

Section

DEVELOPMENT OF EDUCATION: FACTS AND FIGURES

INTRODUCTION

The education system has passed through stages of major development since the founding of the state. In the 1950s, during the period of mass immigration, the country faced the challenge of providing basic education to a rapidly expanding population, as it struggled with the severe limitations of the educational infrastructure: a shortage of schools and classrooms, a lack of qualified teachers, poorly educated parents, and severe economic hardship. These years of immigration led, therefore, to a change in the makeup of the pupil population in primary schools, and the rate of pupils from weaker populations increased.

Given this background, the education system underwent a reform, beginning in the late 1960s (with the establishment of the lower secondary schools). The reform led to pluralism in educational frameworks and programs of study, while taking into account the needs of weaker populations. The end of the 1970s and the beginning of the 1980s saw a sharp and rapid increase in the secondary school attendance rate – between 1980-1990 the number of pupils enrolled in secondary education grew by 55%.



Beginning in 1990, there was a large wave of immigration to Israel: from 1990-2002, nearly one million immigrants arrived, increasing Israel's population by around 20%. The total number of pupils grew by 34% during these years, half of the increase as a result of this immigration.

Since the 1990s, the sphere of tertiary education (universities, academic colleges and post-secondary education) has developed rapidly. Between 1990-2003, the number of students enrolled in tertiary education institutions rose by 140%.

Data in this section refer to the entire education system, from pre-primary through the end of secondary school, as well as students in post-secondary educational institutions, colleges and universities. Most of the data regarding Arab education in this section includes the Druze and Bedouin sectors as well (unless otherwise noted). Most of the data does not include pupils attending other educational frameworks – primary yeshivas, trainee schools, industrial schools or youth protection institutions (unless otherwise noted).

Recently, at the request of the Ministry of Education Culture and Sport, the Central Bureau of Statistics (CBS) has improved its data collection on kindergarten pupils. Thus, data for pupils in Arab education now includes children aged 3-4, whereas in previous years such data included only children attending compulsory kindergarten (age 5).

This section presents data about the development of the education system in several key areas:

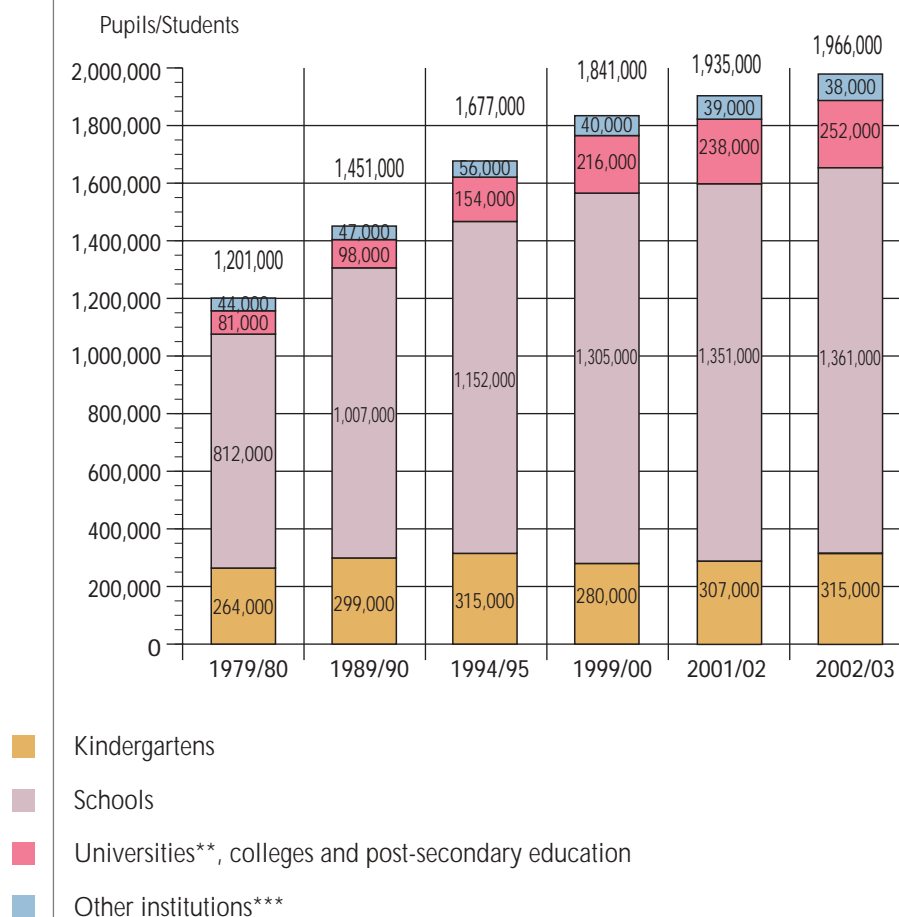
1. Pupils in the education system
2. Teaching staff in the education system
3. Development indices for the education system



