



State of Israel
Ministry of Education
Economics and Budgeting Administration

Facts and Figures

IN THE EDUCATION SYSTEM

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Table of Contents

	From the Minister.....	5
	Director-General's Address.....	7
	Introduction by the Deputy Director-General and Director of Economics and Budgeting Administration.....	9
	Introduction	11
Section A	Educational Legislation and the Structure of the Education System	13
	1. Educational Legislation	13
	2. Structure of the Education System	20
Section B	Organization of Studies, Main Objectives and Activities.....	25
	1. Pre-Primary Education	26
	2. Primary Education – Educational Concept, Tools and Programs.....	31
	3. Secondary Education (Lower Secondary and Upper Secondary Education)	37
	4. Special Education	43
Section C	Education Expenditure	47
	1. Ministry of Education Budget	49
	2. National Expenditure on Education.....	61
	3. Expenditure on Education by Quintile of Household Income.....	68
Section D	Development of Education: Facts & Figures	71
	1. Students in Pre-Primary, Primary and Secondary Education	74
	2. Matriculation Examinees.....	95
	3. Students in Tertiary Education	97
	4. Teachers in the Education System.....	102
	5. Development Indices for the Education System	108
Section E	International Comparison	111
Section F	Figures – By District.....	125
Section G	Adult Education, Youth and Society	133
	1. Adult Education.....	133
	2. Youth and Society.....	140



FROM THE MINISTER

Within the context of Israeli Government policy, the Education Ministry has been determined as one of the matters heading the national agenda. Since 2009, this shift has been seen through the allocation of additional resources to the education system, as opposed to budget cuts of approximately 5 billion NIS over the previous decade.

The additional budget has been directed to advance the Education Ministry's policies in a range of areas, such as: improving learning attainments on the international level, advancing values in education, improving matriculation results, strengthening disadvantaged sectors of society, narrowing educational gaps, encouraging gifted students, improving the quality and standing of teachers, adapting the education system to the 21st century, and more.

The overall aim of these activities has been to improve the quality of education and student achievements, as well as to assist students to become contributing and productive members of society.

Gideon Saar
Minister of Education



DIRECTOR-GENERAL'S ADDRESS

The Ministry of Education has declared clear goals for advancing the education system in Israel. The Ministry's central aims for the years 2009-13, include the following: advancing values in education; combating violence and obtaining an optimum learning environment; improving educational attainments; narrowing learning gaps; strengthening teacher status and improving teacher quality; bolstering vocational education; adapting the education system to the 21st century, and more.

This booklet is aimed for the English reader to gain some understanding of the various elements in Israel's education system. Effort has been made in the booklet to adapt the terms and definitions used in the Israeli system, to those of the OECD. We see in this an important contribution following Israel's acceptance as a member of this organization. We would be pleased to receive further feedback for incorporation into future editions of this booklet.

Shimshon Shoshani, PH.D
Director-General



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

This publication by the Economics and Budgeting Administration presents facts, figures and graphs to describe various aspects of the Israeli education system, including development trends.

This is the 17th Volume in the series (and the 8th to appear in English). It provides information on educational laws and the structure of the education system, main objectives and activities, data concerning students and teachers, information on rates of attendance, and eligibility for matriculation certificates. It also presents analyses regarding economic indicators of the education system, the 2010 education budget of the Ministry and the national expenditure on education.

This publication also includes an 'International Comparison' section, which displays various comparisons between Israel and selected OECD countries.

Section D includes new graphs depicting data on long school day, the 'New Horizon' reform, recipients of degrees in higher education institutions, and the number of teachers by level of education.

The budget of the year 2010 includes several additions in comparison to the 2009 budget, such as the implementation of the achievement improvement program, reducing the number of students per class, implementing the 'Integration of Children with Special Needs in Regular Classes' Law, and implementing the 'New Horizon' reform.

It is our hope that on the basis of the descriptions and the data presented in this publication, the reader will obtain an overview, albeit in limited terms, of the education system and its accomplishments.

Moshe Sagi

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

INTRODUCTION

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 (1996 prices) – an increase of 27% between the years 1996 and 2010.

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

Regarding the average population in the year 2009, 76% of the population is Jewish (71% of the population was born in Israel, mainly first and second generation; and the rest originates from more than 80 countries around the globe); 20% of the population is Arab (mainly Muslim), and the remaining 4% are Druze and other congregations.

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

Israel's education system includes also educational institutions for its Arab and Druze citizens. The structure and curricula of these institutions are parallel to those of the Hebrew-speaking sector, with due adjustments to fit the different language and culture of these populations.

The state education system consists of two educational streams: state education, and state-religious education. The state-religious education is aimed for populations that are interested in a greater emphasis on religion within school curricula. About 75% of all students attend state education facilities, and about 25% attend state-religious ones.

There are also several “recognized” schools that operate outside the state education system, and provide mainly Jewish-Orthodox-Haredi education.

This publication contains a variety of subjects, covering seven chapters, as specified in the table of contents.

The data in this publication relies on two key information sources: the files of the Ministry of Education (especially the files of the Administration for Networking and Information Systems) and data from the Central Bureau of Statistics.

It should be mentioned that much of the data in this publication relies on data (of the Ministry or of the Central Bureau of Statistics), which was processed by the Department of Economics and Statistics.

We used the latest and most updated data available from the different sources.

The student data for the year 2009/10 within this booklet is valid as of the production date of the booklet.



Section

EDUCATIONAL LEGISLATION AND THE STRUCTURE OF THE EDUCATION SYSTEM

1. EDUCATIONAL LEGISLATION

(Clarification: The translation of this chapter is paraphrased and non-binding. The Hebrew version of this chapter, as published in the Israeli Code of Laws and Collection of Regulations, is the binding version)

LAWS TO BE EXECUTED BY THE MINISTER OF EDUCATION – 2009

The Ministry of Education's responsibilities are specified in the laws of education - which are to be implemented by the Minister of Education - as well as in the regulations and orders which were



derived from these laws, and in the Ministry's internal directives (Director General's circulars).

There are also certain laws which reside in the responsibility of other Ministers, and the Minister of Education is given authority in regard to the education-related sections of these laws.

The following is a selection of laws, their related responsibilities, and the regulations and orders derived from them:

A. LAWS TO BE EXECUTED UNDER THE EXCLUSIVE LEGAL AUTHORITY OF THE MINISTER OF EDUCATION:

1. COMPULSORY EDUCATION LAW, 1949

Education is compulsory for all children and youth who reside in Israel, from pre-primary school age until the tenth grade. As far as children in nursery school age are concerned, i.e. ages 3-4, compulsory education will be applied gradually, in settlements and neighborhoods to be specified in ministerial decrees. A recent amendment (amendment no. 29) expanded the application of the law for 11th and 12th graders as well. The amendment will be applied gradually according to future ministerial decrees. Until now, the amendment has been applied to some 10% of the total number of students in these ages, nation-wide (see Compulsory Education Decree - Application in 11th and 12th grades - 2009). The amendment will be further applied to an additional 10% in the 2010/11 school year, and it is expected to be fully applied in the 2014/15 school year.

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 for 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 objectives.

This includes:

- Introducing a State education and a State-religious education system;
- Determining regular curriculums, supplemental curriculums, additional curriculums and experimental curriculums; determining the required arrangements and conditions for official recognition of unofficial educational institutions;
- Regularizing 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; and preventing any form of party and political propaganda within educational institutions.

The law was recently amended (Amendment no. 10) to intensify the integration of Jewish values into curriculums and into the mentality and lifestyle in schools.

3. SUPERVISION OF SCHOOLS LAW, 1969

The law sets the licensing obligations of educational institutions which systematically provide pre-school education, or primary education, or secondary education, or post-secondary education, or education in arts.

The law specifies the licensing conditions, the responsibility for opening and sustaining an educational institution, worker employment, licensing and qualification, licensing the opening of an educational institution, license conditions and restricted expiration, and provisions for the closing of the institution, licensing the employment of a worker in the institution and revoking this license, and supervising the educational institution.

4. EDUCATION ORDINANCE [New Version], 1978

Dating back to the times of the British Mandate, the ordinance relates, among other things, to the state of sanitation, visits, enrollment and teacher dismissal in educational institutions. The Education Ordinance does not apply to schools which are subject to the Supervision of Schools Law, 1969.

5. 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.

The law governs the appointment of statutory committees – placement committees and appeal committees. It also determines the eligibility of children with special needs to receive special education, and the method for placing children in special education institutions. Moreover, the law determines the services given within the framework of special education.

Article 7A to the law determines a shortened enrollment procedure for special education institutions, in events where all parties see the necessity of special education, and where there is no doubt – in light of the degree of the child's maladjustment and disability – that a special education solution is required. The shortened enrollment procedure bypasses the placement committee, and is performed in the education department of the local municipality.

Chapter D1 of the law relates to the integration of children with special needs in the regular education system.

6. SAFE TRANSPORTATION FOR CHILDREN WITH DISABILITIES LAW, 1994

The law ensures the eligibility of children with physical disabilities to be transported from their home to the educational institution and back, by transport contractors of the local authorities. The law also sets rules and tests to this end.

According to the law, the Minister of Education is responsible for children and youth, and the Minister of Welfare is responsible for toddlers. There are certain matters under the law that should be coordinated with the Ministers of Finance and Transportation.

7. 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.

The law was amended in 2009, to give the Minister of Education due discretion in the determination of educational institutions or classrooms and in the distribution of teaching hours (37 hours of teaching per week) in educational institutions in which the "New Horizon" Program is applied.

8. 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.

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, etc;



9. FREE EDUCATION FOR SICK CHILDREN LAW, 2001

According to the law, the Minister of Education should define educational programs for children who are hospitalized or confined to their homes due to a medical problem or an accident (forcing them to stay at home for more than 21 days in a row). The educational program should take account of their medical disability and their pre-sickness curriculum.

Following the approval of the Minister of Health, the Minister should provide for the establishment and operation of an educational framework within hospitals, and determine its operation procedures.

10. 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, in the days when studies take place during the afternoon hours. The local authority is responsible to provide meals for students in all lawfully eligible institutions within its jurisdiction.

The Minister should determine, with the approval of the Minister of Finance, which students are entitled to receive a daily meal.

The Minister should determine, with the approval of the Minister of Finance, maximum participation rates in the financing of student feeding for each and every local education authority.

11. UNIQUE CULTURAL EDUCATION INSTITUTIONS LAW, 2008

The law allows the Minister of Education to recognize educational institutions, which are attended, in whole or in part, by grades 9-12 students, and which offer methodical education derived from the lifestyle - and is in keeping with the unique characteristics - of the unique cultural group that attends it. The law defines "unique cultural group" as the Haredi-Orthodox student population who attends Yeshivas and is engaged in holy studies in accordance with the Jewish religious law. According to the law, the Minister of Education may issue a decree, with the approval of the Knesset's Education, Culture and Sports Committee, and define other population groups as unique cultural groups, in accordance with the definition of the law.

B. LAWS TO BE EXECUTED UNDER THE LEGAL AUTHORITY OF THE MINISTRY OF EDUCATION, ALTHOUGH THEY DO NOT RESIDE UNDER THE RESPONSIBILITY OF THE MINISTER OF EDUCATION:

1. DOMESTIC VIOLENCE PREVENTION LAW, 1991

According to the law, the teaching staff in educational institutions must inform any person who might be a victim of domestic violence about relevant care givers, including addresses and phone numbers of domestic violence care centers.

2. EQUAL RIGHTS OF PERSONS WITH DISABILITIES LAW, 1998

The law requires structures and services to be accessible for persons with disabilities. This includes educational structures and services. The Minister of Education is responsible for providing accessibility to educational institutions and services, and for regulating the application of the law in a gradual manner.



2. STRUCTURE OF THE EDUCATION SYSTEM

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

Pre-primary education relates to children from ages 0-6. It consists of a network of pre-primary institutions which, in 2007/8, encompassed 463,000 children ranging in age from 2 to 6 years, attending municipal, public and private kindergartens, and day care institutions. Of these, 352,000 children attended public kindergartens. In 2008/09, the number of children attending public kindergartens totaled 363,000.

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 the 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. The Ministry of Education has implemented the Compulsory Education Law, which exempts parents from the need to pay tuition for children aged 3-4. In 2010, the State allocated resources to fund pre-school education for almost 108,000 children from disadvantaged population groups. These children constitute 37% of their age group (children aged 5-6 are fully funded by the state).

In 1968, it was decided to implement a reform of the entire school system, recommending to restructure the system as follows: six years of primary education (grades 1 through 6), three years of lower secondary school (grades 7 through 9), and three years of upper secondary school (grades 10 through 12).

The reform was implemented primarily in the official education system*. Enrolment in lower secondary schools in 2009 comprised

* Official education: educational institutions owned by the State and/or by a local authority, and listed in the Official Gazette as official schools. The official educational institutions provide State and State-religious education.

71% of all students in grades 7 through 9, while the rest of the students (29%) attended schools designed according to the old structure (primary: grades 1 through 8; secondary: grades 9 through 12).

The reform also included changes in the Compulsory Education Law, which previously related to education until grade 8 only. With the enactment of the reform, the law was extended to grade 10 (inclusive), bringing the total period of the compulsory education to 11 years (including compulsory kindergarten). This change took effect in 1978.

The law was recently amended to apply compulsory education for grades 11 and 12 as well.

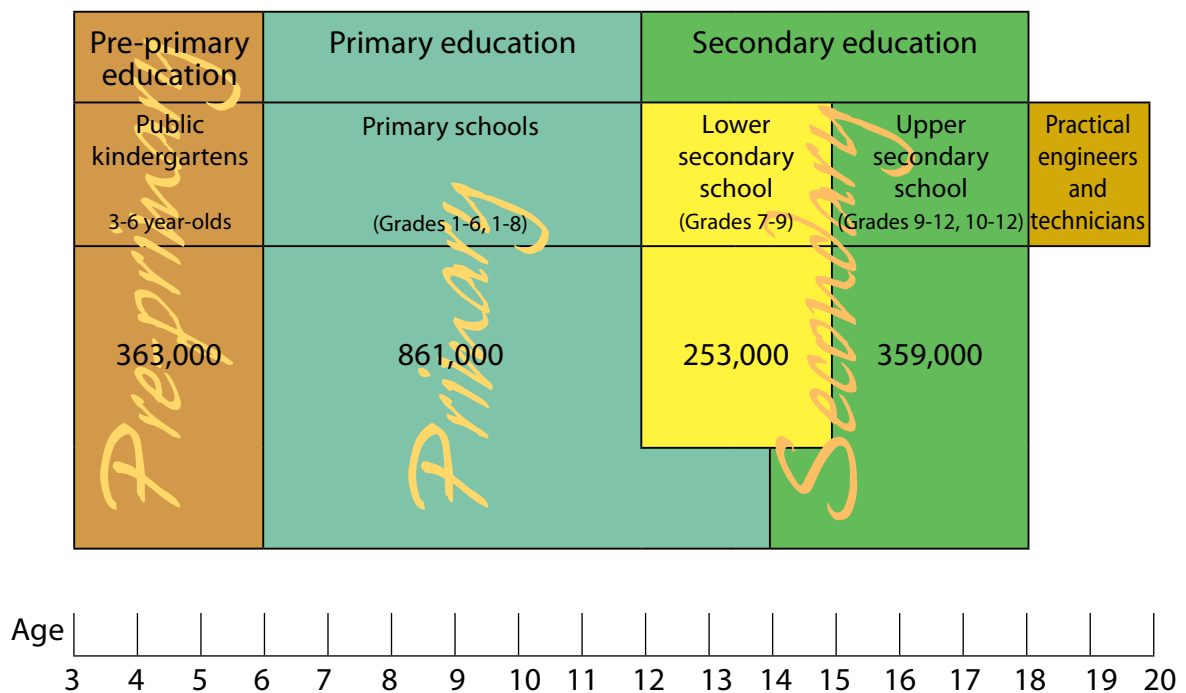
The “New Horizon” (“Ofek Hadash”) reform is implemented mainly in primary and lower secondary education. Under this reform, hundreds of thousands of individual teaching hours, extended to groups of 1-5 students were added. Within this framework, teachers can support students with learning difficulties, develop unique learning groups, and foster excelling students and students with unique skills. In 2009/10, the “New Horizon” reform is implemented in some 1,270 schools.

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 (including teacher-training colleges).

During 2009, there were 330,000 students enrolled in this level.

STRUCTURE OF THE EDUCATION SYSTEM, 2008/09*

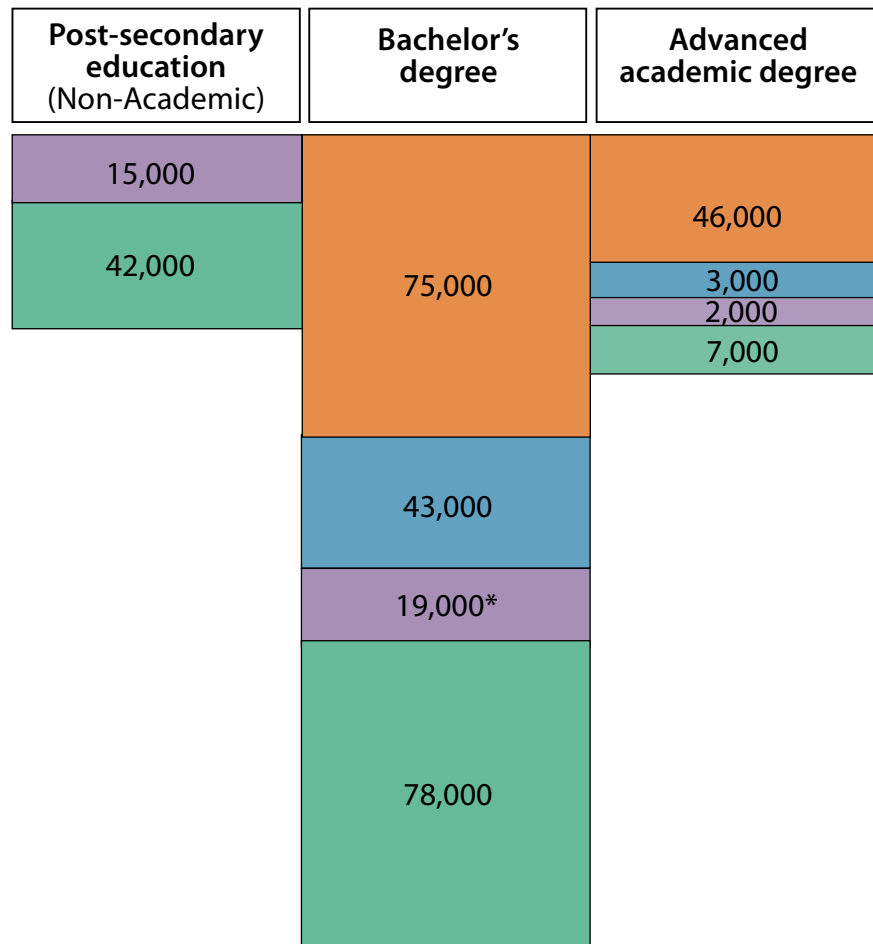
This graph describes the structure of the education system in 2008/09, from pre-schools to post-secondary education (including grades 13 and 14).

In 2008/09, the total number of students enrolled in the education system was approximately 1,836,000, from the pre-primary level through the end of secondary school.

* The figures refer to students in institutions under the supervision of the Ministry of Education.

Source: Based on CBS data & The Council for Higher Education

POST-SECONDARY AND HIGHER EDUCATION, 2008/09



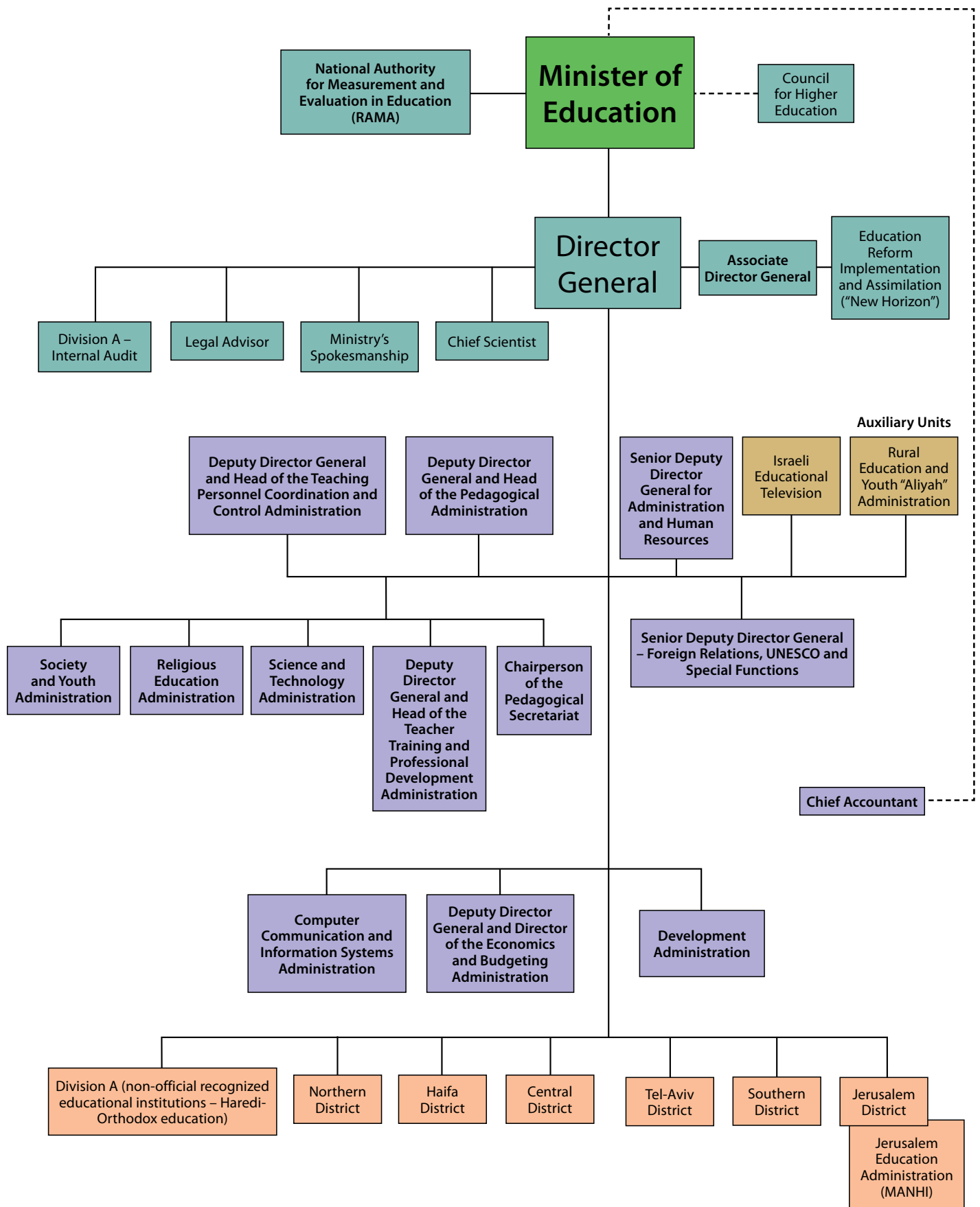
- Universities
- Open University
- Teacher-training institutions
- Colleges and Post-secondary institutions

This graph refers to the structure of post-secondary education and academic higher education. The latter includes individuals studying for an academic degree.

In 2008/09 there were 330,000 students enrolled in various post-secondary and academic frameworks. Less than half of them were attending universities.

* Regular students for a bachelor's degree, excluding students engaged in continuing studies.

Structure of the Ministry of Education



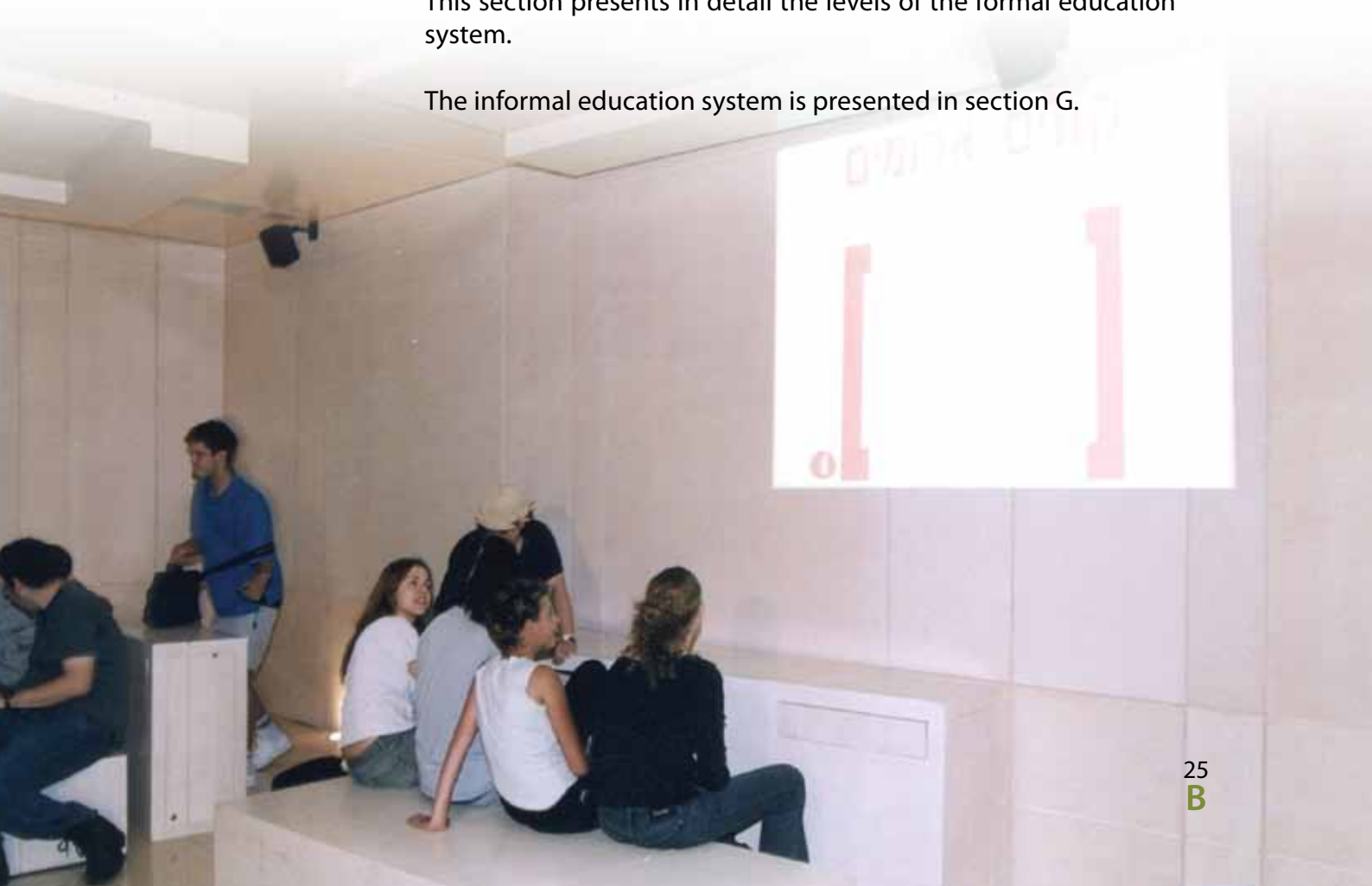
Section

ORGANIZATION OF STUDIES, MAIN OBJECTIVES AND ACTIVITIES BY EDUCATION LEVEL

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.

This section presents in detail the levels of the formal education system.

The informal education system is presented in section G.



1. PRE-PRIMARY EDUCATION

INTRODUCTION

Pre-Primary education encompasses educational and care services for children from birth to age six. Responsibility for provision lies with four government ministries: Ministry of Health, Ministry of Education, Ministry of Social affairs and Social Services and the Ministry of Industry, Trade and Labor. The Ministry of Education maintains constant contact and cooperation with the relevant ministries, local authorities, the Jewish Agency, women's organizations and other independent organizations and foundations operating day care centers.

The Pre-Primary Division at the Ministry of Education provides educational services to children aged 3 to 6 in kindergartens throughout the country, covering the Jewish (State and State-Religious), Arab, Bedouin and Druze populations.

Kindergarten is the first formal educational framework to which children are exposed, and it is here that attitudes affecting their integration into the education system start to develop, attitudes that will hopefully lead to successful and fulfilled lives.

Educational services at the pre-primary level are aimed at achieving the following:

- Encouraging an independent personality, the capacity for treating others with respect and tolerance, and accepting similarities and differences.
- Promoting cognitive skills, inculcating tools for dealing with information and exposure to knowledge in various fields based on a core curriculum.
- Instilling life skills, social skills, social and national values, and encouraging personal relationships.
- Encouraging linguistic and symbolic literacy, becoming acquainted with technology and means of communication, instilling a sensitivity to esthetics and recognition of the arts and various means of artistic expression.
- Instilling skills that will turn children into life-long learners (LLL).

EDUCATIONAL POLICY

The Pre-Primary Division determines an educational policy following the guidelines of the Ministry of Education. It translates this policy into specific plans in accordance with developmental and pedagogic considerations, and directs the leading teams accordingly.

All kindergartens follow a national curriculum based on current academic knowledge and up to date technology adjusted to the foundation stage of learning. Its implementation process includes teacher's training courses, evaluation and monitoring procedures.

Policy implementation also addresses:

- Enhancing educational, physical and human environments and practices in order to foster young children active participation in the preschool program, thus boosting their development in all areas: social, emotional, cognitive and sensory motor.
- Implementing multicultural adjustments of the program to a wide variety of community needs, and cultural and ethnic backgrounds.
- Forging strong links across services, professionals, and parents in each community in order to advance service provision for young children.
- Drawing national policy guidelines and institutional arrangements for transitions between the early childhood care and educational frameworks.

BASIC CURRICULUM

The educational activities implemented derive from a core curriculum based on the following programs:

- Educational Guidelines for Kindergartens (2010).
- Basic Curriculum of the Pre-Primary Education System (In use as of March 1, 2000).
- The Framework Program for State and State-religious, Arab and Druze Kindergartens in Israel for Children Aged 3-6 (as of 1995).
- The Framework Program for Special-needs Children in Early Childhood Education, in Regular, Integrated and Special Education Kindergartens (as of 1996).
- The Framework Program for 2-3 year-olds (published in 1996).

The kindergarten staff is autonomous in its ability to choose subject matter and determine appropriate teaching methods, while maintaining pluralistic expression and meeting specific and local needs. Nevertheless, in order to provide equal opportunity for all children and enable them to maximize their potential, the basic curriculum requires certain areas and subjects to be included.

Areas and subjects included in the basic curriculum:

- **Social-emotional skills** – self-awareness and self-esteem, interpersonal skills, cooperation and peer relationship, resolving social conflicts, recognizing and accepting differences between people (mutual respect, aid and tolerance), rules of discourse and turn-taking, recognizing the importance and significance of laws and social rules.
- **Learning skills** – Self-regulation of attention and behavior, cognitive skills for purposeful inquiry and problem solving (at developmentally-appropriate levels of complexity), self-motivation and positive attitudes toward learning.
- **Linguistic skills and general literacy** – spoken and written language, symbolic language, the language of mathematics, artistic expression: visual-plastic arts, music, dance, theater and literature (choice at teacher's discretion), the language of science, audio-visual modes of expression, multimedia in telecommunications and computerized settings.
- **Life skills** – Self competence in activities of daily living, grooming, hygiene and health, awareness of safety and security (in accordance with developmental stage), development of physical-movement skills – body control and coordination, daily experience with movement, physical training and the use of indoor and outdoor play equipment.
- **Educational contents for the formulation of a common cultural social civil foundation** - the State, its institutions and symbols, Israeli heritage, cultural heritage and traditions (according to each population sector), familiarity with different cultures, folk music and literature.

EDUCATIONAL STAFF: REQUIREMENTS, SUPERVISION AND TRAINING

Only academic qualified kindergarten teachers are heads of staff. They are expected to deepen their acquaintance with each and every child as an individual and a member of the group, and monitor their educational progress through the use of systematic tools. They are expected to create quality interactions with each child, develop empathy and sensitivity to their needs and provide

adequate emotional responses as feedback on performance and behavior. Their commitment encompasses also the sharing of information and maintaining continuous contact with parents and caregivers.

Preschool education area inspectors are in charge of kindergartens teachers' evaluation. Alongside supervision, the preschool system provides trained counselors helping teachers to develop and implement pedagogical processes and curricular subjects.

Development of up to date kindergarten educational programs and their implementation require the continuous training of educational professional staff. Educational goals are thus established that will guide kindergarten activities and provide a base for teaching methodologies.

Due to the significant impact on the educational and developmental process of young children, kindergarten teachers are committed to continue widening their didactic-pedagogical knowledge and are expected to participate in training courses developed for this purpose.

Joint efforts by the Pre-Primary Division and the local authorities are undertaken in order to develop appropriate curriculums and implementation of training courses for teaching assistants. The assistants are provided by the local authority and required a minimum of twelve year schooling.



POSITIVE KINDERGARTEN CLIMATE

Young children need to feel safe, nurtured and emotionally and intellectually stimulated in order to develop and learn. The type of climate reigning in the kindergarten should bestow upon children a sense of belonging, self-esteem and autonomy, while caring for their safety in a fine, aesthetic environment, and provide equal opportunities for all children involved.

Professional consultants such as psychologists and counselors provide support and help, especially when dealing with national emergency situations, local stressful circumstances or young children facing adverse life situations. However, psychological services are available only for compulsory preschools.

CHILDREN WITH DIVERSE NEEDS

Pre-primary education in early childhood addresses the unique needs of a widely heterogeneous population: from specially gifted children, through immigrant children, to children at risk whose educational process is hampered by developmental problems due to biological and/or environmental factors. Meeting diversity and promoting positive educational responses requires creating optimal conditions, based on the design and establishment of appropriate systemic infrastructural and staff training programs. The Ma'agan Program, an early intervention program for preschools, developed and directed by the Pre-Primary Division has met with the approval of local authorities and is being implemented in a growing number of municipalities included in the "National Program for Children and Youth at Risk".



PARENT'S PARTNERSHIP IN EDUCATIONAL PROCESSES

Educational continuity and communication between parents and kindergarten staff is of strategic importance. This partnership is responsible for the development of children and the ability to establish and imprint socially accepted norms of behavior. In recent years new challenges are faced since family and child-rearing patterns have been significantly modified. The educational staff is committed to maintain effective communication channels in an atmosphere of acceptance, mutual trust and cooperation, respect and consideration for different family cultures.

KINDERGARTEN PHYSICAL STRUCTURES

Most kindergartens are housed in detached building structures, catering separately for different age groups. The building of kindergartens in clusters will create continuous education complexes, encourage effective use of resources, facilitate access to supervision, and promote opportunities for professional development.

2. PRIMARY EDUCATION – EDUCATIONAL CONCEPT, TOOLS AND PROGRAMS

PRINCIPLES OF THE EDUCATIONAL CONCEPT IN PRIMARY EDUCATION

- To develop a flexible scholastic framework that can be adapted to social-cultural, economic and technological changes, and which facilitates the instilling of heritage and national values, democracy and pluralism.
- To develop a core curriculum.
- To develop and constantly improve basic skills.
- To increase the autonomy of educational institutions.
- To encourage educational-social activities in the schools and in the community.
- To offer students greater opportunity to exercise personal initiative and free choice.
- To advance students rather than classify them.
- To introduce school-based feedback and evaluation procedures as part of the teaching concept.
- To create information-intensive learning environments.

