

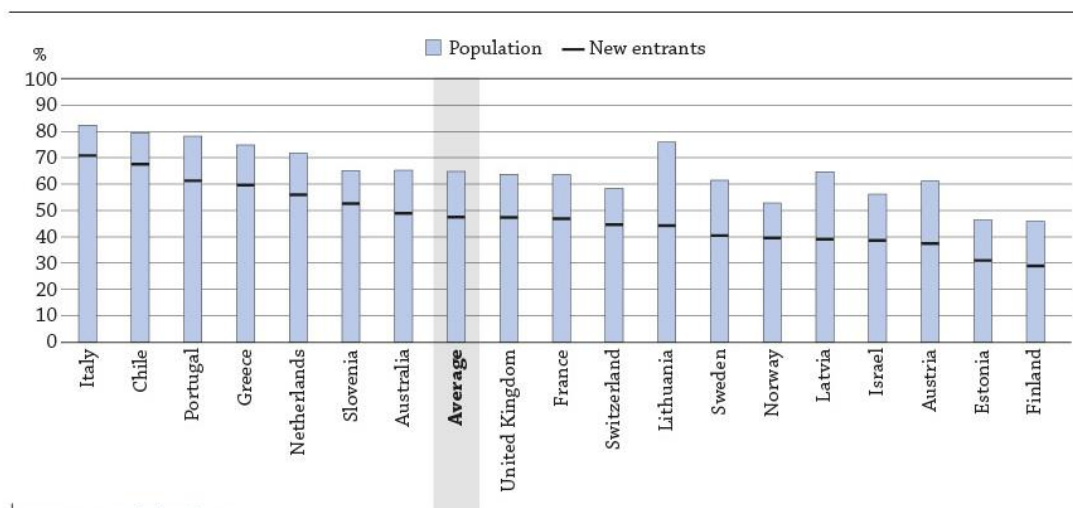
EDUCATION AT A GLANCE 2018

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 OECD and partner countries.

Israel

- **Those without tertiary-educated parents tend to be under-represented among new entrants to tertiary education in Israel.** However, being of an immigrant background has less of an impact on participation in higher education.
- **Lower educational attainment leads to further inequities in the labour market:** Israeli adults with a tertiary education are more likely to be employed and earn 59% more than those with just an upper secondary education.
- **Investment in early childhood education and care has increased significantly in the past decade.** Teachers' salaries are higher at this level than at any other.
- **Israel's spending on primary to tertiary education institutions per student is relatively low, though it spends a relatively high share of its gross domestic product (GDP) compared to other OECD countries.** Recent increases in government spending have largely been driven by spending at the primary level.
- **Teaching time and teachers' salaries have increased in Israel at all education levels in the past decade,** although both still remain lower than the average across OECD countries.

Figure 1. Share of 18-24 year-olds whose parents have not attained tertiary education among new entrants to bachelor's, long first degree or equivalent programmes and in the population (2015)




How to read this figure

In Italy, 18-24 year-olds without tertiary-educated parents represent 82% of the total population of that age group, but only 71% of new entrants to bachelor's, long first degree or equivalent programmes.

Note: Reference years may be different from 2015. Please see Annex 3 for details.

Countries are ranked in descending order of the share of individuals whose parents have not attained tertiary education among new entrants.

Source: OECD (2018), Table B7.1; ad-hoc survey on equity in tertiary education. See *Source* section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

