



Taub Center

**for Social Policy
Studies in Israel**

2007-2017

**Educational Inequality in Israel:
From Cradle to University**

Herbert M. Singer Conference Series

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November, 2017

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Have we lost a decade?

**Or is there still time to
narrow educational gaps?**

Inequality in education in Israel: From cradle to university

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My well-beloved had a vineyard in a very fruitful hill; And he digged it, and cleared it of stones, and planted it with the choicest vine, and built a tower in the midst of it, and also hewed out a vat therein; and he looked that it should bring forth grapes, and it brought forth wild grapes...What could have been done more to my vineyard, that I have not done in it? Wherefore, when I looked that it should bring forth grapes, brought it forth wild grapes?

My well-beloved had a vineyard
in a very fruitful hill

And he digged it, and cleared it of stones,
and planted it with the choicest vine, and
built a tower in the midst of it, and also
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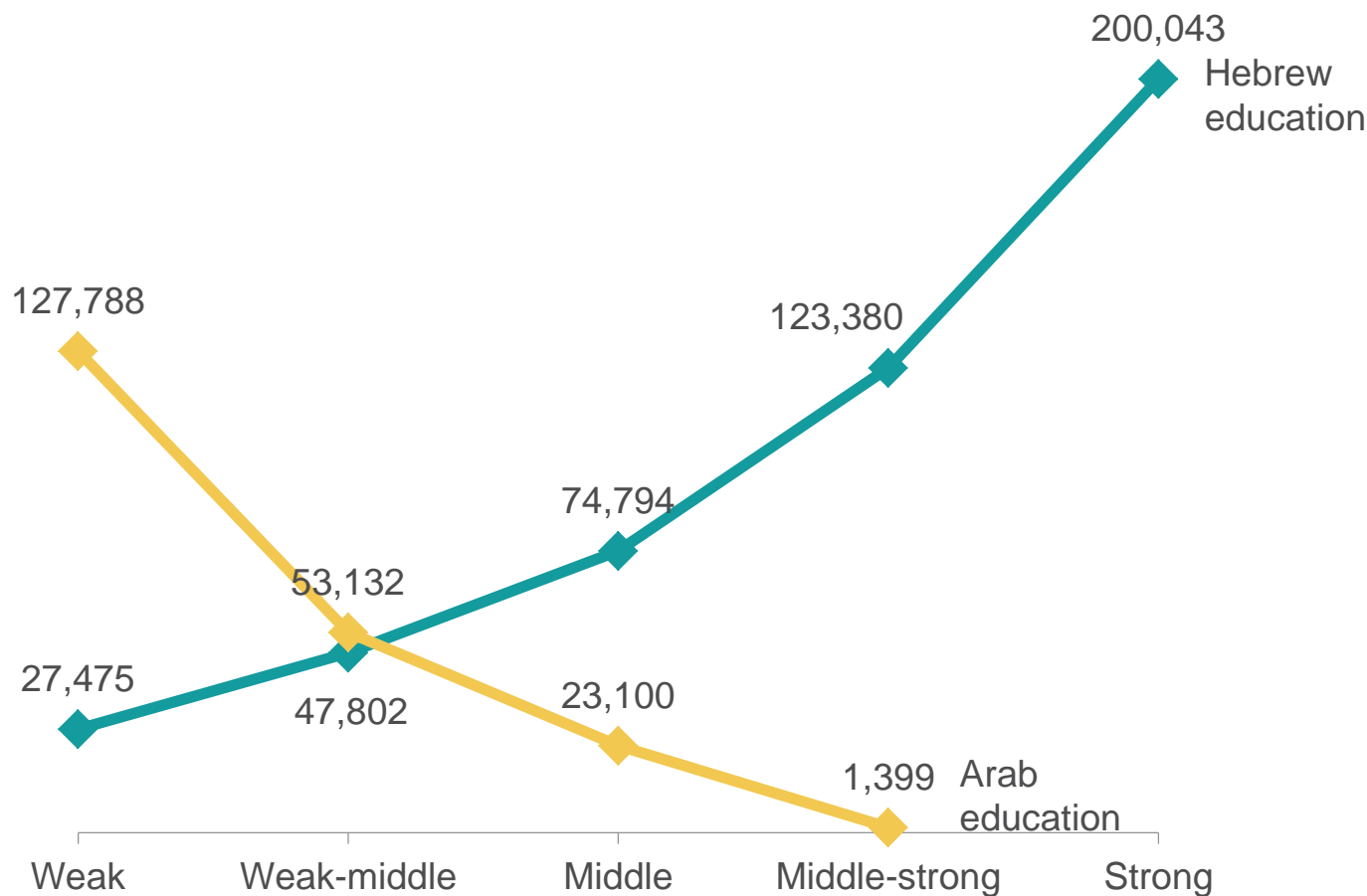
Change in basic components of the education system between 2000 and 2016

| | 2000 | 2016 | Change 2000:2016 |
|---------------------------------------|-------|-------|------------------|
| Approved budget in real prices | 21 | 39 | 1.86 |
| Teaching staff in schools | 104 | 161 | 1.55 |
| Number of classes in schools | 3,543 | 4,733 | 1.34 |
| Number of pupils in schools | 1,305 | 1,694 | 1.30 |

What could have been done more to my vineyard, that I have not done in it?