These principles necessitate changes in the organization and management of the schools:

Teachers – The teacher no longer functions as a “keeper of knowledge”, but rather serves as a mediator who facilitates and promotes learning. He functions as part of a work team, helping the students to initiate, choose, inquire, discover and experiment. He develops flexible and varied study environments that take into account the differences between students (in pace and interests, study material and modes of knowledge presentation). He takes part in professional development processes along his professional career.

The principal – Functions as the head of a team, and plans a flexible schedule that allows for differential work procedures. He sees to the constant improvement of the staff as a whole, while also allowing individual teachers to develop expertise in various fields. This helps to develop the staff into one cohesive team, based on mutual understanding and common goals, while also allowing for specialization in specific disciplines.

The concept of autonomy requires principals to plan, choose and manage the school according to the resources available, Ministry policies, and the needs of the school and the community.

TOOLS

The Ministry has developed a set of tools that facilitate proper school management:

Methods of management by objectives at school work

Work plan -

A yearly work plan based on specific information, which is developed by the entire school staff, and based on three sources:

- School data (from the GEMS – Growth and Effectiveness Measures for Schools assessment and other sources);
- Ministry policy;
- The unique nature of the school (e.g., arts, science).

Methods of collaborating the students’ parents/families.

GEMS – Growth and Effectiveness Measures for Schools – A methodical control tool and a work tool for individual schools. It provides a reliable picture of the school, and allows it to examine its status in many spheres (achievement, study environment, computer applications school climate, school-parent relations, etc). The findings of the assessment should be reflected in the school’s work plan.

Core curriculum – Providing students with a common denominator based on contents, skills and values that are taught in all schools and reflected in all subjects.

Standards – Establishing levels of achievement that must be attained by all students in each subject, and adapting the teaching methods accordingly.

PROGRAMS AND ACTIVITIES

Reform in methods of teaching reading – Changing the methods of teaching reading in grade 1 in all schools, and providing in-service training for teachers throughout the country.

Continuous professional development for all teachers

Interpersonal communication program – A social education program focusing on conflict resolution through meditation, rules of discourse, debating culture, decision-making, and teamwork (cooperation among teachers, among students, and between teachers and students). Values-based program called “Maftach Halev” (The key to the heart).

School hours are used also for individual teaching and for learning in small groups.

Information technology – Publishing a document that will specify the achievements required from students in the area of information technology, and its implementation in the schools. Using technology in the service of education and developing 21st century skills.

Pedagogy –

A. Empowering schools to implement educational best practices.

B. Implementing the “Straus indicator” to budget schools. The indicator is based on anticipating learning achievements, and the budgeting of every student, but it is used integrally.

Every school has a budget (learning hours) for implementing the core curriculum and for minimal functions. From the surplus budget of the Ministry, schools receive an addition of hours according to the complexity of their population.

C. Implementing the “Ofek Hadash” (New Horizon) reform: The main goals of the reform are to improve the status of the teaching profession, integrate qualified teachers and improve students’

achievements. Teachers under the reform are required to give 26 weekly hours of frontal teaching, 5 weekly hours of individual teaching to individual students or to groups of 2 – 5 students, and to stay at school 5 hours a week for staff work and lesson preparation.

Introducing new curricula in Mathematics, Language, Israel-studies, Social studies, Civics and Bible;

Adopting and implementing the programs and activities simultaneously at schools of the Arabic speaking population.

School feedback – Establishing feedback procedures (assignment pool, learning processes, teamwork, assessment, learning behaviors, GEMS – Growth and Effectiveness Measures for Schools).



FRAMEWORK OF STUDIES AND SCHEDULE OF HOURS IN PRIMARY EDUCATION

A. SCHEDULE OF HOURS IN PRIMARY SCHOOL (GRADES 2-3-4-5-6) IN HEBREW EDUCATION

Field	Average number of hours per week by grade
	State education*
Reading, writing and literature	6.4
Mathematics	6
Science	3
Social studies**	3.6
Modern foreign languages	2.4
Arts	2
Physical education	2
Religion	2
Other (Life skill studies)	1
Compulsory flexible curriculum	4.6
TOTAL	33

* State-religious education data is not displayed due to current changes in the system.

** Social studies include: History, Geography, Civic education, Road safety education and Social education.

**B. SCHEDULE OF HOURS IN PRIMARY SCHOOL
(GRADES 2-3-4-5-6) IN ARAB AND DRUZE EDUCATION**

Field	Average number of hours per week by grade
	State education
Reading, writing and literature*	10
Mathematics	6
Science	3
Social studies**	3.6
Modern foreign languages	2.4
Arts	2
Physical education	2
Religion	2
Other (Life skill studies)	1
Compulsory flexible curriculum	2.4
TOTAL	34.4

* Includes Hebrew and Arabic languages

** Social studies include: History, Geography, Civic education, Road safety education and Social education.

3. SECONDARY EDUCATION (LOWER SECONDARY AND UPPER SECONDARY EDUCATION)

Secondary education encompasses educational studies from grade 7 through grade 12.

In Israel, four different organizational frameworks have developed over the years, as follows:

- Independent lower secondary schools (grades 7-9).
- Independent upper secondary schools (grades 10-12).
- Six-year secondary schools (grades 7-12).
- Four-year secondary schools (grades 9-12).

We emphasize three interlinked spheres:

- The Educational – Value-based Sphere

Fostering the student as an individual, reinforcing his social reference, and encouraging the student's development into an involved and concerned citizen;

Developing an optimal school environment, based on shared values, in which interactions can be created between the different partners in the educational framework, i.e. school staff, students, parents and community.

- The Pedagogical Sphere

Developing teaching-learning-evaluation processes, in relation to the Ministry of Education's curriculums, which are in keeping with the needs of the school's population.

The pedagogical doing focuses on learning contents, teaching methods, the measurement of achievements, and the development and improvement of didactic, social and value-based elements at schools.

The pedagogical aspect is a key element for improving student achievements and fulfilling the school's educational goals.

- The organizational Sphere

Shaping processes for the purpose of fulfilling the school's educational goals. This includes laying down the school's vision and creating a short-term and long-term strategies for its realization; setting working and behavioral norms, based on shared values and shared learning, leading to the attainment of high-quality achievements and products.

ORGANIZATION OF THE SCHEDULE

The secondary school system has begun a process of reorganizing the program and methods of study. Implementation of this reorganization has begun in grade 10 during the 2000 school year.

The new structure features the following:

- **A comprehensive concept of the secondary school**, which represents an educational continuum from grade 7 through grade 12, and enables schools to employ flexible solutions over time.
- **Increased school autonomy**, which is characterized by a significantly expanded freedom of choice offered to the schools, including its students, as regards to subjects taught and learning methods.
- **Reducing the number of subjects learned at the same time.** In this way, the number of teachers a student comes in contact with each week is reduced, enabling more personalized teaching.
- **Increased independent work.** This refers to the development of independent learning skills, motivation for learning and intellectual curiosity among students, while giving them an opportunity for more extensive study in their own field of interest.
- **Clusters and interdisciplinary subjects.** This program encourages secondary schools to reorganize their studies and schedules, by studying separate disciplines, linking different subjects within the framework of a cluster or in other ways, selecting integrated fields of study, and encouraging individual projects in various disciplines.
- **Alternative means of evaluation**, in different fields of functioning, such as critical thinking, creativity, originality, ethical consideration and taking a stand with reference to others and society.
- **Centrality of the educational role of the homeroom teacher and the concept of the subject teacher as an educator.** Strengthening the status of the homeroom teacher, so he can serve as a meaningful figure in the student's life, as well as enhancing the intrinsic educational role of all the teachers.
- **Teamwork by the school's teaching staff.** Teamwork plays an important role in educational planning and teaching practices, within frameworks that combine different fields of knowledge and apply alternative evaluation methods. Developing teamwork is essential for the implementation of secondary school reorganization.

FRAMEWORK OF STUDIES AND SCHEDULE OF HOURS IN LOWER SECONDARY EDUCATION

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

Field	Average number of hours per week by grade	
	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
Modern foreign languages	7	6
Physical education	2	2
Religion	3	7
Other (Life skill studies)	0.3	0.3
Compulsory flexible curriculum	0.7	0.7
TOTAL	35.7	36.4

* Social studies include: History, Geography, Civic education and Social education.

**B. SCHEDULE OF HOURS IN LOWER SECONDARY SCHOOL
(GRADES 7-8-9) IN ARAB AND DRUZE EDUCATION**

Field	Average number of hours per week by grade
	State education
Reading, writing and literature*	9.0-9.3
Mathematics	5
Science and technology	4.7
Social studies**	5.7
Modern foreign languages	4.0-4.3
Physical education	2
Religion	2
Other (Life skill studies)	0.3
Compulsory flexible curriculum	2.7
TOTAL	35.7

* Includes Hebrew and Arabic languages.

** Social studies include: History, Geography, Civic education and Social education.

FRAMEWORK OF STUDIES AND SCHEDULE OF HOURS IN UPPER SECONDARY EDUCATION

A. SCHEDULE OF HOURS IN UPPER SECONDARY SCHOOLS (GRADES 10-11-12) IN HEBREW EDUCATION

Field	Average number of hours per week by grade			
	State education		State-religious education	
Reading, writing and literature	4		4	
Mathematics	5		5	
Science	2		2	
Social studies*	5.3		5.3	
Modern foreign languages	6		5	
Physical education	2		2	
Religion	2		10	
Other	0		0	
Compulsory flexible curriculum	5	5-7	5	5-7
Non-compulsory curriculum	5	5-7	5	5-7
TOTAL	36.3	36.3-38	43.3	43.3-45.3
Track	General	Technological	General	Technological

* Social studies include: History, Civic education and Social education.

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

Field	Average number of hours per week by grade	
	State education	
Reading, writing and literature*	9-10**	
Mathematics	5	
Science	2	
Social studies***	5-6**	
Modern foreign languages	5	
Physical education	2	
Religion	2	
Other	0	
Compulsory flexible curriculum	5	5-7
Non-compulsory curriculum	5	5-7
TOTAL	40-42	40-46
Track	General	Technological

* Includes Hebrew and Arabic languages.

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

*** Social studies include: History, Civic education and Social education.

4. SPECIAL EDUCATION

In the school year of 1995/96, the Division of Special Education implemented the Special Education Law (1988) within the framework of its budget. In 2002/03, the division began to implement the amended extension of the law which is purposed to “incorporate children with special needs in the regular education program”.

The target population is students of special education aged 3-21, who were placed in special education frameworks by the placement committee, and students who were verified for the incorporation program in regular education frameworks aged 5-18 (in the decree areas – aged 3-4).

THE PUBLIC COMMITTEE FOR THE EXAMINATION OF THE SPECIAL EDUCATION SYSTEM IN ISRAEL

The public committee for the analysis of the special education system was established in 2007 and submitted its report in January 2009.

The committee’s objectives were to examine the policy of the Ministry of Education towards the care of children with special needs, to examine the mode of budgeting provided by the Ministry of Education for care related issues, to outline care measures, and to set priorities for the various care measures.

All the above will be done whilst taking under consideration the limitations of the Ministry’s current budget.

The discussed themes were included under the following five headings:

1. Characterizing the functioning and the dysfunctionality and disability of the student with special needs.
2. Setting mechanisms for the budgeting of services for students with special needs.
3. The pedagogical field.
4. The relations between different government Ministries regarding the implementation of the Special Education Law.
5. The Special Education Law.

The report's main conclusions were:

INVOLVING THE PARENTS

The committee concluded that it would be better to adopt a model that generally puts the choice at the hands of the parents. The parents would choose the specific educational framework for their children, out of the available pool of educational frameworks. They would decide whether to integrate their children into a special education framework or into one of the regular educational frameworks on offer. This model is called the "Parents' Choice" model, and it is also utilized in other countries, including in the OECD, in the context of the placement of children with special needs.

However, the parents' choice should not, in any case, be the final word. It should be ensured that the parents' choice does not undermine the child's welfare or the well being of others.

ALLOCATION OF THE SPECIAL EDUCATION BUDGET

The committee believes that the budget allocation system should be based on the principle of "the funding follows the child". According to this proposed budget allocations system, the budget shall be allocated for children with special needs in accordance with the child's characterization – i.e. his/her type of disability and functionality level – and the funds shall be forwarded to the child's educational framework. Used in other countries as well, this budget allocation format would allow every child with special needs to move between educational frameworks at his own sequence and according to his needs. Moreover, this flexible budgeting system would allow better use of the resources which are allocated to the special education system as a whole and specifically for integration purposes and it would be more just. This system is also perceived as one that encourages integration.

PLACEMENT – CHARACTERIZATION WHICH IS BASED ON FUNCTIONALITY, RATHER THAN ON THE DISABILITY ONLY

The committee decided to give preference to functionality-related criteria, when it determines the scope of support which would be given to children with special needs, rather than basing this decision solely on the diagnosis of the child's disability. Whether or not a child with special needs is able to fulfill his potential depends largely on his/her level of functionality.

The committee therefore believes that all placement related decisions, as well as every decision about the special education

services a child needs, must be taken on a case by case basis, in accordance with the functionality level of each and every child. Moreover, this type of decisions must be dynamic, and should be re-examined from time to time, in order to revise whether the child's placement framework should be changed or not.



Section

EDUCATION EXPENDITURE

This section presents data on three subjects:

1. The budget of the Ministry of Education.
2. National expenditure on education.
3. Expenditure on education per quintile of household income.

The section is based mainly on data from the Ministry of Education and data from the Central Bureau of Statistics (CBS).



The following are some of the main findings reflected in the section:

- In 2010, the regular budget of the Ministry of Education approached NIS 32.4 billion*.
- The education budget increased from NIS 16.4 billion in 1996 to NIS 32.4 billion in 2010**. In fixed prices (1996 prices), this represents an increase of 27%. The development budget totaled NIS 838 million in 2010.
- The Ministry of Education also contributes towards the budget of other bodies: 24.1% of the Ministry's total budget is allocated for contributions to local authority budgets.
- Economic classification of the budget for the year 2010 shows that 89% is intended for wages, and 11% is intended for purchase and other expenses.
- In 2006, the national expenditure for education was 8.2% of the Gross Domestic Product. The national expenditure for education in 2008-2009 is estimated at 8.4% and 8.3% of the Gross Domestic Product.
- In 2009, the estimated national expenditure for education per student ranges from NIS 14,000 in pre-primary education to NIS 44,000 in universities and colleges.

* This is the original budget as approved by the Knesset.

** In 2004-2006, the budget includes culture and sport.

1. MINISTRY OF EDUCATION BUDGET 2011-2012

Over the past few years, the Ministry of Education has been implementing a strategic plan which encompasses the achievement improvement program, teaching quality, values and system preparation for the 21st century.

In order to implement this plan, the Ministry's budget has increased in 2010, as well as the planned 2011-2012 budget.

PRINCIPAL OBJECTIVES 2011-2012

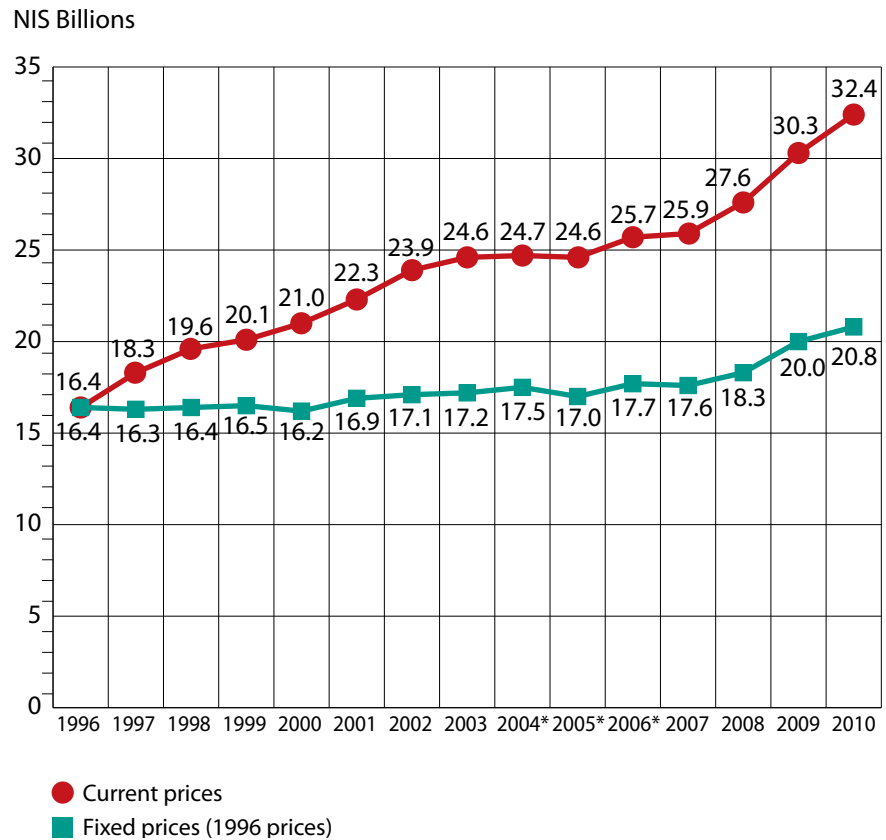
1. Deepening education for values.
2. Decreasing violence in schools, and shaping an optimal educational environment.
3. Improving student achievements, whilst maximizing the potential of Israel's entire student population.
 - a. National standardized testing and international examinations.
 - b. Increasing the rate of eligibility for a high-quality and full matriculation certificate.
4. Making an optimal use of study time (while bridging the gap between designated teaching time - days and hours of study - and actual learning time); significantly decreasing teacher and student absenteeism and reducing the number of hours not benefited directly by students.
5. Bridging educational gaps, while reducing student dropout rates.
6. Improving the quality of teaching and strengthening the status of teachers in the Israeli society, while implementing unique programs for the recruitment of quality teaching personnel, providing close guidance for new teachers, assimilating a teacher evaluation mechanism to be used for professional and salary promotions, locating failed teachers and exercising teacher dismissal proceedings on pedagogical grounds, elevating the threshold admission conditions for teaching staff training establishments, and initiating MA Studies in teaching (M.TEACH).
7. Strengthening the status of school principals.
8. Focusing on and reinforcing the core subjects.
9. Adjusting curriculums to the changing educational reality.

10. Reinforcing the scientific – technological education.

11. Implementing a national program to adapt Israel's education system to the 21st Century.



REGULAR BUDGET OF THE MINISTRY OF EDUCATION, 1996-2010 (Billions of NIS)

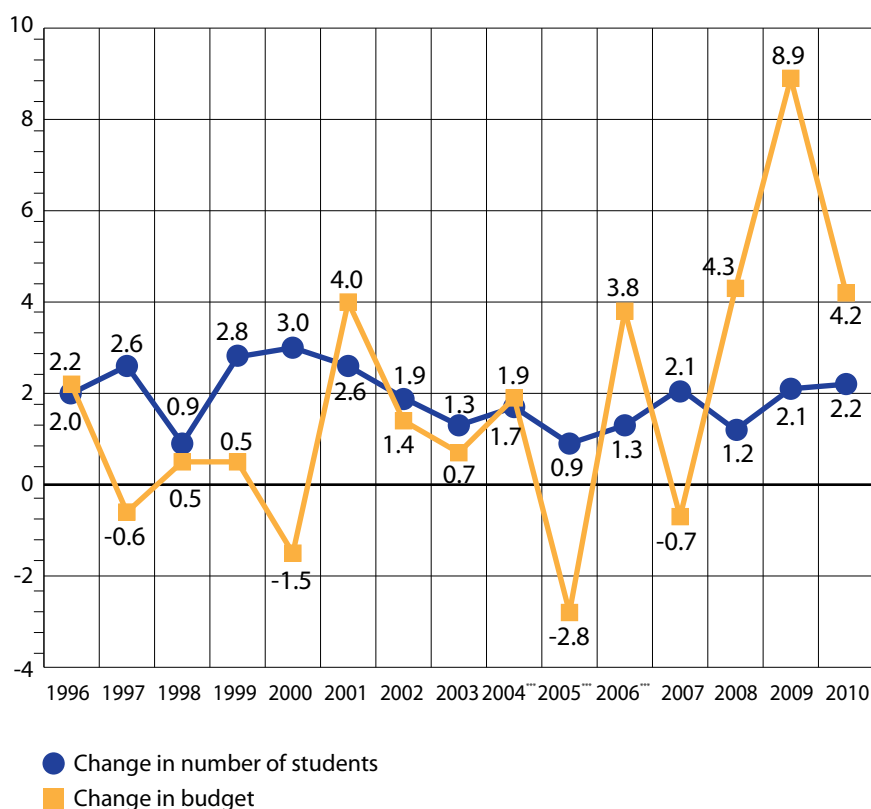


The education budget increased from NIS 16.4 billion in 1996 to NIS 32.4 billion in 2010. In fixed prices (1996 prices), since 2007, there is an increase of about 18%. The development budget totaled NIS 838 million in 2010.

* In 2004-2006, the budget includes culture and sport.

ANNUAL CHANGE IN NUMBER OF STUDENTS* AND IN THE REGULAR BUDGET** OF THE MINISTRY OF EDUCATION, 1996-2010

Percentage of change



This graph depicts the changes (in percent) for each year as compared with the previous year. Between 1996-2010, the number of students grew by 30.1%, while the budget grew by 26.8%.

In 2010, the budget grew by 4.2% in comparison to the budget of 2009, while the number of students grew by 2.0%.

* Students - Students enrolled in Ministry of Education frameworks, including pre-primary public education and schools.

** Fixed prices (1996 prices).

*** In 2004-2006, the budget includes culture and sport.

MINISTRY OF EDUCATION BUDGET AND ITS CONTRIBUTION TOWARDS LOCAL AUTHORITY BUDGETS, BY TYPE OF SERVICE, 2010

	Total Ministry Budget		Thereof: Contribution towards Local Authority Budgets		
	NIS Thousands	Percentage	NIS Thousands	Percentage	Percentage Contribution out of Total Budget
Total Regular Budget	32,418,924				
Budget without Reserve	31,224,072	100.0%	7,534,948	100%	24.1%
Reserves for price increases	1,194,852				
Formal Education - Total	29,422,464	94.23%	7,468,544	99.12%	25.4%
Teacher's Administration	1,781,251	5.7%	56,183	0.8%	3.2%
Pedagogic Administration	918,102	2.9%	432,181	5.7%	47.1%
Pre-Primary Education	2,641,764	8.5%	1,378,382	18.3%	52.2%
Primary Education	11,175,484	35.8%	1,653,107	21.9%	14.8%
Secondary Education	8,269,132	26.5%	2,684,175	35.6%	32.5%
Rural Education*	2,144,421	6.9%	377,822	5.0%	17.6%
Independent and Recognized Education**	1,551,859	5.0%	0	0.0%	0.0%***
Transportation, Equipment, and Development	940,451	3.0%	886,694	11.8%	94.3%
Informal Education - Total	974,386	3.12%	3,637	0.05%	0.37%
Culture	36,713	0.12%	2,384	0.03%	6.5%
Sports Authority	1,910	0.01%	1,253	0.02%	65.6%
Educational television	81,753	0.26%	0	0.0%	0.0%
Religious institutions	854,010	2.74%	0	0.0%	0.0%
Administration and Headquarters Units					
Headquarters Units	827,222	2.65%	62,767	0.83%	7.6%
Administration and Headquarters Units	231,810	0.7%	13,438	0.18%	5.8%
Ministry employees	595,412	1.9%	49,329	0.65%	8.3%

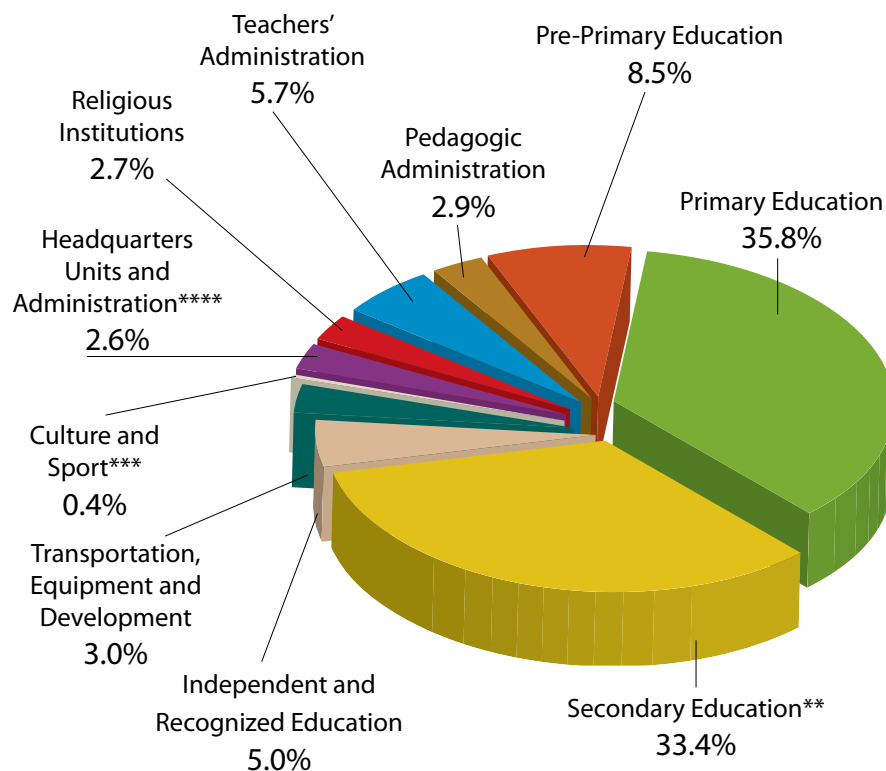
In 2010, the Ministry contributes about NIS 7.5 billion towards the local authorities' budgets. This amount represents 24.1% of the Ministry's budget (excluding reserves). The Ministry has allocated 25.4% of the Formal Education budget, 0.37% of the Informal Education budget and 7.6% of the Administration and Headquarters Units budget towards funding for local authorities' budgets.

* Includes secondary education only.

** Includes primary education only. Other areas such as secondary education, teacher training institutions, kindergartens, etc. are included in other spheres of activity.

*** No funds are allocated to local authorities under this item since the Ministry's contribution is transferred directly to the orthodox-religious education networks. Ancillary services such as school maintenance workers and secretaries are included in other budget items also allocated to local authorities for the orthodox-religious school networks.

REGULAR BUDGET OF THE MINISTRY OF EDUCATION BY WORK PLAN, 2010*



TOTAL BUDGET - APPROXIMATELY NIS 32.4 BILLION

Classification of the budget by subject shows that about 70% is allocated for primary and secondary education.

* Not including development budget. Reserves for wages and price increases were divided between the different sections.

** Includes rural education.

*** Includes Educational Television.

**** 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.

**REGULAR BUDGET OF THE MINISTRY OF EDUCATION
1995-2010, BY ECONOMIC CLASSIFICATION OF
REGULATIONS
(IN PERCENTAGE OF TOTAL BUDGET)**

Year	Total budget in percent	Teacher's wages	Other wages	Purchase support and activities
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 2010 budget for the Ministry of Education (by economic classification) shows that 89.2% of the budget is allocated for wages, while 10.8% is allocated for purchase, services, products and other expenses**. The budget for wages includes wages for teachers (73%) and other employees: local authority personnel and other public servants (16.2%).

Examination of the budget over the years (1995-2010) reveals that distribution has remained stable, with small fluctuations. It should be noted that in 2005-6 over 12% of the budget was intended for purchase. This was due to the return of the culture and sports budgets to the Ministry.

2010 figures include the "New Horizon" Reform; the addition of teaching hours to primary and lower secondary schools, as part of a strategic plan aimed to improve: students achievements, the school environment and the quality of teaching.

* In 2005 and 2006, the budget includes culture and sport.

** For example, transportation for students and participation in costs of maintenance and services for educational facilities.

DEVELOPMENT BUDGET OF THE MINISTRY OF EDUCATION, 2010

(Millions of NIS)

NIS millions

TOTAL DEVELOPMENT BUDGET	838
BUDGET: Construction of classrooms	691
Renovation of buildings	116
Equipment	15
Reserves for price increases	16

The Ministry's development budget for 2010 totals NIS 838 million. For construction of new classrooms, the budget allocation is NIS 691 million, which represents 82% of the development budget.

Five year classroom plan 2007-2011

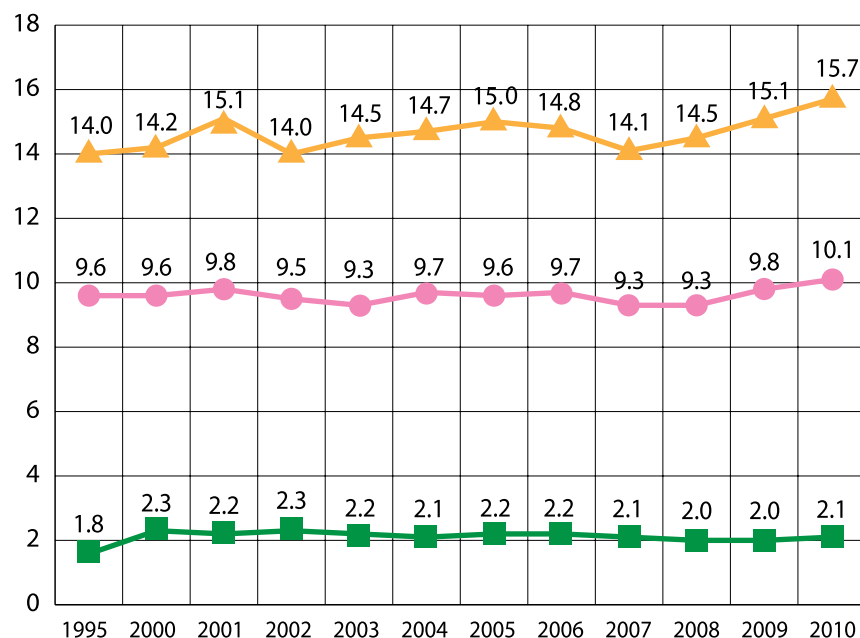
For the years 2007-2011, the construction of 8,000 classrooms in the education system will be financed from the sources as listed below. The average classroom construction cost is about NIS 639,000.

Year	Class-rooms Total	Govern-ment budget (in class-rooms)	Out-sourcing budget within the govern-mental frame of Plan for the North (in class-rooms)	National Lottery Company (in class-rooms)	Other non govern-mental sources (non govern-mental bodies) in class-rooms	Actual budget for classroom construction (no. of class-rooms)
2007	1,790	800	90	900		1,576
2008	1,790	800	90	900		1,650
2009	1,400	920		130	350	1,395
2010	1,450	1,050		250	150	1,189*
2011	1,570	800		770		
Total	8,000	4,370	180	2,950	500	5,810

* Until August 2010, 1,189 classroom were constructed from the 2010 budget.

GOVERNMENT EXPENDITURE ON EDUCATION AND HIGHER EDUCATION AS A PERCENTAGE OF TOTAL GOVERNMENT EXPENDITURE

Percent

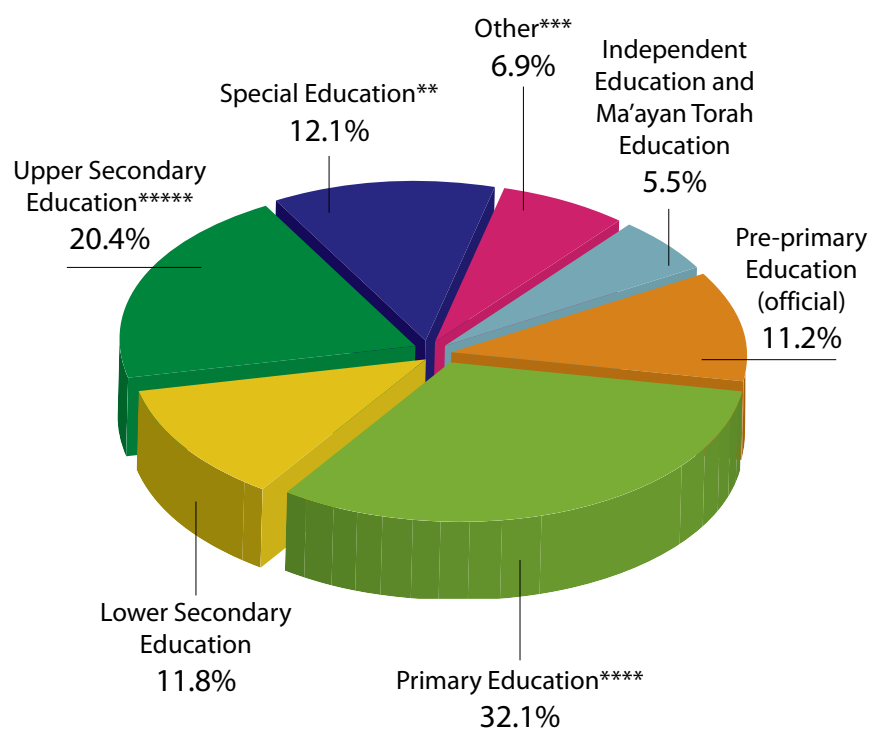


- ▲ Expenditure on education as a percentage of the budget, excluding debt repayments
- Expenditure on education as a percentage of the total budget
- Expenditure on higher education as a percentage of the total budget

Between 1995-2007, the percentage of government expenditure allocated for education was between 9.3%-9.8% of the total government expenditure. In recent years 2008-2010, there was an increase from 9.3% to 10.1%. A similar picture emerges when debt repayments are excluded.

Between 1995-2000, the percentage of government expenditure on higher education increased. Since 2004, it has leveled off at around 2.1%.

HOURS OF INSTRUCTION DISTRIBUTION, BY LEVEL OF EDUCATION*, 2010 (in percent)



In 2010, the Ministry of Education allocated over 3.2 million weekly hours of instruction to educational institutions - from pre-primary through the end of upper secondary education.

* Not including teacher training institutions.

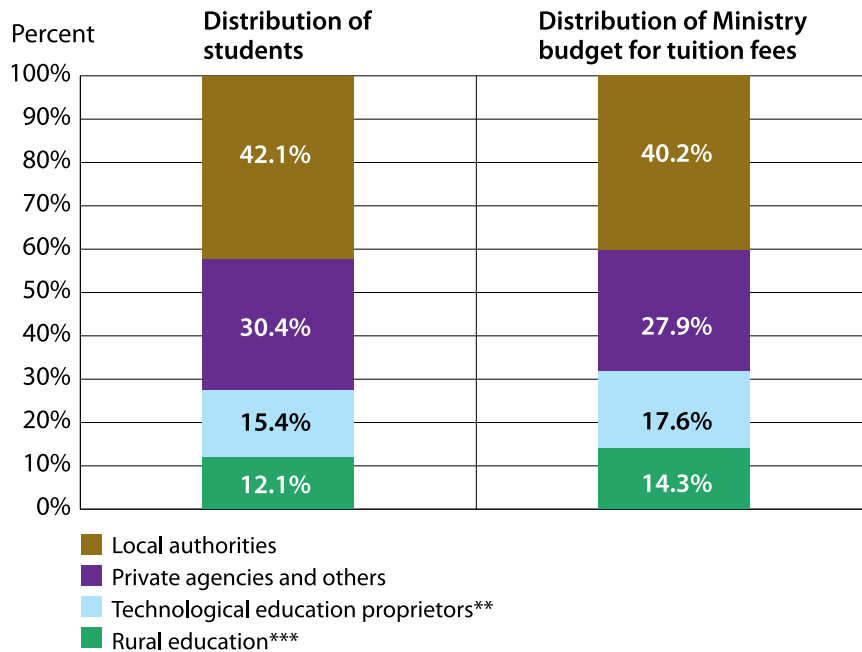
** Includes hours for integrating special education students in regular education frameworks.

*** Other: recognized schools and kindergartens, hospitals, talmud torah, etc. Recognized kindergartens were not classified between regular and special education.

