



State of Israel

Ministry of Education Culture and Sport
Economics and Budgeting Administration

MINISTRY OF EDUCATION CULTURE AND SPORT

F A C T S A N D F I G U R E S

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Photographs of schools and works of art – from the collection of the School Building Design Division,
Ministry of Education Culture and Sport.

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FROM THE MINISTER

Facts and Figures 2004 marks the voyage of hope of our educational system during a period of budgetary reductions.

Accelerated changes in the system's organizational and pedagogical structure have precipitated a new reality.

While striving, as ever, for improvement, we have tried to find a strong, stable foundation.

We find ourselves at a national turning point regarding the educational wellbeing of pupils, teachers and parents.

This publication, published on the eve of the new school year, will acquaint the reader with the system and its activities.

It contains a wealth of information about such subjects as educational legislation, the system's structure, organization and hours of study, facts about pupils and teachers, the measurement and evaluation of learning, the dropout rate and matriculation statistics.

My grateful thanks to the Economics and Budgeting Administration. It has worked tirelessly to prepare this publication, which is something of a mark of commendation for our achievements.

Limor Livnat

Minister of Education Culture and Sport



DIRECTOR-GENERAL'S ADDRESS

In recent years, the education system has suffered a series of budgetary cutbacks that have forced us to conduct an organizational and pedagogic introspection.

In the sphere of education, we must address social processes that stem from the economic recession and the security crisis, and direct our professional efforts towards dealing with the resulting hardships and their impact on the social fabric. We aim to enhance the education of the new generation, in order to enable young people to find their place in the economy and in advanced technological industries.

This year, we have developed a new budgeting system, which allocates state resources to each pupil according to his socio-economic background. The core curriculum provides a common and uniform scholastic foundation for all pupils in the education system, and its implementation is a necessary condition for budgeting pupils in educational institutions.

Facts and Figures presents information on pupils and teachers, curricula and trends for future development. We are currently in the midst of a process for implementing such changes. We shall aspire to achieve the goals that we have set to improve the quality of teaching and the scholastic achievements of the pupils, to reduce dropout, and to provide each and every pupil with an equal opportunity to become an integral part of the economy and society.

Ronit Tirosh
Director-General



INTRODUCTION BY THE DEPUTY DIRECTOR-GENERAL AND HEAD 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 15th volume in the series (and the 7th to appear in English). It provides information on educational laws and the structure of the education system, main objectives and activities, data concerning pupils and teachers, information on rates of attendance, dropping out and eligibility for matriculation certificates. It also presents analyses regarding economic indicators of the education system, the 2004 education budget of the Ministry and the national expenditure on education, culture and sport.


Since the spheres of culture and sport have returned to the Ministry, this publication also presents facts and figures on a wide range of activities in these spheres (Section F).

The various sections include new graphs depicting data on kindergartens (Section D), and dropout rates in grades 7-12 (Sections D and E).

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 and difficulties in this period of numerous budgetary cutbacks.

Ady Hershcovitch

Deputy Director-General and Head,
Economics and Budgeting Administration



Section

EDUCATIONAL LEGISLATION AND THE STRUCTURE OF THE EDUCATION SYSTEM

EDUCATIONAL LEGISLATION

The following are the principle laws relating to education:

1. COMPULSORY EDUCATION LAW, 1949

According to this law, compulsory education applies to all children between the ages of 3 and 15 (grade 10) inclusive. (This education is provided free of charge throughout the entire system from age 5.) In addition, the law provides for free education for adolescents aged 16 and 17, as well as for 18 year-olds who did not complete their schooling in grade 11 in accordance with the curriculum. The state is responsible for providing free compulsory education under this law.

Maintenance of official educational institutions, however, is the joint responsibility of the state and the local education authority. Parents have the right to choose one of the recognized educational trends for their children.

Important additions to the original version of this law include a prohibition against discrimination on the grounds of ethnic origin, a prohibition against discrimination in acceptance, placement, and advancement of pupils, as well as a prohibition against punishing pupils for actions or omissions on the part of their parents.

2. STATE EDUCATION LAW, 1953

This law determines guiding principles with regard to the content and procedures of State education and provides for a six-day school week.

State education is defined as education provided by the state on the basis of the curriculum approved by the Minister of Education, without attachment to a party, communal body, or other non-government organization, and is under the supervision of the Minister of Education. The law outlines the objectives of State education with regard to universal values; the values of Israel's society and heritage; remembrance of the Holocaust and heroism; development of the child's personality, abilities and creativity; various disciplines of knowledge, science and the arts; physical activity; and culture and recreation.

The State education system consists of two trends: "State education," and "State-Religious education." This law enables the Minister of Education to approve, at the request of 75 percent of the parents, an additional institutional curriculum comprising up to 25 percent of the existing curriculum, or an additional curriculum financed by the local authority or by the parents.

The law also outlines procedures and conditions for accrediting non-official schools as recognized educational institutions, implementing the core curriculum in these institutions and supervising its implementation.

The law further specifies conditions for opening official institutions and regulates the inspection of State educational institutions and the appointment of inspectors, principals and teachers.

Any form of party or political propaganda at an educational institution, whether by its teachers or employees, or by individuals from outside the institution, is forbidden.

3. THE COUNCIL FOR HIGHER EDUCATION LAW, 1958

The Council for Higher Education is the state institution in Israel responsible for higher education, including teaching and research. The Council operates under the Council for Higher Education Law 1958, and is a statutory body recognized for all obligations, rights and legal action. The Council's term of appointment is five years.

The Council's chairman is, ex-officio, the Minister of Education, who is responsible for the implementation of the Council for Higher Education Law and appoints the Council's director-general.

The main powers of the Council for Higher Education are:

- To grant an institution permission to open an institution of higher education and maintain it.

The decision requires approval by the government. If the Council has refused to grant permission to an institution, the Minister of Education is allowed to appeal to the government. The government is allowed to return the issue to the Council for reconsideration. The decision reached after reconsideration must be approved by the government, and the Council's decision is final.

- To grant accreditation to an institution as an institution of higher education. Accreditation requires approval by the government. At the request of the government, the Council will reconsider a request for accreditation, and the Council's decision is final. An announcement of the granting of accreditation is published in *Reshumot* (Official Gazette).
- To authorize an accredited institution to award an academic degree.
- To authorize an institution to use names that require authorization according to the Council for Higher Education Law.
- To make proposals to accredited institutions regarding their consolidation, expansion and improvement and regarding cooperation between them for teaching and research.
- To recommend to the government the establishment of additional institutions of higher education.
- To submit to the government - by means of the Planning and Budgeting Committee - proposals for the development of higher education, and for government participation in the budgets of higher education systems according to the needs of society and the state.



The Council is composed of twenty-five members including the chairman, who is the Minister of Education. The chairman of the Budgeting and Planning Committee and the chairman of the National Association of Students are members of the council by virtue of their positions. At least two-thirds of the Council members are "individuals of recognized stature in the field of education" and the remainder are public figures. Council members are appointed by the President of the State upon the recommendation of the government for a period of five years.

The Planning and Budgeting Committee (PBC) is the executive arm of the Council and was established by a decision of the government. It is responsible for funding and planning.

The functions of the PBC, as delegated to it by the Council for Higher Education and supported by government decision are:

- To be an independent intermediary body between the government and national institutions, on the one hand, and the institutions of higher education, on the other, regarding all budgetary issues for higher education;
- To propose the regular budget and the development budget for higher education, while taking into consideration the needs of society and the state, and while safeguarding academic freedom and assuring the advancement of research and learning;
- To have exclusive authority for disbursing the global authorized budgets to the institutions for higher education;
- To propose to the government and the Council of Higher Education plans for the development of higher education, including their financing;
- To promote efficiency in the institutions of higher education and to coordinate among them;
- To oversee the use of the allotments, in order to prevent deficits or excesses;
- To express its opinion to the Council of Higher Education on the opening of any new institution or new unit with significant financial ramifications as an accredited institution.

4. SCHOOL INSPECTION LAW, 1968

This law states that opening and operating a school requires a license. The law regulates the conditions under which schools that are not part of the official State education system may obtain licenses, and contains provisions for their establishment and operation.

5. SPECIAL EDUCATION LAW, 1988

According to this law, "the purpose of special education is to advance and develop the abilities and potential of disabled children; to correct and improve their physical, mental, psychological, and behavioral performance; to convey knowledge, skills, and habits; and to adapt them to behavior

acceptable to society, for the purpose of becoming part of that society and being integrated in the world of work."

The law provides for special education for individuals between the ages of 3 and 21 - teaching and systematic learning and treatment, including physiotherapy, speech therapy, occupational therapy, and other treatments as they may be defined.

An important amendment to the law deals with the integration of special needs children in the regular education system. The law regulates this integration and gives it legislative backing.

6. LONG SCHOOL DAY AND ENRICHMENT STUDIES LAW, 1997

The purpose of this law is to add study and education hours to the existing hours in educational institutions.

The Long School Day will be applied as follows:

Four days a week - eight study hours at least.

One weekday, except Friday - five study hours at most.

Friday - four study hours at most.

The Minister of Education may, with the approval of the Knesset Education and Culture Committee, prescribe a different number of study hours for the Long School Day in certain educational institutions or study classes, provided that the number of weekly study hours shall not be less than 41 hours.

The law is implemented gradually in communities and neighborhoods as ordered by the Minister, with priority given to localities or neighborhoods needing extra assistance, as determined by the Minister.



7. PUPILS' RIGHTS LAW, 2000

The law aims at preventing discrimination against pupils on the grounds of ethnic origin, socio-economic background or political views, and prohibiting the use of physical or humiliating disciplinary measures.

The decision to expel a pupil permanently from an educational institution and to transfer him to another institution shall be made only after the pupil and the parents have been granted an opportunity to be heard. The pupil and his parents shall have the right to appeal to a District Hearing Committee. The Committee, headed by the District Director, normally consists of representatives of one of the teachers' unions and a national parents association, as well as the chairman of the district pupils council or his deputy.

An educational institution shall encourage the establishment of a pupils council.

The law also specifies that every pupil shall be entitled to take the state matriculation examinations, providing he meets the conditions prescribed by the Minister.

8. TEXTBOOK LENDING LAW, 2000

According to the law, every school may participate in the program for lending textbooks, provided that at least 90% of the pupils' parents agree to transfer the books to the school, which must, in turn, comply with the regulations imposed by the Minister.

The Minister will specify a maximum lending fee, for each grade level, subject to approval by the Knesset Education Committee. Parameters for determining the level of assistance provided to schools requesting to participate in the project will also be determined.

The law will be implemented gradually, according to orders issued by the Minister.

Implementation of this law has so far been postponed, for economic reasons.

9. LOCAL AUTHORITIES LAW (Designating School Funding), 2000

The law states that a local authority may not use funds, transferred by the State for payment of salaries for teachers and other employees of educational institutions, for the purchase of equipment for teachers or pupils in educational institutions and for equipment and maintenance of educational facilities, but for the purpose for which they were intended.

Local authorities must manage the monies allocated for educational purposes in a separate account, intended for this purpose only, and the State must transfer these designated budgets into this separate account.

10. FREE EDUCATION FOR SICK CHILDREN LAW, 2001

This law requires the Minister of Education to establish a scheme to provide education for children who are hospitalized or unable to attend school for over 21 consecutive days due to illness. The scheme will take medical constraints and the curriculum studied prior to the illness into account.

The Minister of Education, with approval from the Minister of Health, will establish regulations for creating and operating education facilities in hospitals.

The gradual implementation of the law has been postponed for economic reasons.



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 2001/02, encompassed 371,000 children ranging in age from 2 to 6 years, attending municipal, public, and private kindergartens and day care institutions.

Of these, 307,000 children attended public kindergartens. In 2002/03, the number of children attending public kindergartens totaled 315,000.

Increasing concern with pre-primary education was prompted by strong interest in the developmental problems of early childhood, as well as the social dilemmas faced by Israeli society. In this regard, the education system has assumed that education must begin as early as possible in order to ensure that all children are provided with the necessary conditions and opportunities for effective functioning and personal achievement. The goal of early childhood education is to lay down an educational foundation that includes developing language and cognitive skills, promoting learning and creative abilities, and nurturing social and motor skills. The Ministry of Education is preparing to implement the Compulsory Education Law, which exempts parents from the need to pay tuition for children aged 3-4. In 2004, the state allocated resources to fund preschool education for almost 100,000 children from disadvantaged population groups. These children constitute 36% of their age group.

In 1968, it was decided to implement a reform of the entire school system, recommending that the system be restructured 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 2003 included 72% of all pupils in grades 7 through 9, while the rest of the pupils (28%) attended schools designed according to the old structure (primary: grades 1 through 8; secondary: grades 9 through 12).

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

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

Another level of education includes post-secondary and higher education.

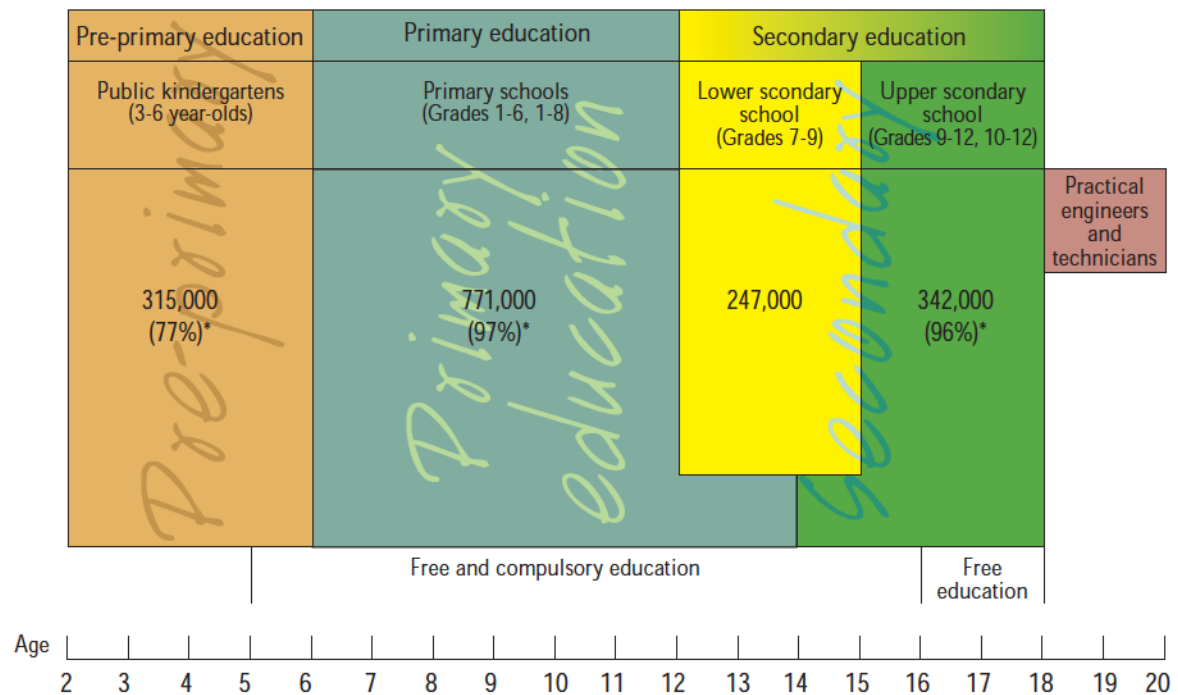
Post-secondary (non-academic) educational frameworks include those institutions that provide knowledge and training in many and varied spheres, such as technology, administration and the arts.

Academic higher education includes universities, the Open University, academic colleges (including teacher-training colleges).

During 2003, there were 290,000 students enrolled in this level.



STRUCTURE OF THE EDUCATION SYSTEM, 2002/03



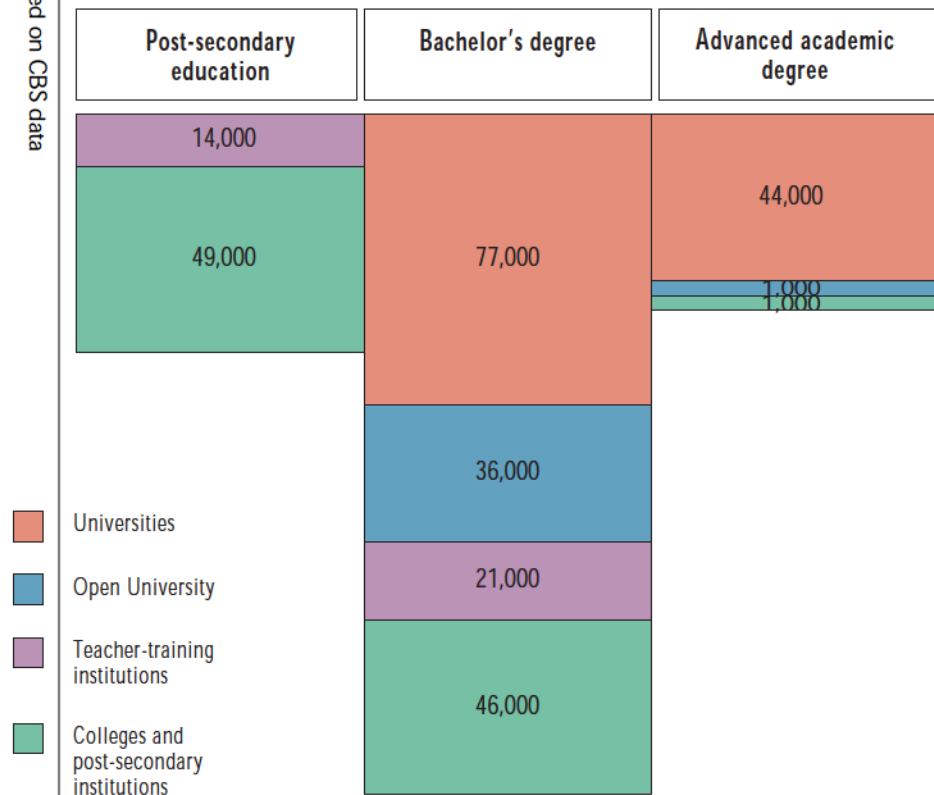
This graph describes the structure of the education system in 2002/03, from preschools to post-secondary education (including grades 13 and 14).

In 2002/03, the total number of pupils enrolled in the education system (under the supervision of the Ministry of Education) was approximately 1,675,000, from the pre-primary level to the end of secondary school.

* The figures in the graph refer to pupils in institutions under the supervision of the Ministry of Education. The figures given in parentheses refer to the percentage of pupils in that age group who are enrolled in each level of the education system. In pre-primary education (children aged 3-5), 77% attend kindergartens. In primary education (children aged 6-13), the figure is 97% of the age group, and in secondary education (ages 14 - 17), the figure is 96% of the age group. The percentage given for pupils attending secondary schools includes pupils attending institutions under the supervision of the Ministry of Labour or the Ministry of Religious Affairs.

Source: Based on CBS data

POST-SECONDARY AND HIGHER EDUCATION, 2002/03*



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

In 2002/03 there were 290,000 students enrolled in various post-secondary and academic frameworks. Less than half of them were attending universities.

* Excluding students attending foreign university extensions in Israel, whose enrollment in 2002/03 is estimated at between 11,000 and 14,000 students.

Section

ORGANIZATION OF STUDIES, MAIN OBJECTIVES AND ACTIVITIES

ORGANIZATION OF STUDIES

1. PRE-PRIMARY EDUCATION

INTRODUCTION

Pre-primary education encompasses educational and teaching services for children, from birth to age six. For this purpose, the Ministry of Education Culture and Sport maintains constant contact and cooperation with local authorities, women's organizations operating day care centers, external organizations and foundations, the Jewish Agency and other government ministries.

Kindergartens are the first formal educational framework to which children are exposed, and it is here they develop the attitudes that will affect their integration into the education system where they will spend much of their time in the coming years.

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

- Promoting cognitive skills, inculcating tools for dealing with information, and exposure to knowledge in various fields based on a specific curriculum.
- Instilling life skills, social skills, social and national values, and encouraging personal relationships.
- Encouraging an independent personality, the capacity for treating others with respect and tolerance, and accepting similarities and differences.
- 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).

BASIC CURRICULUM

The educational activities are implemented according to the basic curriculum of the pre-primary education system (in use as of March 1, 2000).

This curriculum is based on the framework programs:

- The Framework Program for State and State-religious, Arab and Druze Kindergartens in Israel for Children Ages 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 Two-to-Three 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 includes several required subjects.

SUBJECTS INCLUDED IN THE BASIC CURRICULUM

- **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 - at the discretion of the kindergarten teacher, the language of science, audio-visual modes of expression, multimedia in telecommunications and computerized settings).
- **Learning skills** - cognitive skills, inquiry and problem-solving (at developmentally-appropriate levels of complexity).

- **Social-emotional skills** - self-awareness and assertiveness, cooperation and peer relationship, resolving social conflicts, rules of discourse, recognizing and accepting differences between people (mutual respect, aid and tolerance), recognizing the importance and significance of laws and social rules, familiarity with different cultures, maintaining personal hygiene and health, protecting the environment, safety and security, cultural consumption and the media.
- **Physical-movement skills** - daily experience with movement and the use of outdoor play equipment, physical training and ball games.
- **Educational contents for formulating a common cultural-social-civil foundation** - the state, its institutions and symbols, Israeli heritage, cultural heritage and traditions (as appropriate for each sector), folk music and literature.



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 pupils greater opportunity to exercise personal initiative and free choice.
- To advance pupils 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 serves as a mediator who facilitates and promotes learning. He functions as part of a work team, helping the pupils to initiate, choose, inquire, discover and experiment. He develops flexible and varied study environments that take into account the differences between pupils (in pace and interests, study materials and modes of presenting knowledge).

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:

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).

GEMS - Growth and Effectiveness Measures for Schools - A systemic control tool and a work tool for individual schools. 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 pupils 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 pupils 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.

Professionalization in mathematics - Retraining general teachers to become professional teachers of mathematics, with emphasis on lateral staff work in every school.

Interpersonal Communication Program - A social education program focusing on conflict resolution through mediation, rules of discourse, debating culture, decision-making, and teamwork (cooperation among teachers, among pupils, and between teachers and pupils).

Lev Hayishuvim Program - A program with a view towards early identification of pupils with learning disabilities, and training teachers to provide didactic assistance for these pupils, in order to prevent educational gaps.

Information technology - Publishing a document that will specify the achievements required from pupils in the area of information technology, and its implementation in the schools.

Implementing the Shoshani Report - Switching primary schools to a system of direct allocation of hours on the basis of established criteria, a procedure which is intended to promote self-management and reinforce the concept of the school as an entity that can make independent decisions.

Introducing new curricula - in the subjects of language, Israel-studies, social studies, civics and Bible.

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



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

ORGANIZATION OF THE SCHEDULE

The secondary school system has begun a process of reorganizing the program and methods of study. Implementation of this reorganization was 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 significantly expanding the freedom of choice offered to the schools, including the pupils, regarding subjects taught and learning methods.
- **Reducing the number of subjects that are learned at one time**. In this way, the number of teachers a pupil encounters each week is also reduced, which enables more personalized teaching.
- **Increased independent work**. This refers to developing independent learning skills, motivation for learning and intellectual curiosity among the pupils, while giving them an opportunity for more extensive study in their own fields of interest.
- **Clusters and interdisciplinary subjects**. This program encourages secondary schools to reorganize their studies and schedules, and includes: studying separate disciplines, linking different subjects within the framework of a cluster or in other ways, selecting integrated fields and encouraging individual projects in various disciplines.
- **Alternative means of evaluation**, in different fields of personal 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 a concept of the subject teacher as educator**. Strengthening the status of the homeroom teacher, so that he can serve as a meaningful figure in the pupil'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 practice, within frameworks that combine different fields of knowledge and by applying alternative methods of evaluation. Developing teamwork is essential in order to realize the reorganization within the secondary schools.

ORGANIZATION OF STUDIES AND THE SCHEDULE OF HOURS IN SECONDARY EDUCATION

(LOWER SECONDARY AND UPPER SECONDARY EDUCATION)*

SCHEDULE OF HOURS IN LOWER SECONDARY SCHOOL

A. SCHEDULE OF HOURS IN LOWER SECONDARY SCHOOL

(GRADES 7-8-9) IN HEBREW EDUCATION

(hours per week)

Field	State education	State-religious education
Hebrew literature, language and expression	12	11
English	11	11
Arabic/French	9	9
Mathematics	14	14
Natural sciences/technology	18	15
Bible and Judaic studies	14	24-26
History, geography, humanities and social studies	16	12
Arts	4	3
Education and civics	7	7
Physical education	6	3-5
TOTAL**	111	111
		Yeshiva and ulpana*** track: Advanced Oral Law as part of elective programs: 12 additional hours per week

* Comments and explanations regarding the tables are included in the Director General's Circular, Ministry of Education, Special Circular June 1996 (in Hebrew).

** In the lower secondary schools, expanded and intensive study hours will be taken from the additional hours the school has for its discretionary use, such as the "compensatory basket" (according to Ministry of Education guidelines). In addition, it is possible to take one hour from any field that has been allocated more than 10 hours, to expand and reinforce another field, at the school's discretion. This comment is valid for the following table as well.

*** Intensive religious schools for girls.

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

Field	Hours per week
Arabic	15
English	12
Hebrew	12
Mathematics	14
Natural sciences / technology	18
Arab culture or Islam or Christianity or Druze heritage	7
History, geography, humanities and social studies	16
Arts	4
Education and civics (individual and society)	7
Physical education	6
TOTAL*	111



* For explanations on expanding and intensive study hours, see comment on Hebrew education (previous table).

ORGANIZATION OF STUDIES AND SCHEDULE OF HOURS IN UPPER SECONDARY SCHOOL

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

Field	Number of hours per pupil			
	State education		State-religious education	
Hebrew literature, language and expression	12		11	
English	9-11		9-11	
Arabic	3		3	
Mathematics	9		9	
Natural sciences/technology	8		8	
Bible and Judaic studies	9		20-26	
History, geography, humanities and social studies	8		8	
Elective subject	6		6	
Education and civics	7		7	
Essay-writing workshop	2		2	
Physical education	6		6	
Basket of hours for intensive and expanded study	26-28	32-34	16-24	24-32
TOTAL	107	113	113	121
Track	General	Technolog.	General	Technolog.

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

Field	Hours per pupil	
Arabic	12	
English	9-11	
Hebrew	9	
Mathematics	9	
Natural sciences / technology	8	
Arab culture or Islam or Christianity or Druze heritage	3-4	
History, geography, humanities and social studies	8	
Elective subject	6	
Education and civics	7	
Essay-writing workshop	2	
Physical education	6	
Basket of hours for intensive and expanded study	25-28	31-34
TOTAL	107	113
Track	General	Technolog.

MAIN OBJECTIVES AND ACTIVITIES

This chapter describes the main objectives of the education system, and the key activities implemented in order to achieve these objectives. Most of the programs presented herein are operated on a large scale.*

The Ministry of Education has defined several objectives as its top priority, and these are:

- A. Reducing gaps and promoting scholastic achievement;
- B. Fostering Zionist values and instilling cultural heritage;
- C. Fostering democratic values of equal opportunity for both sexes and special needs populations;
- D. Fostering human values of tolerance and preventing violence;
- E. Promoting science and technology education;
- F. Professional empowerment of the teachers.



* The objectives and activities presented in this chapter are based on publications by the Ministry of Education Culture and Sport: publications of the Economics and Budgeting Administration; the booklet *Educational Vision - A Three-Year Program for the Education System* by Ronit Tirosh, Director General of the Ministry (in Hebrew); and internal documents and reports, including presentations (and presentation drafts) written in preparation for the 2002/3 and 2003/4 school years.

The following is a summary of several of the leading education programs aimed at promoting these objectives.

A. REDUCING GAPS AND IMPROVING SCHOLASTIC ACHIEVEMENTS

- **Implementing a new budgeting system**

based on differential standard per pupil (the Shoshani Report).

This new method of allocation for the finance of regular primary educational institutions is based on the recommendations of the Committee for the Examination of Budgeting Methods in Primary Education.

The method is based on the following principles:

1. Standard per pupil: The number of budgeted hours allocated to the school is determined only on the basis of the number of pupils attending, and their socio-economic background.
2. Equal standards: All Israeli pupils are assessed on the basis of a uniform socio-economic index.
3. Differential standard: Each pupil is classified according to the decile to which he belongs (i.e., his socio-economic background), and the budget allocated to the school for that pupil is determined accordingly. Pupils with greater educational needs receive more budgeted study hours.
4. Pedagogic conditions: A necessary condition for any budgeting is compliance with the basic (core) curriculum, and participation in the GEMS - Growth and Effectiveness Measures for Schools procedures.

Implementation of the new budgeting method began in the regular primary education system in the 2003/04 school year.

- **Promoting basic skills in the native language, mathematics and English.**

Reading and writing preparedness of compulsory kindergarten age children; promoting the phonetic method of teaching reading and writing in grade 1; professionalization of primary school general teachers in mathematics. 2000 teachers completed their second year of professionalization in mathematics in 2002/03.

- **Operating leading programs to increase the number of pupils entitled to matriculation certificates.**

For example: Mabar ("Transition to Matriculation") classes; individual tutoring for pupils in grades 11 and 12 to promote their eligibility for matriculation certificates (a project operated in collaboration with the Branco Weiss Institute for the Development of Thinking); supplementary studies in mathematics and English at a level of 4 and 5 study units - in 2002/03, this program encompassed 1,500 pupils.

Grade 12 graduates are given the opportunity to take a make-up exam (prior to joining the army). Soldiers in combat units are given an opportunity to take exams prior to their discharge from the army. Winter exams are also available. Specially adapted matriculation exams are available to pupils with learning disabilities and to new immigrants. Cumulative study units and scores in all matriculation subjects, including mathematics and English.

