

EDUCATION AT A GLANCE 2016

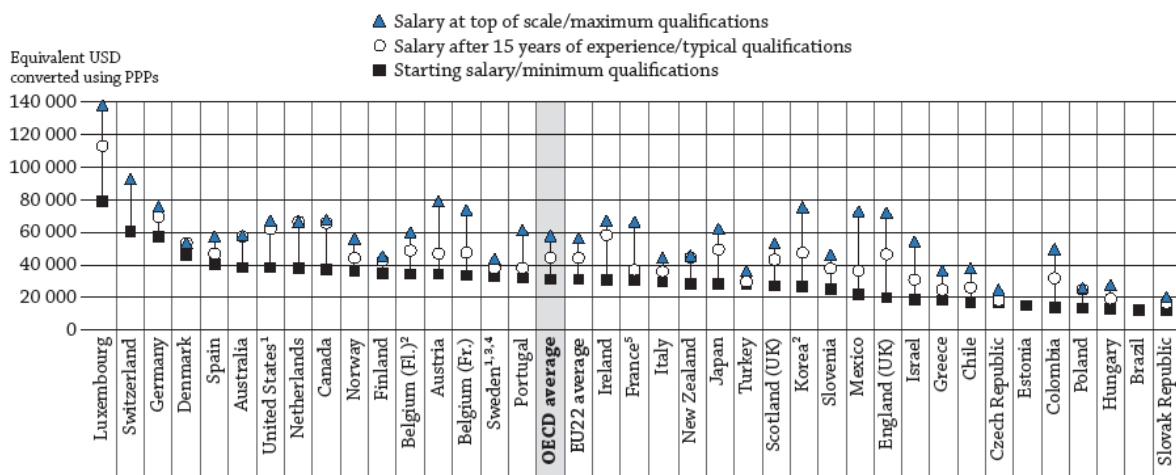
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Israel

- **Teachers' starting salaries in Israel are relatively low**, but they increase considerably over the course of teachers' careers. By the top of the scale, salaries are comparable with the OECD averages
- In contrast to most OECD countries, **Israel's teachers and principals are relatively young**.
- **Israel has some of the highest educational attainment rates of all OECD countries**, especially at tertiary level and among the older population.
- Unlike most countries with available data, **Israel has almost no gender gap in the completion rate of bachelor's or equivalent programmes**: 47% of women and 46% of men complete their studies within the expected time (3 or 4 years depending on the programme).
- However, **women in Israel earn relatively less and face lower employment rates than similarly educated men in the same age group**.
- **Although Israel spends relatively little on education per student, total expenditure in education as a share of gross domestic product it is one of the biggest spenders in the OECD**, which is due principally to the high percentage of students among the total population.

Figure 1. Lower secondary teachers' salaries at different points in teachers' careers (2014)

Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. Actual base salaries.

2. Salaries at top of scale and typical qualifications, instead of maximum qualifications.

3. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.

4. Data from 2013.

5. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

Source: OECD, Table D3.1a, Tables D3.1b and D3.6, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

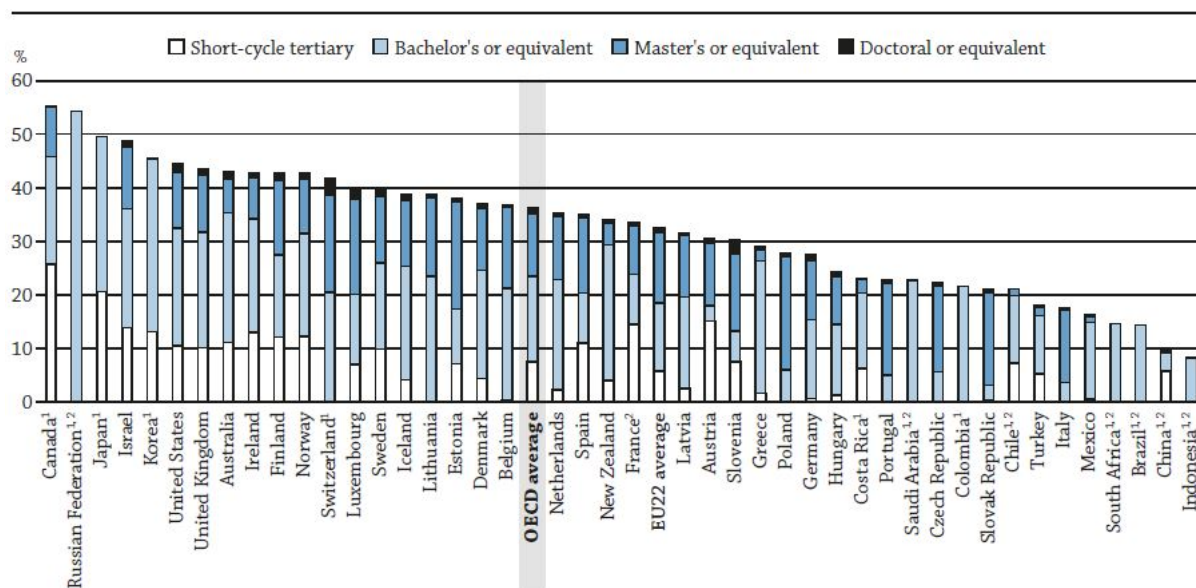
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Salary, the school environment and workload all influence teachers' decisions to enter – and remain in – the profession