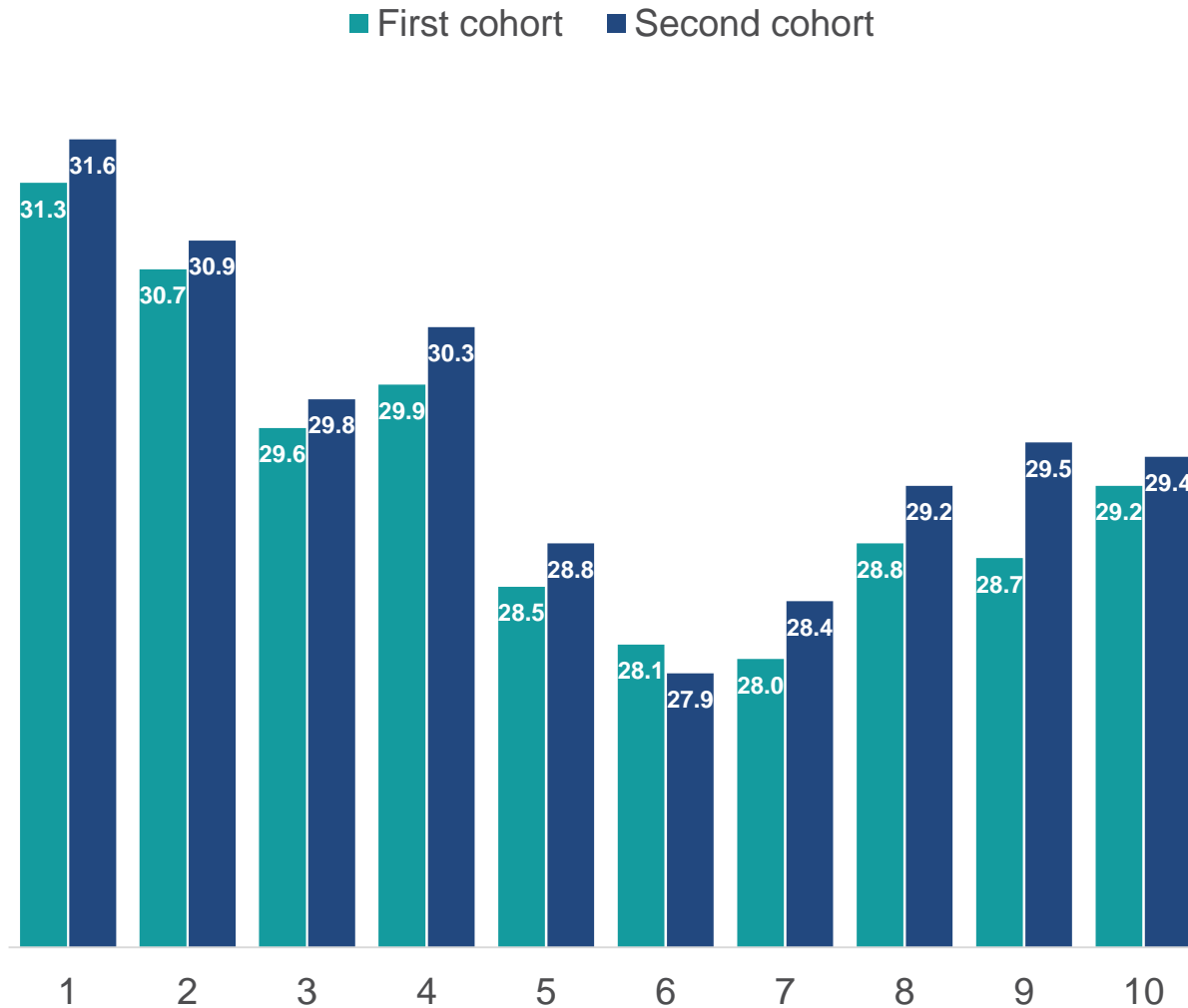
Distribution of pupils in primary schools, 2015

By school Nurture Index

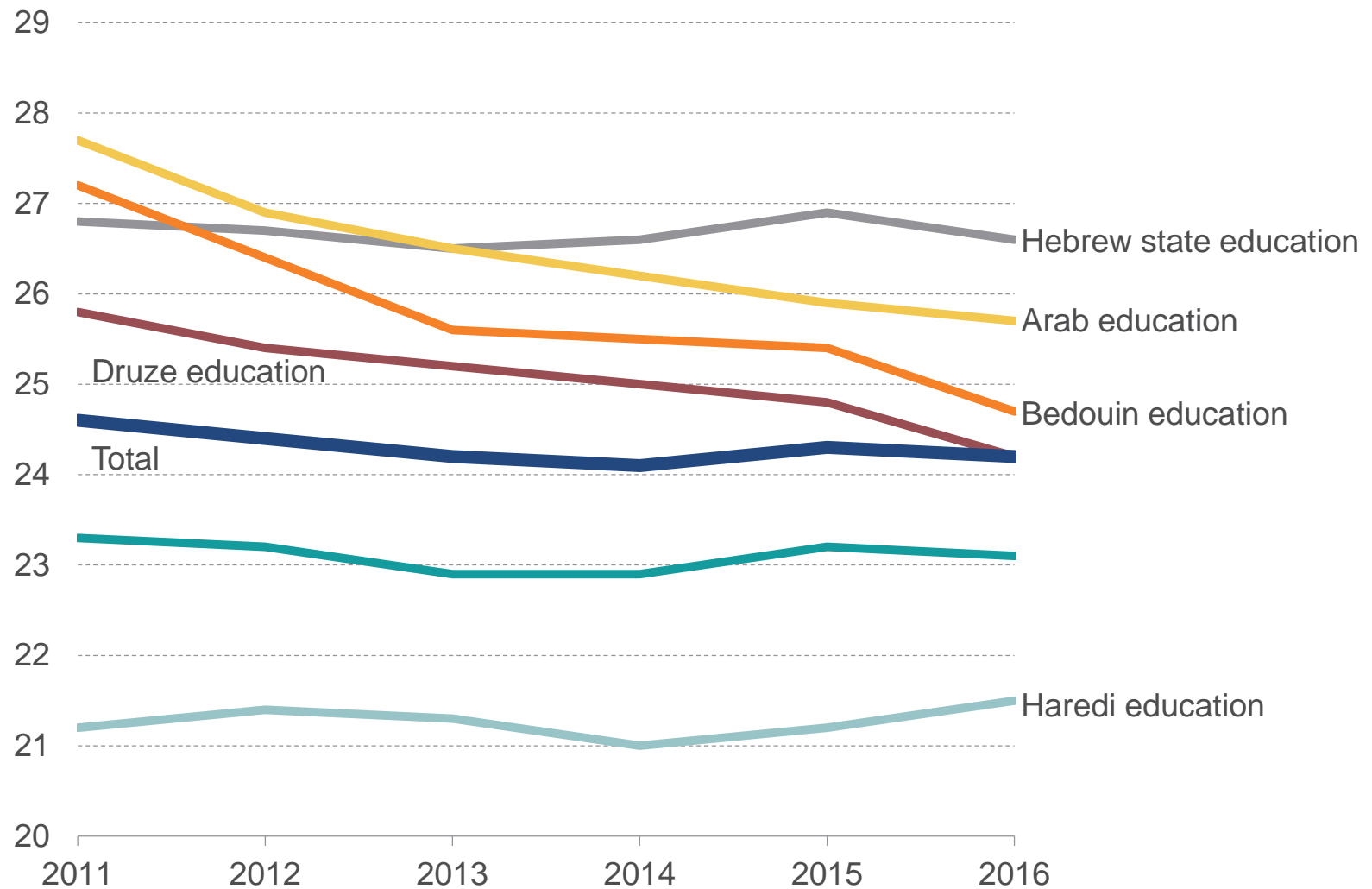


Source: Ministry of Education, Transparency in Education: Budget | Data analysis: Nachum Blass, Taub Center

