

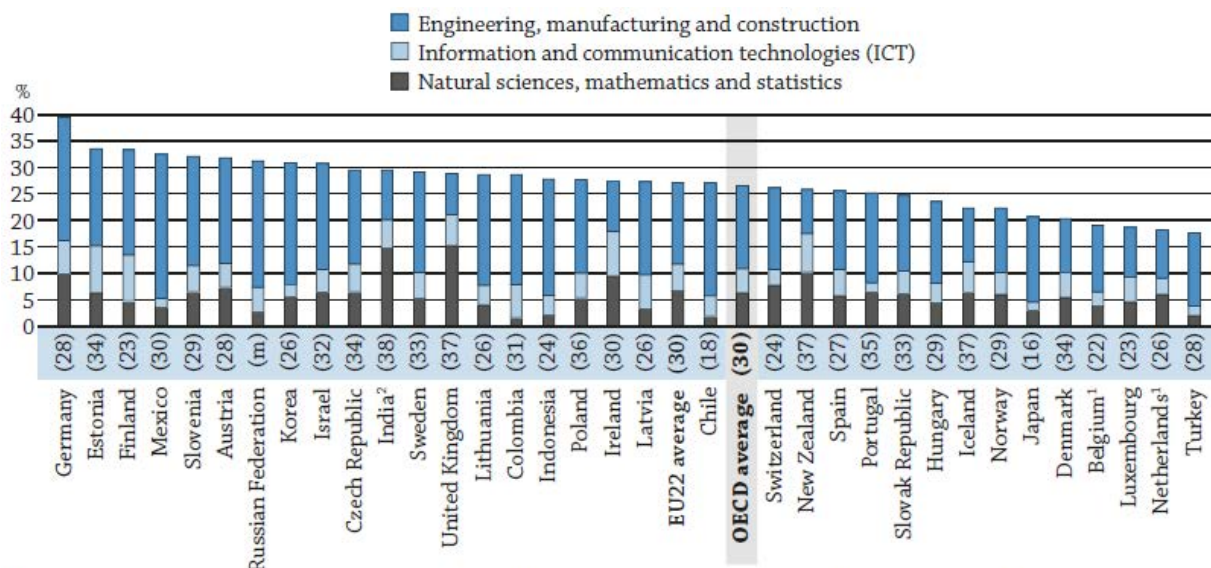
EDUCATION AT A GLANCE 2017

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

- **Israel's tertiary education system supports its high-tech industry and global technological leadership.** Students primarily enrol in engineering, manufacturing and construction.
- **Israel has one of the most educated populations in the OECD** but some minorities remain at the margins of the education system. Migrant background is still an obstacle to completing upper secondary education.
- **Israel, as a relatively young country, prioritises pre-primary and primary education.** All children from the age of 3 are enrolled in mandatory pre-primary programmes, with the best-paid teachers in the country. Primary education also receives the largest share of public funding across all levels of education.
- **Israel spends more of its national wealth on education than other OECD countries**, because of the high rate of young population, although expenditure per student remains low. Recent financial efforts have targeted pre-tertiary education levels and have been driven by private interests.
- **Although teachers' salaries remain low** in Israel by international standards, **teachers benefit from greater opportunities for salary increases during the course of their career** and do better in comparison with similarly qualified workers than their OECD counterparts.

Figure 1. Distribution of new entrants to tertiary education, by STEM field of study and share of women in these fields (2015)



Note: The number in parentheses corresponds to the share of female new entrants in STEM (science, technology, engineering and mathematics) fields of study.

1. Excludes new entrants at doctoral level.

2. Year of reference 2014.

Countries are ranked in descending order of the share of new entrants to tertiary education in STEM fields.