- Compared to the OECD average, teachers' starting salaries are relatively low. However, Israeli teachers enjoy one of the fastest rates of salary growth over the course of their careers and, by the top of the scale, salaries are comparable with the OECD averages (Figure 1). At the top of the scale in lower secondary education, for example, statutory salaries are 2.6 times higher than the starting salary.
Nevertheless, when compared to similarly educated workers, teachers are relatively well paid in Israel. In 2014, actual salaries of pre-primary to lower secondary teachers corresponded to over 90% of the earnings of full-time full-year workers with tertiary education, reaching 99% for lower secondary teachers. These averages in Israel are higher than the OECD equivalent averages, which range from 74% for pre-primary teachers to 85% for lower secondary teachers. .
- In 2016, Israeli students had more compulsory instruction time per year in primary (5 769 hours) and lower secondary education (2 998 hours) than in OECD countries on average. This might be due to the fact that Israel has significantly more instruction days per year than the OECD average: 219 in primary (OECD average 185) and 209 in lower secondary education (OECD average 184).
- At primary level, teachers teach considerably more hours per year than on average across OECD countries: 838 hours against an OECD average of 776 hours. However, in upper secondary education, teachers' teaching hours are 16% lower than the OECD average.
- In contrast to the overall picture among OECD countries, a relatively large percentage of Israel's education principals were under 40 years old (12%) in 2013, and with Israel ranking third on this after United States and Spain. In addition, 30-39 year-olds make up the largest age group of Israeli teachers across all education levels, whereas 40-49 year-olds are the largest group on average across OECD countries.

Tertiary education has a strong impact in the labour market

- Almost half (49%) of Israel's adult population aged 25-64 have attained tertiary education, well above the OECD average of 35%, and the third highest rate of all OECD countries. Most of them – 35% of the adult population of that age – have a bachelor's degree, above the OECD average of 28%. The percentage with a master's degree is on a par with the OECD average of 11% as is the percentage with doctoral degrees, at 1% (Figure 2).
- Israel not only outperforms the OECD average for tertiary attainment for every age group, it also has the highest percentage of adults aged 55-64 who have acquired tertiary education (47%), almost twice the OECD average of 26%.
- Tertiary-educated adults in Israel have a relatively high employment rate (86%), which reaches its peak of 92% among those who attained a doctoral or equivalent degree.
- Most of those enrolled in tertiary programmes in the academic year 2013/14 attend private institutions (83%), the third highest private enrolment rate of all OECD countries. Most are enrolled in government-dependent private institutions (66%); 17% are enrolled in independent private institutions.
- Upward educational mobility is high in Israel. Among 25-64 year-old women whose parents' highest level of education was upper secondary or post-secondary non-tertiary, 55% completed tertiary education, compared to an average of 41% for countries and subnational entities participating in the Survey of Adult Skills (PIAAC), a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). For men the share is 52% in Israel and 35% on average.

Figure 2. Percentage of 25-64 year-olds with tertiary education, by level of tertiary education (2015)

1. Some levels of education are included in others. Refer to the source table for more details.

2. Reference year differs from 2015. Refer to the source table for more details.

Countries are ranked in descending order of the percentage of 25-64 year-olds with tertiary education, regardless of the level of tertiary attainment.