**** Includes long school days.

***** Includes rural education.

CONTRIBUTIONS BY THE MINISTRY OF EDUCATION TOWARDS THE BUDGETS OF LOCAL AUTHORITIES AND OTHER PROPRIETORS OF EDUCATIONAL INSTITUTIONS FOR UPPER SECONDARY EDUCATION TUITION PAYMENTS* - 2009 (in percent)



The Ministry of Education contributes toward the secondary school budgets for tuition payments.

The 2009 budget breakdown shows (in decreasing order): About 40% of this budget contributed to schools of the local authorities; Around 28% was transferred to private agencies and others; Some 18% was allocated to major technological education proprietors (ORT, Amal, Amit); About 14% was directed to rural education.

Local authorities, private agencies and others receive 68% of the budget, even though 73% of the students are enrolled in their institutions. Major technological education proprietors and rural education receive 32% of the budget, while only 27% of students are enrolled in their institutions. The reason that the percentage of the budget allocated to major technological education proprietors and rural education is greater than their percentage of students is related to the fact that the cost per student in technological and agricultural education is higher than the cost in general education. Many of the students at schools maintained by local authorities and private agencies are enrolled in general education.

* Includes 9th grades in four-year schools

** ORT, Amal, and Amit

*** Part of the rural education budget (around 32%) is transferred to regional councils.

ANNUAL EXPENSES IN THE EDUCATION SYSTEM

(in NIS, 2010 budget prices)

	Annual cost of full time post (NIS)	Percentage of Ministry contribution
TEACHING STAFF		
Kindergarten teacher ⁽¹⁾	134,618	
Primary school teacher ⁽¹⁾	149,112	
Lower secondary school teacher ⁽¹⁾	137,556	
Upper secondary school teacher ⁽²⁾	136,950	
OTHER STAFF		
Maintenance worker	76,889	87%
Secretary	77,283	87%
Therapeutic assistant	60,088	70%
Lab assistant	81,773	87%
Security officer	91,962	75%
Assistant kindergarten teacher ⁽³⁾	99,426	117%
Psychologist	148,800	68%
Boarding school guard	87,889	100%
Truant officer	110,242	75%
Librarian	85,723	100%
COST PER YEARLY INSTRUCTION HOUR		
Kindergarten ⁽¹⁾	4,487	
Primary school ⁽¹⁾	4,970	
Primary school - special education ⁽¹⁾	5,413	
Lower secondary school ⁽¹⁾	5,731	
Upper secondary school ⁽²⁾	5,706	
Teacher and kindergarten		
Teacher training institutions ⁽¹⁾	13,230	
CONSTRUCTION COSTS		
Average classroom construction cost ⁽⁴⁾	639,000	
School (24 classrooms) construction cost	15,336,000	
Kindergarten classroom construction cost ⁽⁴⁾	761,000	

⁽¹⁾ Cost of a government-employed teacher. (Government employees are entitled to a budgeted pension wage costs listed in the table do not take account of [deferred] pension costs).

⁽²⁾ Full cost of teacher who is not a government employee includes government allocation for pensions and employers' tax.

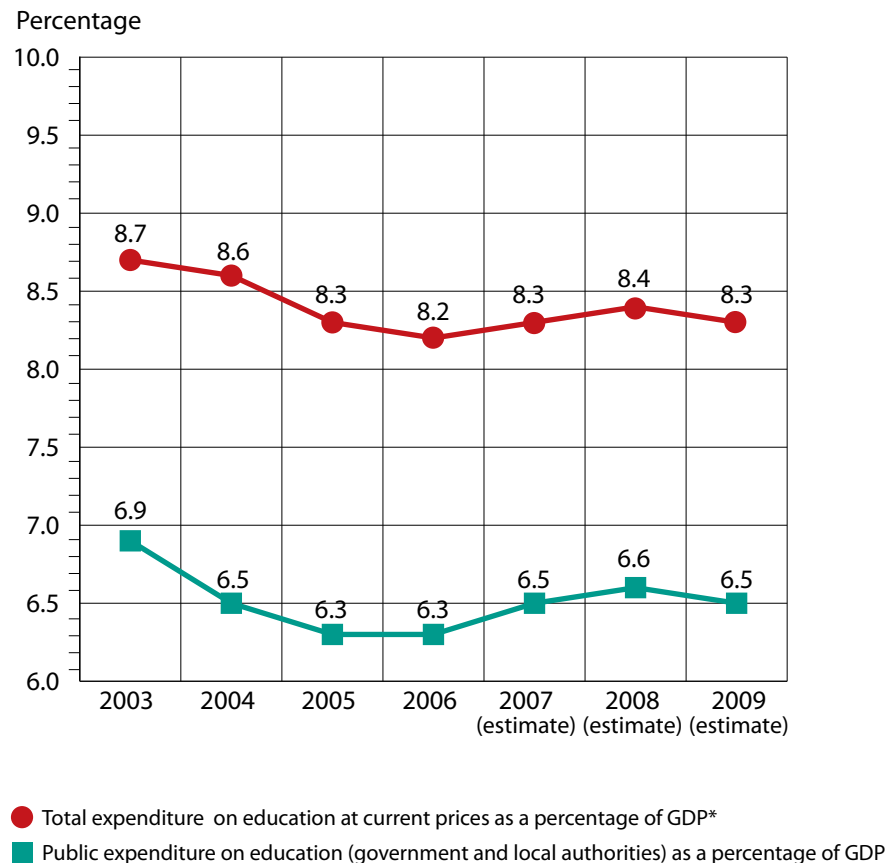
⁽³⁾ Assistant kindergarten teachers work five days a week, so the expenses include the cost of a substitute assistant teacher for the sixth day.

⁽⁴⁾ Area of an average classroom, including ancillary rooms - 128 sq. m. Area of an average kindergarten classroom - 125 sq. m. The cost is calculated according to a base index provided by the Development Administration.

Source: Based on CBS data

2. NATIONAL EXPENDITURE ON EDUCATION

NATIONAL AND PUBLIC EXPENDITURE ON EDUCATION AS A PERCENTAGE OF THE GROSS DOMESTIC PRODUCT

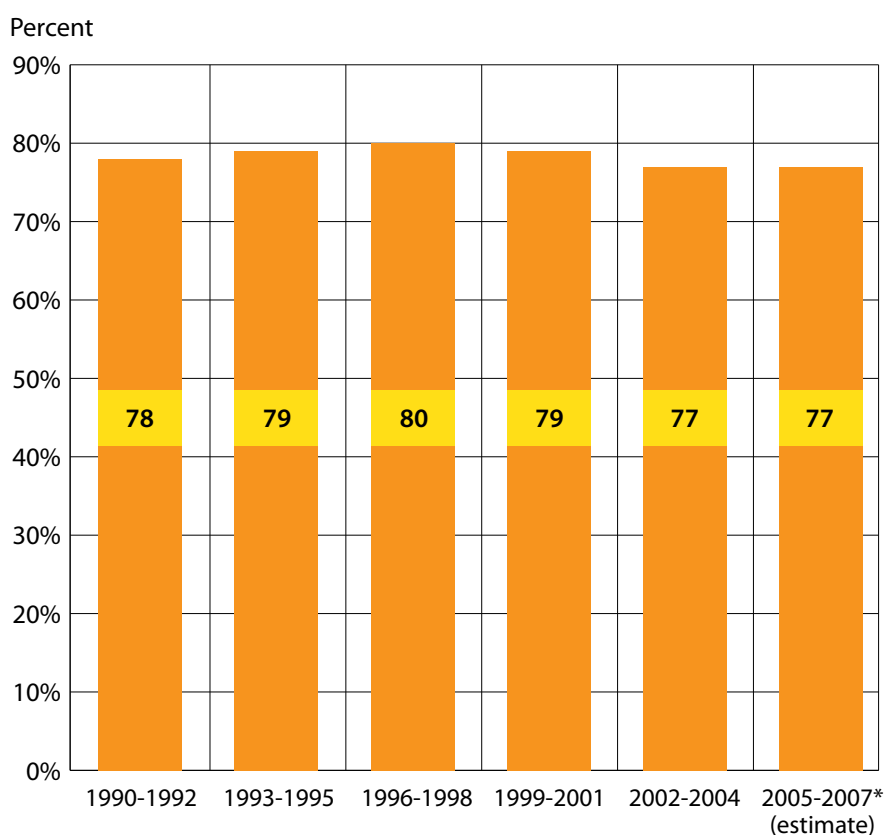


The national expenditure on education, comes to 8.3% of the Gross Domestic Product. Public expenditure accounts for 6.5% of the Gross Domestic Product.

Between 2006-2008 there was an increase in the national expenditure on education as a percentage of the GDP.

* National expenditure on education by Operating sector, including consumption of fixed capital.

EXPENDITURE OF THE GOVERNMENT AND LOCAL AUTHORITIES AS A PERCENTAGE OF THE TOTAL NATIONAL EXPENDITURE ON EDUCATION



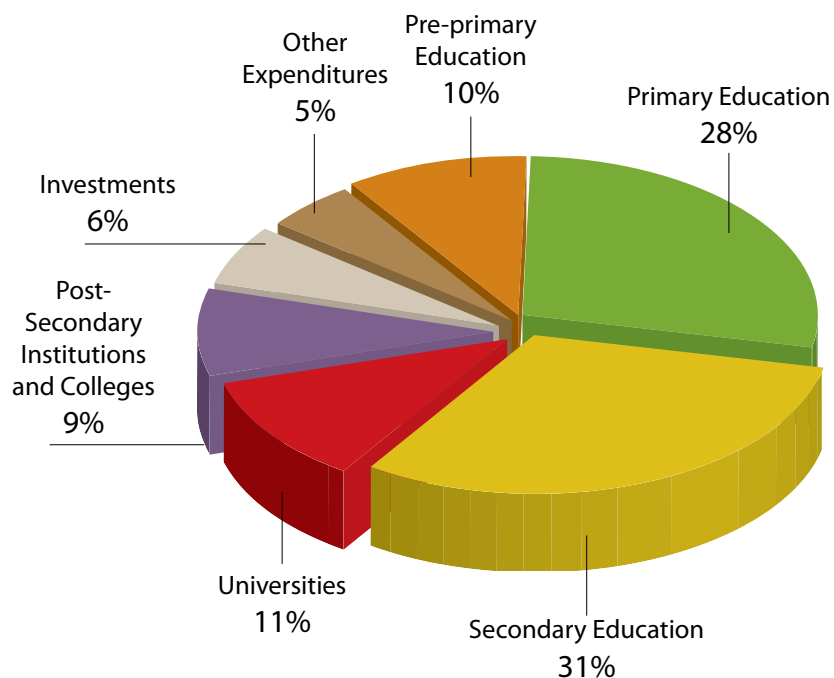
In 2002-2004, the contribution by the government and local authorities to the national expenditure on education was 77%, which represents a drop compared to the figure for 1999-2001, which was 79%.

The remainder of the national expenditure, 23%, was funded by households, i.e., families (tuition fees for kindergartens and universities, private teachers, study materials, various educational services) and by donations from abroad.

* Includes government expenditure on services provided by non profit institutions.

NATIONAL EXPENDITURE ON EDUCATION BY LEVEL OF EDUCATION, 2006

Total national expenditure - NIS 49.3 billions*



Approximately 59% of the national expenditure on education in 2006 was spent on primary and secondary education, and 10% was devoted to kindergartens.

The share of post-secondary and higher education was 20% of the total national expenditure for education (11% for universities and 9% for post-secondary institutions and colleges).

* This figure excludes depreciation. With depreciation estimates included, the total expenditure comes to 53.2 billions.

CURRENT EXPENDITURE* PER STUDENT BY EDUCATION LEVEL

(Thousands of NIS, at current prices)

Level of education	2003	2006	2009 (estimate)
Pre-primary education**	12.6	14.1	15.0
Primary education	16.8	18.4	21.0
Secondary education	19.8	21.9	24.0
Post-secondary education	26.3	34.9	38.0
Universities and colleges	39.9	39.3	44.0

The expenditure per student increases from level to level. In 2009, the expenditure per student attending university or college is estimated at NIS 44,000 a year, while the expenditure per Students in pre-primary education is estimated at NIS 15,000 a year.

* Includes private lessons and depreciation estimates. Excludes textbooks and writing materials, which are purchased by the households.

** Includes private kindergartens.

INTERNATIONAL COMPARISON OF NATIONAL EXPENDITURE* ON EDUCATIONAL INSTITUTIONS PER STUDENT IN ISRAEL AND IN SELECTED OECD** COUNTRIES, 2007

Country	Expenditure per student in educational institutions (in USD)*				National expenditure on education institutions as percentage of the GDP
	Pre-primary education	Primary education	Secondary education	Tertiary education	
Israel	3,631	5,060	5,741	11,435	7.4***
Average in OECD countries	5,447	6,741	8,267	12,907	5.7
Israel, OECD average ratio	0.67	0.75	0.69	0.89	
Germany	6,119	5,548	7,841	13,823	4.7
Denmark	5,594	9,176	9,675	16,466	7.1
Netherlands	6,130	6,552	10,248	15,969	5.6
Spain	6,138	6,533	8,730	12,548	4.8
Finland	4,789	6,234	7,829	13,566	5.6
France	5,527	6,044	9,532	12,773	6.0
Sweden	5,666	8,338	9,143	18,361	6.3
Korea	3,909	5,437	7,860	8,920	7.0
Japan	4,518	7,247	8,760	14,201	4.9
Australia	6,507	6,498	8,840	14,726	5.2

* The calculation is based on PPP (Purchasing Power Parties) in dollars. (3.62 NIS per dollar) Expenses paid by households for private tutoring, textbooks and study materials are not included.

** Organization for Economic Cooperation and Development.

*** Payments for educational goods and services other than to educational institutions are not included.

Financing of education expenditure, excluding consumption of fixed capital.

Israel's national expenditure (Public and private) per student in the three levels of education - pre-primary education, primary education and secondary education - is low in comparison with the average expenditure in OECD countries. The expenditure per student in tertiary education (post secondary and higher education) is also lower than the OECD average.

However, in terms of percentage of the GDP (Gross Domestic Product), the expenditure on education in Israel is high when compared with the average expenditure in the OECD countries.

The difference between the findings is due to the fact that, in Israel, school-aged children constitute a relatively large portion of the population. The national expenditure on education is therefore distributed among a relatively large number of children, and the expenditure per student is consequently low in comparison to the OECD average.

INTERNATIONAL COMPARISON OF EXPENDITURE ON EDUCATIONAL INSTITUTIONS PER STUDENT* RELATIVE TO GROSS DOMESTIC PRODUCT PER CAPITA, IN ISRAEL AND SELECTED OECD** COUNTRIES, 2007

Country	Expenditure per student in educational institutions*					Expenditure from primary education through higher education
	Pre-primary education	Primary education	Secondary education	Post-secondary education	Institutions of higher education	
Israel	14	19	22	19	43	24
Average in OECD countries	18	20	24	14	40	25
Germany	18	16	23	25	40	24
Denmark	15	25	27		45	30
Netherlands	15	17	26	27	40	25
Spain	20	21	28		40	27
Finland	14	18	22		38	24
France	17	19	29		39	27
Sweden	15	23	25	18	50	28
Korea	15	20	30		34	28
Japan	13	22	26		42	28
Australia	17	17	24	18	39	23

The expenditure per student in pre-primary education is lower than the average expenditure in OECD countries. The expenditure per student in primary education and secondary education in Israel is similar to the average expenditure in OECD countries. The expenditure per student in tertiary education (post-secondary education and higher education), is higher in comparison to the OECD countries.

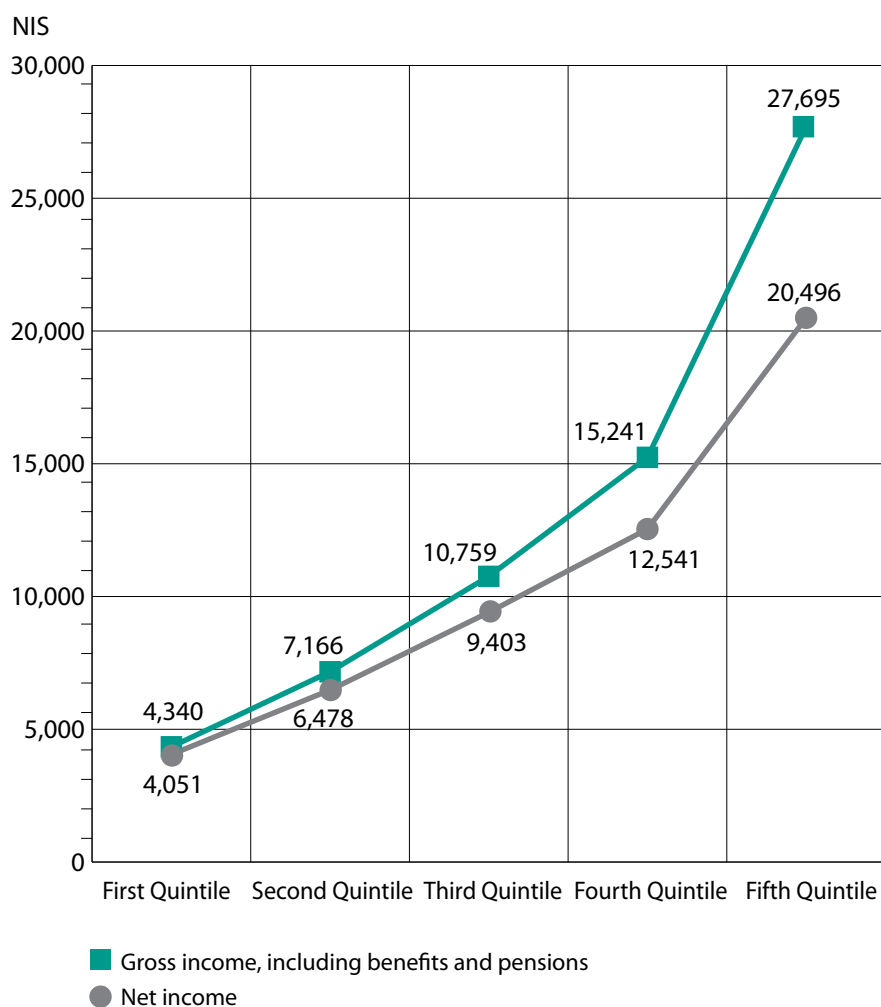
* Expenditure per student in public and private institutions as a percentage of the per capita GDP, by level of education, based on full-time equivalents.

** Organization for Economic Cooperation and Development.

3. EXPENDITURE ON EDUCATION BY QUINTILE OF HOUSEHOLD INCOME

As part of its survey of family expenditure, the Central Bureau of Statistics examined family expenses relative to income. We should bear in mind that households finance 23% of the national expenditure on education (see preceding section-National Expenditure on Education).

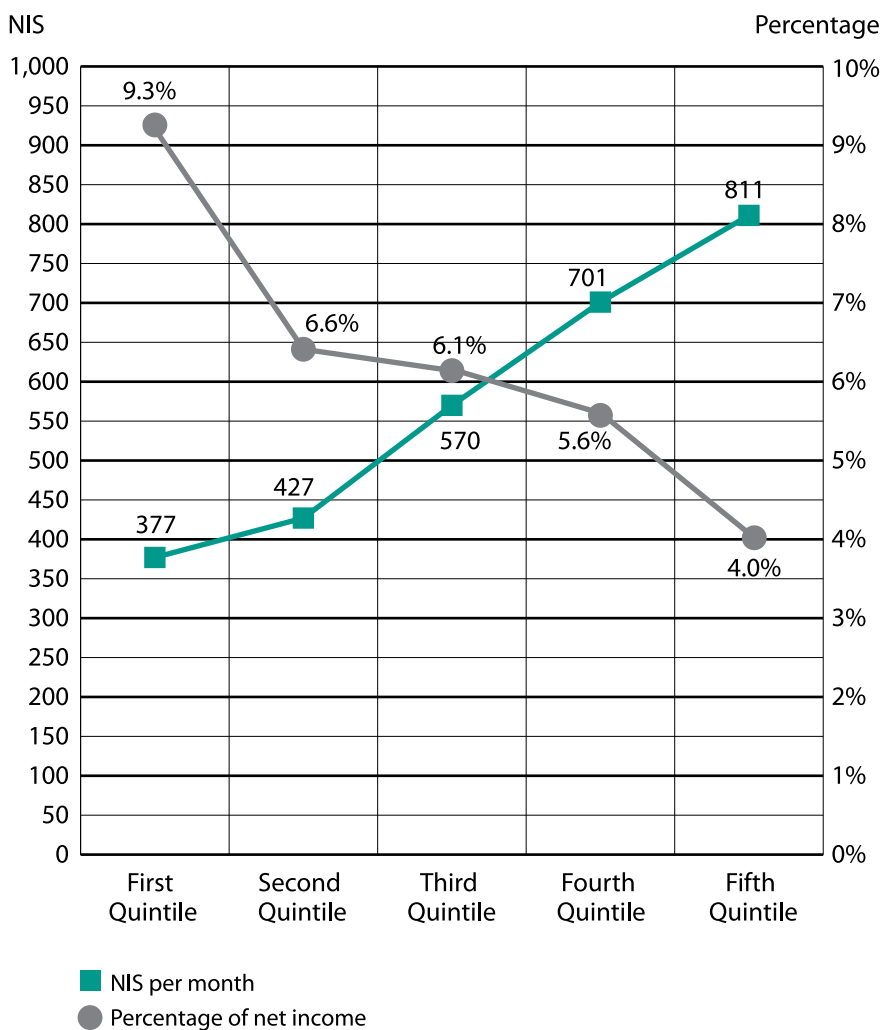
MONTHLY INCOME PER HOUSEHOLD BY QUINTILE OF INCOME PER STANDARD PERSON - 2006, 2007 AVERAGE



In 2006 and 2007, the average net income per month for the fifth quintile (with highest income) was about NIS 20,500, more than five times that of the first quintile (with the lowest income). The difference between the gross incomes of these quintiles, i.e., income before deducting compulsory payments, was more than six times. Gross income includes income from benefits and support.

Source: Based on CBS data

MONTHLY EXPENDITURE ON EDUCATION PER HOUSEHOLD, BY QUINTILE OF INCOME - 2006, 2007 AVERAGE



In absolute terms, monthly household expenditure on education has increased as a function of income. In 2006-2007 the first quintile (with the lowest income) spent NIS 377 per month while the fifth quintile (with the highest income) spent NIS 811.

If we calculate expenditure on education as a percentage of net income, the opposite appears true. The percentage spent on education in the first quintile is 9.3% compared with 4.0% in the fifth quintile.

Section

DEVELOPMENT OF EDUCATION: FACTS & FIGURES

INTRODUCTION

The education system has passed through stages of major development since the founding of the State. In the 1950s, during the period of mass immigration, the country faced the challenge of providing basic education to a rapidly expanding population, as it struggled with the severe limitations of the educational infrastructure: a shortage of schools and classrooms, a lack of qualified teachers, poorly educated parents and severe economic hardships. These years of immigration have consequently led to a change in the makeup of the student population in primary schools, and the rate of students from weaker populations increased.

Since the founding of the State, the face of Israel's education system has changed under the influence of numerous laws and reforms. In recent years, various important laws have been legislated by the Knesset, including the Long School Day Law, the Student's Rights Law, the School Meal Provision Law, and more - see Chapter A. Significant reforms included the Lower Secondary School Reform Process and the "New Horizon" Reform. These reforms led to pluralism in educational frameworks and programs of study, while taking into account the needs of weaker populations.

The consequence of the Lower Secondary School Reform Process was the establishment in the late 1960s of the lower secondary schools. The end of the 1970s and the beginning of the 1980s saw a sharp and rapid increase in the secondary school attendance rate – between 1980–1990 the number of students enrolled in secondary education grew by 55%. In 2008/09, about 71% of students in grades 7-9 were enrolled in lower secondary schools.

The first part of the "New Horizon" Reform was carried out in 2008. The mode of employment and salary of teaching staff members in primary and lower secondary schools, kindergartens and special education schools, will be modified during the course of the coming six years (until 2013), in order to improve the status of the teaching profession, to assimilate quality teachers and enhance the educational system's achievements, and to foster both students with learning disabilities and excelling students. Within this framework, all teachers will be required to teach more hours (a total of 36 weekly hours), which will be divided to frontal teaching hours, individual teaching hours and hours of stay at school. For example, a primary education teacher will be required to teach 26 hours of frontal hours, 5 hours of individual teaching and 5 hours of staying at school, whereas a lower secondary school teacher will be required to teach 23 hours of frontal teaching, 4 hours of individual teaching and 9 hours of staying at school. Teacher salaries increased. All new teachers must hold a tertiary degree and a teaching certificate. This will enhance the status of the teaching profession, and increase the quality time each student receives.

Historically the year 1990 marked a large wave of immigration to Israel: from 1990-2000, nearly one million immigrants arrived, increasing Israel's population by around 20%. The total number of students grew by 28% during these years, half of the increase as a result of this immigration.

Since the 1990s, the sphere of tertiary education (universities, academic colleges and post-secondary education) has developed rapidly. Between 1990-2009, the number of students enrolled in tertiary education institutions rose by 190%.

Data in this section refers to the entire education system, from pre-primary through the end of secondary school, as well as tertiary students.

Most of the data regarding Arab education in this section includes the Druze, Bedouin and Adyghe sectors as well (unless otherwise noted). Most of the data does not include students attending other educational frameworks – primary yeshivas, trainee schools, industrial schools or youth protection institutions (unless otherwise noted).

In this section, the secondary education includes lower secondary education and upper secondary education.

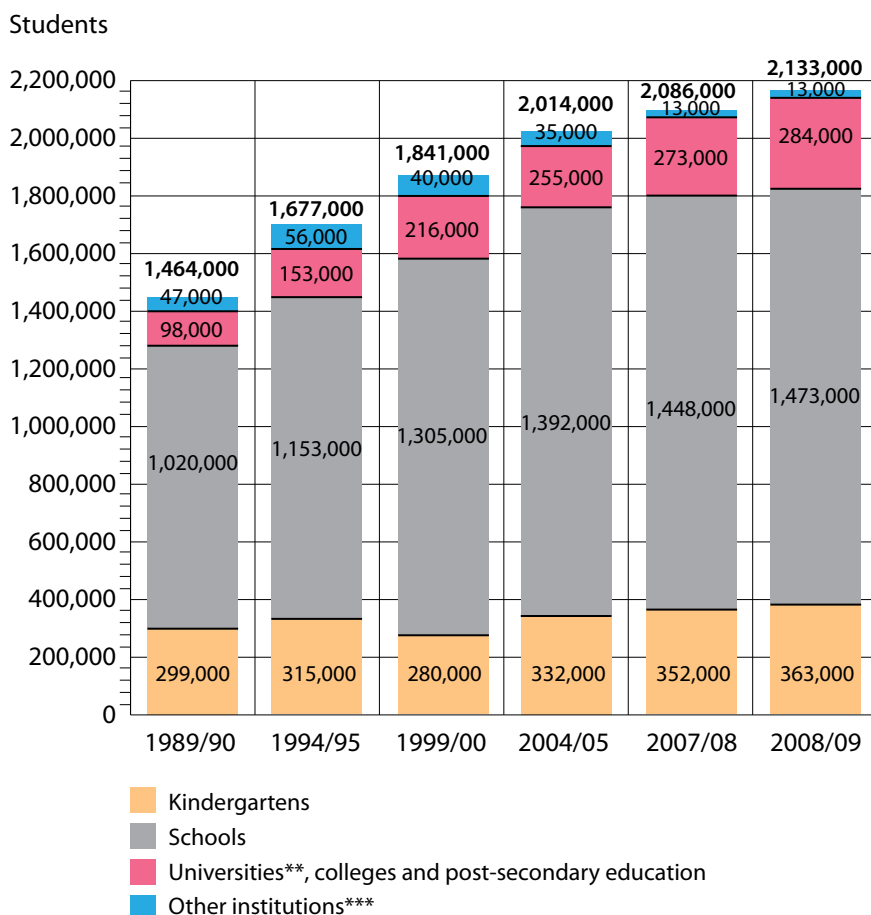
This section presents data about the development of the education system in several key areas:

1. Students in the education system.
2. Teaching staff in the education system.
3. Development indices for the education system.



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

STUDENTS IN THE EDUCATION SYSTEM, BY EDUCATION LEVEL*



The number of students enrolled in the education system, from pre-primary through higher education, is 2,133,000 in the 2008/09 school year. This is an increase of 456,000 students since 1994/95. The greatest rise was in tertiary education (universities, colleges and post-secondary education), with an increase of 131,000 students (86%) for this period. In 1948/49, at the time of the establishment of the State, there were about 140,000 students in the education system, and by 2008/09, the number had increased more than 15 times.

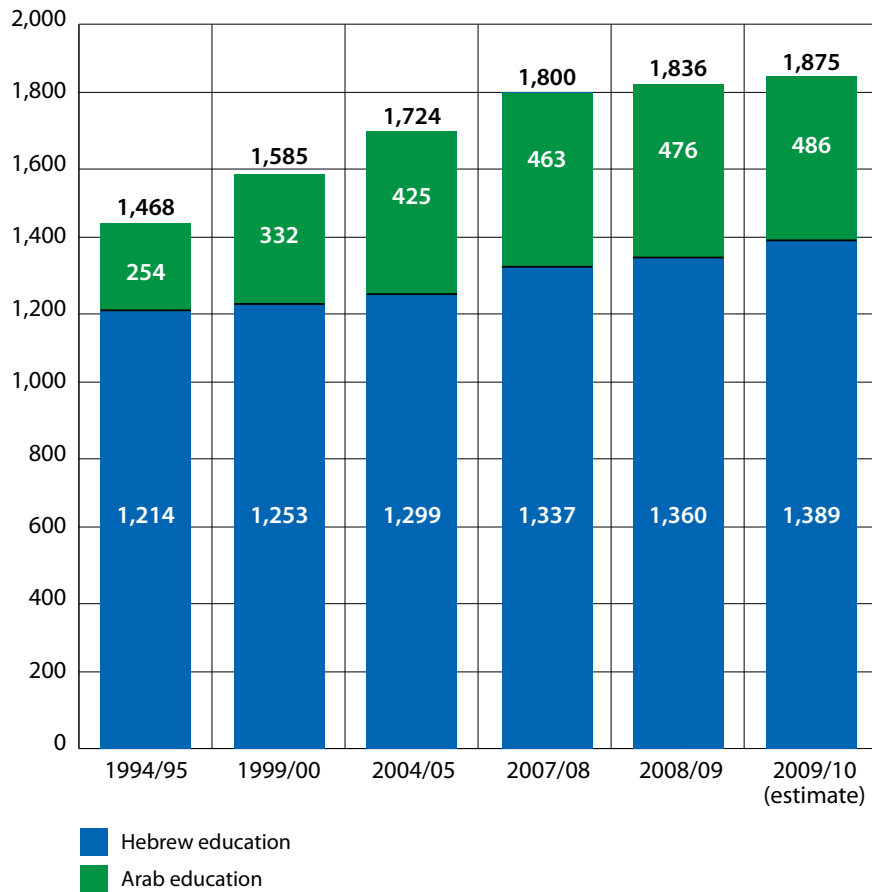
* Beginning in 1998/99, there is a new statistical framework. Post-secondary education has been expanded, Talmud-Torah schools are included in the primary education data, and the term 'kindergartens' now refers only to public kindergartens.

** Does not include the Open University, nor students in extensions of foreign universities in Israel.

*** Other institutions - includes educational frameworks of the Ministry of Labour and Social Affairs, the Ministry of Religious Affairs, and Talmud-Torah schools (up to 1998/99). From 2007/08 - only students in schools for apprentices under the supervision of the Ministry of Industry, Trade and Labor.

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

Thousands of students



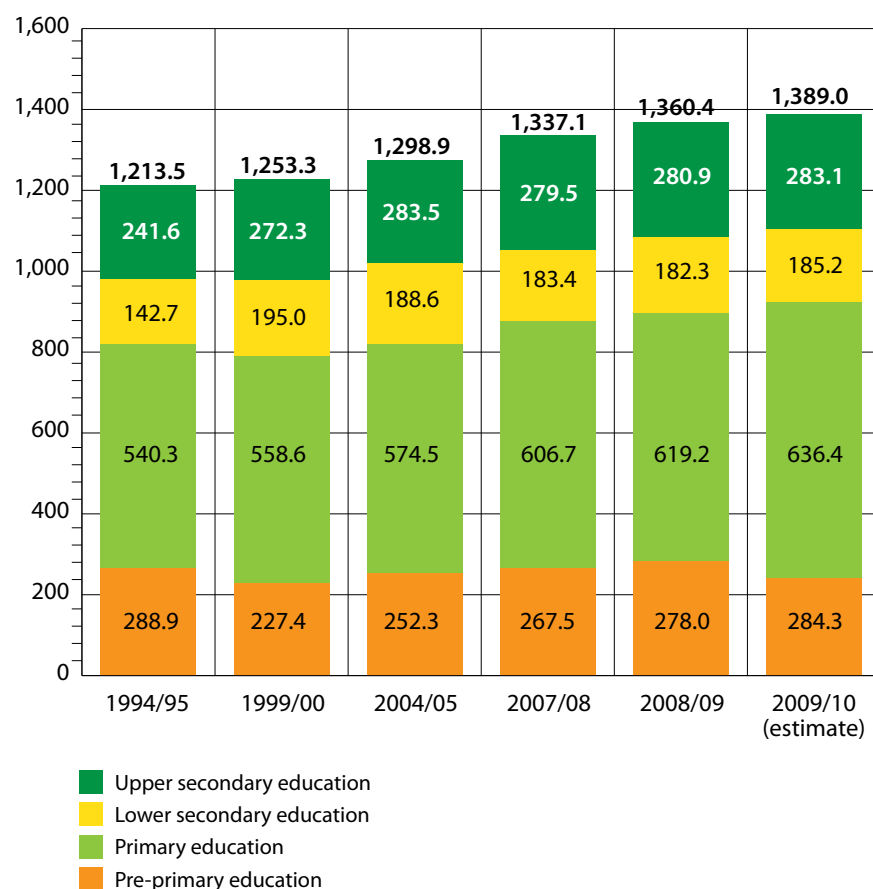
Approximately 74% of the total student population in 2009/10 is enrolled in Hebrew education, and 26% in Arab education.

Since 1999/00, Hebrew education has increased by 11% and Arab education by 46%.

* Data for Arab education includes students in the Arab, Druze, Bedouin sectors. As of 1998/99, a new statistical framework has been introduced, which has expanded primary education and restricted pre-primary education to public kindergartens only, for children aged 3+.

