The Government of Israel Believes in Education
## Education System Statistics

2009-10 Forecast: 1% Growth from 2008-9 to 2009-10

Total Number of Students including Kindergartens: 1,887,969

<table>
<thead>
<tr>
<th></th>
<th>2008-9</th>
<th>2009-10</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>1,502,600</td>
<td>1,471,575</td>
</tr>
<tr>
<td>Kindergartens</td>
<td>385,369</td>
<td>376,246</td>
</tr>
<tr>
<td>Institutions</td>
<td>4,096</td>
<td>4,059</td>
</tr>
<tr>
<td>Classrooms</td>
<td>57,300</td>
<td>56,010</td>
</tr>
<tr>
<td>Total Employed in</td>
<td>132,000</td>
<td>129,254</td>
</tr>
<tr>
<td>Teaching (est.)</td>
<td></td>
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Between 1995-96 and 2008-9 the number of students in primary, junior high and high schools grew by 25.5%. The Jewish track grew by 14.7%. The Arab track grew by 69.3%.
Between 1995-96 and 2008-09, the number of students in Jewish primary schools grew by 16.4%. The State secular track decreased by 5.5%, the State religious track increased by 8.3%. The ultra-orthodox track increased by 130%.

* Statistics from the Administration for Economics and Budgets, Ministry of Education
2009 Education Ministry Budget

Regular budget classified generally:
NIS 30.3 billion (not including construction), 97% of which is fixed

11%
Acquisitions, Support, and Activities

89%
Wages
(Includes Local Government and Other)

1.5% Education Ministry Wages

* Statistics from the Administration for Economics and Budgets, Ministry of Education
Implementation of “New Horizon” Reform

<table>
<thead>
<tr>
<th>State Education Statistics</th>
<th>Special Education</th>
<th>Regular Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kindergartens</td>
<td>Kindergartens</td>
<td>Primary</td>
</tr>
<tr>
<td>Total Institutions</td>
<td>851</td>
<td>8,411</td>
<td>1,567</td>
</tr>
<tr>
<td>In “New Horizon”</td>
<td>17</td>
<td>414</td>
<td>1,133</td>
</tr>
<tr>
<td>Remaining for Implementation</td>
<td>834</td>
<td>7,997</td>
<td>434</td>
</tr>
<tr>
<td>Percentage Covered</td>
<td>2%</td>
<td>4.9%</td>
<td>72%</td>
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</tbody>
</table>
The Objectives
Strengthening Values and Improving Achievements

- The education system will strengthen education of Zionist, Jewish, democratic and social values

- The education system will strive to advance excellence, to improve achievements and educational quality, and to narrow social gaps

- The education system will be more effective and efficient, and serve the interests of the individual and the State’s changing needs

- The Government and the Knesset will view the education budget as an investment rather than as an expenditure

This is our commitment to the future generation of the State of Israel
1 Values in Education

The Objectives:

- Building, strengthening and implementing programs that deepen Jewish, Zionist and Israeli values
- Building, strengthening and implementing programs that deepen democratic and social values
- Awareness and identification with Jerusalem, the capital of Israel and the Jewish People
- Encouraging recruitment to the IDF and to national civic service
- Encouraging involvement in and strengthening youth movements
- Strengthening the connection between civil society and the education system – increasing the extent of volunteerism in the education system and encouraging education for social action
Implementation Policy:

- Educational excursions to Jerusalem with the aim that every student visit Jerusalem
- Implementing a new program for educational excursions to Jerusalem
- Differential subsidies for excursions with an emphasis on the periphery
- Grade 5 pupils will visit Jerusalem as part of the educational program “Jerusalem My Capital”
- Year 7 students will visit Jerusalem as part of with the educational program “Bar Mitzvah Boys and Bat Mitzvah Girls”
- Year 10-11 students will visit Jerusalem as part of the Jerusalem seminar program, “Jerusalem the capital of Israel”.