1. PUPILS IN THE EDUCATION SYSTEM

PUPILS AND STUDENTS IN PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION

PUPILS AND STUDENTS IN THE EDUCATION SYSTEM, BY EDUCATION LEVEL*



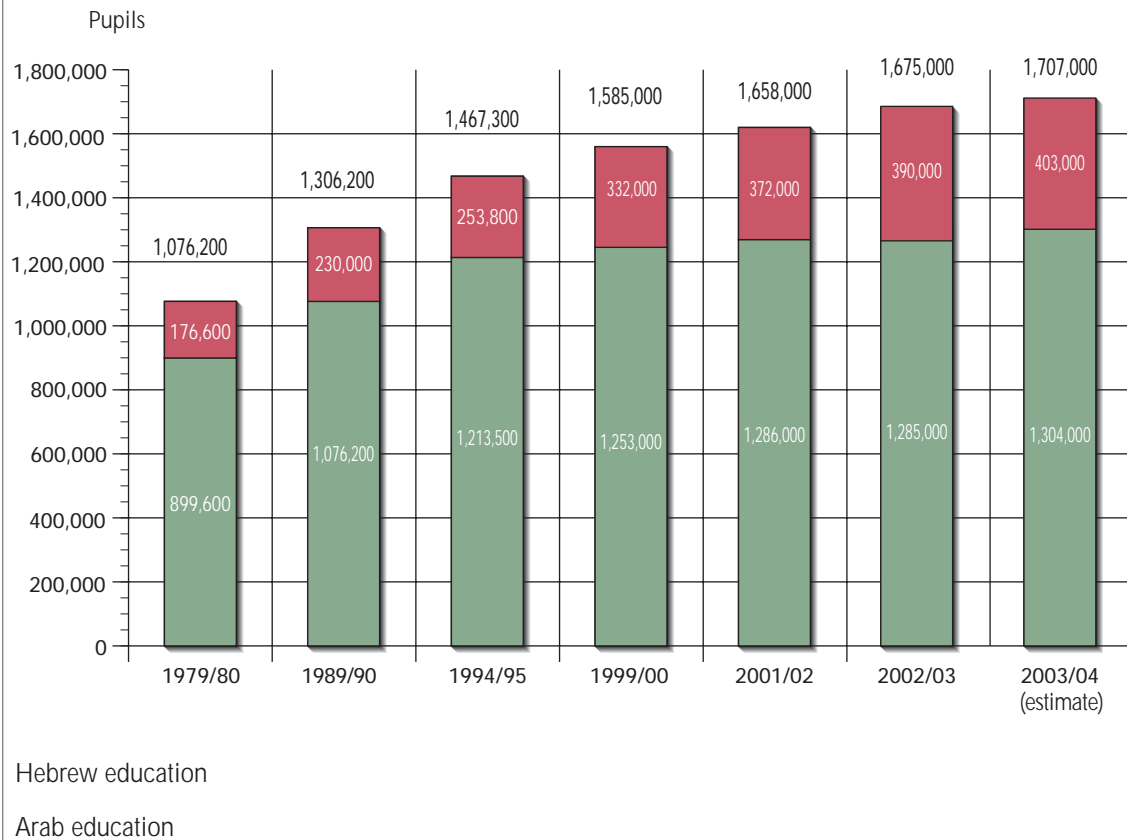
The number of pupils and students enrolled in the education system, from pre-primary through higher education, is almost 2,000,000 in the 2002/03 school year. This is an increase of more than 300,000 pupils and students since 1994/95. The greatest rise was in tertiary education (universities, colleges and post-secondary education), with an increase of almost 100,000 students (64%) for this period. In 1948/49, at the time of the establishment of the state, there were about 140,000 pupils in the education system, and by 2002/03, the number had increased 14 times.

* Beginning in 1998/99, there is a new statistical framework. Post-secondary education has been expanded, Talmud-Torah schools are included in the primary education data, and kindergartens now refers only to public kindergartens.

** Does not include the Open University, nor students in extensions of foreign universities in Israel.

*** Other institutions – includes educational frameworks of the Ministry of Labour and Social Affairs and the Ministry of Religious Affairs, and Talmud-Torah schools (up to 1998/99).