NUMBER OF STUDENTS IN HEBREW EDUCATION* - SCHOOLS AND KINDERGARTENS

Thousands of students



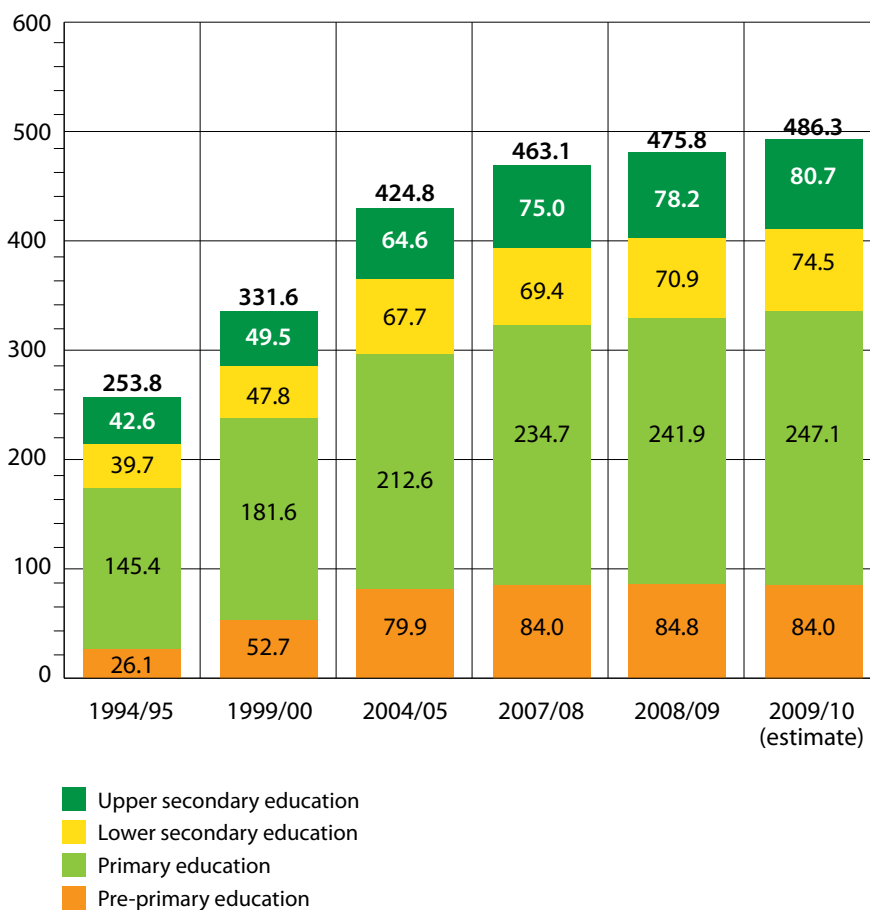
The number of students in 2009/10 is estimated at 1,389,000, compared with 1,253,300 in 1999/00.

Between the years 1999/00 and 2009/10, there has been an increase of 4% in the number of students attending upper secondary schools, 14% in primary education and a decrease of 5% in lower secondary school.

* As of 1998/99, a new statistical framework has been introduced, which has expanded primary education and restricted pre-primary education to public kindergartens only, for children aged 3+.

NUMBER OF STUDENTS IN ARAB EDUCATION - SCHOOLS AND KINDERGARTENS

Thousands of students

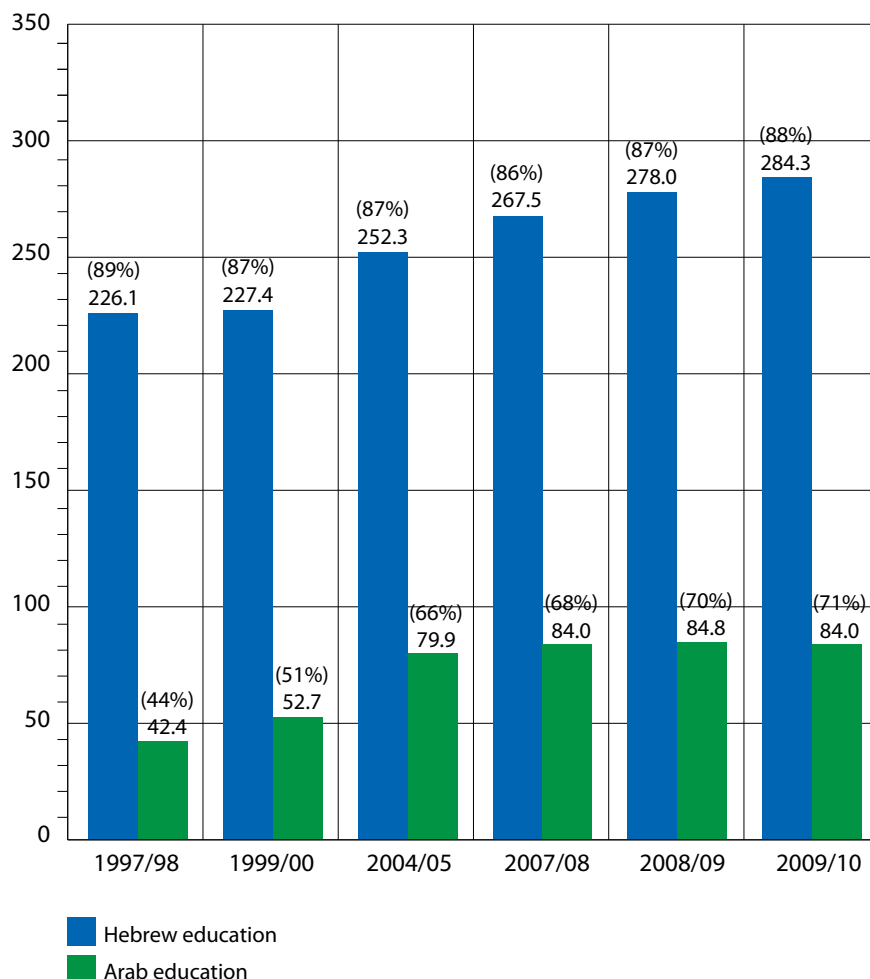


The number of students in 2009/10 is estimated at 486,300, compared with 331,600 in 1999/00. There was a 63% increase in the number of students attending upper secondary schools, a 56% increase for lower secondary schools, and a 36% increase in primary education.

* As of 1998/99, a new statistical framework has been introduced, which has expanded primary education and restricted pre-primary education to public kindergartens only, for children aged 3+.

NUMBER OF STUDENTS ENROLLED IN PUBLIC PRE-PRIMARY* EDUCATION (in thousands)

Thousands of students



The table refers to children aged 3+ attending public kindergartens.

Since 1997/98, the Free Education Law in kindergartens for children aged 3-4 years has been gradually implemented. In Hebrew education, the law had no effect on the number of children attending kindergartens or their percentage within their age group, which remained stable (88% in 2009/10). In Arab education, there was a significant increase (100% in 12 years): in the period between 1997/98 and 2009/10, the number of children attending pre-schools rose from 42,400 to 84,000.

Most kindergartens have only one class, and only few have two classes or more.

* Data does not include private kindergartens and day care centers. Figures in parentheses represent percentage of children in public kindergartens within the 3-5 year-old age group of the population.

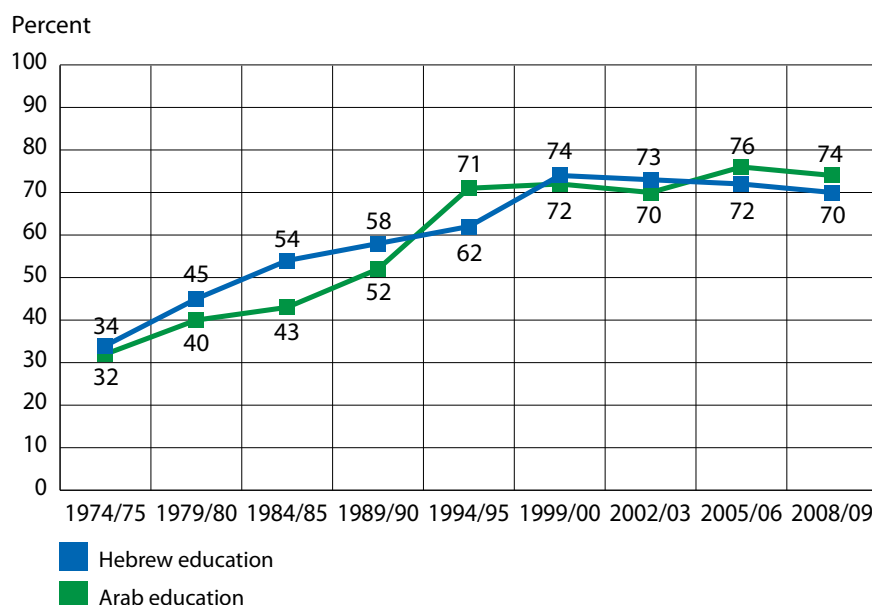
SUMMARY OF DATA: STUDENTS, CLASSES, TEACHING POSTS (FULL-TIME)

School year	Number of students	Number of classes	Number of teaching posts (full-time equivalent)*	Average number of students per class
Primary education (including special education)				
1994/95	685,700	25,070	38,130	27.4
1999/00	740,200	28,890	45,330	25.6
2004/05	787,100	30,720	47,680	25.6
2007/08	841,400	32,740	50,800	25.7
2008/09**	861,100	33,750	53,921	25.5
Lower secondary education				
1994/95	182,400	5,920	13,140	30.8
1999/00	242,800	7,790	17,190	31.2
2004/05	256,300	8,260	17,810	31.0
2007/08	252,800	8,340	18,170	30.3
2008/09**	253,200	8,450	19,359	30.0
Upper secondary education				
1994/95	284,200	10,100	24,370	28.1
1999/00	321,800	12,300	29,480	26.2
2004/05	348,100	13,160	30,770	26.4
2007/08	354,500	13,460	32,470	26.3
2008/09	359,100	13,820	32,620	26.0

* Data until 2004/05 includes official and recognized education teachers, special education F.T.E. (full-time equivalent) and Talmud Torah F.T.E. Data from 2007/08 onwards includes official and recognized education F.T.E., special education F.T.E., and an estimated number of Talmud-Torah F.T.E.

** From 2008/09 the method of calculation for F.T.E. in primary and in lower secondary education was changed, due to a change of teachers working hours in full-time post in "New Horizon Reform "

PERCENTAGE OF STUDENTS ENROLLED IN LOWER SECONDARY SCHOOLS OUT OF THE TOTAL NUMBER OF STUDENTS IN GRADES 7-9



The Ministry steadily expanded the number of lower secondary schools through the end of the 1990's. In 2008/09, about 71% of students in grades 7-9 were enrolled in lower secondary schools.

BOARDING SCHOOL STUDENTS IN HEBREW SECONDARY EDUCATION*

Year	Number of students in boarding schools			Percentage of total student population
	Lower secondary**	Upper secondary	Total	
1994/95	5,752	33,939	39,691	10.3
1997/98	5,321	34,269	39,590	9.6
2001/02	5,735	36,555	42,290	8.8
2004/05	3,986	28,413	32,399	6.9
2006/07***	15,137	34,021	49,158	9.6
2007/08	15,576	33,996	49,572	9.7

In 2007/08, there were approximately 50,000 students enrolled in boarding schools in secondary education, constituting 9.7% of the general student population in secondary schools.

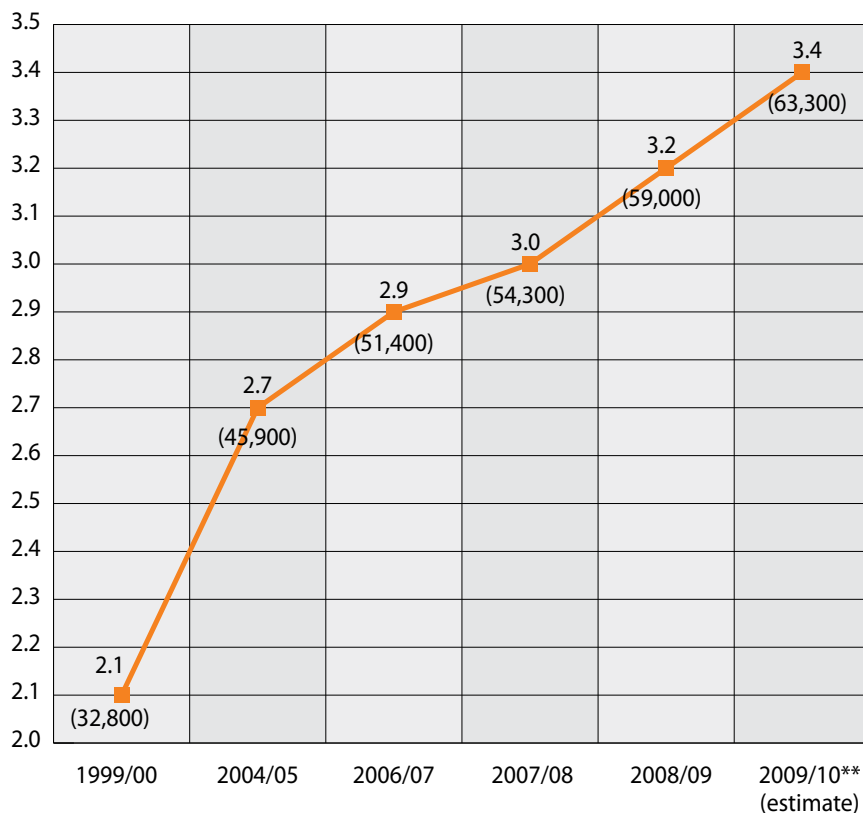
* Including Yeshiva students and students who are not budgeted by the Ministry of Education.

** Including grades 7-8 in primary schools.

*** Beginning in 2006/07, figures include students in boarding schools of the Ministry of Education and of the Ministry of Social Affairs and Social Services.

STUDENTS IN SPECIAL EDUCATION*

Percentage of all students



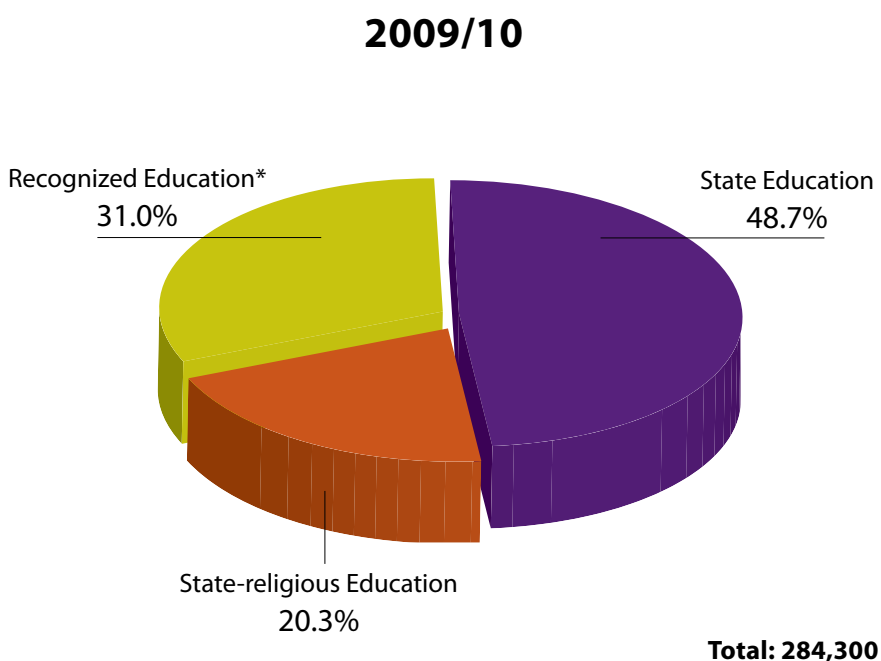
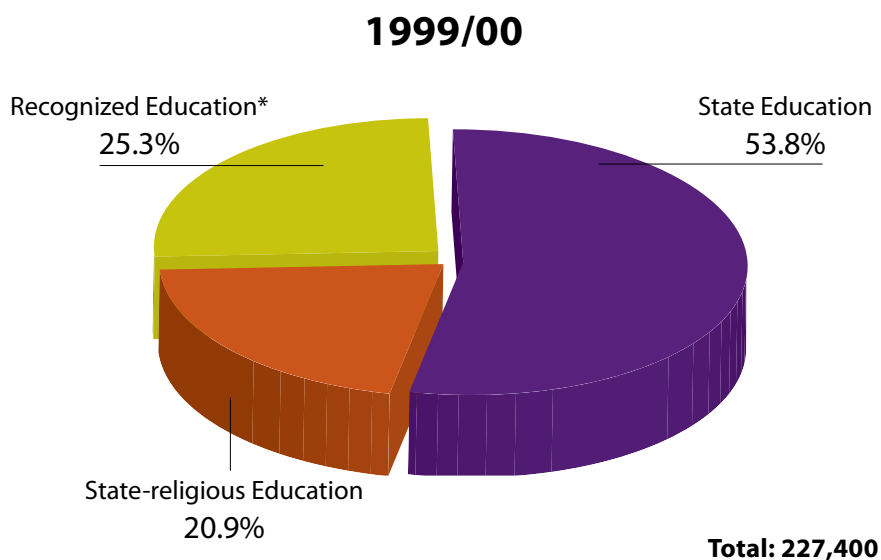
The percentage of students in special education compared with the general students population has steadily increased, from 2.1% in 1999/00 to 3.4% in 2009/10. This increase can be explained due to the growing awareness of special education. New Categorizations of special education have been recently added.

The numbers in parentheses represent the number of students in special education frameworks (students in special education schools as well as students in special classes within regular schools).

* The data includes all levels of education and includes special-needs students at special classes in regular schools and in special schools.

** The Special Education Law includes students with special needs integrated in regular classes (in 2009/10 there were 80,200 integrated children in addition to appearing in the graph).

PUBLIC KINDERGARTEN CHILDREN IN HEBREW EDUCATION, BY SUPERVISION



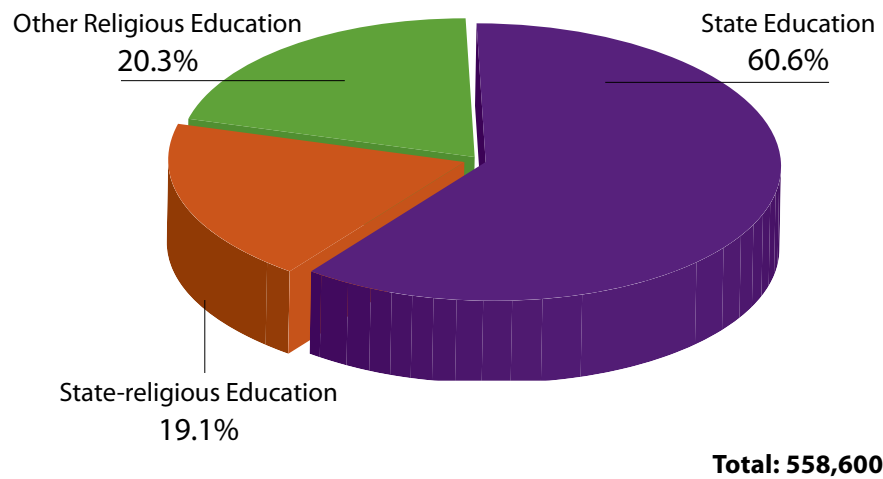
More than 48% of the public kindergartens are part of the State education system, about 20% belong to State-religious education, and 31% belong to the recognized education system.

* Includes other orthodox education and associations affiliated with State or State-religious education.

Source: Ministry of Education and CBS data

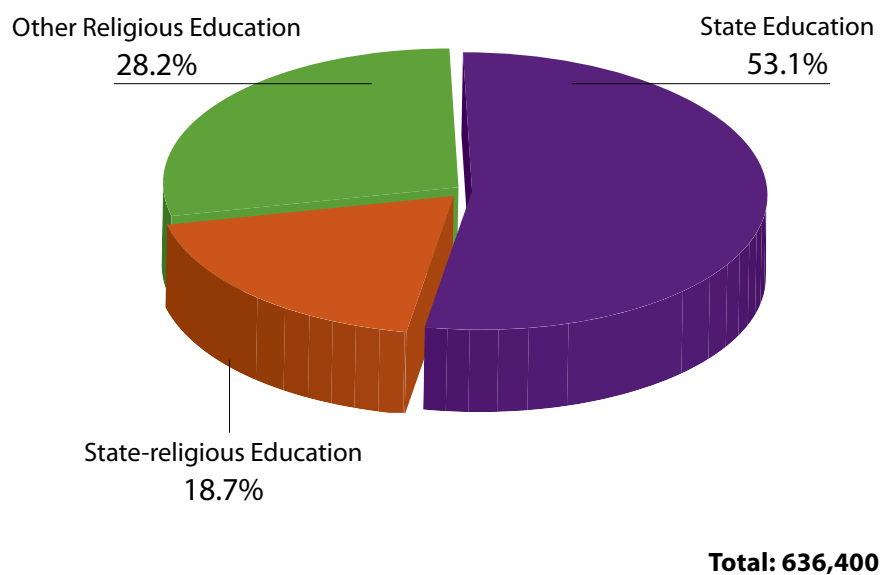
STUDENTS IN HEBREW PRIMARY EDUCATION, BY SUPERVISION

1999/00



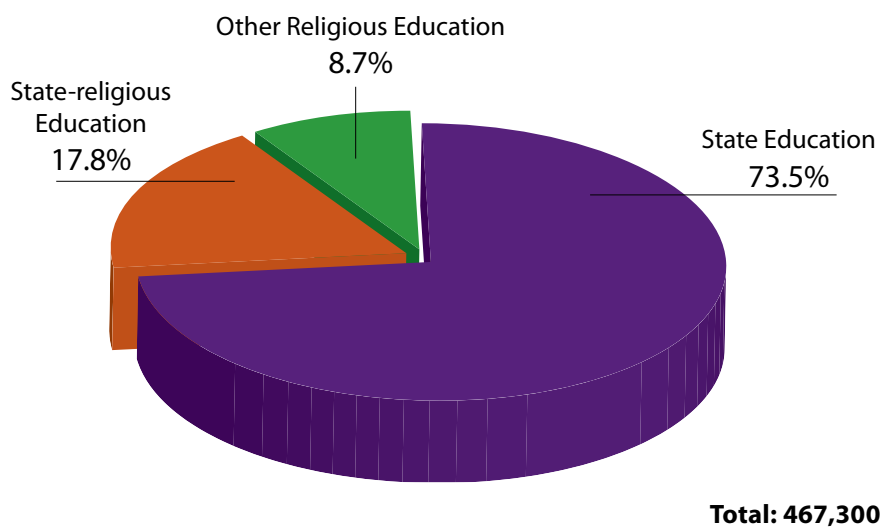
2009/10

estimate



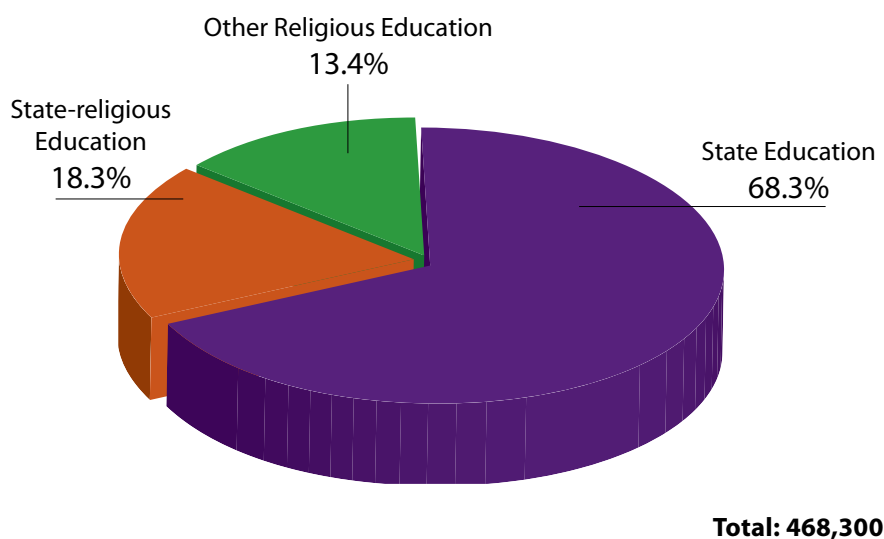
STUDENTS IN HEBREW SECONDARY EDUCATION, BY SUPERVISION

1999/00



2009/10

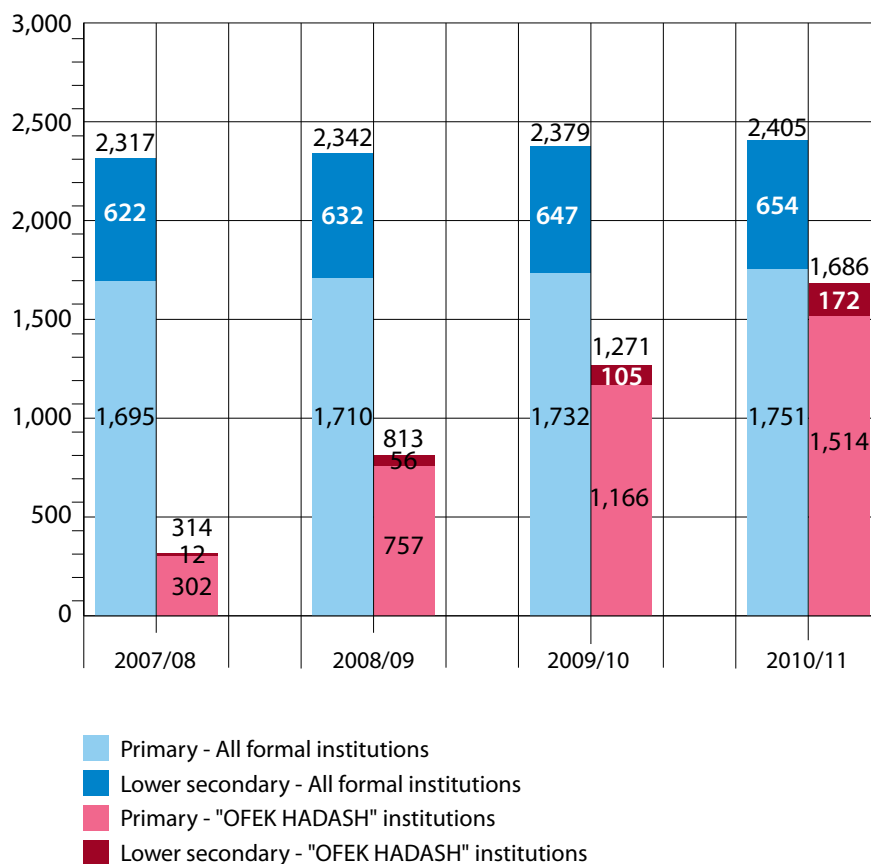
estimate



Since 1999/00, the percentage of students in State education has decreased in both primary schools and secondary schools. Other orthodox religious education has increased over the same time period.

"OFEK HADASH" ("NEW HORIZON REFORM") INSTITUTIONS*

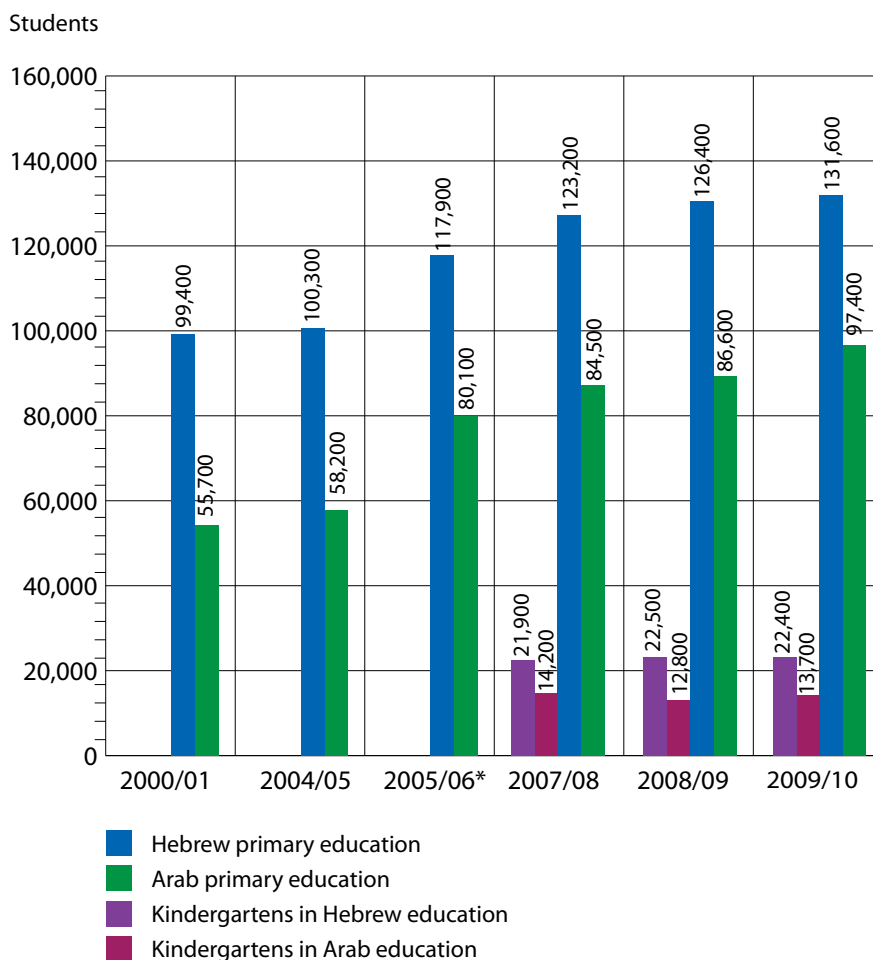
Number of institutions



The new Reform "Ofek Hadash" is implemented (since 2007/08), in an increased number of schools every year. In 2007/08, the percentage of school participation in "Ofek Hadash" was 14% and in 2010/11 the percentage will reach 70%.

* Only formal primary education institutions and formal lower secondary education institutions (including special education institutions).

LONG-SCHOOL-DAY STUDENTS IN THE HEBREW AND ARAB EDUCATION*



In 2009/10, 229,000 students attended a long school day framework in primary schools, compared to 155,100 in 2000/01, constituting a 48% increase.

The number of students attending a long school day framework in both Hebrew and Arab educations has increased.

In 2009/10, 131,600 out of 636,400 primary school students (approximately 21%) in the Hebrew education attended a long school day framework, while in the Arab education - 97,400 out of 247,100 students (approximately 39%) attended the same framework.

In the same year, 22,400 out of 284,300 (approximately 8%) kindergarten students in the Hebrew education attended an extended kindergarten day framework, while in the Arab education - 13,700 out of 84,000 students (approximately 16%) attended the same framework.

* Beginning in 2005/06, an additional category of 'long school day excluding grades 7-9' was added.

RATES OF ENROLLMENT - GRADES 1-6 AND GRADES 7-12 BY AGE AND POPULATION GROUP*, 2008 (In percent)

STUDENTS IN GRADES 1-6 BY AGE AND POPULATION GROUP

Age	Total	Jews and others	Arabs
6-11**	93.7		
6	80.9	77.6	90.5
7	96.4	96.0	97.3
8	96.9	96.8	97.0
9	97.0	96.9	97.4
10	96.6	96.3	97.5
11	95.1	94.4	97.3

94% of the children aged 6-11 are enrolled in the education system.

STUDENTS*** IN GRADES 7-12 BY AGE AND POPULATION GROUP

Age	Total	Jews and others	Arabs
12-17****	92.1		
12	80.1	77.6	87.4
13	96.9	96.8	97.5
14	97.1	97.3	96.3
15	95.1	96.5	90.5
16	94.5	96.4	88.1
17	89.1	90.9	82.9

92% of the children aged 12-17 are enrolled in the education system.

The tables refer to students in institutions under the supervision of the Ministry of Education.

* Arab residents of Jerusalem were not included because there are many educational institutions in East Jerusalem for which there is no available data.

** Part of the 6 year-olds are still in kindergarten, especially in Hebrew education.

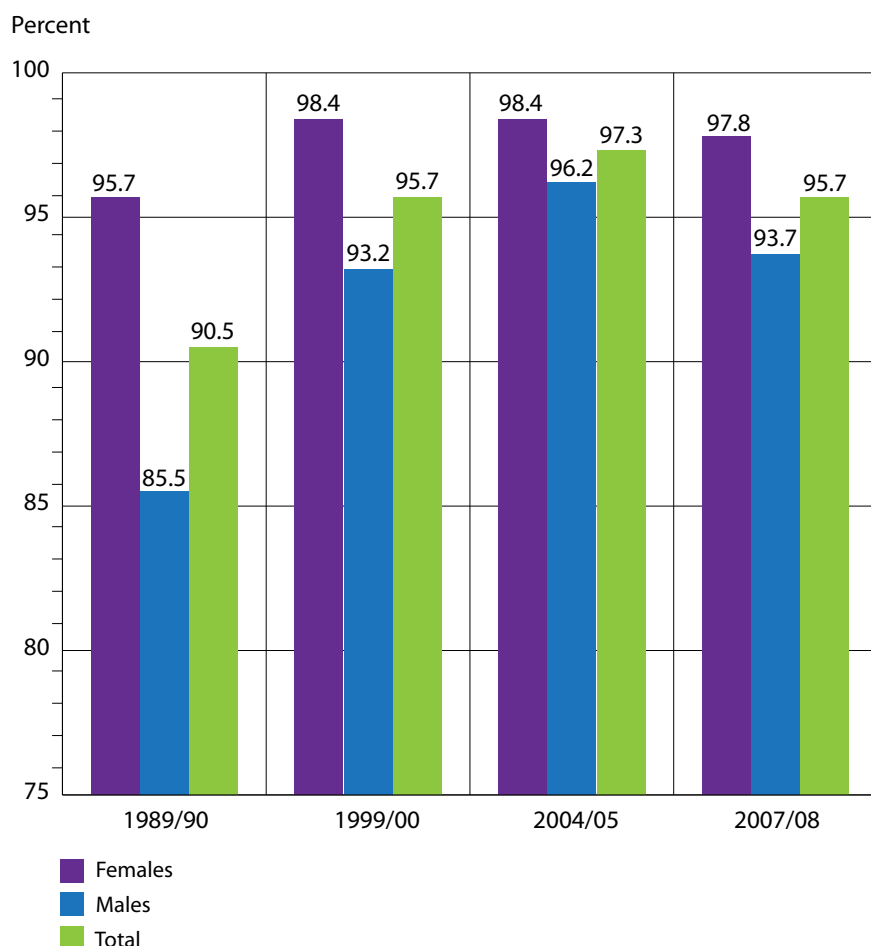
*** Includes students in industrial schools and in schools for apprentices under the supervision of the Ministry of Industry, Trade and Labor.

**** Part of the 12 year-olds are still in grade 6. Part of the 17 year-olds completed their studies past year.

ENROLLMENT AND DROPOUT RATES IN THE EDUCATION SYSTEM

RATE OF ENROLLMENT* IN THE EDUCATION SYSTEM**

14-17 YEARS OLD IN HEBREW EDUCATION



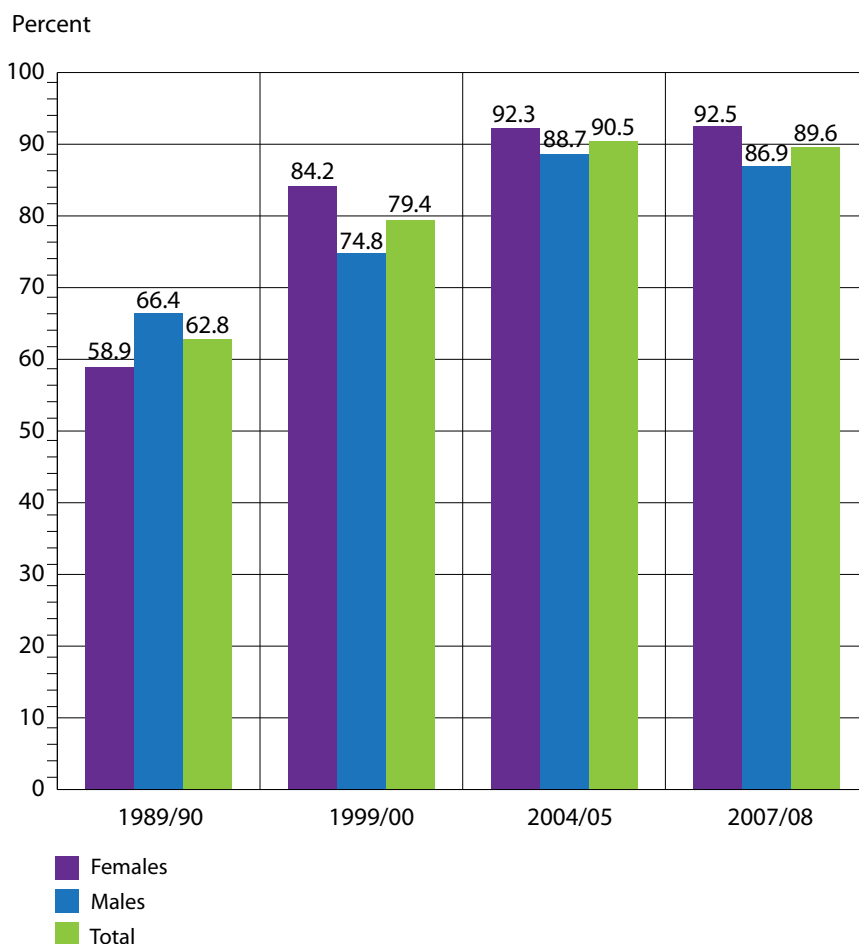
In 2007/08, 95.7% of 14-17 year-olds were enrolled in the education system. In the Hebrew education, enrollment rates of 14-17 year-old females were higher than those of males of the same age. This is a year-on-year consistent finding.