- Continued operation of the **five-year plan** for the Arab and Druze sectors, with emphasis on improving scholastic and educational achievement in educational institutions, teacher training in required subjects and the placement of educational counselors for primary and lower secondary schools.
- Continued **absorption of new immigrants** in formal and informal educational institutions, and integration of new immigrants into Israeli society through the education system.
- Expansion of the **OMETZ Program** (Hebrew acronym for "I believe in myself, I'm ready to make the effort, I expect to achieve"), which is aimed at underachievers from grade 10 to prevent them from dropping out of school. The pupils learn in special classes, where they receive focus learning and individualized instruction.

B. FOSTERING ZIONIST VALUES AND INSTILLING CULTURAL HERITAGE

Heritage classes for grades 7-8-9 in the Jewish sector - a weekly hour on the subject in lower secondary schools; in-service training in this subject for 600 lower secondary school teachers.

C. FOSTERING DEMOCRATIC VALUES OF EQUAL OPPORTUNITY FOR BOTH SEXES AND SPECIAL NEEDS POPULATIONS

- Implementing the **core curriculum**, which incorporates common values, and obligates all the educational streams (native language, second language - English, mathematics and sciences).
- Expanding civics into a 5 study units subject, including a project of community activity and involvement.
- Implementing the Pupils' Rights Law.
- "Youth Leading Change" - promoting and empowering equal leadership, in cooperation with the Israel Women's Network; promoting math, science and technology learning among girls; appointing school staff members to be responsible for gender equality in schools; providing guidance and in-service training on this topic to inspectors, principals and members of the teaching staff.
- Creating crisis centers for victims of sexual abuse in eight local authorities.

- Strengthening the trend of integrating special needs pupils into the regular education system.
- Implementing the Education for Sick Children Law.
- Identifying and assisting pupils with learning disabilities from kindergarten onwards, through programs like *Lev Hayishuvim*, which is currently being operated in 40 communities; operating centers for assessing and treating pupils with learning disabilities.

D. FOSTERING HUMAN VALUES OF TOLERANCE AND PREVENTING VIOLENCE

Fostering an atmosphere of safety in educational facilities, and minimizing violence and drug/alcohol abuse, through a wide range of varied programs.

- Life Skills - program for dealing with problems of violence and drug/alcohol abuse, directed by homeroom teachers and school counselors.
- ASA Project (Violence-Drugs-Alcohol) for teenagers, operating in nine local authorities.
- Reinforcing the principals' obligation and authority to impose order and discipline.
- Involving kindergarten and primary school counselors in programs for preventing violence.
- Operating an emergency hotline (1204) for issues of violence.
- Interpersonal communication - curriculum dealing with good manners, debating culture and mediation skills (for the primary school).
- "The School as an Educational Venue" - setting a "standard of quality" with respect to the social atmosphere at the school.
- Forming treatment groups for violent pupils.
- Road Safety and Caution: a curriculum for kindergarten and grade 1 pupils - allocating one weekly hour to this topic in 1,200 kindergartens and 2,500 grade 1 classes. (allocation of hours will be determined according to the criteria specified in the Shoshani report). Young driver training for pupils in grade 11, 1,800 pupils from 2,500 classes took the driving theory exam in 2002/03.
- Youth movements - encouraging pupils to join.
- Incorporating environmental studies into the core curriculum, and operating additional programs for promoting environmental awareness and responsibility.

E. PROMOTING SCIENCE AND TECHNOLOGY EDUCATION

- Promoting specialization in mathematics, science and technology training, and in-service training of teachers in these fields.
- Continued implementation of the school computerization program in cooperation with the local authorities and *Mifal Hapayis* (National Lottery); operation of 24 logistic centers for technological support and maintenance; continued operation of 70 *Payis* centers and focal points for science, technology and the arts all over the country, which are meant primarily for pupils in lower secondary schools; implementing innovative study programs in the framework of telecommunication and Internet studies.
- Implementing the reorganization of technology studies in upper secondary schools. (The reform was applied to all grade 10 classes in 2003/04).

F. PROFESSIONAL EMPOWERMENT OF THE TEACHERS

- In-service training and instruction in the framework of three allocations: Direct allocation to the schools; allocation to district inspectors; allocations to the Educational Staff Development Centers.
- Continuing the transition to a system of school-based management, and completing the process in communities where self-management was only partial.
- Raising the basic acceptance requirements for students in teacher-training colleges.

Emphasis has also been placed on raising the quality of service, with an orientation towards the client: teachers, pupils and parents.

It should be noted that in 2003, the Ministry has taken charge once again of the spheres of culture and sport. Activity in these areas will be reviewed in Section F.



Section

EDUCATION ,CULTURE AND SPORT EXPENDITURE

This section presents data on three subjects:

1. The budget of the Ministry of Education Culture and Sport.
2. National expenditure on education, culture and sport.
3. Expenditure on education per quintile of household income.

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

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

- In 2004, the regular budget of the Ministry of Education Culture and Sport approached NIS 24.7 billion.* This sum includes approximately NIS 960 million, earmarked for the Culture Administration, the Sport Administration and religious institutions, which was transferred to the Ministry budget in 2004 and was not included in the 2003 budget. The budget of the Ministry, without these additions, is NIS 23.7 billion.
- In 1991–1996, the budget of the Ministry of Education (in fixed prices) increased more rapidly than the number of pupils, while in 1997-2003, the budget grew at a slower rate than the number of pupils. In 2004, the budget decreased by 2.1%, while the number of pupils grew by 1.9%.
- Economic classification of the budget shows that 89% is intended for wages, and 11% is intended for purchase and other expenses.
- The Ministry of Education Culture and Sport also contributes towards the budgets of other bodies: 27.6% of the Ministry's total budget is allocated for contributions to local authority budgets.
- In 2001, the national expenditure for education reached 10% of the Gross National Income. The national expenditure for education in 2002-2003 is also estimated at 10% of the Gross National Income.
- In 2002, the estimated national expenditure for education per pupil ranges from NIS 13,000 in pre-primary education to NIS 42,000 in universities and colleges.
- The national expenditure for culture, recreation and sports in 2003 is estimated at 5.5% of the Gross Domestic Product (GDP).



* This is the original budget as approved by the Knesset (including the budgets for culture, sports and religious institutions, which were transferred to the Ministry in 2003, but were only included in the budget of 2004).

1. BUDGET OF THE MINISTRY OF EDUCATION CULTURE AND SPORT

REGULAR BUDGET OF THE MINISTRY OF EDUCATION CULTURE AND SPORT, 1990–2004 (Billions of NIS)



The education budget increased from NIS 3.9 billion in 1990 to NIS 24.7 billion*** in 2004. In fixed prices (1990 prices), this represents an increase of 87%***. The development budget totaled NIS 455 million in 2004.

The 2004 budget includes funds earmarked for the Culture Administration, the Sport Administration, and religious institutions, which were not included in the budget for 2003. Excluding these funds, the budget for the Ministry of Education is NIS 23.7 billion. At fixed prices (1990 prices) this represents an increase of 80%.

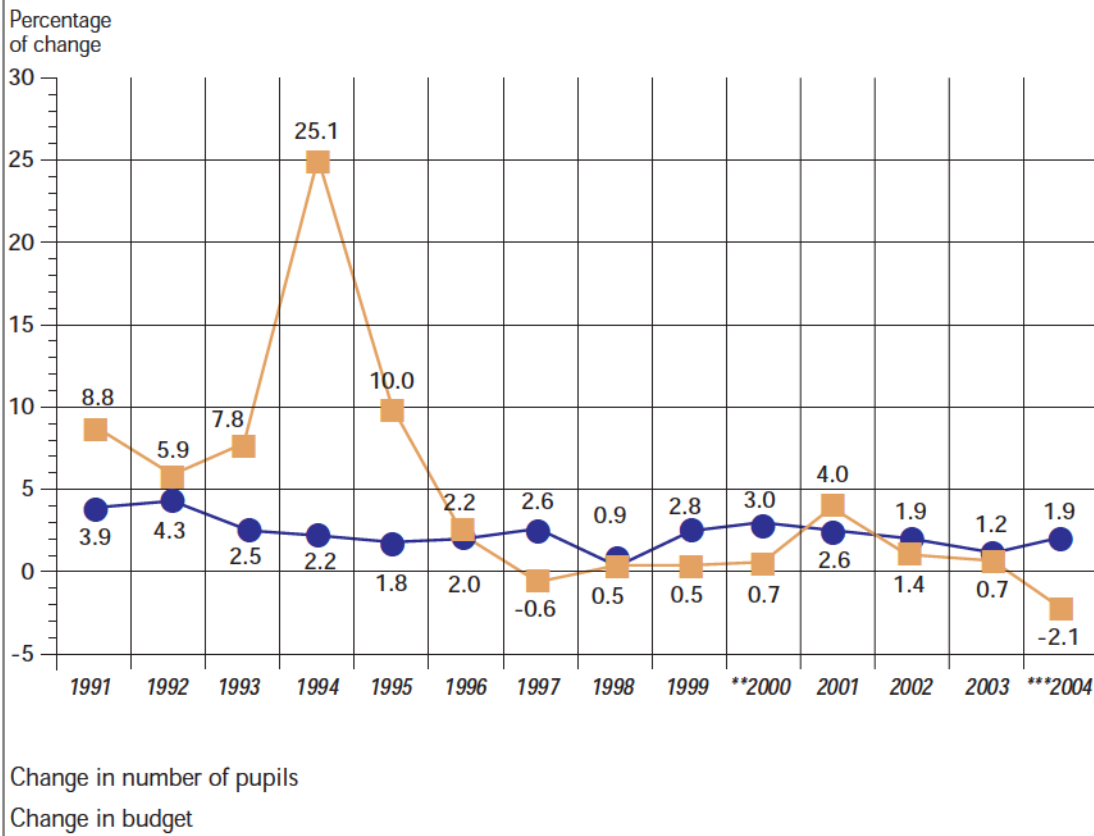
* The 1991 budget year was nine months.

** In 2000-2003, the budget did not include culture and sport.

*** Includes the budgets of the Culture Administration, the Sport Administration, and religious institutions, which were transferred to the Ministry budget in 2004.

**** Does not include the budgets of the Culture Administration, the Sport Administration and religious institutions.

ANNUAL CHANGE IN THE NUMBER OF PUPILS* AND IN THE BUDGET OF THE MINISTRY OF EDUCATION CULTURE AND SPORT, 1991-2004



This graph depicts the changes (in percent) for each year as compared with the previous year. Between 1991-1996, the Ministry of Education budget (in fixed prices) increased more rapidly than the number of pupils. Between 1997-2004, the budget increased at a slower rate than the number of pupils. Between 1997-2004, the number of pupils grew by 18%, while the budget decreased by 5%.

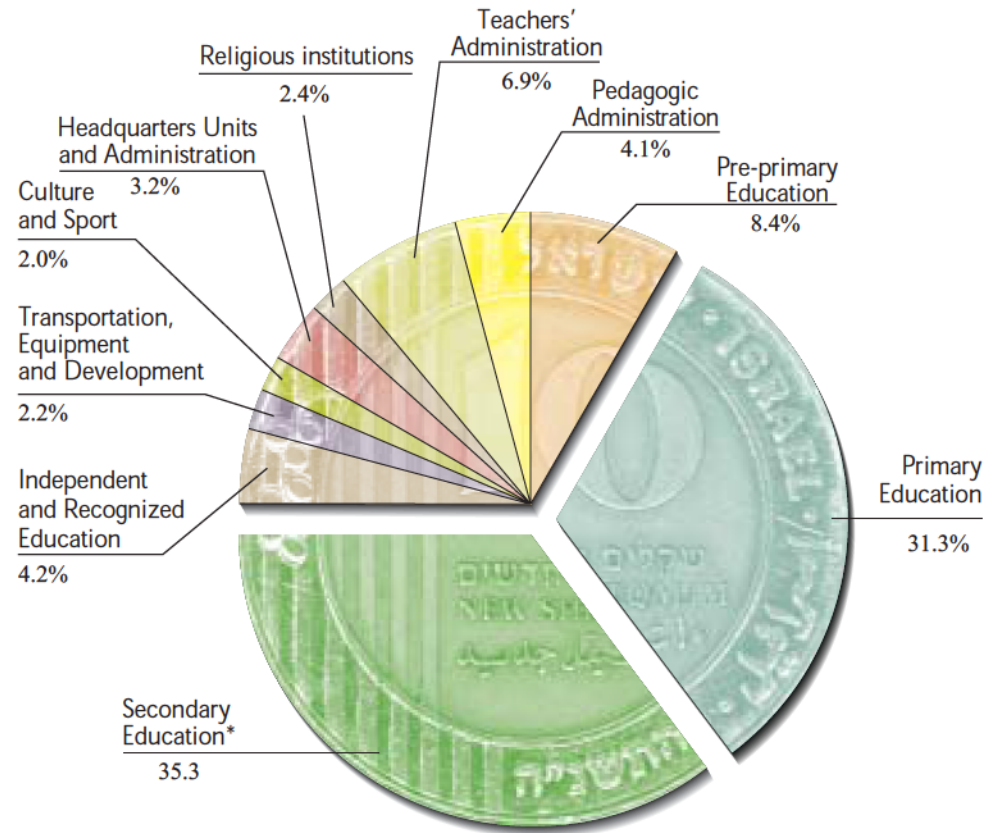
It should also be mentioned that in 2004, the budget decreased by 2.1% in comparison to the budget of 2003, while the number of pupils grew by 1.9%.

* Pupils - pupils enrolled in Ministry of Education frameworks, including pre-primary public education, schools, and teacher and kindergarten teacher training institutions.

** The comparison between 2000 and 1999 includes the budgets for culture and sport, which were transferred (in 2000) to the Ministry of Science, Culture and Sport. The comparison between 2001 and 2000 does not include the budgets for culture and sport.

*** The comparison between 2004 and 2003 does not include the budgets for culture, sport and religious institutions. These were added to the budget in 2004, and increased it by 4% - an increase of 1.9% compared to 2003.

REGULAR BUDGET OF THE MINISTRY OF EDUCATION CULTURE AND SPORT BY TYPE OF SERVICE, 2004



TOTAL BUDGET - APPROXIMATELY NIS 24.7 BILLION

Classification of the budget by subject shows that about two-thirds (66.6%) is allocated for primary and secondary education.

* Includes rural education.

REGULAR BUDGET OF THE MINISTRY OF EDUCATION CULTURE AND SPORT 1990-2004, BY ECONOMIC CLASSIFICATION (IN PERCENTAGE OF TOTAL BUDGET)

Year	Total budget in percent	Teaching hours (teachers' wages)	Other wages	Purchase, support and activities
2004	100.0	71.0	17.8	11.2
2003	100.0	72.6	18.0	9.4
2002	100.0	72.3	18.2	9.5
2001	100.0	72.0	18.0	10.0
2000	100.0	73.1	16.3	10.6
1995	100.0	73.8	17.2	9.1
1990	100.0	71.2	19.3	9.5

The distribution of the 2004 budget for the Ministry of Education Culture and Sport (by economic classification) shows that 88.8% of the budget is allocated for wages, while 11.2% is allocated for purchase, services, products and other expenses.* The budget for wages includes wages for teachers (71.0%) and other employees: local authority personnel and other public servants (17.8%).

Examination of the budget over the years (1990-2003) reveals that distribution has remained stable, with small fluctuations. It should be noted that in 2004, 11.2% of the budget is intended for purchase. This may be due to the return of the culture and sports budgets to the Ministry, as well as those of the religious institutions, which formerly were affiliated with the Ministry of Religious Affairs.

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

DEVELOPMENT BUDGET OF THE MINISTRY OF EDUCATION CULTURE AND SPORT, 2004*

(Millions of NIS)

NIS millions	
TOTAL DEVELOPMENT BUDGET	455
BUDGET: Construction of classrooms	389
Renovation of buildings	32
Equipment	8
Peripheral infrastructures	10
Reserves for price increases	16

The Ministry's development budget for 2004 totals NIS 455 million. For construction of new classrooms, the budget allocation is NIS 389 million, which represents 85% of the development budget.

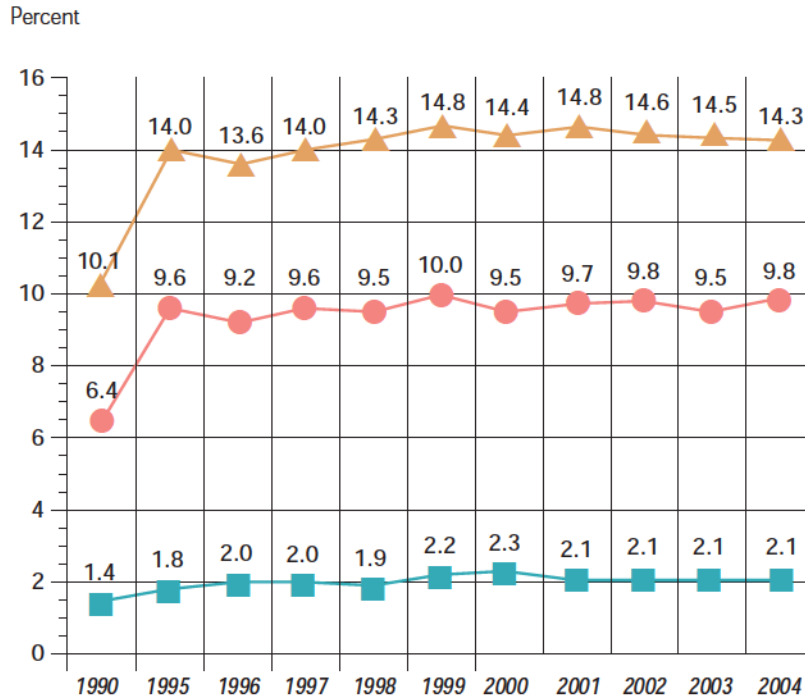
CLASSROOM CONSTRUCTION IN THE EDUCATION SYSTEM, 2004*

Number of classrooms whose construction was moved up to 2004	240
Number of classrooms whose construction was funded by the Ministry	540



* As of March 3, 2004.

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



- ▲ 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

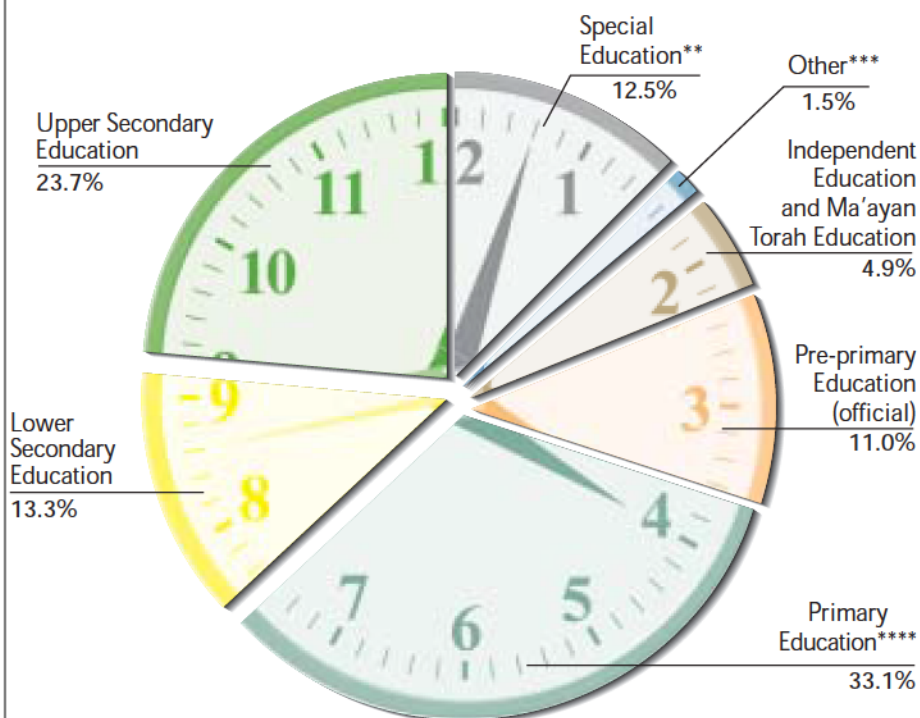
Between 1990-1995, the percentage of government expenditure allocated for education rose.

Since 1995, the education expenditure remained stable at 9.5%-10% of the total government expenditure.

A similar picture emerges when debt repayments are excluded.

Between 1990-1996, the percentage of government expenditure on higher education increased. Since 1996, it has leveled off at around 2%.

HOURS OF INSTRUCTION DISTRIBUTION, BY LEVEL OF EDUCATION*, 2004 (in percent)



In 2004, the Ministry of Education allocated over 2.8 million (2,855,170) weekly hours of instruction to educational institutions - from pre-primary to the end of upper secondary education.

* Not including teacher training institutions.

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

*** Other: schools abroad, recognized schools, hospitals, Mifan institutions, youth centers, ulpanot, training, etc.

**** Includes Long School Day.

MINISTRY OF EDUCATION CULTURE AND SPORT BUDGET AND ITS CONTRIBUTION TOWARDS LOCAL AUTHORITY BUDGETS, BY TYPE OF SERVICE, 2004

	Total Ministry Budget		Thereof: Contribution towards Local Authority Budgets		
	NIS Thousands	Percentage	NIS Thousands	Percentage	Percentage Contribution out of Total Budget
Total Regular Budget	24,685,348				
Budget without Reserve	23,806,464	100.0%	6,571,992	100.0%	27.6%
Reserves for price increases	878,884				
Formal Education - Total	21,990,271	92.4%	6,517,691	99.2%	29.6%
Teachers' Administration	1,644,002	6.9%	39,334	0.6%	2.4%
Pedagogic Administration	986,729	4.1%	407,534	6.2%	41.3%
Pre-Primary Education	1,998,784	8.4%	1,682,157	25.6%	84.2%
Primary Education	7,451,995	31.3%	1,301,338	19.8%	17.5%
Secondary Education	6,576,748	27.6%	2,278,713	34.7%	34.6%
Rural Education*	1,816,369	7.6%	359,832	5.5%	19.8%
Independent and Recognized Education**	1,003,556	4.2%	0	0.0%	***0.0%
Transportation, Equipment, and Development	512,358	2.2%	448,783	6.8%	87.6%
Informal Education - Total	487,475	2.0%	7,820	0.1%	1.6%
Culture	422,031	1.8%	5,917	0.1%	1.4%
Sports Authority	17,495	0.1%		0.0%	0.0%
Sports Administration	47,949	0.2%	1,903	0.0%	4.0%
Administration and Headquarters Units	765,209	3.2%	46,481	0.7%	6.1%
Headquarters Units	206,278	0.9%	2,964	0.0%	1.4%
Administration and Ministry employees	558,931	2.3%	43,517	0.7%	7.8%
Religious institutions****	563,509	2.4%	0	0.0%	

In 2004, the Ministry contributes about NIS 6.6 billion towards the local authorities' budgets. This amount represents 27.6% of the Ministry's budget (excluding reserves). The Ministry has allocated 29.6% of the Formal Education budget, 1.6% of the Informal Education budget and 6.1% 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.

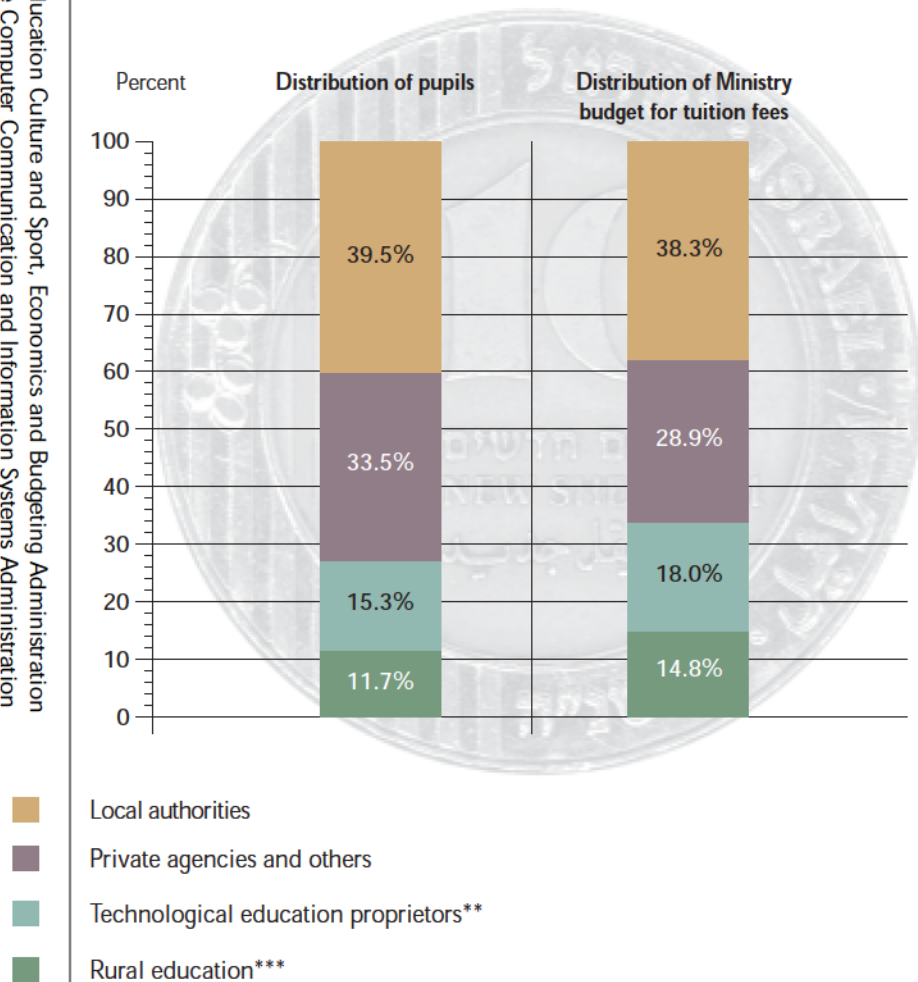
*** No funds are allocated to local authorities under this item since the Ministry's contribution is transferred directly to the orthodox-religious education networks. Ancillary services such as school maintenance workers and secretaries are included in other budget items also allocated to local authorities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

**** Budget transferred from the Ministry of Religious Affairs.

Source: Ministry of Education Culture and Sport, Economics and Budgeting Administration based on data from the Computer Communication and Information Systems Administration

CONTRIBUTIONS BY THE MINISTRY OF EDUCATION CULTURE AND SPORT TOWARDS THE BUDGETS OF LOCAL AUTHORITIES AND OTHER PROPRIETORS OF EDUCATIONAL INSTITUTIONS FOR UPPER SECONDARY EDUCATION TUITION PAYMENTS* - 2003

(in percent)



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

The 2003 budget breakdown shows (in decreasing order):

- About 38% of this budget contributed to schools of the local authorities;
- Around 29% was transferred to private agencies and others;
- Some 18% was allocated to major technological education proprietors (ORT, Amal, Amit);
- About 15% was directed to rural education.

* Includes 9th grades in four-year schools

** ORT, Amal, and Amit

***Part of the rural education budget (around 7%) is transferred to regional councils.

Local authorities, private agencies and others receive 67% of the budget, even though 73% of the pupils are enrolled in their institutions. Major technological education proprietors and rural education receive 33% of the budget, while their institutions have only 27% of the pupils. The reason that the percentage of the budget allocated to major technological education proprietors and rural education is greater than their percentage of pupils is related to the fact that the cost per pupil in technological and agricultural education is higher than the cost in general education. Many of the pupils at schools maintained by local authorities and private agencies are enrolled in general education.



ANNUAL EXPENSES IN THE EDUCATION SYSTEM (in NIS, 2004 budget prices)

	Annual cost of full time post (NIS)	Percentage of Ministry contribution
TEACHING STAFF*		
Kindergarten teacher **	114,467	
Primary school teacher **	127,117	
Lower secondary school teacher **	120,525	
Upper secondary school teacher ***	129,013	
OTHER STAFF*		
Maintenance worker	79,946	100%
Secretary	80,243	100%
Therapeutic assistant	77,600	70%
Lab assistant	85,144	100%
Security officer	111,259	75%
Assistant kindergarten teacher****	89,534	117%
Psychologist	166,078	64%
Boarding school guard	79,504	100%
Truant officer	131,388	75%
Librarian	77,181	100%
COST PER YEARLY INSTRUCTION HOUR		
Kindergarten***	3,816	
Primary school ***	4,237	
Primary school –special education***	4,602	
Lower secondary school ***	5,022	
Upper secondary school ***	5,376	
Teacher and kindergarten teacher training institutions ***	11,251	
CONSTRUCTION COSTS		
Average classroom construction cost*****	455,000	
School (24 classrooms) construction cost	10,920,000	
Kindergarten classroom construction cost	555,112	

* Positions relate to both men and women.

** 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).

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

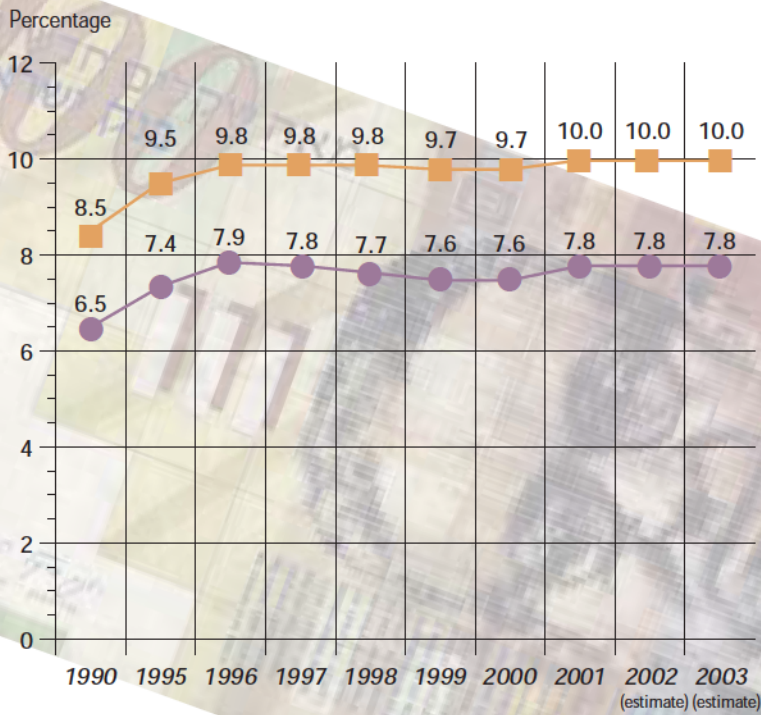
**** Assistant kindergarten teachers work five days a week, so the expenses include the cost of a substitute assistant teacher for the sixth day.