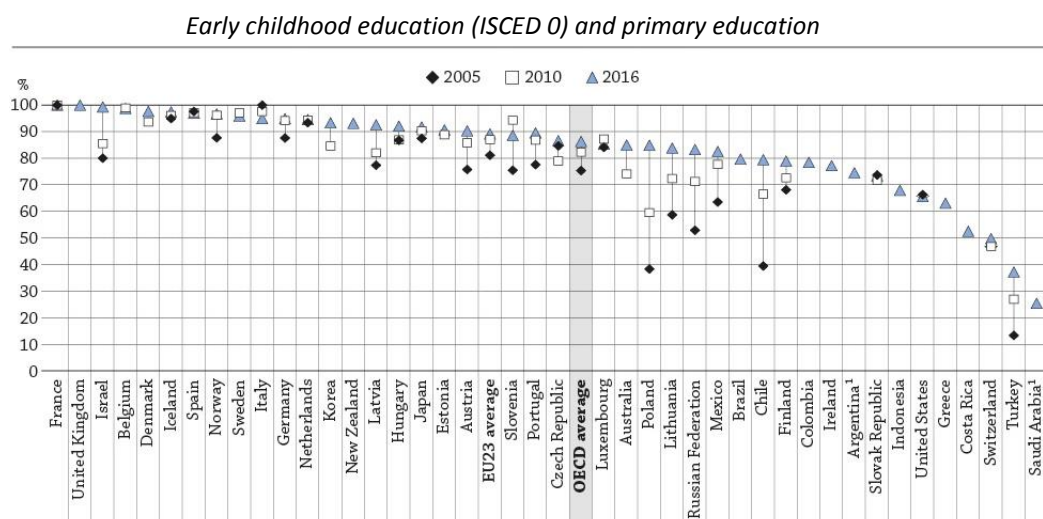
StatLink  <https://doi.org/10.1787/888933803995>

Equity in education is a significant policy challenge in Israel, a nation of immigrants attracted from all over the world

- More than half of Israel's population (51%) aged 25-64 has attained tertiary education, the second highest rate (together with Japan), of all OECD countries. Israel is also among the countries that have the highest share of 25-34 year-olds with tertiary education (48%), above the OECD average of 44%. Women are more likely than men to attain tertiary education: the share of 25-34 year-old women with tertiary education was 20 percentage points higher than for men (58% compared to 38%) in 2017. This gap has been increasing in the past decade: it was only 13 percentage points in 2007.
- Upward educational mobility is more common in Israel than in other OECD countries. 31% of 25-64 year-olds whose parents did not complete upper secondary education attained tertiary education, compared to an average of 21% across OECD countries. However access to tertiary education is still a challenge for those without tertiary-educated parents: the share of 18-24 year-olds without tertiary-educated parents among first-time entrants to bachelor's, long first degree or equivalent programme in 2015 was 39%, less than their prevalence in the population (56%; Figure 1). Men without tertiary-educated parents are at more of a disadvantage than women in this regard.
- Having an immigrant background is less of a barrier for entry to tertiary education in Israel: 20% of 18-24 year-old new entrants to tertiary education are first- or second-generation immigrants, compared to 22% of the population in the same age group. Equal representation among entrants is likely to be facilitated by the lack of differentiation between foreign and national students in annual average tuition fees.
- Eighty percent of tertiary students are enrolled in public or government-dependent private institutions where they pay annual tuition fees of around USD 3 040¹, 50% less than at independent private institutions (USD 6 675). However, 66% of students have access to financial aid which helps support their participation in tertiary education.
- Lower educational attainment leads to further inequities in the labour market: adults with a tertiary education are more likely to be employed and earn 59% more than those with upper secondary education, similar to the average earning advantage across OECD countries of 54%.

Higher investment in early childhood education and care has led to increased enrolment at this level

Figure 2. Change in enrolment rates of children aged 3 to 5 years (2005, 2010 and 2016)



1. Year of reference 2015 instead of 2016.

Countries are ranked in descending order of the enrolment rates of 3-5 year-olds in 2016.

Source: OECD (2018), Tables B2.1a and b. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