NUMBER OF PUPILS IN HEBREW EDUCATION AND ARAB EDUCATION* - KINDERGARTENS AND SCHOOLS



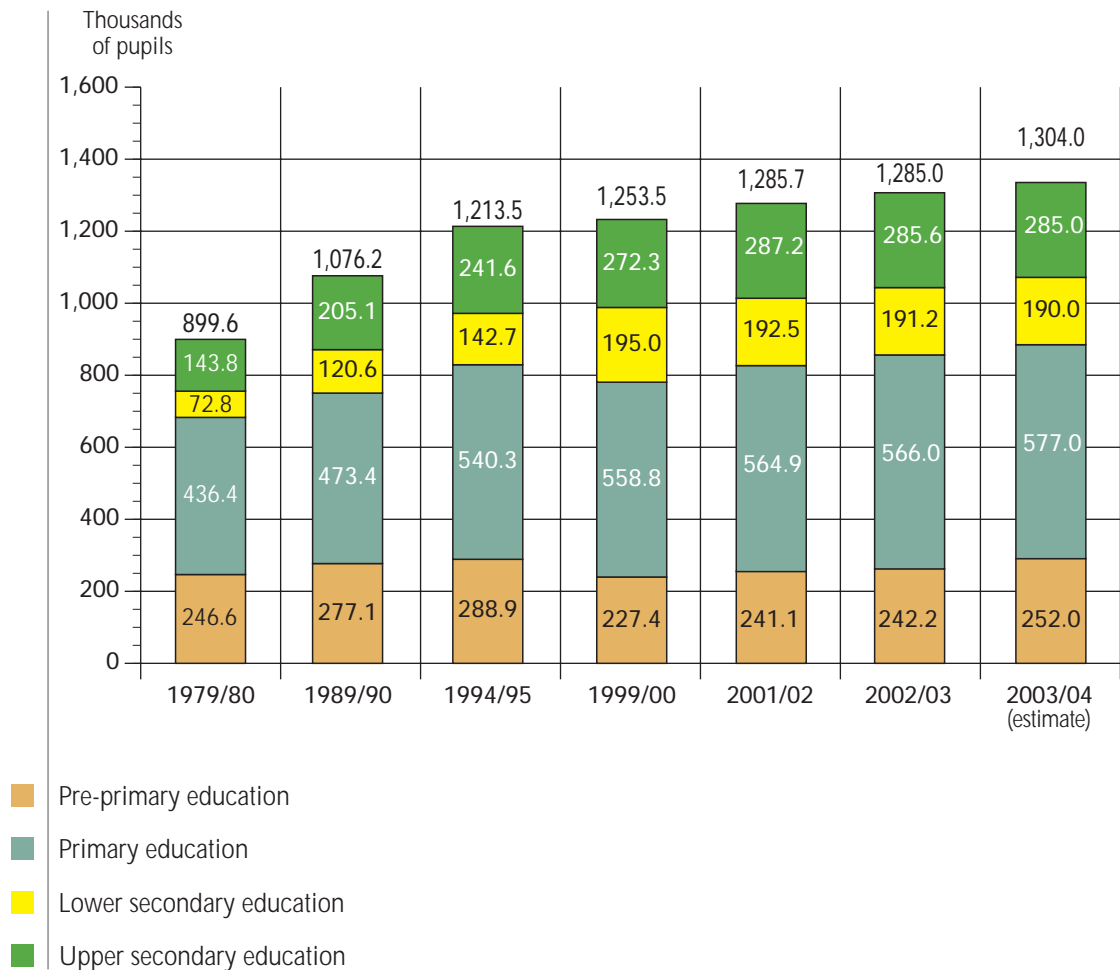
Approximately 77% of the total pupil population in 2002/03 is enrolled in Hebrew education, and 23% in Arab education.

Since 1989/90, Hebrew education has increased by 19% and Arab education by 70%. Some of this increase in Arab education can be attributed to changes in the method used for collecting data on kindergartens.

* Data for Arab education includes pupils in the Arab, Druze and Bedouin sectors. Note that a new statistical framework was introduced in 1998/99.

