THE "STUDENT BASKET"- THE ISRAELI SCHOOL BASED MANAGEMENT(SBM) BUDGET, IS THE SHIFT FROM BUDGETING PER CLASS TO BUDGETING PER STUDENT

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Аннотация

Эта статья описывает новый этап бюджетирования израильских начальных школ. Реформа управления бюджетом школ 2012 года по сути дела означала «я управляю бюджетом, а не бюджет управляет мной, как раньше», что явилось результатом перехода от бюджета целого класса на бюджет одного ученика. Преимущества реформ в том, что директора школ в первый раз могут проводить мероприятия, которые раньше проводить было невозможно, так каквозрослагибкостьв распределении ресурсов системы образования.

Abstract

This article intends to study about the new phase of Israeli primary schools budgeting. In the 2012 SBM reform, "I manage the budget; in the years before the budget was director of me", is a result of the shift from budgeting per class to budgeting per student. The SBM reform benefits; principals at the first time can conduct activities that did not occur because of old measures which did not allow them flexibility regarding the use of the resources of the educational system.

1. Introduction. As a part of Israeli SBM reform, schools are expected to improve an obvious working plan and have to conduct an interior evaluation system. In addition, they can manage their financial resources and have a responsibility on human resources and to establish a school council [1]. The difference between the year 2012, the beginning SBM, to previous years is that, in year 2012 "I manage the budget; in the years before the budget was director of me"; is a result of the shift from budgeting per class to budgeting per student [5]. The budget allocation model "student basket", funding per student is determined that the local authorities and the Ministry of Education will undertake to provide to the elementary schools in order to ensure school budget, which will increase the administrative autonomy of the school principal, and will allow initiation of educational activities at school [5].

2. The "Student Basket" Budgeting.

The budget allocation model "student basket", funding per student is determined that the local authorities and the Ministry of Education. "student basket" shall include a budget expenses in respect of the following parameters: Operating expenses (telephone, water, electricity, maintenance of computers, internet, gardening, excluding cleaning), the cost of employing additional accessories, small renovations and upkeep, materials and procurement (materials and workshops , cleaning materials and equipment for cleaning, household study, equipment for physical education, books, directories, etc.), maintenance and repairs equipment (equipment household air conditioners, printers, computers and copiers and office furniture, sports facilities, equipment Light-Mail), duplication fees and funding dedicated for educational pedagogical initiative. The local authority will examine the possibility of transferring the costs of employing staff and services manager, and repair budget summer (wholly or partly) from his school [2]. For more details look at table 1.

Table 1Contains details of the various sources that make up "student basket"
minimum participation rate of Ministry of Education funding (1$=3.9 Israeli Shekel) [2].

"Student basket" in year (Ministry of Education + municipality)			
	Total cost	**Ministry Financing**	**What has changed?**
substances	14.8$	differential participation	Unchanged
Fee for replication	8.5$		Unchanged
operating costs- Non-wage (cleaning materials, electricity, water, maintenance, repairs, equipment, furniture)	38$		normative authorities funding
Assistance for SBM	151	33$	Previously budgeted for SBM
Extra for student in SBM	51$	13-52$	New element
minimum budget per student will be transferred directly to the school	142$		
Service Workers (servers)	180$		shift from budgeting per class to budgeting per student
Administrative staff (secretary)	58$		
Total "student basket" to be implemented through the local authorities	238$		
Total minimum "student basket"	**380$**		

3. The Benefits of the SBM Budget.

The new stage, which is currently underway, has created some of the benefits, but new problems were discovered. The benefits are, for the first time at the school can engage in a yearly planning pedagogical, and even beyond, knowing early all the resources that available as a result of the transition to the formula of clear and transparent budget based on mutual financing Ministry of Education and the local authority [3].

Many schools surplus the budget to buy 30 or 40 or even 50 new computers, and conduct activities that did not occur because of some measures which did not allow them flexibility regarding the use of the resources of the educational system. The flexibility gives schools leeway, but this action also caused to the school many problems with the other two pieces of the trio - the Ministry of Education [9].