Source: OECD, Table A1.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933396600>

Gender gaps in education and employment persist

- Israel has a pronounced gender gap in tertiary education among first-time graduates. In 2014, 60% of the students achieving a bachelor's degree and 61% graduating from a master's degree were women. However, the share of male and female first-time graduates with a doctorate or an equivalent degree is equal. These percentages are slightly higher than the OECD averages of 58%, 57% and 47% respectively.
- Unlike most OECD countries, in Israel the completion rate of bachelor's or equivalent programmes is almost the same for both men and women. On average across countries with available data, 46% of women complete a bachelor's or equivalent degree within the programme's theoretical duration (three or four years depending on the programme) compared to only 35% of men. In Israel, the rates are 47% for women and 46% for men.
- As in many other OECD countries, there is a clear gender imbalance among people who attained tertiary education in Israel regarding their field of study. The concentration of woman in the field of teacher training and education sciences is particularly high: 24% of women compared to 5% of men, while figures for the OECD average are 18% for women and 7% for men.
- Female workers face lower employment rates and lower earnings than their male counterparts in Israel. In line with the OECD average, the employment rate is 84% among tertiary-educated women and 90% among their male counterparts. On average in 2014, a tertiary-educated woman earned only 66% of what a man with a tertiary degree earned, less than the OECD average of 73%.

High-quality education needs sustainable funding

- Israel spent the equivalent of 5.9% of its GDP on education; 4.3% on primary, secondary and post-secondary non-tertiary (above the OECD average of 3.7%), and 1.7% on tertiary education, on a par with the OECD average of 1.6% in 2013.
- However, in absolute terms, Israel spends less per student for all services across all education levels than the OECD average. From primary to tertiary, it spends USD 7 8401 per student per year, compared with the OECD average of USD 10 493.
- Between 2008 and 2013, Israel increased its spending per student in primary, secondary and post-secondary non-tertiary education by 17%, a greater increase than the average across OECD countries (8%). That was the result of

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

a 30% increase in expenditure and an 11% increase in the number of students at these levels during the period. In tertiary education, Israel increased its spending per student by 15% during the same period, which is also a significantly higher increase than the OECD average of 5%.

- The share of private expenditure on educational institutions in Israel from primary to tertiary education is 22%, above the OECD average of 16% in 2013. The largest share of private expenditure is at the tertiary level where it covers 50% of tertiary education compared to the OECD average of 30%.
- However, public expenditure on primary to tertiary education accounted for 11.5% of total public expenditure in 2013, above the OECD average of 11.1%, and higher than it was in 2008 and 2005 (10.9% and 9.9% respectively).

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Note regarding data from Israel


The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

References

OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, TALIS, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264196261-en>.

For more information on Education at a Glance 2016 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:  **EducationGPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=ISR&treshold=10&topic=EO>.

