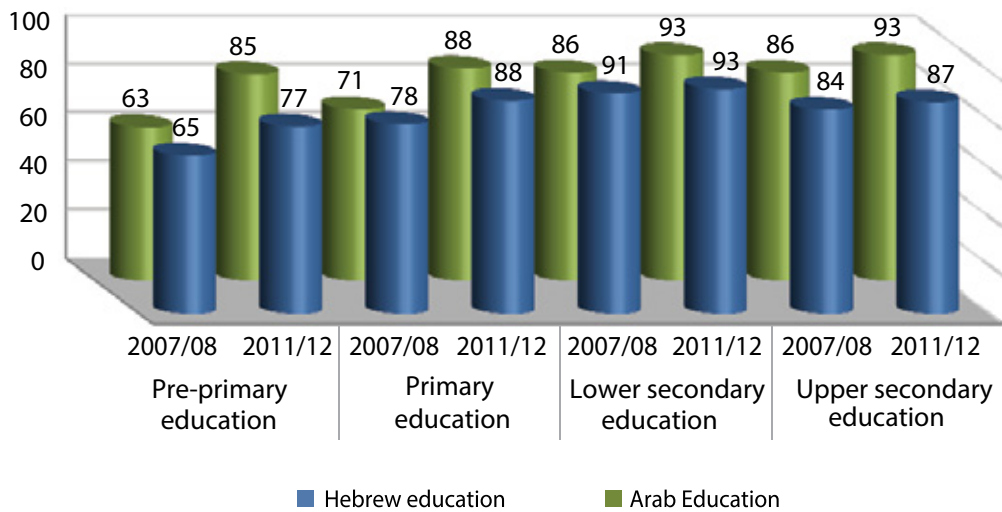
TEACHERS IN THE EDUCATION SYSTEM* - SELECTED INDICATORS (PERCENTAGE OF FULL-TIME EQUIVALENTS)

	Pre-primary education		Primary education		Lower secondary education		Upper secondary education		
	2011/12	Hebrew	Arab	Hebrew	Arab	Hebrew	Arab	Hebrew	Arab
Those with academic pay grade		77.2%	85.3%	87.8%	87.6%	92.7%	93.0%	87.3%	93.0%
Those with MA or higher pay grade		12.1%	5.7%	24.7%	12.0%	40.9%	20.9%	43.4%	20.9%
Percent of women		99.4%	99.6%	92.2%	74.9%	81.9%	63.2%	69.5%	63.2%
Average teacher age		44.5	39.2	43.3	38.3	44.8	38.6	46.9	38.6
Median age		45	39	43	37	45	38	48	38
Percent aged 50 or older		36%	12%	28%	15%	35%	15%	44%	15%
Teachers up to age 29		6%	7%	7%	14%	5%	13%	4%	13%
Years of experience, average		17.9	14.6	16.7	14.0	18.3	14.1	20.3	14.1
Median years of experience		18	13	16	12	17	12	20	12

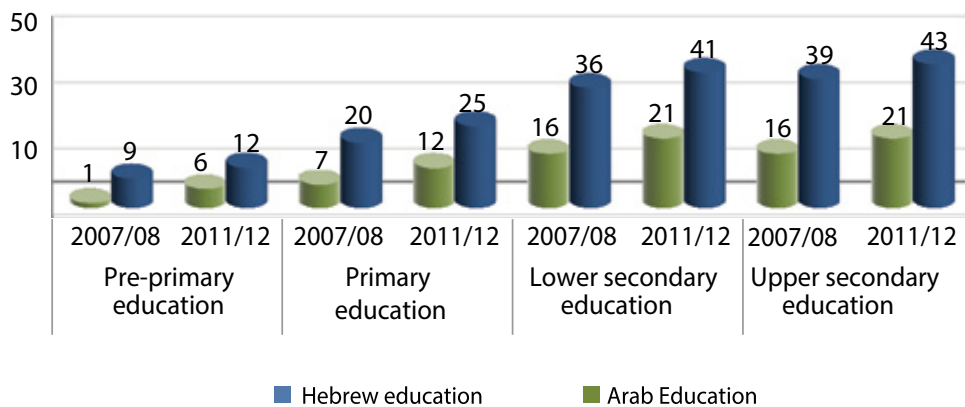
	Pre-primary education		Primary education		Lower secondary education		Upper secondary education		
	2007/8	Hebrew	Arab	Hebrew	Arab	Hebrew	Arab	Hebrew	Arab
Those with academic pay grade		65.3%	63.4%	78.2%	70.9%	90.9%	86.0%	84.2%	86.0%
Those with MA or higher pay grade		8.9%	1.4%	19.7%	7.0%	36.2%	16.3%	39.0%	16.3%
Percent of women		99.6%	99.9%	92.9%	71.5%	85.0%	54.7%	66.7%	54.7%
Average teacher age		44.8	37.1	43.3	37.4	44.8	38.9	46.8	38.9
Median age		46	36	44	36	46	38	48	38
Percent aged 50 or older		39%	10%	30%	15%	35%	16%	43%	16%
Teachers up to age 29		3%	17%	6%	19%	4%	13%	4%	13%
Years of experience, average		19.0	12.7	17.5	13.6	19.2	14.9	20.2	14.9
Median years of experience		18	10	16	11	18	13	20	13

* In pre-primary, primary and lower secondary education, data on teachers refers to public education. In the upper secondary education, the legal status is recognized and official in regular education. Reference to teachers is by education sector and not the teacher's nationality.

PERCENTAGE OF ACADEMICS OUT OF ALL TEACHERS IN PUBLIC EDUCATION, WITHOUT SPECIAL EDUCATION

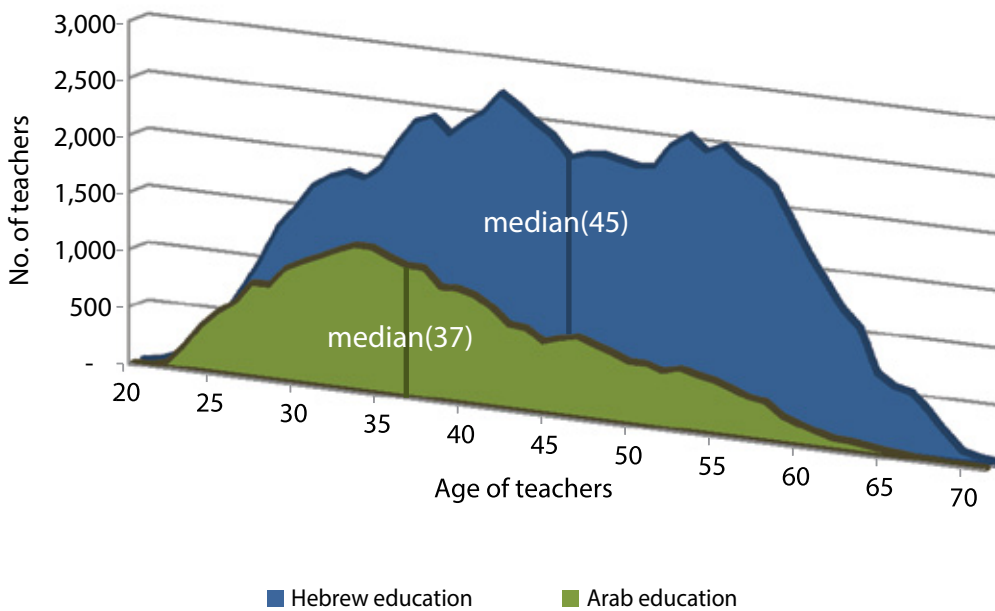


PERCENTAGE OF TEACHERS WITH MA DEGREE OR HIGHER



An increase in the percentage of academics can be seen for all education levels. In Arab education there is a sharper increase than in Hebrew education in all education levels.

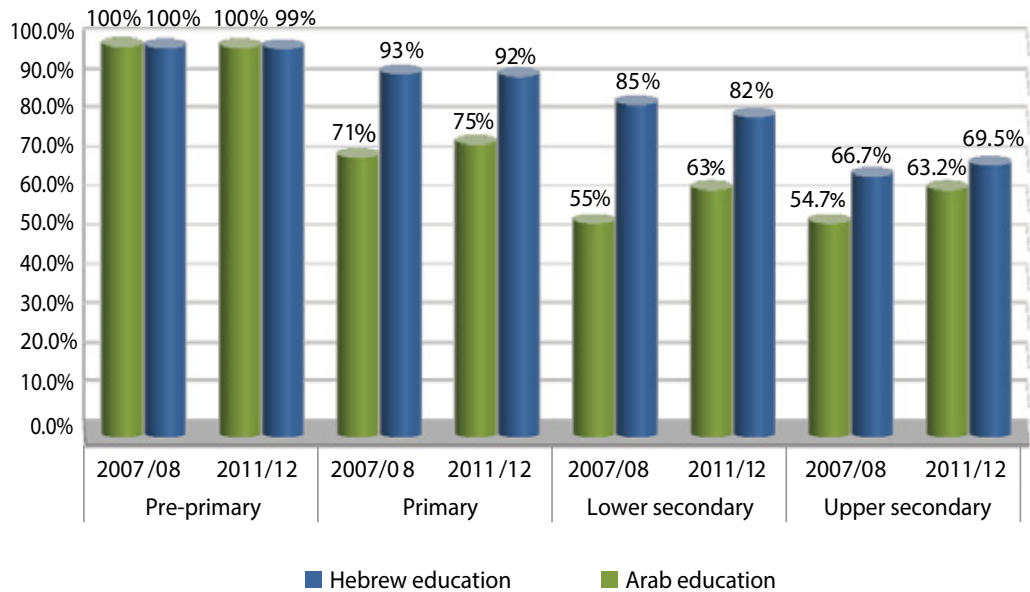
DISTRIBUTION OF TEACHERS' AGES IN REGULAR AND PUBLIC EDUCATION, FOR ALL EDUCATION LEVELS



Throughout the years, teachers in the Arab education are younger than teachers in the Hebrew education, for all education levels.