- Creating a new subject in 6 year official schooling (Grade 4 to Year 9) beginning in the 2010-11 school year, called Israel’s Culture and Tradition (Jewish and Zionist studies). The syllabus will revolve around the following central topics: nation and homeland – symbols and customs; Zionism and the yearning for Zion; Judaism and Zionism – leaders and role models; the Jewish life cycle; Bar and Bat Mitzvah; Judaism and Zionism – social and ethical values; the test of fulfilling Judaism and Zionism. During September, a discipline committee will be set up that will design the new study program.

- Encouraging enrollment to the IDF and national civic service:
  In 2009-10, a program for Years 10-12 will commence implementation. The program, designed by the Education Ministry in conjunction with the Ministry of Defense, is adaptable to any school in accordance with its particular characteristics. The program will eventually cover all schools throughout the country. At this stage, the program will focus on intensive activity in 50 schools with low enlistment figures. It will be conducted in partnership with the IDF and the Ministry of Defense. The rate of enlistment of school graduates will comprise one of the measures for evaluating this value oriented educational program.

- Extending the “Israel Journey” Program (Masa Israeli) to Year 11
  This is a program which focuses on strengthening the sense of belonging to the nation and State of Israel, through deepening Jewish, Zionist and Israeli identity amongst youth.

- The “Hatikva Kit” – deepening awareness of the national anthem in the education system and amongst youth movements.
Combating Violence and Creating an Optimum Learning Environment

The Goals:

- Implementing a policy of “zero tolerance” to violence in the education system
- A constant decrease in violent incidents in schools
- Strengthening order and discipline, including supporting teachers and principals in their efforts

Implementation Program

- Publication of Director-General’s Circular on combating violence and creating optimum learning environment, prior to the commencement of the 2009-10 school year
- Amendments to the Students Rights Law have been carried out (passed in the Knesset’s Summer sitting)
- Implementing a mechanism for monitoring and supervising violent occurrences (developed by RAMA)
- The principal, supervisor, and district manager will be regularly informed of absences, discipline and violence problems
- Each school will be required to publish regulations and inform parents, teachers and students
- Procedures will be set in each district for dealing with schools that have a high incidence of discipline and violence problems
- Implementation of a special learning program that combines models for management of dialogue in sensitive social and value based issues between the teacher and student (the subject matter will include, for example, heart to heart conversations, and life skills)
- Operating a program for “personal learning” in Years 7-8 Junior High School (in 104 schools)
- The “City without Violence” program, which today runs in 10 municipalities (and aprox. 90 schools), in partnership with the Ministry for Internal Security. In accordance with the decision of the Ministers Committee for Combating Violence, the program is set to be expanded to approximately 40 more cities
Improving Educational Attainments: National and International Assessments

Starting Position: The achievements of Israeli students in international tests are unsatisfactory

The goal: maximizing the potential of each Israeli student, as explicated by test results

Gradual and constant improvement in National Assessments (Meitzav) results
- Grade 5 – English (currently 73.8), Mathematics (currently 59.2), Science and Technology (currently 59.2), Mother Tongue (Hebrew speakers – 78.4, Arabic speakers – 63.8)
- Year 8 – English (currently 58.4), Mathematics (currently 44.1), Mother Tongue (Hebrew speakers – 67.9, Arabic speakers – 58.6)

PIRLS examination in reading literacy for grade 4 – improvement from position 20 to 15 (15+ points in Hebrew and Arabic language literacy)

TIMSS examination in mathematics and sciences for grade 8 – improvement from position 24 to 19 in mathematics, and improvement from position 25 to 20 in sciences (12+ points in sciences / 17+ points in mathematics)

PISA Examination in reading, mathematics and sciences – improvement from position 40 to 35 in mathematics, improvement from 40 to 35 in language, improvement from position 39 to 34 in sciences (36+ points in sciences / 42+ points in reading / 48+ points in mathematics)

PISA Examination - improvement from position 40 to 20 (71+ points in sciences / 69+ points in reading / 83+ points in mathematics)
### National and International Assessments

#### Implementation Program:

**Building knowledge infrastructures in the central disciplines at critical junctures**

- **Improving skills in grade 3 mother tongue:**
  Aprox. 3,370 grade 3 classes will be strengthened in mother tongue to the extent of 10,000 weekly hours.