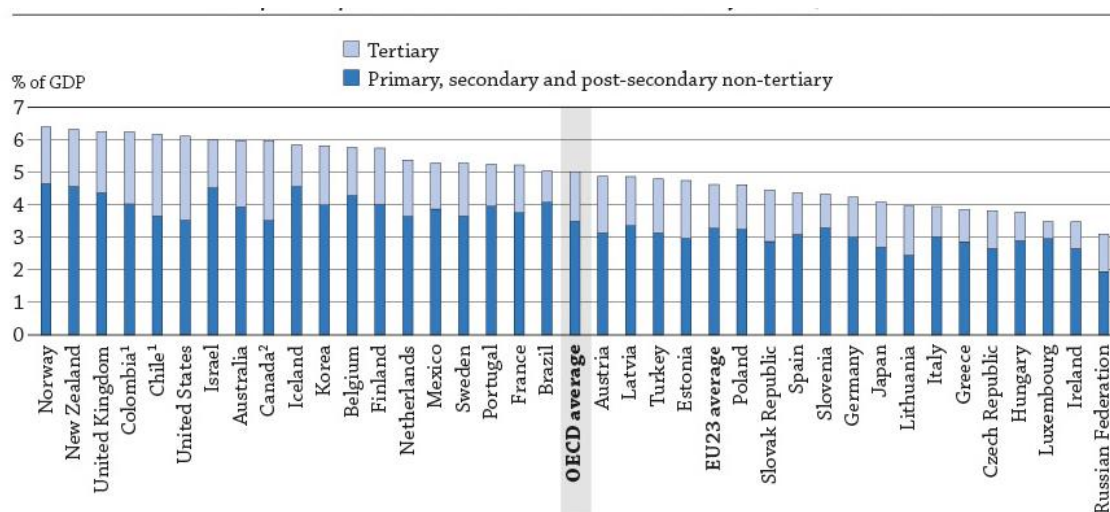
StatLink <https://doi.org/10.1787/888933803254>

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

- Early childhood education is considered fundamental to building the foundations of cognitive development and helps mitigate the effect of inequalities later on in life. Israel has one of the highest enrolment rates of 3-5 year-olds in early childhood education and care (ECEC) across OECD countries, at 99% (Figure 2). Enrolment of children under the age of 3 in all registered ECEC settings is also high in Israel compared to other OECD countries: 56% attend such settings compared to 34% on average in OECD countries.
- Two-thirds of those enrolled in pre-primary education attend public institutions. To fund the higher participation of children, Israel has substantially increased its public investment in ECEC: over the period 2005-14, the share of public spending on pre-primary education increased by 12 percentage points in Israel compared to 5 percentage points on average across OECD countries. However, spending per student still remains less than half the OECD average (USD 4 185 compared to USD 8 638).
- The salary of a pre-primary teacher is 15% higher than for an upper secondary teacher, as a result of reforms to attract teachers into pre-primary education. This has led to positive results: the pre-primary teaching workforce increased by 53% between 2005 and 2016.
- The development of ECEC policy has led to the increase in women's labour-force participation. In Israel, between 2007 and 2017, the employment rate of women with below upper secondary education doubled from 22% to 44%. It also increased from 58% to 66% for those with upper secondary or post-secondary non-tertiary qualifications, and from 81% to 84% for those with tertiary education. In contrast, the employment rate for women decreased on average across OECD countries for all levels of education over the same period.

Spending per student is relatively low, although Israel spends more of its GDP on education than on average across the OECD


- Israel spends less on education per student than on average across OECD countries at all levels of education. Spending per student per year amounts to USD 7 971 at the primary level, USD 7 987 at secondary level, and USD 11 003 at tertiary level. On average across the OECD, countries spend USD 8 539, USD 9 868 and USD 15 474 per student at primary, secondary and tertiary levels respectively.
- However, Israel is one of the OECD countries that spends more on education as a share of gross domestic product (GDP). In 2015, the country's total education expenditure on primary to tertiary educational institutions amounted to 6% of GDP, higher than the OECD average of 5%. The higher spending is mostly driven by a greater investment in primary education: Israel devotes 2.1% of GDP to this level, compared to 1.5% on average across OECD countries (Figure 3).
- Between 2005 and 2015, total expenditure on primary, secondary and post-secondary non-tertiary educational institutions increased by more than 70% in Israel while it increased by less than 20% on average across the OECD. More recently, between 2010 and 2015, expenditure on primary, secondary and post-secondary non-tertiary educational institutions increased by 35% compared to 4% on average across OECD countries.
- Spending on tertiary education has not kept pace with the significant increase in tertiary student enrolments. Between 2010 and 2015, tertiary enrolments increased by 22% in Israel (OECD average: 2%) while expenditure increased by 13% (OECD average: 12%). This has led to a decrease in expenditure per student by 7% at this level compared to an increase of 12% on average across OECD countries. While the majority of Israel's primary, secondary and post-secondary non-tertiary education is publicly funded (90%, equal to the OECD average), private sources make up 42% of tertiary funding compared to 30% across OECD countries on average.