The average teacher's age in the Hebrew education is 47.2, and in the Arab education the average age is 42.2 years for all education level.

PERCENTAGE OF WOMEN AMONG TEACHERS IN REGULAR AND PUBLIC EDUCATION



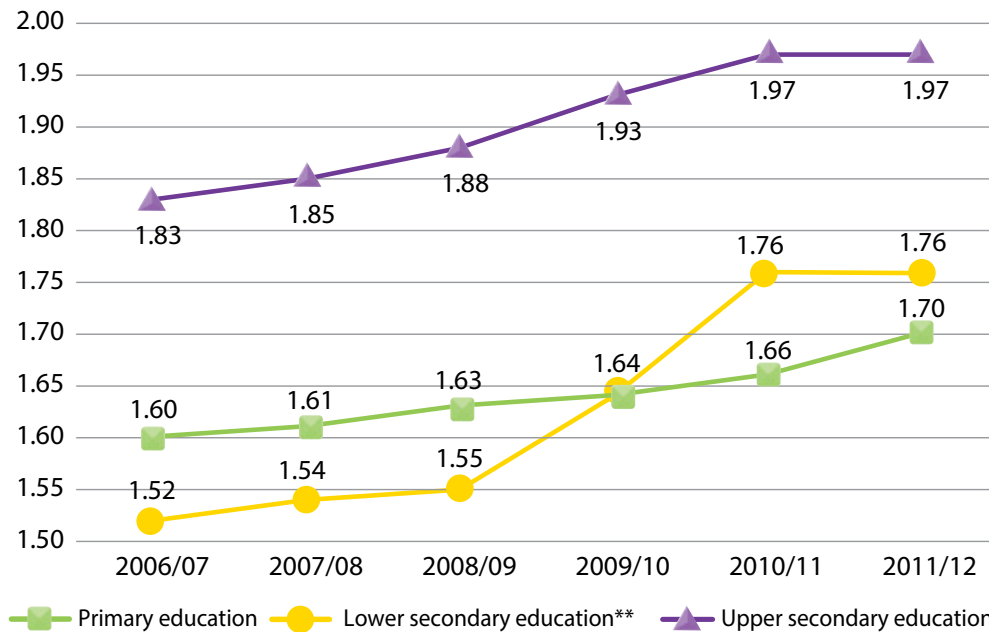
The percentage of women among teachers in the Hebrew education is higher than the Arab education throughout the years.

In the Arab education there is a constant increase over time regarding the percentage of women out of all teachers.

In the Hebrew education there is a decline over time in the percentage of women among teachers in primary and lower secondary education, compared with an increase in upper secondary education.

4. INDICES ON THE DEVELOPMENT OF THE EDUCATION SYSTEM

AVERAGE NUMBER OF HOURS PER STUDENT*, BY LEVEL OF EDUCATION



The graph shows that between 2010/11 and 2011/12 the number of hours per student increased in primary education, and the number of hours in the lower and upper secondary education was stable.

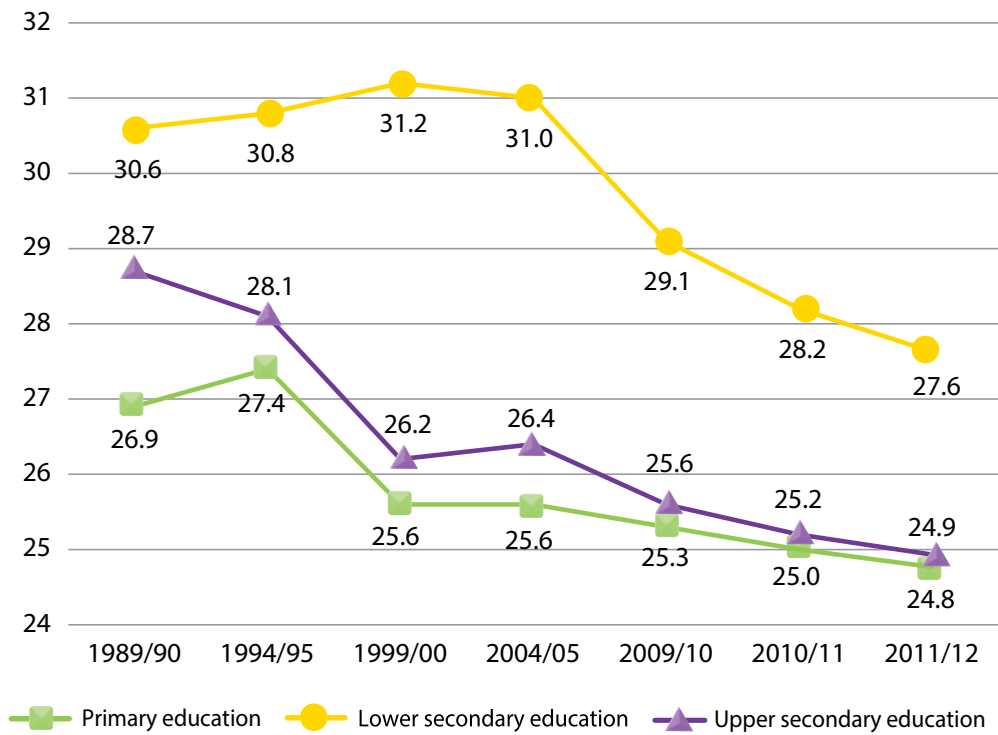
Beginning with the 2008/09 school year, there was an increase in the number of hours per student in lower secondary education, with the implementation of a program to improve scholastic achievement.

* Includes hours and students in official, recognized and ultra-orthodox schools; includes management and education hours.

Participation rates in recognized and ultra-orthodox schools are lower.

** Lower and upper secondary education include hours, students and normative classes in community-based treatment, rehabilitation and education centers for at-risk youth (Miftan)

AVERAGE NUMBER OF STUDENTS PER CLASS*, BY LEVEL OF EDUCATION



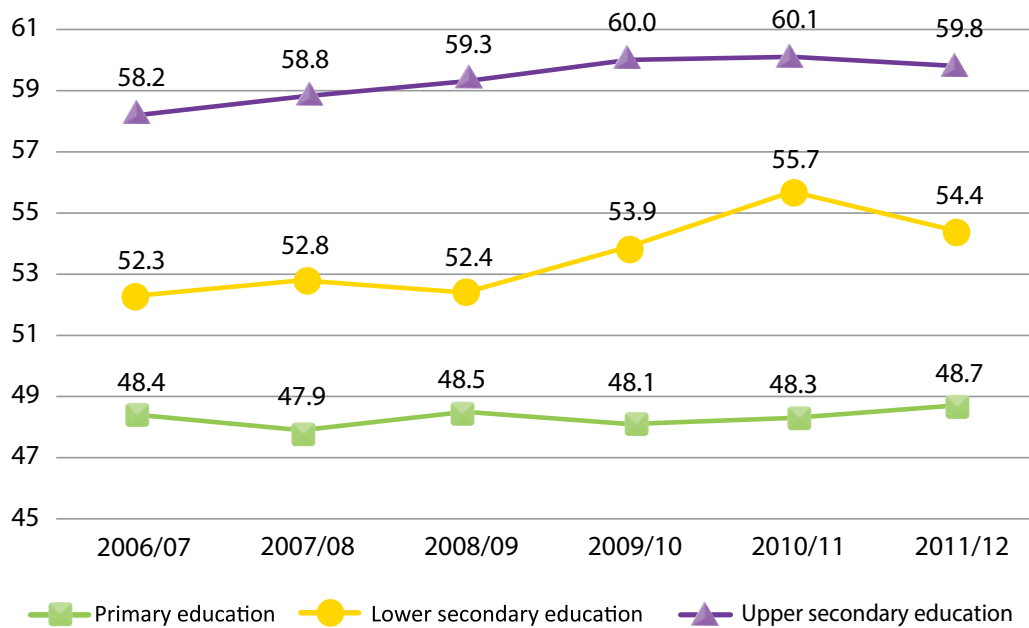
Since 1999/2000 the average number of students per class has dropped in all education levels; most of the decline was seen in lower secondary education.

In 2011/12 the average number of students per class was highest in the lower secondary education - 27.6 students per class.

The average number of students per class in primary and upper secondary education is less than 25 students per class.

* Actual classes, includes special education

AVERAGE NUMBER OF HOURS* PER CLASS IN REGULAR EDUCATION*, BY LEVEL OF EDUCATION



The graph shows that there was a decrease in the average number of hours per class in the lower and upper secondary education between 2010/11 and 2011/12. This is due to implementation of a program to reduce the number of students per class.

In the primary education we can see two opposing trends in this graph: the first is application of a program to reduce the number of students per class, and the second is the implement of a program to increase teaching hours for grades 6 and 7.

* Includes hours and normative classes in the public recognized and ultra-orthodox education systems. does not include special education hours.

INTRODUCTION

The OECD (Organization for Economic Cooperation and Development) is an international economic organization that includes 34 members from around the world. Israel was a partner country in the OECD for several years, and in May 2010, was invited to become a full member of the organization.

The goal of the OECD is (according to the organization's Internet site):
"To bring together the governments of nations from all over the world that are committed to democracy and a free market economy in order to:

- Promote sustainable economic growth
- Increase employment
- Raise standards of living
- Maintain financial stability
- Aid in global economic development
- Promote growth of world trade



The Organization provides a setting where governments can compare policy experiences, seek answers to common problems, identify good practices and work to coordinate domestic and international policies.”

Education is one of the most important tools for understanding and explaining democracy and economic development. For this reason for many years the OECD has published, among other things, statistical indicators in the education sphere, based on reports submitted by all of the organization’s member or partner nations.