NUMBER OF PUPILS (in thousands) IN HEBREW EDUCATION* - SCHOOLS AND KINDERGARTENS

Source: CBS and the Ministry of Education Culture and Sport

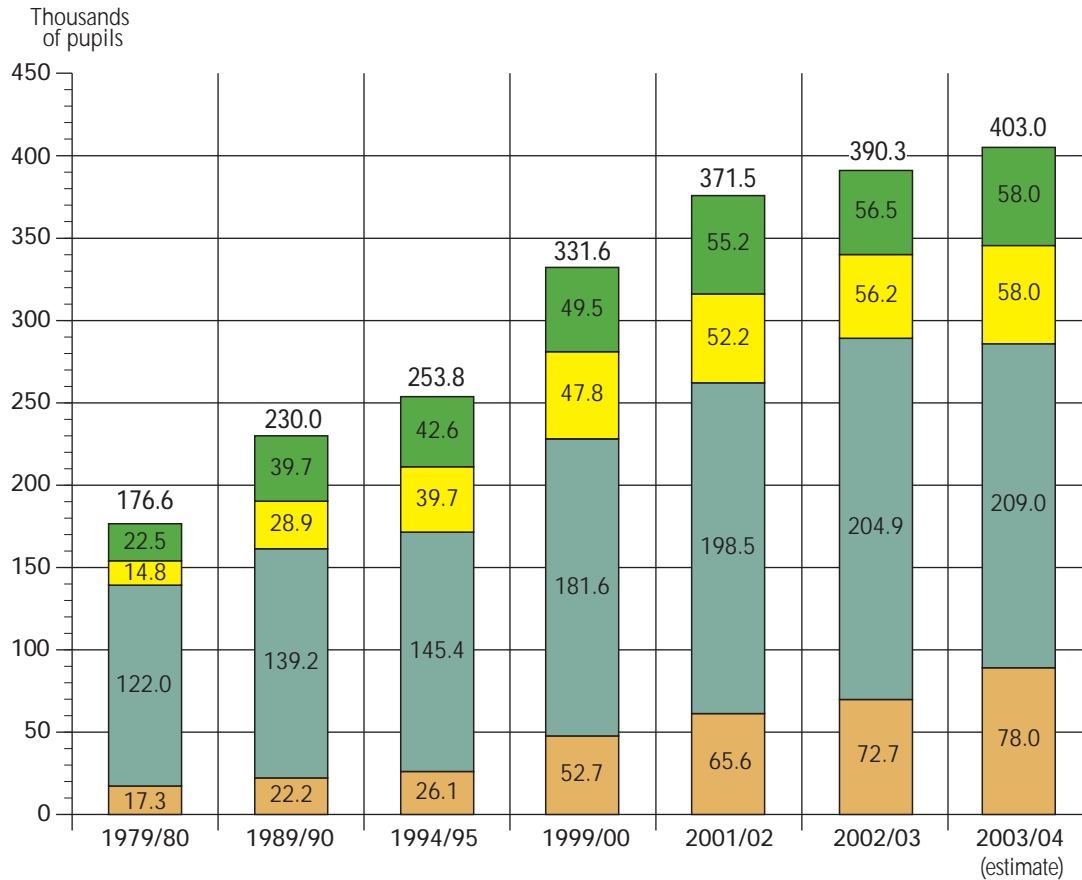


The number of pupils in 2003/04 is estimated at 1,300,000 compared with 900,000 in 1979/80.

Between the years 1989/90 and 2003/04, there has been an increase of 39% in the number of pupils attending upper secondary schools, 58% in lower secondary schools, and 22% in primary education.

* As of 1998/99, a new statistical framework has been introduced, which has expanded primary education and restricted pre-primary education to public kindergartens only, for children age 3+.