***** Area of an average classroom, including ancillary rooms – 125 sq. m. The cost is calculated according to a base index provided by the Development Administration.

2. NATIONAL EXPENDITURE ON EDUCATION, CULTURE AND SPORT

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

Source: Based on CBS data

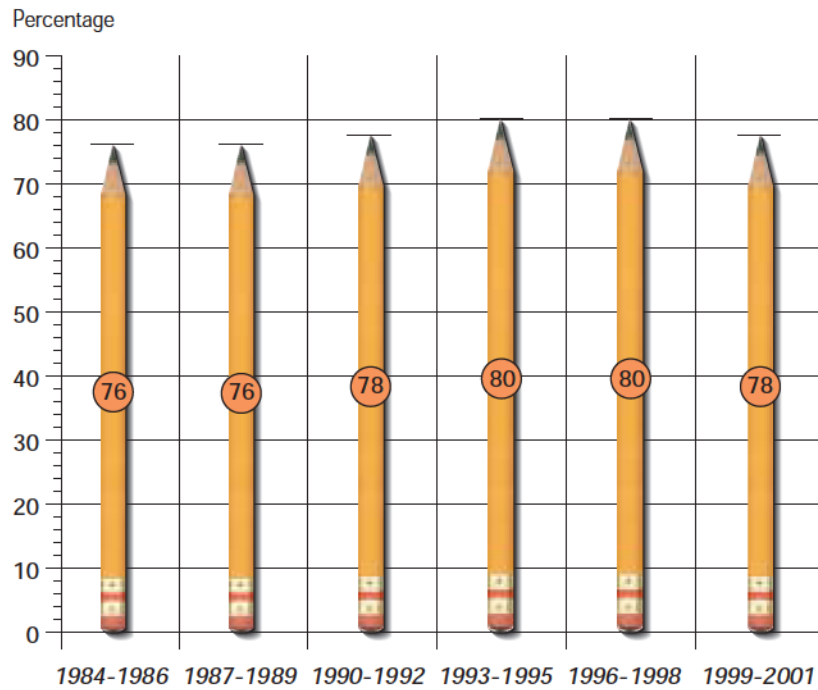


- National expenditure on education
- Public expenditure on education

The national expenditure on education comes to 10% of the Gross National Income. Of this, public expenditure accounts for 7.8% of the Gross National Income.

Source: Based on CBS data

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

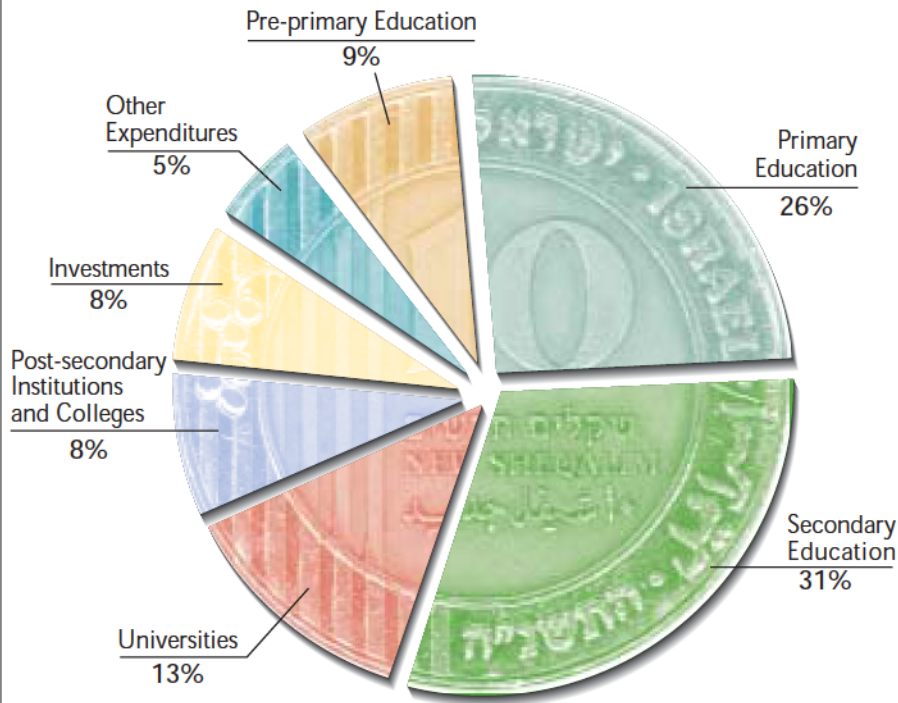


In 1999-2001, the contribution by the government and local authorities to the national expenditure on education was 78%, which represents a drop compared to the figure for 1993-1998, which was 80%.

The remainder of the national expenditure, 22%, 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.

NATIONAL EXPENDITURE ON EDUCATION BY LEVEL OF EDUCATION, 1999

Total national expenditure - NIS 37.9 billion*



Approximately 57% of the national expenditure on education in 1999 was spent on primary and secondary education (26% for primary education and 31% for secondary education), and 9% was devoted to kindergartens.

The share of post-secondary and higher education was 21% of the total national expenditure for education (13% for universities and 8% for post-secondary institutions and colleges).

* This figure excludes depreciation. With depreciation estimates included, the total expenditure comes to NIS 40.1 billion.

CURRENT EXPENDITURE* PER PUPIL/STUDENT BY EDUCATION LEVEL

(Thousands of NIS, at current prices)

Level of education	1997	1999	2002 (estimate)
Pre-primary education	10.3	11.8	13.0
Primary education	12.6	14.6	16.0
Secondary education	16.7	18.6	20.0
Post-secondary education	22.5	27.7	30.0
Universities and colleges	36.9	38.8	42.0

The expenditure per pupil/student increases from level to level. In 2002, the expenditure per student attending university or college is estimated at NIS 42,000 a year, while the expenditure per pupil in pre-primary education is estimated at NIS 13,000 a year.



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

INTERNATIONAL COMPARISON OF NATIONAL EXPENDITURE* ON EDUCATIONAL INSTITUTIONS** PER PUPIL/STUDENT IN ISRAEL AND IN SELECTED OECD*** COUNTRIES, 2000

Country	Expenditure per pupil/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	3,135	4,417	4,886	11,613	8.2
Average in OECD countries	4,594	4,686	5,461	12,058	5.9
Germany	5,156	4,185	6,831	10,910	5.3
Denmark	4,255	7,074	7,726	11,981	6.7
Netherlands	3,920	4,325	5,912	11,934	4.7
Spain	3,370	3,941	5,185	6,666	4.9
Finland	3,944	4,317	6,094	8,244	5.6
France	4,119	4,486	7,636	8,373	6.1
Sweden	3,343	6,336	6,339	15,097	6.5
Korea	1,772	2,868	3,724	5,635	6.3
Japan	3,376	5,507	6,273	10,914	4.6
Australia		4,980	6,912	12,886	6.0

Israel's national expenditure per pupil 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 pupil is consequently low in comparison to the OECD average.

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

** Public and private educational institutions.

*** Organization for Economic Cooperation and Development.

INTERNATIONAL COMPARISON OF EXPENDITURE ON EDUCATIONAL INSTITUTIONS PER PUPIL/STUDENT* RELATIVE TO GROSS DOMESTIC PRODUCT PER CAPITA, IN ISRAEL AND SELECTED OECD** COUNTRIES, 2000

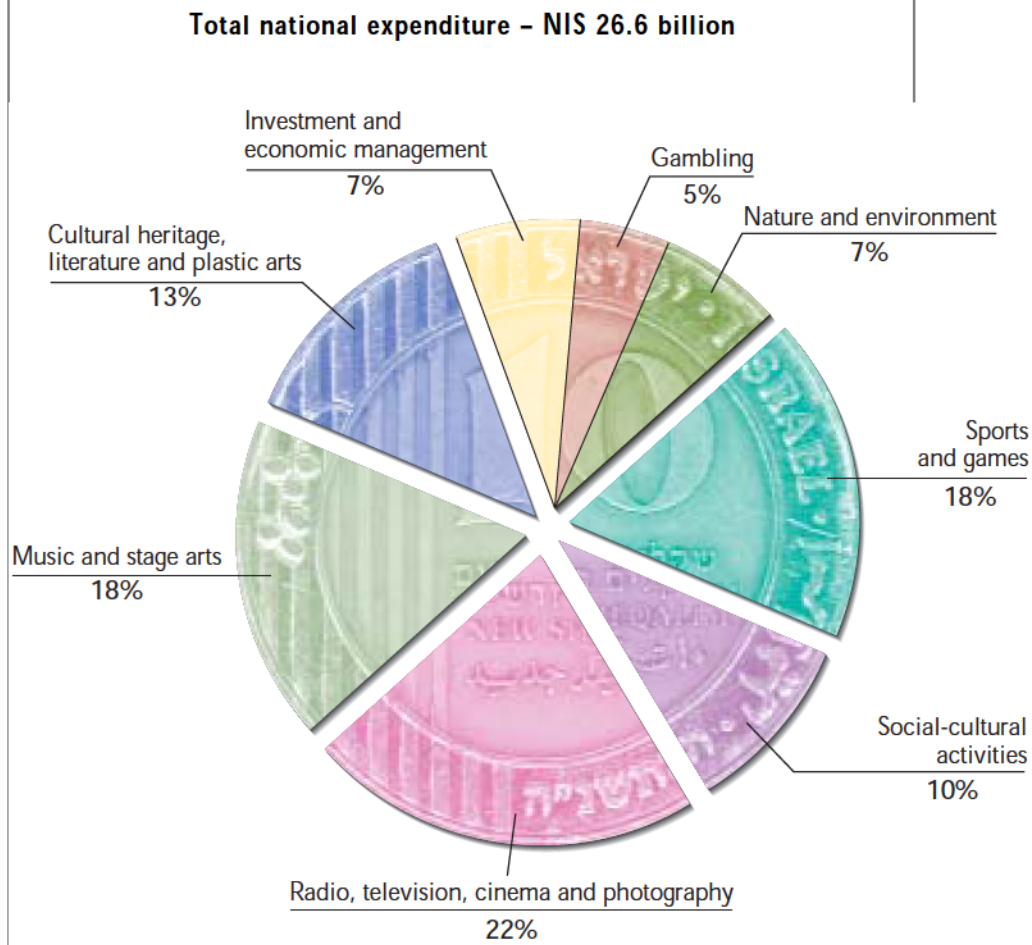
Country	Expenditure per pupil/student in education institutions*					
	Pre-primary education	Primary education	Secondary education	Post-secondary education	Institutions of higher education	Expenditure from primary education through higher education
Israel	15	21	24	20	54	26
Average in OECD countries	17	19	25	17	42	25
Germany	20	16	26	39	42	26
Denmark	15	25	27		42	29
Netherlands	14	16	22	18	44	22
Spain	17	20	26		33	25
Finland	16	17	24		33	24
France	16	18	30	25	33	27
Sweden	13	24	24	17	58	29
Korea	13	21	27		40	28
Japan	13	21	24		42	26
Australia		19	27	26	50	27

The expenditure per pupil in pre-primary education, 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), particularly in higher education, is high in comparison to the OECD average.

* Expenditure per pupil/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.

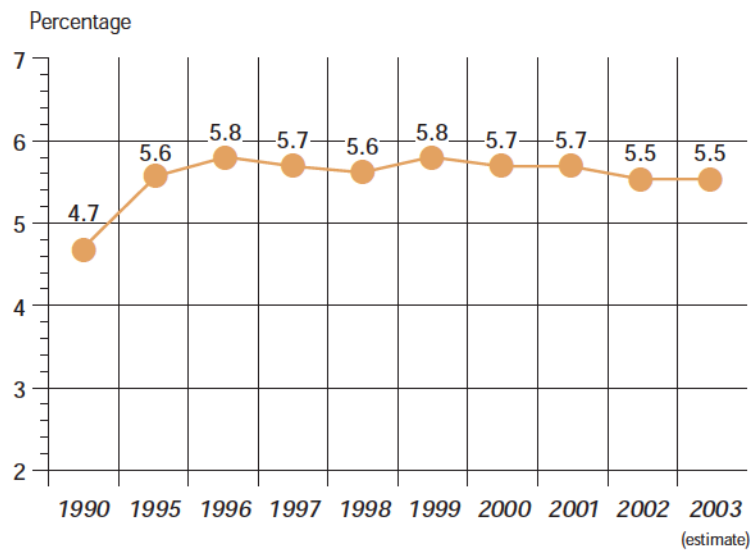
DISTRIBUTION OF THE NATIONAL EXPENDITURE ON CULTURE, RECREATION AND SPORTS BY TYPE OF ACTIVITY, 2002



The expenditure for radio, television, cinema and photography amounts to 22% of the national expenditure on culture (a total of NIS 5.8 billion).

Source: Based on CBS data

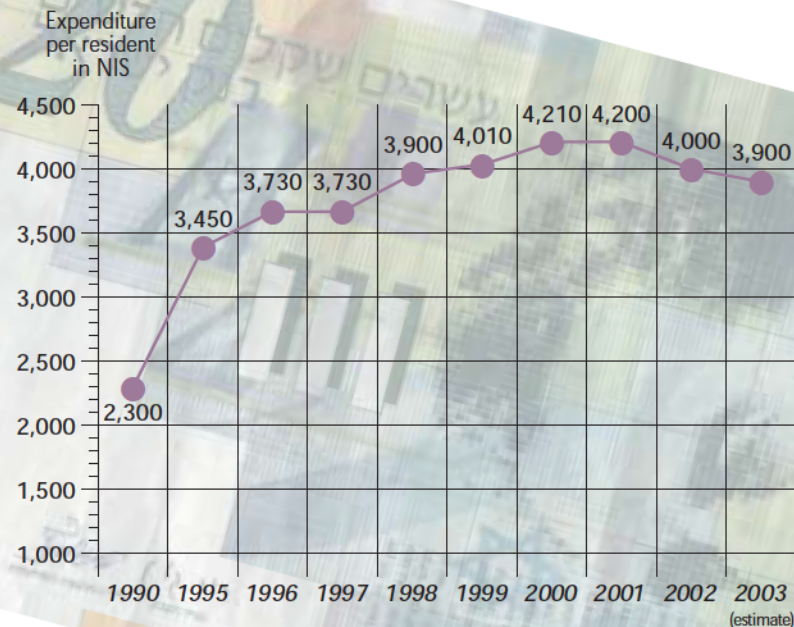
NATIONAL EXPENDITURE ON CULTURE, RECREATION AND SPORTS AS A PERCENTAGE OF GROSS DOMESTIC PRODUCT (GDP)



National expenditure on culture, recreation and sports rose from 4.7% of the GDP in 1990 to 5.8% of the GDP in 1999. After 1999, it dropped to 5.5%.

Source: Estimates by the Economics and Statistics Division based on CBS data

AVERAGE EXPENDITURE PER RESIDENT ON CULTURE, RECREATION AND SPORTS (2001 prices)



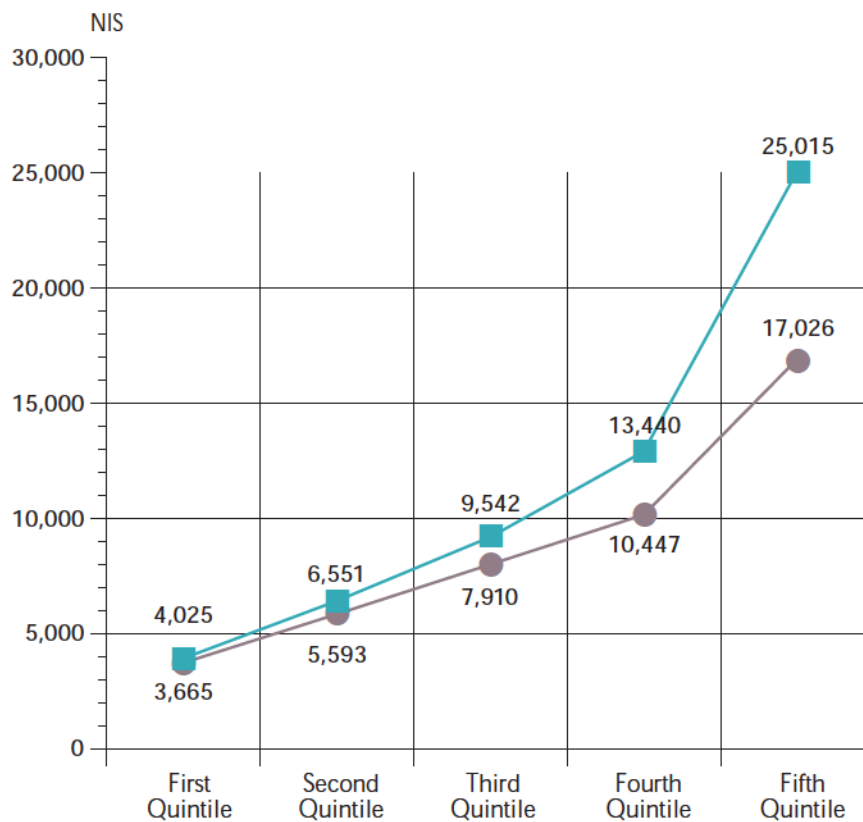
The national expenditure on culture, recreation and sports per resident came to nearly NIS 4,000 in recent years. This is an increase of about 70% compared to 1990. It should be noted that more than 75% of the national expenditure on culture, recreation and sports is financed by families (households).

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 22% of the national expenditure on education (see preceding section – National Expenditure on Education, Culture and Sport).

MONTHLY INCOME PER HOUSEHOLD BY QUINTILE OF INCOME PER STANDARD PERSON – 2000, 2001 AVERAGE

Source: Based on CBS data

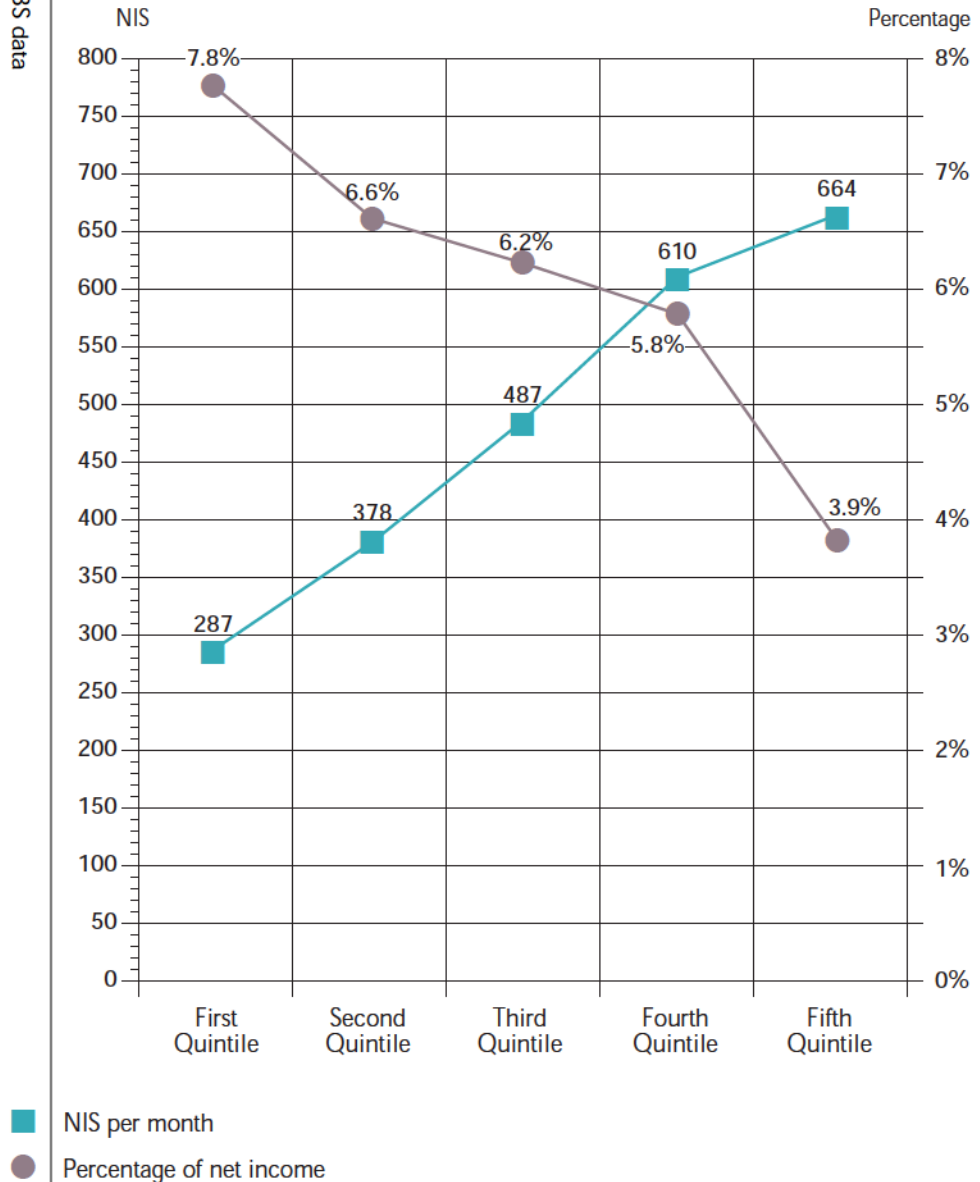


- Gross income, including benefits and pensions
- Net income

In 2000 and 2001 the average net income per month for the fifth quintile (with the highest income) was about NIS 17,000, more than four 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 - 2000, 2001 AVERAGE



In absolute terms, monthly household expenditure on education has increased as a function of income. In 2000-2001 the first quintile (with the lowest income) spent NIS 287 per month while the fifth quintile (with the highest income) spent NIS 664.

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 7.8% compared with 3.9% in the fifth quintile.

Section

DEVELOPMENT OF EDUCATION: FACTS AND 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 hardship. These years of immigration led, therefore, to a change in the makeup of the pupil population in primary schools, and the rate of pupils from weaker populations increased.

Given this background, the education system underwent a reform, beginning in the late 1960s (with the establishment of the lower secondary schools). The reform led to pluralism in educational frameworks and programs of study, while taking into account the needs of weaker populations. 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 pupils enrolled in secondary education grew by 55%.



Beginning in 1990, there was a large wave of immigration to Israel: from 1990-2002, nearly one million immigrants arrived, increasing Israel's population by around 20%. The total number of pupils grew by 34% 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 1990-2003, the number of students enrolled in tertiary education institutions rose by 140%.

Data in this section refer to the entire education system, from pre-primary through the end of secondary school, as well as students in post-secondary educational institutions, colleges and universities. Most of the data regarding Arab education in this section includes the Druze and Bedouin sectors as well (unless otherwise noted). Most of the data does not include pupils attending other educational frameworks – primary yeshivas, trainee schools, industrial schools or youth protection institutions (unless otherwise noted).

Recently, at the request of the Ministry of Education Culture and Sport, the Central Bureau of Statistics (CBS) has improved its data collection on kindergarten pupils. Thus, data for pupils in Arab education now includes children aged 3-4, whereas in previous years such data included only children attending compulsory kindergarten (age 5).

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

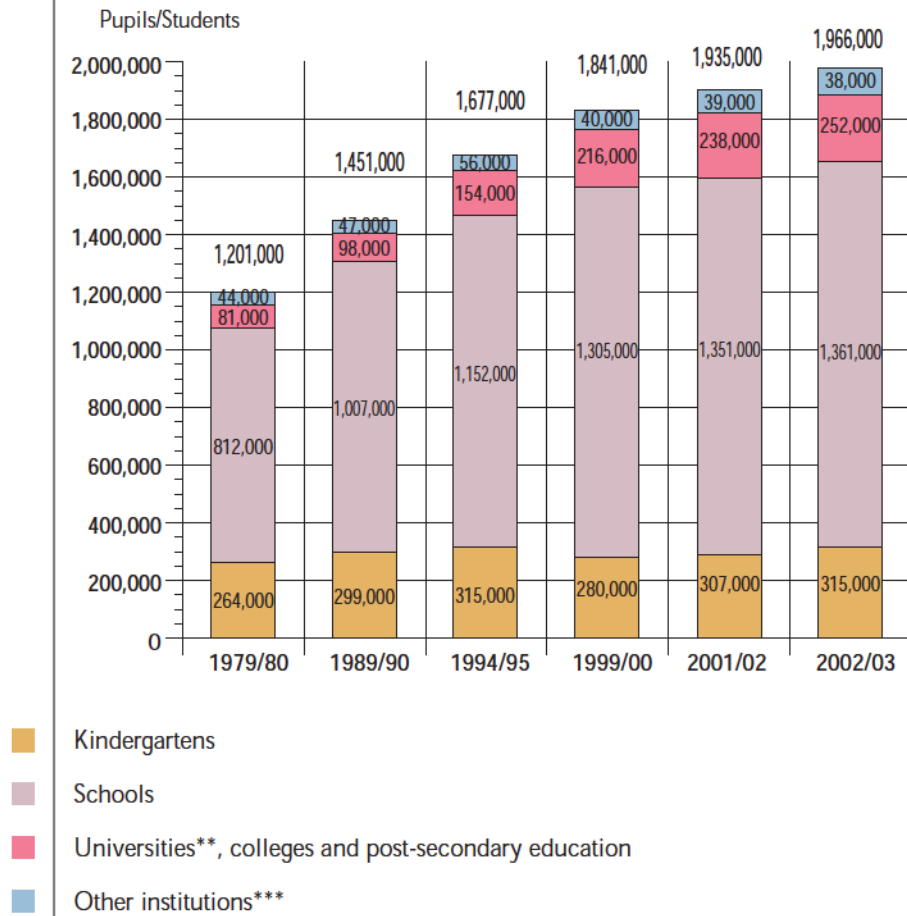
1. Pupils in the education system
2. Teaching staff in the education system
3. Development indices for the education system



1. PUPILS IN THE EDUCATION SYSTEM

PUPILS AND STUDENTS IN PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION

PUPILS AND STUDENTS IN THE EDUCATION SYSTEM, BY EDUCATION LEVEL *



The number of pupils and students enrolled in the education system, from pre-primary through higher education, is almost 2,000,000 in the 2002/03 school year. This is an increase of more than 300,000 pupils and students since 1994/95. The greatest rise was in tertiary education (universities, colleges and post-secondary education), with an increase of almost 100,000 students (64%) for this period. In 1948/49, at the time of the establishment of the state, there were about 140,000 pupils in the education system, and by 2002/03, the number had increased 14 times.

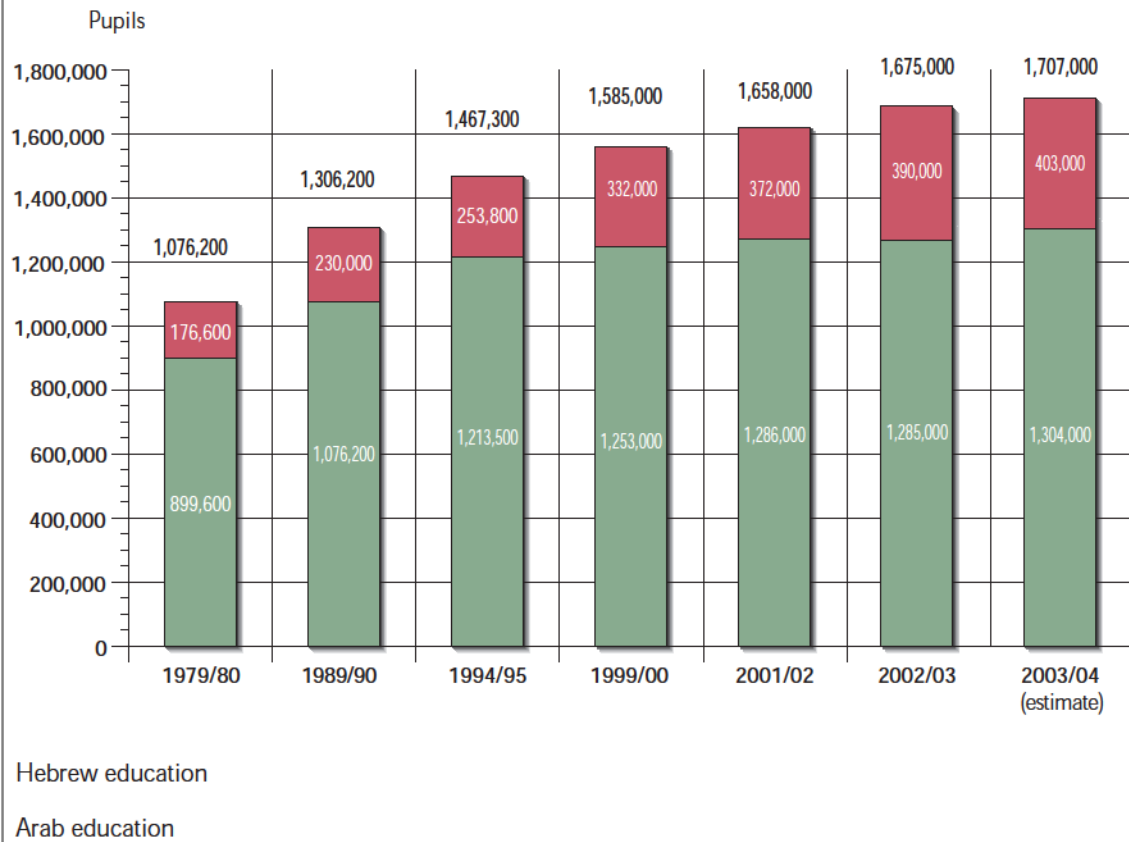
* Beginning in 1998/99, there is a new statistical framework. Post-secondary education has been expanded, Talmud-Torah schools are included in the primary education data, and kindergartens now refers only to public kindergartens.

