

УДК 37(4/9)

TRENDS IN THE DEVELOPMENT OF EDUCATION SYSTEM IN ISRAEL

Rina Ben Shabo,

*Doctoral student, Free International
University of Moldova, Israel*

Аннотация

Бұл мақалада Израиль білім беру жүйесінің дамуымен айналысады. Жүйесінде болған өзгерістерді түсіну үшін біз сыныпта оқушылардың санын көрсететін статистикалық деректерді, мұғалімдердің жалақысын, түрлі секторларын оқушылардың нөмірлерін көрсетуі тиіс. Соңғы жылдары Израиль білім беру жүйесі маңызды өзгерістерге ұшырады. Елеулі бұрышы демографиялық комбинациялары дамытуға айналды, білім беру жүйесіне берілді ресурстар айтарлықтай өсті, тіпті адам ресурстарының өсті. Кіші және орта мектеп мұғалімдерінің үлкен саны бар ретінде бастауыш мектептерде мұғалімдер әрбір, «Жаңа Horizon» деп аталатын реформаланды бағдарламасына жұтып болды. Қазір олардың көпшілігі академиялық білімі бар, сондықтан Сондай-ақ, мұғалімдер арасында білім деңгейін жетілдіру байқалады. арабтар мен еврейлер арасындағы ашақтық азайды. Білім беру

жүйесінде қызмет көрсету деңгейі Израил Мемлекеттік жетуге ұмтылады стандарттарға сай, оқыту және білім беру де, студенттер мен олардың жетістіктері үшін жарамды болады дейін Алайда, баруға ұзақ жол әлі де бар.

Аннотация

Эта статья описывает развитие израильской системы образования. Для того чтобы понять те изменения, которые произошли в системе, необходимо проанализировать статистические данные, показывающие количество учащихся в классе, зарплаты учителей, число учащихся из разных секторов. В последние годы система образования Израиля претерпела значительные изменения. Значительные изменения произошли в развитии демографической составляющей, значительно увеличились ресурсы системы образования и людские ресурсы. Каждый из учителей в начальных классах и большое количество учителей в старших классах были привлечены к программе по реформе школы под названием «Новый горизонт». Наблюдается улучшение уровня образования среди преподавателей настолько, что теперь большинство из них имеют академическое образование. Различия между евреями и арабами уменьшились. Тем не менее, предстоит еще долгий путь, пока уровень обслуживания в системе образования будет достаточно подходить для студентов и их достижений в области образования, в соответствии со стандартами, к достижению которых стремится Государство Израиль.

Abstract

This article deals with the development of the Israeli education system. In order to understand the changes that have occurred in the system we shall note statistical data showing the number of pupils in class, the salaries of teachers, numbers of pupils from the different sectors. In recent years the Israeli education system has undergone important changes. A significant corner was turned in the development of demographic combinations, resources given to the education system have significantly increased and even manpower resources have grown. Each of the teachers in primary schools have been absorbed into a reformed program called «New Horizon», as have a large number of the junior and high school teachers. Also there has been an improvement in the level of education amongst the, so that now most of them have an academic education. The gaps between Jews and Arabs have decreased. However, there is still a long way to go until the level of service in the education system will be fit for the students and their achievements, both in learning and in education, to meet standards that the State of Israel strives to achieve.

Түйінді сөздер: дамыту, білімберу жүйесі, мұғалім, студент.

Ключевые слова: разработка, система образования, учитель, студент.

Keywords: the development, the education system, a teacher, a student.

1. Introduction.

At the end of July, 2013 the Knesset was presented with a bill proposing the legal responsibility of the State to public education. The bill was initiated by the movement called “it’s all education” and contained 30 signatures of leading Knesset members of both the opposition and the coalition parties.