NUMBER OF PUPILS (in thousands) IN ARAB EDUCATION* - SCHOOLS AND KINDERGARTENS

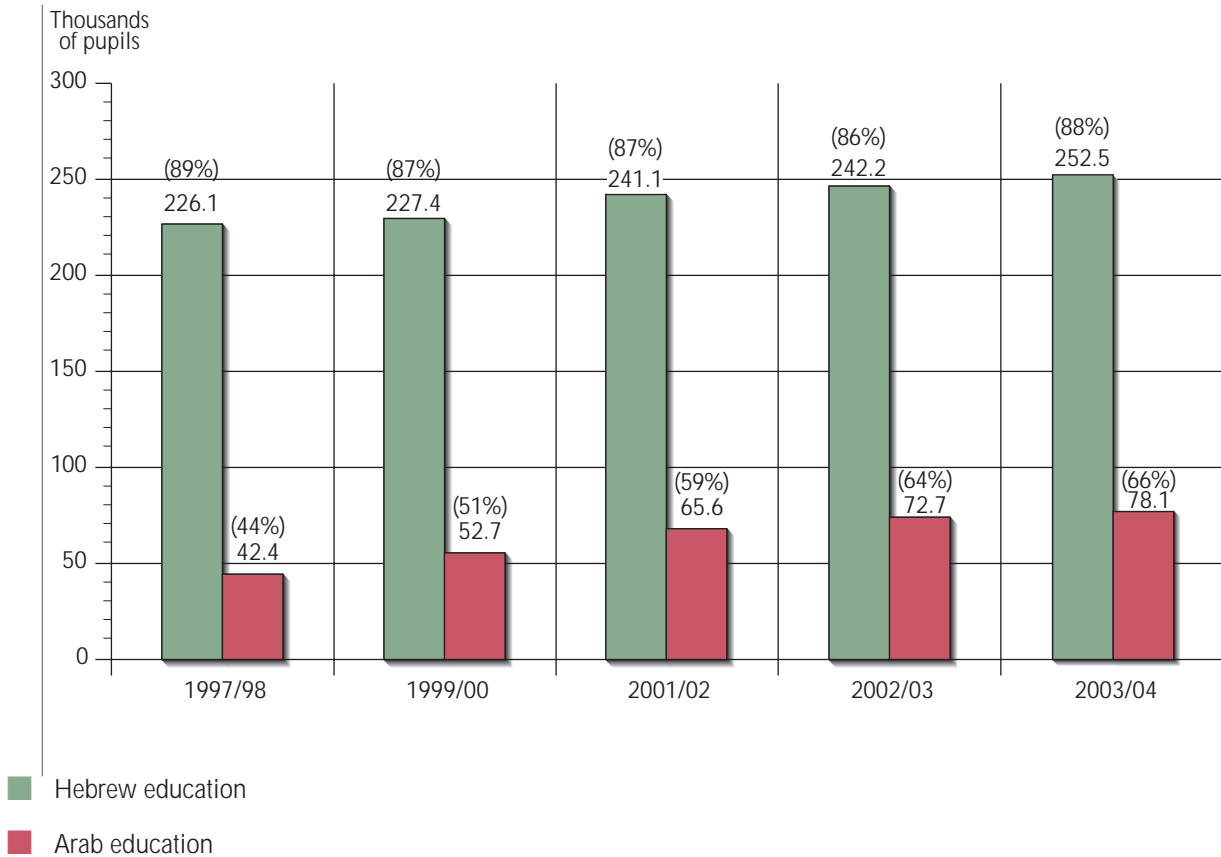


- Pre-primary education
- Primary education
- Lower secondary education
- Upper secondary education

The number of pupils projected for 2003/04 is over 400,000, compared with 250,000 in 1994/95. There was a 36% increase in the number of pupils attending upper secondary schools, a 46% increase for lower secondary schools, and a 44% increase in primary education.

* Up to 1994/95, data for kindergarten pupils in Arab education refers only to compulsory kindergartens (age 5). After 1994/95 it also includes children aged 3-4 in kindergartens.

NUMBER OF PUPILS ENROLLED IN PUBLIC PRE-PRIMARY* EDUCATION (in thousands)



The table refers only to children aged 3+ attending public kindergartens.

Since 1997/98, the Free Education Law in kindergartens for 3-4 year-olds has gradually been implemented. In Hebrew education, the law had no effect on the number of pupils attending kindergartens or the percentage within the age group, which remained stable (88% in 2003/04). In Arab education, there was a significant increase: in the years between 1997/98 and 2003/04, the number of children attending pre-schools rose from 42,000 (44%) to 78,000 (66%).

Most kindergartens have only one class; a small number have more than one class.

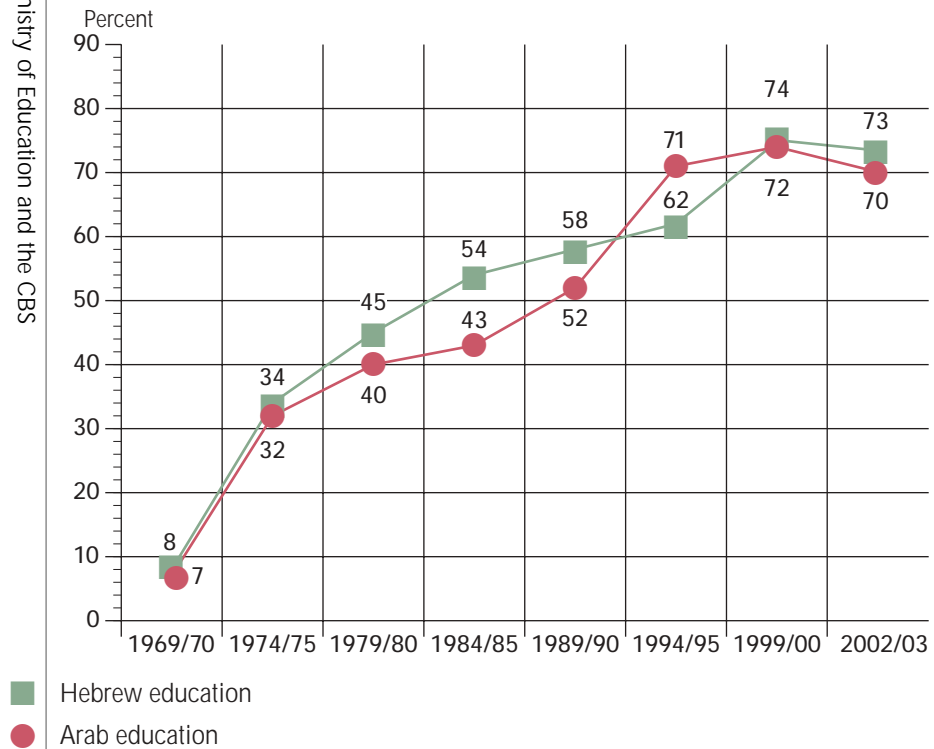
* Does not include private kindergartens and day care centers, which were attended by 90,000 children in 2000/01, including 0-2 year olds. Figures in parentheses represent percentage within the 3-5 year-old age group.