** 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 and the Ministry of Religious Affairs, and Talmud-Torah schools (up to 1998/99).

Source: CBS and the Ministry of Education Culture and Sport

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



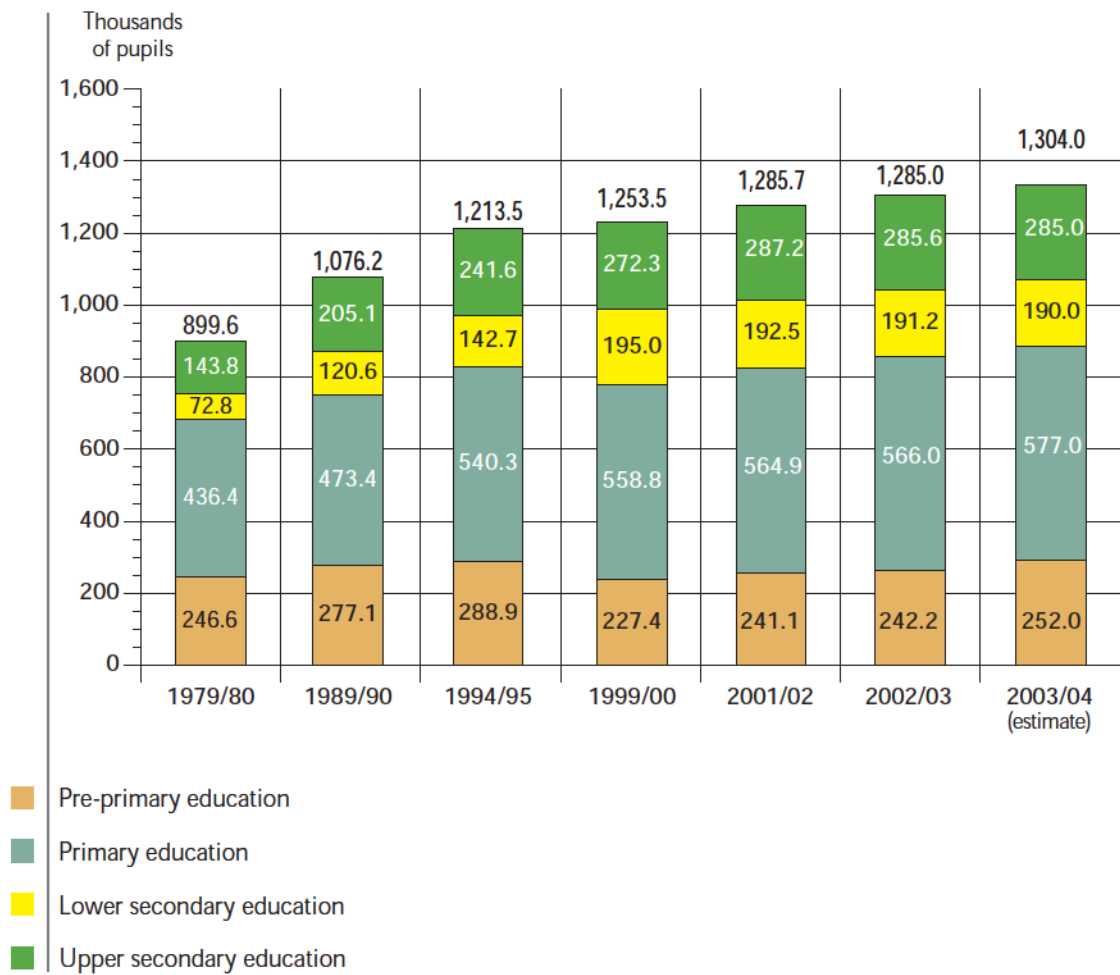
Approximately 77% of the total pupil population in 2002/03 is enrolled in Hebrew education, and 23% in Arab education.

Since 1989/90, Hebrew education has increased by 19% and Arab education by 70%. Some of this increase in Arab education can be attributed to changes in the method used for collecting data on kindergartens.

* Data for Arab education includes pupils in the Arab, Druze and Bedouin sectors. Note that a new statistical framework was introduced in 1998/99.

NUMBER OF PUPILS (in thousands) IN HEBREW EDUCATION* – SCHOOLS AND KINDERGARTENS

Source: CBS and the Ministry of Education Culture and Sport

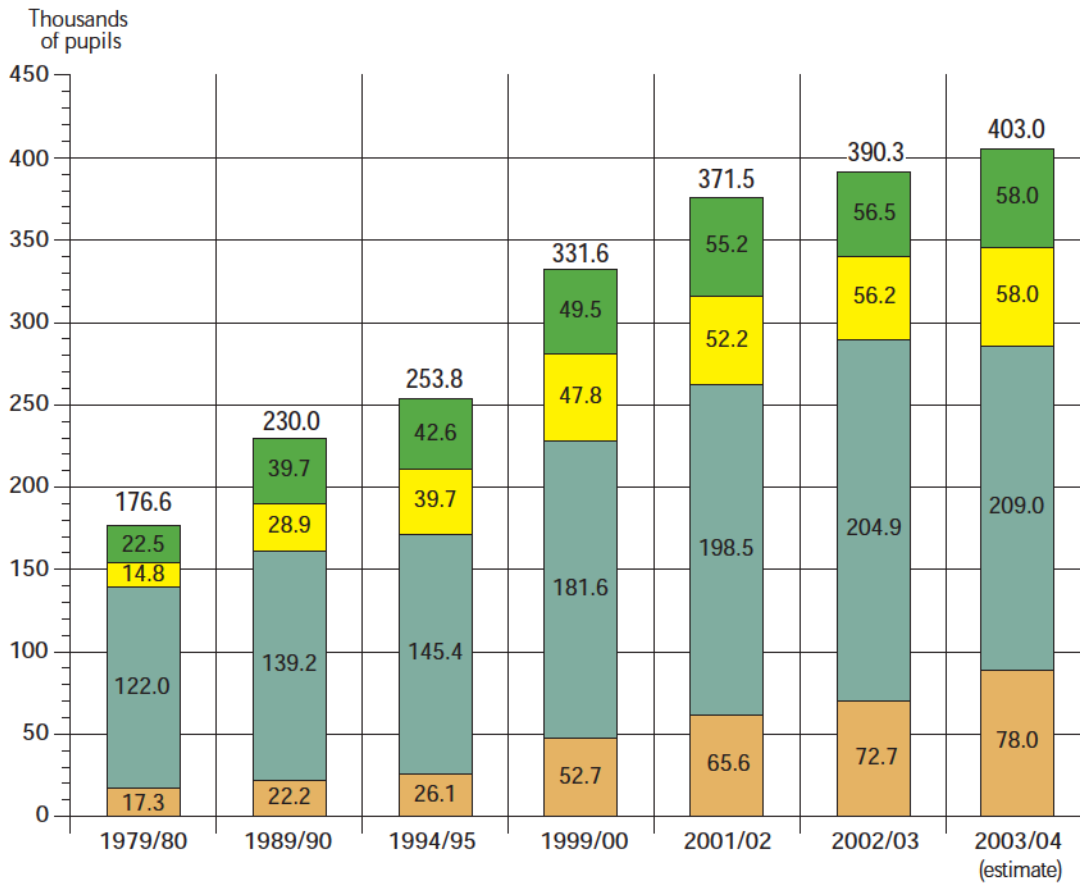


The number of pupils in 2003/04 is estimated at 1,300,000 compared with 900,000 in 1979/80.

Between the years 1989/90 and 2003/04, there has been an increase of 39% in the number of pupils attending upper secondary schools, 58% in lower secondary schools, and 22% 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 age 3+.

NUMBER OF PUPILS (in thousands) IN ARAB EDUCATION* - SCHOOLS AND KINDERGARTENS



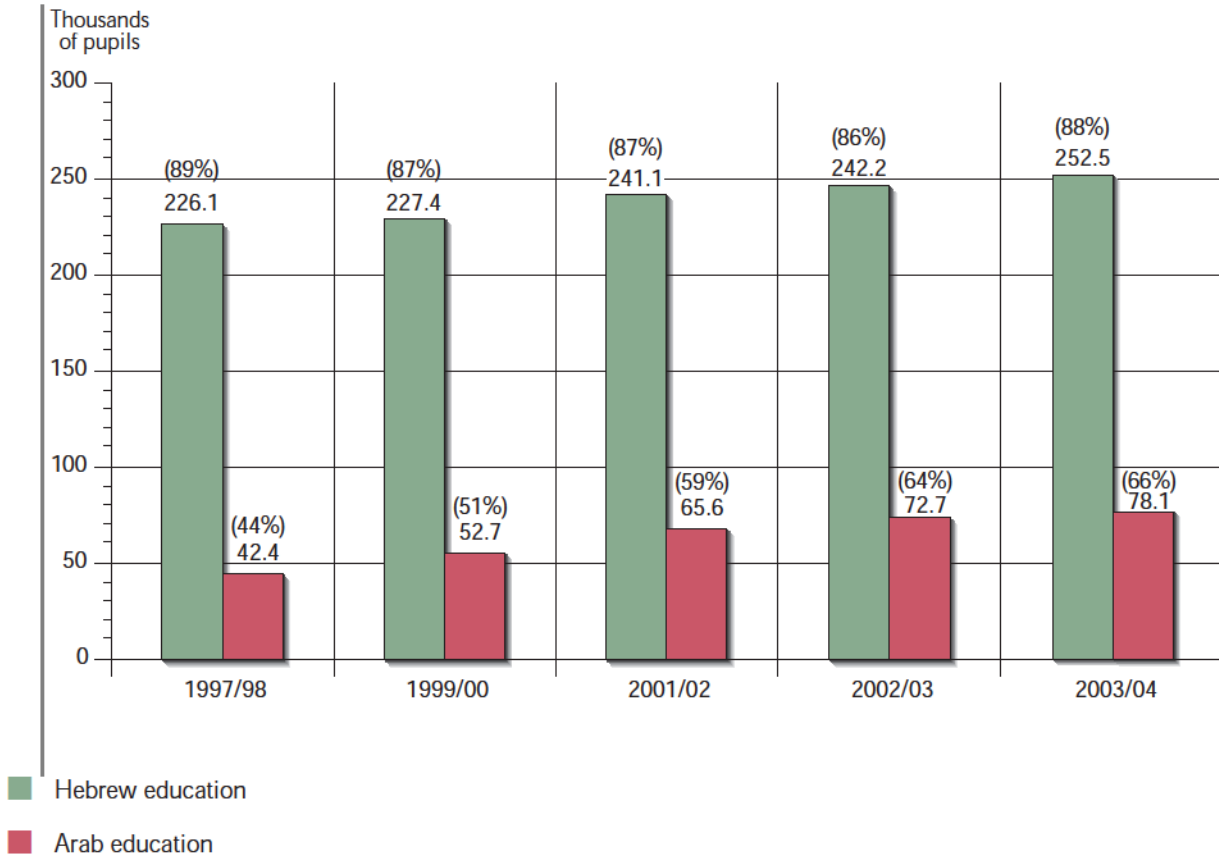
- Pre-primary education
- Primary education
- Lower secondary education
- Upper secondary education

The number of pupils projected for 2003/04 is over 400,000, compared with 250,000 in 1994/95. There was a 36% increase in the number of pupils attending upper secondary schools, a 46% increase for lower secondary schools, and a 44% increase in primary education.

* Up to 1994/95, data for kindergarten pupils in Arab education refers only to compulsory kindergartens (age 5). After 1994/95 it also includes children aged 3-4 in kindergartens.

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

Source: Ministry of Education Culture and Sport,
Computer Communication and Information Systems Administration



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

Since 1997/98, the Free Education Law in kindergartens for 3-4 year-olds has gradually been implemented. In Hebrew education, the law had no effect on the number of pupils attending kindergartens or the percentage within the age group, which remained stable (88% in 2003/04). In Arab education, there was a significant increase: in the years between 1997/98 and 2003/04, the number of children attending pre-schools rose from 42,000 (44%) to 78,000 (66%).

Most kindergartens have only one class; a small number have more than one class.

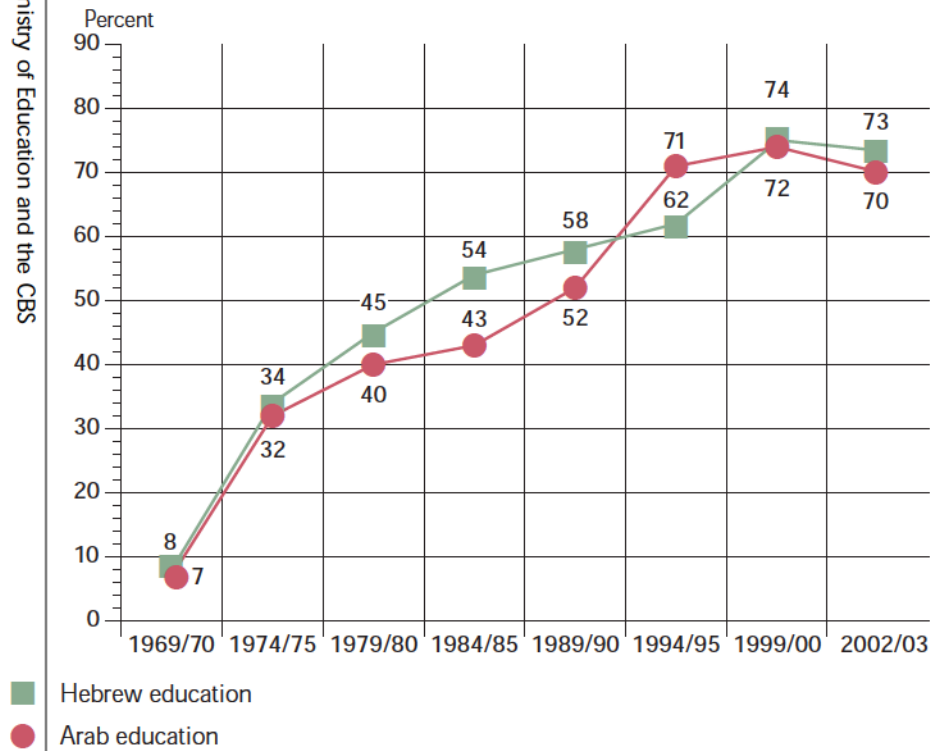
* Does not include private kindergartens and day care centers, which were attended by 90,000 children in 2000/01, including 0-2 year olds.
 Figures in parentheses represent percentage within the 3-5 year-old age group.

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

School year	Number of pupils	Number of classes	Number of teaching posts (full-time equivalent)	Average number of pupils per class	Average number of hours per pupil	Average number of hours per class
Primary education (including special education)						
1979/80	558,400	21,010	27,950	26.6	1.50	39.9
1989/90	612,600	22,760	28,370	26.9	1.39	37.4
1994/95	685,700	25,070	38,130	27.4	1.67	45.6
1999/00	740,200	28,890	45,330	25.6	1.84	47.1
2002/03	770,900	30,240	45,920	25.5	1.79	45.6
Lower secondary education						
1979/80	87,600	3,080	7,250	28.4	1.99	56.5
1989/90	149,500	4,890	10,200	30.5	1.64	50.0
1994/95	182,400	5,920	13,140	30.8	1.73	53.3
1999/00	242,800	7,790	17,190	31.2	1.70	53.0
2002/03	247,400	7,990	18,110	31.0	1.76	54.4
Upper secondary education						
1979/80	166,300	6,320	14,520	26.3	2.09	55.2
1989/90	244,800	8,520	20,140	28.7	1.97	56.8
1994/95	284,200	10,100	24,370	28.1	2.06	57.9
1999/00	321,800	12,300	29,480	26.2	2.20	57.6
2002/03	342,100	13,080	31,700	26.2	2.22	58.2

Source: Ministry of Education and the CBS

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



The Ministry steadily expanded the number of lower secondary schools through the end of the 1990s. In 2002/03, about 72% of pupils in grades 7-9 were enrolled in lower secondary schools.

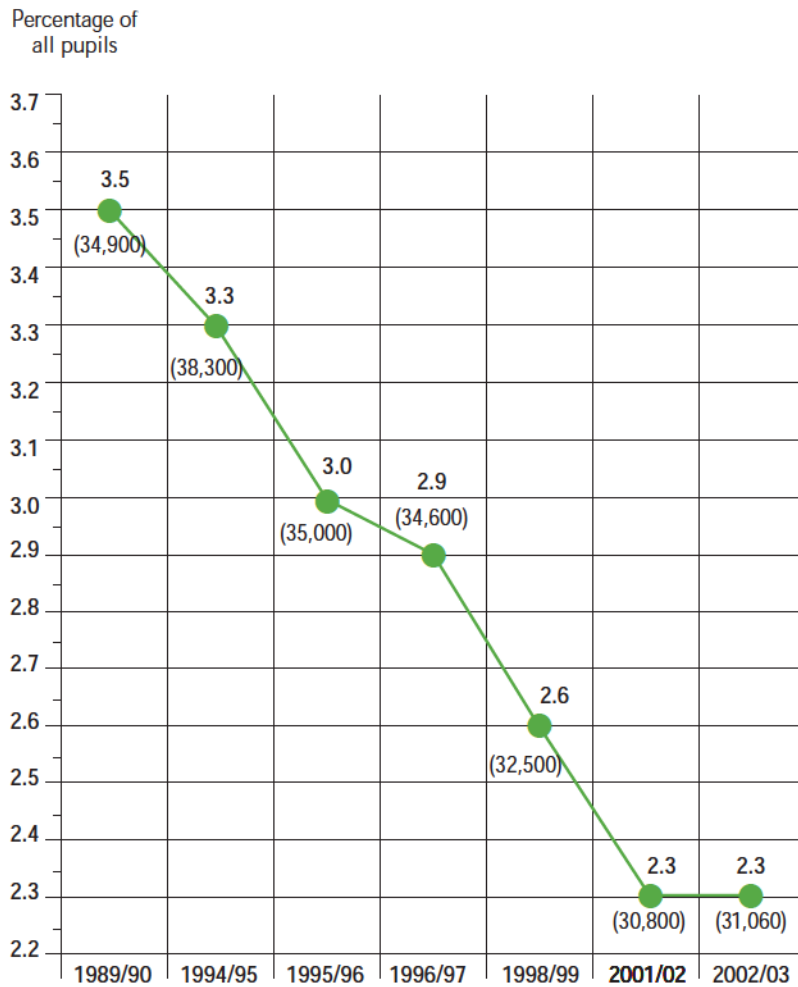
Source: Based on CBS data

BOARDING SCHOOL PUPILS IN HEBREW SECONDARY EDUCATION

Year	Number of pupils in boarding schools			Percentage of total pupil population
	Lower secondary	Upper secondary	Total	
1979/80	6,461	21,064	27,525	13.2
1988/89	7,832	27,752	34,672	11.0
1992/93	6,304	31,659	37,963	10.2
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

In 2001/02, there were approximately 42,000 pupils enrolled in boarding schools in secondary education, constituting of less than 9% of the general pupil population in secondary schools. The percentage of pupils attending boarding schools is steadily decreasing.

PUPILS IN SPECIAL EDUCATION* (HEBREW EDUCATION AND ARAB EDUCATION)



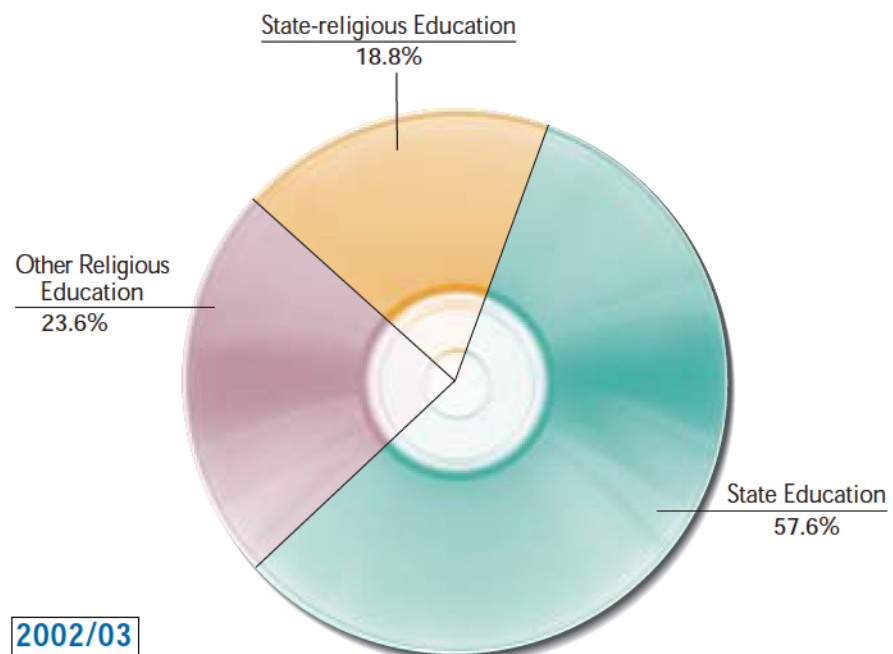
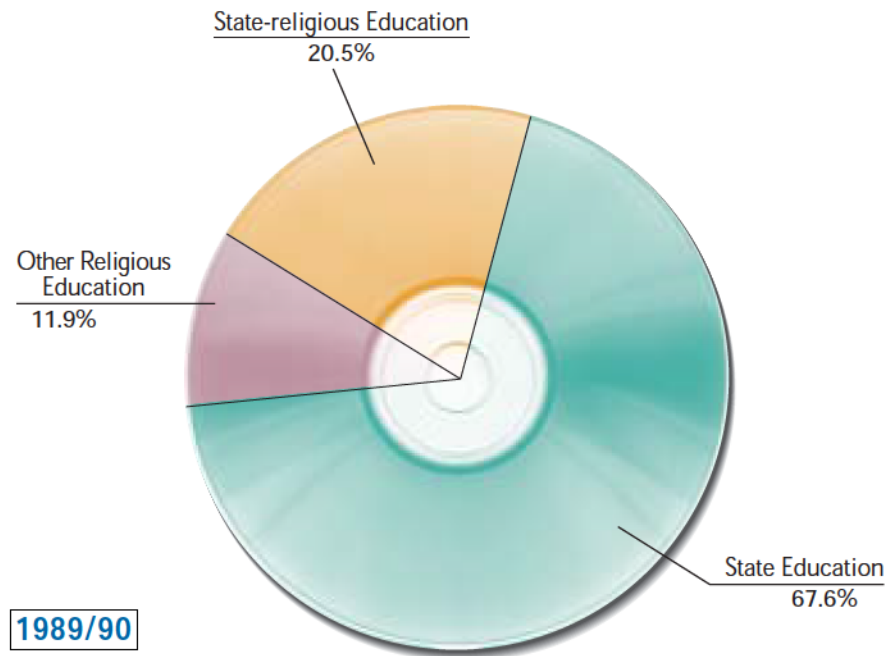
The percentage of pupils in special education compared with the general pupil population has steadily decreased, from 3.5% in 1989/90 to 2.3% in 2002/03. Between 1994/95 and 2002/03, the number of pupils dropped by about 7,250. One reason for this is the mainstreaming of special needs pupils in regular classes.

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

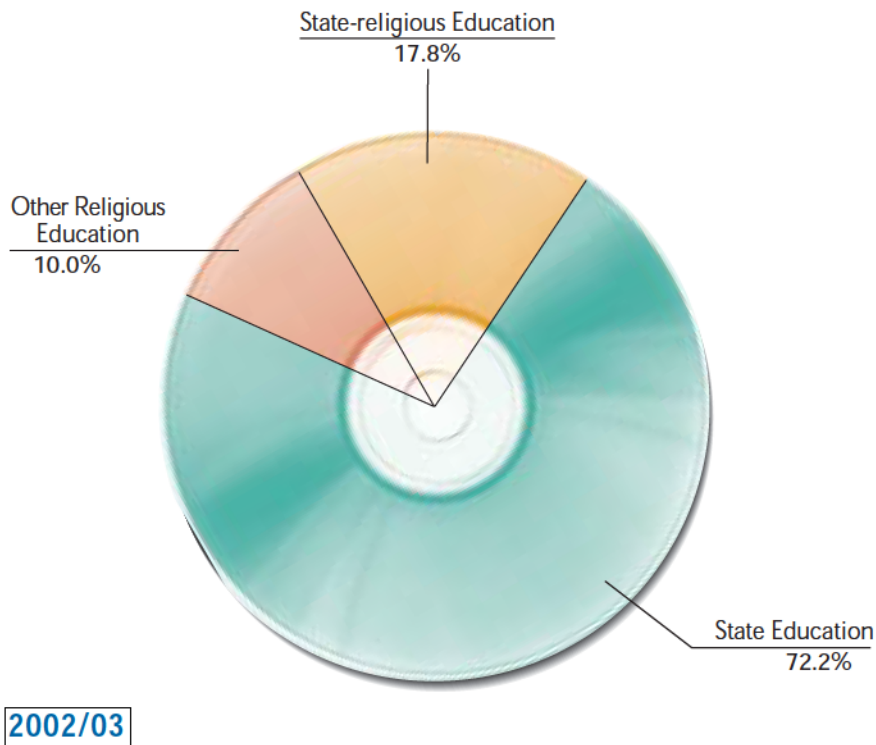
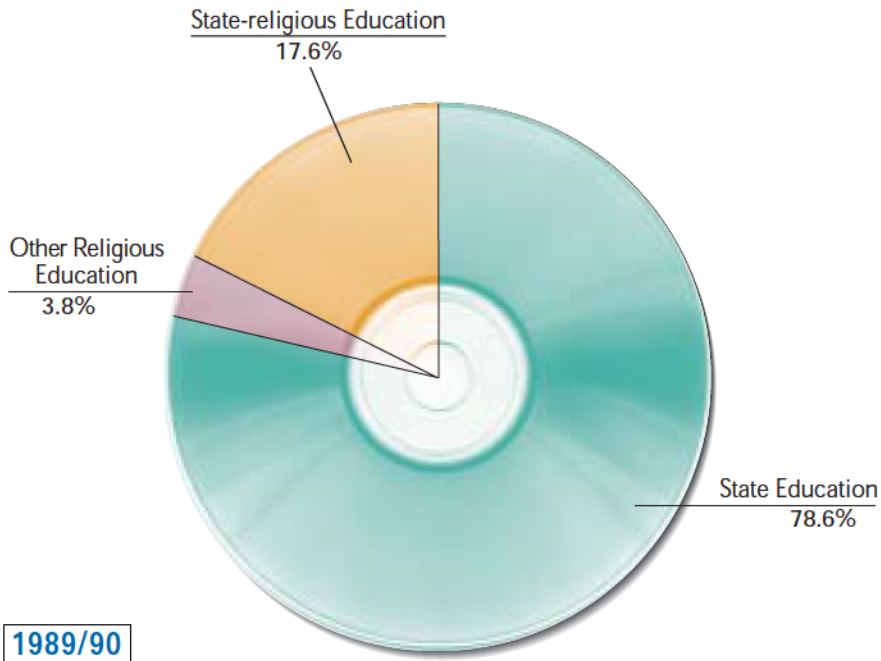
* This data does not include pupils in special education kindergartens and in special education upper secondary schools, nor does it include special needs pupils mainstreamed in regular classes.

Source: CBS

PUPILS IN HEBREW PRIMARY EDUCATION, BY SUPERVISION



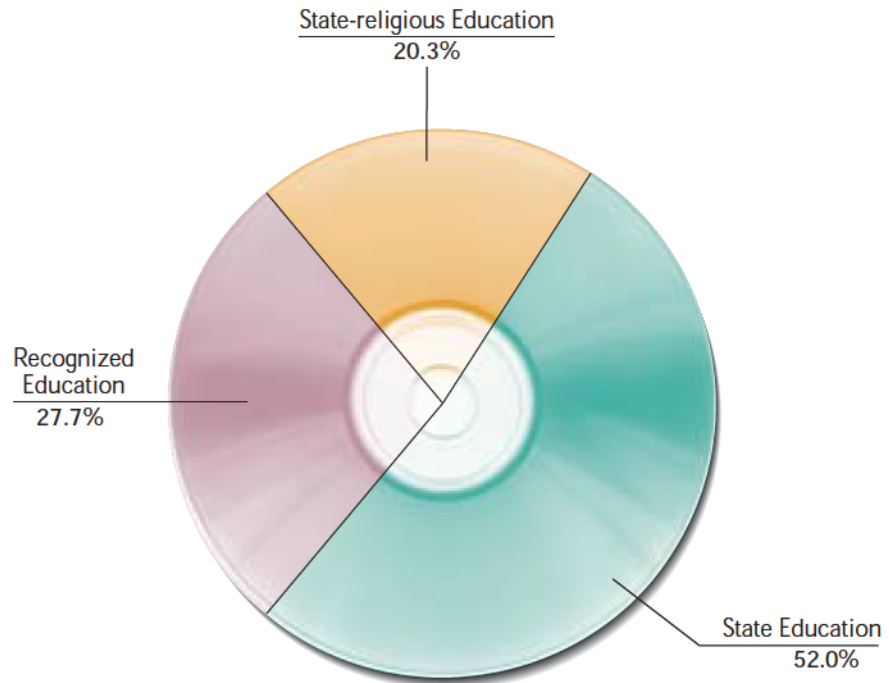
PUPILS IN HEBREW SECONDARY EDUCATION, BY SUPERVISION



Since 1989/90, the pupil population in State education has decreased in both primary schools and secondary schools. Other orthodox religious education has increased over the same time period.