1. ISRAEL'S EDUCATION SYSTEM IN INTERNATIONAL COMPARISON, EAG 2012

Teacher Salaries

PPP – METHODOLOGICAL CHANGE

- In 2010 the PPP index used for comparison purposes was changed. Up until 2010 the basket on which EAG calculations were based was the basket of goods and services that constitute the US GDP – 3.66=PPP ; this year the exchange rate, private consumption PPP=4.45, was measured in terms of the population's private consumption ability in 2010. This change is crucial to an understanding of the new values for purposes of Israel-OECD comparison.
- Israel's change in PPP (purchasing power parity) produced by the new method adopted by the OECD is the largest change exhibited by all OECD countries (excepting Turkey). The influence of the new PPP is reflected in the report as a decline in teacher salaries in PPP terms. In local currency Israel ranks fourth among all OECD countries in terms of primary school teacher salary increases.

IMPACT OF OFEK HADASH (THE "NEW HORIZON" REFORM) ON TEACHER SALARIES

- The Ofek Hadash reform raised Israeli teacher salaries (Table 3.2D in the EAG report shows the rise in teacher salaries during the period 2000-2010). Since 2005 primary school teacher salaries have risen 32%, compared with the OECD average of 5%. Lower secondary school teacher salaries have also risen, though more moderately at a rate of 8%. This rise is twice that of the OECD average. These figures reflect only a portion of the salary increases expected to occur once the reform has been fully implemented, as the report for 2010 refers only to the 65% of teachers at the primary level and the 16% of teachers at the lower secondary level currently employed within the Ofek Hadash framework.

TEACHER SALARIES VERSUS THE SALARIES OF THE ISRAELI TERTIARY-DEGREE POPULATION – A COMPARATIVE ADVANTAGE

- In 2010 Israeli teacher salaries compared with the salaries of the Israeli tertiary-degree population as a whole, in a situation of incomplete implementation of the Ofek Hadash and Oz Litmura reforms, was higher than the corresponding ratio for the OECD countries. This is of great importance inasmuch as the ratio describes teachers' purchasing power compared with that of comparable workers in a given country. The average salary of a lower secondary school teacher under Ofek Hadash is 97% that of his Israeli tertiary-degree-holding peer. By contrast, a lower secondary school teacher in an OECD country earns, on average, only 85% as much as his/her academically educated counterpart in the same country. The ratio is similar for the other educational levels as well.

Study Hours And Curricula

IN ISRAEL STUDENTS SPEND MORE TIME IN CLASS AND THE CLASSROOMS ARE MORE CROWDED

- The number of weeks in Israel's school year is similar to the OECD average. However, the number of hours Israeli students spend in the classroom is 18% higher than the OECD average at the primary school level, 6% higher at the lower secondary school level, and 16% at the upper secondary school level. This discrepancy amounts to 3 hours per week more on average for Israeli students aged 7 to 14.
- Israeli study hours are distributed differently from the OECD average. Primary school students aged 7-8 spend more time studying such subjects as Bible, science and social studies, while students aged 9-11 spend more time studying English, mathematics, reading and writing. At the lower secondary school level Israeli students spend more time studying English and Hebrew.
- Israeli public school class sizes are larger than the OECD average by 35% at the primary school level – 28.7 students per class versus 21.3 in the OECD. At the lower secondary school level Israeli class sizes shrank in 2011 to 31 students per class, versus an OECD average of 23.3 – a discrepancy of 33%.

Teaching Time

ISRAELI TEACHERS SPEND LESS TIME IN THE SCHOOLS AND LESS TIME TEACHING (AT THE SECONDARY LEVEL) THAN THE OECD AVERAGE

- The number of weeks and the number of days in the Israeli school year are similar to the OECD averages, but in most of the comparison countries teachers teach more weeks and more days teaching over the course of the year than do their Israeli counterparts. In terms of number of hours spent teaching, Israeli teachers spend less time at work than the OECD average, and compared with teachers in most of the OECD member countries. Over the last few years Israeli primary school teachers have been spending more hours in the schools, and we have witnessed a significant decline in the gap between the number of hours spent by Israeli teachers in the schools and the average number of hours spent by their OECD counterparts, to approximately 4%.

For other age groups, however, a gap remained between the number of hours spent in the schools by Israeli teachers and their OECD counterparts: the Israeli lower secondary school teacher spends 29% less time teaching than does the average OECD lower secondary school teacher, while the Israeli upper secondary school teacher spends 38% less time on the job than does the average OECD upper secondary school teacher.

- Compared with previous years, starting in 2008 there has been a rise in the number of working hours and in the salaries of Israeli primary school teachers, due particularly to Ofek Hadash: from 981 annual hours on the job in 2008 to 1,126 in 2010.

ISRAEL'S KINDERGARTEN STUDENT-STAFF RATIO IS SIMILAR TO THE OECD AVERAGE

- The pupil-teacher ratio in Israeli public kindergartens is higher than the OECD and comparison-country averages. The OECD average for all kindergartens is 14.4 students per kindergarten teacher, versus 24.6 in Israel (public kindergartens only). This finding is due to the fact that Israeli kindergarten teachers work simultaneously with teacher's aides in all kindergartens. When one looks at the student/overall kindergarten staff ratio, the Israeli average is similar to the OECD average – 12.5 students per kindergarten staff member versus 12.3; the Israeli figure is actually superior to that of some of the comparison countries. It should be noted that the figure for Israel refers solely to public kindergartens, while the figures for most of the other countries encompass private kindergartens as well. Moreover, the percentage of students [within the Israeli population] is significantly higher than that of the comparison countries, and the percentage of kindergarten students is relatively high. Both of these factors necessarily play a role in classroom size and in the student/kindergarten teacher ratio.



ISRAELI TEACHERS ARE YOUNGER

- Israeli teachers are younger than the OECD average. 52% of Israeli primary school teachers are 39 years old or younger, compared with the OECD average of 42%.

THE ISRAELI TEACHING FORCE CONSISTS PRIMARILY OF WOMEN

- The percentage of women teachers in Israel is significantly higher than that of men at all educational levels. This phenomenon exists in the OECD countries as well, but in Israel, especially at the primary school level, it is especially conspicuous. However, the percentage of male teachers is growing at the higher (i.e., secondary) educational levels. From 0.6% male teachers at the pre-primary level the percentages rise to 15% at the primary level and 30% at the secondary level. This kind of increase characterizes nearly all of the relevant countries; in Japan 75% of secondary school teachers are men.

Educational Level

THE ISRAELI POPULATION IS ONE OF THE BEST-EDUCATED IN THE WORLD

- Israel is an education-rich country. The percentage of Israelis with tertiary degrees is much higher than the OECD average (46% versus 30%), and it is higher than that of each of the comparison countries. At the same time, the percentage of those with low levels of education is quite low: 18% in Israel versus an OECD average of 26%.

Although it is more difficult to raise the percentage of those with academic degrees when the population is already highly educated, Israel's education system is still managing to produce increases in the percentage of tertiary-degree holders and even greater declines in the percentage of the less-educated.

- The percentage of those with little education or education to the lower secondary school level declined during the period 2002 to 2010 from 20% to 18%. This is a slower rate of decline than that of the comparison countries, excepting the U.S. The average OECD percentage of those with low educational levels is 26% – a figure influenced by the presence of countries that resemble Israel on other parameters, such as Spain, which witnessed a decline from 59% to 47%.

THE PERCENTAGE OF DEGREE-HOLDERS AMONG THE YOUNGER AGE GROUPS INCREASED

- The percentage of degree-holders among younger Israelis (25-34) rose between 2009 and 2010, from 43% to 44% of all members of this age group. This figure testifies to a rise in the percentage of Israelis with academic degrees – a trend that has not been affected by declining immigration rates. Israeli students begin their studies at a significantly later age than do students elsewhere. One main reason for this is military service, which results in delays of 3-7 years and, consequently, to 6-11 year delays in the completion of studies (3-4 years of academic study). The unique Israeli circumstances mean that the next-youngest Israeli age group, 35-44, is larger; between 2009 and 2010 the percentage of tertiary-degree holders in this latter group actually rose from 47% to 49%.

National Expenditure

- Israel's national education expenditure as a percentage of GDP is identical to the OECD average: 4% at the primary and secondary levels.

ISRAEL'S PER-STUDENT EXPENDITURE IS BETWEEN 60% TO 67% THAT OF THE OECD AVERAGE

- EAG reports the total national expenditure, private and public, on education institutions. This expenditure does not include the administrative expenses (manpower and overhead) of government ministries and local-authority departments, nor does it include private or public expenditure on education

outside of the school framework. At the primary and upper secondary school levels, the average dollar expenditure per student is lower than that of the OECD countries – 60% at the primary level, 67% at the lower secondary level and 63% at the upper secondary school level.