SUMMARY OF DATA: PUPILS, CLASSES, TEACHING POSTS (FULL-TIME)

School year	Number of pupils	Number of classes	Number of teaching posts (full-time equivalent)	Average number of pupils per class	Average number of hours per pupil	Average number of hours per class
Primary education (including special education)						
1979/80	558,400	21,010	27,950	26.6	1.50	39.9
1989/90	612,600	22,760	28,370	26.9	1.39	37.4
1994/95	685,700	25,070	38,130	27.4	1.67	45.6
1999/00	740,200	28,890	45,330	25.6	1.84	47.1
2002/03	770,900	30,240	45,920	25.5	1.79	45.6
Lower secondary education						
1979/80	87,600	3,080	7,250	28.4	1.99	56.5
1989/90	149,500	4,890	10,200	30.5	1.64	50.0
1994/95	182,400	5,920	13,140	30.8	1.73	53.3
1999/00	242,800	7,790	17,190	31.2	1.70	53.0
2002/03	247,400	7,990	18,110	31.0	1.76	54.4
Upper secondary education						
1979/80	166,300	6,320	14,520	26.3	2.09	55.2
1989/90	244,800	8,520	20,140	28.7	1.97	56.8
1994/95	284,200	10,100	24,370	28.1	2.06	57.9
1999/00	321,800	12,300	29,480	26.2	2.20	57.6
2002/03	342,100	13,080	31,700	26.2	2.22	58.2

Source: Ministry of Education and the CBS

PERCENTAGE OF PUPILS ENROLLED IN LOWER SECONDARY SCHOOLS OUT OF THE TOTAL NUMBER OF PUPILS IN GRADES 7-9



The Ministry steadily expanded the number of lower secondary schools through the end of the 1990s. In 2002/03, about 72% of pupils in grades 7-9 were enrolled in lower secondary schools.

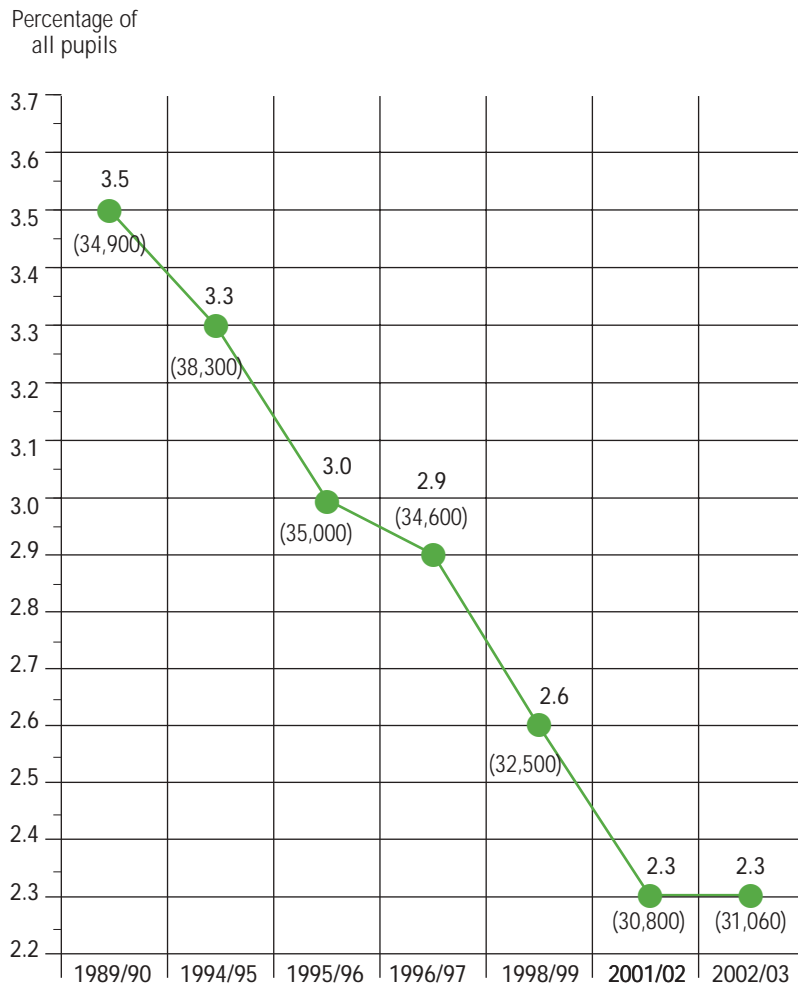
Source: Based on CBS data

BOARDING SCHOOL PUPILS IN HEBREW SECONDARY EDUCATION

Year	Number of pupils in boarding schools			Percentage of total pupil population
	Lower secondary	Upper secondary	Total	
1979/80	6,461	21,064	27,525	13.2
1988/89	7,832	27,752	34,672	11.0
1992/93	6,304	31,659	37,963	10.2
1994/95	5,752	33,939	39,691	10.3
1997/98	5,321	34,269	39,590	9.6
2001/02	5,735	36,555	42,290	8.8