PUBLIC KINDERGARTEN PUPILS IN HEBREW EDUCATION, BY SUPERVISION, 2002/03

	Total	Age 3-4	Age 5+
Total	242,200	141,300	100,900
State education	125,800	69,100	56,700
State-religious education	49,200	29,600	20,600
Recognized education*	67,200	42,600	24,600



Total 242,200 pupils

Slightly more than 50% (52%) of the public kindergartens are part of the State education system, about 20% belong to State-religious education, and approximately 28% belong to the Recognized education system.

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

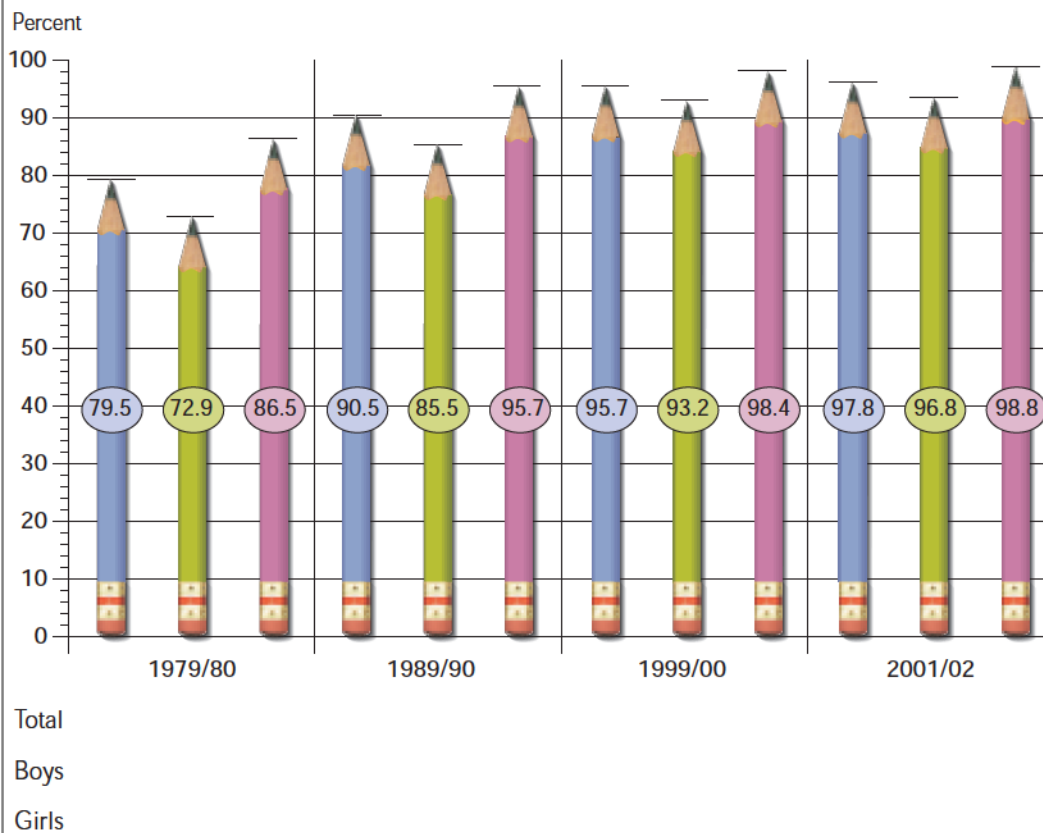
ENROLLMENT AND DROPOUT RATES IN THE EDUCATION SYSTEM

RATE OF ENROLLMENT IN THE EDUCATION SYSTEM*



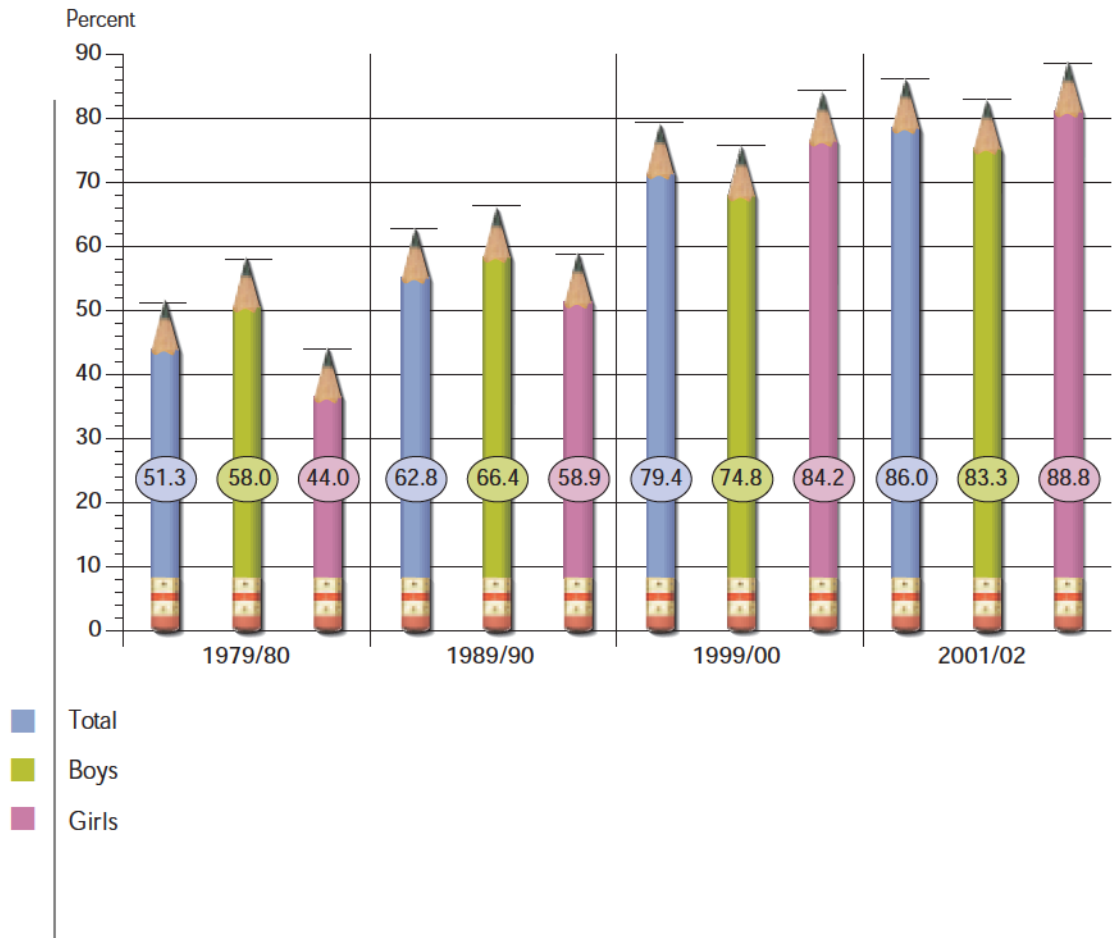
14-17 YEAR OLDS IN HEBREW EDUCATION

Source: CBS



* Before 2001/02, this includes only institutions operated by the Ministry of Education. After 2001/02, it also includes institutions operated by the Ministry of Labour and Social Affairs and the Ministry of Religious Affairs.

14-17 YEAR OLDS IN ARAB EDUCATION*



Rates of enrollment** have climbed steadily, both in Hebrew education and Arab education, among boys and girls alike. In Hebrew education, the percentage of female pupils is higher than that of male pupils, for all years. Since 1989/90, this has been true in Arab education as well.

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

** Rates of enrollment – refers to percentage of those enrolled in school within the age group.

RATES OF ENROLLMENT IN ISRAEL AND IN SELECTED COUNTRIES

RATES OF ENROLLMENT IN ISRAEL AND IN SELECTED OECD* COUNTRIES, 2001 (in percentages)

Country	Rate of enrollment		
	Ages 4 and under as a percentage of 3-4 year-olds	Ages 5-14	Ages 15-19
Israel**	105***	97	63
OECD average	63	98	78
Thereof:			
Germany	70	100	89
Denmark	85	97	82
Netherlands	49	99	86
Spain	108	104****	80
Finland	39	94	85
France	119	101****	87
Sweden	73	98	86
Korea	18	93	79
Japan	77	101****	–
United States	47	102****	78
Australia	38	100	81

In Israel, the rate of enrollment of children aged 4 and under as percentage of 3-4 year-olds is high (105%) in comparison with the average rate in OECD countries (63%).

The rate of enrollment among 5-14 year-olds (97%) is similar to the OECD average (98%).

The rate of enrollment for 15-19 year-olds (63%) is low in comparison with the OECD average (78%). However, the rate of enrollment is only low for the age group affected by military service (ages 18-19). The next table presents data for the 15-17 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 pupils in frameworks operated by the Ministry of Labour and Social Affairs and the Ministry of Religious Affairs, as well as pupils in East Jerusalem.

*** In 2001, the enrollment rate in Israel for 3-4 year olds was 81% (including private kindergartens, and day care centers operated by the Ministry of Labour and Social Affairs). This table includes data on all children under age 4 in public and private kindergartens, and this is why the enrollment percentage is 105%. The same reason accounts for the high percentages in France (119%) and Spain (108%).

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

RATES OF ENROLLMENT FOR 15-17 YEAR-OLDS IN ISRAEL AND IN SELECTED OECD COUNTRIES, 2001 (in percentages)

Country	Rate of enrollment			Age of graduation from upper secondary school
	Age 15	Age 16	Age 17	
Israel*	96*	94*	87*	17
OECD average	94	89	80	18
Thereof:				
Germany	105**	102**	93	19
Denmark	92	90	86	19-20
Netherlands	102**	99	83	18-19
Spain	100	94	79	17-18
Finland	99	96	94	19
France	98	96	89	18-20
Sweden	99	89	91	19
Korea	94	92	92	17-18
Japan	101**	96	93	18
United States	100	88	75	18
Australia	97	93	79	19

In Israel, the enrollment rates among 15, 16 and 17 year-olds are high in comparison with the average rates in OECD countries.

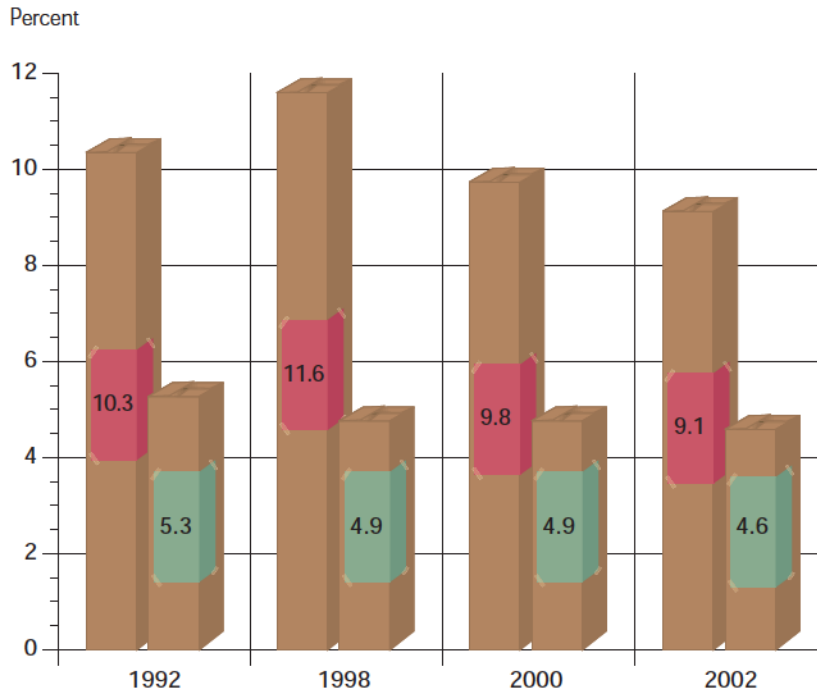
* Includes pupils enrolled in frameworks operated by the Ministry of Labour and Social Affairs and the Ministry of Religious Affairs, as well as pupils studying in East Jerusalem.

** Cases where the enrollment rate is higher than 100% are due to inclusion of children from other age groups in the data.

ANNUAL DROPOUT RATES FROM THE EDUCATION SYSTEM

ANNUAL DROPOUT RATE FOR UPPER SECONDARY SCHOOL PUPILS* (GRADES 9-12)

Source: CBS



- Hebrew education
- Arab education

Between 1998 and 2002, there was a moderate decrease in the dropout rate, both in Arab education and Hebrew education. The dropout rate in Arab education is twice as high as in Hebrew education.

Most pupils drop out of school between school years, while others drop out during the school year. For example, in 2002, most pupils dropped out of school during the transition period between 2002 and 2003.

* The annual dropout rate relates to pupils who have left schools under the supervision of the Ministry of Education, whether the pupils were transferred to educational institutions that are not under Ministry supervision or whether they discontinued their education (i.e., dropped out of all educational frameworks).

PUPILS IN GRADES 7-12 IN 2002

	Grades 7-12			Thereof: grades 7-8		
	Total number of pupils	Thereof: number of dropouts	Percentage of dropouts	Total number of pupils	Thereof: number of dropouts	Percentage of dropouts
Total number of pupils	654,298	28,939	4.4	227,080	6,087	2.7
Hebrew education	526,942	20,390	3.9	175,312	4,380	2.5
Arab education	127,356	8,549	6.7	51,768	1,707	3.3

In 2002, there were some 654,300 pupils enrolled in grades 7-12, one-third of them in grades 7-8. Approximately 29,000 pupils in grades 7-12 dropped out of the education system. Of these, one-fifth were pupils in grades 7-8.

About 4.4% of the pupils in grades 7-12 dropped out of the education system in 2002. Among pupils in grades 7-8, the dropout rate was only 2.7%. In Hebrew education – and particularly in Arab education – the percentage of pupils who drop out in grades 7-8 is low compared with the overall percentage of pupils who drop out in grades 7-12.

Among the 29,000 pupils who dropped out of school in grades 7-12, approximately 20,400 (70%) were enrolled in Hebrew education, and 8,600 (30%) were enrolled in Arab education.

PERCENTAGE OF DROPOUTS AMONG ISRAELI-BORN PUPILS AND NEW IMMIGRANT PUPILS, HEBREW EDUCATION, 2002

Grade level	Grade 7-12	Grade 9-12
Total	3.9	4.6
Israeli-born pupils	3.1	3.8
Israeli- born father	2.9	3.5
Immigrant father	3.5	4.1
Immigrant pupils	6.8	7.7
Arrived before 1998	5.4	5.8
Arrived after 1998	12.7	15.0

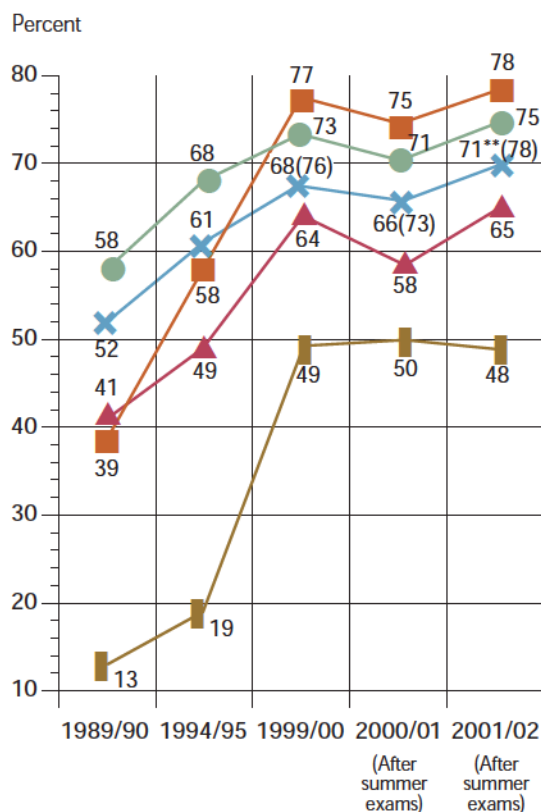
Both in grades 7-12 and in grades 9-12, the dropout rate among Israeli-born pupils is lower than the dropout rate among new immigrant pupils.

Among Israeli-born pupils, the dropout rate is lower among pupils whose fathers were born in Israel, in contrast with pupils whose fathers are immigrants.

Among new immigrant pupils, those who arrived after 1998 have the highest dropout rates.

MATRICULATION EXAMINEES AND PUPILS ENTITLED TO MATRICULATION CERTIFICATES

PERCENTAGE OF MATRICULATION EXAMINEES IN THE AGE GROUP*



- Hebrew education
- × National average
- ▲ Arab education***
- Druze education
- Bedouins in the Negev

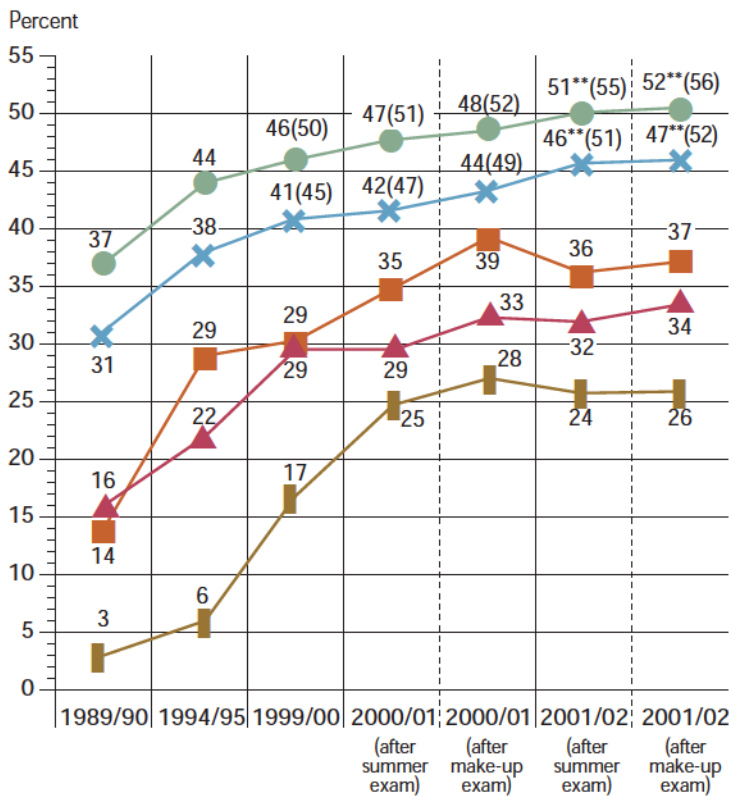
The graph shows that since 1989/90, there was an increase in the percentage of matriculation examinees in the age group, from both the entire age group and within the relevant age group. In 1999/00 – 2001/02, there was an increase in the number of examinees in most sectors.

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

** Figures in parentheses – percentage of the examinees in the relevant age group (not including the Haredi-orthodox sector and East Jerusalem).

*** Excluding East Jerusalem.

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



- Hebrew education
- × National average
- ▲ Arab education***
- Druze education
- Bedouins in the Negev

The graph shows an increase over the course of the years in the percentage of those entitled to matriculation certificates in both the entire and the relevant age group.

From 1999/00 to 2001/02, there was an increase of some 5% at the end of the summer semester and following the makeup exams, the increase reached about 6% of the entire age group. In the relevant age group, the percentages were 6% and 7%, respectively,

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

** Figures in parentheses – percentage of those entitled to matriculation certificates in the relevant age group (not including the Haredi-orthodox sector and East Jerusalem).

***Excluding East Jerusalem.

STUDENTS IN TERTIARY EDUCATION

Source: CBS

STUDENTS IN TEACHER TRAINING INSTITUTIONS*

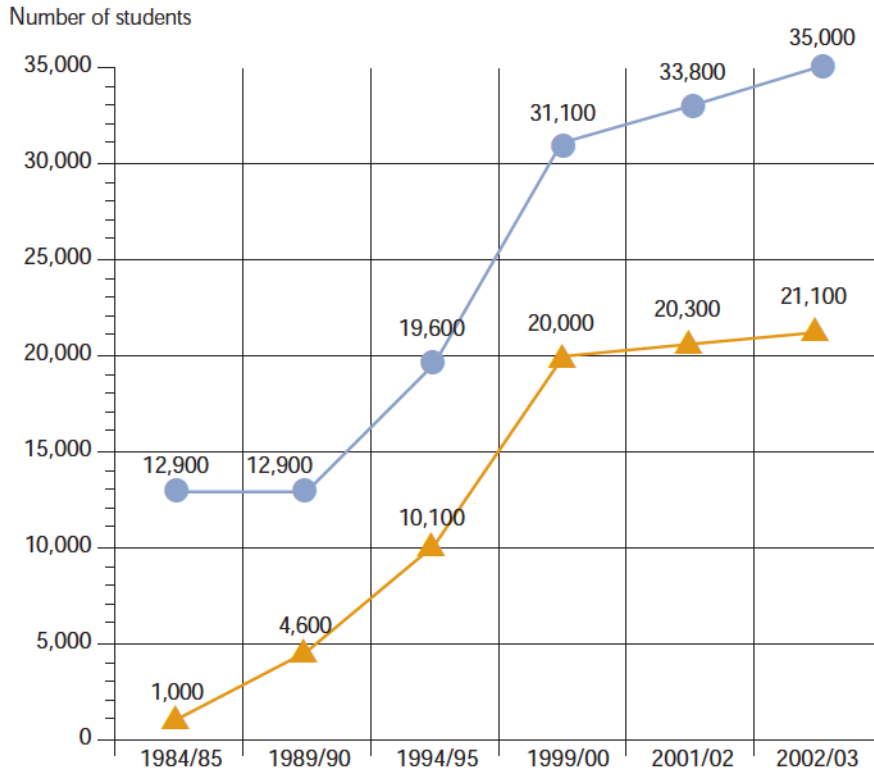
Year	Hebrew Education	Arab Education	Total	Thereof: Those studying towards a Bachelor's degree	Bachelor's degree recipients
1979/80	11,285	485	11,770	—	75
1989/90	12,333	576	12,909	4,618	655
1994/95	18,380	1,193	19,573	10,127	2,144
1999/00	28,442	2,621	31,063	20,004	4,368
2002/03	31,372	3,581	34,953	21,100	4,420 (2001/02)



The number of students enrolled in teacher training institutions totaled 35,000 in 2002/03, an increase of 79% compared with 1994/95. Some 60% of these students were studying towards a B.Ed. degree in 2002/03, in contrast with 52% in 1994/95. In 1999/00, about 4,400 students received a B.Ed., a more than twofold increase in comparison with 1994/95.

* Academic and non-academic teacher training institutions.

ACCREDITATION OF TEACHER-TRAINING COLLEGES



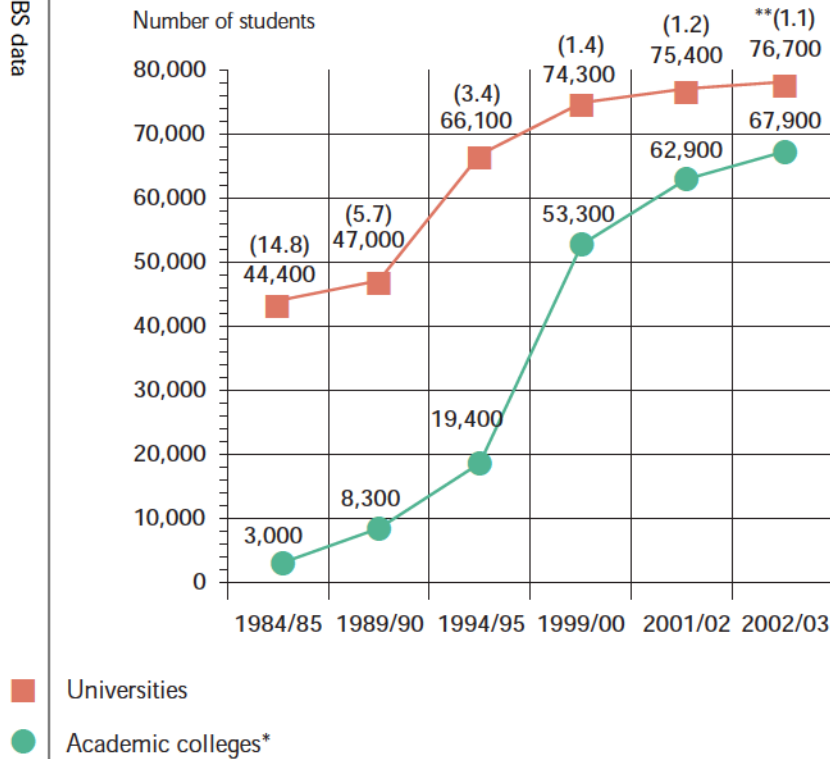
- All students
- ▲ Thereof: Those studying towards academic degrees

The number of students studying towards academic degrees increased from 1,000 in 1984/85 to approximately 20,000 in 1999/00. Since 1999/00, the number of students studying towards a B.Ed. degree has increased at a slower rate, leading to a drop in the percentage of those studying towards an academic degree (60% in 2002/03 versus 64% in 1999/00).

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.

Source: Based on CBS data

BACHELOR'S DEGREE STUDENTS IN UNIVERSITIES AND ACADEMIC COLLEGES*



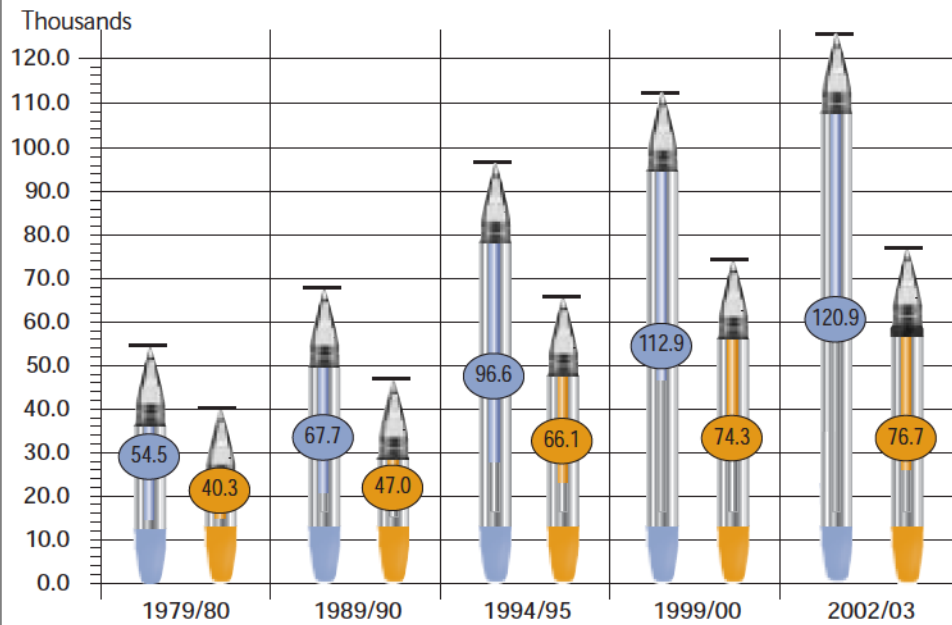
In recent years, the number of students enrolled in academic colleges has increased at a rate of 5,000 students per year, while the number of bachelor's degree students enrolled in universities increased more slowly.

In 1984/85, the number of students enrolled in universities was 14.8 times greater than the number of students enrolled in colleges. This gap has dropped over the years, and the ratio in 2002/03 was 1.1.

* Including teacher training colleges.

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

STUDENTS IN UNIVERSITIES*



■ All students

■ Thereof: Those studying towards a Bachelor's degree

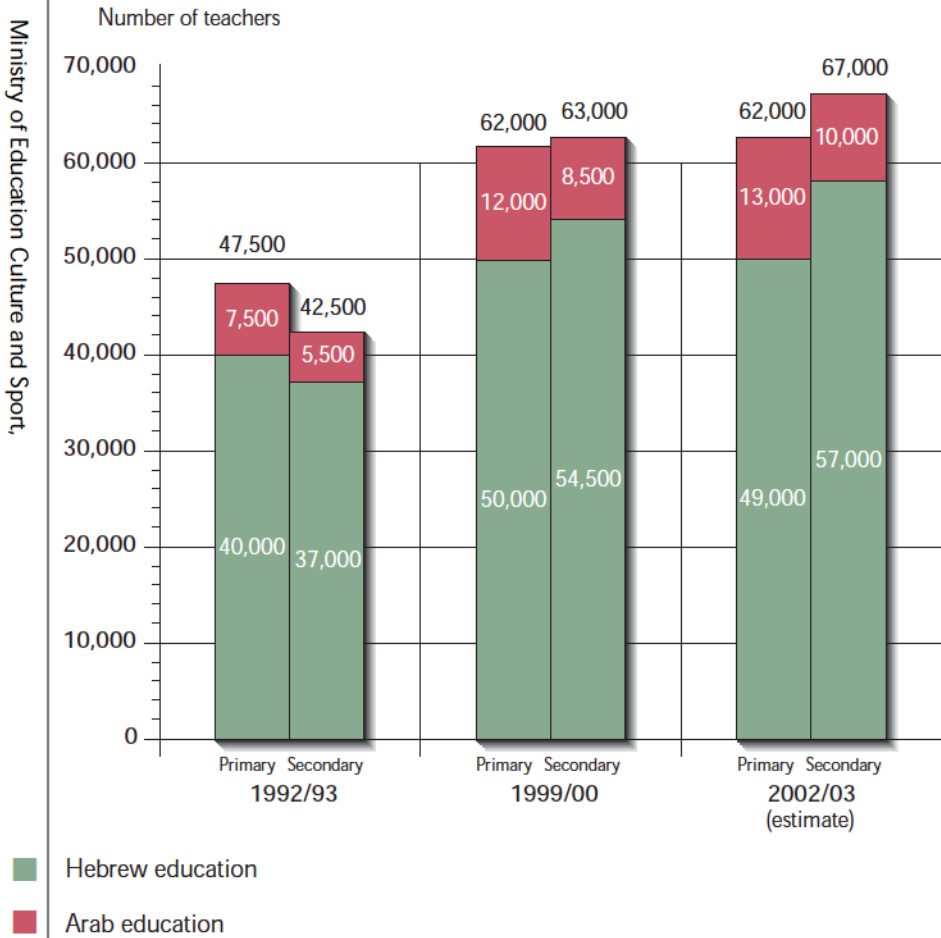
Since 1989/90, there has been an increase in the number of students attending universities. Between 1989/90 and 2002/03, the number of Bachelor's degree students increased by 63%, while the total number of students increased by 81%.