Average number of pupils per class by school Nurture Index decile, 2012/13 school year



Changes in class size by school supervisory authority and sector, schools in regular education

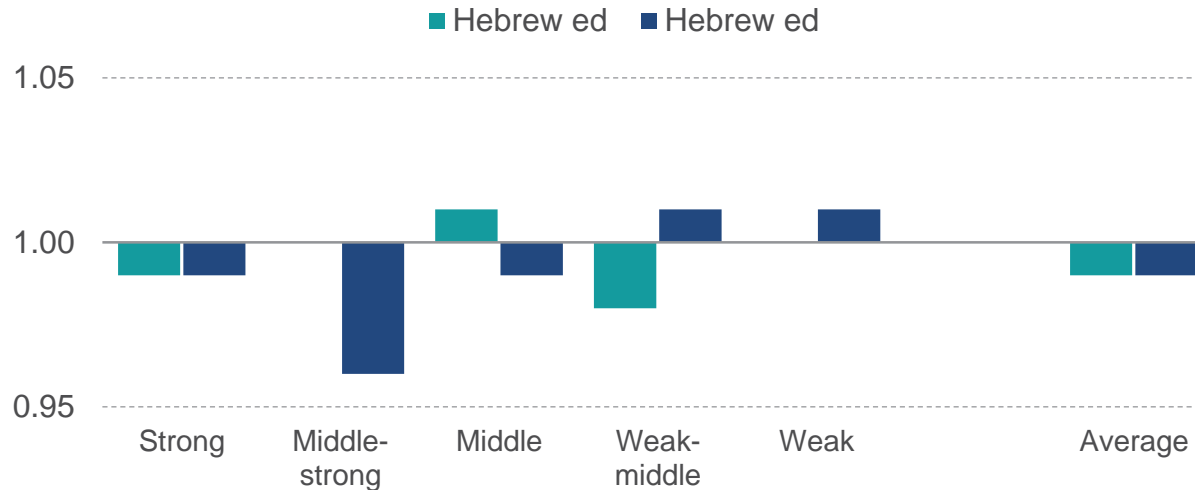


Source: Ministry of Education, A Wide Look: The Numbers on Education | Data analysis: Nachum Blass, Taub Center

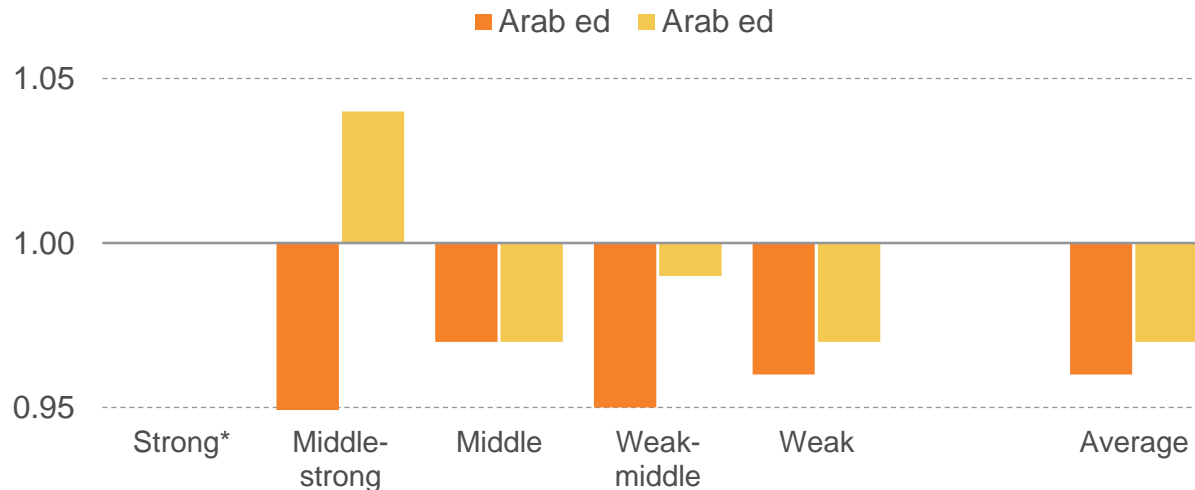
Difference in class sizes in primary schools by Nurture Index quintiles and sector

