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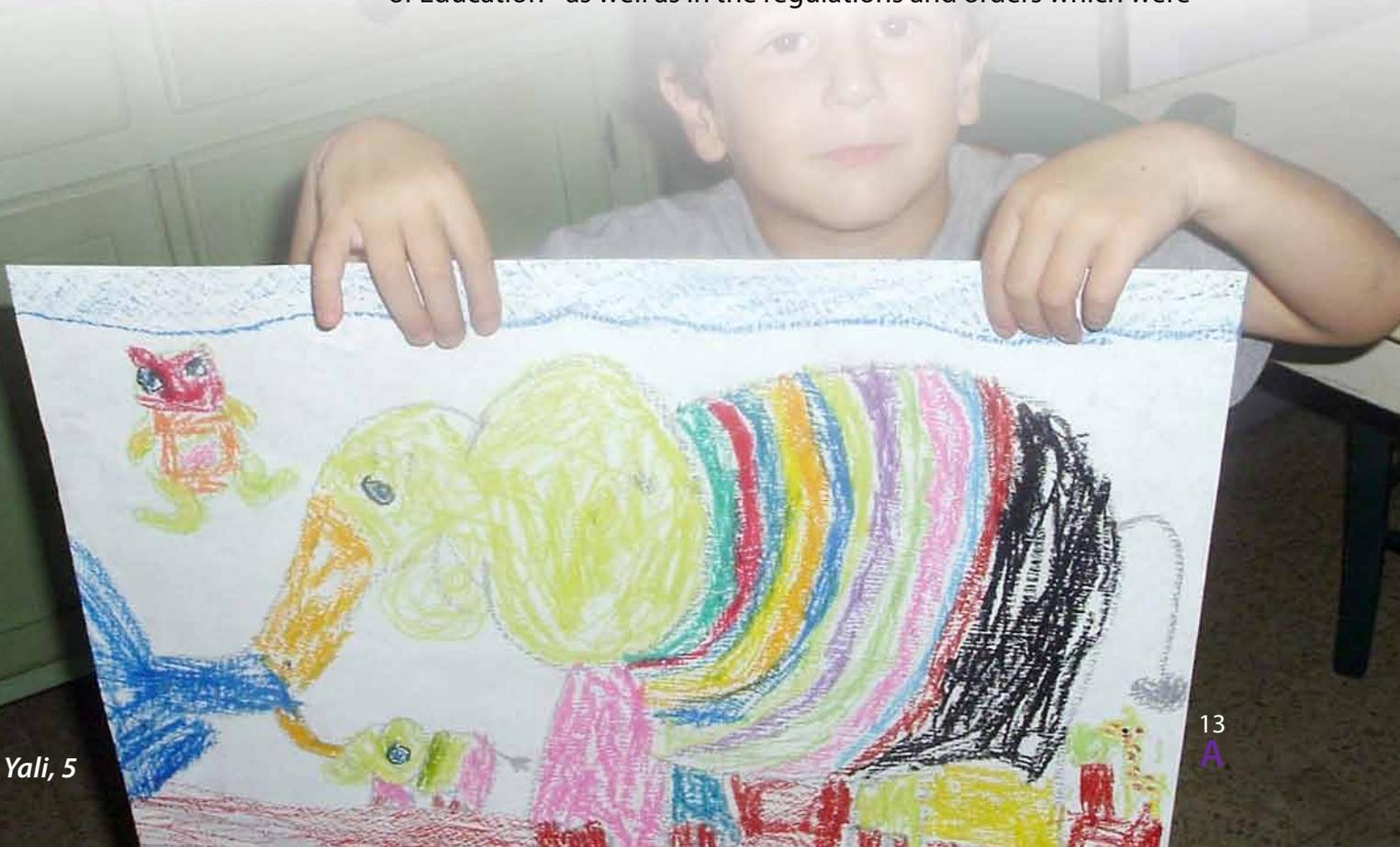
EDUCATIONAL LEGISLATION AND THE STRUCTURE OF THE EDUCATION SYSTEM

1. EDUCATIONAL LEGISLATION

(Clarification: The translation of this chapter is paraphrased and non-binding. The Hebrew version of this chapter, as published in the Israeli Code of Laws and Collection of Regulations, is the binding version)

LAWS TO BE EXECUTED BY THE MINISTER OF EDUCATION – 2009

The Ministry of Education's responsibilities are specified in the laws of education - which are to be implemented by the Minister of Education - as well as in the regulations and orders which were



derived from these laws, and in the Ministry's internal directives (Director General's circulars).