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

2. TEACHERS IN THE EDUCATION SYSTEM

TEACHERS IN PRIMARY AND SECONDARY EDUCATION *

Source: Ministry of Education Culture and Sport,
Based on data from the Teaching Personnel Division

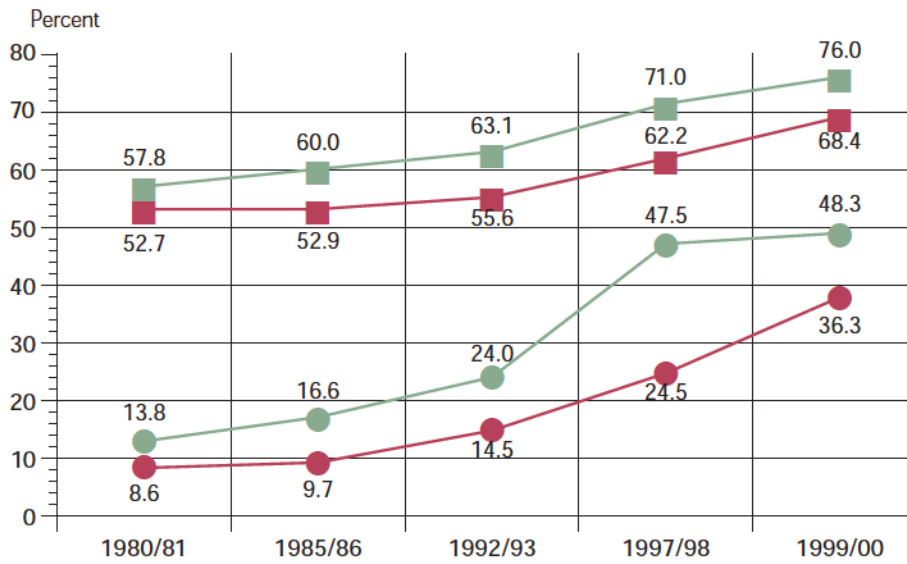


In 1999/00, there were about 121,000 teachers employed in schools (primary and secondary schools)**, 102,000 of them employed in Hebrew education, and 19,000 in Arab education. It is estimated that the total number of teachers was 126,000 in 2002/03.

* Secondary – lower secondary and upper secondary schools.

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

PERCENTAGE OF ACADEMICS AMONG SCHOOL TEACHERS



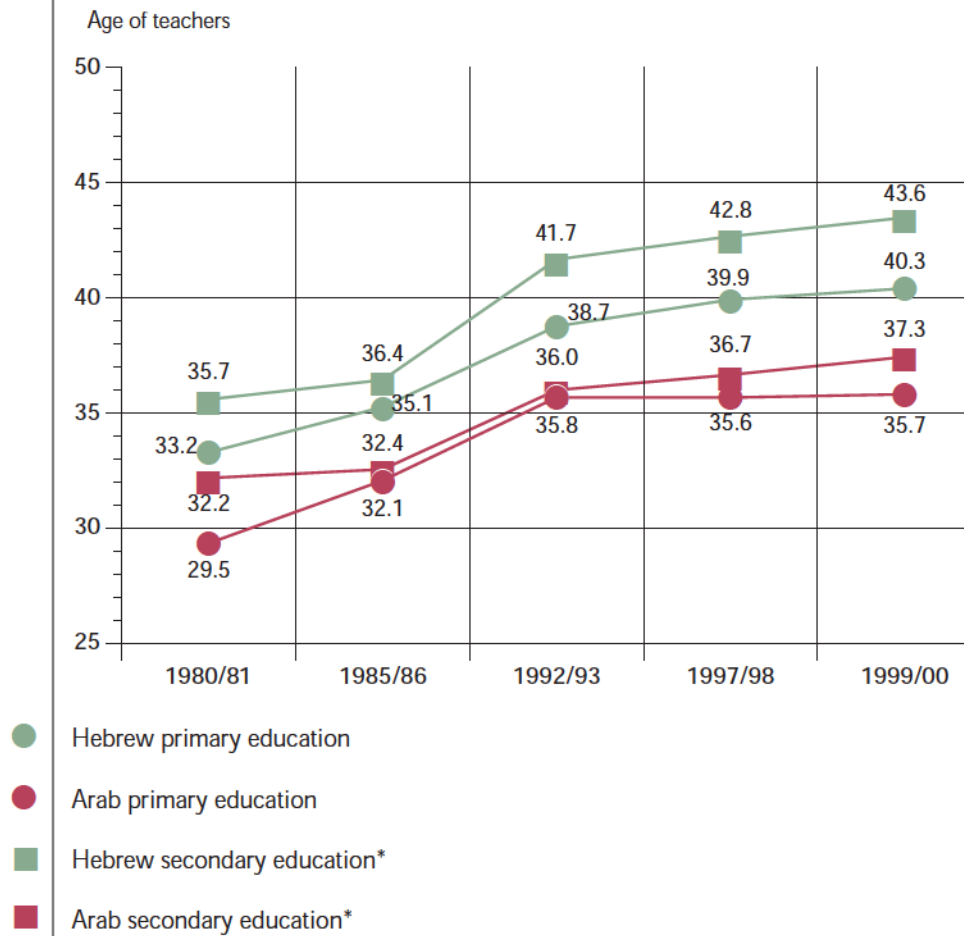
- Hebrew primary education
- Arab primary education
- Hebrew secondary education*
- Arab secondary education*

The percentage of academics among school teachers has increased continuously, in Hebrew and Arab education, in both primary and secondary schools.

* Secondary – lower secondary and upper secondary schools.

Source: CBS

MEDIAN AGE OF SCHOOL TEACHERS

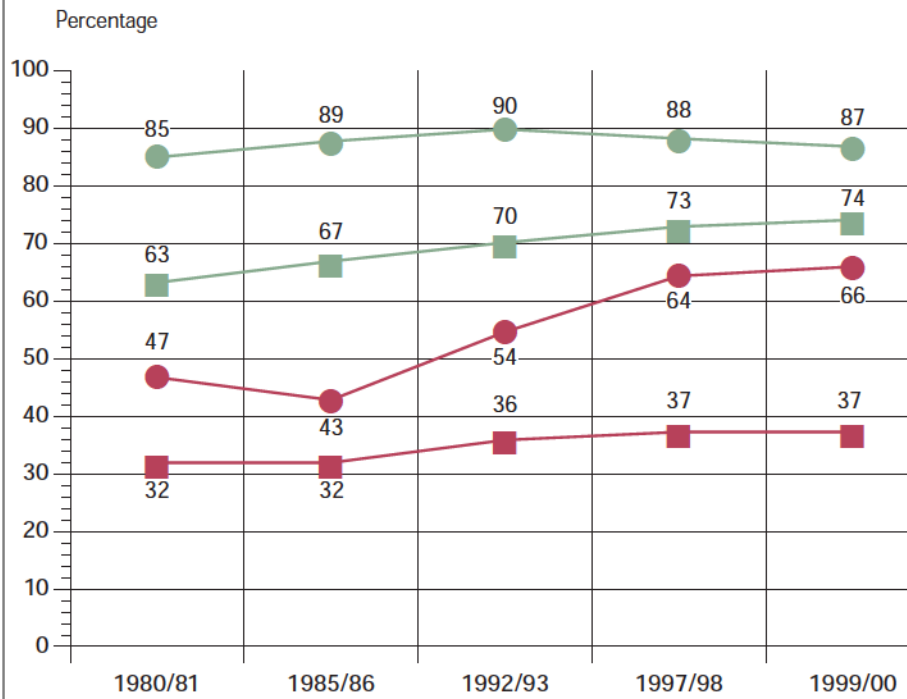


The median age of teachers is constantly rising, in both Hebrew and Arab education, in primary and secondary schools alike. Between 1980/81 and 1999/00 (a period of almost 20 years) the median age of teachers rose by 5-8 years in the different sectors and education levels.

* Secondary – lower secondary and upper secondary schools.

Source: CBS

PERCENTAGE OF WOMEN AMONG SCHOOL TEACHERS



- 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 90%. In all other educational frameworks, there is a continuous increase in the number of women teachers.

* Secondary – lower secondary and upper secondary schools.

Source: Based on CBS data

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
1980-1982	1,278	24.9	150	45.2	11.7
1989-1991	1,512	28.3	188	48.5	12.4
1992-1994	1,758	27.3	215	48.2	12.2
1995-1997	2,043	26.5	247	45.8	12.1
1998-2000	2,143	26.5	267	47.9	12.5
2001-2002	2,275	27.0	283	48.0	12.4

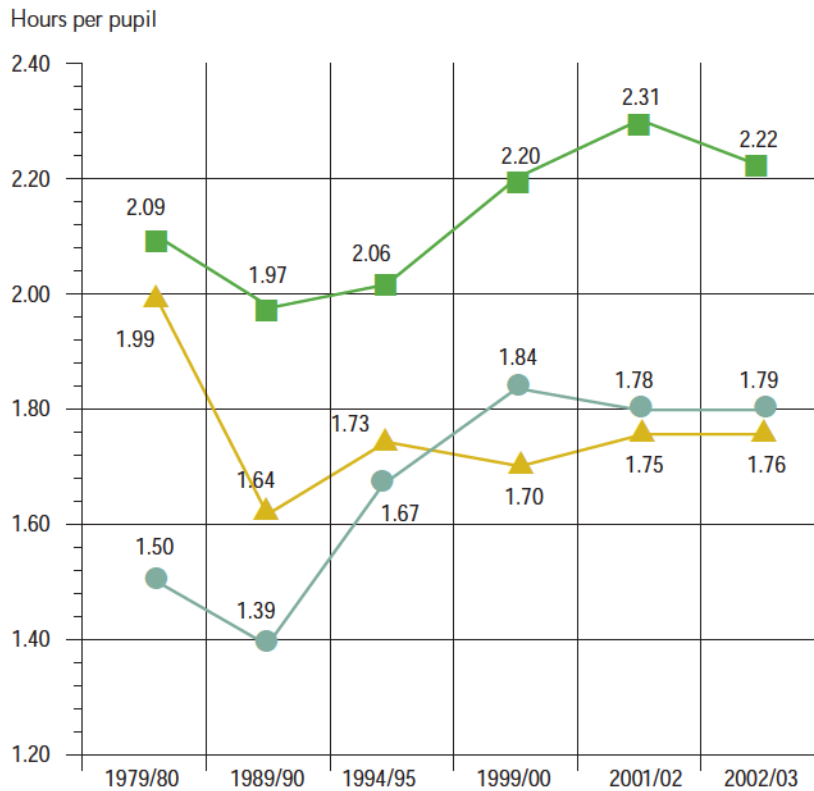
The number of persons employed in education services (including those who were employed by the local authorities) approached 300,000 in 2002. They constituted 12.4% of the total number of persons employed in the national economy.

Almost 50% of those employed in education are part-time workers, in contrast with only 27% among all employed persons in the economy.



3. DEVELOPMENT INDICES FOR THE EDUCATION SYSTEM

AVERAGE NUMBER OF HOURS PER PUPIL* BY EDUCATION LEVEL

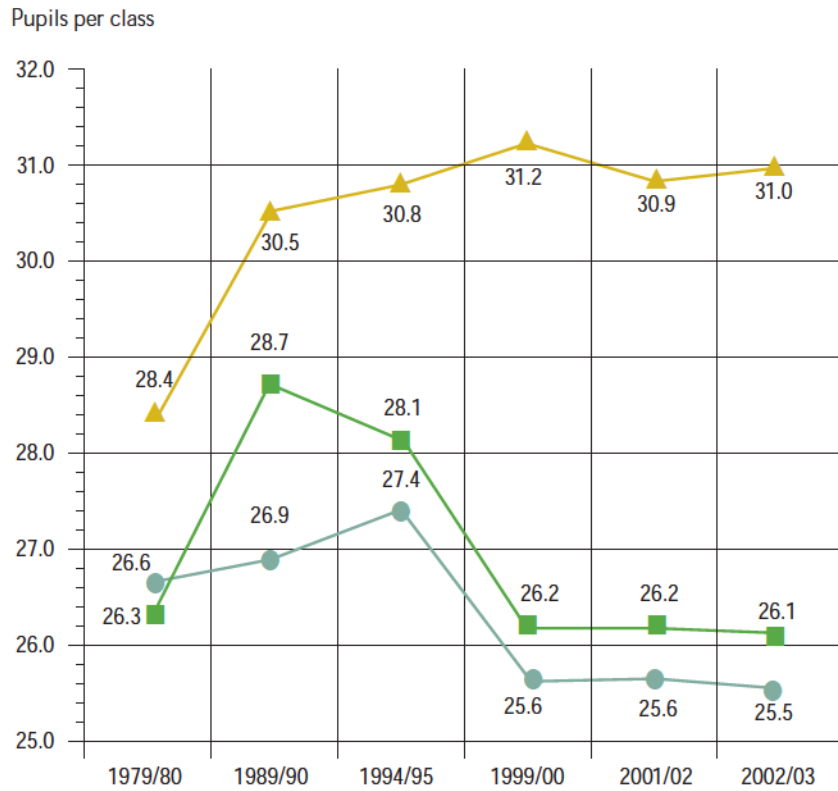


- Upper secondary education
- ▲ Lower secondary education
- Primary education

The graph shows that between 1989/90 and 2002/03, there was an increase in the average hours per pupil in all levels of education, and particularly in primary education. There was a 29% increase for primary education, 13% in higher secondary education, and 7% in lower secondary education.

* The average hours per pupil and per class represents all hours allocated to the school system, including division of the class into smaller learning groups and special activities (such as individual work), as well as hours for various purposes (such as administrative hours and homeroom teacher hours). The average hours per pupil is calculated by dividing all of the above-mentioned hours by the number of pupils.

AVERAGE NUMBER OF PUPILS PER CLASS BY EDUCATION LEVEL



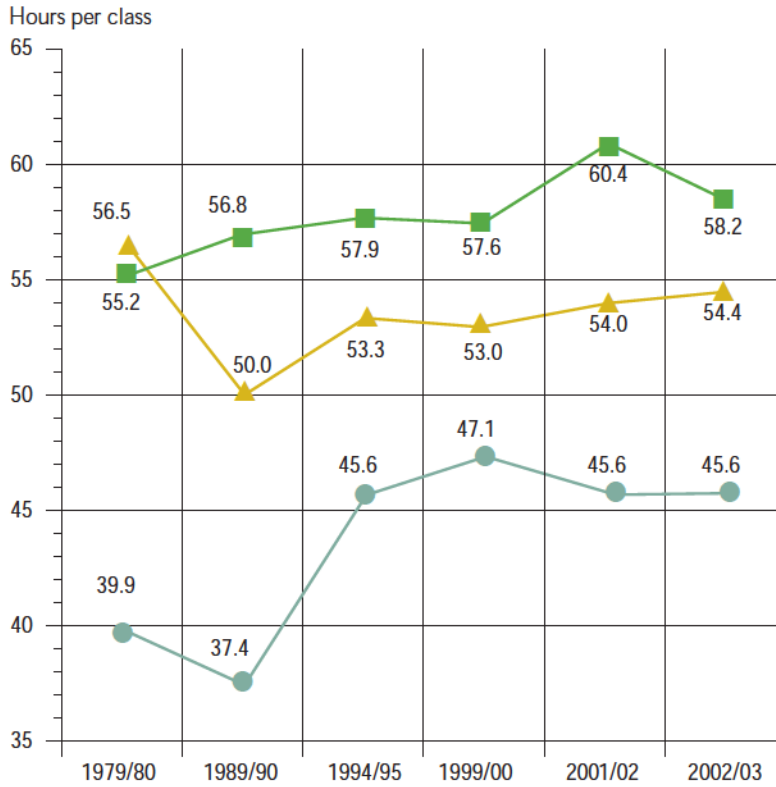
- Upper secondary education
- ▲ Lower secondary education
- Primary education

The average number of pupils per class is highest in lower secondary education – about 31 pupils.

The average number of pupils per class in primary education and upper secondary education is about 26 pupils.

Since 1989/90, there was a decrease in the average number of pupils per class in primary education and upper secondary education, and a slight increase in lower secondary education.

AVERAGE NUMBER OF HOURS PER CLASS*



- Upper secondary education
- ▲ Lower secondary education
- Primary education

The average number of hours per class has risen since 1989/90 at all educational levels; most of this increase was carried out by 1994/95.

In primary education there was an increase of 22%, in lower secondary schools 9%, and in upper secondary schools the number of hours rose by 2.5%.

* The average number of hours per class includes all the hours allocated to schools, divided by the number of classes.

Section

E

FIGURES - BY DISTRICT

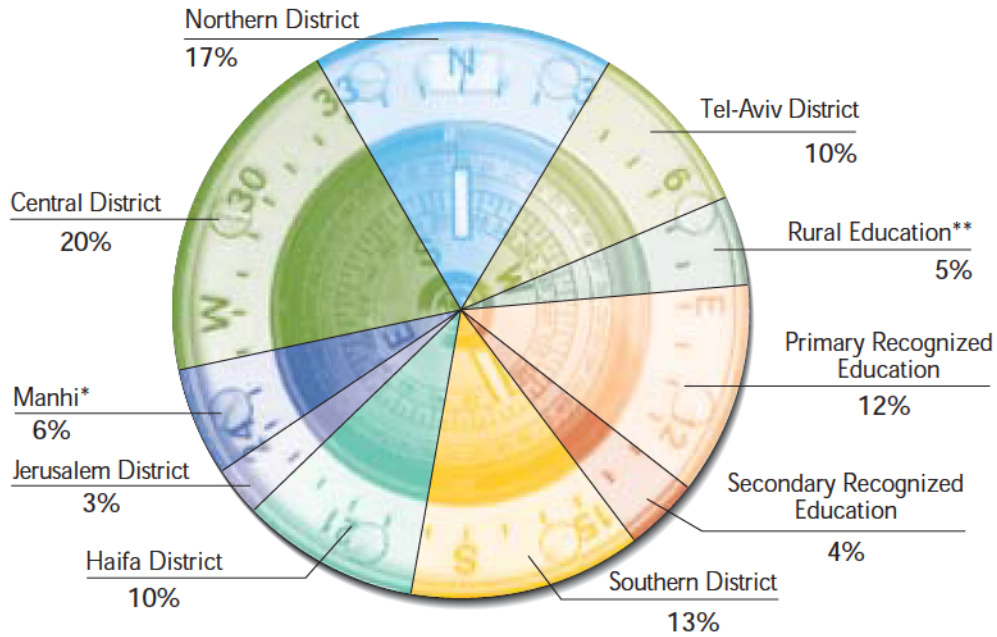
The data contained in this section are presented by district. The districts play a vital role in the structure and organization of the education system. Most of the information in this section is presented by geographical district. The first table refers to the administrative districts of the Ministry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

** In addition to geographical districts, the administrative districts also contain other districts, for example, Manhi (the Jerusalem Education Administration) and recognized, unofficial education.*



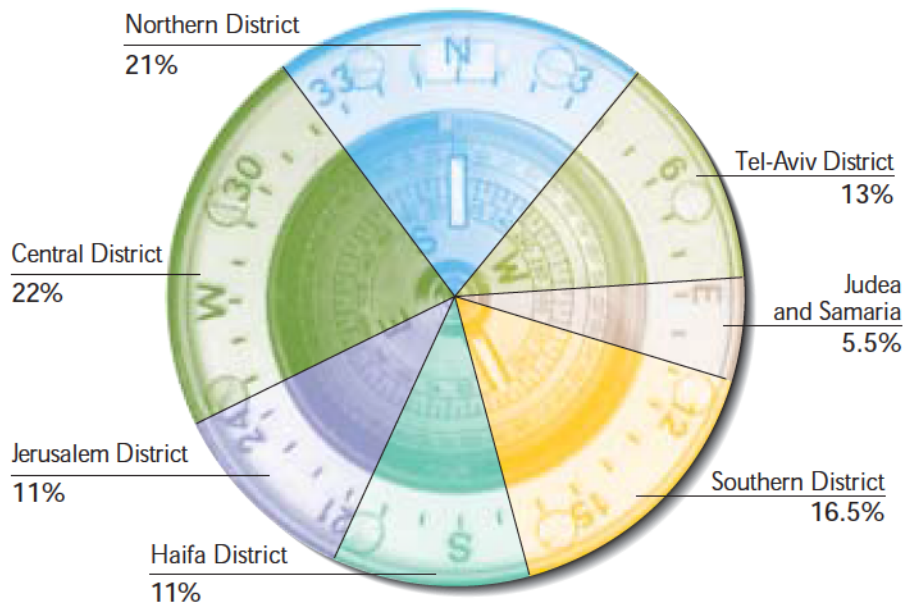
DISTRIBUTION OF PUPILS IN SCHOOLS BY ADMINISTRATIVE DISTRICT, 2003/04

Total: 1,378,000 pupils (in Hebrew education and Arab education)



DISTRIBUTION OF PUPILS IN PUBLIC KINDERGARTENS BY GEOGRAPHICAL DISTRICT, 2001/02

Total: 307,000 pupils (in Hebrew education and Arab education)



In both diagrams, the Central District is the largest in terms of the number of pupils. The Northern District is the next largest in size.

* Jerusalem Education Administration. The City of Jerusalem is a separate administrative district.

** Secondary education only.

ANNUAL DROPOUT RATES BY DISTRICT OF RESIDENCE

PERCENTAGE OF DROPOUTS IN GRADES 9-12,
BY GEOGRAPHICAL DISTRICTS, 2001/02

District	Hebrew education			Arab education*	
	Total no. of pupils	Percentage of pupils who dropped out of the education system		Total no. of pupils	Percentage of pupils who dropped out of the education system
		Including Haredi-orthodox education	Excluding Haredi-orthodox education		
Nationwide	351,590	4.6	4.0	75,588	9.1
Jerusalem*	44,980	6.1	4.3	8,335	17.2
Northern	38,646	4.1	4.1	39,443	7.0
Haifa	42,544	4.2	3.9	11,555	6.5
Central	94,029	4.0	3.7	7,420	9.8
Tel Aviv	69,646	4.6	3.8	819	20.4
Southern	52,148	4.8	4.5	8,016	12.4
Judea and Samaria	9,595	3.5	3.4	---	---

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 rates (6.1%), while Judea and Samaria has the lowest (3.5%). In Arab education, Tel Aviv and Jerusalem districts have the highest dropout rates, while Haifa district and the Northern district have the lowest. One of the reasons for the high dropout rates in Hebrew education in Jerusalem is related to Haredi-orthodox pupils who transfer to Haredi-orthodox educational institutions that are not supervised by the Ministry of Education Culture and Sport.

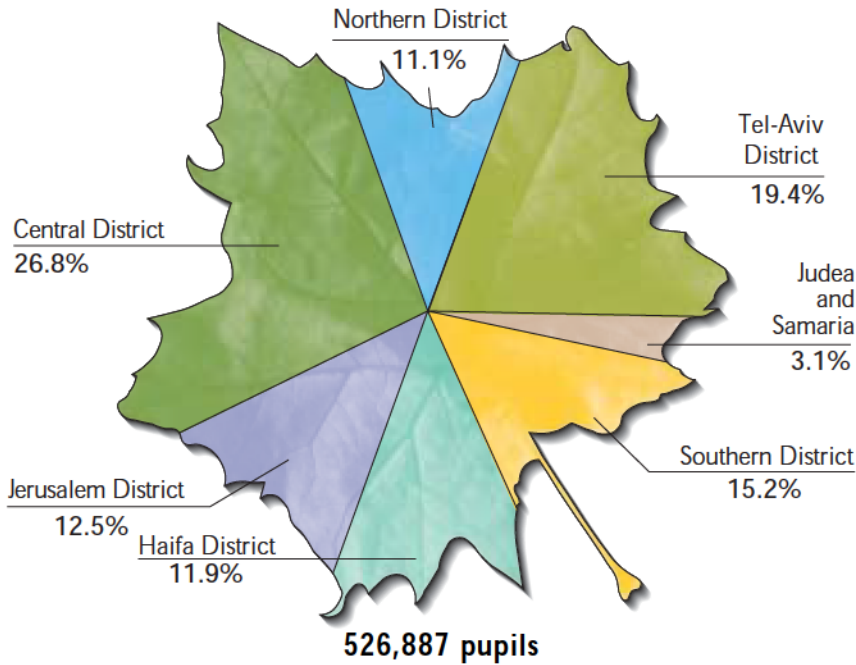
In all districts (except for the Northern district), the percentage of those dropping out of State and State-religious Hebrew education (combined, excluding Haredi-orthodox education), is lower than the percentage of those dropping out of Hebrew education (including Haredi-orthodox education).

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

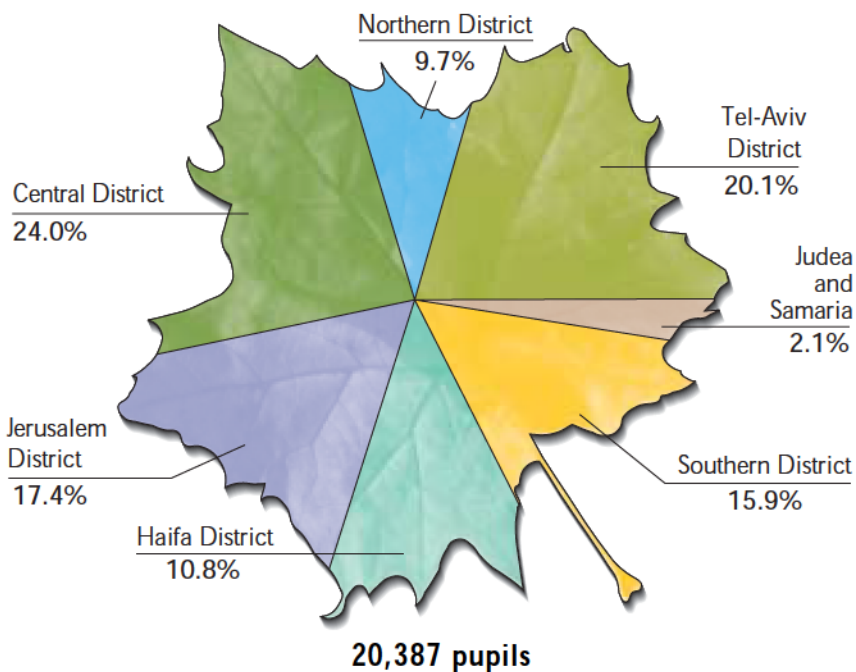
DISTRIBUTION OF ALL PUPILS IN GRADES 7-12, AND PUPILS IN GRADES 7-12, WHO DROPPED OUT OF THE EDUCATION SYSTEM, BY GEOGRAPHICAL DISTRICT, 2001/02

HEBREW EDUCATION

Distribution of all pupils



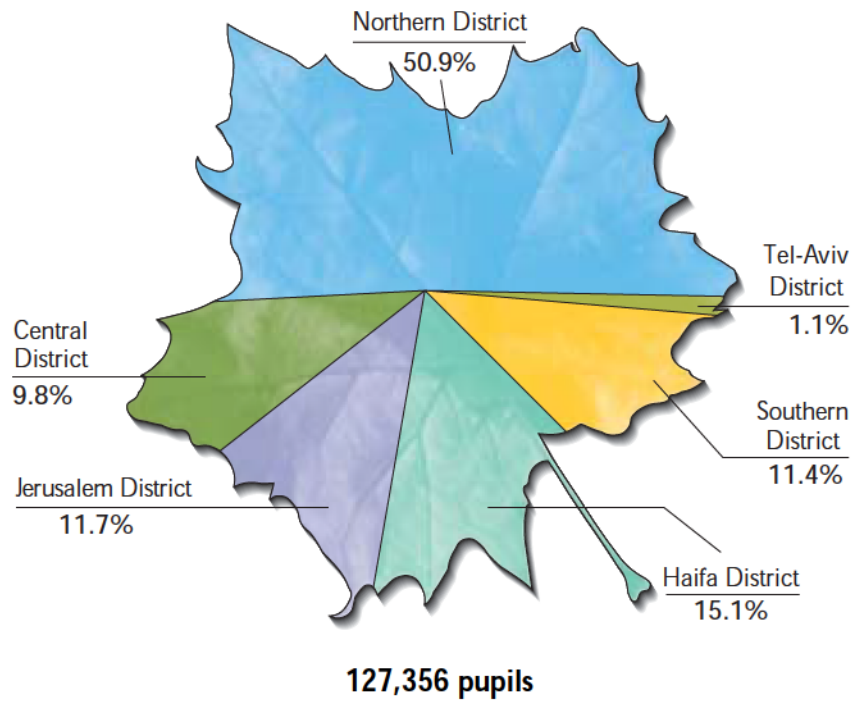
Distribution of pupils who dropped out



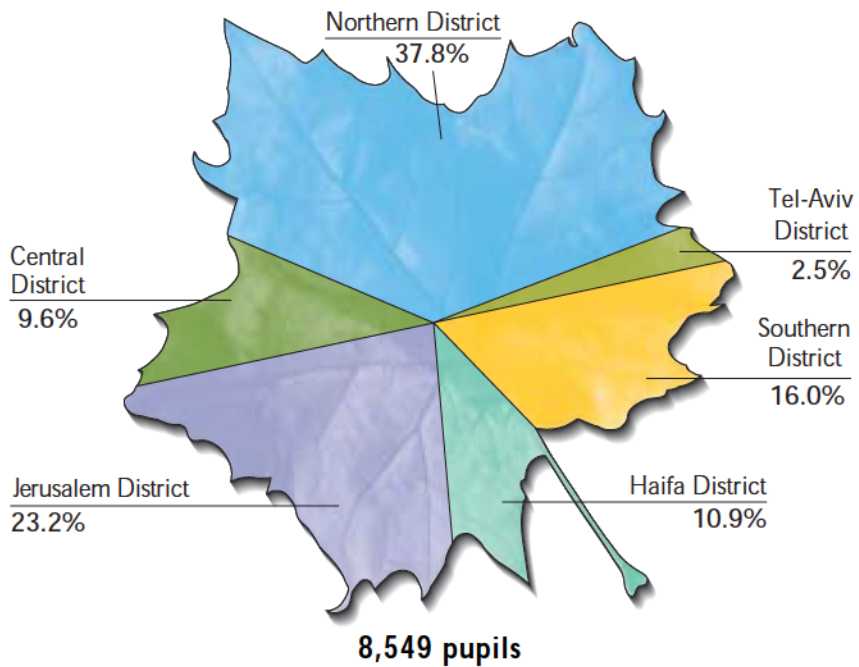
In Hebrew education, the distribution of grade 7-12 pupils who dropped out is generally similar to the distribution of all pupils in grade 7-12. In the Jerusalem district, the dropout rate is higher than the percentage of grade 7-12 pupils who attend school in this district.