Official education, percent

Hebrew education



Arab education

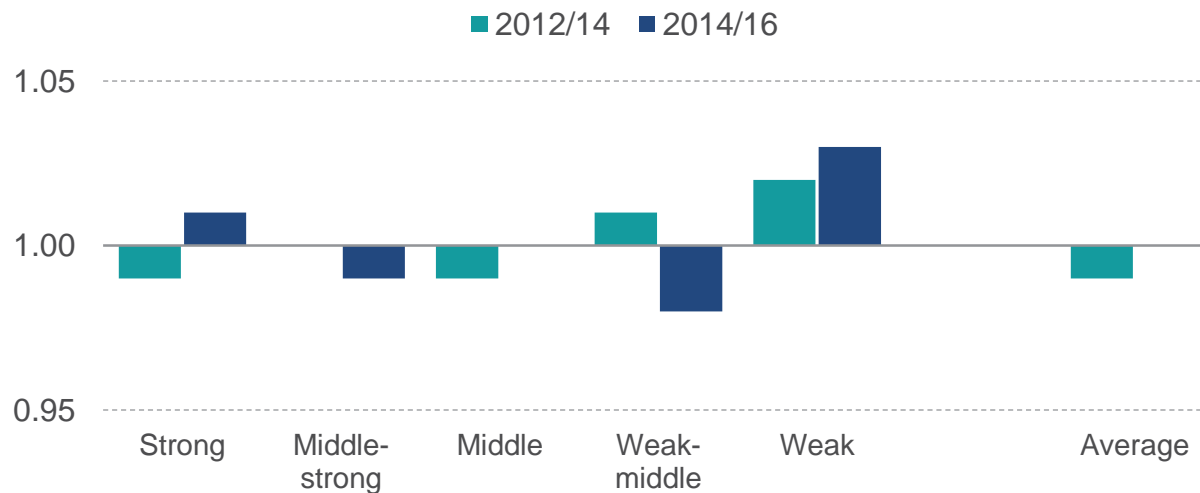


* There are no primary schools in the Arab education system in the strong socioeconomic group
 Data: Ministry of Education, Transparency in Education: Budget | Data analysis: Nachum Blass, Taub Center

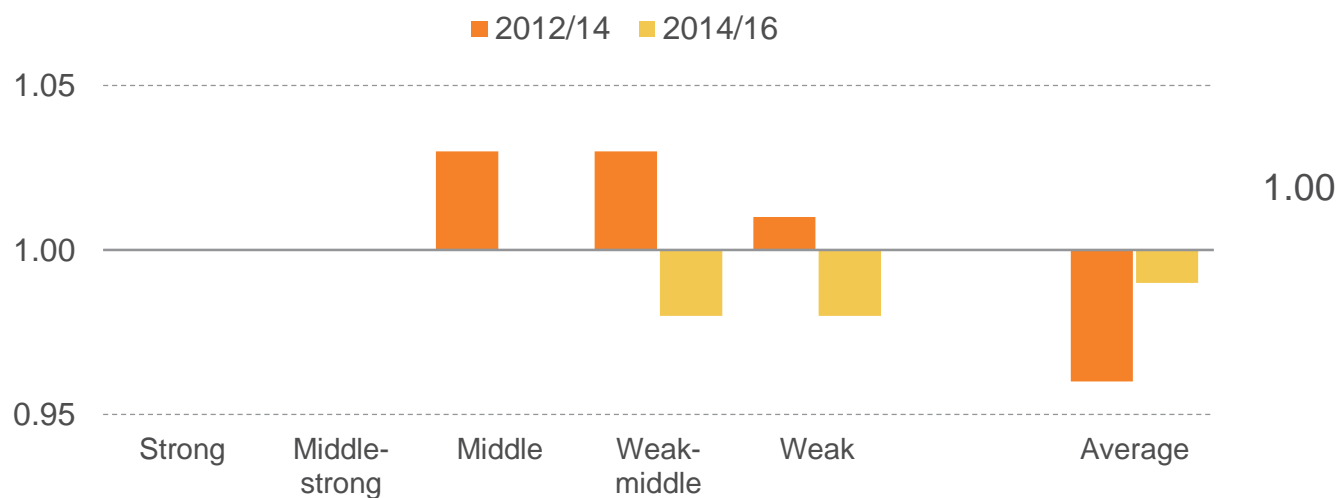
Difference in class sizes in middle schools by Nurture Index quintiles and sector

Official education, percent

Hebrew education



Arab education



Per pupil classroom hours in middle school by Nurture Index quintiles and sector

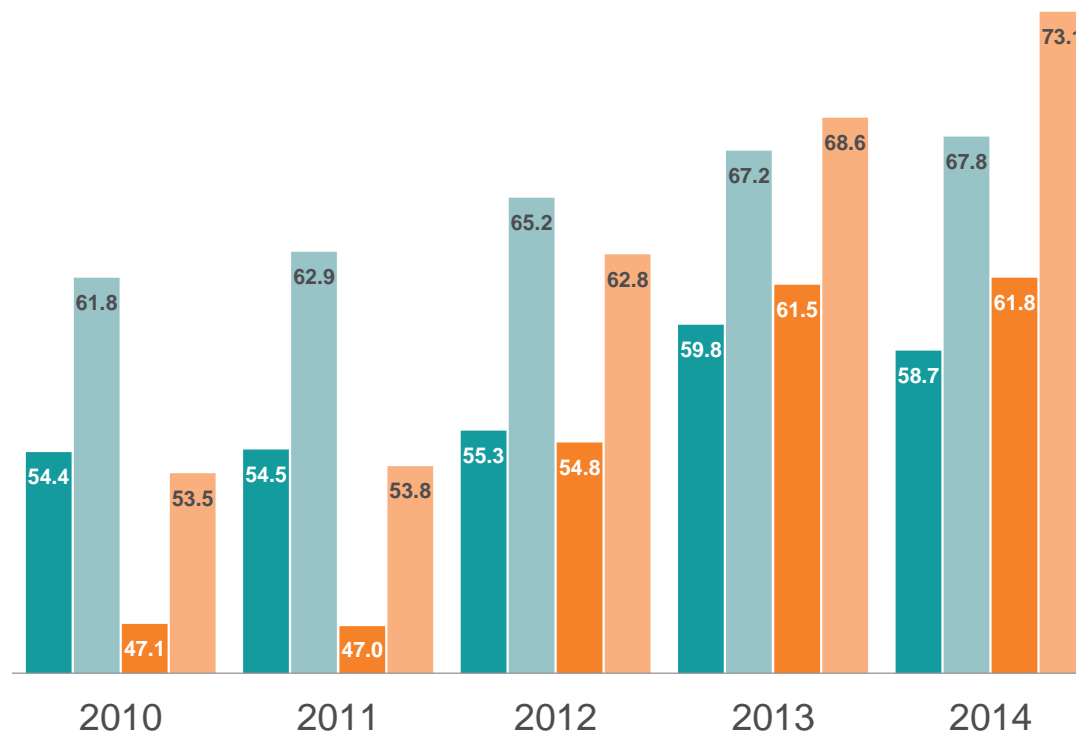
Weekly hours per pupil

| | Strong | Middle- strong | Middle | Weak- middle | Weak | Average |
|----------------|--------|-------------------|--------|-----------------|------|---------|
| Primary | | | | | | |
| 2012/14 | 1.14 | 1.17 | 1.12 | 1.08 | 1.08 | 1.12 |
| 2014/16 | 1.11 | 1.13 | 1.10 | 1.05 | 1.05 | 1.09 |
| Middle | | | | | | |
| 2012/14 | 1.09 | 1.12 | 1.05 | 1.16 | 1.14 | 1.11 |
| 2014/16 | 1.21 | 1.09 | 1.16 | 1.01 | 1.16 | 1.12 |
| High | | | | | | |
| 2012/14 | 1.22 | 1.12 | 1.22 | 0.98 | 1.11 | 1.13 |
| 2014/16 | 1.18 | 1.16 | 1.18 | 1.16 | 1.19 | 1.18 |