* Rates of enrollment - refers to percentage of those enrolled in school within the age groups.

** Before 2001/02, include only institutions operated by the Ministry of Education. After 2001/02, it also includes institutions operated by other ministries. In 2009/10, there were about 5,000 students in grades 7-12 who attended Hebrew education system operated by the Ministry of Industry, Trade and Labor, as well as Yeshivot.

Source: Based on CBS data

14-17 YEARS OLD IN ARAB EDUCATION*



Rates of enrollment** are lower in 2007/08, in comparison with 2004/05. Since 1999/00, like in Hebrew education, the percentage of female students is higher than that of male students, for all years.

* Does not include East Jerusalem (population and students).

** Rates of enrollment - refers to percentage of those enrolled in school within the age groups. In 2009/10, there were about 1,500 students in grades 7-12 who attended Arab education system institutions operated by the Ministry of Industry, Trade and Labor.

RATES OF ENROLLMENT IN PUBLIC AND PRIVATE INSTITUTIONS, IN ISRAEL AND IN SELECTED OECD* COUNTRIES, 2008 (in percentages)

RATES OF ENROLLMENT BY AGES

Country	Rates of enrollment		
	Ages 4 and under as a percentage of all 3-4 year olds	Ages 5 - 14	Ages 15 - 19
Israel**	83.0	95.7	64.2
Average in OECD countries	71.5	98.8	81.5
Germany	101.5***	99.3	88.7
Denmark	94.7	97.6	83.6
Netherlands	50.6	99.6	89.6
Spain	128.8***	100.4****	80.8
Finland	48.2	95.5	87.2
France	110.1***	100.7****	85.6
Sweden	90.2	99.3	86.1
Korea	30.8	95.1	88.5
United States	46.9	98.6	80.8
Japan	86.0	100.7****	-
Australia	32.2	99.3	81.6

In Israel, the rate of enrollment of children aged 4 and under as a percentage of 3-4 year-olds is high (83.0%) in comparison with the average rate in OECD countries (71.5%). The rate of enrollment among 5-14 year-olds (95.7%) is similar to the OECD average (98.8%). The rate of enrollment for 15-19 year-olds (64.2%) is lower than the OECD average (81.5%). However, the rate of enrollment is only low for the age group affected by military service (ages 18-19). The next table displays data for the 16-17 year-olds age group, which shows that the rate of enrollment is actually high when compared to the OECD average.

* Organization for Economic Cooperation and Development.

** Includes students in frameworks operated by other ministries as well as students in East Jerusalem.

*** The rates "4 and under as a percentage of the population of 3-4 year-olds" are overestimated. A significant number of students are younger than 3 years old. The net rates between 3 and 5 years are around 100%.

**** Cases where the enrollment rate for 5-14 year-olds is higher than 100% are due to the inclusion of students from other age groups in the data.

RATES OF ENROLLMENT FOR 15-17 YEAR-OLDS **(in percentages)**

Country	Rates of enrollment			
	Ages 15	Ages 16	Ages 17	Age of graduation from upper secondary school
Israel*	94	94	88	17
Average in OECD countries	96	92	83	18**
Germany	97	96	92	19-20
Denmark	98	92	85	18-19
Netherlands	99	98	87	17-20
Spain	101***	93	82	17
Finland	99	95	95	19
France	98	95	88	17-20
Sweden	98	99	98	19
Korea	101***	97	88	17
United States	101***	95	84	18
Japan	99	95	93	17
Australia	99	93	78	17

In Israel, the enrollment rates among 16 and 17 years old are high in comparison with the average rates in OECD countries.

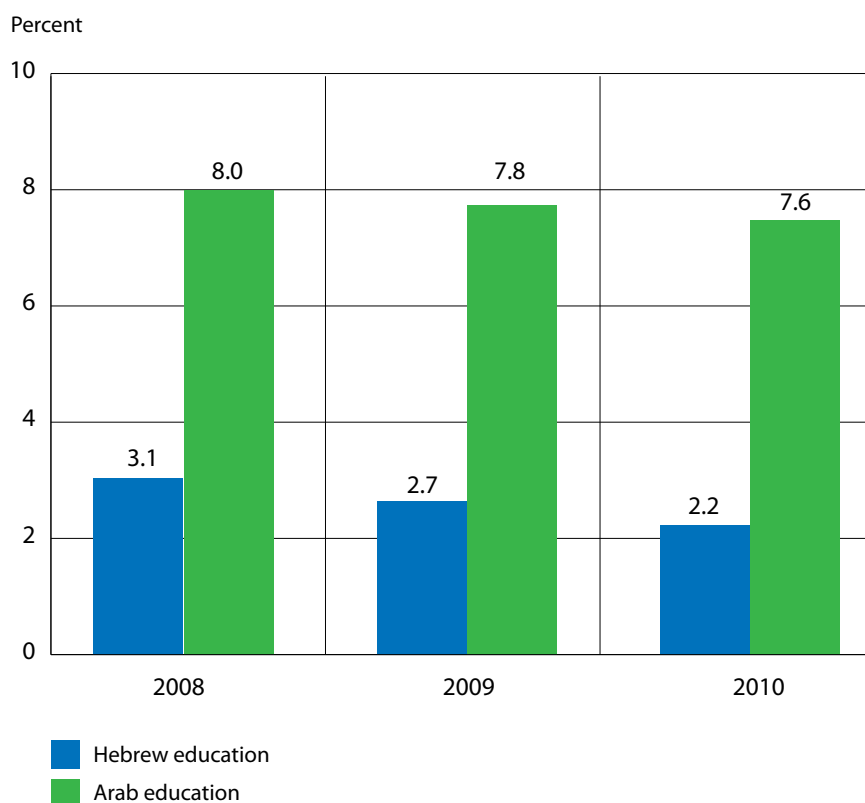
* Includes students in frameworks operated by the other ministries as well as students in East Jerusalem.

** Calculated number.

*** Cases where the enrollment rate for 15 year-olds is higher than 100% are due to the inclusion of students from other age groups in the data.

ANNUAL DROPOUT RATES FROM THE EDUCATION SYSTEM

ANNUAL DROPOUT RATE FOR STUDENTS AGED 15-18*



Between 2008 and 2010, there was a decrease in the dropout rate, both in Arab education and in Hebrew education. The dropout rate in Arab education is higher than the dropout in Hebrew education.

Most students drop out of school during the transition period between school years, while others drop out during the school year.

* The annual dropout rate relates to students who have left schools and discontinued their education (i.e., dropped out of all educational frameworks supervised by the Ministry of Education or other ministries).

ANNUAL DROPOUT RATE FOR STUDENTS AGED 13-18 IN 2010

	Ages 13-18			Thereof: ages 13-14		
	Total number of students	Thereof: number of dropouts	Percent-age of dropouts	Total number of students	Thereof: number of dropouts	Percent-age of dropouts
Total number of students	700,849	18,869	2.7	240,684	2,041	0.8
Hebrew education	505,327	8,096	1.6	172,705	911	0.5
Arab education	195,522	10,773	5.5	67,979	1,130	1.7

In 2010, there were some 700,900 students aged 13-18, one-third of them aged 13-14. Approximately 18,900 students aged 13-18 dropped out of the education system. Of these, 11% were aged 13-14.

About 2.7% of the students aged 13-18 dropped out of schools in 2010. Among students aged 13-14, the dropout rate was 0.8%. In Hebrew education - and particularly in Arab education - the percentage of students aged 13-14 who drop out is low compared with the overall percentage of students aged 13-18 who drop out of schools.

PERCENTAGE OF DROPOUTS AMONG ISRAELI-BORN STUDENTS AND NEW IMMIGRANT STUDENTS, HEBREW EDUCATION, 2008

Grade level	Grades 7-12	Grades 9-12
Total	3.1	3.7
Israeli-born students	2.9	3.4
Israeli-born father	2.9	3.3
Immigrant father	2.9	3.9
Immigrant students	4.8	5.5
Arrived in 1999 or before	3.9	4.3
Arrived after 1999	6.4	8.1

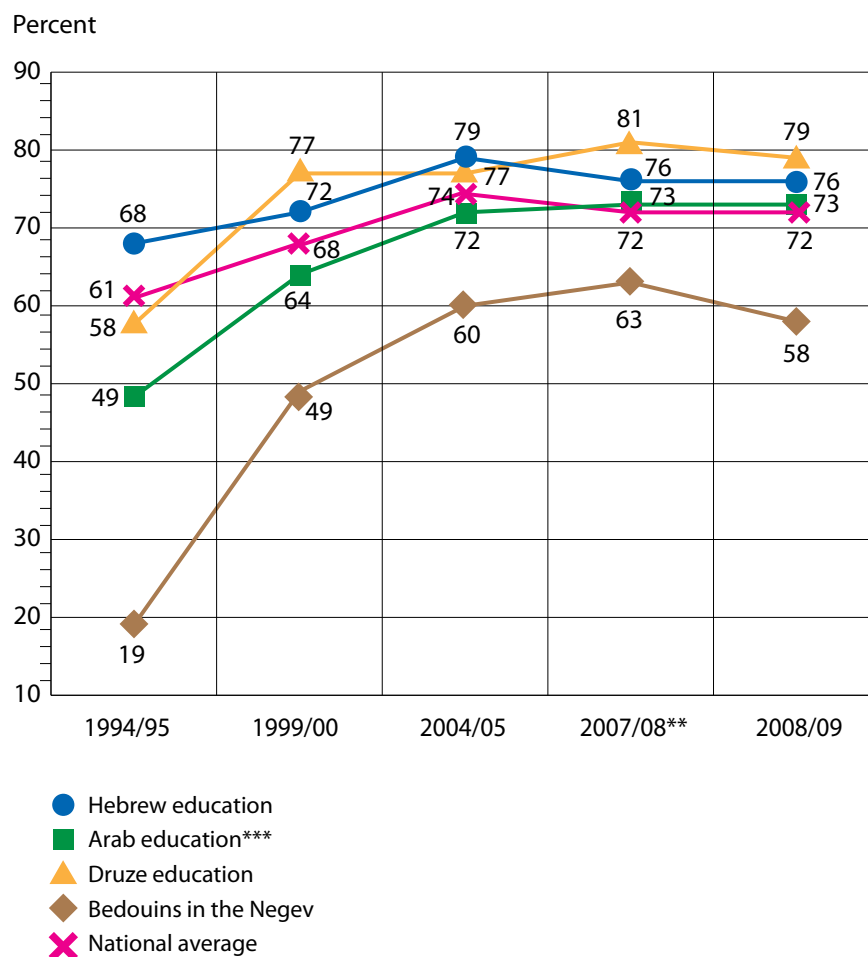
Both in grades 7-12 and in grades 9-12, the dropout rate among Israeli-born students is lower than the dropout rate among new immigrant students.

Among Israeli-born students, the dropout rate is lower among students in grades 9-12 whose fathers were born in Israel, in contrast with students whose fathers are immigrants. The dropout rates among students in grades 7-12 whose fathers were born in Israel and among students whose fathers are immigrants are equivalent.

Among new immigrant students, those who arrived after 1999 have the highest dropout rates.

2. MATRICULATION EXAMINEES AND STUDENTS ENTITLED TO MATRICULATION CERTIFICATES

PERCENTAGE OF MATRICULATION EXAMINEES IN THE AGE GROUP*



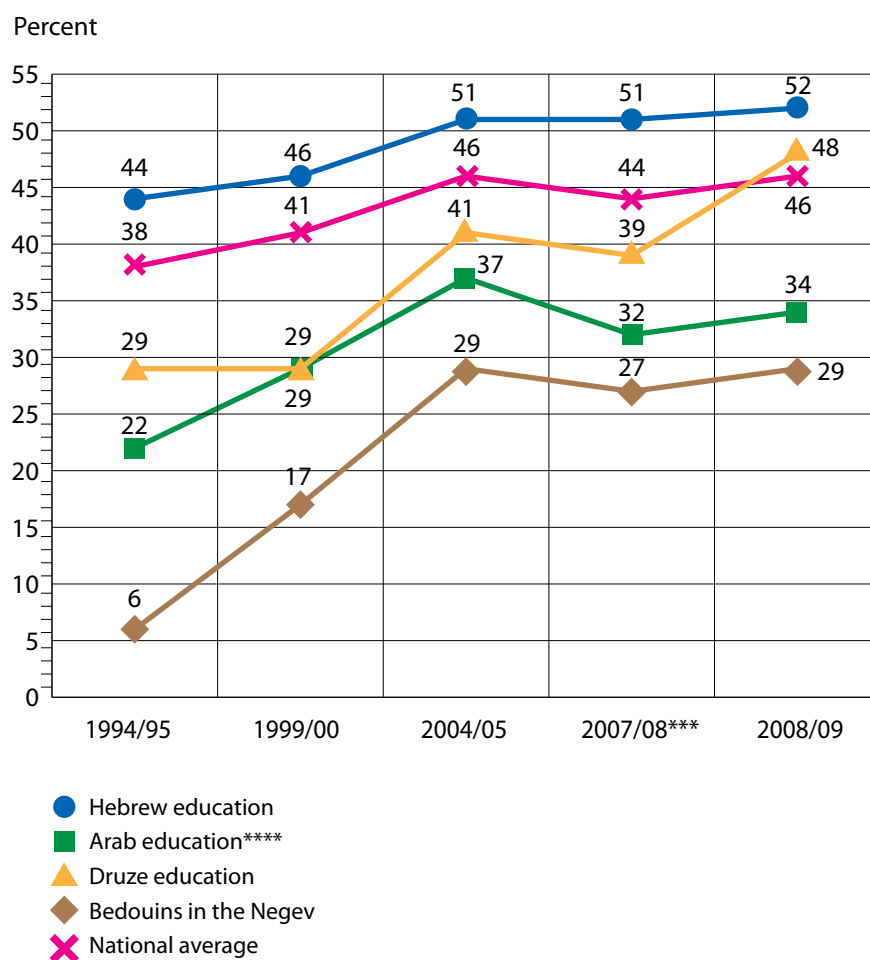
The graph shows that between 2007/08 and 2008/09 the percentage of matriculation examinees remained stable in the Jewish and Arab sectors, and there was a decrease in percentage among the Druzes and the Bedouins in the Negev.

* 17 year-olds in the entire population (including the Haredi-orthodox sector and East Jerusalem).

** In 2007/08, a new statistical series was added for 17 year olds of the Haredi-Orthodox sector.

*** Excluding East Jerusalem.

PERCENTAGE OF THOSE ENTITLED* TO MATRICULATION CERTIFICATES IN THE AGE GROUP**



The graph shows that between 2007/08 and 2008/09 the percentage of those entitled to matriculation certificates in all sectors had increased, particularly in the druze sector - from 39.5% to 48%.

* Entitlement figures include the first primary administration of the exam, in summer, and session B (beginning in 2001) as well as those who take the examination in the secondary administration of the exam in winter (beginning in 2002).

** 17 - year-olds in the entire population (including the Haredi-orthodox sector and East Jerusalem).

*** In 2007/08, a new statistical series was added for 17 year olds of the Haredi-Orthodox sector.

**** Excluding East Jerusalem.

3. STUDENTS IN TERTIARY EDUCATION

STUDENTS IN TEACHER TRAINING INSTITUTIONS⁽¹⁾

Year	Hebrew Education	Arab Education	Total ⁽²⁾	Thereof: Those studying for a Bachelor's degree ⁽³⁾	Bachelor's degree recipients
1994/95	18,380	1,193	19,573	11,005	2,105
1999/00 ⁽⁴⁾	28,442	2,621	31,063	19,043	4,373
2004/05	31,144	4,074	35,218	20,946	5,928
2007/08	33,893	2,827	36,720	18,412	5,467
2008/09	35,796	3,071	38,867	18,898 ⁽⁵⁾	4,506 ⁽⁶⁾

In 2008/09, the total number of students enrolled in teacher training institutions was approximately 39,000, an increase of 99% compared with 1994/95. Some 49% of these students were studying for a B.Ed. Degree in 2008/09. In 2008/09, about 4,500 students received a B.Ed., a more than twofold increase in comparison with 1994/95.

⁽¹⁾ Academic and non-academic teacher training institutions.

⁽²⁾ Regular students. In 2008/09, there were 14,823 Haredi-Orthodox regular students attending a non-academic track, compared to 2,680 in 1994/5.

⁽³⁾ A new data series which is corrected retroactively: regular B.Ed students, excluding students engaged in continuing studies.

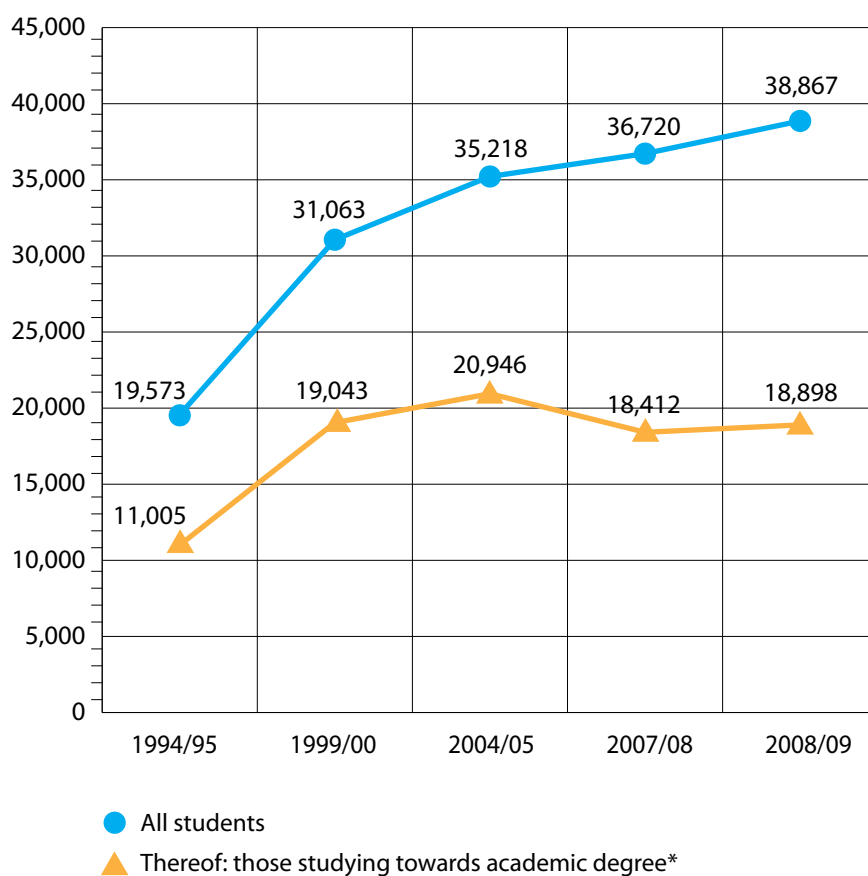
⁽⁴⁾ Beginning in 1999/00, the obligated academic track was modified from 3 years of studying for a senior teacher certificate, into 4 years of studying for a B.Ed Degree in teaching.

⁽⁵⁾ In 2008/09, some 5,500 students were engaged in continuing studies (non regular students).

⁽⁶⁾ The decrease in bachelor's degree recipients was due to the change in report dates. Out of 4,506 degree recipients, 1,389 attended continuing studies course.

ACCREDITATION OF TEACHER-TRAINING COLLEGES

Number of students



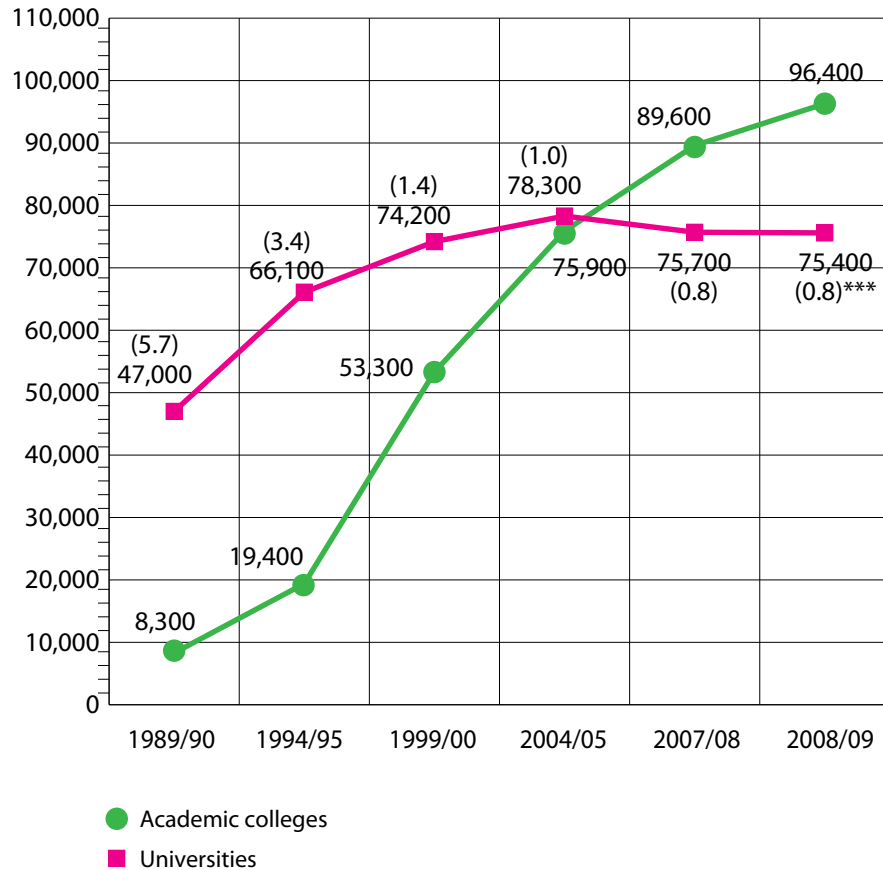
The number of students studying for academic degrees increased from 11,000 in 1994/95 to approximately 21,000 in 2004/05. Since 2004/05, the number of those studying for a B.Ed. degree has dropped, in the percentage of those studying for academic degree (59% in 2004/05 versus 49% in 2008/09). The figures in recent years are highly influenced by the rapid growth of Haredi-orthodox teacher training institutions. These institutions do not conduct academic studies.

* Including teacher training colleges, excluding students engaged in continuing studies.

Source: Based on CBS data

BACHELOR'S DEGREE STUDENTS IN UNIVERSITIES* AND ACADEMIC COLLEGES**

Number of students



Between 2007/08 and 2008/09, the number of students enrolled in academic colleges has increased at a rate of approximately 7,000 students, while the number of bachelor's degree students enrolled in universities decreased at a rate of approximately 300 students. In 1989/90, the number of students enrolled in universities was 5.7 times greater than the number of students enrolled in colleges. This gap has dropped over the years, and the ratio in 2008/09 was 0.8.

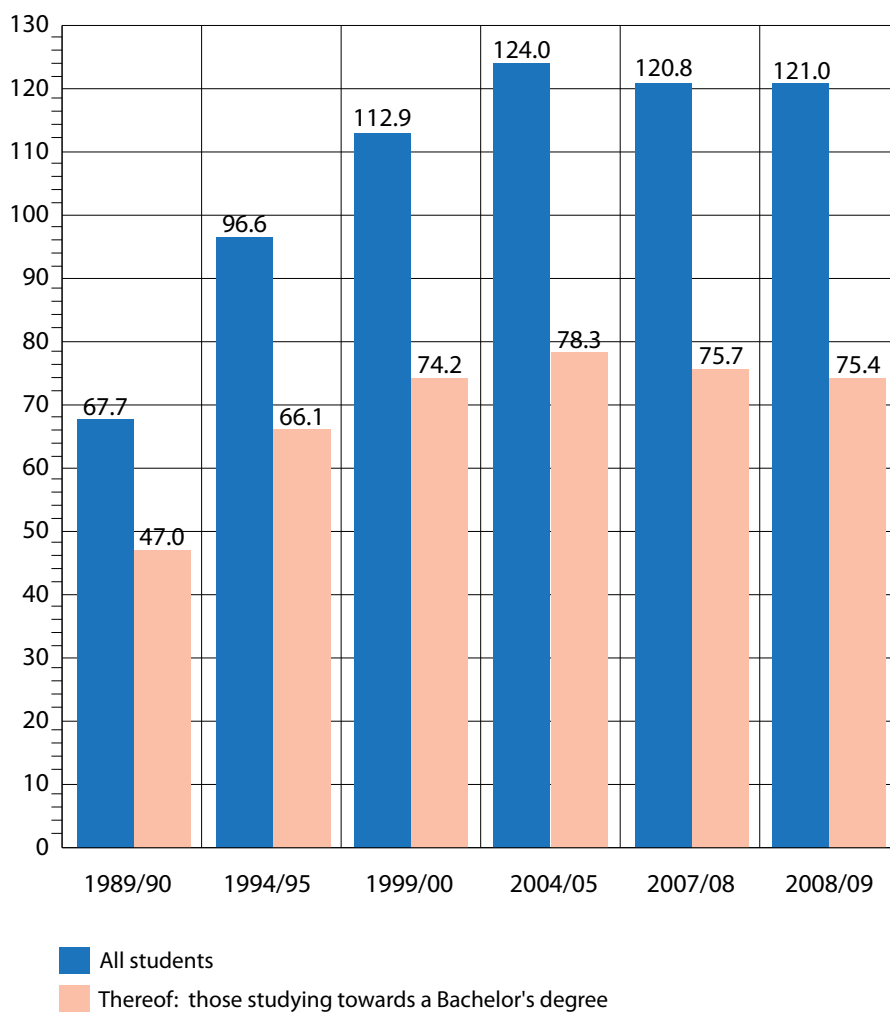
* Excluding students enrolled in the Open University.

** Including teacher training colleges, excluding students engage in continuing studies.

*** Figures in parentheses - ratio of university students to college students.

STUDENTS IN UNIVERSITIES*

Thousands



Between 1989/90 and 2004/05, there has been an increase in the number of students attending universities. Since 2004/05 the number of students attending universities has been stable.

Between 1989/90 and 2008/09, the number of Bachelor's degree students increased by 60%, while the total number of students increased by 80%.

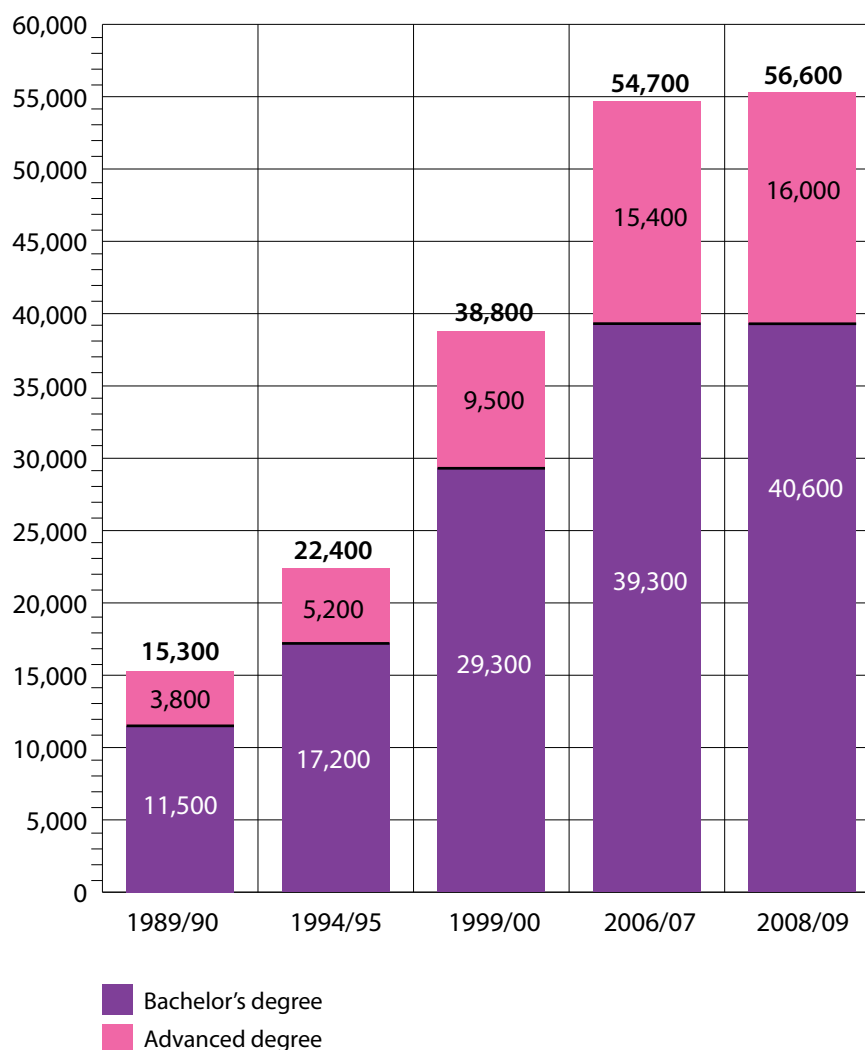
In 2008/09 there were 34,300 second degree students, 10,300 third degree students and 1,000 Diploma students.

* Jewish and non-Jewish students, excluding students enrolled in the Open University and students enrolled in extensions of foreign universities.

Source: Based on CBS data

RECIPIENTS OF DEGREES IN HIGHER EDUCATION INSTITUTIONS*

Degree recipients



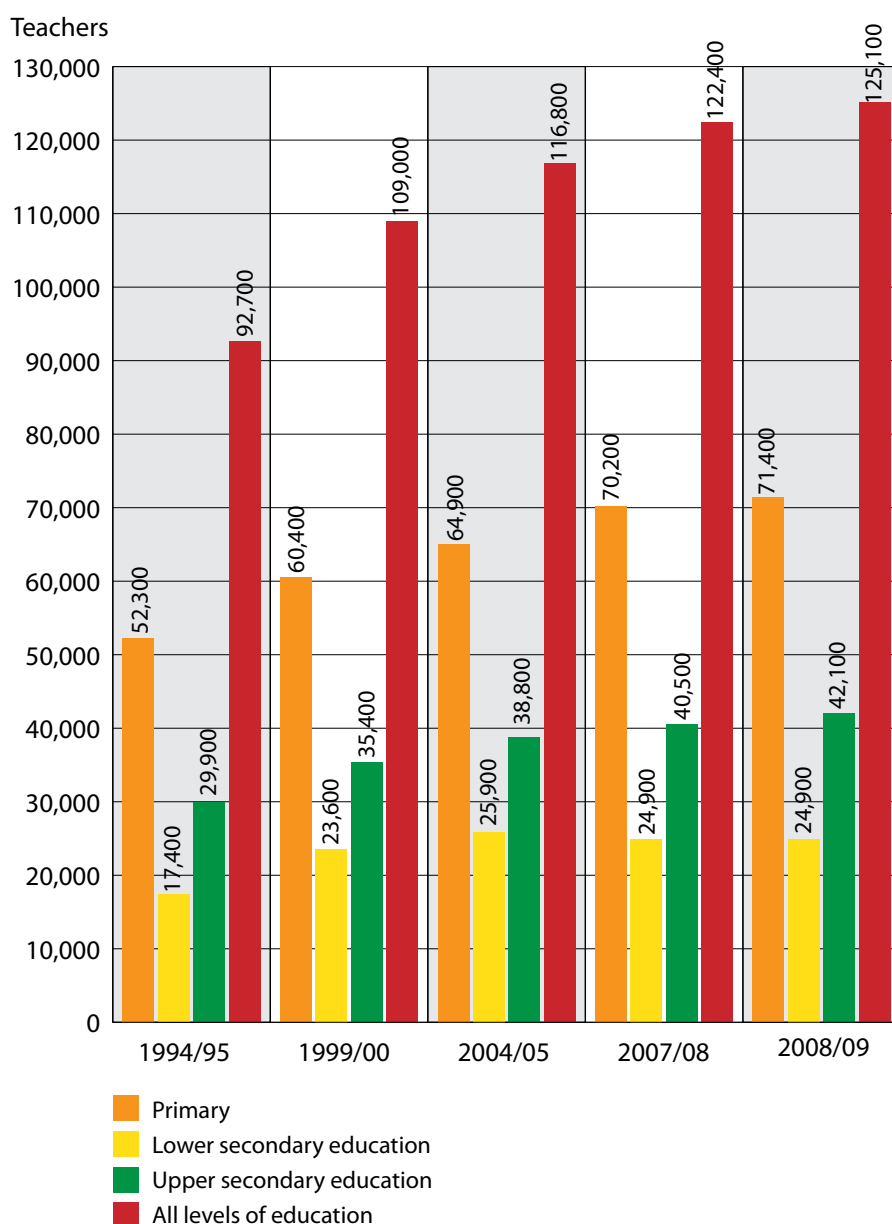
In 1989/90, there were some 15,300 degree recipients. In comparison, their number in 2008/09 was about 56,600 - 3.7 times greater.

The number of Bachelor's degree recipients has increased from 11,500 in 1989/90 to 40,600 in 2008/09 - 3.5 times greater. The number of advanced degree recipients has increased from 3,800 in 1989/90 to 16,000 in 2008/09 - 4.2 times greater.

* Universities, the open university, academic colleges and colleges of education studies.

4. TEACHERS IN THE EDUCATION SYSTEM

NUMBER OF TEACHERS BY LEVEL OF EDUCATION*



Between 1995-2009, there was an increase in the number of teachers in all levels of education. The number of teachers in all levels of education grow by 32,400 (35%) teachers for this period.