There are also certain laws which reside in the responsibility of other Ministers, and the Minister of Education is given authority in regard to the education-related sections of these laws.

The following is a selection of laws, their related responsibilities, and the regulations and orders derived from them:

A. LAWS TO BE EXECUTED UNDER THE EXCLUSIVE LEGAL AUTHORITY OF THE MINISTER OF EDUCATION:

1. COMPULSORY EDUCATION LAW, 1949

Education is compulsory for all children and youth who reside in Israel, from pre-primary school age until the tenth grade. As far as children in nursery school age are concerned, i.e. ages 3-4, compulsory education will be applied gradually, in settlements and neighborhoods to be specified in ministerial decrees. A recent amendment (amendment no. 29) expanded the application of the law for 11th and 12th graders as well. The amendment will be applied gradually according to future ministerial decrees. Until now, the amendment has been applied to some 10% of the total number of students in these ages, nation-wide (see Compulsory Education Decree - Application in 11th and 12th grades - 2009). The amendment will be further applied to an additional 10% in the 2010/11 school year, and it is expected to be fully applied in the 2014/15 school year.

The law refers to the following matters:

- Arrangement of compulsory registration for educational institutions and definition of registration zones.
- Provision of decrees for opening and maintaining educational institutions.
- Sharing the costs of official educational institutions between central and local government and the right for free compulsory education.

2. STATE EDUCATION LAW, 1953

According to this law, the State is responsible to establish a framework of State education, and to determine a set of uniform objectives.

This includes:

- Introducing a State education and a State-religious education system;
- Determining regular curriculums, supplemental curriculums, additional curriculums and experimental curriculums; determining the required arrangements and conditions for official recognition of unofficial educational institutions;
- Regularizing the supervision of State educational institutions and appointing inspectors, principals and teachers; introducing the core curriculum;
- Adjusting the provisions of the law to fit the compulsory education needs of non-Jewish students;
- Determining student enrollment and transfer arrangements; and preventing any form of party and political propaganda within educational institutions.

The law was recently amended (Amendment no. 10) to intensify the integration of Jewish values into curriculums and into the mentality and lifestyle in schools.

3. SUPERVISION OF SCHOOLS LAW, 1969

The law sets the licensing obligations of educational institutions which systematically provide pre-school education, or primary education, or secondary education, or post-secondary education, or education in arts.

The law specifies the licensing conditions, the responsibility for opening and sustaining an educational institution, worker employment, licensing and qualification, licensing the opening of an educational institution, license conditions and restricted expiration, and provisions for the closing of the institution, licensing the employment of a worker in the institution and revoking this license, and supervising the educational institution.

4. EDUCATION ORDINANCE [New Version], 1978

Dating back to the times of the British Mandate, the ordinance relates, among other things, to the state of sanitation, visits, enrollment and teacher dismissal in educational institutions. The Education Ordinance does not apply to schools which are subject to the Supervision of Schools Law, 1969.

5. SPECIAL EDUCATION LAW, 1988

The law renders the State responsible for providing special education, free of tuition, to children with special needs, in order to allow maladjusted children to develop capabilities, and to acquire knowledge, education and life skills.

The law governs the appointment of statutory committees – placement committees and appeal committees. It also determines the eligibility of children with special needs to receive special education, and the method for placing children in special education institutions. Moreover, the law determines the services given within the framework of special education.

Article 7A to the law determines a shortened enrollment procedure for special education institutions, in events where all parties see the necessity of special education, and where there is no doubt – in light of the degree of the child's maladjustment and disability – that a special education solution is required. The shortened enrollment procedure bypasses the placement committee, and is performed in the education department of the local municipality.

Chapter D1 of the law relates to the integration of children with special needs in the regular education system.

6. SAFE TRANSPORTATION FOR CHILDREN WITH DISABILITIES LAW, 1994

The law ensures the eligibility of children with physical disabilities to be transported from their home to the educational institution and back, by transport contractors of the local authorities. The law also sets rules and tests to this end.

According to the law, the Minister of Education is responsible for children and youth, and the Minister of Welfare is responsible for toddlers. There are certain matters under the law that should be coordinated with the Ministers of Finance and Transportation.