- **Improving skills in grade 7 mathematics, sciences and mother tongue language:**
  Aprox. 25,000 weekly teaching hours have been added. A teacher trainer in each discipline will be allocated to 5 schools. Altogether training will be delivered to 3,000 classes over 816 training days, utilizing 136 full time positions. Teachers will undergo 30 hours of compulsory continuing professional education courses. Two-three tests will take place at set points during the year for the purpose of ongoing monitoring and evaluation.

- **Training – “Teachers’ Teachers”** – Outstanding teachers in the disciplines of mathematics, sciences and mother tongue language, will be employed half time and will train teachers in the various disciplines. A training coordinator will be appointed in each district who will be responsible for the work of “Teachers’ Teachers” in schools.

- A teacher trainer will be allocated to 5 schools, delivering altogether 324 training days, utilizing 54 full time staff.

All programs will be accompanied by external evaluation.
The Goals:

- Gradual and permanent improvement in the rate of students eligible for their high school diploma
- Increasing the number of students studying compulsory subjects at the level of 5 learning units (highest difficulty)
- Increasing the number of students studying in Year 12 at the level of 5 learning units (highest difficulty) in physics, chemistry and biology

Implementation Program

- Expanding policies aimed at increasing the rate of students eligible for their high school diploma. In 2009-10, external evaluation will be carried out to assess the effectiveness of the program
- Program for increasing the numbers of students in subjects considered “difficult” (English, Mathematics, Physics and Chemistry) to the level of 5 learning units, utilizing small study groups and computerized learning
- Prizes will be awarded for outstanding students in core subjects
Differential School Remuneration

Implementation Program

**The Aim**
Encouraging academic, social and value oriented achievements by allocating an additional budget for an output-based remuneration program. A comparative model will be designed to assess the improvement in school measures, whilst taking into account socio-economic factors.

**The Measures**
- Improving academic achievements in all external testing (external assessments, international assessments, Matriculation examinations)
- Increasing the numbers of students sitting and qualifying for their high school diploma
- Increasing the ability to keep students in the education system (drop-out prevention)
- School climate – preventing violence and decreasing the use of drugs and alcohol
- Contribution to society – enlistment to IDF, National Civic Service, Year of Service

**Output-Based Remuneration**
- Monetary remuneration to schools for improvements in teaching and learning processes
- Personal remuneration for distribution amongst school staff
Transparency – School Achievements (Pilot)

Implementation Program

Aims
- Transparency of information regarding achievement measures in schools
- Strengthening motivation in schools to improve the measures being assessed
- Assessing schools in a broad context (learning, social and value based achievements)
- Creating an independent communication and information channel between the general public and the Ministry of Education

Implementation
- The Ministry will begin a pilot this year in three cities: Haifa, Petach Tikvah, and Netanya

The following statistics on schools will be presented on the Ministry’s web site:
- Learning achievements
- Cheating on Examinations
- Maintaining students (drop-out rate)

The Ministry will act to add social and value based measures such as rates of volunteerism, involvement in youth movements, percentage of IDF and National Civic Service enlistments, etc.
In the 2010-11 school year, the Ministry will implement a pilot for “controlled parents’ choice”, to allow parents to enroll their children in areas outside existing enrollment zones. The pilot will take place with interested municipalities. Cities that join the pilot will give the opportunity for the “controlled choice” of schools.

The Ministry of Education is preparing a “decision proposal” for the Government. The proposal will include a supervision mechanism that will take into consideration the maintenance of socio-economic and economic factors.

- Controlled choice for parents and students will improve teaching and learning processes
- The mechanism will be based on supply and demand of parents, students and teachers
- Developing schools with unique educational perspectives
- Giving schools and teachers full responsibility for what is done in the school
- Empowering teachers as professionals and making them real partners with parents and students
Maximizing Teaching Time

Approximately 20% of teaching days are not utilized for study and instruction.