The transition to SBM in 2011-2012, which emphasizes underlying economic model of SBM is about collecting the most resources flexible to the school from various sources (Ministry of Education, local authorities and other sources), and transferring them to the school, so that resources will be available to School and it could be directed in favor of defining the goals and needs for itself. Creating autonomy and economic space designed to encourage responsibility, awareness and savings in managing school resources. This model consists of two main parts [2]:

• Flexible pooling resources (resources that are not tuition fees are not part of the support activities for the benefit of educational activities such as transportation, security officers, psychological) from the Ministry of Education and the local authorities to " student basket" and their allocation to school.

• Operating model for managing school resources, SBM, including financial management administrative infrastructure independent of the school and the pooling of resources from other sources.

4. Expected results of SBM application. According to the Minister of Education by the documents of the National Authority for Measurement and Evaluation in Education [2] From SBM

documents, including the transition to self-manage conglomerate 2011-2012 and the memorandum of understanding, a number expected results of the implementation of SBM in the long term:

1. Improving the educational achievement at the district, local and SBM level, in order to raise students' academic achievements, and to insure the right and the best conditions to learn and grow will be given to each child.

2. Improving the educational well-being, social and emotional level schools, SBM will increase the sense of appreciation and satisfaction from the SBM.

4. Growing capable leaders who run the optimal realization of SBM.

5. Establishing priorities for the educational needs and provide complete solutions to those needs.

6. Efficient and effective management of SBM domain connects goals operations and resources.

7. The SBM improves the management culture of the school. All educational staff will partner to determine the school's vision, goals and objectives.

8. Improving the pedagogical area – SBM will allow to develop specific initiatives for teachers, develop and educational environment and specialized programs to school characteristics.

9. SBM principals and teachers will be intensified. The sense of belonging, commitment and responsibility of the school staff will raise, that leads to the quality of teaching at the school.

All These points will raise satisfaction of the school stockholders.

5. The Initial SBM Outcomes related to the "Meitzav Tests"-The Israeli Achievement tests.

According to the Israeli Ministry of Education [4], achievement tests "Meitzav " is to see to what extent the elementary and middle schools stand at the expected requirements level of the curriculum standards in the four core subjects: Mother language (Hebrew / Arabic), mathematics, English, science and technology. The tests in mother-language, mathematics and English were transferred to 5th and 8th Grades, while science and technology was transferred to the 8th grade only. The average score of each discipline, each grade was 500, and the standard deviation – 100 scores, total is 600 scores. More details about SBM scores in table 2:

Table 2Contains "Meitzav Tests" 5th grade scores - all schools[4].

Academic Year	SBM Year	English 5th	Mathematics 5th	Arabic 5th	Hebrew 5th
15-2014	3rd	**524**	**545**	**560**	**537**
***14-2013**	2nd	-	-	-	-
13-2012	1st	**534**	**549**	**574**	**532**
12-2011	pilot	535	542	560	539
11-2010	1before sbm	525	546	571	528
10-2009	2before	508	529	539	521
9-2008	3Before	507	508	533	513

*Note: The year 2013-14 is without scores because of resolution of Ministry of Education.

As the first results have shown at table 2, generally, in the years of SBM reform there was an improvement outcome of the student's achievements, but with no significant scores. The average of the SBM improvement scores: 9 points in English, 20 points in mathematics, 20 points in Arabic (Arab Sector) and 15 points in Hebrew (Jewish Sector). The scores of the SBM outcome indicate that these results belong to the expected results of the SBM reform, although results aren't significant, but as an initial outcome of SBM Israeli Model, it seems to be in right direction for achieving goals without any insurance to purchase satisfaction level of the SBM assumptions. The results of the next years include examining the students' achievement and financial improvement, can tell us more clear view of the SBM evaluation.

6. Conclusion.

The shift from budgeting per class to budgeting per student, was a good sign of achieving the goals of the SBM system. The recent marks of the "student basket" implementation, is leading the Israeli educators to continue application the SBM process, and its new approach of budgeting the elementary schools. Studies explored that principals and SBM staff have expressed more satisfaction, by feeling more independent to determine about their school budget, in order to achieve goals. The scores of the SBM outcome like in the "Meitsav Tests" indicates that these results belong to the expected results of the SBM reform, it seems to be in right direction for achieving goals, but hard to determine if the SBM reform is really a successful or not, due to the changing in educational process need more time and more studies must be conduct, to achieve complete evaluation.

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