ARAB EDUCATION

Distribution of all pupils



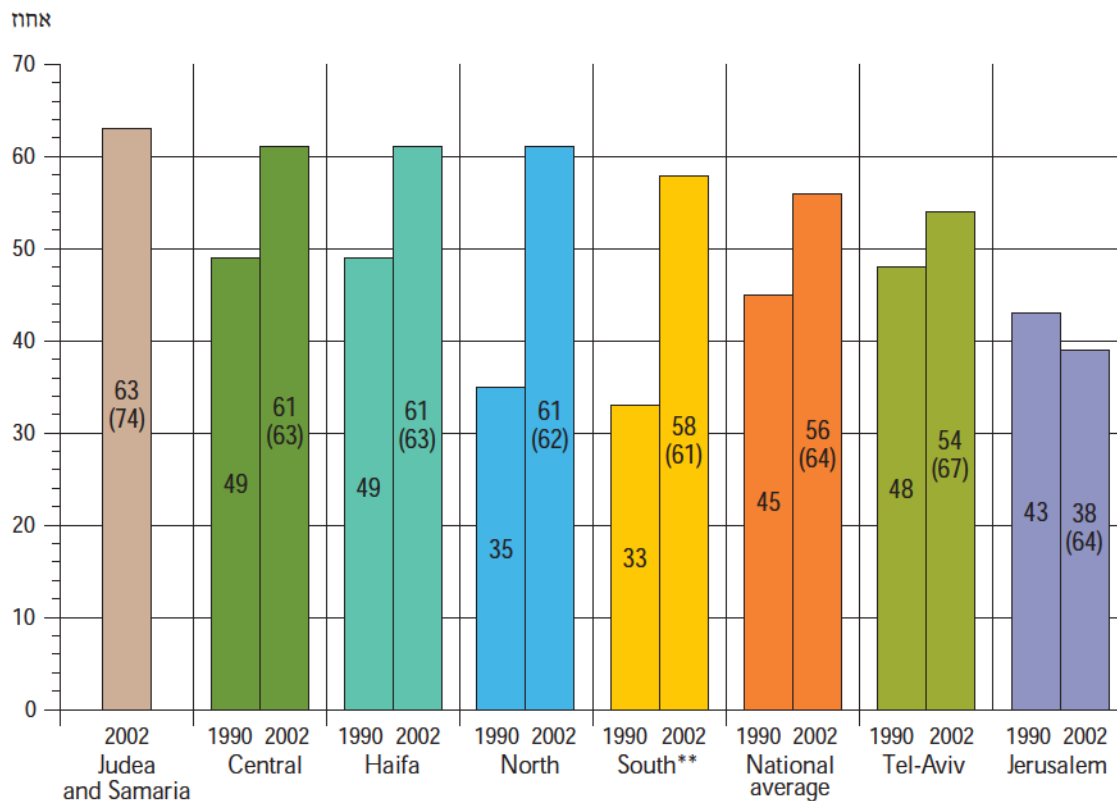
Distribution of pupils who dropped out



In Arab education, there are differences between districts: in the Haifa district and the Northern district, the dropout rate is low in relation to the percentage of grade 7-12 pupils who study in these districts. In the Jerusalem district and the Southern district, the situation is reversed.

Source: Based on CBS data

PERCENTAGE OF GRADE 12 PUPILS IN HEBREW EDUCATION WHO WERE ENTITLED TO MATRICULATION CERTIFICATES, BY GEOGRAPHICAL DISTRICT, 1990-2002*



Judea and Samaria has the highest percentage of pupils entitled to matriculation certificates – approximately 63% in 2002. The Jerusalem district has the lowest percentage – 38%.

All districts (except for Jerusalem) showed significant improvement between 1990-2002. The Northern and Southern districts show the greatest improvement.

The Jerusalem district has a high percentage of pupils who study in Haredi-orthodox frameworks and do not take the matriculation exams. The percentage of grade 12 pupils who are eligible for matriculation certificates in State and State-religious educational institutions (excluding Haredi-orthodox schools) is similar to the national average (64%).

The figures in parentheses represent the percentage of grade 12 pupils in State and State-religious schools (combined, excluding Haredi-orthodox schools) who were eligible for matriculation certificates in 2002.

* According to the 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 DISTRICT, IN PERCENTAGES, 2003

District	1990	1995	2000	2003
Jerusalem	22.6	17.5	15.5	13.8
Northern**	--	2.5	5.3	6.7
Haifa	21.7	22.0	17.9	16.9
Central	4.2	4.3	15.9	15.8
Tel Aviv	42.8	42.7	31.5	31.6
Southern	8.7	10.9	13.9	15.2
Total	100.0	100.0	100.0	100.0
Total students	55,246	86,317	126,965	144,385

The Tel Aviv district had the highest percentage of students (in 2003) followed by the Haifa district. The Northern district had the lowest percentage. However, throughout the decade there has been an increase in the percentage of students in the Northern and Southern districts.

* Jews and non-Jews, by place of study.

** There were no universities or colleges in the Northern district in 1990.

Section

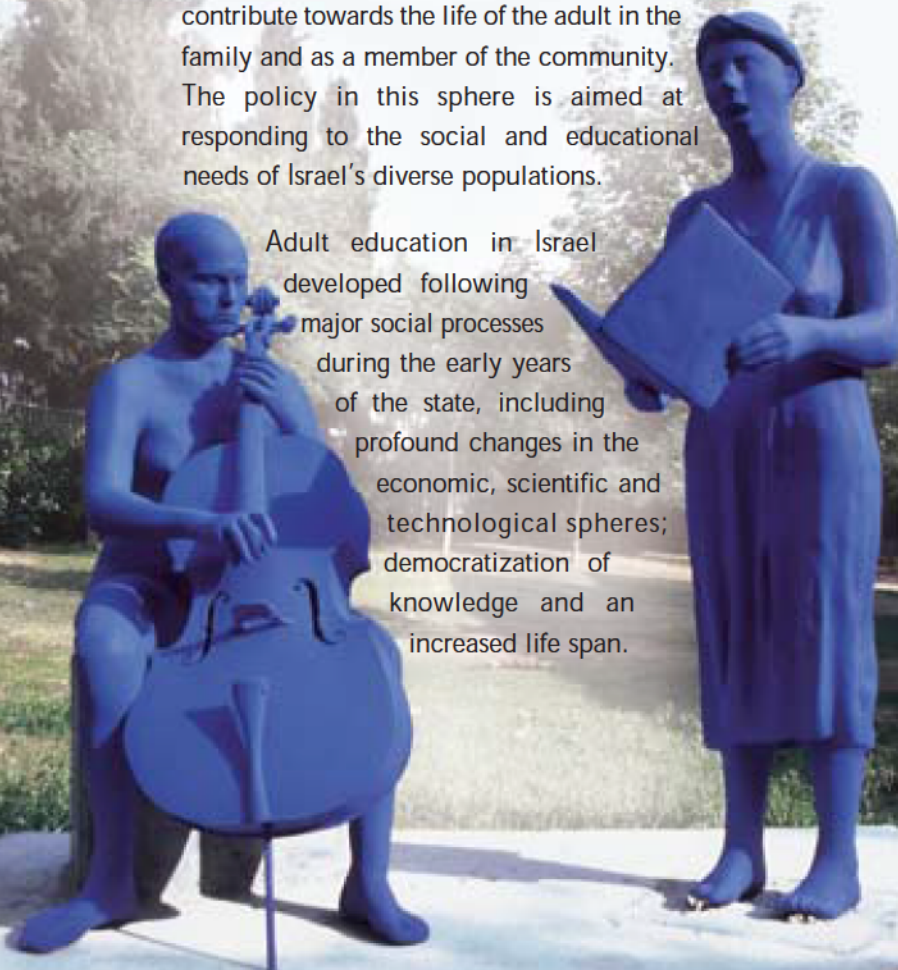
ADULT EDUCATION, SOCIETY AND YOUTH, CULTURE AND SPORT

1. ADULT EDUCATION

The goals of the Ministry of Education Culture and Sport in terms of adult education are:

To provide knowledge and education, teach Hebrew language and culture, offer intellectual and cultural enrichment and contribute towards the life of the adult in the family and as a member of the community. 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 major social processes during the early years of the state, including profound changes in the economic, scientific and technological spheres; democratization of knowledge and an increased life span.



Goals of Adult Education

- To develop a culture of life-long learning, to increase the knowledge of the adult and expand his horizons, and to provide him with opportunities for enrichment in all areas of interest to him in his leisure time.
- 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. To absorb Ethiopian immigrants in the spheres of language, culture and education.
- To improve the quality of life of the individual, the family and community, by inculcating knowledge and developing skills for family functioning.
- 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 Culture and Sport operates in this field of activity in close cooperation with other government ministries (Ministry of Labour and Social Affairs, Ministry of Immigrant Absorption), the institutes of 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*	Primary 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
1997/98	10,900	46,300	9,500	11,000	36,200
1999/00	10,900	50,700	8,000	9,400	48,300
2001/02	12,900	22,900	9,800	10,000	54,100
2002/03	--	--	10,500**	9,800**	54,300

During 1991/92 - a year of large-scale immigration - nearly 100,000 adults were enrolled in preliminary Hebrew language (ulpan) programs. In later years this number decreased by half, and in 2001/02, it decreased again by half.

In 2002/03 the number of pupils enrolled in primary education programs was 10,500, with a similar number of pupils (about 9,800) enrolled in secondary education programs. The number of students enrolled in the popular universities was 55,000. 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 13,000 in 2001/02. Some students attend university-affiliated preparatory programs while others are enrolled in courses affiliated with general colleges and teaching colleges.

In addition to the activities referred to in the table above, various study tracks are available through the Ministry of Education Culture and Sport: courses on subjects of family and parent education, in which 39,000 parents participated in 2001/02.

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

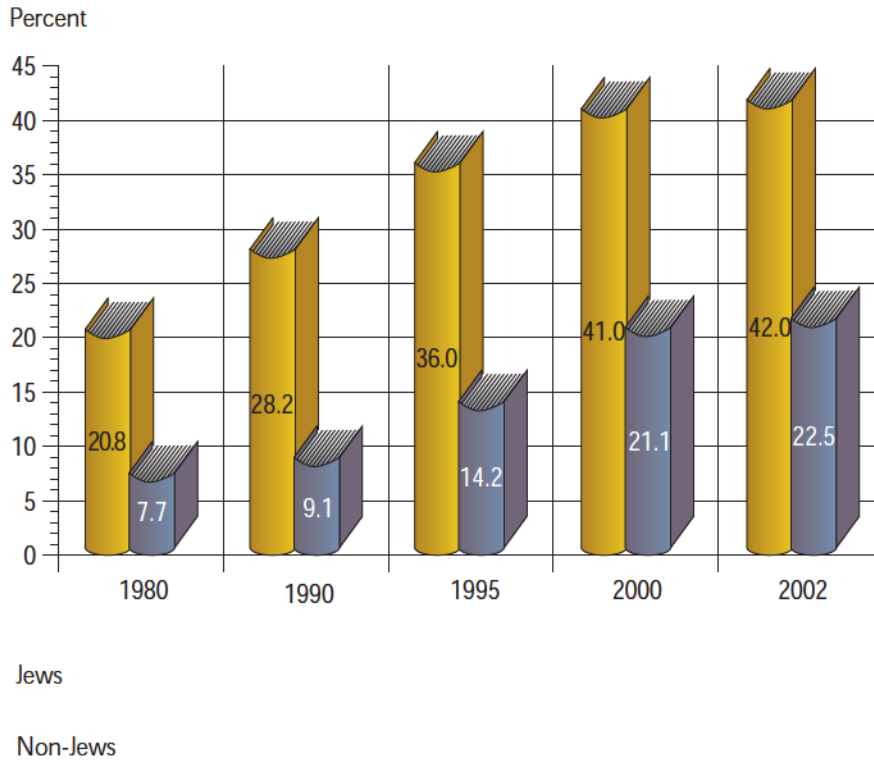
* Preliminary ulpan - program for beginners and individuals with little command of the Hebrew language, which provides basic knowledge in Hebrew. (Graduates of the preliminary ulpan program can improve their knowledge in advanced ulpan programs).

** The figures for 2002/03 include students enrolled in the education completion scheme for unemployed adults (about 4,000 students).

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

13 YEARS OR MORE OF SCHOOLING

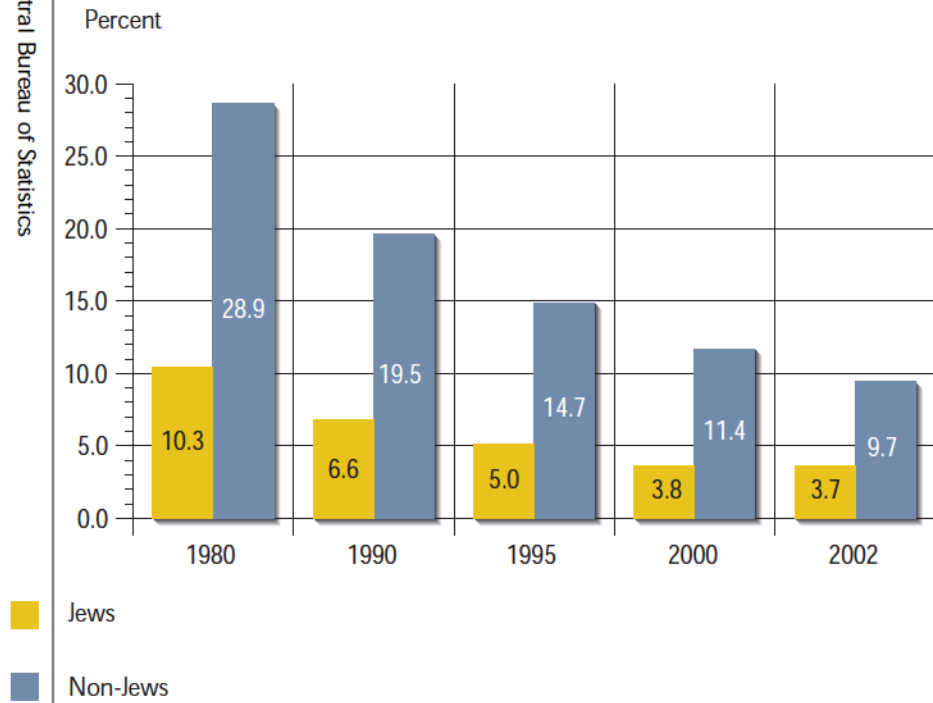
Source: Central Bureau of Statistics



An indication of the outcomes of the education system is evident from the increasing number of persons with 13 years or more of schooling. These trends can be seen in both the Jewish and non-Jewish populations. In the area of tertiary education - the percentage of persons with tertiary education among the Jewish population doubled between 1980 and 2002 (from 21% to 42%); among the non-Jewish population, the percentage of persons with tertiary education almost tripled (from 7.7% to 22.5%).

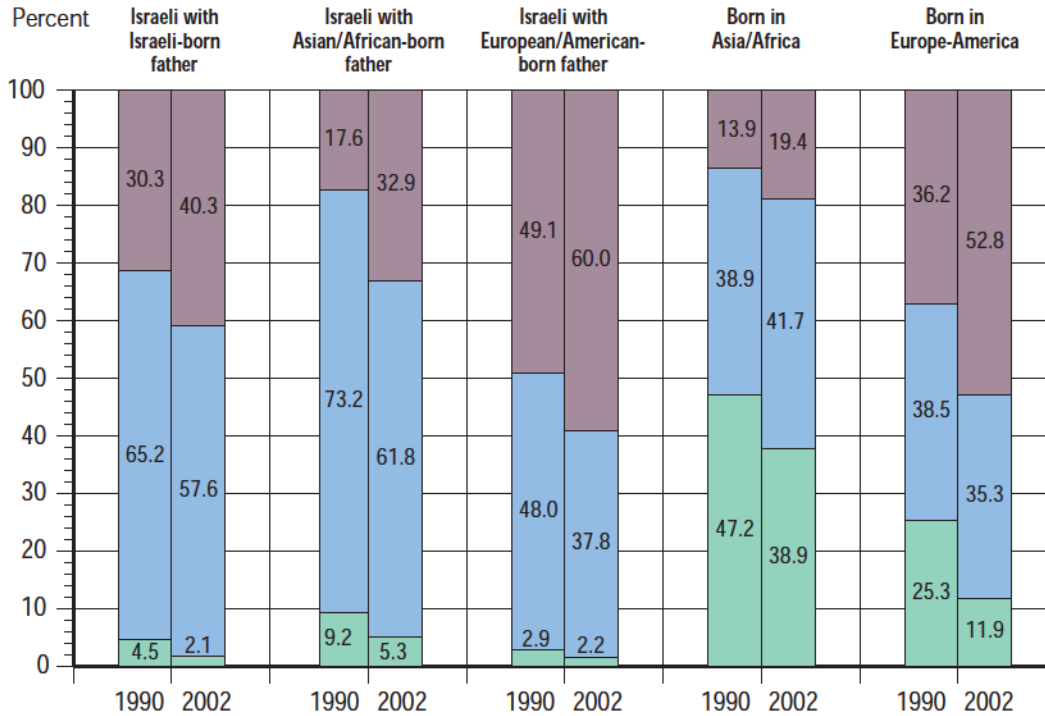
Source: Central Bureau of Statistics

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) in 2002 was less than half the percentage in 1980. Among the non-Jewish population, the percentage decreased from 28.9% in 1980 to 9.7% in 2002. Among the Jewish population, the percentage fell from 10.3% to 3.7%.

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

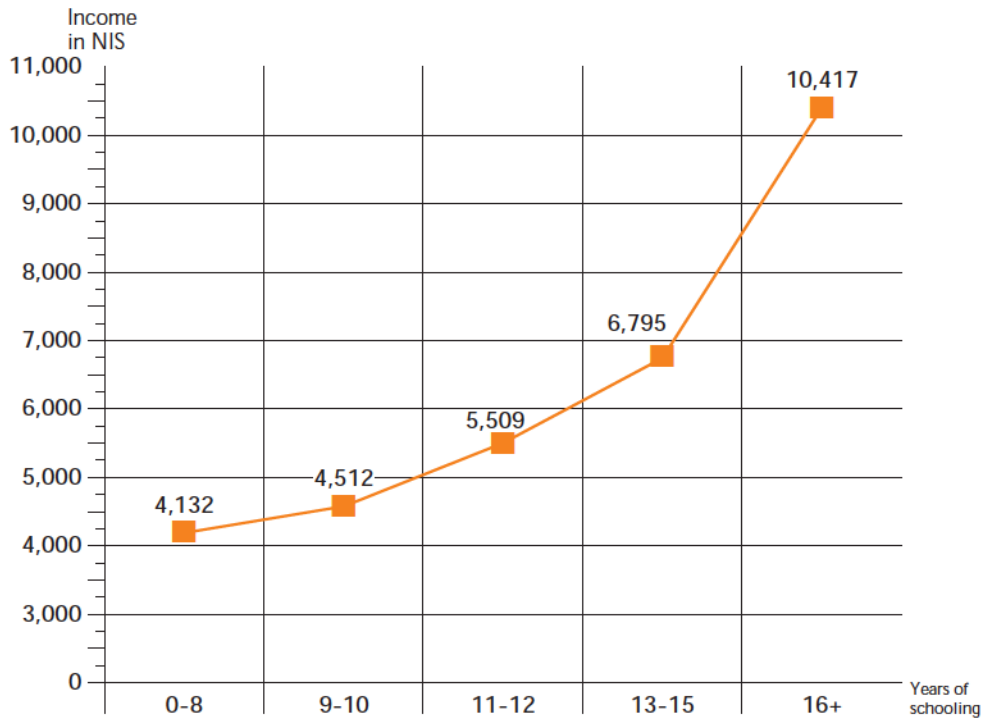


- 13 years of schooling and more
- 9-12 years of schooling
- up to 8 years of schooling

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

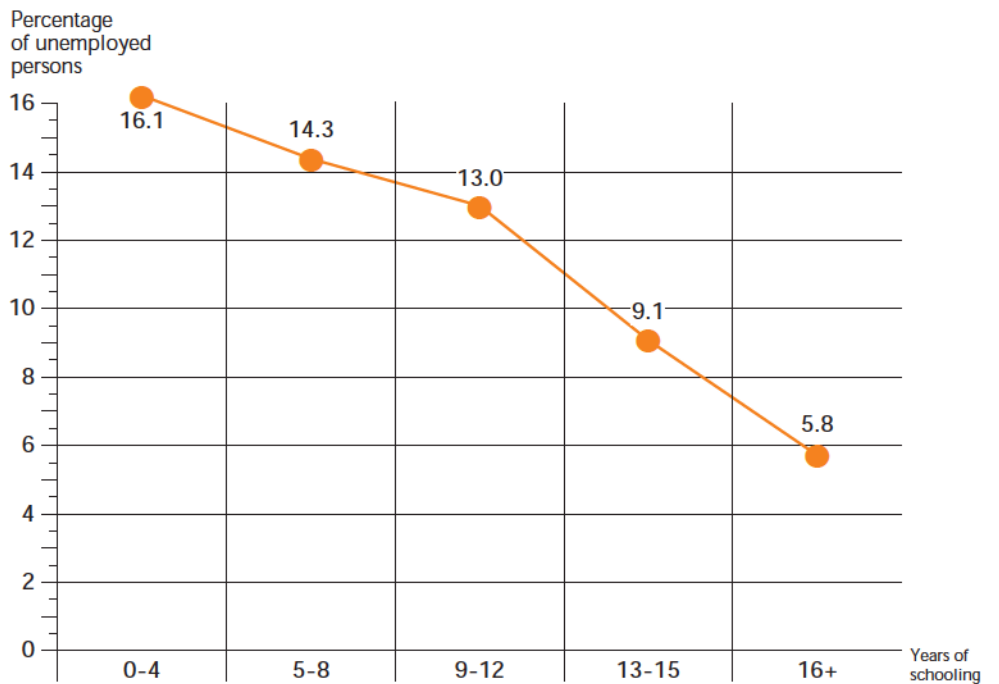
GROSS MONTHLY INCOME OF SALARIED EMPLOYEES (IN NIS), BY YEARS OF SCHOOLING, 2001



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, 2002



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 Culture and Sport provides and promotes a wide variety of informal educational programs and youth services, endeavoring to prepare young people for social and cultural life and to train them as responsible citizens, active and involved in their country and community. In these spheres, the Ministry works in cooperation with the Union of Local Authorities in Israel and the local authorities themselves, as well as with youth movements and voluntary bodies concerned with young people, youth institutions, and research and educational institutes.

Major fields of activity include:

YOUTH ADVANCEMENT

The Ministry works to develop and promote educational assistance services for alienated youth, and youth at risk of dropping out of formal education frameworks. 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 15,000 youth, of whom approximately 8,500 are defined as alienated.

In 2002/03, there were 40 focal points conducting special activities for immigrant youth at risk from the former Soviet Union and Ethiopia, providing assistance for some 4,300 immigrant youth.

YOUTH AND COMMUNITY

The Ministry operates educational programs that allow young people to develop personal interests and contribute to their community - which also leads to personal growth.

Examples of this are: the Personal Commitment Program - a community service program in which 300 schools are involved; the Junior Counselors Program, in which young people in grades 9-12 who wish to contribute to society can serve as counselors for younger age groups in the locality; and the "Open Space" programs, which facilitate the development of social values programs in the community.

As part of its youth and community activities, the Ministry supports Israel's Youth Movements with direct and indirect assistance, offers guidance for their educational activities and encourages dialogue and cooperation between them. There are 18 recognized youth movements in Israel, with a membership of approximately 200,000 young people.

"I seek my brothers" is a unique program that takes eleventh - and twelfth-grade pupils to Poland, following preparatory work on the subjects of Jewish heritage in Eastern Europe and the Holocaust. About 20,000 young people participate in these missions every year.

Israel has 153 community schools whose aim is to develop cooperation between teachers, pupils, parents and community agencies, and to utilize school and community resources to the benefit of all.

Some 250 youth coordinators organize and promote "Open Space" youth activities in various local authorities and regional councils. The activities encompass about 200,000 participants.

In accordance with the Camp Licensing and Inspection Law, the Ministry operates, licenses and inspects the entire network of private and public camps, which serve about 700,000 campers.

THE ARAB 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 Arab heritage and culture. Furthermore, it assists educational institutions and youth to cope with contemporary issues such as the peace process, the components of identity and the desire for involvement and partnership with the rest of Israel's citizens.

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

The Ministry encourages the formation and expansion of pupil 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 in the school and in the community.



HERITAGE OF SEPHARDI AND ORIENTAL JEWRY

The Ministry works to incorporate values of Sephardi and Oriental Jewish heritage in the school curriculum. To this end, it operates in cooperation with the chief inspectors for the various subjects and their subject committees. It has also developed booklets and study materials, in order to give the culture of each community its rightful place in the formal curricula and in the matriculation exams.

In this sphere, the Ministry maintains close cooperation with higher education institutions, research institutes, and ethnographic centers around the country, in order to promote research on communities of Sephardi and Oriental Jews, with an emphasis on communities that have not yet been researched.

SHELACH (Hebrew acronym for field study, the nation, and social education) AND GEOGRAPHY OF ISRAEL

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

The program aims to strengthen the young peoples' 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 society, environment and nature in the homeland.

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

The program provides intensive classroom activities and tours for 4,600 classes (mostly ninth and tenth grades), and extensive activities for a further 3,000 classes (mostly eighth, eleventh and twelfth grades) such as hikes, study camps and preparations for a meaningful military service.

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

SOCIAL AND VALUE-RELATED EDUCATION IN SECONDARY SCHOOLS

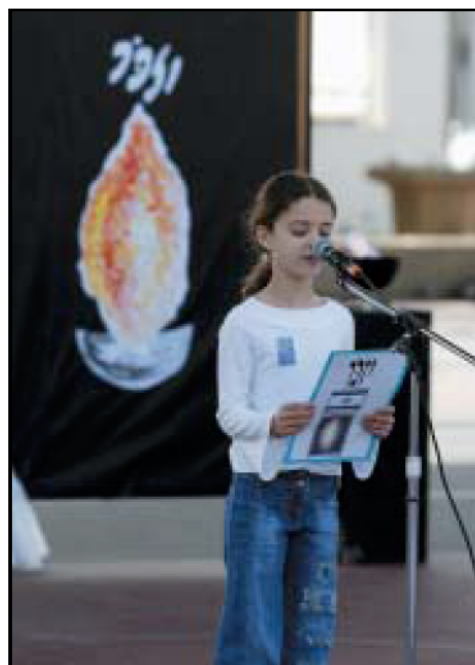
The purpose of social and value-related education is to influence the school climate and thereby generate dialogue and cooperation between pupils, teachers and parents in an atmosphere of mutual respect.

Social education regards pupil society as a framework in which pupils can exercise principles of democratic life, by becoming involved and assuming leadership roles in school and in the community.

It aims to prepare pupils for life in society by combining value-related content with the development of social skills, according to the emotional and cognitive level of each pupil. To this end, it initiates and participates in the development of value-related programs by engaging pupils in social activities related to their curriculum, and which take place in specific school or community frameworks.

There are various frames of action to achieve this, e.g., homeroom teacher hours, and other school hours dedicated to specific issues, such as personal commitment and preparation for military service.

There are also activities related to the pupil society: pupil council activities, pupil committees, school statutes, school newspapers, ceremonies and school events relevant to the school calendar, school tradition and the adolescent's life cycle, focus days, parties and relaxation activities, seminars, extra-curricular courses, cultural activities and community work.



These activities involve about 1,000 social education coordinators, 150 of whom are trained every year. 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 pupil council facilitators.

PUPIL AND YOUTH COUNCILS

The pupil councils are the elected bodies representing all seventh- through twelfth-grade pupils in State and State-religious schools.

The councils operate on a national, district, local authority and school level.

Their purpose is to offer young people experience in exercising the principle of democratic representation, developing channels of communication and formulating 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 2002/03, there were pupil councils in 750 schools across 137 local authorities, with 30,600 members.

CONTENTS AND TRAINING PROGRAMS

This is an inter-professional sphere, which assists in developing contents for various programs and for pre- and in-service training activities.