Per pupil classroom hours in middle school by Nurture Index quintiles and sector

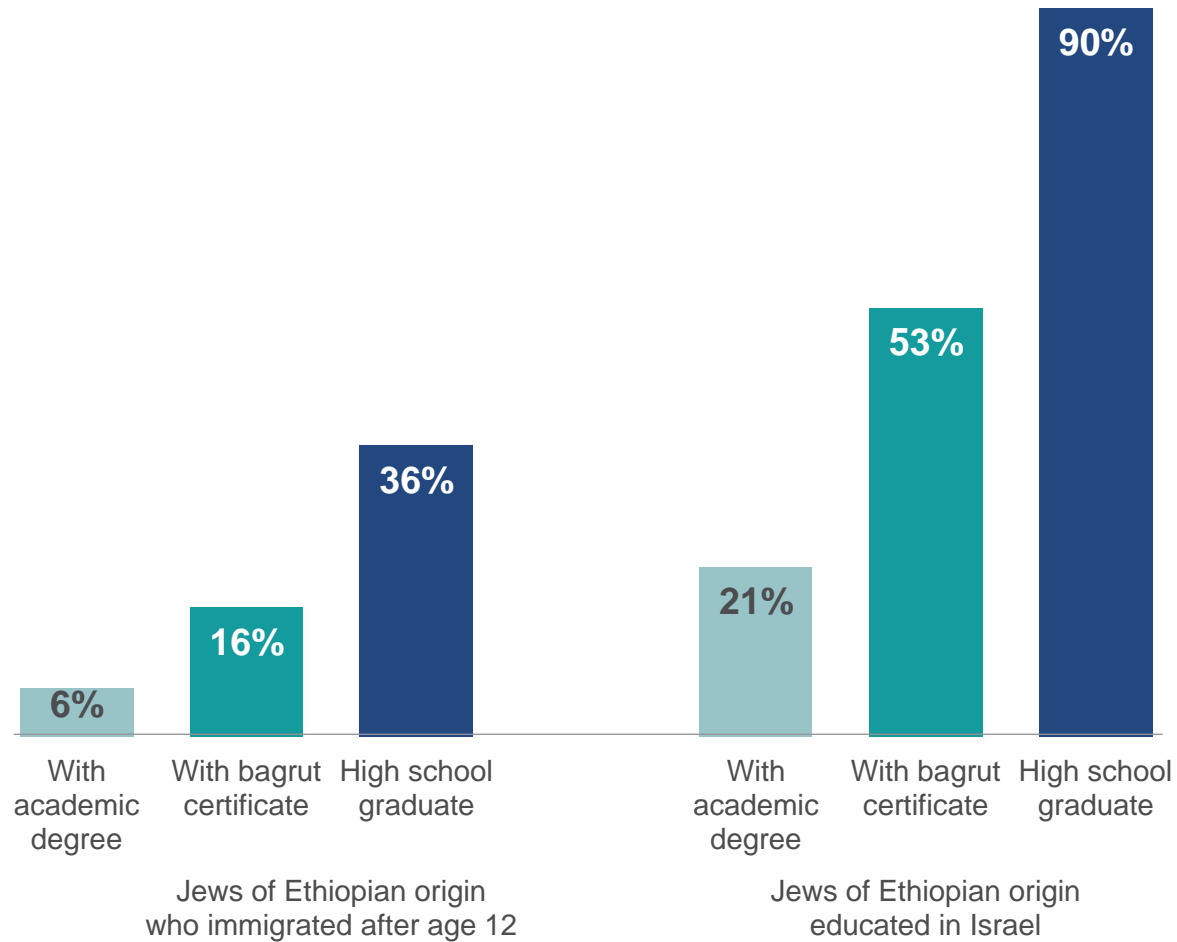
Weekly hours per pupil

- Hebrew ed; qualified out of age group
- Hebrew ed: bagrut certification out of all pupils
- Druze ed; qualified out of age group
- Druze ed; bagrut certification out of all pupils