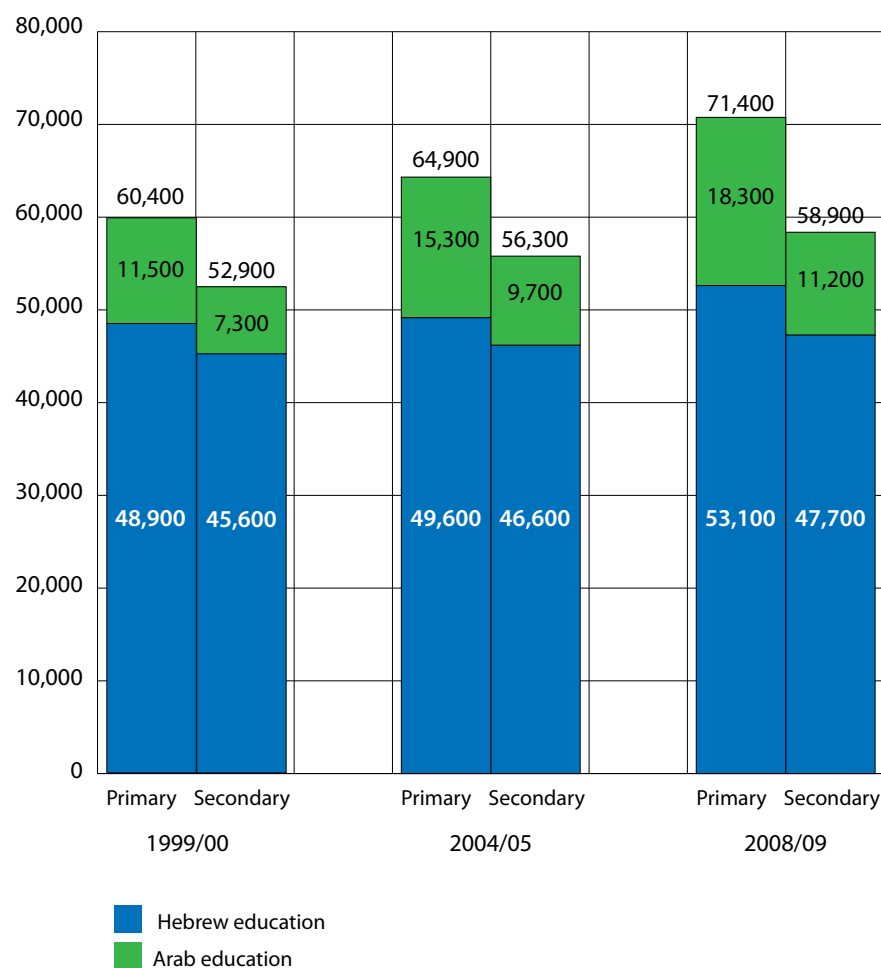
The greatest rise in this period was in the number of teachers in lower secondary education - 43%, although only in this level of education there was a stability in the number of teachers at the recent years.

* Teachers who teach both in primary education and secondary education are counted once in the total.

Source: Based on CBS data

TEACHERS IN PRIMARY AND SECONDARY EDUCATION*

Number of teachers



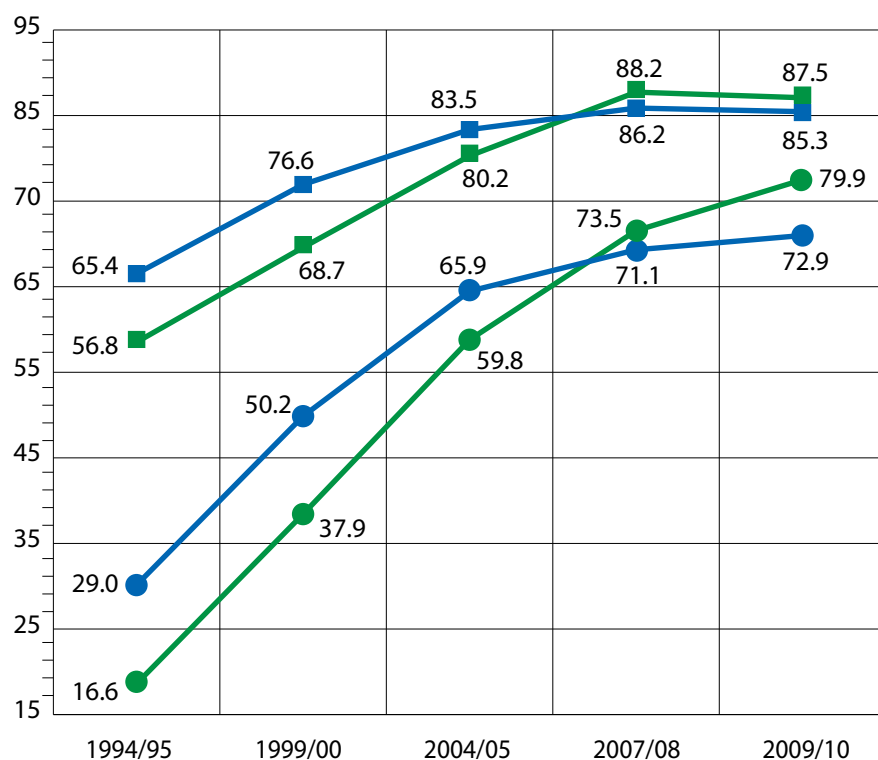
In 2008/09, there were about 125,097 teachers employed in schools (primary and secondary schools)**, 96,833 of them employed in Hebrew education, and 28,264 in Arab education.

* Secondary - lower secondary and upper secondary schools. Including official and recognized education teachers, and special education teachers, and excluding Talmud-Torah teachers.

** Teachers who teach both in primary education and secondary education are counted once in the total.

PERCENTAGE OF ACADEMICS AMONG SCHOOL TEACHERS

Percentage



- Hebrew primary education
- Arab primary education
- Hebrew secondary education*
- Arab secondary education*

Between 1994/95 and 2009/10, the percentage of academics among school teachers in primary and secondary education has increased constantly, in Hebrew and Arab education.

In 2009/10 the percentage of teachers with M.A degree is:

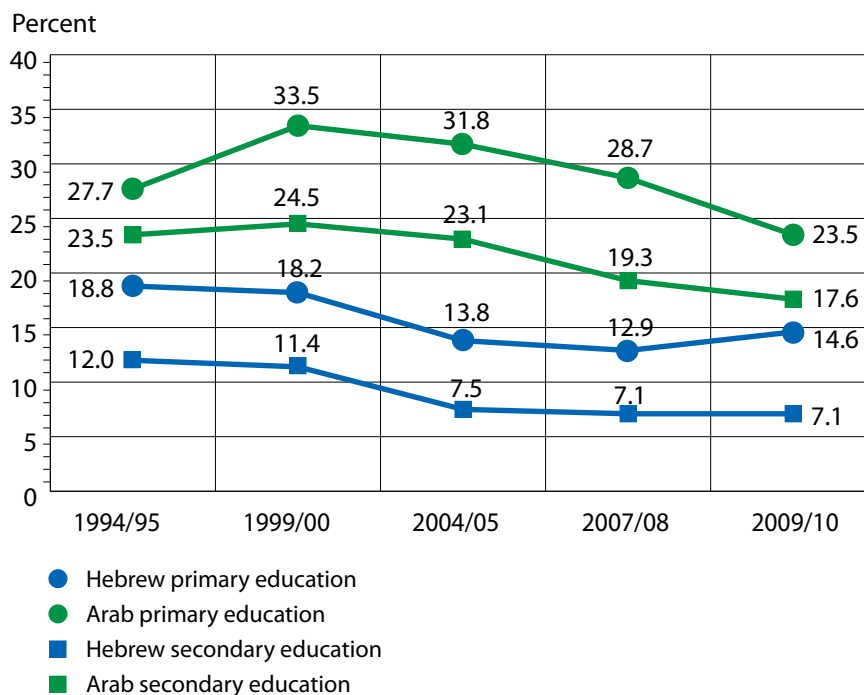
- in Hebrew primary education 18.4%
- in Arab primary education 10.4%
- in Hebrew secondary education* 38.7%
- in Arab secondary education* 26.1%

* Secondary - lower and upper secondary schools.

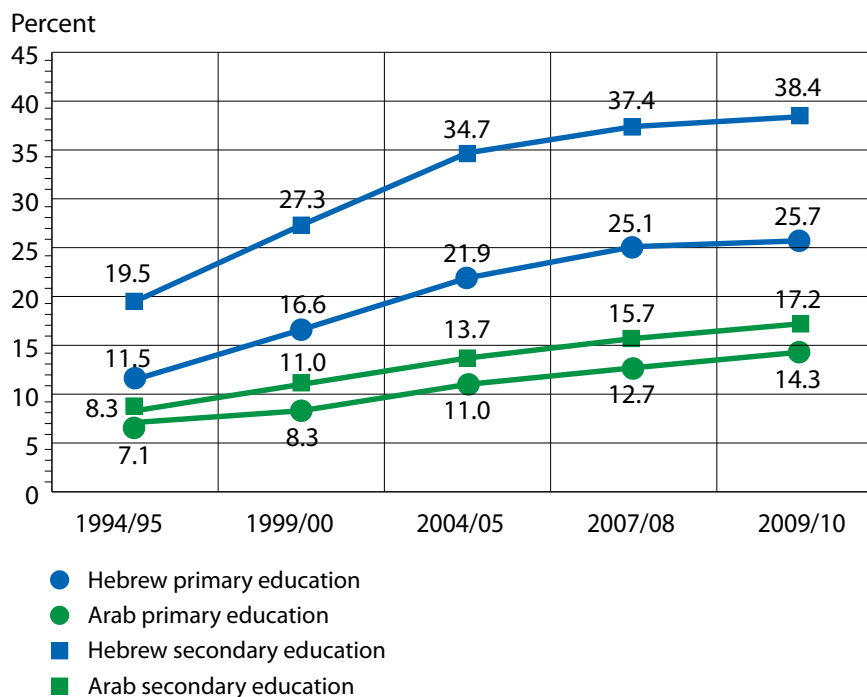
Source: Based on CBS data

AGE OF SCHOOL TEACHERS BY LEVEL OF EDUCATION

UP TO AGE 29 (In percentage)



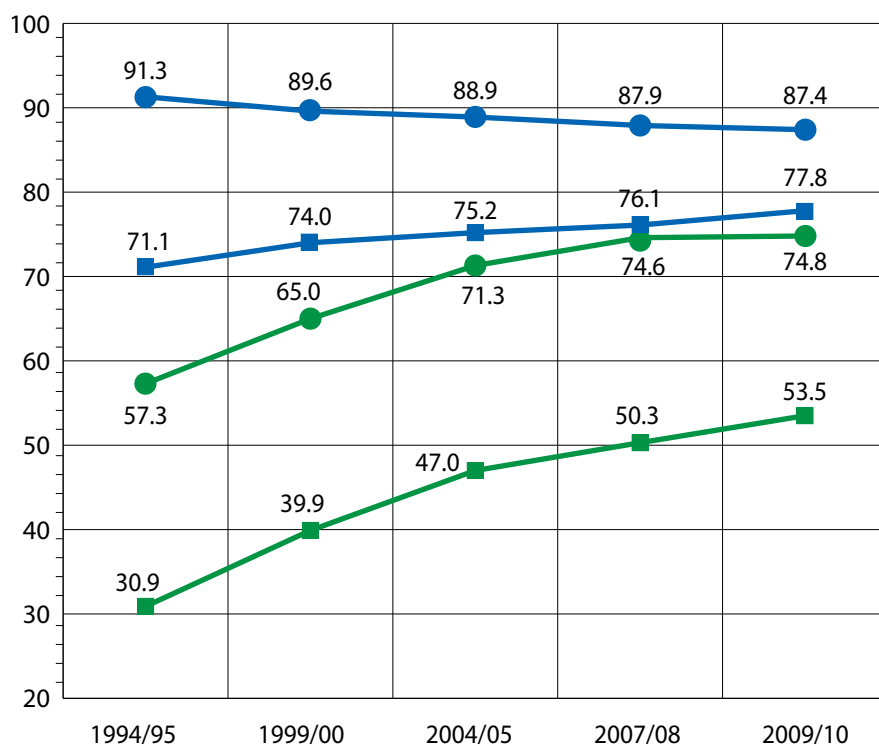
AGE 50 AND OVER (In percentage)



Between 2000-2010, the percentage of the teacher's aged 50 and over has increased in all education level and the percentage of the teacher's aged up to 29 has decreased in all education level.

PERCENTAGE OF WOMEN AMONG SCHOOL TEACHERS

Percentage



- Hebrew primary education
- Arab primary education
- Hebrew secondary education
- Arab secondary education

In Hebrew primary education, the percentage of women is high, leveling off at around 88%. In Hebrew secondary education, the percentage of women is leveling off at 78%.

In Arab frameworks, since 1994/95 there is a continuous increase in the number of women teachers especially in secondary education.

PERSONS EMPLOYED IN EDUCATION COMPARED TO THE TOTAL NUMBER OF PERSONS EMPLOYED

Average for time period	Total number of employed persons		Persons employed in education		
	Total Average of employed persons (thousands)	Thereof: Percent of part-time workers	Total no. of employed persons (thousands)	Thereof: Percent of part-time workers*	Percent of total no. of employed persons
1992-1994	1,758	27.3	215	48.2	12.2
1995-1997	2,043	26.5	247	45.8	12.1
1998-2000	2,145	26.5	268	47.9	12.5
2001-2003	2,295	27.2	287	48.0	12.5
2004-2006	2,489	29.3	315	48.1	12.6
2007-2009	2,748	28.8	348	48.5	12.7

The number of persons employed in education services (including those who were employed by local authorities) approached 350,000 in 2009. They constituted 12.7% of the total number of persons employed in the national economy.

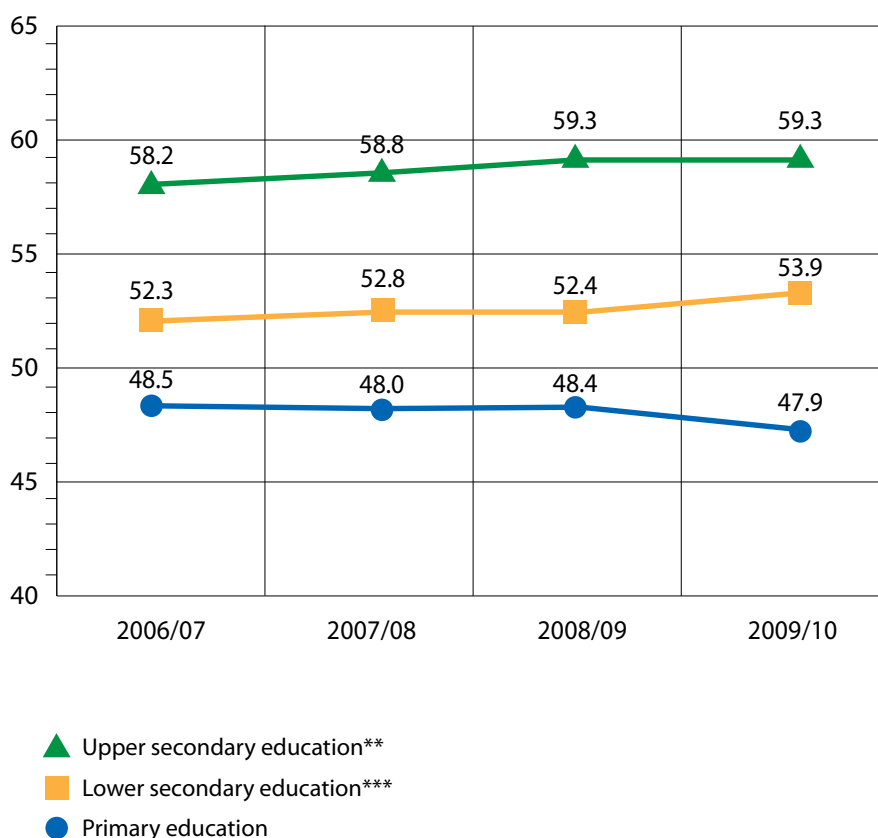
Almost 50% of those employed in education are part-time workers, in contrast with only 29% among all employed persons in the economy.

* According to the Central Bureau of Statistics - the scope of a part time position is 1-34 hours.

5. DEVELOPMENT INDICES FOR THE EDUCATION SYSTEM

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

Hours per class



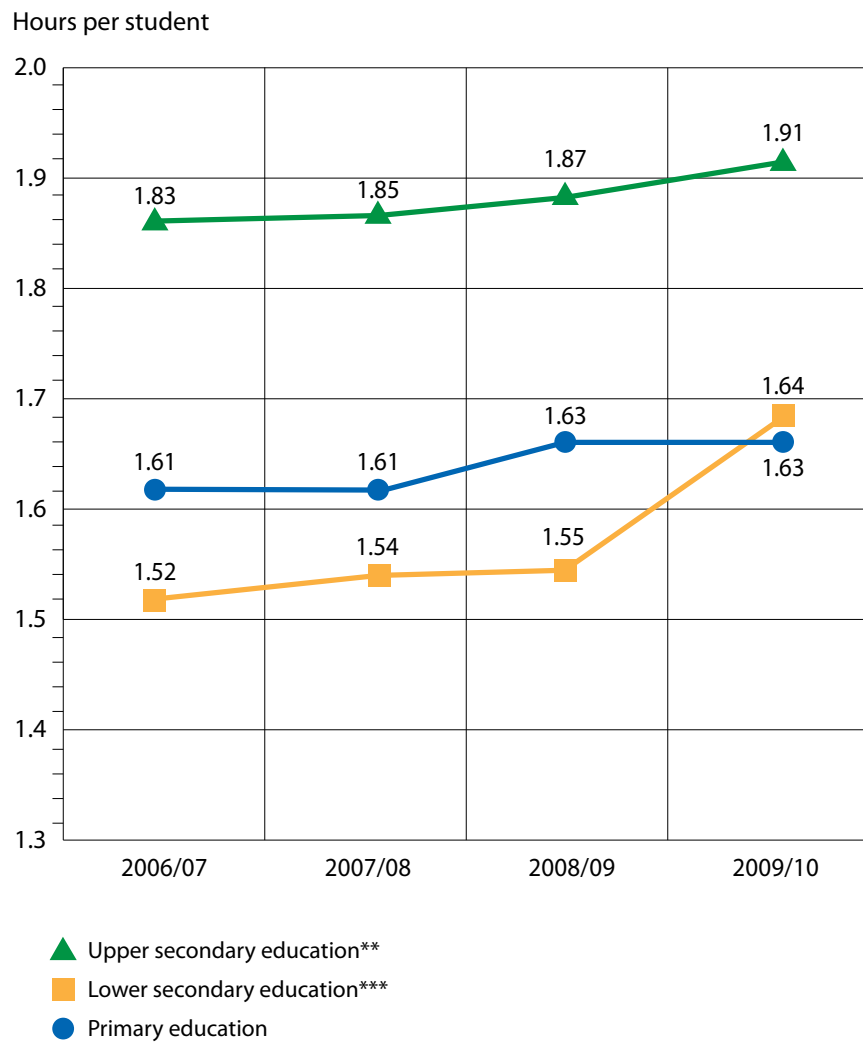
Between the years 2008/09 and 2009/10, there was a reduction in the number of hours per class in primary education, due to the implementation of the program to reduce the number of students per class (see explanation overleaf). In that same year, in lower secondary education there was an increase of 1.5 hour per class, due to the implementation of the achievement improvement program.

* Including hours and normative classes in formal, recognized and exempted orthodox education. Including management hours, education hours and integrative hours. Excluding special education. Participation rates in recognized and in exempted orthodox education are reduced.

** Upper secondary education - tuition hours, normative classes and eligible tuition students and orthodox students.

*** Upper and lower secondary education - including hours and normative classes in "Miftan" - Treatment centers, community rehabilitation and education for youth at risk.

AVERAGE NUMBER OF HOURS PER STUDENT BY EDUCATION LEVEL IN THE REGULAR EDUCATION*



Between the years 2008/09 and 2009/10 the number of hours per student in primary education remained stable, and there was an increase in the number of hours per student in lower and upper education. In lower secondary education, increase is due to the achievement improvement program. Between the years 2008/9 and 2009/10, in primary education there was a reduction in the number of hours per class and stability in the number of hours per student, due to the program to reduce the number of students per class.

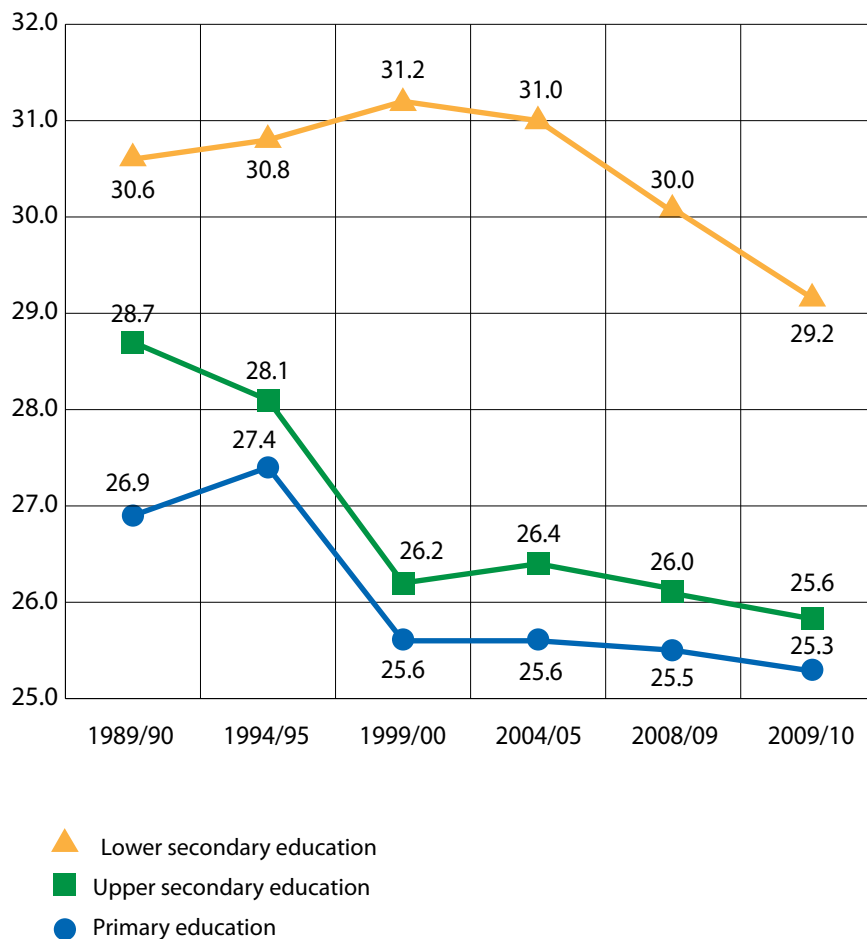
* Including hours and students in formal, recognized and exempted orthodox education. Including management hours, education hours and integrative hours. Excluding special education. Participation rates in recognized and in exempted orthodox education are reduced.

** Upper secondary education - tuition hours, normative classes and eligible tuition students and orthodox students.

*** Upper and lower secondary education - including hours and students in "Miftan" - Treatment centers, community rehabilitation and education for youth at risk.

AVERAGE NUMBER OF STUDENTS PER CLASS BY EDUCATION LEVEL*

Students per class



Since 2004/05, the average number of students per class in all levels of education has been decreasing.

The average number of students per class is highest in lower secondary education - about 29 students. The average number of students per class in primary education and in upper secondary education is about 25 students.

* Including special education.

Section

INTERNATIONAL COMPARISON

INTRODUCTION

The OECD, Organisation for Economic Cooperation and Development, is an international economic organisation comprising 34 countries from around the world in 2010. After many years of being a partner, Israel was invited to become a member of the organisation, in May 2010.



The objective of the OECD is to “bring together the governments of countries committed to democracy and the market economy from around the world to:

- Support sustainable economic growth
- Boost employment
- Raise living standards
- Maintain financial stability
- Assist other countries’ economic development
- Contribute to growth in world trade

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

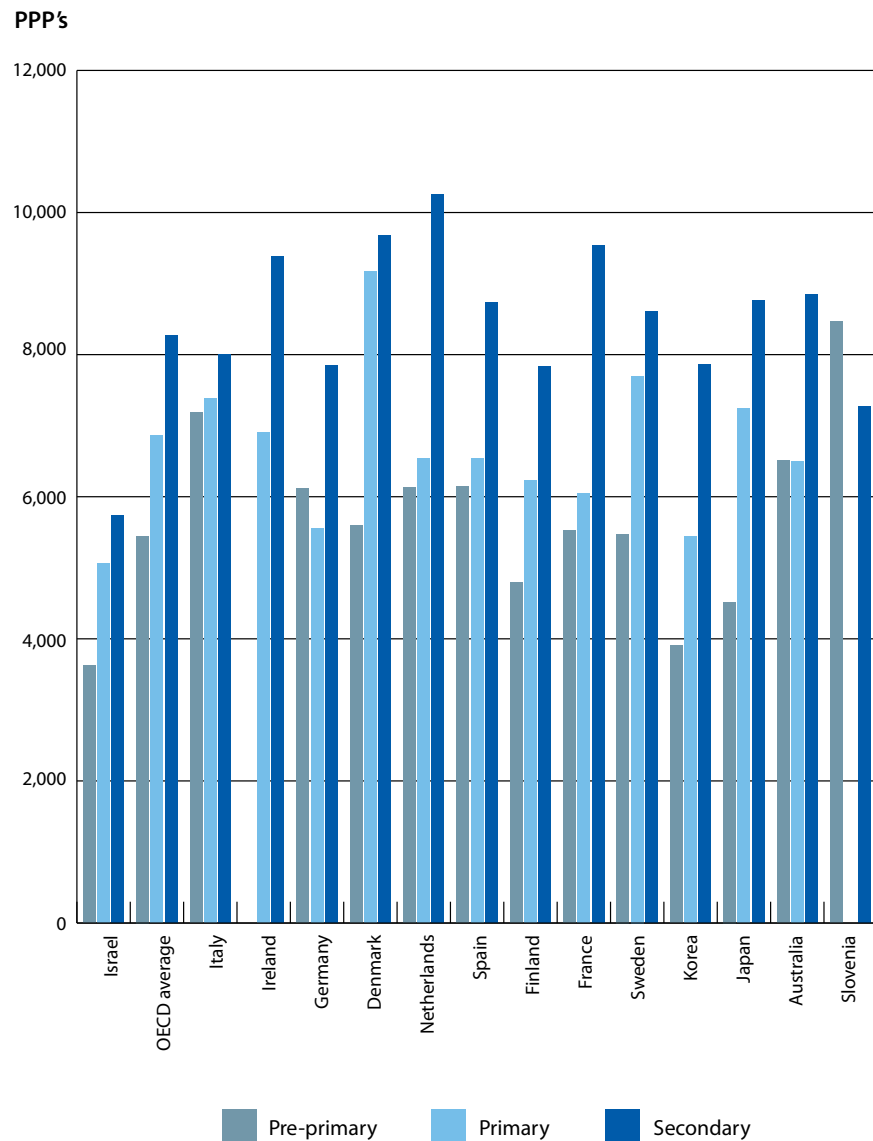
Education is one of the most important tools to provide and to help economic development and democracy. For this reason, the OECD, among other things, has published since years statistic indicators about the educational systems in all member and associated States of the organisation.

In this section, we will display various comparisons between Israel and selected OECD countries.



ANNUAL EXPENDITURE BY EDUCATIONAL INSTITUTIONS PER STUDENT FOR ALL SERVICES (2007)

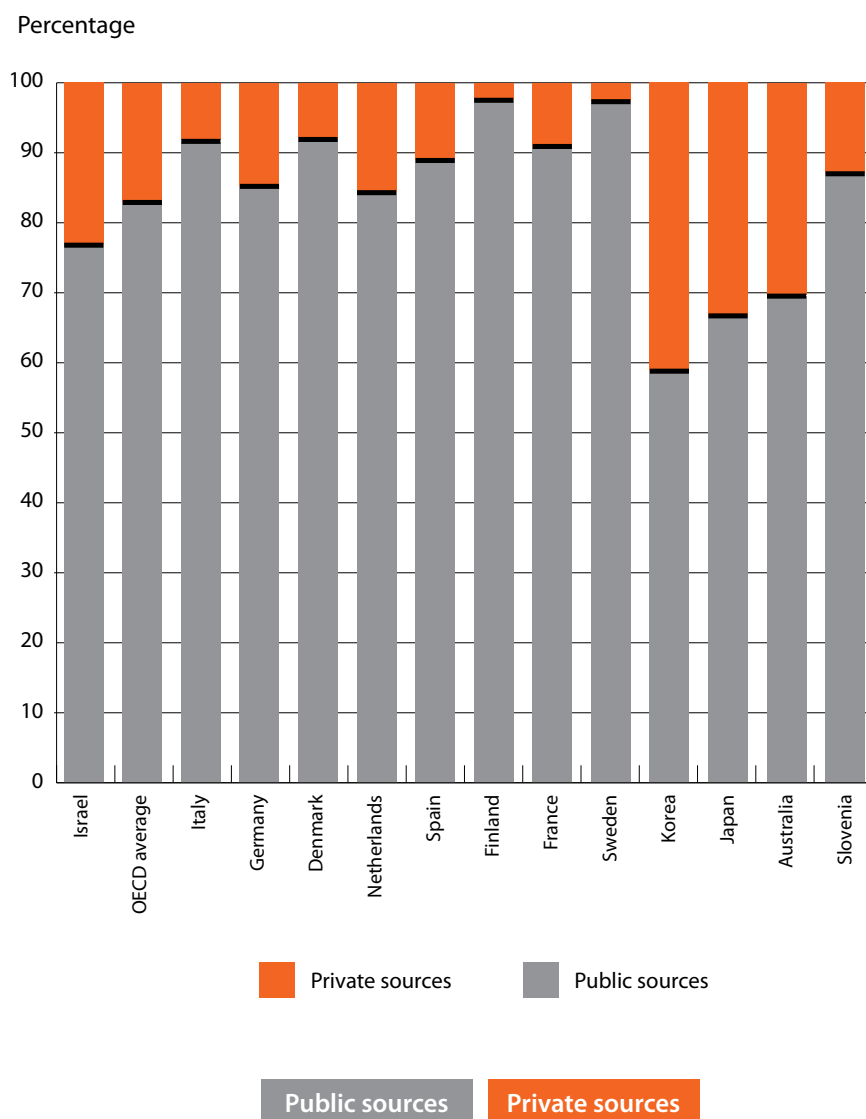
In equivalent USD converted using PPPs for GDP, by level of education, based on full-time equivalents



	Pre-primary	Primary	Secondary
Israel	3,631	5,060	5,741
OECD average	5,447	6,741	8,267
Ratio between Israel and OECD average	66.7%	75.1%	69.4%

The annual expenditure on educational institutions per student in all levels of education in Israel is lower than the average expenditure in OECD countries.

RELATIVE PROPORTIONS OF PUBLIC AND PRIVATE EXPENDITURE ON EDUCATIONAL INSTITUTIONS (2007)*



Israel	77	23
OECD average	83	17

The chart presents the distribution of public and private sources of funds for educational institutions.

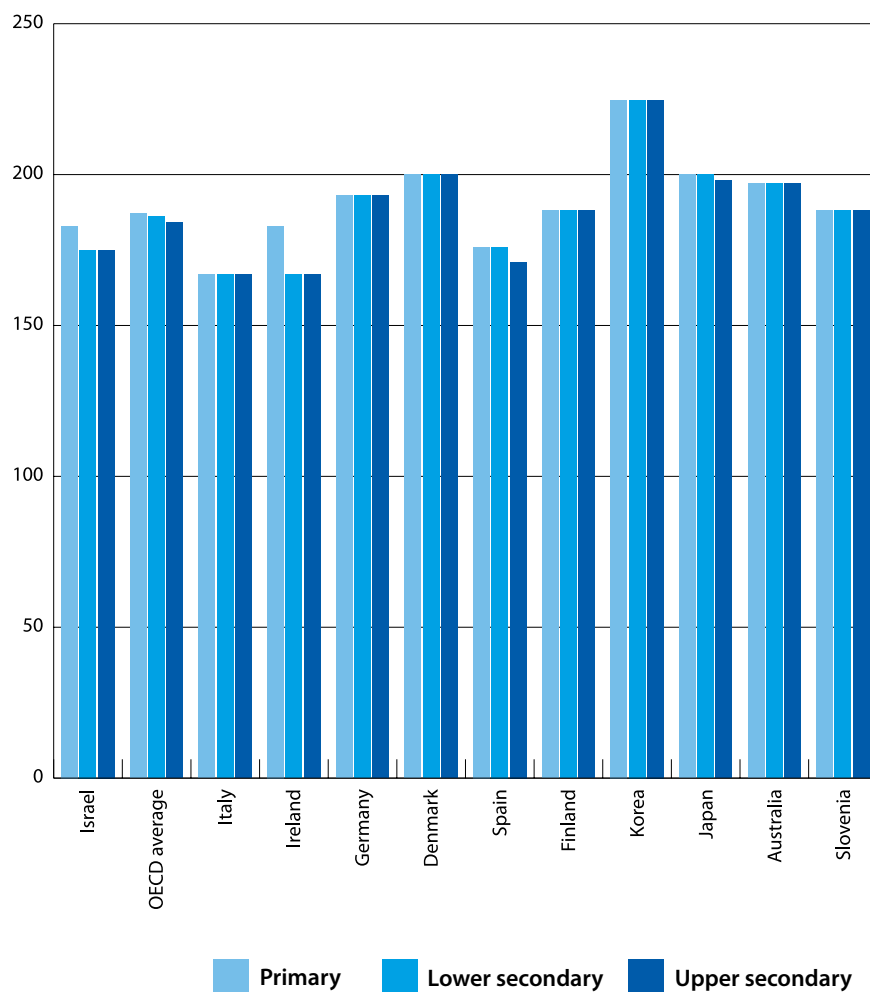
In Israel the part of private sources of funds is higher than the average of the OECD countries. In consequence, the part of the public sources of funds is lower.

* For all levels of education.

Source: OECD, Education at a Glance, 2010

ORGANISATION OF TEACHERS WORKING TIME - NUMBER OF TEACHING DAYS OVER THE SCHOOL YEAR (2008)

Days

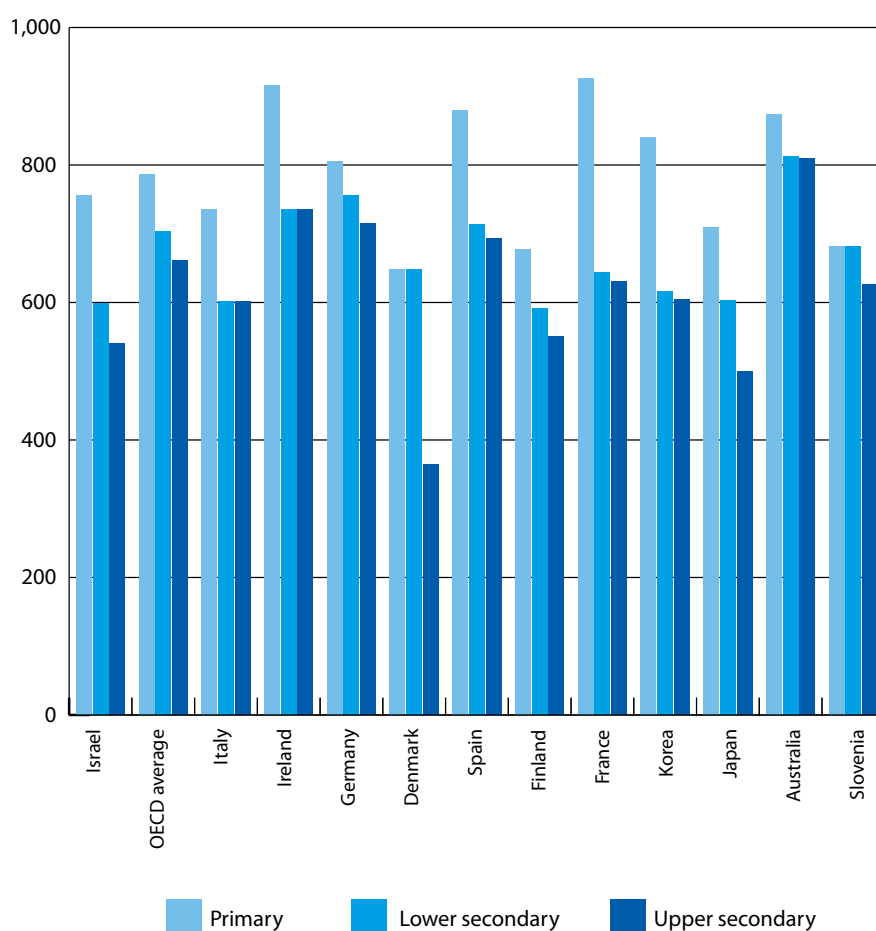


	Primary	Lower secondary	Upper secondary
Israel	185	178	178
OECD average	187	186	184

The number of teaching days over the school year in primary education, lower and upper secondary education in Israel is slightly lower than the average number of teaching days in OECD countries.