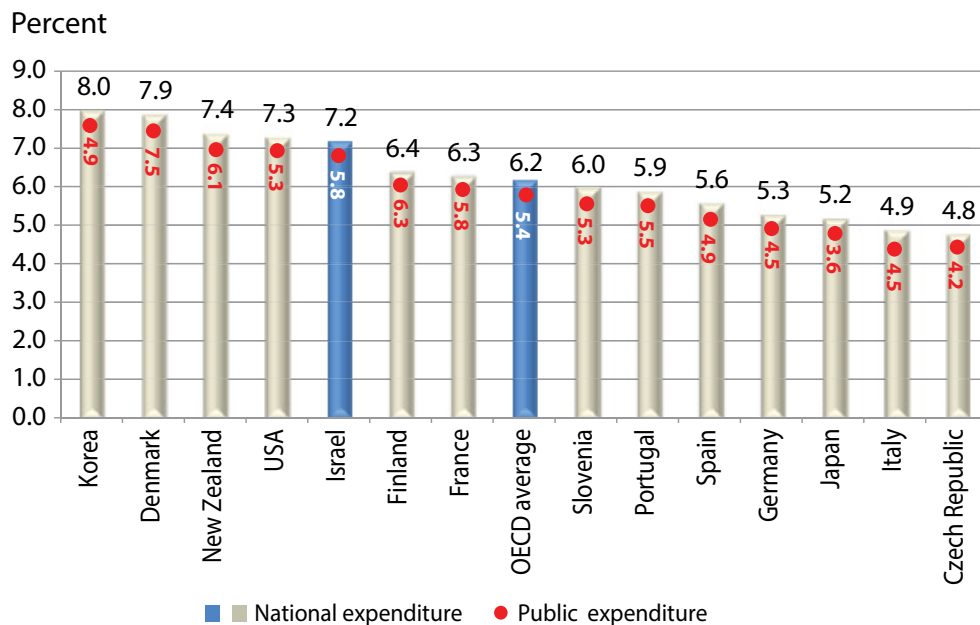
PER-STUDENT EXPENDITURE FIGURES ARE AFFECTED BY LOW TEACHER SALARIES AND A LARGE STUDENT POPULATION

- The main reasons for Israel's low per-student expenditure: Israel's low teacher salary ranking compared with the OECD average, and its large student population (and, hence, its large class sizes) result in low per-student expenditures. By contrast, the high number of average per-student study hours in the schools at all educational levels, and the low number of average teaching hours per teacher, produce an opposite trend and increase Israel's per-student expenditure.



2. NATIONAL EXPENDITURE ON EDUCATION

THE NATIONAL AND PUBLIC EXPENDITURE ON EDUCATION AS A PERCENTAGE OF THE GDP - 2009



Israel's expenditure on education as a percentage of the GDP is among the highest of the countries included in the comparison. In Israel, national expenditure on education in schools came to 7.2% of the GDP in 2009, while the average expenditure by OECD countries was 6.3% of the GDP.

Compared this with, one must take into consideration the fact that the percentage of youth in Israel's population is high relative to that in other OECD member states. Thus, on the one hand, the percentage of employed persons in Israel is relatively low, while on the other hand the percentage of students is relatively high.

In 2008, the percentage of children aged 3-18 learning in Israel from among the entire population reached 30.2%. By way of comparison, in most other OECD member states the percentage of children aged 3-18 learning from among the entire population is significantly lower (see the table on the next page).

Public expenditure on education in Israel (by government ministries, National Insurance, national institutions, local authorities and government non-profit organizations), including stipends for students, is among the highest from among the countries included in the comparison. In 2009 Israel's public expenditure on education was 5.8% of its GDP, compared with an average of 5.4% in other OECD countries.

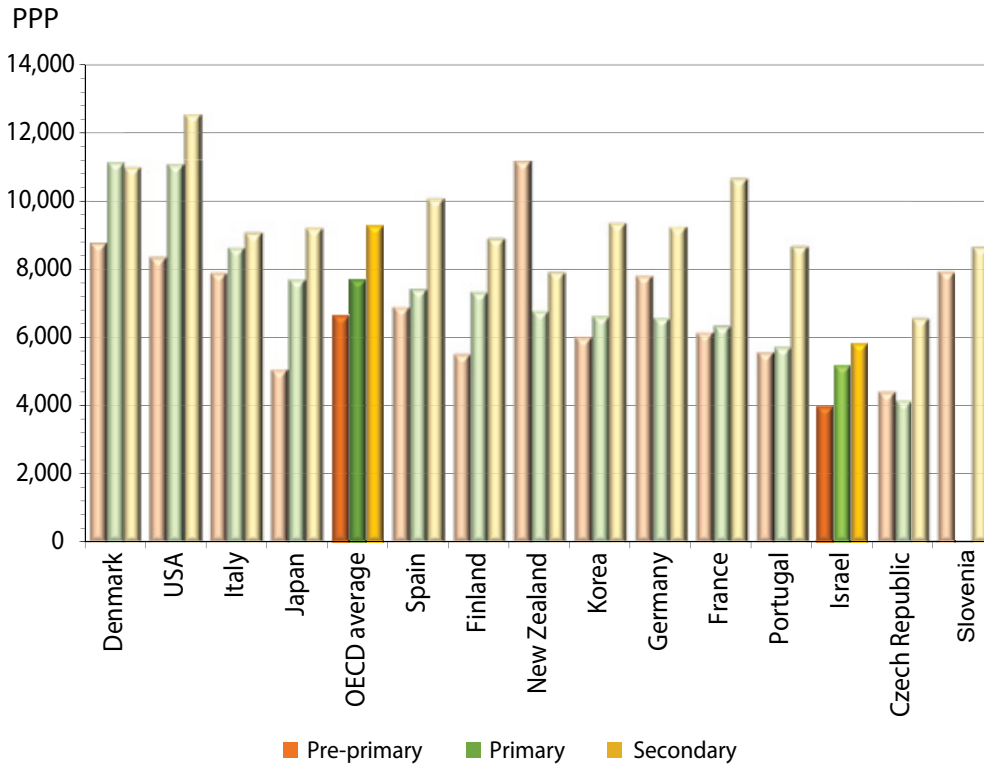
PERCENTAGE OF STUDENTS AMONG 3-18 YEAR-OLDS FROM AMONG THE ENTIRE POPULATION, IN ISRAEL AND SELECTED OECD COUNTRIES

Percentage of total population, 2008

Israel	30.2
New Zealand	26.5
Finland	24.7
Denmark	24.6
Korea	23.6
USA	23.2
France	22.9
Portugal	20.6
The Czech Republic	20.1
Germany	19.9
Slovenia	18.9
Spain	18.9
Italy	18.6
Japan	15.8

ANNUAL EXPENDITURE PER STUDENT, BY LEVEL OF EDUCATION (2009)

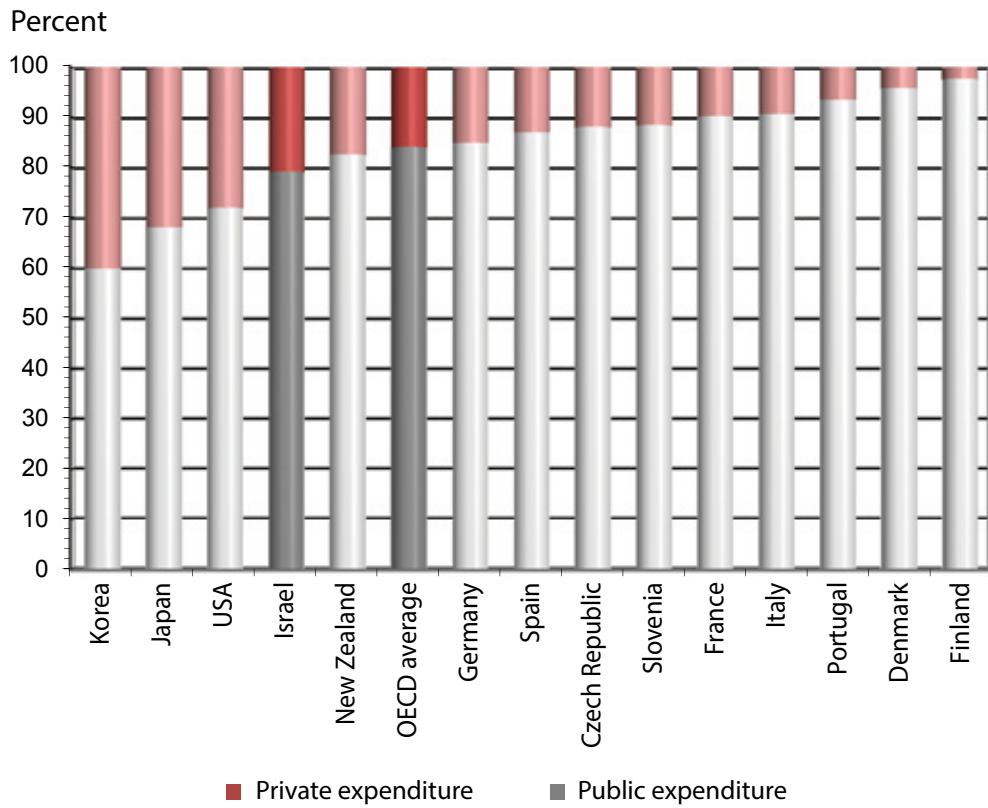
In equivalent USD converted using PPPs for GDP, by level of education, based on full-time equivalents.



	Pre-primary education	Primary education	Secondary education
Israel	3,998	5,202	5,842
OECD average	6,670	7,719	9,312
Ratio between Israel's expenditure and OECD average	59.9%	67.4%	62.7%
Israel's position	27 out of 30 countries	26 out of 31 countries	27 out of 32 countries

The annual expenditure per student by level of education in Israel is lower than the OECD average. The explanation for this derives from the higher percentage of children out of the entire population (see previous page).