In 2001/02, there were approximately 42,000 pupils enrolled in boarding schools in secondary education, constituting of less than 9% of the general pupil population in secondary schools. The percentage of pupils attending boarding schools is steadily decreasing.

PUPILS IN SPECIAL EDUCATION* (HEBREW EDUCATION AND ARAB EDUCATION)



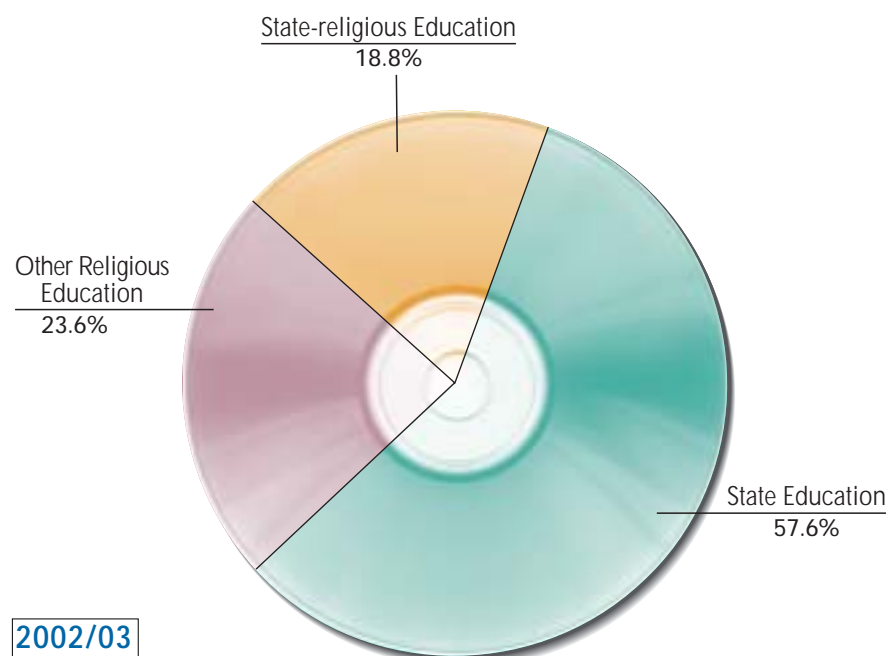
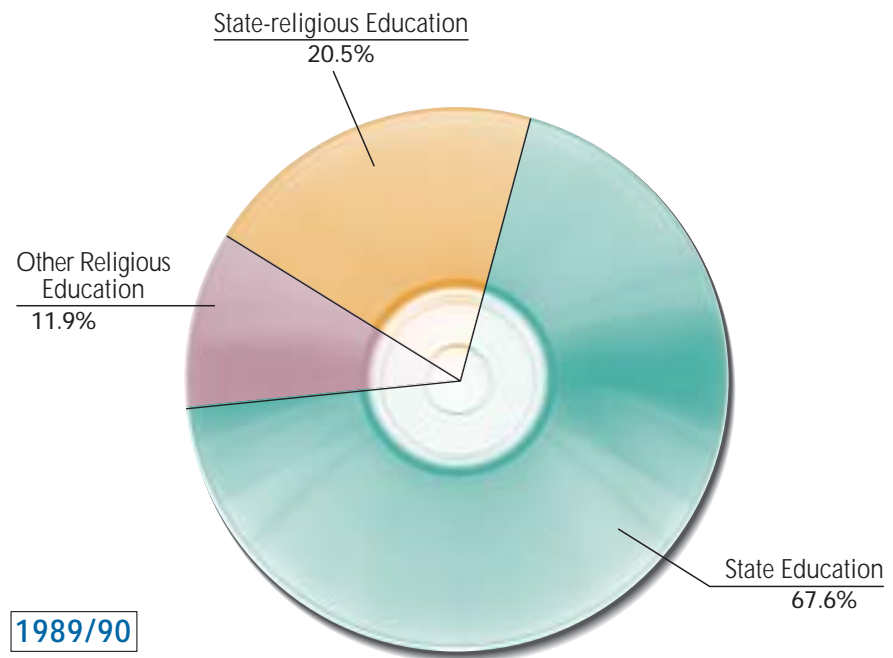
The percentage of pupils in special education compared with the general pupil population has steadily decreased, from 3.5% in 1989/90 to 2.3% in 2002/03. Between 1994/95 and 2002/03, the number of pupils dropped by about 7,250. One reason for this is the mainstreaming of special needs pupils in regular classes.