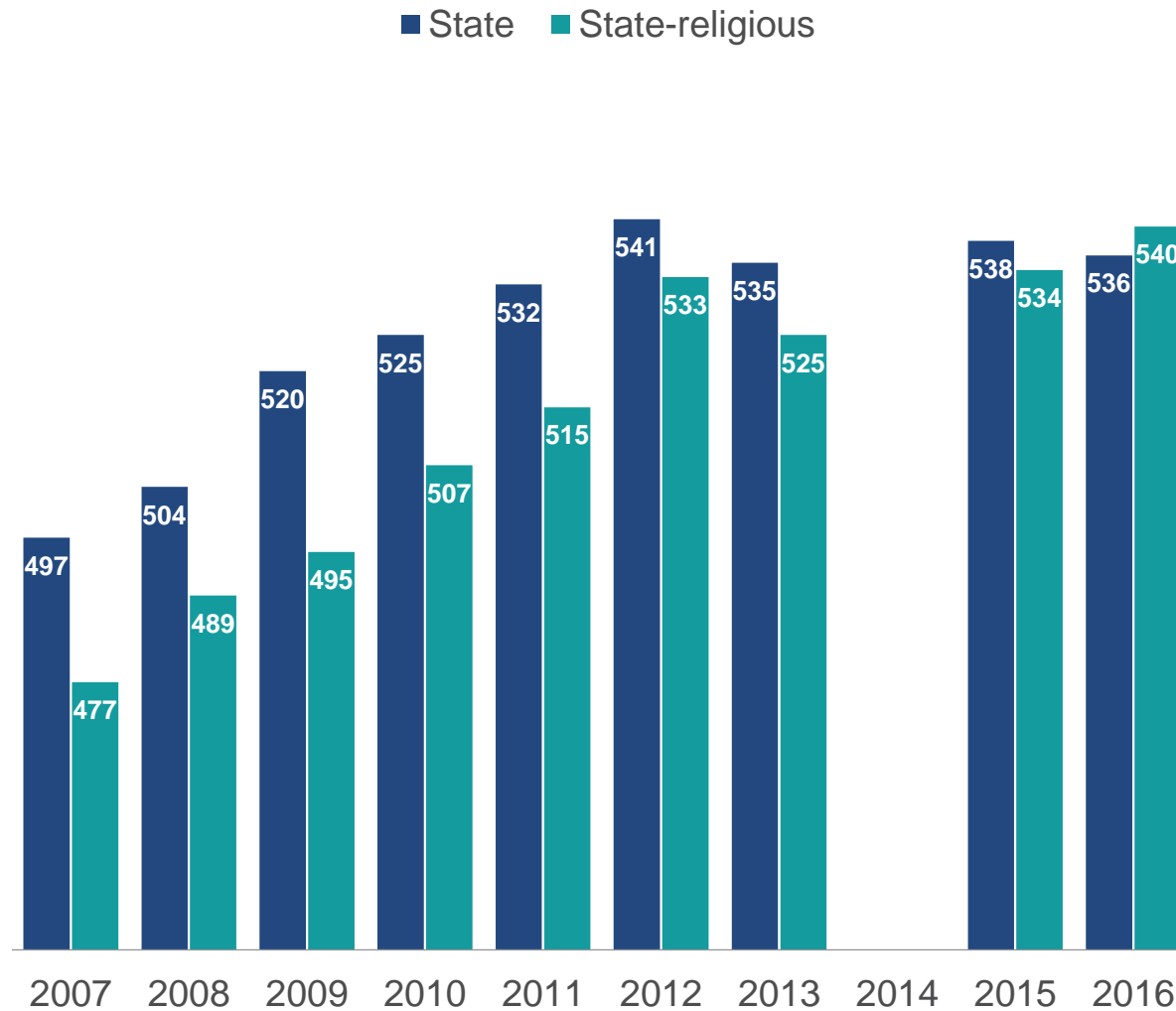
Per pupil classroom hours in middle school by Nurture Index quintiles and sector