PERCENTAGE OF PUBLIC EXPENDITURE OUT OF TOTAL EXPENDITURE ON EDUCATION (2009)

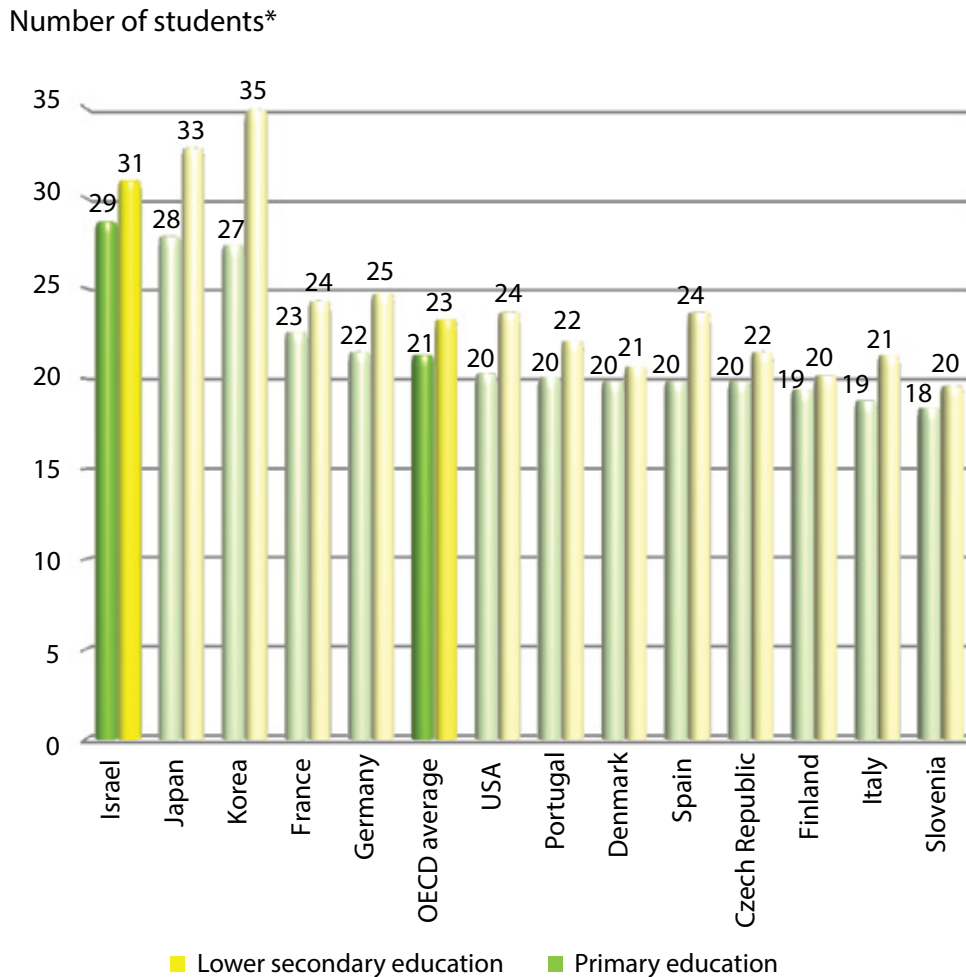


	Public expenditure	Private expenditure
Israel	79.2	20.8
OECD average	84.0	16.0

The public portion is lower in Israel compared with the OECD average.

3. INDICES ON EDUCATION

AVERAGE NUMBER OF STUDENTS PER CLASS IN PUBLIC INSTITUTIONS, BY LEVEL OF EDUCATION (2010)

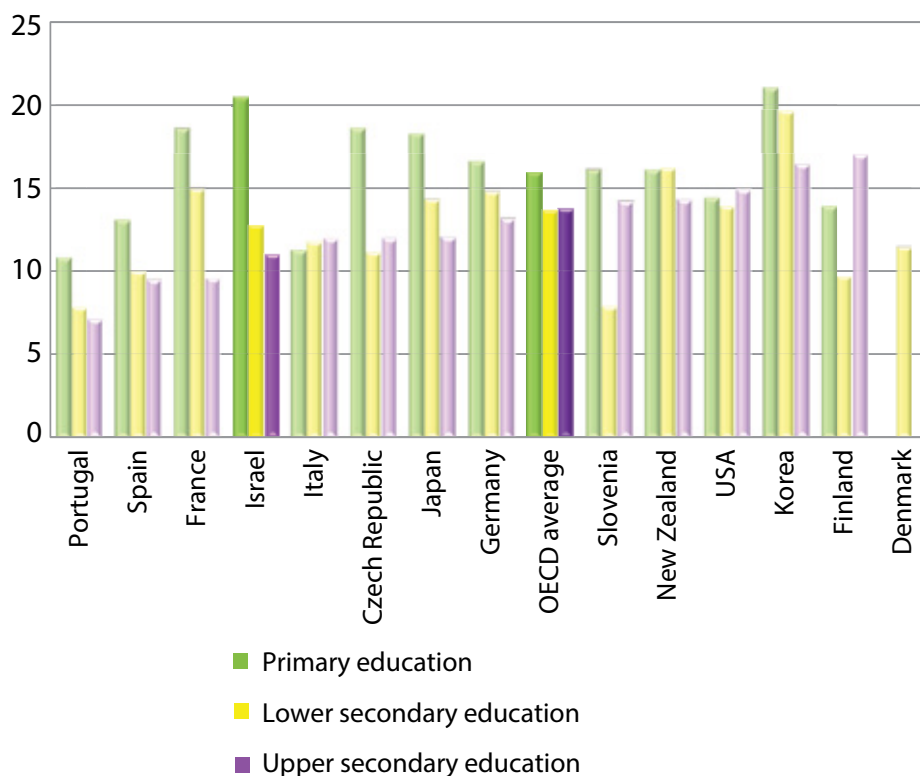


The average number of students per class in primary and lower secondary education in Israel is higher when compared with the average in other OECD countries.

* The calculations are based on the number of students and the number of classes. Data does not include students and classes in special education schools.

AVERAGE NUMBER OF STUDENTS PER TEACHER* BY LEVEL OF EDUCATION (2010)

Average students per teacher



	Primary education	Lower secondary education	Upper secondary education
Israel	20.6	12.8	11.0
OECD average	15.9	13.7	13.8

The average number of students per teacher in Israel's lower secondary education is similar to the OECD average.

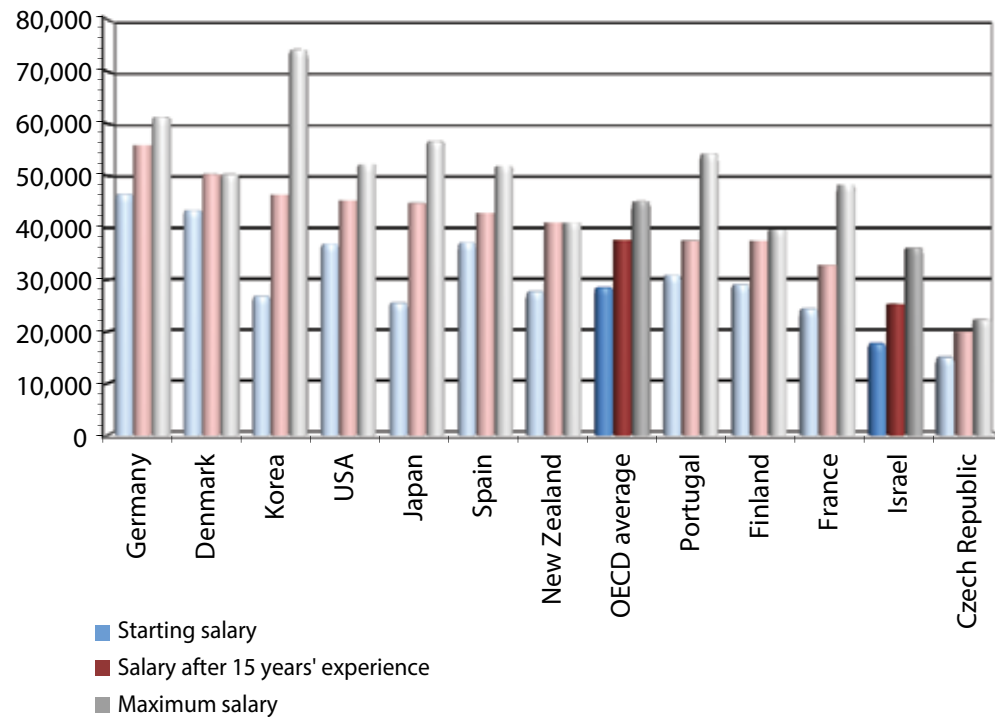
In primary education, the average in Israel is higher, while in upper secondary education the average is lower.

* Calculation is based on full-time equivalents (F.T.E.)

4. LEARNING ENVIRONMENT AND ORGANIZATION OF SCHOOLS

TEACHER SALARIES IN PRIMARY EDUCATION (2010)*

Based on dollar purchasing power (PPP)



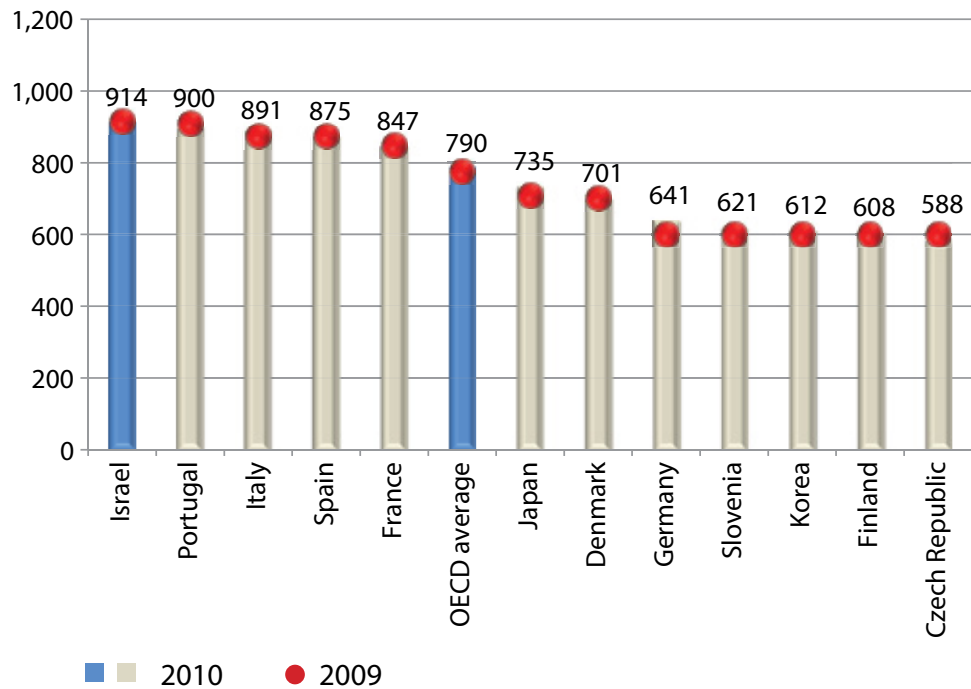
	Starting salary	Salary after 15 years' experience	Maximum salary
Israel	17,646	25,181	36,137
OECD average	28,523	37,603	45,100

The annual statutory salary of a teacher working in primary education in Israel is lower when compared to the average salary in OECD countries in all salary categories.