Source: OECD/UIS/Eurostat (2017), Table C3.1a. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Israel's tertiary education system is oriented towards supporting its high-tech industry and global technological leadership

- Israel's tertiary students show unusual patterns when it comes to fields of study, with 20% of new entrants enrolling in engineering, manufacturing and construction in 2015 compared to an OECD average of 16% (Figure 1), 20% in the field of education (compared to 9%) and 17% in social sciences (compared to 10%).
- Business administration and law is the most popular field of education among OECD countries, but is much less popular in Israel, attracting 15% of new entrants in 2015 compared to the OECD average of 23%. The same applies to the fields of health and welfare which attract only 8% of new entrants (OECD average, 13%). The popularity of education studies and the lack of interest in health and welfare is common among relatively young countries such as Israel.
- Israel faces a shortage of professionals, especially in the high-tech industry, as demand for engineers and technical professionals has begun to outpace supply (OECD, 2016a). Consequently, despite their high numbers, tertiary-educated graduates enjoy good job prospects in Israel. Tertiary graduates earn 58% more than upper secondary graduates, about the same as the OECD average.
- Israel's government is committed to promoting scientific and technological studies (Israel Ministry of Foreign Affairs, 2010). Its Higher Education Plan (2011-15) aims to further increase participation in tertiary education to address skills shortages. In particular this policy targets and encourages minorities to study at universities.

Israel has one of the most educated populations among OECD countries but some remain at the margins of the education system.

- Israel is one of the better-educated countries in the OECD, according to its population's educational attainment rates. With 47% of 25-34 year-olds holding a tertiary degree in 2016, Israel is on a par with Denmark (46%), Sweden (47%) and the United States (48%), and above the OECD (43%) and EU22 (40%) averages. Israel's educational attainment rate is even higher among older adults and after accounting for late graduation, due to its compulsory military service.
- Equity in education is a significant policy challenge in Israel, especially since education is seen as key to addressing rising inequalities in the country. Populations at risk of dropping out of the education system are likely to remain at the margins of Israel's technology-driven growth.
- Upward mobility in education is high in Israel. Parents' educational background makes almost no difference to students' completion of upper secondary education. Israel is also closing the tertiary mobility gap faster than other OECD countries: 27% of 30-44 year-olds whose parents did not attain tertiary education got a tertiary degree in Israel, compared to 20% on average for the OECD.
- Migrant background remains an obstacle to completing upper secondary education, however: the completion rate among first-generation immigrants is 90%, lower than the rate for native-born Israelis (94%).
- Typical gender imbalances in education are even more prevalent in Israel. Women perform better than men at higher levels of education but are less likely to enrol in scientific fields and suffer poorer employment outcomes. Girls are more likely than boys to complete their upper secondary education studies within the theoretical duration: 95% compared to 86%; the equivalent OECD averages are 72% and 64%. Women are also more likely to enter tertiary education (making up 57% of new entrants in Israel against an OECD average of 54%). But they are over-represented in the fields of education, and health and welfare (accounting for 84% and 78% of all tertiary enrolments in these fields, compared to 78% and 76% on average for OECD countries). Tertiary-educated women also earn 30% less than similarly qualified men, compared to an average 26% pay gap across OECD countries in 2014.
- Israeli women are more likely than their OECD counterparts to enrol in high-tech industry-related fields, however: they make up 28% of new entrants into information and communication technologies (ICT) tertiary programmes, compared to 19% on average for OECD countries, and 27% of new entrants into engineering, manufacturing and construction (OECD average, 24%).

Israel primarily invests in childhood and early childhood education

- All Israeli children are enrolled at the age of 3 in mandatory early childhood education programmes. Together with the United Kingdom, Israel has the highest enrolment rate at this age of all OECD countries (the OECD average being 78%).
- The best-paid teachers in Israel work in pre-primary schools. Following recent reforms, salaries in pre-primary education have increased steadily and a pre-primary teacher can expect to earn a statutory salary of USD 22 465¹

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

a year starting out and USD 32 916 after 15 years. At the top of the scale pre-primary teachers earn USD 61 741, which is 45% more than the salaries of upper-secondary-level teachers. Yet upper secondary education has also been going through reforms that are expected to significantly increase salaries at this level in the next years.

- In 2014, primary education received the largest share of Israeli public funding of all levels of education. Israel dedicated 5.4% of its total public expenditure on all services to primary education institutions, compared to 3.5% on average in the OECD. This is the greatest share of all OECD countries after Mexico (6.6%) and ahead of Canada (5.2%), Chile (5.0%), Iceland (5.1%), and Korea (5.0%).
- Despite this, Israel's early childhood education system relies comparatively heavily on households and other private sources for funding. This is due in part to the very low public contribution to expenditure on non-mandatory early childhood development programmes for children under 3. Public spending only covers 15% of these institutions' expenditure in Israel, compared with the OECD average of 71%.