The purpose of the law is to ‘ensure the right of each pupil to receive education that is appropriate, quality, available, timely, suitable, and equal with no discrimination, and to ensure the obligation of the State to implement this right by providing authorized education with public supervision to provide basic values, appropriate education and skills which express the Jewish democracy of the State of Israel.’ The educational system shall provide wide horizons, personal and national identity and allow its graduates to live with significance and well-being. These measures of the free

education system are in line with accepted general measures of education systems worldwide. Public education as outlined in this law is an existential need of the State of Israel and is the main tool for accomplishing its goals; thus it must be a primary national goal. The public education system is a guarantee for placing the State of Israel as a world leader in its social, scientific and economic achievements. The existence of the a high quality public education system shall ensure the formation of a traditional identity, national values, and will ensure instilling the skills of Israeli children to cope with the challenges of the 21st century. The promise of their economic futures as graduates of the education system, and the ability of Israel to compete and will ensure the status of the State of Israel as one of the leading countries in the family of man.

2. Materials and Methods.

The authors used the following methods: a method of logical analysis, the comparative method, statistical method, the method of induction and deduction, quantitative and qualitative, descriptive and analytical methods.

3. Results.

Public education is education given by the State, funded and owned by the State. It is defined and limited by the standards that promise equality among all the children, while being obligated to report to the public. The public education system is non-profit, has no political affiliations and without selection apparatus for students or resources. The basic idea of public education is based on the idea that all schools in the State can receive full public funding and shall be under supervision of the Ministry of Education. Public education is not uniform, the opposite is true: public education is pluralistic and makes it possible for each school to preserve its uniqueness and for each community. It may express lifestyles and beliefs through education, as long as the basic components of public education system are complied with and they are valid for each and every school. Therefore, public education promises uniform standards of education to all, while preserving the right of different communities to separate identities and cultures within the education system. In order to ensure public education in Israel in the described manner, the bill to decisively anchor the right to quality, free education for each pupil in Israel and at the same time the obligation of the State to enforce it. Alongside this higher purpose, are also the other goals of this bill to define and determine the basic components of public education, including:

Defining the obligation of the State to implement, protect and fund the right to education equally.

To promise transparency in State transactions for everything involving the implementation of this law and to funding the right to education.

To define the right of the individual communities to separate education and the obligation of the State to ensure the rights equally.

To define the requirements for establishing educational facilities.

To define the obligations and responsibilities of the State to implement the requirements for supervision of educational institutions.

To ensure the promise for funding of public education.

To promise the obligation to instate policy that is suitable for the components of public education.

To ensure clear division of responsibility and authority between the local authorities [3].

Table 1

Number of students in a regular classroom funded by the Ministry of Education

	2014	2013	2012	2011
Jewish education				
Primary education	29.1	29.1	29.4	29.9
Lower secondary education	30.8	30.8	30.9	31.7
Upper secondary education	30.0	30.2	30.4	31.0

Table 2

Number of students in a regular classroom funded by the Ministry of Education

Arab education	2014	2013	2012	2011
Primary education	28.0	28.3	29.0	29.9
Lower secondary education	29.3	29.2	29.4	30.7
Upper secondary education	31.8	31.4	31.1	31.0

From the statistics received from the Department of Education for 2014 referring only to regular studies, the results show gaps between students from different groups of the population. The main findings are shown in this table – the actual number of students on average in classrooms as opposed to the number of classrooms having 32 or more pupils in the classroom in schools and different types of supervision.

In junior high school the average number of students is the highest (29.7 students) and 35% of the classes in junior high school have more than 32 students. In primary school the average number of students in the class in 26.5 and in high schools – 26.3 students.

The average number of students in the Hebrew government school classrooms there are the largest number (28.8 students on average in primary school, 31 students on average in junior high), and the highest number, 32-35, is in the religious state supervised schools. In supervised junior high schools the average of students in classrooms is the highest – about half the classes in the Arab sector have a class average that is higher than in the Jewish sector (28.1 students in class on average, in comparison with 26.8 students in the average Hebrew-speaking class). However, the rate of large classes is relatively small [1].

The education system in Israel is funded mainly by the public sector at a rate of 76.4% of the total expenditures for education (The CBS for 2008).