* All salary categories refer to teachers with minimum training.

NUMBER OF STUDY HOURS IN PUBLIC SCHOOLS, FOR STUDENTS 7-8 YEAR-OLDS*

No. of hours per year



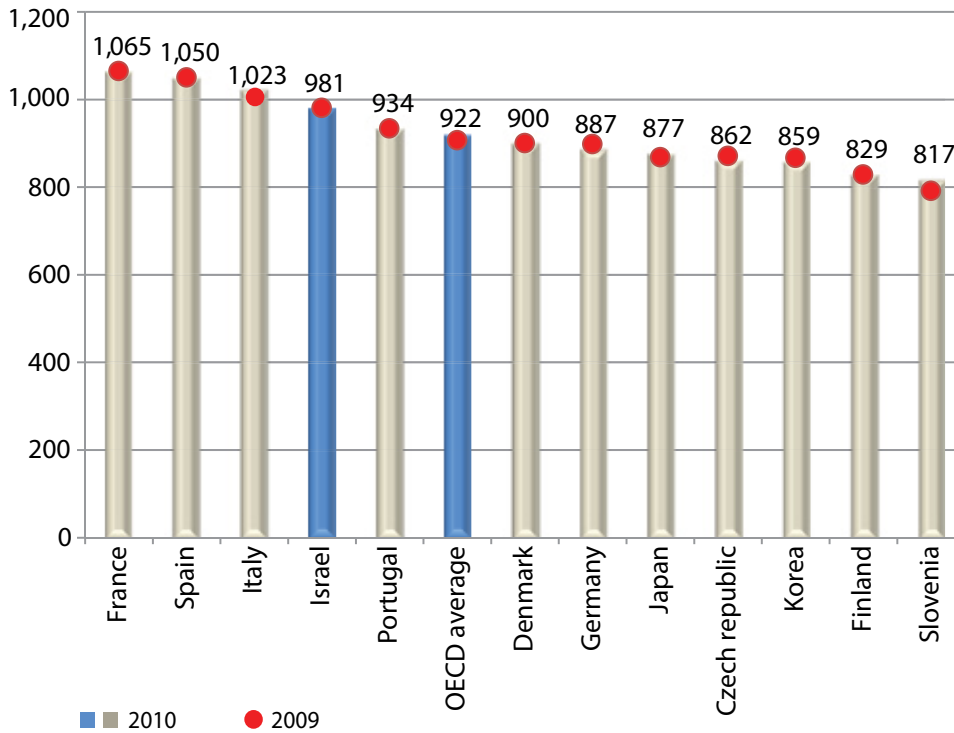
	7-8 year-olds		
	2010	2009	% change
Israel	914	914	0.0%
OECD average	790	775	1.9%

The number of study hours in Israel's public schools is higher compared with the average number of hours in OECD countries. For this cohort, the number of hours studied in Israel includes long school day hours.

* Numbers appearing in the graph refer to 2010.

NUMBER OF STUDY HOURS IN PUBLIC SCHOOLS, FOR STUDENTS 12-14 YEAR-OLDS*

No. of hours per year



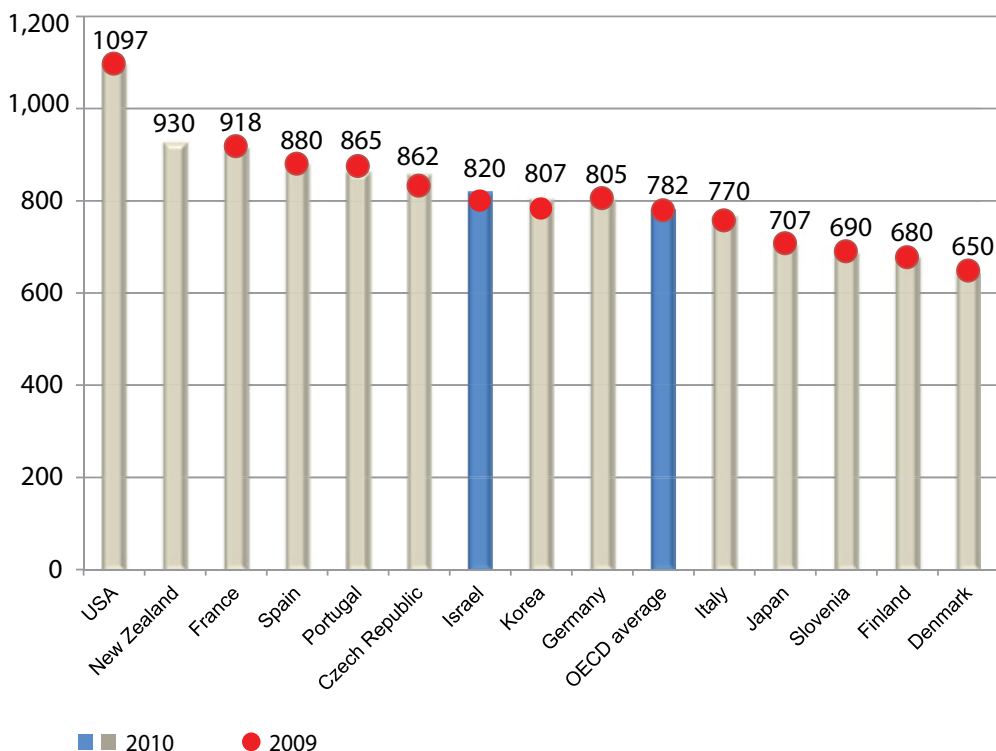
	12-14 year-olds		
	2010	2009	% change
Israel	981	981	0.0%
OECD average	922	907	1.7%

The number of study hours in Israel's public schools is higher compared with the average number of hours in other OECD states.

* Numbers appearing in the graph refer to 2010.

AVERAGE NUMBER OF TEACHING HOURS IN PRIMARY EDUCATION*

Average number of hours per year



Primary education		
	2010	2009
Israel	820	788
OECD average	782	779

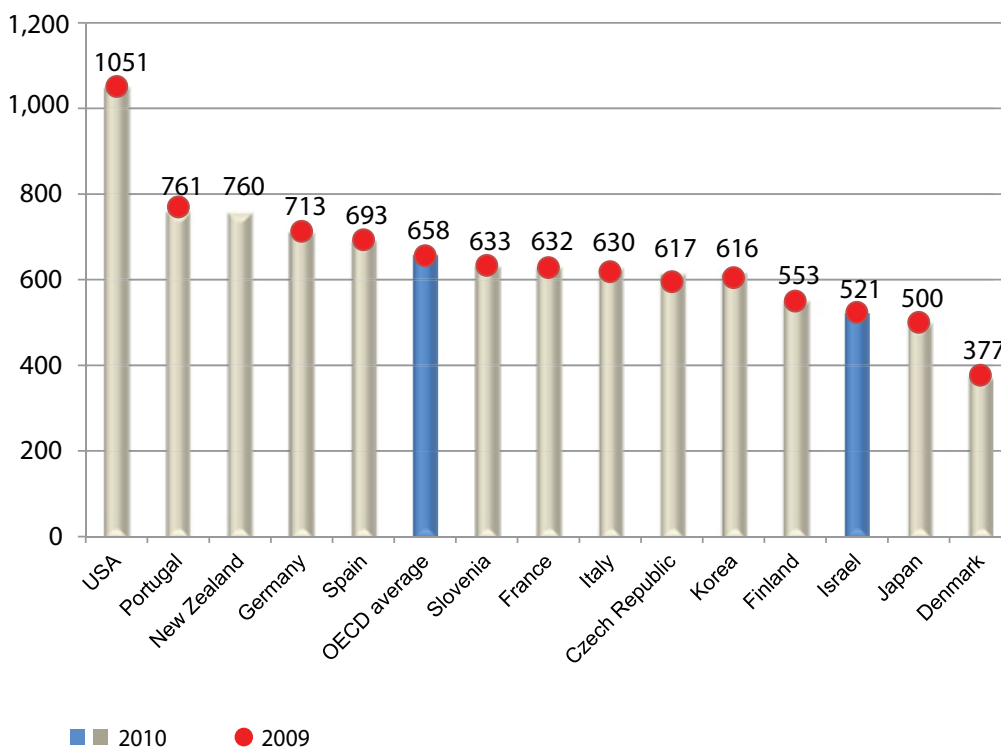
In primary education, the average number of teaching hours per year is higher in Israel when compared to the OECD average.

This refers to the aggregate number of frontal teaching hours over an entire school year for a teacher at full-time equivalents (F.T.E.), by level of education.

* Numbers appearing in the graph refer to 2010.