Weekly hours per pupil



Average Meitzav scores in Hebrew, 5th grade

Among Hebrew speakers, by school supervision

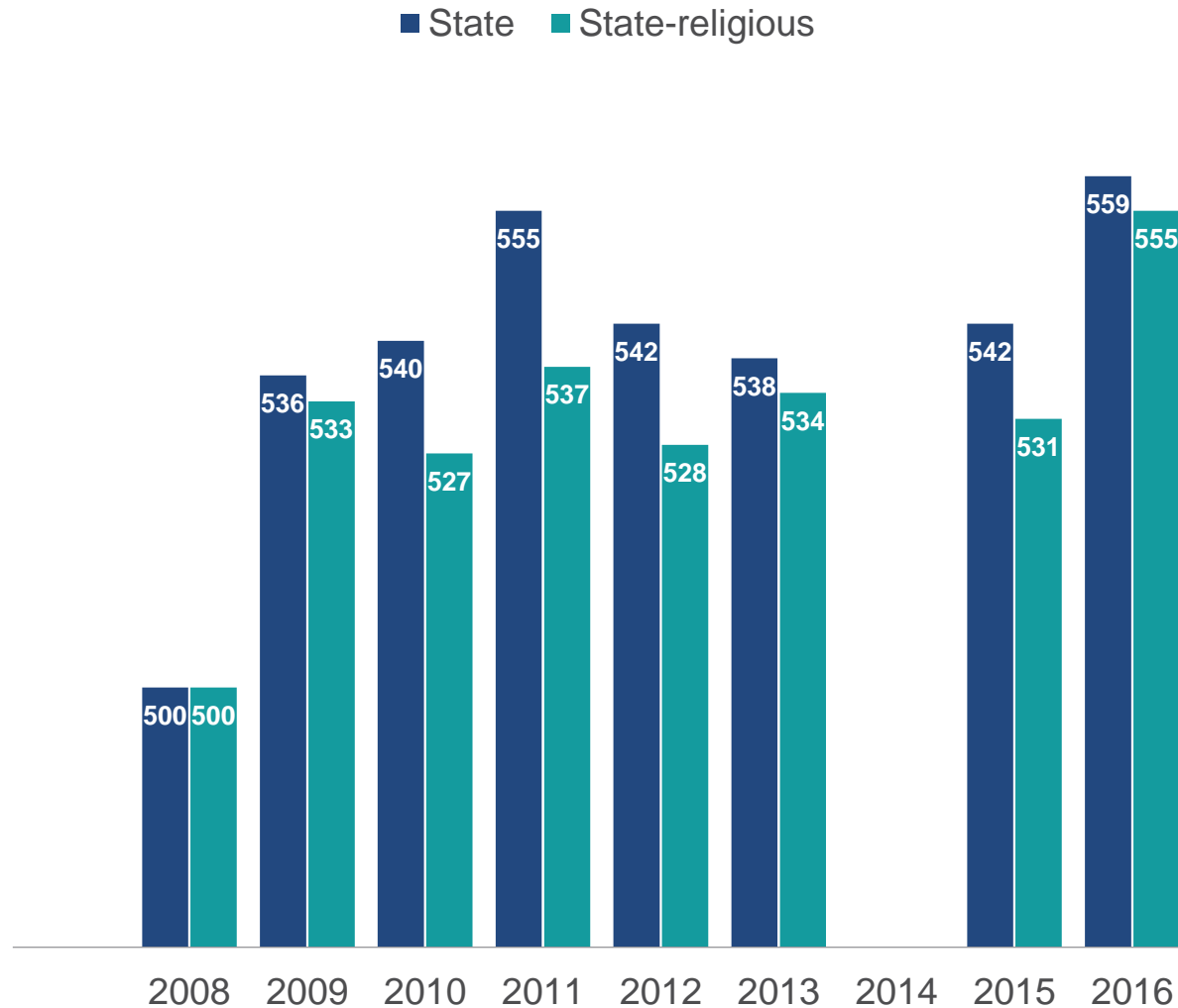


There are no data for 2014

Source: RAMA | Data analysis: Nachum Blass, Taub Center

Average Meitzav scores in Hebrew, 8th grade

Among Hebrew speakers, by school supervision

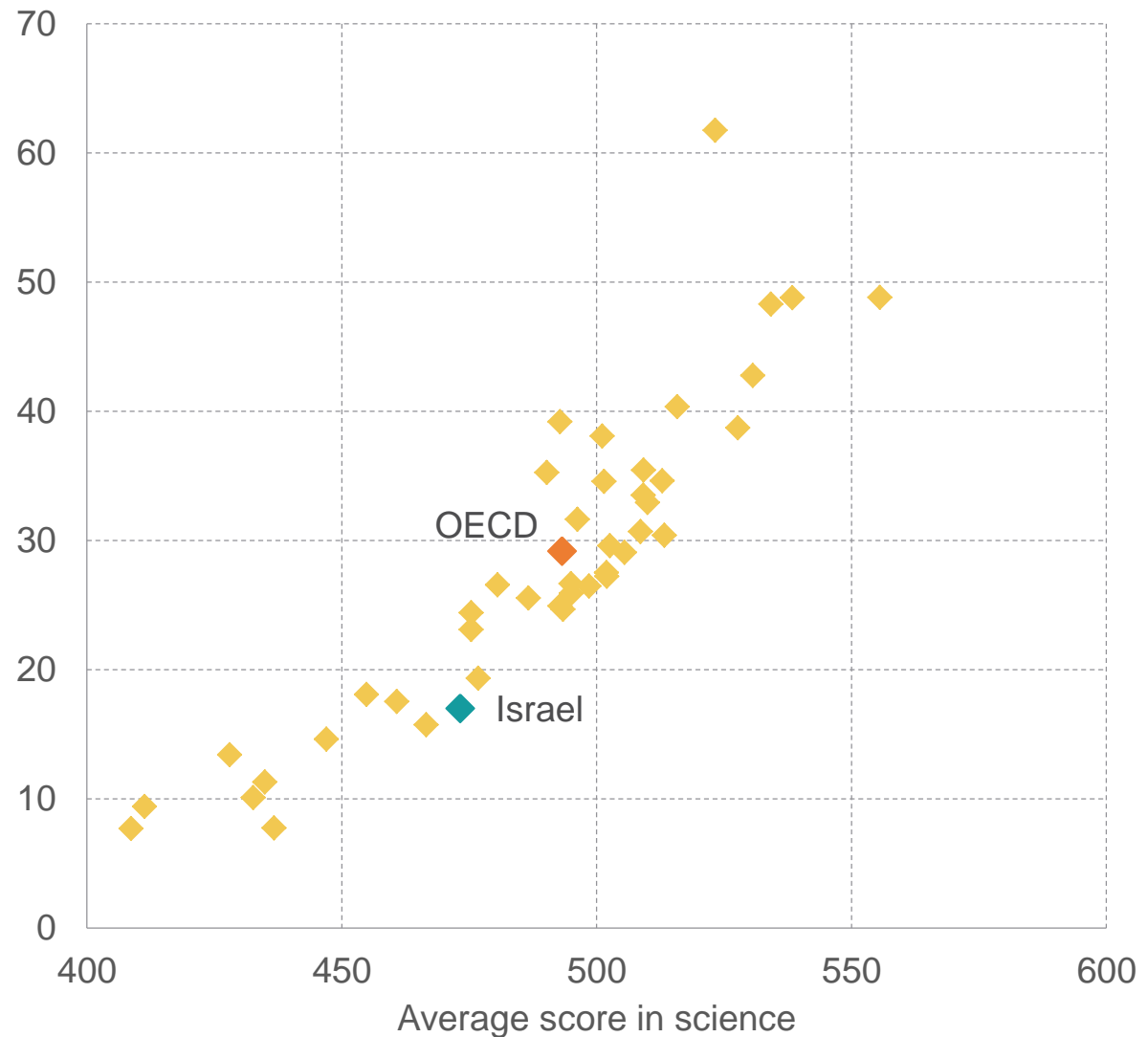


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Source: RAMA | Data analysis: Nachum Blass, Taub Center