7. LONG SCHOOL DAY AND ENRICHMENT STUDIES LAW, 1997

The law defines the responsibility for introducing a long school day in those settlements and neighborhoods as determined in the Minister's orders. The law aims to provide all the children in Israel with an equal opportunity for education. The law adds teaching and education hours to those which already exist in educational institutions, in order to deepen and expand student knowledge and education, and to provide more hours of education for values

and social activities; all within the framework of State education goals, as provided in the State Education Law, 1953.

The law was amended in 2009, to give the Minister of Education due discretion in the determination of educational institutions or classrooms and in the distribution of teaching hours (37 hours of teaching per week) in educational institutions in which the “New Horizon” Program is applied.

8. STUDENTS’ RIGHTS LAW, 2000

The law aims to determine the principles of students’ rights, in the spirit of human dignity and of the United Nations Convention on the Rights of the Child, and in keeping with the laws of education. According to the law, permanent removal of students from school can only be done according to the procedures provided by the law. The law also defines students’ entitlement to undergo matriculation exams, as well as their rights for confidentiality and not to be discriminated against.

According to the law, the following measures cannot be applied against children:

- Discrimination on ethnic, socio-economic or political grounds;
- Physical or humiliating punishment;
- Punishing students for their parents’ actions or inactions;
- Permanently removing a student from an institution, without allowing him and his parents to plead their arguments, submit an appeal or plead before a hearing committee, etc;



9. FREE EDUCATION FOR SICK CHILDREN LAW, 2001

According to the law, the Minister of Education should define educational programs for children who are hospitalized or confined to their homes due to a medical problem or an accident (forcing them to stay at home for more than 21 days in a row). The educational program should take account of their medical disability and their pre-sickness curriculum.

Following the approval of the Minister of Health, the Minister should provide for the establishment and operation of an educational framework within hospitals, and determine its operation procedures.

10. SCHOOL MEALS LAW, 2005

The law regulates the provision of food, within educational institutions, for primary school students. This applies to settlements and neighborhoods in which the Long School Day Law is implemented, in the days when studies take place during the afternoon hours. The local authority is responsible to provide meals for students in all lawfully eligible institutions within its jurisdiction.

The Minister should determine, with the approval of the Minister of Finance, which students are entitled to receive a daily meal.

The Minister should determine, with the approval of the Minister of Finance, maximum participation rates in the financing of student feeding for each and every local education authority.

11. UNIQUE CULTURAL EDUCATION INSTITUTIONS LAW, 2008

The law allows the Minister of Education to recognize educational institutions, which are attended, in whole or in part, by grades 9-12 students, and which offer methodical education derived from the lifestyle - and is in keeping with the unique characteristics - of the unique cultural group that attends it. The law defines "unique cultural group" as the Haredi-Orthodox student population who attends Yeshivas and is engaged in holy studies in accordance with the Jewish religious law. According to the law, the Minister of Education may issue a decree, with the approval of the Knesset's Education, Culture and Sports Committee, and define other population groups as unique cultural groups, in accordance with the definition of the law.

B. LAWS TO BE EXECUTED UNDER THE LEGAL AUTHORITY OF THE MINISTRY OF EDUCATION, ALTHOUGH THEY DO NOT RESIDE UNDER THE RESPONSIBILITY OF THE MINISTER OF EDUCATION:

1. DOMESTIC VIOLENCE PREVENTION LAW, 1991

According to the law, the teaching staff in educational institutions must inform any person who might be a victim of domestic violence about relevant care givers, including addresses and phone numbers of domestic violence care centers.

2. EQUAL RIGHTS OF PERSONS WITH DISABILITIES LAW, 1998

The law requires structures and services to be accessible for persons with disabilities. This includes educational structures and services. The Minister of Education is responsible for providing accessibility to educational institutions and services, and for regulating the application of the law in a gradual manner.



2. STRUCTURE OF THE EDUCATION SYSTEM

The Israeli education system includes both formal and informal educational frameworks. The formal education system consists of the following main levels: pre-primary, primary, secondary (lower secondary and upper secondary), post-secondary and higher education. The informal education system includes social and youth activities in various educational spheres, and adult education.

Pre-primary education relates to children from ages 0-6. It consists of a network of pre-primary institutions which, in 2007/8, encompassed 463,000 children ranging in age from 2 to 6 years, attending municipal, public and private kindergartens, and day care institutions. Of these, 352,000 children attended public kindergartens. In 2008/09, the number of children attending public kindergartens totaled 363,000.

