

## Press Release

**(embargo until 6 am on Wednesday, Aug. 16)**

In advance of the new school year, the Shores Institute is releasing an education report card containing excerpts from its forthcoming **Shores Handbook 2017** by Prof. Dan Ben-David.

This year's *Shores Handbook* by Prof. Dan Ben-David will focus on education and its socioeconomic impact in Israel. As in the past, the *Handbook* includes one graph per page with a brief accompanying analysis. In advance of Israel's new school year, the Shores Institute for Socioeconomic Research is releasing excerpts from the *Handbook* that provide a sort of report card on the state of Israel's education system. Main highlights from the Shores findings include:

- Israel excludes 23% of its children from international exams, compared to less than 5% in other countries (pg 36) so even its weak results are biased upwards.
- The quality of Israel's education has improved over past two decades (pgs 38, 40), and yet,
  - Israel is near the bottom of the developed world (pg 39);
  - its 8<sup>th</sup> graders get correct answers on only half the math questions (pg 41);
  - Israel's weakest pupils are the weakest in the developed world (pg 43);
  - Israel's top pupils are in bottom third of the developed world (pg 46).
- Looming democratic threat: There exists a strong positive link between the share of pupils who do not possess the minimum level of education necessary for working in a modern economy and the share of pupils unable to fully comprehend the actual source of their problems, or the viability of populist solutions that some politicians offer (pgs 44-45).
- Crowded classes – but more than enough teachers (pg 48).
- Israeli children have more school days and school hours in a year – by far – than other developed countries, yet their scholastic achievements are much lower than these same countries (pgs 49-50).
- Monthly salaries of Israeli teachers are low – but because they work so many fewer hours, their hourly salaries are much higher than OECD average (pgs 51-52).
- Public expenditure on primary education is roughly the OECD average while public expenditure on secondary education is relatively low (pgs 58-59).
- Public expenditure on *private* secondary education (Haredi schools account for a large part of these) is highest in OECD while public expenditure on *public* secondary education is lowest in OECD.

to download the [Shores report card](#)

to download this [press release](#)

(password for both files: shoresh2017)

**For details, or to arrange an interview, please contact Prof. Dan Ben-David (054-428-7443) or Prof. Ayal Kimhi (054-882-0430)**

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