ORGANISATION OF TEACHER'S WORKING TIME - NUMBER OF TEACHING HOURS OVER THE SCHOOL YEAR (2008)

Average number of hours per year

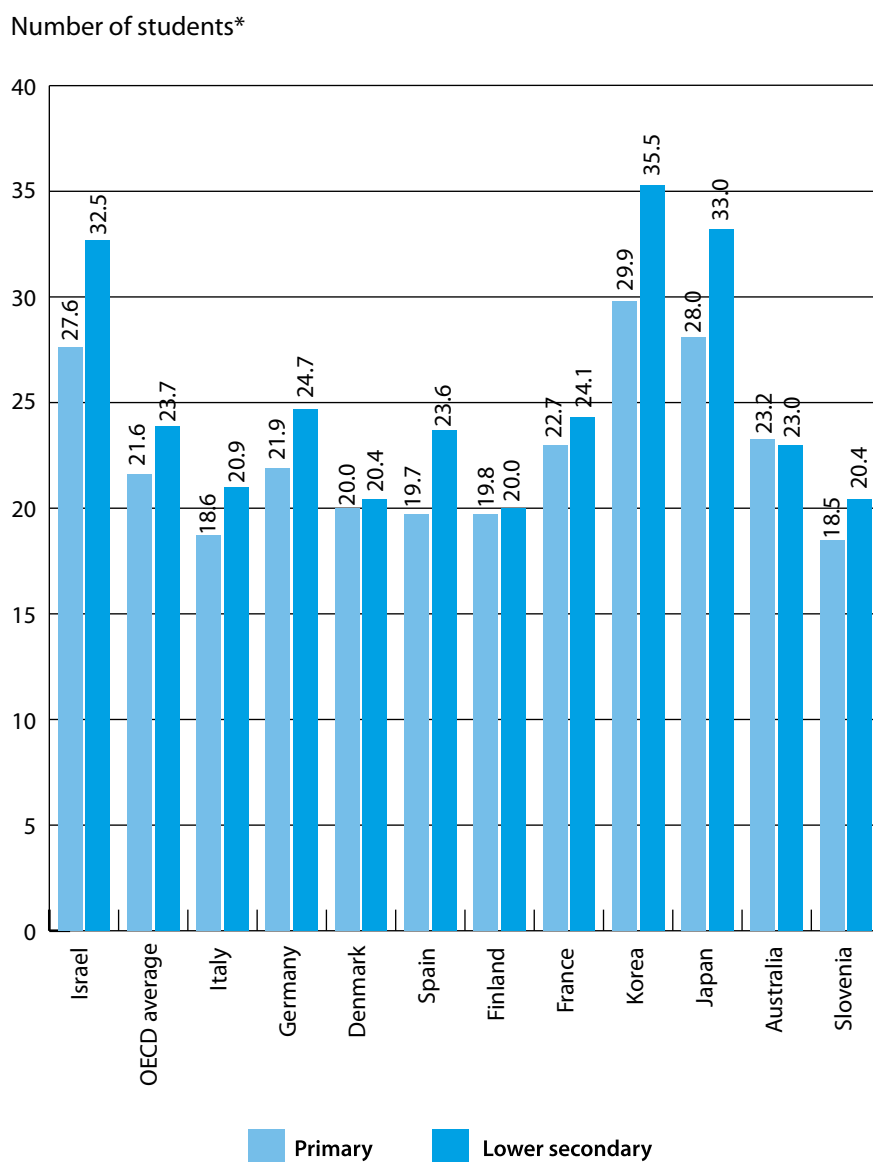


	Primary	Lower secondary	Upper secondary
Israel	755	598	541
OECD average	786	703	661

The number of teaching hours in Israel is lower than the average working time in OECD countries.

Source: OECD, Education at a Glance, 2010

AVERAGE CLASS SIZE, IN PUBLIC INSTITUTIONS BY LEVEL OF EDUCATION (2008)

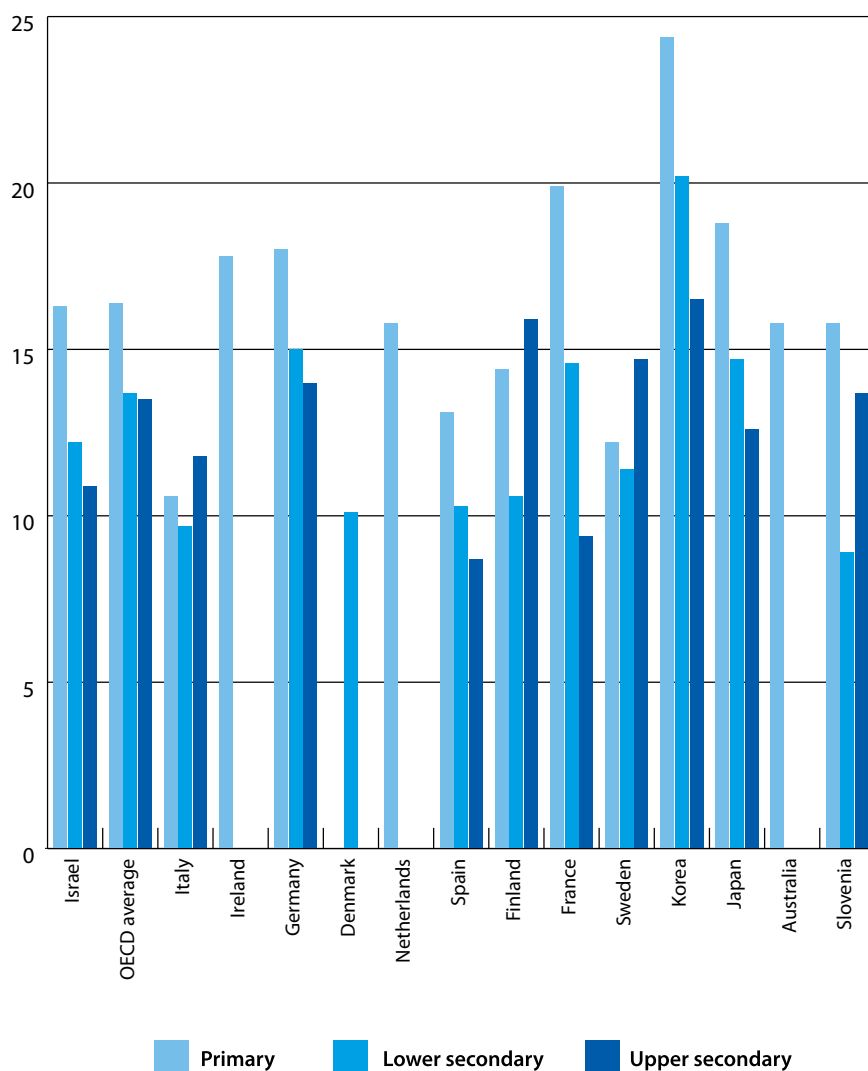


The average class size in primary education and in lower secondary education in Israel is higher in comparison with the average class size in OECD countries.

* Calculations are based on number of students and number of classes. The data does not include special education students or classes.

RATIO OF STUDENTS TO TEACHING STAFF IN EDUCATIONAL INSTITUTIONS BY LEVEL OF EDUCATION (2008)*

Students to teaching staff



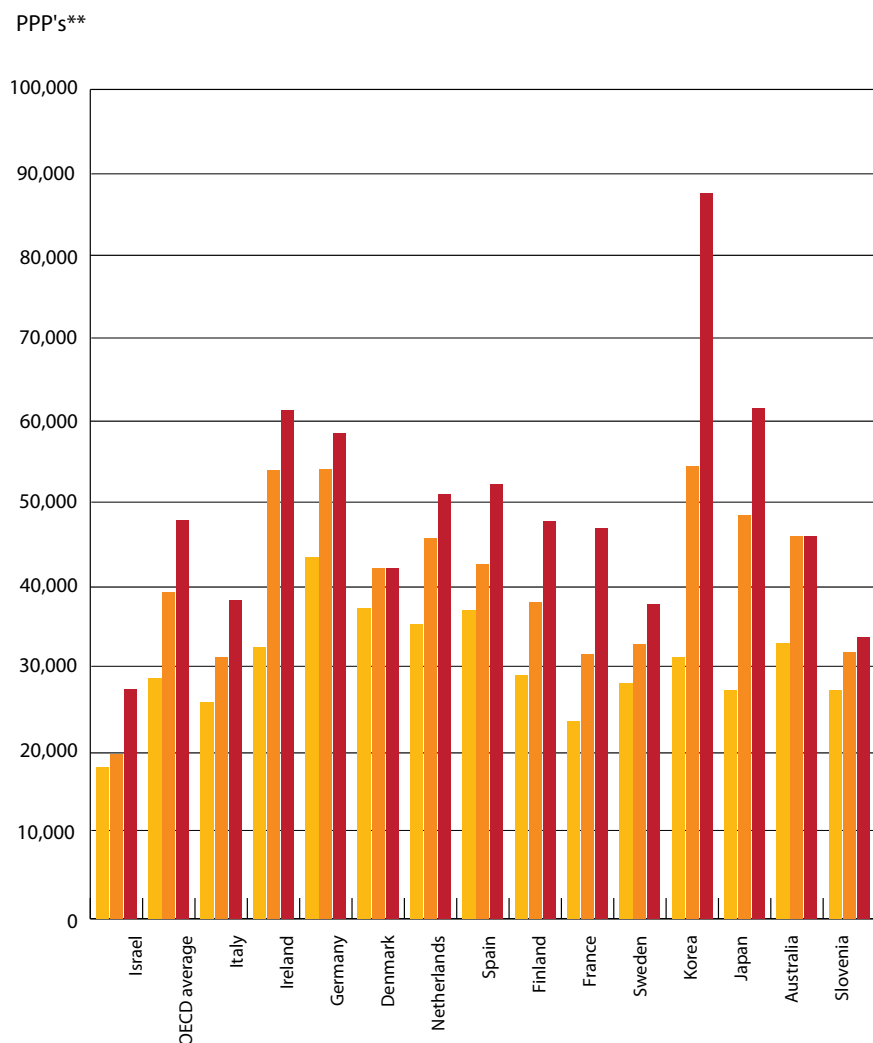
	Primary	Lower secondary	Upper secondary
Israel	16.3	12.2	10.9
OECD average	16.4	13.7	13.5

The ratio of students to teaching staff in educational institutions in primary education in Israel is similar to the average ratio in OECD countries.

* Calculations based on full-time-equivalents.

TEACHER'S SALARIES IN PRIMARY EDUCATION (2008)*

(Annual statutory teacher's salaries in public institutions by level of education, in equivalent USD converted using PPP's)



Starting salary Salary after 15 years of experience Salary at top of scale

	Starting salary	Salary after 15 years of experience	Salary at top of scale	Ratio of salary at top of scale to starting salary
Israel	18,199	19,868	27,680	1.52
OECD average	28,949	39,426	48,022	1.71

The annual statutory teacher's salary in primary education in Israel is lower than the average teacher's salary in OECD countries in all categories.

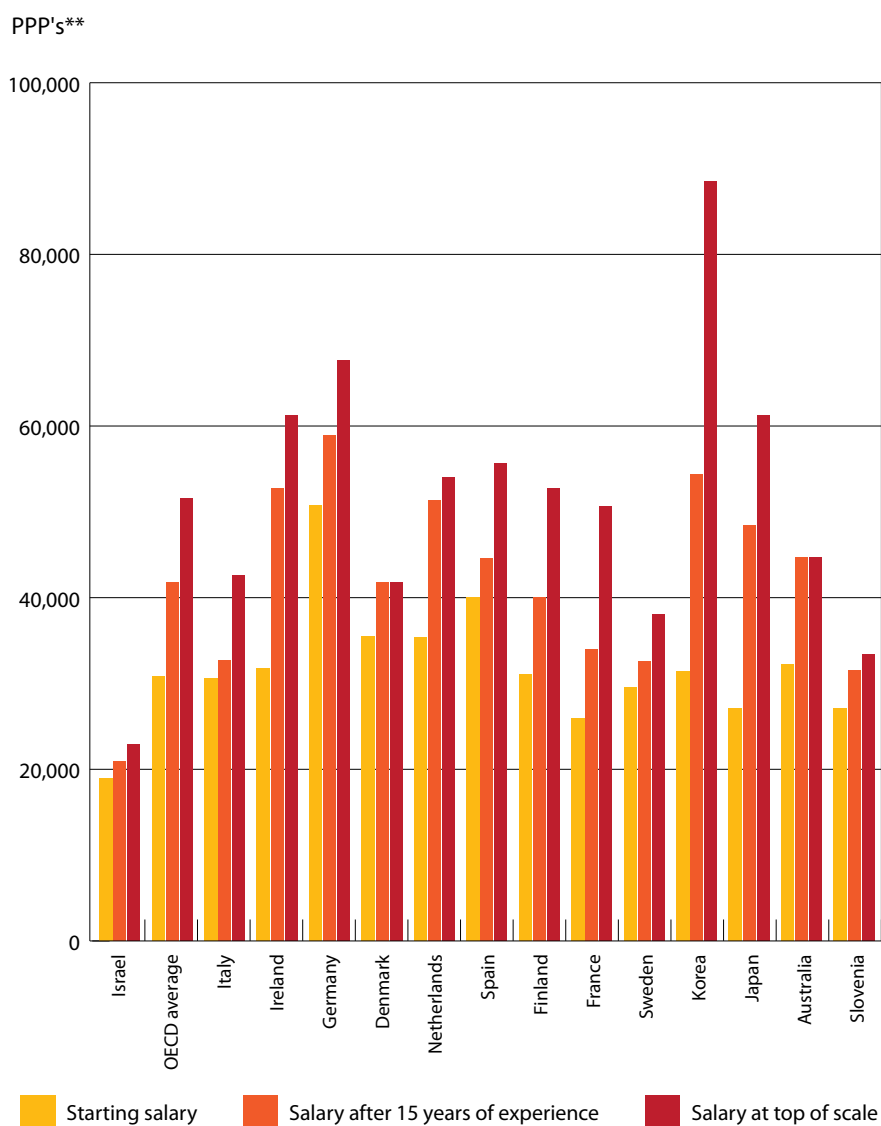
* Minimum training in all categories.

The data does not include the "New Horizon Reform".

** The value of the PPP used in this graph: PPP = 3.56 NIS per dollar.

TEACHER'S SALARIES IN LOWER SECONDARY EDUCATION (2008)*

(Annual statutory teacher's salaries in public institutions by level of education, in equivalent USD converted using PPP's)



	Starting salary	Salary after 15 years of experience	Salary at top of scale	Ratio of salary at top of scale to starting salary
Israel	18,199	22,410	27,680	1.52
OECD average	30,750	41,927	50,649	1.70

The annual statutory teacher's salary in lower secondary education in Israel is lower than the average teacher's salary in OECD countries in all categories.

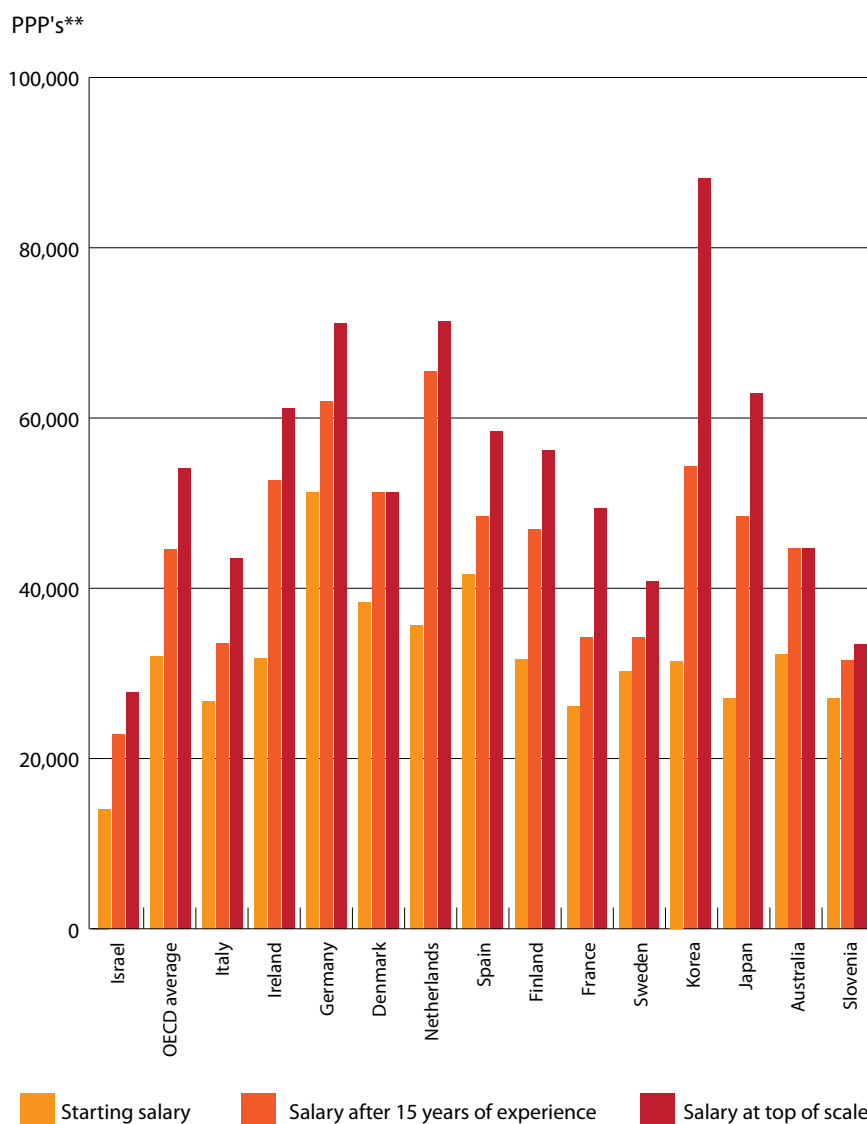
* Minimum training in all categories.

The data does not include the "New Horizon Reform".

** The value of the PPP used in this graph: PPP = 3.56 NIS per dollar.

TEACHER'S SALARIES IN UPPER SECONDARY EDUCATION (2008)*

(Annual statutory teacher's salaries in public institutions by level of education, in equivalent USD converted using PPP's)



	Starting salary	Salary after 15 years of experience	Salary at top of scale	Ratio of salary at top of scale to starting salary
Israel	18,199	22,410	27,680	1.52
OECD average	32,563	45,850	54,717	1.74

The annual statutory teacher's salary in upper secondary education in Israel is lower than the average teacher's salary in OECD countries in all categories.

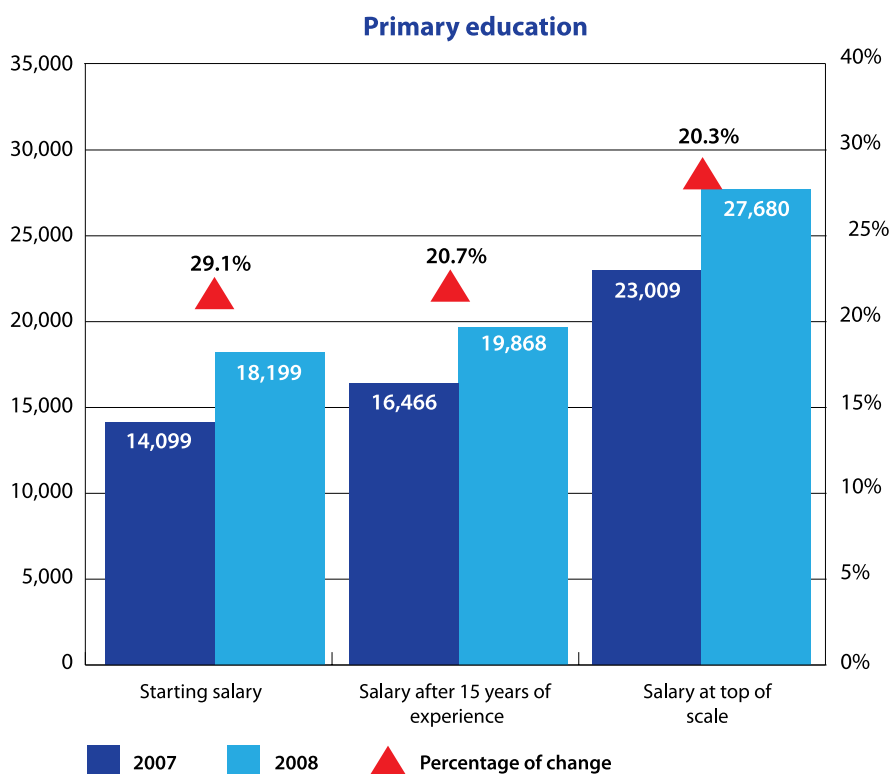
* Minimum training in all categories.

The data does not include the "New Horizon Reform".

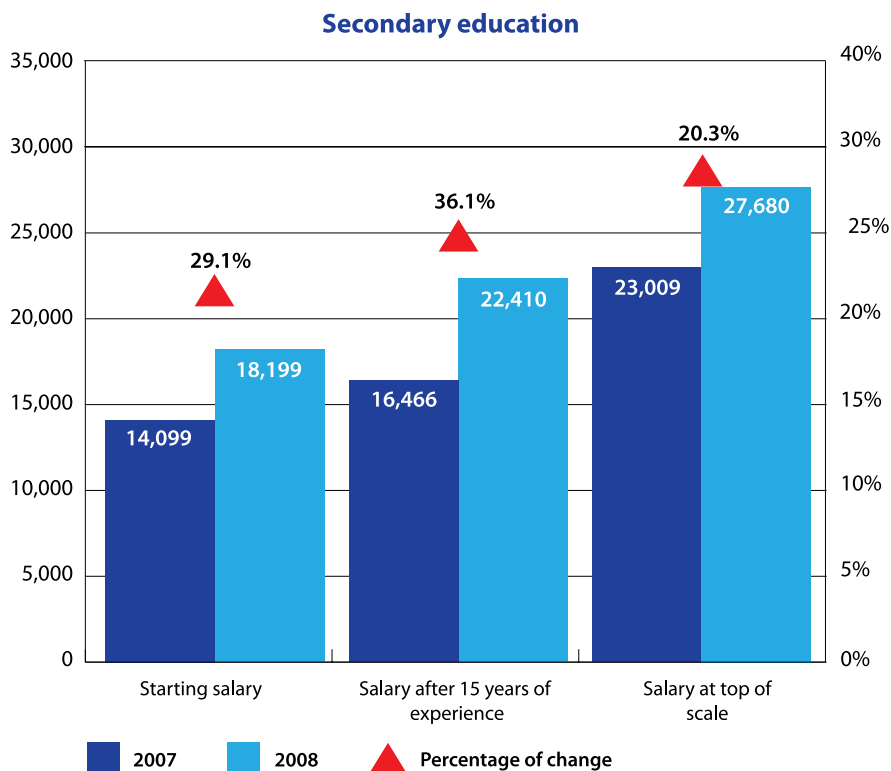
** The value of the PPP used in this graph: PPP = 3.56 NIS per dollar.

COMPARISON OF TEACHER'S SALARIES IN ISRAEL 2007, 2008*

PPP's



PPP's



* Minimum training in all catagories.

The significant change in teacher's salary between the years 2007 and 2008 is not solely attributed to wage increase. Rather, it is a result of the inclusion of more factors in the 2008 data, as follows:

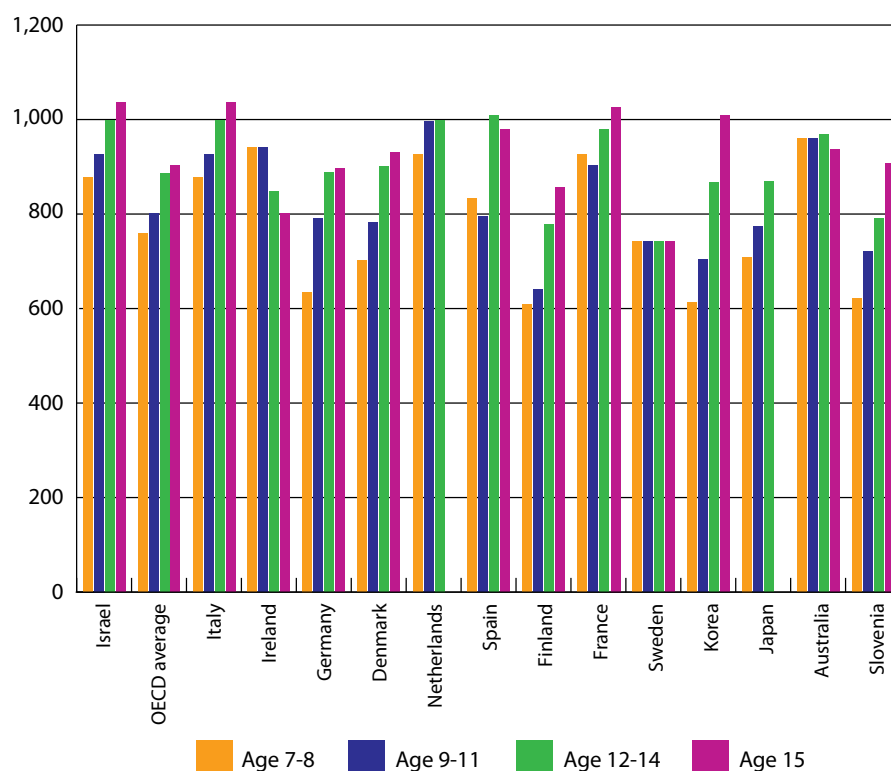
In 2008 data, wage components which were not included in 2007 data under teacher salaries, such as 'study funds' and 'dual degree benefits', were added.

A starting teacher begins with a first degree (B.A.) qualification (Most starting teachers in Israel have a first degree). The first degree qualification has been ascribed to the salary category of a starting teacher with minimum level of training and to that of typical qualifications and 15 years of experience.

The weight of additional bonuses to the base salary of teachers in Israel is sizeable, as these may reach up to 35%. These bonuses are not included in the data. The "New Horizon Reform" educational reform was not included with 2008 data. In 2009, a significant change can be expected as for both teacher's working time and teacher's salaries.

COMPULSORY INSTRUCTION TIME IN PUBLIC INSTITUTIONS (2008)*

Number of hours per year

**Compulsory hours**

	Age 7-8	Age 9-11	Age 12-14	Age 15
Israel	878	927	999	1,036
OECD average	759	802	886	902

Compulsory hours, including flexible hours

	Age 7-8	Age 9-11	Age 12-14	Age 15
Israel	996	1,044	1,139	1,176
OECD average	777	822	918	941

Additional flexible hours

	Age 7-8	Age 9-11	Age 12-14	Age 15
Israel	118	117	140	140
OECD average	18	20	32	39

The compulsory instruction time in public institutions in Israel is higher than the average compulsory instruction time in OECD countries.

* Average number of hours per years of total compulsory instruction time in the curriculum.

Section

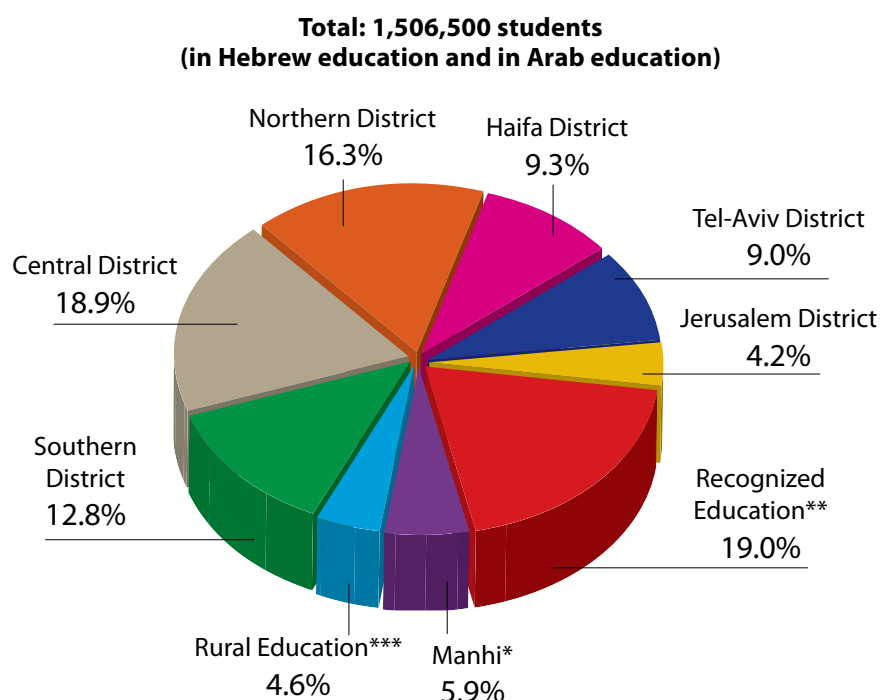
FIGURES – BY DISTRICT

The data contained in this section are represented by district. The districts play a vital role in the structure and organization of the education system. Most of the information in this section is presented by geographical district. The first table includes the administrative districts of the Ministry of Education (as defined by the Ministry*).

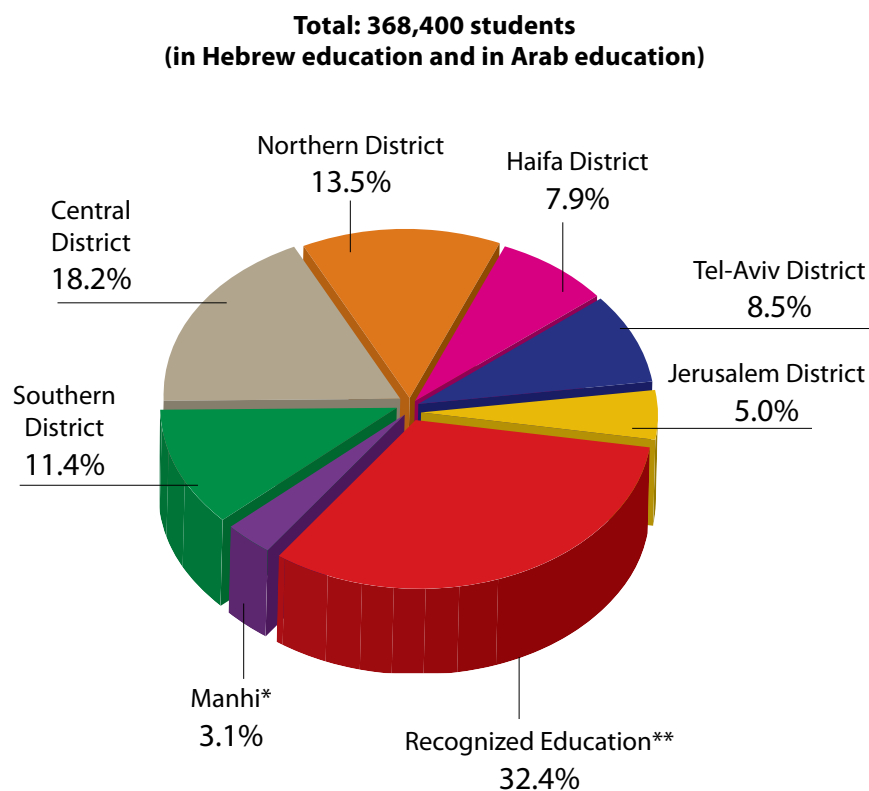
* In addition to geographical districts, the administrative districts consist of Manhi (the Jerusalem Education Administration), Recognized Unofficial Education and Rural Education.



DISTRIBUTION OF STUDENTS IN SCHOOLS BY DISTRICT, 2009/10



DISTRIBUTION OF STUDENTS IN PUBLIC KINDERGARTENS BY DISTRICT, 2009/10



* Jerusalem Education Administration. The District of Jerusalem is a separate district.

** Includes Haredi-Orthodox education.

*** Secondary education only.

ANNUAL DROPOUT RATES BY DISTRICT OF RESIDENCE

PERCENTAGE OF DROPOUTS IN GRADES 9-12, BY GEOGRAPHICAL DISTRICT, 2007/08

District	Hebrew education			Arab education	
	Total no. of students**	Percentage of students who dropped out of the education system		Total no. of students	Percentage of students who dropped out of the education system
		Including Haredi-orthodox education	Excluding Haredi-orthodox education		
Nationwide	343,007	3.7	2.7	101,836	6.6
Jerusalem*	50,589	5.3	3.0	14,403	11.5
Northern	37,105	2.6	2.3	49,322	4.6
Haifa	37,815	3.2	2.8	14,353	5.4
Central	88,887	3.0	2.5	10,259	4.8
Tel-Aviv	63,127	4.3	2.8	868	8.5
Southern	52,245	3.4	3.1	12,631	11.8
Judea and Samaria	13,239	3.8	2.1	-	-

Generally speaking, the dropout rate in Hebrew education is low when compared with Arab education. In Hebrew education, the Jerusalem district has the highest dropout rate (5.3%), while the Northern district has the lowest (2.6%). In Arab education, Jerusalem and the Southern districts have the highest dropout rate, while the Northern and the Central districts have the lowest. One of the reasons for the high dropout rates in Hebrew education in Jerusalem is related to Haredi-orthodox students who transfer to Haredi-orthodox educational institutions that are not supervised by the Ministry of Education.

In all districts, the percentage of those dropping out of State and State-religious Hebrew education (combined, excluding Haredi-orthodox education), is lower than the percentage of those dropping out of Hebrew education (including Haredi-orthodox education).

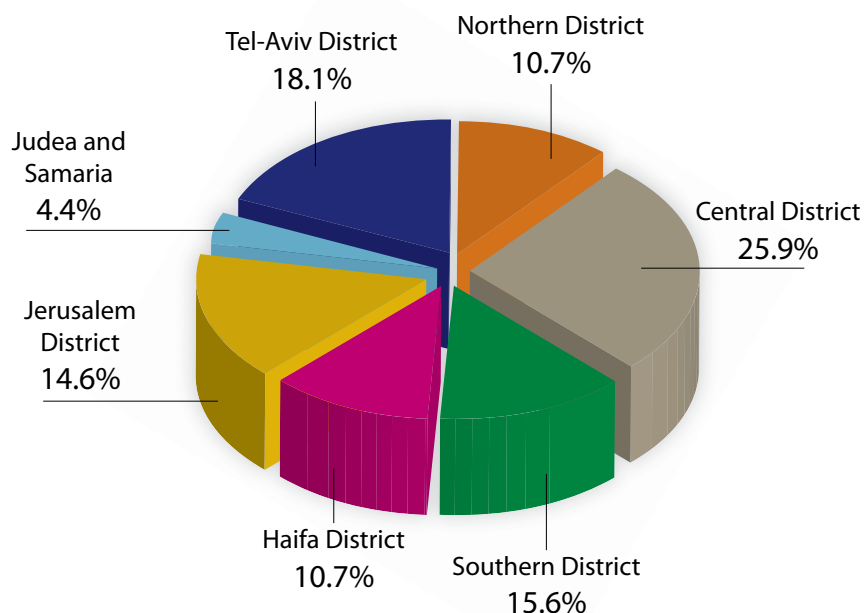
* Arab education includes East Jerusalem (only schools under the supervision of the Ministry of Education). This also applies to the following tables on dropping out.