AVERAGE NUMBER OF TEACHING HOURS IN SECONDARY EDUCATION*

Average number of hours per year



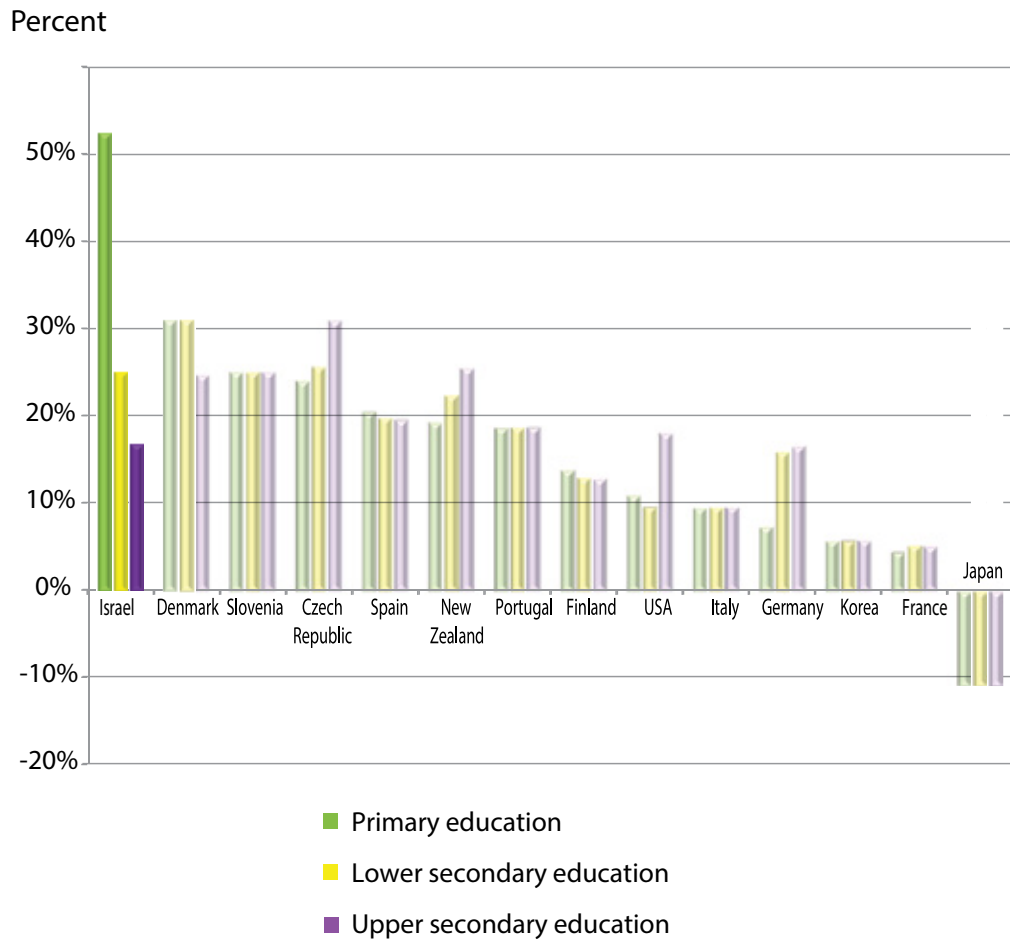
	Secondary education	
	2010	2009
Israel	521	524
OECD average	658	656

In secondary education, the average number of teaching hours per year is lower than the OECD average.

This refers to the aggregate number of frontal teaching hours over an entire school year for a teacher at full-time equivalents (F.T.E.), by level of education.

* Numbers appearing in the graph refer to 2010.

TRENDS IN TEACHERS' SALARY INCREASES IN LOCAL CURRENCY, BETWEEN 2005-2010



The increase in teachers' salaries in local currency at the primary education level in Israel is the highest relative to the countries presented above.

The increase in teachers' salaries over the past two years can be attributed to the "Ofek Hadash" (New Horizon) educational reform.

Salary increases among teachers in the lower secondary education is among the highest of those examined.

1. ADULT EDUCATION

The sphere of adult education deals with instilling knowledge and education, teaching Hebrew language and culture, and enabling adults to enrich their knowledge and broaden their horizons, in their different roles within the family and community. The Ministry's policy in this sphere is directed towards addressing the social and education needs of Israel's varied population groups.

Adult education in Israel developed in the wake of social processes during the years of Israel's history, which included significant changes in economics, science and technology, greater democracy and people's longer life expectancy.

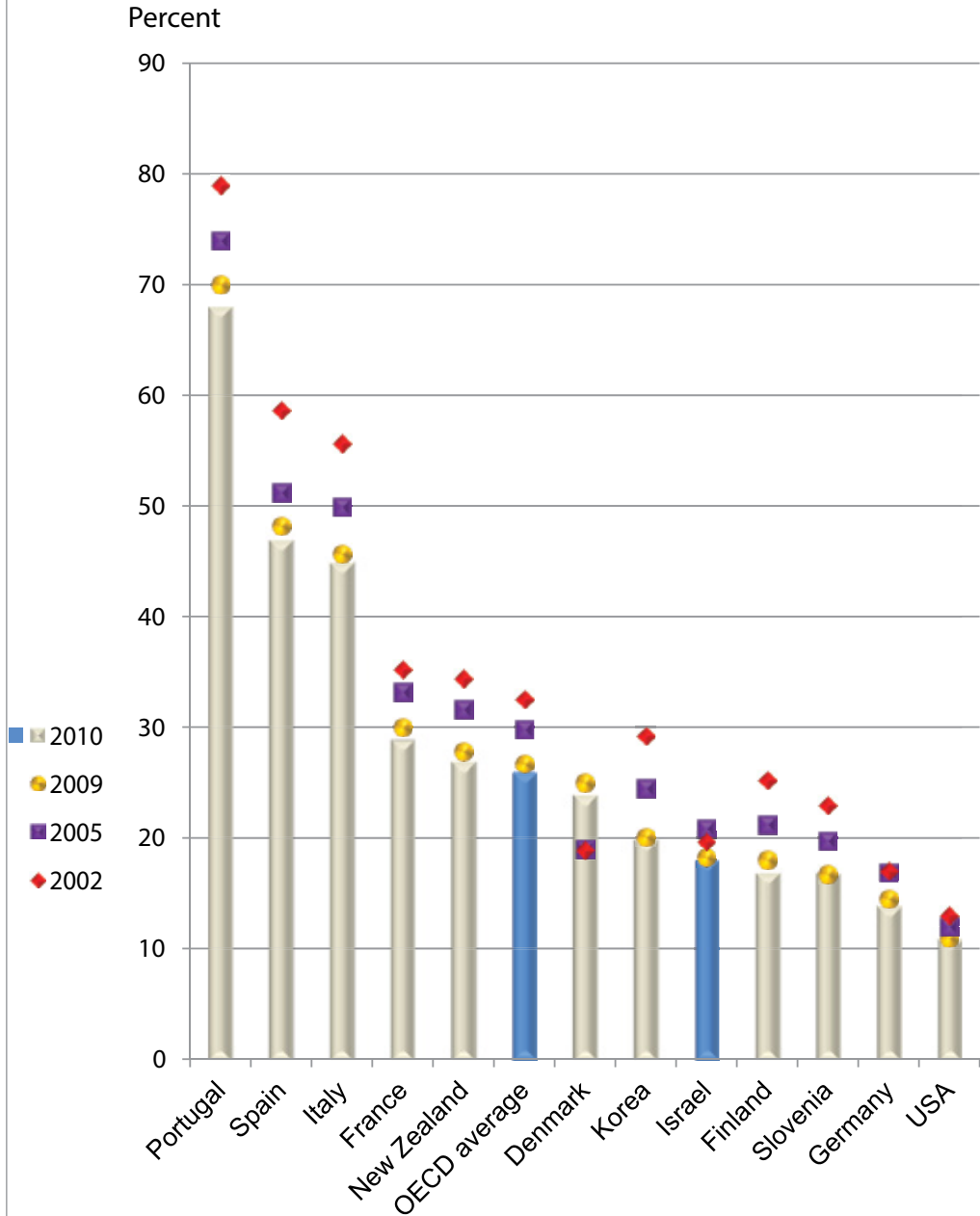


Goals Of Adult Education

- A. Develop a culture of lifelong learning, to expand the adult's education and horizons, and give him an opportunity to enrich his knowledge in all areas of interest during his leisure hours.
- B. Reduce educational gaps among adult populations in Israel with an emphasis on the Arab-speaking population.
- C. Address the immediate and continuing needs of all new immigrants in Israel in terms of learning Hebrew language and culture, and to foster the linguistic, cultural and educational absorption of Ethiopian immigrants into Israeli society by integrating immigrants into the absorbing population through different frameworks.
- D. Promote instruction and in-service training in the adult education sphere and to develop international cooperation with professional bodies throughout the world.
- E. Improve the quality of life of the individual, family and community by instilling knowledge and improving skills with regard to parenting.
- F. Design evaluation systems using examinations and questionnaires to document the Division's activities.

The Ministry of Education operates in close cooperation with other government ministries (Ministry of Labor and Social Affairs, Ministry of Immigrant Absorption) in this sphere, as well as with academic institutions, local authorities, public organizations (Jewish Agency for Israel, community centers and women's organizations), and a wide range of adult education institutions that work with all of the country's populations groups.