Israel spends more of its wealth on education although expenditure per student is low

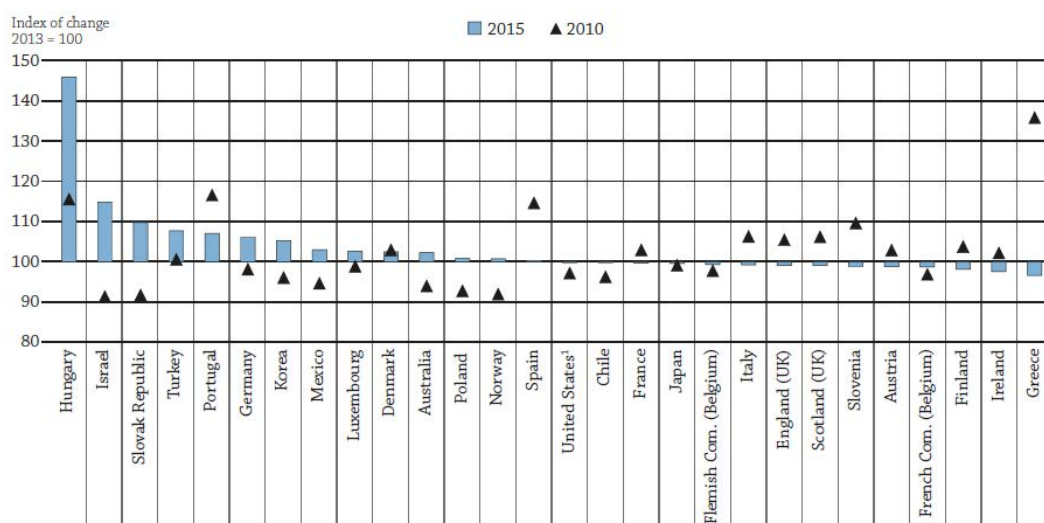
- Israel spends less on education per student than most other OECD countries. Spending on all services across all education levels amounts to USD 7 759 per student per year, compared to USD 10 759 on average across OECD countries.
- However, these figures do not account for the overall intensity of the country's education expenditure which amounted to 5.8% of gross domestic product (GDP) in 2014, slightly above the OECD average of 5.2%. The discrepancy is mainly explained by Israel's relatively large share of students among its total population.
- Recent financial boosts have been concentrated on primary, secondary and post-secondary educational institutions. While spending on tertiary education (at 1.5% of GDP) is on a par with the OECD average, expenditure on primary to post-secondary non-tertiary education levels is well above it (4.3% compared to 3.6%), following a sharp increase between 2005 and 2012. Total expenditure on primary and secondary and post-secondary educational institutions has increased as a share of GDP from 3.7% to 4.3% during this period and has remained stable since.
- This increased spending has been mostly driven by private sources, which account for 21% of total expenditure on educational institutions across all levels of education (OECD average, 15%) and almost half at tertiary level (OECD average, 30%). In particular private businesses and non-profit organisations make twice as large a contribution in relative terms in Israel than on average in OECD countries and this is true at all levels of education. One reason behind this privatisation of funding is the increasing number of private colleges which have opened in the last few years.

Despite recent reforms and progress, teachers' salaries remain low, especially at the start of their careers