Table 3

Average teacher salary, teaching hours and number of students per class in Israel and in the OECD (2012)

Education	Teachers' salaries			Teaching hours			Number of students in the classroom		
	gap	OECD	Israel	gap	OECD	Israel	gap	OECD	Israel
Preschool							-20.7%	37,350	29,628
Primary	26.8%	21.3	27.0	20.5%	794	957	-29.8%	39,024	29,413
Junior high schools	19.6%	23.5	28.1	10.9%	905	1,004	-33.7%	40,570	26,912
Upper secondary education				8.7%	930	1,011	-40.2%	42,861	25,634

Table 3 shows that teacher' salaries and the number of pupils in the classes in Israel contributes to the low average results of Israeli pupils in comparison to those of the other OECD countries. Teachers' salaries in Israel are lower in comparison to teachers of OECD countries at a rate of from 20%-40% according to education levels; the number of students in classrooms in Israel is higher by 19.6% – 26.8% in comparison to pupils in the OECD countries – in primary school and junior high schools accordingly. On the other hand, the number of teaching hours in Israel is higher than in OECD countries, in primary school the average number of study hours in Israel is higher by 8.7%-10.9% accordingly. As mentioned, the salaries of teachers as of 2012 does not include the increase following 10 reforms of “New Horizon” in primary schools and “Brave Values” in the high schools [5].

Table 4

Number of students in a regular classroom funded by the Ministry of Education

Jewish education	2014	2013	2012	2011
Primary education	29.1	29.1	29.4	29.9
Lower secondary education	30.8	30.8	30.9	31.7
Upper secondary education	30.0	30.2	30.4	31.0

Table 5

Number of students in a regular classroom funded by the Ministry of Education

Arab education	2014	2013	2012	2011
Primary education	28.0	28.3	29.0	29.9
Lower secondary education	29.3	29.2	29.4	30.7
Upper secondary education	31.8	31.4	31.1	31.0

According to the statistics of the Board of Education, the density in the Jewish sector is higher than in the Arab sector: in junior high schools 30.8 pupils in a Jewish class, while there are only 29.3 pupils in the Arab classes (2014). In primary school there are 29.1 Jewish pupils and in Arab primary school there are 28 pupils. It is apparent then, that the Arab speaking primary school classes are less crowded, but more crowded in the high schools: 30 in comparison with 31.8 in the Hebrew-speaking classes. The number of students in classes in Israel is 27-28 students, in comparison with only 21 students in the western world countries.

The maximum number of students allowed in classes in Israeli high schools is 40 and the maximum number of pupils in kindergarten is 35. Instructions for this matter are not anchored in law, but they are policy of the Board of Education. Classrooms in Israel are especially crowded in comparison to most western countries. From OECD reports published in 2014 it is apparent that the average number of students in primary school in Israel is 27, while the average number in the organization is much smaller - 21. In junior high school the average number of students in Israel is very high – 28, in comparison to 21 in the OECD. Of 34 countries in the report, only China, Chile and Japan have a larger number of students in classes than Israel.

Last year, following parental intervention over the crowded classrooms, the Board of Education established a committee to investigate this issue, led by Dr. Orna Samhon (2015) – the committee must observe the ratio of teachers to pupils [1].

4. Conclusions.

In summary this article shows the occurrences in Israel in varying subjects such as: salaries for teachers, salary agreement that has been implemented and should improve the salaries of Israeli teachers in comparison with other western countries. Also the number of pupils in classes stems from density of population in different residential areas of Israel. In the Arab sector show an increasing trend in the number of students in all classes, from primary school through high school. Both the number of students and the number of teachers has increased, government resources have also increased for education according to the Central Bureau of Statistics. According to statistics there are close to 150,000 teachers in the education system.

6. Appreciation.

Consultation with the Scientific Advisor Dr. Olga Blagorazumnaya was in May 2014. The first meeting took place at the university. The consultation is a professional by passing the materials, proposals for changes, helping published articles. Correspondences is on a daily basis. Also meetings were held with linking Carmel College-Isreal, Dr. Julia, who works in direct contact with the facilitators at the University.

References

- 1 http://main.knesset.gov.il/Activity/Info/MMMSummaries19/Education_3.pdf 1.
- 2 <http://www.money-nanny.co.il/hebrew/Article.aspx?Item=917>
- 3 <https://he.wikipedia.org/wiki/3>.
- 4 <http://www.globes.co.il/news/article.aspx?did=1000856894>
- 5 <https://www.knesset.gov.il/mmm/data/pdf/m03623.pdf>
- 6 www.epart.co.il