Figure 3. Total expenditure on educational institutions as a percentage of GDP (2015)*From public, private and international sources, by level of education*

1. Year of reference 2016.

2. Primary education includes data from pre-primary and lower secondary education.

Countries are ranked in descending order of total expenditure on primary to tertiary educational institutions.

Source: OECD/UIS/Eurostat (2018), Table C2.1. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).StatLink  <https://doi.org/10.1787/888933804318>

The learning environment is characterised by crowded classrooms and shorter teaching times

- Israel's public schools report 27 students per class at primary level, compared to 21 on average across OECD countries, and 29 students per class in lower secondary level, compared to an OECD average of 23. In spite of these larger classes, the ratio of students to teaching staff in primary institutions is 15 students per teacher in primary level and 12 students per teacher at lower secondary, similar to the OECD average of 13.
- Teachers' working time was lengthened in Israel at all levels of education following the New Horizon reform. Between 2000 and 2017, annual teaching time increased by 15% (more than 100 hours) for primary teachers, 20% for lower secondary teachers and 17% for upper secondary teachers. However, with the exception of primary teachers, teaching time is still lower than on average across OECD countries.
- Increases in teaching time have been accompanied by increases in teacher salaries. Between 2000 and 2017, salaries increased by 33% for primary, 45% for lower secondary, and 34% for upper secondary teachers.
- Teachers' salaries progress more slowly in Israel than in other countries: it takes 36 years of service for lower secondary school teachers to reach the top of the salary scale compared to 26 years on average across OECD countries. However, the increase is significant, as maximum statutory salaries for teachers with minimum qualifications are twice as high as starting salaries in Israel, the 3rd highest progression across OECD countries after Korea and Japan, although statutory salaries of primary and secondary teachers remain lower than on average across OECD countries.
- Israeli teachers earn between 81% and 95% the earnings of other similarly-educated full-time workers, with higher relative earnings with higher level of education taught. However the relative earnings of school heads are twice as high, earning approximately 60% more than other tertiary-educated workers.

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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.

Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.

For more information on Education at a Glance 2018 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:  <http://gpseducation.oecd.org/CountryProfile?primaryCountry=ISR&treshold=10&topic=EO>.

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Key Facts for Israel in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Israel		OECD average	
	Equity				
	Educational attainment of 25-34 year-olds by gender	2017			
		% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	9%	6%	17%	14%
	Upper secondary or post-secondary non-tertiary	53%	36%	46%	37%
	Tertiary	38%	58%	38%	50%
	Percentage of 15-29 year-olds NEETs by country of birth	2017			
Table A2.3	Native-born	14%	13%		
	Foreign-born	12%	18%		
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017			
		Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	47%	71%	56%	60%
	Upper secondary or post-secondary non-tertiary	72%	79%	76%	72%
	Tertiary	88%	85%	87%	79%
	Earnings of 25-64 women relative to men, by educational attainment	2016			
Table A4.3	Below upper secondary	66%	78%		
	Upper secondary or post-secondary non-tertiary	70%	78%		
	Tertiary	65%	74%		
	Share of girls among repeaters in secondary general programmes	2016			
Table B1.3	Lower secondary	28%	39%		
	Upper secondary	28%	42%		
	Percentage of women and men entering doctoral programmes by field of study	2016			
		% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	38%	37%	22%	20%
	Engineering, manufacturing and construction	17%	6%	22%	10%
	Health and welfare	2%	8%	12%	19%
	First-time tertiary graduates	2016			
Table B5.1	Share of female first-time tertiary graduates	**	57%		
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ¹			
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	55%	49%		
	Participation of foreign-born adults who arrived in the country at 26 or older	33%	48%		
	Early childhood education and care (ECEC)				
	Enrolment rates in ECEC at age 3	2016			
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	100%	76%		
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016			
Table B2.2	Public institutions	63%	68%		
	Private institutions	37%	32%		
	Expenditure on pre-primary level (ISCED 02)	2015			
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 5 021	USD 8 426		
	Vocational education and training (VET)				
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016			
Table B1.3	All vocational programmes	40%	44%		
	Combined school- and work-based programmes	3%	11%		
	Share of women among upper secondary graduates, by programme orientation	2016			
Figure B3.1	General programmes	51%	54%		
	Vocational programmes	50%	46%		
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015			
Table C1.1	General programmes	USD 6 025	USD 8 981		
	Vocational programmes	USD 15 400	USD 10 831		
	Tertiary education				
	Share of international or foreign students, by education level ²	2016			
Table B6.1	Bachelor's or equivalent	3%	4%		
	Master's or equivalent	4%	12%		
	Doctoral or equivalent	6%	26%		
	All tertiary levels of education	**	6%		
	Share of first-time tertiary graduates by education level	2016			
Table B5.1	Short-cycle tertiary	**	14%		
	Bachelor's or equivalent	**	75%		
	Master's or equivalent	**	10%		
	Employment rate of 25-64 year-olds, by educational attainment	2017			
Table A3.1	Short-cycle tertiary	84%	81%		
	Bachelor's or equivalent	87%	84%		
	Master's or equivalent	90%	88%		
	Doctoral or equivalent	93%	92%		
	All tertiary levels of education	87%	85%		
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016			
Table A4.1	Short-cycle tertiary	115	123		
	Bachelor's or equivalent	149	145		
	Master's, doctoral or equivalent	216	191		
	All tertiary levels of education	159	155		