- Teachers' statutory salaries are comparatively low in Israel, especially at the early stages of their careers. A teacher in Israel can expect a starting salary of around USD 20 000 a year, USD 30 000 after 15 years and around USD 50 000 at the top of the salary scale, except in pre-primary education where salaries are higher. This is about USD 11 000 to USD 15 000 less for Israeli teachers than the average salaries for teachers across OECD countries, although there are some marked differences across education levels. It is also worth noting that these data do not include allowances or additional payments made to teachers for certain tasks and that may amount up to 30% of the base salary.
- However, teachers enjoy substantial increases in salary as they progress along their career paths. Starting salaries are the same for all teachers but diverge with experience and qualifications. Teachers in pre-primary, primary and lower secondary programmes can triple, or almost triple, their statutory salaries between the start of their career and the top of the scale. On average, teachers in OECD countries do not have as much room to increase their earnings, with salaries only doubling at best during the course of their careers. Consequently the salary gaps between Israeli teachers and their international peers significantly narrow at the top of the scale.
- Since 2010, teachers' salaries have increased significantly at all educational levels due to a series of reforms in the education system. The "New Horizon" reform, begun in 2008 and almost fully implemented by 2014, increased salaries for pre-primary, primary and lower secondary teachers. Among countries for which data are available, Israel has recorded one of the largest increases in both the actual salaries of 25-64 year-old lower secondary teachers, and the statutory salary for teachers with 15 years experience and typical qualifications since 2010 (Figure 2). Another reform, launched in 2012, aims to raise salaries for upper secondary teachers.
- Teachers are also comparatively well paid in Israel compared to their peers. The ratios of teachers' actual salaries to those of tertiary-educated workers are close to 0.9 at pre-primary (0.88), primary (0.89) and upper secondary (0.88) education levels and close to 1 at lower secondary level (0.97). On average across OECD countries, tertiary graduates entering teaching careers could expect to receive between 78% and 94% of the salary they would have earned in other professions.

Figure 2. Change in lower secondary teachers' actual and statutory salaries (2010, 2013 and 2015)

Index of change between 2010 and 2015 (2013 = 100, constant prices), for actual salaries of 25-64 year-old teachers and for statutory salaries of teachers with 15 years of experience and typical qualifications



1. Actual base salaries.

Countries and economies are ranked in descending order of the index of change, between 2013 and 2015, in the statutory salaries of lower secondary teachers with 15 years of experience.

Source: OECD (2017), Table D3.5a. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Note regarding data from Israel

The statistical data for Israel are supplied by and 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.

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For more information on **Education at a Glance 2017** 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 **OECD.Stat** as well as by following the **StatLinks** under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:



<http://gpseducation.oecd.org/CountryProfile?primaryCountry=ISR&treshold=10&topic=EO>.

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Key Facts for Israel in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Israel		OECD average	
Fields of study					
	Graduates in upper secondary vocational programmes	2015			
		%	% Women	%	% Women
Table A2.1	Business, administration and law	**	**	20%	66%
	Engineering, manufacturing and construction	**	**	34%	12%
	Health and welfare	**	**	12%	82%
	Services	**	**	17%	60%
	New entrants to tertiary education	2015			
		%	% Women	%	% Women
Table C3.1	Education	20%	84%	9%	78%
	Business, administration and law	15%	56%	23%	54%
	Engineering, manufacturing and construction	20%	27%	16%	24%
	Tertiary students enrolled, by mobility status	2015			
		International students ¹	National students	International students ¹	National students
Table C4.2.	Education	**	**	3%	8%
	Business, administration and law	**	**	27%	23%
	Engineering, manufacturing and construction	**	**	17%	12%
	Tertiary-educated 25-64 year-olds	2016			
Table A1.3	Education	**		13%	
	Business, administration and law	**		23%	
	Engineering, manufacturing and construction	**		17%	
	Employment rate of tertiary-educated 25-64 year-olds	2016			
Table A5.3	Education	**		83%	
	Business, administration and law	**		85%	
	Engineering, manufacturing and construction	**		87%	
Early childhood education					
	Enrolment rates in early childhood education at age 3	2015			
Table C2.1	ISCED 01 and 02	100%		78%	
	Expenditure on all early childhood educational institutions	2014			
Table C2.3	As a percentage of GDP	1.1%		0.8%	
	Proportions of total expenditure from public sources	70%		82%	
Vocational education and training (VET)					
	Enrolment in upper secondary education, by programme orientation	2015			
		General	Vocational	General	Vocational
Table C1.3	Enrolment rate among population aged 15-19 year-olds	34%	24%	37%	25%
	Graduation rates, by programme orientation	2015			
		General	Vocational	General	Vocational
Table A2.2	Upper secondary education - All ages	53%	39%	54%	44%
	Employment rate, by programme orientation	2016			
		General	Vocational	General	Vocational
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	69%	82%	70%	80%
Tertiary education					
	Share of international or foreign students, by level of tertiary education	2015			
Table C4.1.	Bachelor's or equivalent	3%		4%	
	Master's or equivalent	4%		12%	
	Doctoral or equivalent	6%		26%	
	All tertiary levels of education	**		6%	
	Educational attainment of 25-64 year-olds	2016			
Table A1.1	Short-cycle tertiary	14%		8%	
	Bachelor's or equivalent	23%		16%	
	Master's or equivalent	12%		12%	
	Doctoral or equivalent	1%		1%	
	Employment rate of 25-64 year-olds, by educational attainment	2016			
Table A5.1	Short-cycle tertiary	83%		81%	
	Bachelor's or equivalent	88%		83%	
	Master's or equivalent	90%		87%	
	Doctoral or equivalent	92%		91%	
	All tertiary levels of education	87%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015			
Table A6.1	Short-cycle tertiary	109		122	
	Bachelor's or equivalent	161		146	
	Master's, doctoral or equivalent	211		198	
	All tertiary levels of education	158		156	