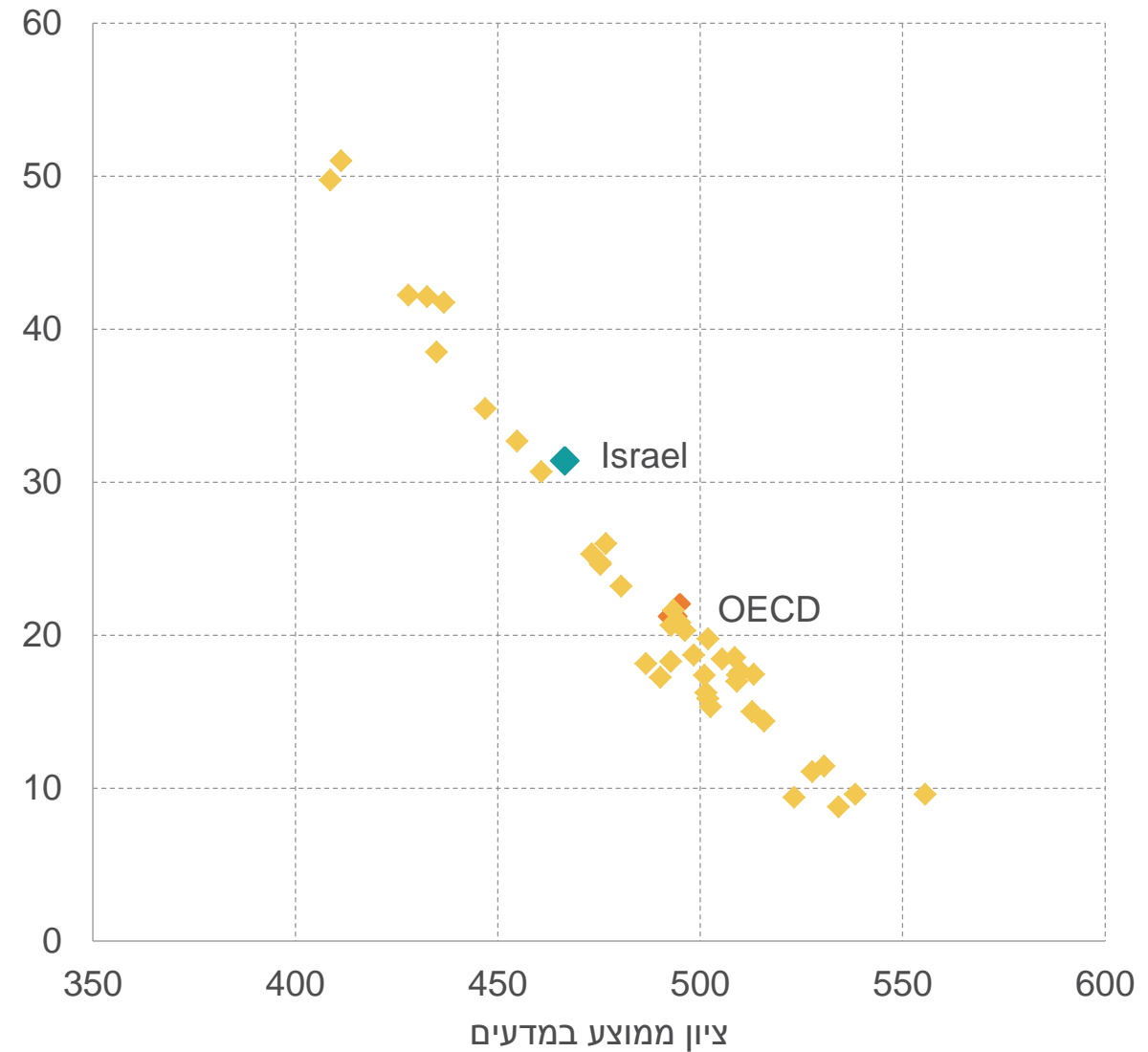
Average science score on PISA 2015 exams, and the % of pupils in the lowest socioeconomic quartile and the highest achievement quartile

% of pupils in the lowest socioeconomic quartile and the highest achievement quartile



Average science score on PISA 2015 exams, and the % of pupils below level 2 in science

Share of pupils below level 2 in science



Models for Israel's placement in the PISA exam rankings with various differential funding policies

| | Below level 1 <260.54 | Level 1B 260.54-334.94 | Level 1A 334.94-409.54 | Level 2 409.54-484.14 | Level 3 484.14-558.73 | Level 4 558.73-633.33 | Level 5 633.33-707.93 | Level 6 >707.93 | Score |
|---|--------------------------|---------------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------|------------|
| Finland | 0.3% | 2.3% | 8.9% | 19.1% | 29.2% | 26.0% | 11.9% | 2.4% | 531 |
| South Korea | 0.4% | 2.9% | 11.1% | 21.7% | 29.2% | 24.0% | 9.2% | 1.4% | 516 |
| Poland | 0.3% | 2.6% | 13.3% | 26.6% | 29.9% | 19.9% | 6.3% | 1.0% | 501 |
| US | 0.5% | 4.35 | 15.5% | 25.5% | 26.6% | 19.1% | 7.3% | 1.2% | 496 |
| Average OECD | 0.6% | 5.4% | 17.5% | 25.4% | 25.6% | 17.8% | 6.5% | 1.1% | 493 |
| Israel | 2.1% | 9.5% | 19.9% | 24.4% | 23.3% | 15.0% | 5.1% | 0.7% | 460 |
| Israel + 10% | | | | | | | | | 506 |
| Israel + differential improvement from 1.28 | | | | | | | | | 522 |

Who wants equality? Almost no one

“It appears that in Israeli society [...] the value of equality is somewhere at the bottom of the values ladder. The meaning of this is clear: [...] there is effectively a hidden revolt against the process that promotes social mobility and equality”

Yuli Tamir, *Who Is Afraid of Equality* (2015)

“For the first time after many years we have started a process of significant differential budgeting [...] the pressures were almost unbearable [...] and this is when you discover that for a portion of the public, talk of Am Yisrael, love of Israel, and mutual concern is just a slogan and lip-service”

Shay Piron, *Its All Education* (2016)

Progressive and equal budgeting

- All educational institutions will be budgeted on the basis of a differential per pupil basket of services
- This basic will give preference to pupils from weak socioeconomic backgrounds

Affirmative action is a priority for the Ministry of Education

- Differential pay for teachers who teach in schools serving weaker population
- Differential maximum class size

Conditions for full budgeting

- Schools are not permitted to admit pupils on the basis of ethnicity, gender, ability to pay, or prior educational achievements
- All payments from parents will be banned completely
- Additional budgets from local authorities are also banned

More conditions for full budgeting

- Employment of teaching staff who meet the requirements of the Ministry of Education for education and training levels according to agreements with the teacher unions
- Teaching of core curriculum at a minimum set by the Ministry of Education

Is it possible?

Affirmative action in teaching hours without raising the budget

| Teachers | Other hours | Frontal teaching hours | Hours for school | Name of school | Priority level |
|----------|-------------|------------------------|------------------|----------------|----------------|
| 17 | 170 | 442 | 612 | Amirim | No priority |
| 17 | 170 | 442 | 612 | Rakefet | No priority |
| 19 | 190 | 494 | 684 | Amirim | 27% priority |
| 15 | 150 | 390 | 540 | Rakefet | 27% priority |
| 20 | 200 | 520 | 720 | Amirim | 43% priority |
| 14 | 140 | 364 | 504 | Rakefet | 43% priority |

Is it possible?

Differential basket of services per pupil with a budget rise

In place of the parents' portion there will be an additional tax for education on employees, self-employed and companies.

The local authority portion will be paid for out of a savings program administered by the Ministry of Education (cancelling of the bagrut exams which currently costs about a billion shekels, a reduction in wasted teaching hours which are estimated at 10% of all teaching hours).