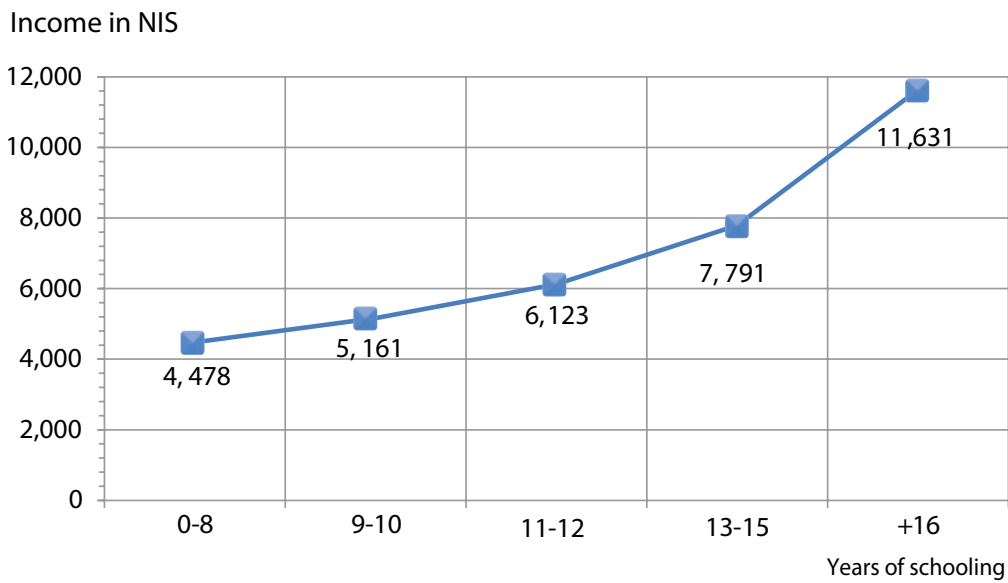
LOW LEVEL OF EDUCATION (THROUGH LOWER SECONDARY EDUCATION) - INTERNATIONAL COMPARISON



Regarding the parameter of countries with low levels of education (through lower secondary education), Israel ranks relatively high with a fairly low percentage of the population that has not attained upper secondary education.

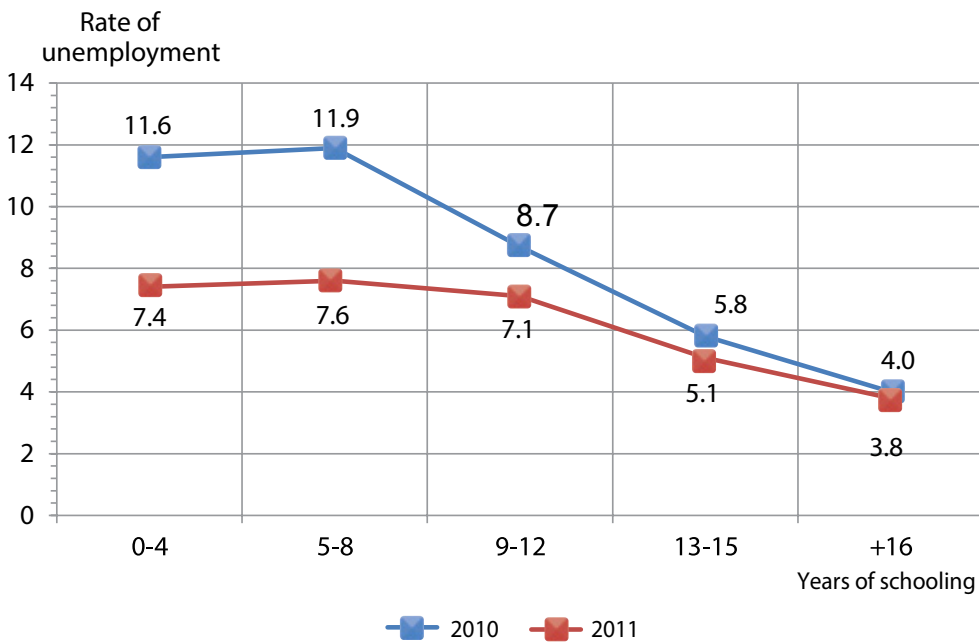
There is also a trend towards a decrease in the percentage of the population that has not attained upper secondary education, and the rate of the decline in recent years is similar to that seen in countries such as Germany, Finland and Slovenia.

MONTHLY GROSS INCOME (IN NIS) OF SALARIED EMPLOYEES BY YEARS OF SCHOOLING 2010



Employees with more years of schooling earn a higher income.

RATE OF UNEMPLOYMENT BY YEARS OF SCHOOLING, 2010



There is a correlation between more years of schooling and lower unemployment (for those employed in the civilian work force).

2. THE YOUTH AND SOCIETY ADMINISTRATION

The Ministry of Education has established a special Administration to define and implement social education in both the formal and informal education systems.

Programs developed by the Youth and Society Administration address social and value-oriented topics that the Ministry has defined as important to the growth of adolescents preparing for life in Israel's democratic and pluralistic society, on their way to becoming responsible and involved citizens in their communities and in the Israeli society.

These programs aim to actively involve the participants in both cognitive and emotional domains. The activities enable youth to discover their individual talents and shape their moral judgments, and to enhance their self-image and personal and social growth, thus promoting social learning.

The Administration provides educational programs and services and works in cooperation with local authorities, as well as with voluntary bodies that are involved with youth, youth institutions and youth movements.

The Administration consists of 4 divisions:

1. PROGRAMS, CURRICULA AND TRAINING DIVISION

This Division offers professional services for curricula and training design. This is an inter-professional sphere, which assists in pre- and in-service training activities.

Social-learning programs are developed on a range of subjects including periodical current events issues, "In the footsteps of values – defining one's personal, social, and national identity," "Youth Culture," etc. The Division specializes in developing and adapting educational methodology and tools to fit various educational settings, for both school life and community frameworks, defined as the "informal education experience."

The National Instruction Center and the Technological Education Center offer their services to all inspectors and instructors in the Youth and Society Administration.

There is an active and dynamic website and resource center available, including a well-stocked academic library for all social education and informal education

instructors and supervisors, as well as programs, research papers, books and practical tools.

By the end of the 2009/2010 school year, an estimated 19,500 teachers underwent training through the instruction centers.

2. SOCIAL EDUCATION COMMUNITY AND YOUTH DIVISION

This Division operates educational programs that promote personal growth, enabling young people to develop personal interests and contribute to their community. The purpose of social and value-related education is to influence the school culture and climate, and thereby generate dialogue and cooperation between students, teachers and parents in an atmosphere of mutual respect.

Social education views student bodies as a framework in which students can exercise principles of democratic life, become involved and assume leadership roles in school and in the community.

The aim is to prepare students for life in society by promoting social learning; combining value-related content with the development of social skills according to each student's emotional and cognitive levels. To this end, of "learning by doing," it initiates and participates in the development of value-related programs by engaging students in social activities that are related to their curriculum, and which take place in specific school or community frameworks.

The schools promote various frames of action for this purpose, for example: homeroom teacher hours and other school hours dedicated to specific issues, such as personal commitment and preparation for military service. The social education core curriculum is mandatory for Grades 7-12 and is implemented in the homeroom unit by the "class teacher."

Topics are built in a spiral mode geared to nurturing social growth, personal growth, social interaction, personal, social and national identity, awareness and commitment. There are also activities related to student society, such as student council activities, student committees, school statuses, school newspapers, ceremonies and school events relevant to the school's calendar, school tradition and adolescent life cycle, special focus days, parties and leisure activities, seminars, extra-curricular courses, cultural activities and community work.

About 1,200 social education coordinators are involved in these activities. There are also some 200 institutional in-service training courses available for homeroom teachers and subject teachers.

Each district also conducts regular meetings of social education coordinators

and student council facilitators.

The Ministry operates educational programs that encourage young people to develop personal interests and contribute to their community, leading to their own personal growth as well. Youth social learning takes place in schools and in informal educational settings.

3. YOUTH LEADERSHIP PROGRAMS

- **Junior Counseling Programs**, in which young people in Grades 9-12 serve voluntarily as counselors for younger age groups in the locality. Most local authorities hold training programs, training 1,700 youths annually.
- **Youth councils** – student councils are the elected bodies representing all Grade 7-12 students in State and State-religious schools. The councils operate on national, district, local authority and school levels. The aim is to offer young people a chance to exercise the principle of democratic representation, to develop channels of communication and formulate patterns of cooperation among themselves, as well as between them and the adult world and its institutions. The councils operate according to an "ethical code" of their own design, which emphasizes values of representation, responsibility, involvement and mutual respect. In 2010, there were 30,000 student council members across the country.
- **Personal Community Program** – a community service program in 300 schools. Over 40,000 Grade 10 students are involved in volunteer work in their schools and in the community;
- **Community high-schools** - Israel has 80 high schools that aim to teach community values and codes of behavior; to develop cooperation between teachers, students, parents and community agencies; and to utilize school and community resources for the benefit of all.
- **Youth Movements** - As part of its youth and community activities, the Ministry provides Israel's young people with direct and indirect assistance, offers guidance for their educational activities and encourages dialogue and cooperation between them. Approximately 250,000 youngsters are members of Israel's youth movements, and they are led by 33,000 counselors in 1,500 locations.
- In accordance with the Camp Licensing and Inspection Law, the Ministry grants licenses and inspects educators who operate the entire network of private and public summer camps, which serves about 400,000 campers. 16,000 workers are trained yearly and work in 4,000 camps.

4. ADVANCEMENT OF YOUTH AT RISK DIVISION

The Division develops and advances educational assistance services for alienated youth at risk of dropping out of the formal education system. Assistance is offered to young people in all sectors of society, including immigrant youth. It is provided through the units of the Youth Advancement Service, which operates in about 162 local authorities and 35 Corrections facilities (prisons / detention centers / rehabilitation centers).

In January 2013 about 17,000 youths, of whom approximately 11,560 are defined as detached ('marginal') youth, had been serviced by the Youth Advancement Service.

Out of the 11,560 detached students, 6,585 students were in the Learning in Hila program - a learning program that helps students at risk complete 12 years of schooling.

More figures:

In Israel there are more than 40 centers nationwide that offer special activities for immigrant youth at risk. These centers provide assistance for 1,770 students from the former Soviet Union and for 1,045 students from Ethiopia.

The centers also provide assistance for 4,427 students from the Arab Sector as well.

Services consist of individual treatment, social group work and study programs (given both in individual and group settings) so the students can complete their formal education. The Division's motto is: 'reconnect youth to mainstream society'.