Israel - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Israel		OECD average	
	Financial resources invested in education				
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015			
Table C1.1	Primary	USD 7 971		USD 8 539	
	Secondary	USD 7 987		USD 9 868	
	Tertiary (excluding R&D activities)	USD 7 109		USD 11 049	
	Total expenditure on primary to tertiary educational institutions	2015			
Table C2.1	As a percentage of GDP	6%		5.0%	
	Share of expenditure on tertiary educational institutions by source of funds ³	2015			
Figure C3.1	Public expenditure	**		73%	
	Private expenditure	**		21%	
	Public to private transfers	**		6%	
	Total public expenditure on primary to tertiary education	2015			
Table C4.1	As a percentage of total government expenditure	12.7%		11.1%	
	Teachers, the learning environment and the organisation of schools				
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016			
		Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	0.84	**	0.82	**
	Primary	0.88	1.6	0.86	1.21
	Lower secondary (general programmes)	0.95	1.59	0.91	1.34
	Upper secondary (general programmes)	0.9	1.62	0.96	1.42
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017			
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary	USD 23 001	USD 33 647	USD 30 229	USD 40 436
	Primary	USD 20 051	USD 30 321	USD 31 919	USD 44 281
	Lower secondary (general programmes)	USD 20 159	USD 33 442	USD 33 126	USD 46 007
	Upper secondary (general programmes)	USD 20 666	USD 30 580	USD 34 534	USD 47 869
	Organisation of teachers' working time in public institutions over the school year	2017			
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	1 031 hours	1 067 hours	1 029 hours	1 628 hours
	Primary	843 hours	1 236 hours	778 hours	1 620 hours
	Lower secondary (general programmes)	699 hours	1 181 hours	701 hours	1 642 hours
	Upper secondary (general programmes)	610 hours	1 166 hours	655 hours	1 638 hours
	Percentage of teachers who are 50 years old or over	2016			
Table D5.1	Primary to upper secondary	26%		35%	
	Share of female teachers, in public and private institutions	2016			
Table D5.2	Primary	85%		83%	
	Lower secondary	79%		69%	
	Upper secondary	70%		60%	
	Tertiary	**		43%	
	Average class size by level of education	2016			
Table D2.1	Primary	27		21	
	Lower secondary	28		23	

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

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



From:
Education at a Glance 2018
OECD Indicators

Access the complete publication at:
<https://doi.org/10.1787/eag-2018-en>

Please cite this chapter as:

OECD (2018), “Israel”, in *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2018-52-en>

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