It develops social-educational programs on a range of subjects: current events, youth leadership, reducing violence, Jewish culture and heritage, etc.

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

By the end of the 2002/03 school year, an estimated 60,000 teachers had undergone training through the instruction centers.



3. CULTURE

GOALS

The Ministry's goals in the areas of culture and the arts are:

- To preserve, enhance and promote artistic and cultural creativity in Israel, and to preserve and promote its cultural property and infrastructures.
- To enable access to art and culture to the entire population in Israel.
- To encourage quality and excellence in the various fields of artistic creation.
- To promote the status of creative and performing artists and original artistic creation.
- To maintain and ensure freedom of creation and expression in all fields of art and culture.
- To foster pluralism and multi-cultural dialogue.
- To educate people in becoming consumers of culture and the arts, paying special attention to the education of new audiences.
- To encourage cultural relations with other countries and spread Israeli art and culture abroad.
- To assist and give expression to the cultural heritage of various sectors in the Israeli population.

MEANS

In order to achieve these goals, the Ministry focuses on the following means:

- Spreading art and culture - providing support for cultural institutions in peripheral parts of the country.
- Initiating cultural events around the country.
- Supporting creative and performing artists, and encouraging local original art.
- Encouraging non-professional artists and cultural groups to preserve and maintain their cultural heritage.
- Promoting culture exchanges and cultural relations with other nations.
- Encouraging art and culture in disadvantaged areas and peripheral communities.
- Supporting cultural facilities in the Arab sector.
- Preserving historic buildings and rural sites.
- Absorbing immigrant artists.
- Allocating designated funds to institutions which are incorporated by law: The National Authority for Ladino Culture, The National Authority for Yiddish Culture, Yad Ben-Zvi, The Academy of the Hebrew Language, and the institutions for commemorating the heritage of David Ben-Gurion: Ben-Gurion's Hut in Sde Boker, the Ben-Gurion Heritage Institute and the Ben-Gurion House.

CULTURAL LEGISLATION

The following are laws regarding culture or related to culture:

1. **Museums Law, 1983** - determines the criteria for maintaining museums and recognizing them. The Museum Council operates on the basis of this law.
2. **Public Libraries Law, 1975** - defines the responsibility of the state to establish public libraries, and specifies the conditions for according a library the status of a public library. The Public Libraries Council operates on the basis of this law.
3. Legislation concerning unique languages and cultures of the Jewish People:
National Authority for the Yiddish Culture Law, 1996
National Authority for Ladino Culture Law, 1996

These laws include the following provisions:

Recognition of these languages and cultures; promotion and encouragement of contemporary artistic works in these two languages; assistance for institutions in which activity relating to these cultures takes place; compilation of cultural treasures, both oral and written; encouraging the publication of selected works in these languages, and their proper translation into Hebrew.

4. **Cinema Law, 1999** - regulates government support for the film industry. The Cinema Council was created on the basis of this law.
5. **Art and Culture Law, 2002** - states that the government must appoint the Israel Council for Art and Culture. The law determines the council's functions, membership, term of office and operating procedures.

THE INSTITUTIONAL INFRASTRUCTURE OF CULTURE

The Ministry of Education Culture and Sport operates in consultation with the following councils, which were established by law:

The Museums Council, the Public Libraries Council, the Israel Cinema Council, the Council for Art and Culture, and the Buildings and Settling Sites Preservation Council.

Israel has a wide range of institutions in various fields of art and culture:

THEATRE

There are 34 theatres and related institutions, such as the Festival for Alternative Theatre in Acco, the Jerusalem Puppet Theatre, community-based non-institutional theatres and fringe theatres.

MUSIC

There are approximately 100 musical institutions in Israel, including 23 orchestras, the Israeli Opera, 25 choirs and 8 musical organizations. In addition, there are projects, national and international festivals, and many other musical ventures, such as the School for Choral Singing, the *Zimriyya* International Choral Festival, the Arthur Rubinstein International Piano Master Competition and the International Harp Contest.

PLASTIC ARTS

This field include numerous activities, institutions and special projects: art museums, painters' and sculptors' associations, the Israel Designer-Craftsmen's Association, the Ceramic Artists Association of Israel, print workshops, the Jewish Art Association, professional unions for design, performing artists, and a large number of public galleries.

Each year, the Minister's Prize for Painting and Sculpture is awarded to eight outstanding artists, allowing them the freedom to create for one year. In addition, seven prizes are awarded annually to young artists, six awards encourage artistic creation (through the Council for Art and Culture), and seven scholarships are given to artist-teachers. Every year, many art exhibitions are held in Israel, while Israeli artists also take part in exhibitions abroad such as the Biennale in Venice.

LIBRARIES

In 1998, there were 1,114 public libraries in Israel, in 842 different localities. These libraries hold more than 14.5 million books, and employ around 2,700 librarians, serving more than 810,000 readers. In addition to the books, most libraries also have collections of audio and video materials and graphics collections.

Between 1985 and 1998, there was an increase of 15.7% in the number of books held in Israel's public libraries. The number of librarians grew by 26%, while the number of readers dropped by about 17%.

The average area of a public library is 156.6 square meters; 75% of the libraries have reading rooms, with an average of 32.5 spaces for seating.

Almost half of the libraries are open at least five days a week. More than 60% of them conduct group activities for children and/or adults.

CINEMA

Film festivals are held in Jerusalem, Tel Aviv and Haifa. There are also other activities and institutions, such as film schools, the Cinema Institute, and Cinematèques in the three major cities.

The Israel Cinema Council has formulated policies and criteria (parameters) for equal and objective allocation of funds that are designated by law to

encourage and support Israeli film, while ensuring freedom of creation and giving expression to the cultural variety of Israeli society, its diverse views and values.

The Council supports and promotes the creation, production and distribution of Israeli films: feature films, dramas, documentaries, specialty films, experimental films, and student films. It encourages Israeli filmmakers; promotes international cooperation in the field of cinema; awards prizes to films and professionals in the field (including young filmmakers); encourages film festivals, endeavors to preserve Israeli films and looks for ways and means to achieve these goals, support them and bring them to fruition.

The Israel Film Service is a state service that produces films for government ministries, and is involved in creating original documentary films. The Service documents various aspects of Jewish and Israeli art, culture, history and society.

DANCE

This sphere includes about 75 dance troupes, projects, dance schools, and centers such as the Suzanne Dellal Center for Dance in Tel Aviv, which deals with dance and with other fields.

The field of dance in Israel is represented by professional troupes (such as the Bat Sheva Dance Company, the Kibbutz Contemporary Dance Company, the Israel Ballet, Inbal Dance Theatre and the Rina Schenfeld Dance Theatre), as well as by numerous ethnic dance troupes.



LITERATURE

This sphere includes publication of books and periodicals. It encompasses various literary ventures, e.g. projects by the Hebrew Writers Association, and those of the Writers Union, which unites authors who write in various languages. Additional institutions that contribute to the promotion of literature in Israel are: the Institute for Translation of Hebrew Literature, the

International Book Fair in Jerusalem and the Hebrew Book Week. There are also literary and cultural centers, such as the Haim Hazaz Writers' House, S.Y. Agnon's House in Jerusalem and the Bialik House in Tel Aviv. The Ministry awards annual literary grants to writers, poets and translators, in addition to debut literary prizes.

Literature for children and youth is also greatly encouraged by the Ministry and by various associations and colleges.

TORAH CULTURE

Includes various Jewish sources, such as the Bible, Jewish Law, aggadic literature and Jewish thought, as well as general cultural subjects that are linked to Judaism, such as music, art and history. Torah culture activities are aimed at all sectors of the population and of all ages, with an emphasis on rapprochement between religious and secular Israelis, study of issues relating to Judaism and the Land of Israel, and enhancement of new immigrants' knowledge of Judaism.

ARAB CULTURE

This field includes 6 Arab orchestras, 7 active theatres for adults and children, 30 dance troupes, 12 festivals and 4 periodicals.

Fifty-one public libraries operate in the Arab sector, and assistance is given to school libraries as well.

The Ministry of Education Culture and Sport supports Arab authors and books in various ways, including 8 prizes that are awarded by the Minister to writers in Arabic.

Arab cultural activities also include folk art projects in the localities and 28 community centers, the granting of scholarships to those training themselves in the fields of culture and the arts, various festivals, the Arab Culture Month (held annually in May-June), and more.

The Ministry of Education Culture and Sport supports different cultural institutions in the Arab sector, such as: "Ansan," the Bedouin Association, the Higher Institute of the Arts, and the Authors' House in Nazareth. The Ministry also encourages works produced by outstanding artists. The L.A. Mayer Memorial Institute for Islamic Art in Jerusalem, as well as other museums and galleries, have both permanent and temporary exhibits of Arab cultural heritage collections and contemporary works of art.

DRUZE HERITAGE

In recent years, various activities have been conducted in the following fields: folk art; theater - there are 2 Druze theaters with professional actors, and 6 amateur theater groups; music - 4 music centers; 2 professional singing groups with musicians; dance - there are 5 representative dance troupes; festivals - the International Folklore Festival (with some 20 troupes appearing each year), festivals for local troupes, children's festivals; preparations have been made for the establishment of three museums; libraries - there is a library in each of the 16 Druze localities in Israel.

THE MEDIA

The media plays an important role in promoting participation in cultural life in Israel. There are numerous radio and television programs on art, literature, Jewish culture, etc., as well as Arabic programs (daily broadcasts on radio and television). Special broadcasts cover cultural and artistic events and report on festivals and plays from other countries, along with special programs on specific artistic fields in Israel and abroad. Children's programs also broadcast on artistic subjects. Moreover, viewers are informed (through advertising) about cultural events via the media.

Furthermore, mention should be made of the Educational Television, whose goals are, among others: increased participation in cultural life, promoting education, study and knowledge in the fields of culture and the arts, science, communications, etc.; increased involvement in educational, cultural and social matters; and giving expression to all facets of the cultural heritage of Israel's citizens.

INTERRELATIONS BETWEEN EDUCATION AND CULTURE

Art education institutions - 22 professional art schools (post-secondary schools) are recognized by the Ministry. These schools provide training in various artistic fields and serve about 2,000 pupils.

Academic institutions offering training in art, and which are recognized by the Council for Higher Education, include institutions, such as the Bezalel Academy for Arts and Design and the Rubin Music Academy in Jerusalem, and Shenkar College of Engineering and Design in Ramat Gan. In addition, certain universities have departments of art history, research and criticism, and some also offer artistic workshops. Universities and colleges also offer training programs for professionals in the administration of culture institutions.

On the secondary education level, there are art-oriented schools, with special emphasis on art education, in addition to the regular curriculum.

Integrating cultural activities within the education system - Within the framework of the early childhood and school education, subjects are taught that relate to the fields of art and culture, such as literature, foreign languages, music, arts and crafts, theater, photography and video. These subjects are taught both as required and elective subjects.

Cultural enrichment is given in the primary and secondary schools. Schools receive a "culture basket," which includes participation in five to seven performances per pupil each year.

A wide variety of school-based cultural activity takes place within the schools, such as: school orchestras and choirs, dance and theater. In addition, pupils attend extracurricular activities, for example, at community centers and youth clubs, and various classes.

In recent years, there has been a growing awareness of the aesthetic and architectural aspects in construction and renovation of school buildings. The Ministry is developing and implementing a policy to improve the appearance of schools, and raise the quality of planning and design of schools and of the entire learning environment.

One of the projects in this sphere involves incorporating art works in school buildings, as a means of creating a pleasant and aesthetic environment and improving the appearance of the building, and also as a means of instilling an appreciation of art.

Seventy *Payis* Centers for Science, Technology and the Arts operate around the country. These centers offer multi-disciplinary study programs. They are utilized by pupils during school hours - mostly by pupils in lower secondary schools studying science, technology, plastic arts, dance, music, photography, etc.

In the afternoon and during school vacations, the centers offer enrichment courses in these subjects, and serve as a venue for a wide variety of cultural activities, such as concerts, plays, sing-along evenings, and science lectures. They also hold exhibitions accompanied by lectures, in order to bring the pupils and the community closer to the artistic world.

INTERNATIONAL COOPERATION

Israel has cultural agreements with various countries around the world. About 30 public festivals take place in Israel, many of them attended by troupes from abroad. Additionally, many of the world's leading artists, troupes and orchestras hold commercial performances in Israel.

Israel is a member of many international organizations in the fields of culture and the arts. Israeli intellectuals and artists participate in various international conferences, which convene in Israel and around the world: conferences of writers, poets and plastic artists. Israeli representatives also take part in the activities of international bodies, such as painters' and sculptors' organizations, and music and theatre organizations. There are also exchanges of art exhibitions.

Throughout the years, Israel has received valuable cooperation on the part of international organizations and foundations in the field of culture, such as: UNESCO, the European Union, and various international funds.

Further activities bring the message of Israeli culture to Jewish communities in the Diaspora.

CULTURE IN ISRAEL - FACTS AND FIGURES

The figures below refer to activities conducted by art and culture institutions that are budgeted by the Culture Administration.

THEATRES

In 2001, there were 24 public theatres in Israel, holding about 340 plays. About one-third of the plays were original Hebrew works, and the rest were translated.

THEATRE ACTIVITY IN 2001

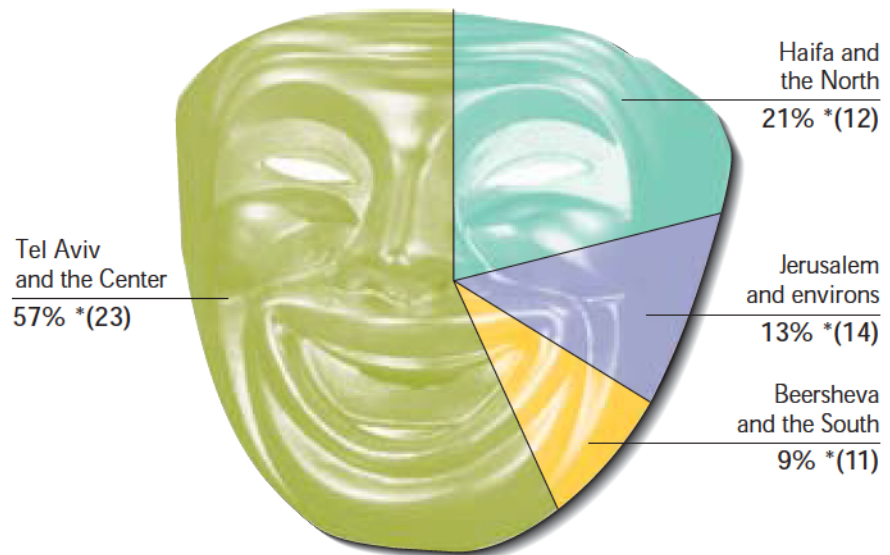
Type of theatre	Number of theatres	Number of plays	Number of performances	Number of tickets sold (in thousands)
Large theatres	9	145	5,990	2,585
Small theatres	11	83	1,180	226
Children's theatres	4	110	2,490	615
TOTAL	24	338	9,660	3,426

In 2001, there was an increase in the activity of the theatres compared to 1999. Examination of the figures for the 9 large theatres shows that in 2001, there was an increase of 16% in the number of performances, and an increase of 11% in the number of tickets sold.

In addition to these theatres, there were 14 other institutions that held theatrical performances.

DISTRIBUTION OF THEATRE PERFORMANCES BY DISTRICT, 2001

9,660 theatre performances



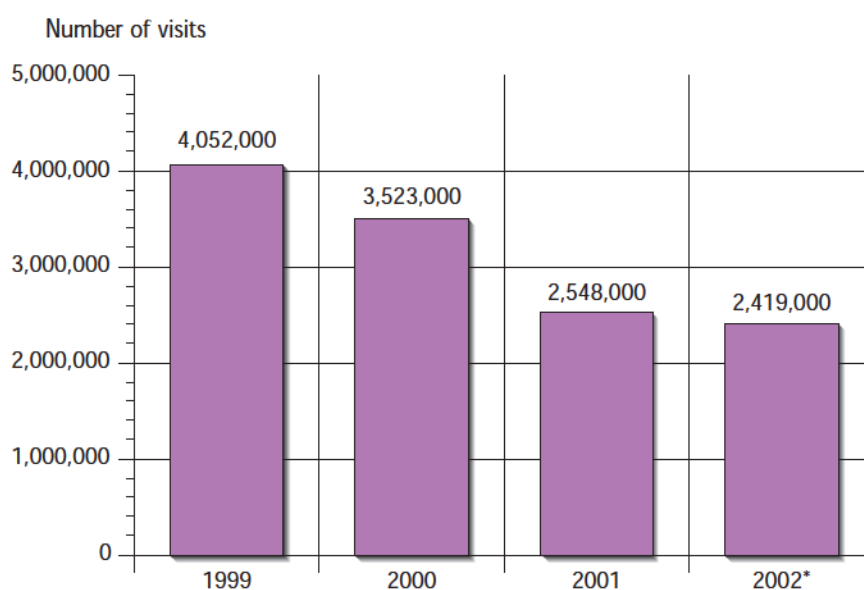
More than half the performances were held in Tel Aviv and the Center, and this district also offered the widest range of performances per resident: twice as many as in the Haifa and the North and the Beersheva and the South districts.

* Figures in parentheses: number of theatre performances held annually per 10,000 residents, in each district.

MUSEUMS

In 2002, there were 52 recognized museums active in Israel, 50 of them budgeted by the Culture Administration. It should be noted that Yad Vashem, which operates on the basis of the Yad Vashem Law, is budgeted separately by the Ministry of Education Culture and Sport, and is not included in this report. One recognized museum did not request funding.

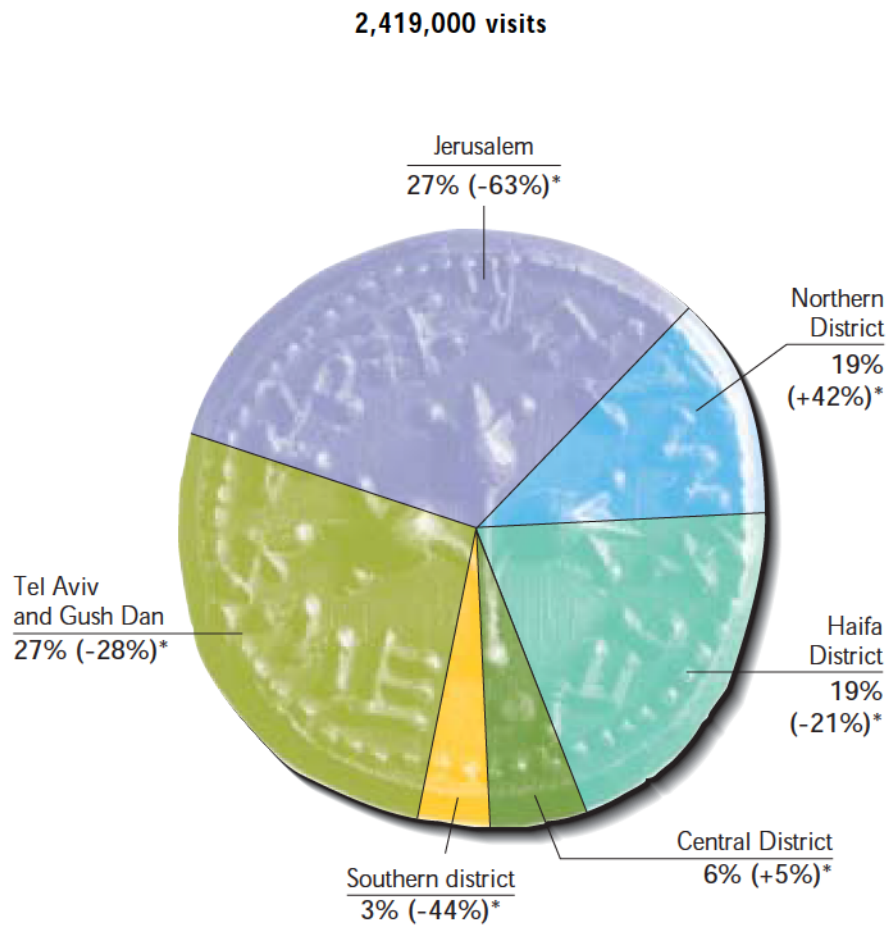
NUMBER OF VISITS TO MUSEUMS



In 2002, the number of museum visits was about 2,420,000, a drop of 40% compared with 1999.

* In 2002, Yad Vashem had about 600,000 visitors.

MUSEUM VISITS, DISTRIBUTION BY GEOGRAPHIC DISTRICTS, 2002



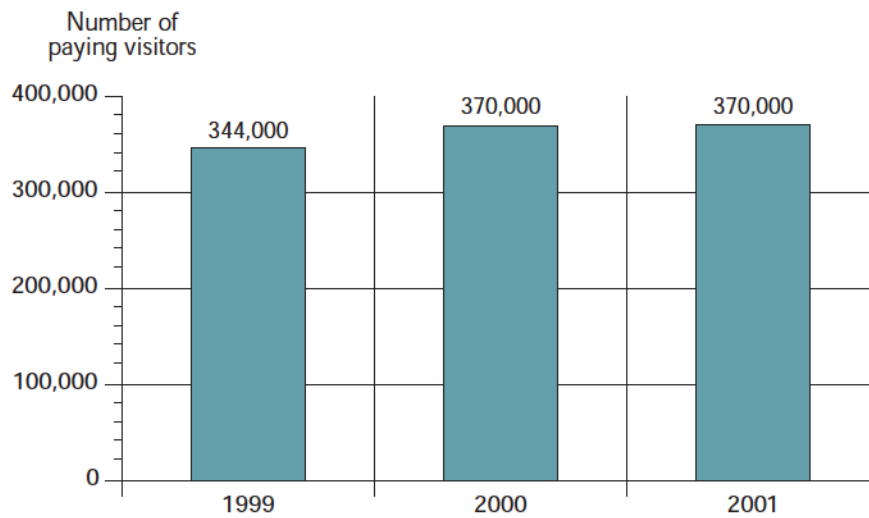
The Jerusalem and Tel Aviv districts each had more than 25% of the visits. However, Jerusalem also saw the sharpest drop compared to the figures of 1999 - a drop of 63%. The Northern and Central districts saw an increase in the number of visits.

* The figures in parentheses represent the change since 1999.

DANCE TROUPES

In 2001, there were 23 institutionalized dance troupes in Israel, performing 243 choreographic works. Most of these (130) were in the modern/contemporary style, and the rest were in a variety of other styles. The troupes held 1,050 performances in 2001, about 610 of them (58%) in the Tel Aviv area.

NUMBER OF PAYING VISITORS OF DANCE PERFORMANCES



In 2000 and 2001, the number of paying visitors reached 370,000 per year. In addition, there were about 50,000 non-paying visitors.

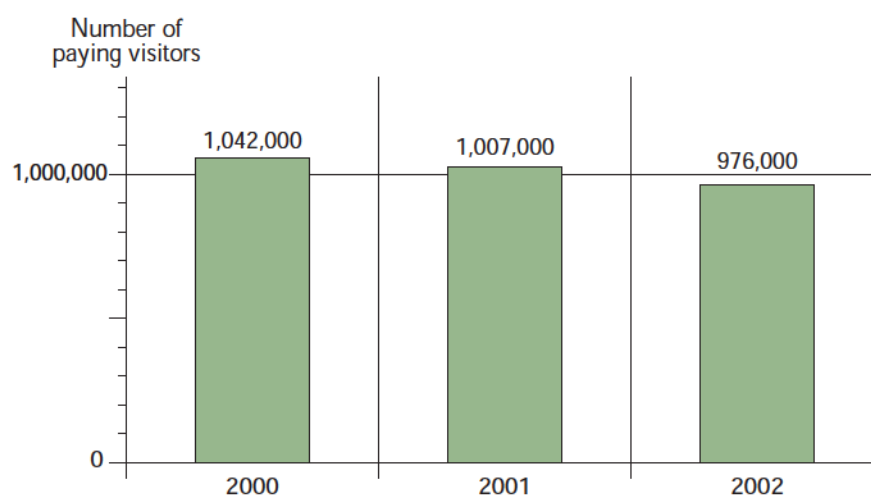
Source: Data provided by the Center for Culture Research and Information

MUSIC

In 2002, there were 66 musical bodies in Israel (orchestras, festivals and choirs) supported by the Culture Administration.

These bodies held 2,330 performances in 2002, attended by 976,000 paying visitors and 240,000 non-paying ticket holders.

NUMBER OF PAYING VISITORS OF MUSIC PERFORMANCES



Source: Data provided by the Center for Culture Research and Information

In 2002, there was a drop of 6% in the number of paying visitors as compared to the year 2000.

4. SPORT

GOALS

The goals of the Ministry of Education Culture and Sport with regard to sport are:

- To develop popular sports, and to promote and develop sports activities for youth and women.
- To encourage competitive sports, and assist the field of representative sports for the handicapped.
- To develop a plan for sports facilities on the local/municipal, regional and national level, giving priority to peripheral communities (including disadvantaged areas) and communities of minority populations.
- To promote new immigrants in the field of sport - athletes, coaches and professionals.
- To develop the sport of diving.
- To promote and develop motor sports.
- To encourage and expand participation in international bodies, and promote professional and scientific relations with other countries.

MAIN ACTIVITIES

- **Sport activities in the local authorities**

The Ministry assists local authorities in encouraging popular sports activities among their residents, and in expanding the infrastructures for encouraging outstanding athletes through sports associations - both young athletes and adults. The activities include: launching sports initiatives; organizing sporting events, organizing leagues and local tournaments, and absorbing immigrants athletes and coaches.

- **Sport activities in organizations**

Assisting and supporting organizations, societies and unions that promote competitive sports, with regard to the following issues: organizing leagues and championships, nurturing national teams representing Israel in formal international events, training competitive athletes, selecting and preparing a delegation for the 2004 Olympics in Athens, employment of national coaches and managers, organizing international events, promoting excellence in associations and societies that have a poor international record, training counselors and coaches in various sports, providing in-service training for professionals in the field of sport, developing scientific tools for promoting competitive sports, and locating promising young athletes.

- **Sport activities for populations with special needs**

Support for organizations that organize sports activities for special needs populations - both popular sports activities and international representational sports in Israel and abroad.

- **Construction and maintenance of sports facilities**

Developing an Israeli standard for sports facilities and equipment, assisting the local authorities in constructing sports facilities according to their local master plan and in compliance with the Sport Administration's standard for sports facilities, and assisting Olympic sports centers in their ongoing activity for the benefit of competitive athletes.

- **Diving**

Enforcing the Diving Sport Law - 1979, and assisting organizations and local authorities in construction of safe and proper diving facilities.

- **International relations**

Assisting associations and unions to participate in international school competitions for youth; conducting professional tours to locate young athletes and promoting competitive sports. Enhancing contacts with other countries, with the aid of the Sport Administration.

- **Conferences held by the Sport Administration**

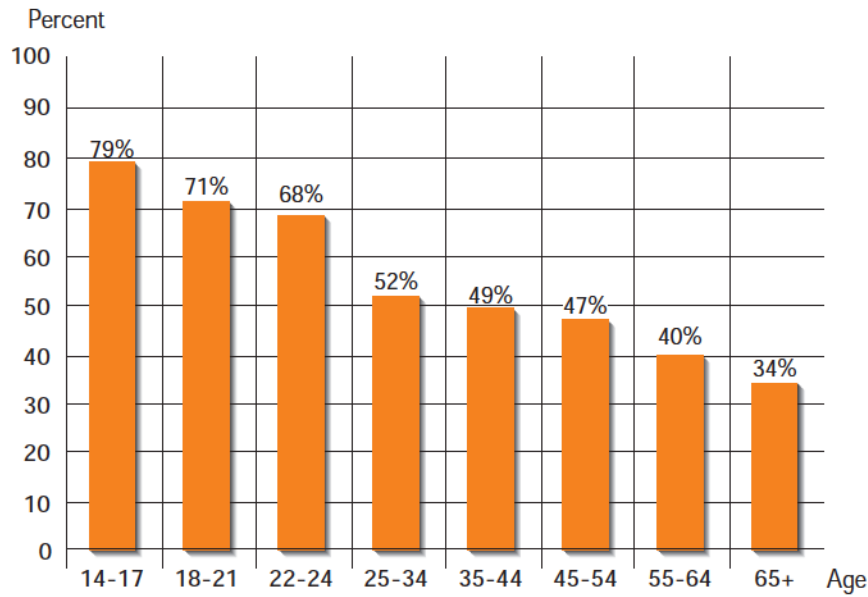
The Administration holds four annual conferences attended by representatives from local authorities and sports associations and unions, as well as 20 regional conferences attended by representatives of local authorities and sport associations. Additionally, it organizes national conferences and meetings for public discussion of various issues related to sport in Israel.



FIGURES ON PARTICIPATION IN SPORT ACTIVITIES (AGE 14 AND UPWARDS), 1999

Source: Central Bureau of Statistics

PARTICIPATION IN SPORT ACTIVITIES BY AGE (percentage of the age group)



Participation in sport activities decreases with age. In the 14-17 age group, 79% engage in sport activities, compared to 34% in the 65+ age group.

PARTICIPATION IN SPORT ACTIVITIES BY SEX AND BY PREFERRED TYPE OF ACTIVITY, 1999 (percentage among relevant population)

	The entire population	Men	Women
All activities	52.3	52.7	52.0
Walking or running/jogging	35.4	33.3	38.4
Swimming	15.2	18.1	13.0
Athletics, gym activities, weight lifting	13.3	15.8	11.3
Gymnastics, aerobic dance, etc.	11.7	4.5	18.8
Soccer	9.3	18.1	1.4
Basketball	7.7	12.4	1.3

The percentage of women who engage in sports activities (52%) is similar to the percentage of men (53%), but there are significant differences in terms of the preferred activities. Men engage more in swimming, athletics, gym activities and ball games. Women prefer activities such as walking, running/jogging, gymnastics and aerobic dance.