Increasing concern with pre-primary education was prompted by the growing awareness towards developmental problems of early childhood, as well as the social dilemmas faced by the Israeli society. In this regard, the education system has assumed that education must begin as early as possible in order to ensure that all children are provided with the necessary conditions and opportunities for effective functioning and personal achievement. The goal of early childhood education is to lay down an educational foundation that includes the development of language and cognitive skills, the promotion of learning and creative abilities, and the nurturing of social and motor skills. The Ministry of Education has implemented the Compulsory Education Law, which exempts parents from the need to pay tuition for children aged 3-4. In 2010, the State allocated resources to fund pre-school education for almost 108,000 children from disadvantaged population groups. These children constitute 37% of their age group (children aged 5-6 are fully funded by the state).

In 1968, it was decided to implement a reform of the entire school system, recommending to restructure the system as follows: six years of primary education (grades 1 through 6), three years of lower secondary school (grades 7 through 9), and three years of upper secondary school (grades 10 through 12).

The reform was implemented primarily in the official education system*. Enrolment in lower secondary schools in 2009 comprised

* *Official education: educational institutions owned by the State and/or by a local authority, and listed in the Official Gazette as official schools. The official educational institutions provide State and State-religious education.*

71% of all students in grades 7 through 9, while the rest of the students (29%) attended schools designed according to the old structure (primary: grades 1 through 8; secondary: grades 9 through 12).

The reform also included changes in the Compulsory Education Law, which previously related to education until grade 8 only. With the enactment of the reform, the law was extended to grade 10 (inclusive), bringing the total period of the compulsory education to 11 years (including compulsory kindergarten). This change took effect in 1978.

The law was recently amended to apply compulsory education for grades 11 and 12 as well.

The "New Horizon" ("Ofek Hadash") reform is implemented mainly in primary and lower secondary education. Under this reform, hundreds of thousands of individual teaching hours, extended to groups of 1-5 students were added. Within this framework, teachers can support students with learning difficulties, develop unique learning groups, and foster excelling students and students with unique skills. In 2009/10, the "New Horizon" reform is implemented in some 1,270 schools.

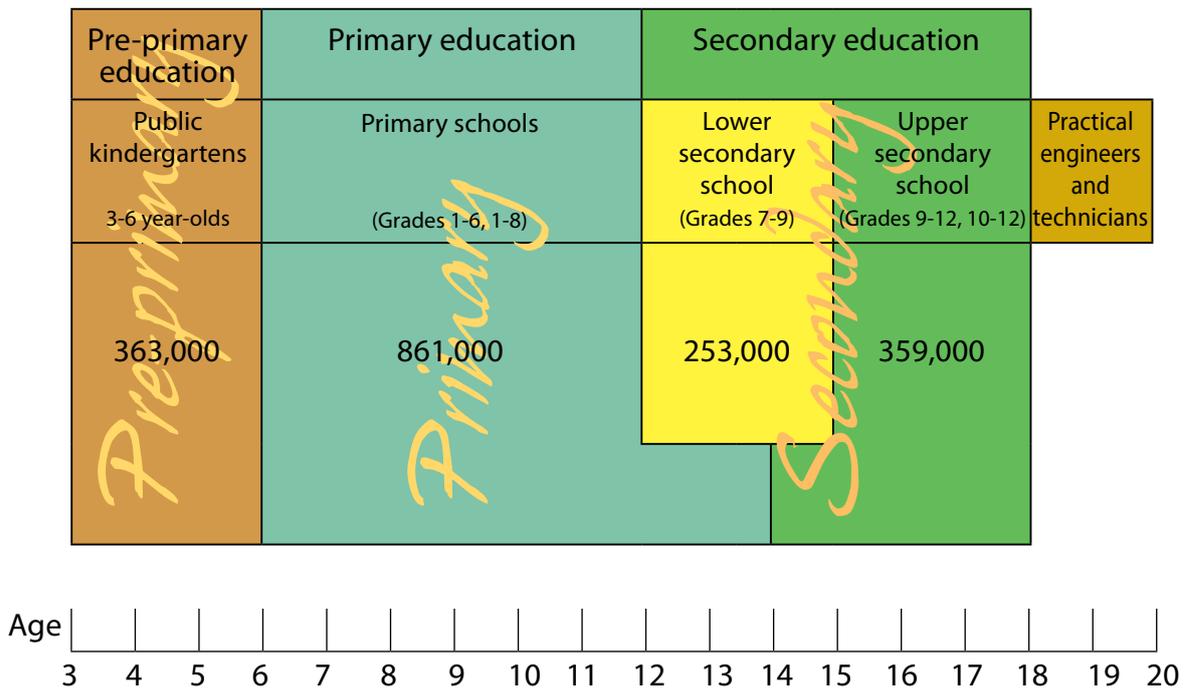
Another level of education includes post-secondary and higher education.