Source	Main topics in <i>Education at a Glance</i>	Israel		OECD average	
Adult education and learning					
	Participation of 25-64 year-olds in adult education ²	2015		2012 ³	
Table C6.1a	Participation in formal education only	8%		4%	
	Participation in non-formal education only	34%		39%	
	Participation in both formal and non-formal education	11%		7%	
	No participation in adult education	47%		50%	
Financial investment in education					
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2014			
Table B1.1	Primary education	USD 6 833		USD 8 733	
	Secondary education	USD 6 699		USD 10 106	
	Tertiary (including R&D activities)	USD 12 989		USD 16 143	
	Total expenditure on primary to tertiary educational institutions	2014			
Table B2.1	As a percentage of GDP	5.8%		5.2%	
	Total public expenditure on primary to tertiary education	2014			
Table B4.1	As a percentage of total public expenditure	11.6%		11.3%	
Teachers					
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2015			
Table D3.2a	Pre-primary school teachers	0.88		0.78	
	Primary school teachers	0.89		0.85	
	Lower secondary school teachers (general programmes)	0.97		0.88	
	Upper secondary school teachers (general programmes)	0.88		0.94	
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2015			
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary school teachers	USD 22 465	USD 32 916	USD 29 636	USD 39 227
	Primary school teachers	USD 19 507	USD 29 718	USD 30 838	USD 42 864
	Lower secondary school teachers (general programmes)	USD 19 615	USD 32 509	USD 32 202	USD 44 623
	Upper secondary school teachers (general programmes)	USD 20 245	USD 27 036	USD 33 824	USD 46 631
	Organisation of teachers' working time in public institutions over the school year	2015			
Table D4.1		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary school teachers	1056 hours	1092 hours	1001 hours	1608 hours
	Primary school teachers	864 hours	1263 hours	794 hours	1611 hours
	Lower secondary school teachers (general programmes)	704 hours	1169 hours	712 hours	1634 hours
	Upper secondary school teachers (general programmes)	587 hours	990 hours	662 hours	1620 hours
	Percentage of teachers who are 50 years old or over	2015			
Table D5.1	Primary education	21%		32%	
	Upper secondary education	35%		40%	
	Share of female teachers in public and private institutions	2015			
Table D5.2	Primary education	85%		83%	
	Upper secondary education	70%		59%	
	Tertiary education	**		43%	
	Ratio of students to teaching staff	2015			
Table D2.2	Primary education	15		15	
	Secondary education	11		13	
	Tertiary education	**		16	
Equity					
	Intergenerational mobility in education ²	2015		2012 ³	
Tables A4.1 and A4.2		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
	Less than tertiary education (30-44 year-olds' own educational attainment)	59%	21%	69%	31%
	Tertiary-type B (30-44 year-olds' own educational attainment)	14%	15%	12%	16%
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	27%	64%	20%	55%
Transition from school to work					
	Percentage of people not in employment, nor in education or training (NEET)	2016			
Table C5.1	18-24 year-olds	17%		15%	
Education and social outcomes					
	Percentage of adults who report having depression	2014			
Table A8.1		Men	Women	Men	Women
	Below upper secondary	14%	17%	10%	15%
	Upper secondary or post-secondary non-tertiary	7%	8%	6%	10%
	Tertiary	3%	6%	5%	6%

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

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

1. For some countries foreign students are provided instead of international students.

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

3. OECD average includes some countries with 2015 data.

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

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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