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Key Facts for Israel in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Israel		OECD average	
Gender					
Chart A5.2.	Employment rate of 25-64 year-olds, by educational attainment	2015			
		Men	Women	Men	Women
	Below upper secondary	64%	32%	66%	46%
	Upper secondary or post-secondary non-tertiary	78%	68%	81%	67%
	Tertiary	90%	84%	88%	80%
Table A6.2	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	2014			
		Ratio (women/men)		Ratio (women/men)	
	Below upper secondary	80%		76%	
	Upper secondary or post-secondary non-tertiary	70%		77%	
	Tertiary	66%		73%	
Table C5.2	Percentage of people not in employment, nor in education or training (NEET)	2015			
		Men	Women	Men	Women
	15-29 year-olds	11%	17%	12%	17%
Table A3.4	Percentage of female graduates, by tertiary levels of education	2014			
		% Women		% Women	
	Short-cycle tertiary	**		56%	
	Bachelor's or equivalent	60%		58%	
	Master's or equivalent	61%		57%	
	Doctoral or equivalent	50%		47%	
Table A1.5.	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	2015		2012 ¹	
		Men	Women	Men	Women
	Teacher training and education science	5%	24%	7%	18%
	Engineering, manufacturing and construction	31%	9%	31%	7%
Vocational Education and Training (VET)					
Table C1.3a	Distribution of enrolment, by programme orientation	2014			
		General	Vocational	General	Vocational
	Upper secondary education	59%	41%	56%	44%
Table A1.4.	Educational attainment, by programme orientation	2015			
		General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education	41%	5%	17%	26%
Table A5.5	Unemployment rate, by programme orientation	2015			
		General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	6.7%	7%	10%	9.2%
Financial Investment in Education					
Table B1.1	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2013			
	Primary to tertiary education	USD 7 840		USD 10 493	
Table B2.2	Total expenditure on primary to tertiary educational institutions	2013			
	As a percentage of GDP	5.9%		5.2%	
Table B4.2	Total public expenditure on primary to tertiary education	2013			
	As a percentage of total public expenditure	11.5%		11.2%	
Early Childhood Education and Care (ECEC)					
Table C2.1	Enrolment rates in early childhood education at age 3	2014			
	ISCED 01 and 02	98%		71%	
Table C2.3	Expenditure on all early childhood educational institutions	2013			
	As a percentage of GDP	1.1%		0.8%	
	Proportions of total expenditure from public sources	75%		81%	
Teachers					
Table D3.2a	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2014			
	Pre-primary school teachers	0.90		0.74	
	Primary school teachers	0.92		0.81	
	Lower secondary school teachers (general programmes)	0.99		0.85	
	Upper secondary school teachers (general programmes)	0.88		0.89	
Table D3.1a	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary school teachers	USD 21 333	USD 31 286	USD 29 494	USD 39 245
	Primary school teachers	USD 18 498	USD 28 281	USD 31 028	USD 42 675
	Lower secondary school teachers (general programmes)	USD 18 602	USD 30 977	USD 32 485	USD 44 407
	Upper secondary school teachers (general programmes)	USD 18 910	USD 24 853	USD 34 186	USD 46 379

Israel - Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Israel		OECD average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2015		2012 ¹	
Table A6.4	Teacher training and education science	USD 2 100		USD 3 004	
	Engineering, manufacturing and construction	USD 3 300		USD 3 883	
	Ratio of students to teaching staff	2014			
Table D2.2	Primary education	15 students per teacher		15 students per teacher	
	Secondary education	11 students per teacher		13 students per teacher	
	Tertiary education	**		17 students per teacher	
Tertiary Education					
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015			
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	11%	14%	8%	8%
	Bachelor's or equivalent	27%	22%	21%	16%
	Master's or equivalent	7%	11%	14%	11%
	Doctoral or equivalent	0%	1%	1%	1%
	All tertiary levels of education	46%	49%	42%	35%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015			
Tables A5.1 & A5.3	Short-cycle tertiary	82%		80%	
	Bachelor's or equivalent	87%		82%	
	Master's or equivalent	91%		87%	
	Doctoral or equivalent	92%		91%	
	All tertiary levels of education	86%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014			
Table A6.1	Short-cycle tertiary	113		120	
	Bachelor's or equivalent	158		148	
	Master's, doctoral or equivalent	206		191	
	All tertiary levels of education	155		155	
	Share of international or foreign students, by level of tertiary education	2014			
Table C4.1.	Bachelor's or equivalent	3%		5%	
	Master's or equivalent	4%		12%	
	Doctoral or equivalent	5%		27%	
	All tertiary levels of education	3%		6%	
	First-time entry rates into tertiary education	2014			
Table C3.1.	All tertiary levels (including international students)	70%		68%	
	All tertiary levels (excluding international students)	**		61%	
	All tertiary levels (students younger than 25 years old and excluding international students)	**		51%	
Other: Immigration and intergenerational mobility in education					
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status ²	2015		2012 ¹	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	27%	11%	27%	37%
Other: Adult education and learning					
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education ²	2015		2012 ¹	
Table C6.3	Below upper secondary	22%		26%	
	Upper secondary or post-secondary non-tertiary	43%		46%	
	Tertiary	68%		70%	
Other: Education and social outcomes					
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2015		2012 ¹	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	68%		67%	
	High literacy proficiency (Level 4 or 5)	95%		90%	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment ³	2015			
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	89%	93%	83%	87%
	Tertiary	92%	94%	92%	94%

The reference year is the year cited or the latest year for which data are available.

Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. OECD average includes some countries with 2015 data.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

** Please refer to the source table for details on this data.



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