Post-secondary (non-academic) educational frameworks include those institutions that provide knowledge and training in numerous and diverse spheres, such as technology, administration and arts.

Tertiary education includes universities, the Open University, academic colleges (including teacher-training colleges).

During 2009, there were 330,000 students enrolled in this level.

STRUCTURE OF THE EDUCATION SYSTEM, 2008/09*

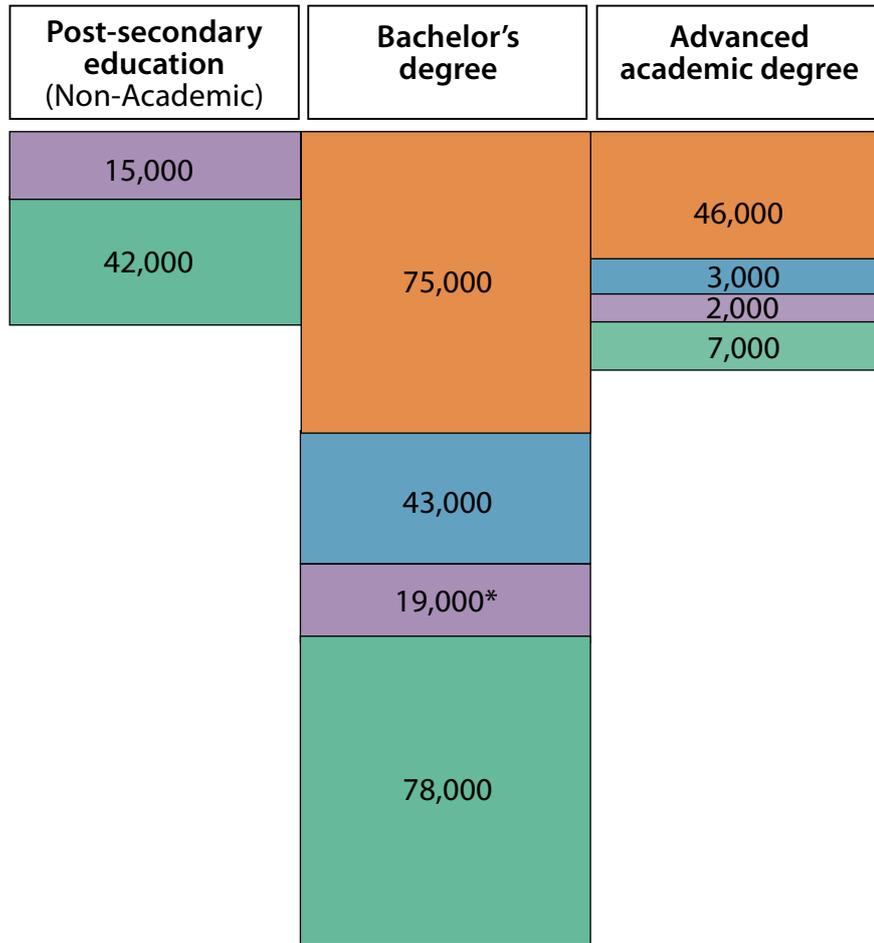


This graph describes the structure of the education system in 2008/09, from pre-schools to post-secondary education (including grades 13 and 14).

In 2008/09, the total number of students enrolled in the education system was approximately 1,836,000, from the pre-primary level through the end of secondary school.

* The figures refer to students in institutions under the supervision of the Ministry of Education.

POST-SECONDARY AND HIGHER EDUCATION, 2008/09



- Universities
- Open University
- Teacher-training institutions
- Colleges and Post-secondary institutions

This graph refers to the structure of post-secondary education and academic higher education. The latter includes individuals studying for an academic degree.

In 2008/09 there were 330,000 students enrolled in various post-secondary and academic frameworks. Less than half of them were attending universities.

* Regular students for a bachelor's degree, excluding students engaged in continuing studies.

Structure of the Ministry of Education