The Aims

- Closing the gaps between budgeted and actual teaching time (teaching days and hours)
- Reducing the number of hours that don’t arrive at the student
- Significant decrease in the occurrence of teacher and student absences
Maximizing Teaching Time

Implementation Program

- A Director General’s circular will instruct the meticulous and maximum utilization of teaching time (teaching days and hours)
- District managers will supervise and scrutinize the maximum utilization of teaching time
- Supervision and reporting by school principals to area supervisors and district management
- Time clocks will be installed in primary and junior high schools
- Special treatment for problematic schools
Narrowing Learning Gaps

Aims:

- Investing management and monetary resources towards the objective of narrowing learning gaps
- Decreasing the occurrences of school dropouts

Implementation Program

- Supporting projects designed to increase the number of students that sit or qualify for their high school diploma
- Quality utilization of teachers “individual hours with students” within the framework of the “New Horizon” reform to advance weaker students (5 weekly hours in primary school, 4 weekly hours in junior high school)
- In the 2009-10 school year, the Government’s decision to decrease the maximum number of students per classroom will begin being implemented on differential basis, so that in the bottom few ten-percentiles in socio-economic terms, the number of students in classrooms will be reduced to 32 students per classroom in grade 3, year 7 and year 10.
- In the 2009-10 school year, the criteria for supporting a school’s high school in the periphery will be completely implemented through an additional budget
- In the 2009-10 school year, in year 7 mathematics and sciences, weaker students will be identified and will learn in classrooms with fewer students
- Implementation of a new program for identifying students in danger of dropping out, as a basis for formulating more targeted educational instruction
- Formulation of a program which provides teachers incentives for moving to the periphery. The Ministry is currently designing criteria for qualification of towns to be included in the program
Strengthening Teacher Status and Improving Teaching Quality

Aims:
- Strengthening teacher status in Israeli society
- Improving the quality of teaching

Implementation Program
- Operating a unique program to recruit quality teaching manpower

New Programs for Implementation (in cooperation with the Ministry of Finance and the Ministry of Industry, Trade and Labor)
- Program for converting 500 outstanding individuals with academic degrees and practical experience in mathematics and sciences, to teach in their fields of expertise
- Training program for outstanding university students who are prepared to commit to the teaching profession, including grant support - in cooperation with the Joint Distribution Committee and the organization “It’s all Education”
Strengthening Teacher Status and Improving Teaching Quality

Implementation Program

Extending Existing Programs

- The “Outstanding Achievers for Education” Program – providing incentives for candidates with high grades to undergo Bachelors degrees in teaching, including exemptions from university fees and grant support. The program will be broadened in 2009-10 to 1,100 students. Further, the entry requirements have risen to 625 in the Psychometric testing, and subjects in leadership have been added. The students are obliged to volunteer for four hours per week during their studies.

- “Educational Pioneer” – specialized program to train youth movement graduates that consider teaching as a mission. The program will lead to a Bachelors Degree in Education, a teaching certificate in Israel studies, and a “life lesson” leadership certificate

- “Atidim” for teaching sciences and English – training teachers in the “Atidim” program for teaching exact sciences and English in high schools in the periphery - in cooperation with the Ministry of Finance, Ministry of Defense, and the Hebrew University

- “Second Career” – Senior reserve officers and academics are trained in the teaching profession - in cooperation with the “Beit Berl” College, the Ministry of Industry, Trade and Labor – and “Tsevet” – the organization for retired professional soldiers. The program continues to operate for a second year
Strengthening Teacher Status and Improving Teaching Quality

Implementation Program

- Increasing teacher pay – completing the “New Horizon” reform, including negotiations to implement the reform in high school
- Accompanying and training new teachers in their first two years, at the end of which evaluation will be carried out to determine the teacher’s suitability
- Opening a masters degree track (M.Teach) in teaching, as well as decreasing in relative terms the caps for Bachelors degree enrolments in teacher training colleges
- Locating failing teachers in the education system and carrying out entrenchment processes based on pedagogic grounds
- Increasing minimum requirements (75 average in Bachelors degree) for acceptance into institutions that train Bachelor degree holders to be education workers
- Developing evaluation methods for the professional advancement of teachers and principals
- 50 weekly hours of ongoing professional training for teachers
- Increasing retirement caps
- Developing programs to maintain good teachers in the system
Strengthening School Principals’ Status

Aims:

- Strengthening the profession of management in the education system
- Fostering groundbreaking principals to lead the way for improvement in schools
- Implementing a system for evaluating principals

Implementation Program

- Locating groundbreaking principals that will lead processes of change and pedagogic improvements, with an emphasis on weaker schools. The program will be spread over 5 years (2009-10 to 2014-15) and encompass some 100 principals in some 300 schools
- Operating a mechanism for evaluating principals for the purposes of professional advancement and advancement in wage levels
- Developing management capabilities amongst principals in their early stages – in the 2009-10 school year, approximately 430 principals will be trained in personal training courses
- Improving the management capabilities of experienced principals - in the 2009-10 school year, approximately 1500 principals will be trained by district
- Developing a strategy for locating and creating principals in the “Atidim” program
- Establishing a computerized network of principals for the purpose of establishing a social-professional community of principals
- Carrying out applied research and developing professional tools in the field of school management
- Giving tools to principals – to initiate a process of teacher retrenchments on pedagogic grounds
- In the 2009-10 school year, the principal training school in Jerusalem “Avnei Rosha” will operate a new principal training program
- The “Peaks Program” – a national program for experienced school principals in leadership and management from a business and public perspective – will continue
Focusing on Core Subjects

Aims:

- Focusing on and strengthening core subjects

Implementation Program

- Reducing by 25% the number of optional subjects in high school which are subject to external assessment (currently 87 subjects) and focusing on core subjects

- Prizes will be awarded to outstanding students in core subjects

Building knowledge infrastructures in the central disciplines at critical junctures

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Adapting Syllabi to the Changing Reality in Education

Aims:

- General revision of syllabi
- Designing new and updated syllabi

Implementation Program

- All existing syllabi in core and optional subjects will be examined gradually and extensively in order to adapt them to current conditions in education, including: actual teaching hours, demands of international testing and final year high school testing

- Structural change in the Pedagogic Secretariat of the Ministry of Education – merger between the discipline committees and the syllabus committees and rebuilding the Ministry’s syllabus branch
Increasing Students in Technological-Professional Education

**Aims:**
- Increase the rate of students in technological-professional education
- Increase the number of high school leavers with both a technical certificate and high school diploma

**Implementation Program**
- Mapping the needs of the IDF and industry in the 2009-10 school year and creating desired tracks, including appropriate budgeting in terms of student fees in 2010-11
- Creating a new model to be run as a pilot in 2010-11, combining study and work experience in industry through contractual arrangements with plants
- Broadening technical school and final year high school program (“Taub Program”) – increasing the number of students in the program over four years to as many as 10,000 (aprox. 2500 graduates in 2012-13)
Computerizing the Education System and Adapting to the Digital Era

Aims:

- Building a national computerized education infrastructure for all students, teachers and institutions, that provides an optimum and advanced teaching and learning environment
- Implementing technology in classrooms that facilitates new teaching methods, and that fits syllabi and standards at every year level
- Professional development of teachers aimed at integrating computerization into the routine of teaching and learning

The Ministry is assembling a detailed multi-year program to be implemented from January 2011, subject to the required budget allocation
Establishing Computerized School Infrastructures
The aim of investing in computerized school infrastructures is to provide students and teachers an optimal advanced teaching and learning environment. This environment will include Internet connection, “smart classes”, computers for teachers and students, and a learning environment and tools that allow access to updated digital content that allow flexible teaching and learning processes, adapted to the needs of different students. The establishment of technological infrastructures will allow the creation of continuous learning from school to home, laying the foundations for a world of continuous learning.

Program to Develop Digital Content
The national program to computerize the education system will create the conditions for developing and implementing quality digital content, suitable to the syllabi and standards of every year level.

Professional Development Program for Teachers
Investing in the professional development of teachers with the aim of integrating computerization into the routine of teaching and learning is a necessary condition for the program’s success.
Monitoring and Evaluation

- All the programs will be monitored and accompanied by evaluation, budgeted to the extent of NIS 8 million.

- An organizational culture of accountability will be established at all levels (ministry headquarters, district branches, principals, teachers and parents), focusing on the ministry’s measurable aims and their evaluation.
Thank You