** Including Haredi-orthodox education.

DISTRIBUTION OF ALL STUDENTS IN GRADES 7-12, AND STUDENTS IN GRADES 7-12 WHO DROPPED OUT OF THE EDUCATION SYSTEM, BY GEOGRAPHICAL DISTRICT, 2007/08

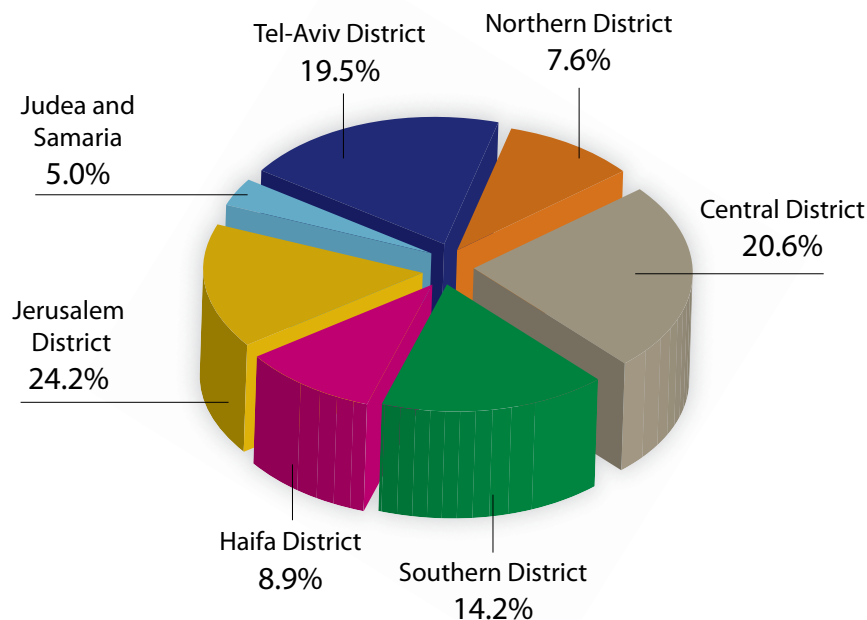
HEBREW EDUCATION

Distribution of all students



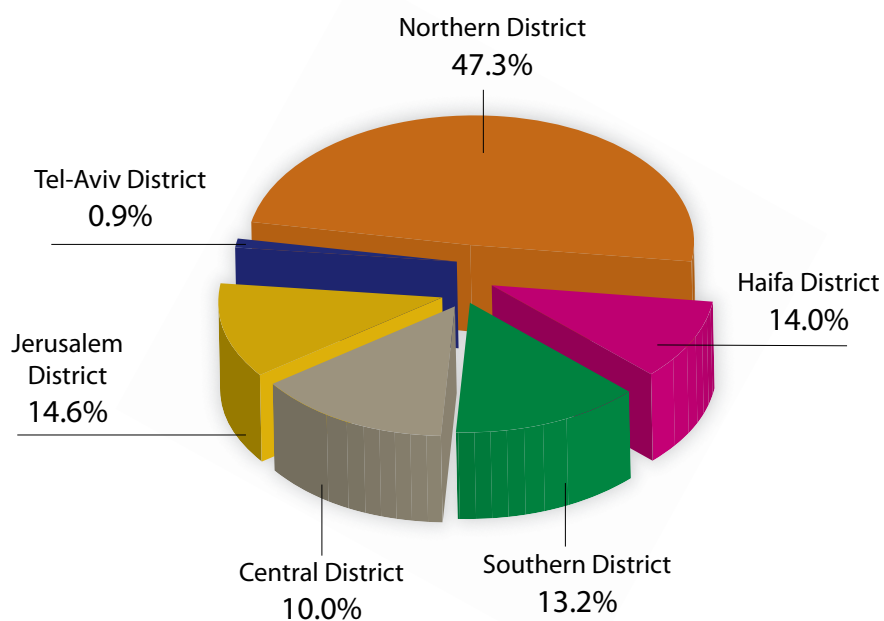
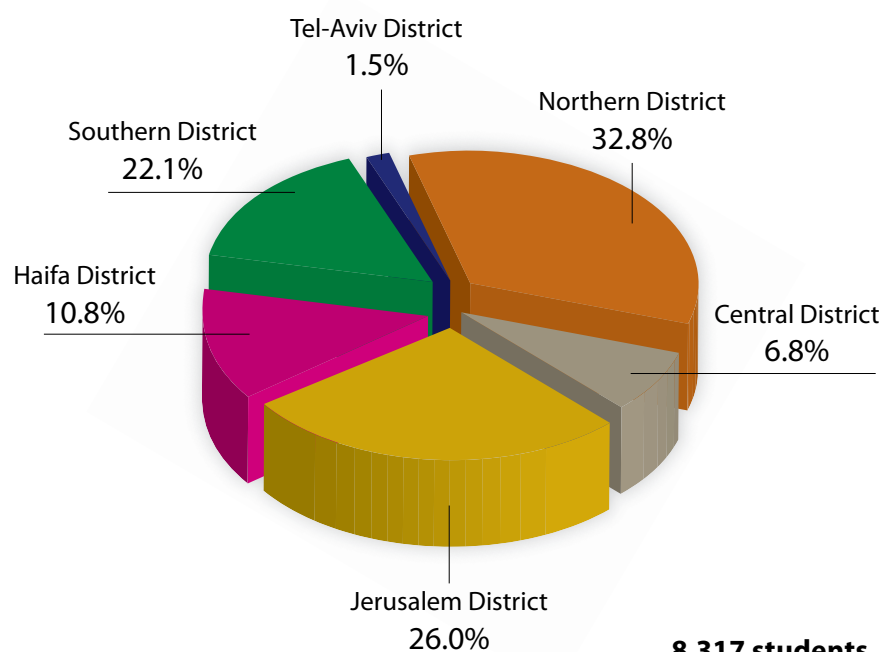
516,985 students

Distribution of students who dropped out



16,124 students

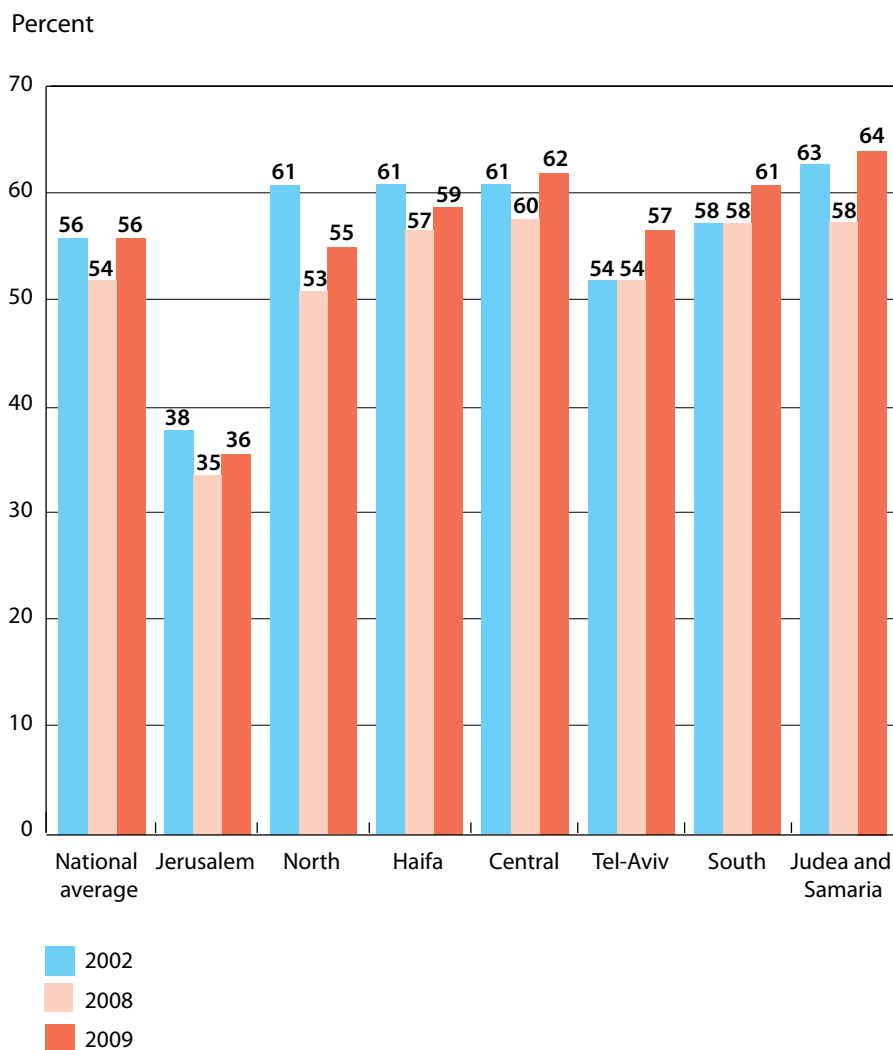
In the Jerusalem, Tel-Aviv and Judea and Samaria districts, the dropout rate is higher than the percentage of grades 7-12 students who attend school in these districts.

ARAB EDUCATION**Distribution of all students****166,266 students****Distribution of students who dropped out****8,317 students**

In the Jerusalem, Tel-Aviv and Southern districts, the dropout rate is higher than the percentage of grades 7-12 students who attend school in these districts.

Source: Based on CBS data

PERCENTAGE OF GRADE 12 STUDENTS IN HEBREW EDUCATION WHO WERE ENTITLED TO MATRICULATION CERTIFICATES, BY GEOGRAPHICAL DISTRICT, 2002, 2008, 2009*



Between 2008 and 2009, in all districts, there was an increase in the percentage of grade 12 students in Hebrew education who were entitled to matriculation certificates.

In 2009, the Judea and Samaria district has the highest percentage of students entitled to matriculation certificates - approximately 64%. The Jerusalem district has the lowest percentage - approximately 36%.

The Jerusalem district has a high percentage of students who study in Haredi-orthodox frameworks and do not take the matriculation exams. The percentage of grade 12 students who are eligible for matriculation certificates in State and State-religious educational institutions (excluding Haredi-orthodox schools) is above the national average (60%).

* According to school's district.

Source: Based on CBS data by the Planning and Budgeting Committee of the Council for Higher Education.

PERCENTAGE OF UNIVERSITY AND COLLEGE STUDENTS* STUDYING FOR BACHELORS DEGREES, BY GEOGRAPHICAL DISTRICT, IN PERCENTAGES, 2009

District	1994/95	1999/00	2004/05	2008/09
Jerusalem	17.5	15.5	13.0	13.3
Northern	2.5	5.3	7.4	8.9
Haifa	22.0	17.9	16.5	14.2
Central	4.3	15.9	16.2	17.2
Tel-Aviv	42.8	31.5	31.9	30.9
Southern	10.9	13.9	15.0	15.5
Total	100.0	100.0	100.0	100.0
Total students	86,317	126,895	154,383	171,861

In 2008/09, the Tel Aviv district had the highest percentage of students, followed by the Central district. The Northern district had the lowest percentage.

In 2008/09, the number of students increased to almost twice the number of students in 1994/95.

* Jewish and non-Jewish, by place of study. Including teacher training colleges excluding students in continuation of studies, and excluding students enrolled in the Open University.

Section

ADULT EDUCATION, YOUTH AND SOCIETY

1. ADULT EDUCATION

The goals of the Ministry of Education in terms of adult education are to provide knowledge and education, and to teach Hebrew language and culture. The policy in this sphere is aimed at responding to the social and educational needs of Israel's diverse populations.



Adult education in Israel developed following significant social processes during the early years of the State, including profound changes in the economic, scientific and technological spheres, the democratization of knowledge and increased life span.

GOALS OF ADULT EDUCATION

- To develop a culture of life-long learning, to increase adult knowledge and expand horizons, and to provide opportunities for enrichment during leisure time, in all areas of interest.
- To reduce educational gaps among the adult population.
- To meet the immediate and ongoing needs of all immigrants in Israel with regard to the acquisition of Hebrew language and culture, and to absorb Ethiopian immigrants in terms of language, culture and education.
- To promote professional training and in-service training in the field of adult education, and to foster international cooperation with professional bodies throughout the world.

The Ministry of Education operates in this field of activity in close cooperation with other government ministries (for example, the Ministry of Industry, Trade and Labour and the Ministry of Immigrant Absorption), the Council for Higher Education, the local authorities, public organizations (the Jewish Agency, community centers, women's organizations), and a wide variety of adult education institutions serving all sectors of the population.



PARTICIPATION IN ADULT EDUCATION

	Pre-academic preparatory programs	Preliminary ulpan programs*	Basic education	Secondary education	Popular universities
1991/92	7,700	98,100	6,300	5,800	20,200
1994/95	8,600	52,300	9,500	10,500	31,300
1999/00	10,900	50,700	8,000	9,400	48,300
2004/05	12,300	19,000	8,200	7,000	54,700
2007/08	11,400	16,700	6,500***	4,800***	54,300
2008/09	11,600	11,000	**	4,000***	54,200**

During 1991/92 - a period of large-scale immigration - nearly 100,000 adults were enrolled in preliminary Hebrew language (ulpan) programs. In the following years this number decreased by half, and by 2008/09, it had dropped to 11,000 adults.

In 2008/09, 4,000 adults were enrolled in secondary education programs. The number of students enrolled in the popular universities was 54,000. It should be noted that some students were enrolled in more than one course.

The number of students enrolled in pre-academic preparatory programs was almost 12,000 in 2008/09. Some students attend university-affiliated preparatory programs while others are enrolled in courses affiliated with general colleges and teaching colleges.

There are also a number of special projects that address social and educational needs, for example education completion schemes for the unemployed and language and education programs for Ethiopian immigrants.

The current trend suggests a decrease in the number of participants in adult education, stemming from a fall in the number of immigrants from the 1990's.

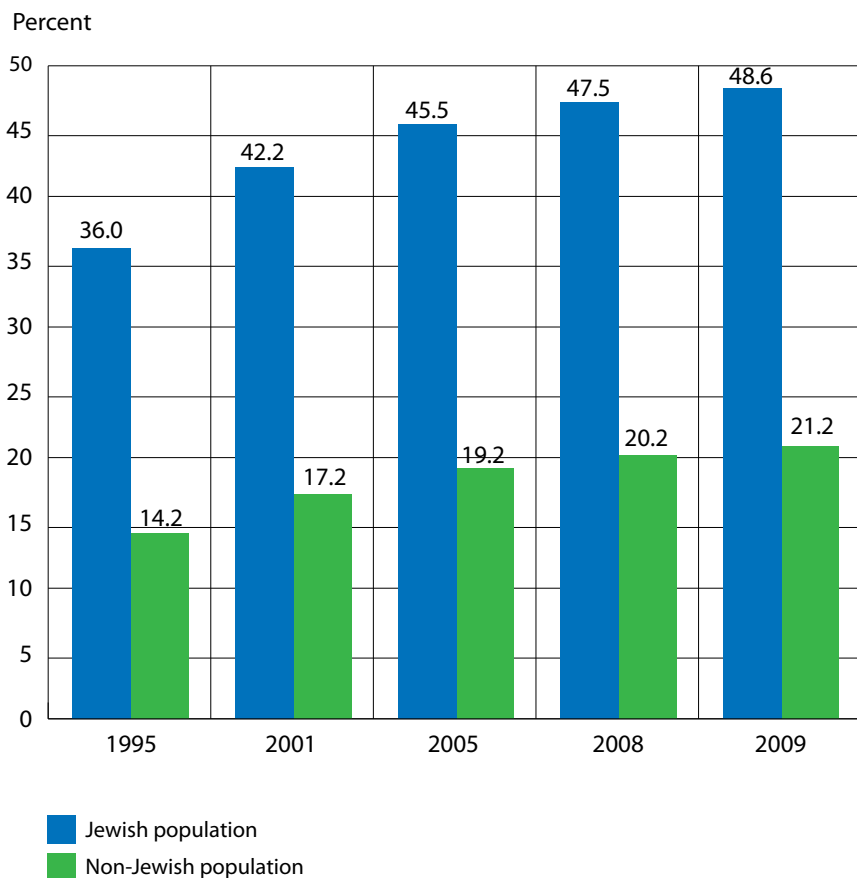
* Preliminary ulpan programs are for beginners and individuals with little command of the Hebrew language, providing basic knowledge in Hebrew. (Graduates of the preliminary ulpan program can improve their knowledge in advanced ulpan programs.)

** Under the responsibility of the Ministry for Pensioners' Affairs from 1.9.2008.

*** The figures for 2007/08 and 2008/09 do not include students enrolled in the education completion scheme for unemployed adults.

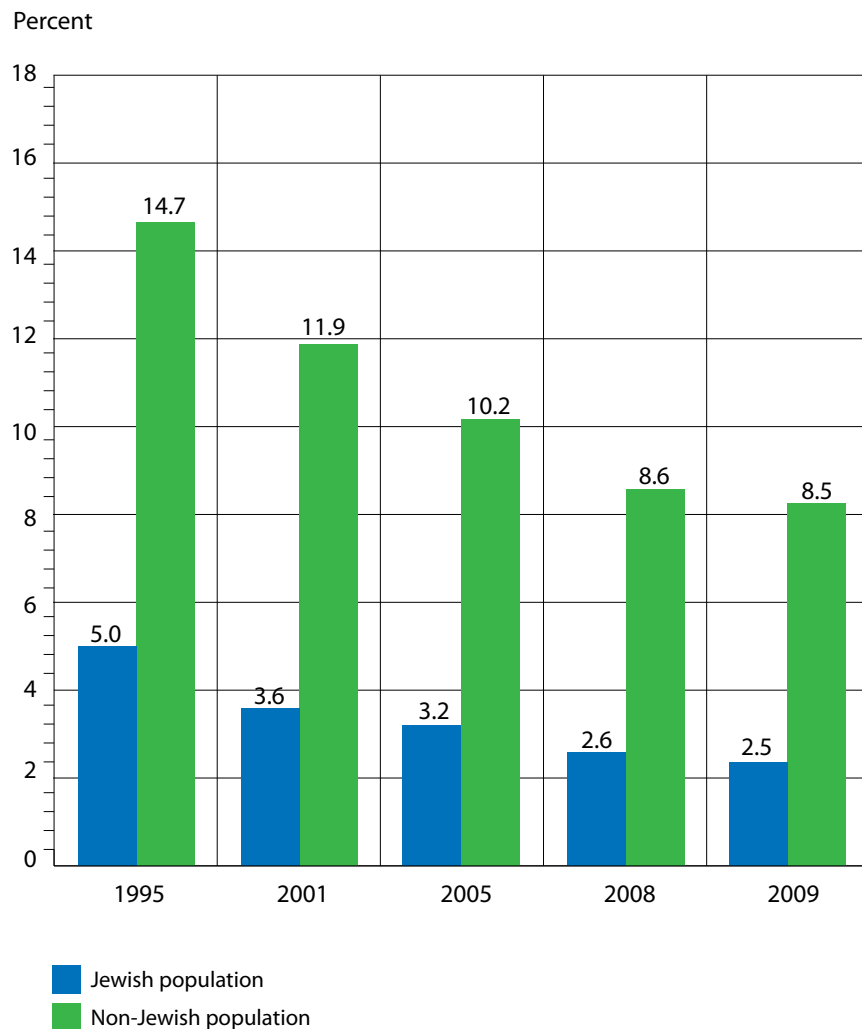
PERSONS WITH TERTIARY EDUCATION AMONG THE GENERAL POPULATION (AGED 15 YEARS AND OVER)

13 YEARS OR MORE OF SCHOOLING



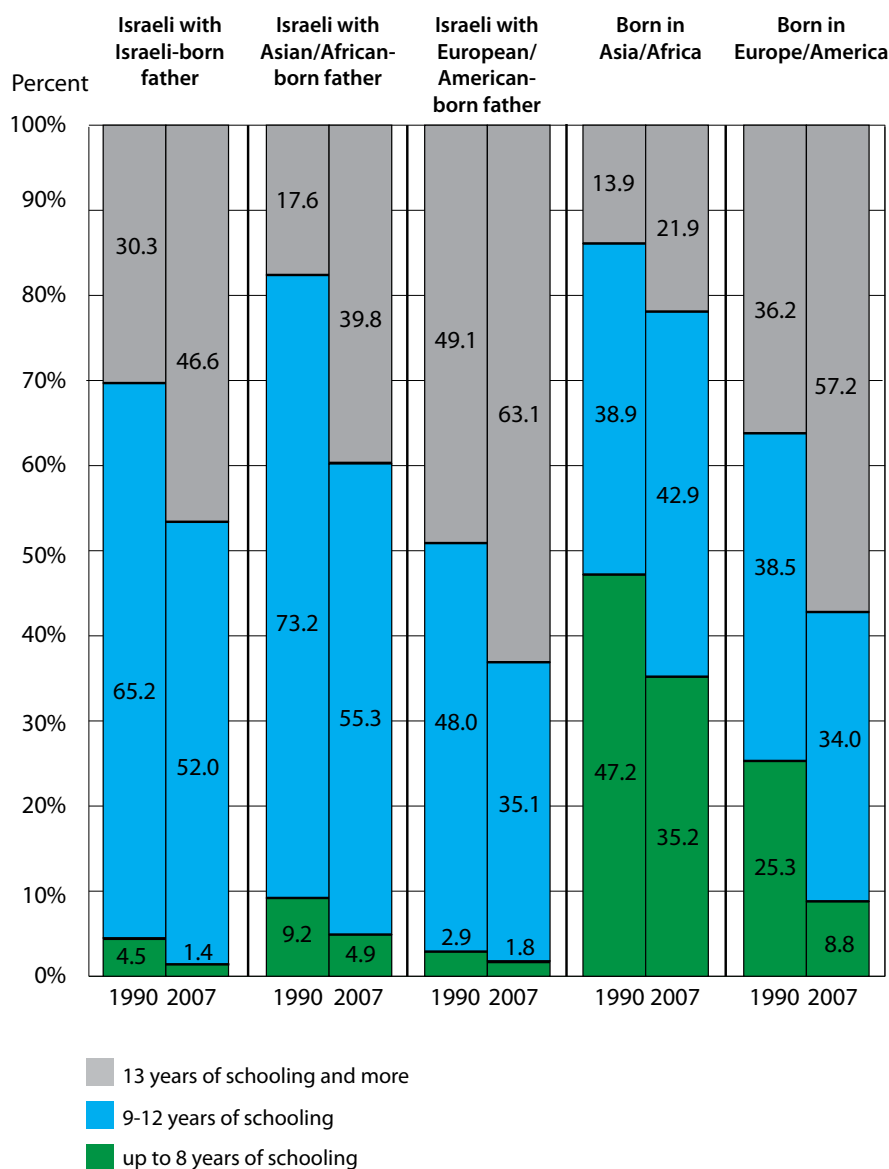
Since 1995, there is an increasing number of persons with 13 years or more of schooling. This trend can be seen in both the Jewish and non-Jewish populations. Among the Jewish population, the percentage increased from 36% in 1995 to 48.6% in 2009 (increase of 35%). Among the non-Jewish population, the percentage rose from 14.2% to 21.2% (increase of 49%).

PERSONS WITH LITTLE FORMAL EDUCATION (0 - 4 YEARS OF SCHOOLING)



The percentage of persons with little or no formal education (0 - 4 years of schooling) has decreased between 1995 and 2009 among Jewish and non-Jewish population. Among the non-Jewish population, the percentage dropped from 14.7% in 1995 to 8.5% in 2009 (decrease of 42%). Among the Jewish population, the percentage decreased from 5% to 2.5% (decrease of 50%).

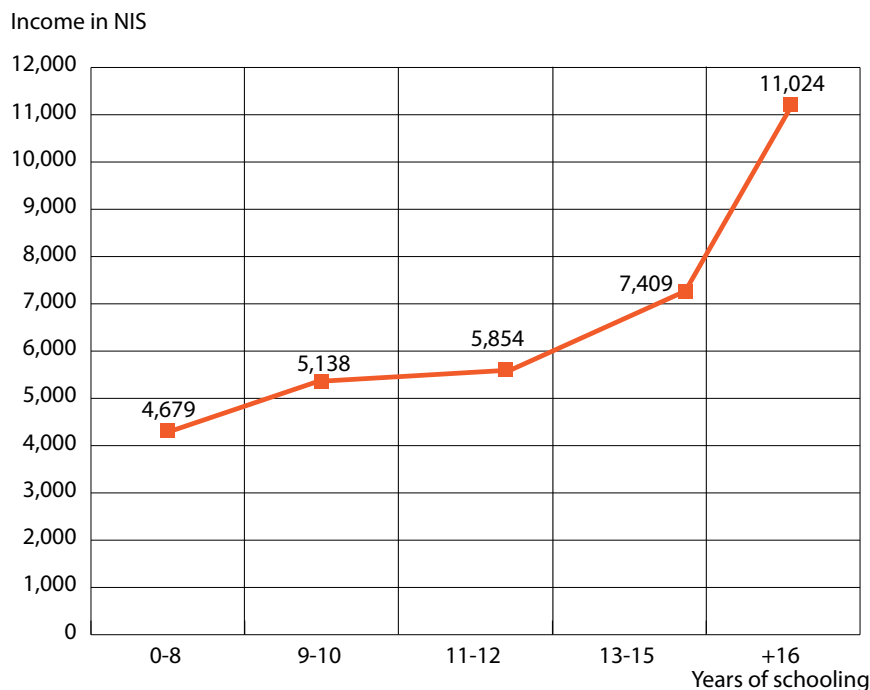
EDUCATION AMONG THE JEWISH POPULATION, AGED 15 YEARS AND OVER: DISTRIBUTION BY YEARS OF SCHOOLING AND CONTINENT OF BIRTH (IN PERCENTAGES)



Along with an increase in the percentage of persons with tertiary education, there was a decrease in all population groups in the percentage of those with little formal education. However, there are still significant differences between groups of various origins.

Source: Central Bureau of statistics

GROSS MONTHLY INCOME OF SALARIED EMPLOYEES (IN NIS), BY YEARS OF SCHOOLING, 2007



Salaried employees with more years of schooling tend to have higher monthly salaries.

Source: Central Bureau of statistics

PERCENTAGE OF UNEMPLOYMENT, BY YEARS OF SCHOOLING, 2007



More years of schooling correlate with lower percentages of unemployment (among those employed in the civilian work force).

2. YOUTH AND SOCIETY

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

The programs developed by the Youth and Society Administration address social and value-oriented topics, defined by the Ministry as important to the growth of adolescents preparing for life in Israel's democratic and pluralistic society, towards 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 moral judgments, and to enhance their self image and personal and social growth, thus promoting social learning.

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

The Administration is consisted of 4 divisions, as follows:

1. PROGRAMS, CURRICULUM AND TRAINING DIVISION

This division offers professional services for curriculum and training design, as well as for implementation and training for all divisions of Youth and Society Administration. This is an inter-professional sphere, which assists in pre- and in-service training activities.

It develops social-learning programs on a range of subjects: periodical current events issues: "In the footsteps of values - defining one's personal social and national identity", "Youth Culture", etc.

This division specializes in developing and adapting educational methodology and tools to fit the various educational settings, for both school life and community frameworks, defined as the "informal education experience".

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

It consists of an active and dynamic website and resource center with a rich 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 would have undergone training through the instruction centers.

2. SOCIAL EDUCATION COMMUNITY AND YOUTH DIVISION

This Division operates educational programs that allow young people to develop personal interests and contribute to their community. These programs promote personal growth as well. 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 regards student bodies as a framework in which students exercise principles of democratic life, by becoming involved and assuming leadership roles in school and in the community.

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

There are various frames of action promoted for this end by schools, for example: homeroom teacher hours, and other school hours dedicated to specific issues, such as "personal commitment" and "preparation for military service". Social education core curriculum is mandatory for 7-12 grades and is implemented in the homeroom unit by the "class teacher".

The topics are built in a spiral mode dedicated to promote social growth, personal growth, social interaction, personal, social and national identity, awareness and commitment. There are also activities related to the society of students, 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, seminars, extra-curricular courses, cultural activities and community work.

These activities involve about 1,200 social education coordinators. There are also some 200 institutional in-service training courses for homeroom teachers and teachers.

Each district also conducts regular meetings of social education coordinators and student council facilitators.

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

- **The Personal Community Program** – a community service program in 300 schools. Over 40,000 10th grade students are involved in volunteer work in their schools and in the community;

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 youth annually.
- **Youth councils** – the 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. It aims 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, student councils across the country comprised 30,000 members.
- **Community high-schools** - Israel has 80 high schools that aim to teach community values and codes of operation; to develop cooperation between teachers, students, parents and community agencies; and to utilize school and community resources to the benefit of all.
- **Youth Movements** - As part of its youth and community activities, the Ministry provides Israel's youth with direct and indirect assistance, offers guidance for their educational activities and encourages dialogue and cooperation between them. Youth movements in Israel comprise approximately 250,000 young people. They are tutored by 33,000 instructors in 1,500 locations.

- In accordance with the Camp Licensing and Inspection Law, the Ministry operates 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.

3. ADVANCEMENT OF YOUTH AT RISK DIVISION

The division develops and promotes educational assistance services for alienated youth at risk of dropping out of the formal education framework. This assistance is offered to youth in all sectors of society, including immigrant youth. It is provided through the units of the Youth Advancement Service, which operates in about 100 local authorities and assists some 19,000 youth, of whom approximately 9,500 are defined as 'alienated'.

The services consist of individual treatment, social group work and study programs, both in individual and group settings, to complete formal education.

The motto is: 'to reconnect youth to the mainstream society'.

In 2009/10, there were 40 focal points conducting special activities for immigrant youth at risk from the former Soviet Union and Ethiopia, providing assistance for some 4,048 immigrant youth.

4. SHELACH (Hebrew acronym for "field study, the nation and social education") AND ISRAEL'S GEOGRAPHY

This is an educational and value-related sphere consisting of a multi-year structure program of school-based activities.

The program aims to strengthen young people's sense of belonging to the state of Israel and their bond with the land; to familiarize them with the land, its scenery, its natural values, its cultural and historical heritage, Zionist ventures and the establishment of the state; and to encourage involvement and commitment towards their society, environment and nature.

The program is characterized by a combination of field and classroom studies, creating a direct, hands-on encounter between the students and the land. It focuses on national and Zionist contents, familiarizing students with locations and sites that are part of the Jewish heritage in Israel – from ancient times, through the Zionist enterprise, until the founding of the State of Israel.

The program provides intensive classroom activities and tours for 4,000 classes (mostly grades 9 and 10), and extensive activities for further 3,000 classes (mostly grades 8, 11 and 12), such as hikes, study camps and outdoor training.

The 700 **Shelach and Israel Geography** instructors (who are certified teachers) are part of the school staff. They are actively involved in organizing school trips, preparing students for a meaningful military service, and operating the Shelach Young Leadership Program (Junior Shelach Instructor).

"I seek for my brother" – the **Study Tour to Poland** aims to strengthen youth commitment to commemorate the victims of the Holocaust. They study the past vital community life and achievements over the years before the War along with the terrible process of their destruction by the Nazis and their collaborators. The program takes grades 11-12 students to Poland, following preparatory work on the subjects of Jewish heritage in Eastern Europe and the Holocaust. About 24,000 youth participate in these missions annually.

THE ARAB SECTOR

The schools and the informal education settings operate under the same principles, frameworks and educational staff as in the Jewish sector. In addition to the general goals and emphases related to youth and society, the Ministry adapts its activities to the special needs of Israel's Arab population and to the Arab heritage and culture. Furthermore, it assists educational institutions and youth to cope with contemporary issues such as the components of identity and the involvement and partnership with the rest of Israel's citizens.

Social-values activities are an integral part of the process of educating Arab youth and preparing them for life in a democracy. These activities also encourage young people to become involved in their community, and motivate them towards meaningful community voluntary service.

The Ministry encourages the formation and expansion of student and youth councils through educational-democratic processes. The purpose of such activity is to develop democratic leadership and encourage young people to take part in decision-making processes within the school and the community.

3. ISRAEL YOUTH HOSTEL ASSOCIATION (IYHA)

The Association operates under the auspices of the Society and Youth Administration of the Israeli Ministry of Education, receiving budgetary assistance for running programs in the extra-mural educational context (trips, seminars and summer camps).

The work of the Association with the Ministry of Education is divided into a number of main areas

1. ANNUAL OUTINGS AND EXTRA-MURAL ACTIVITY

The outings and extra-mural activities are operated subject to various criteria which are set and supervised by the Ministry of Education. A special office, "The Outings Coordination Office", checks the itineraries before the schools depart, approves them and sets safety limits which the school has to meet. Throughout the year, 24 hours a day, the Ministry runs an "operations room" which gives a response for all the outings of the educational system which are in the field.

The Association operates hundreds of thousands of student days in the extra-mural framework. The outing consultants of the IYHA, who are found in all parts of the country, go to the schools for one-on-one meetings with the school principals and outing coordinators and plan with them the annual outings and seminars and do all the preparatory work for them, including reserving accommodation, transportation, sites, building an educational itinerary and budgetary planning.

2. TRAINING ACTIVITY

The Ministry of Education subsidizes training activity for schools. The training for the school children is undertaken by counselors who have been qualified according to a special Standards Institute Stamp of Approval for counselors in the educational system and the IYHA is, among other things, a partner in the training of hundreds of these counselors.

The training activity subsidy can be given for specific target populations, usually weaker groups, as determined by the Ministry, or it can be for the benefit of specific educational projects of which the Ministry has approved.

3. SEMINARS FOR IMMIGRANT YOUTH AND YOUTH IN DISTRESS

The Ministry of Education supports the holding of seminars in different sectors of immigrant youth and youth from distress

neighborhoods and this activity is controlled by Ministry inspectors and by the Support Committee responsible for the matter. For immigrant youth newly arrived in Israel, opportunities are given to close gaps as against the veteran population and to become familiar with different parts of the country. Youth from distress neighborhoods are given an opportunity to go on outings and attend seminars as part of groups operated throughout the year, the purpose of which is to help these youth escape the cycle of hardship.

4. YOUNG LEADERSHIP CAMPS

IYHA runs, for the Ministry of Education, week-long camps for training young counselors in the various informal frameworks. IYHA arranges and runs these seminars to the extent of tens of camps simultaneously at all the hostels in the network. In this context, IYHA provides the whole range of services required, among them guiding, accommodation and evening activities.

5. EDUCATIONAL MODULES

IYHA has initiated and built, with the support of the Ministry of Education, an educational module "Red Lines in Israeli Democracy" which is operated at the Rabin Youth Hostel. The Association intends to set up a number of additional educational modules at an investment of millions of Sheqels for the use of school children for extra-mural activities. At the Peqi'in Youth Hostel, the Association runs a Center for the Druse Cultural Heritage, with the support of the Ministry of Education. Instruction is given about the Druse community with learning tours on the subject.

6. CENTERS FOR ADVANCED STUDY FOR TEACHERS

At three hostels, IYHA operates centers for advanced study for teachers of the Ministry of Education, the goal of which is to improve their teaching skills: a center for study of theoretical subjects, a center for study of technological subjects and an advanced study center for school principals.

The hostels host these centers and provide all the requirements of the center, including accommodation, meals, classrooms and modern audio-visual equipment.

7. ACCOMMODATION PRICES

The prices for accommodation for school children at the hostels are fixed by a joint Costs Committee of the Ministry of Education, the Ministry of Finance, IYHA and other supported bodies which

work in the field of outings and extra-mural activities. The prices are updated periodically according to changes in the Consumer Price Index in the economy.

8. CONSTRUCTION AND RENOVATIONS

The hostels are constructed according to the specific standards for youth hostels. The standards are determined by the Youth Hostel Association, the Ministry of Education and the Ministry of Tourism, on the basis of many years' experience in building, renovating and operating hostels. The standards relate to room size, public areas, classrooms and halls, the security and safety of the pupils.

The Ministry of Education supports the construction of new hostels and also the renovation of existing hostels. In areas determined by the Government as areas of national priority and also as areas for outings. In the sphere of new construction, the support is at an average of 20% of the budget of the Association for development and construction.