The numbers in parentheses represent the number of pupils in special education frameworks (pupils in special education schools as well as pupils in special classes located in the regular schools).

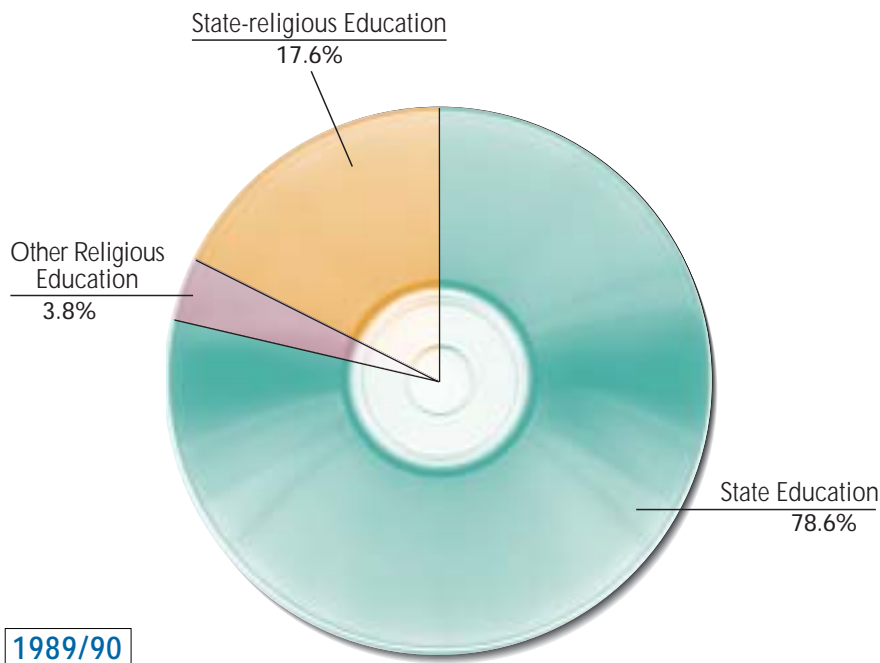
* This data does not include pupils in special education kindergartens and in special education upper secondary schools, nor does it include special needs pupils mainstreamed in regular classes.

Source: CBS

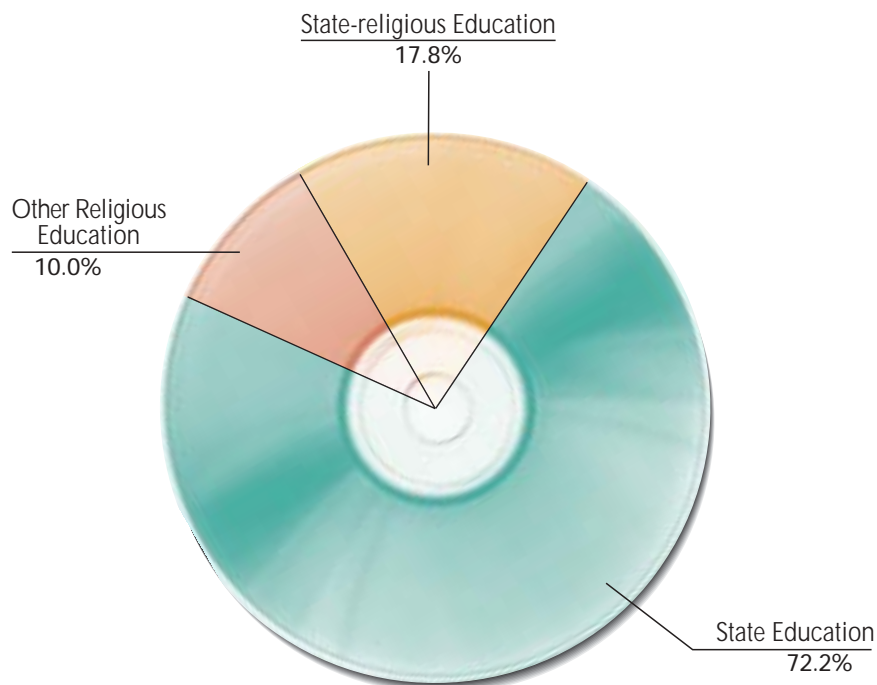
PUPILS IN HEBREW PRIMARY EDUCATION, BY SUPERVISION



PUPILS IN HEBREW SECONDARY EDUCATION, BY SUPERVISION



1989/90

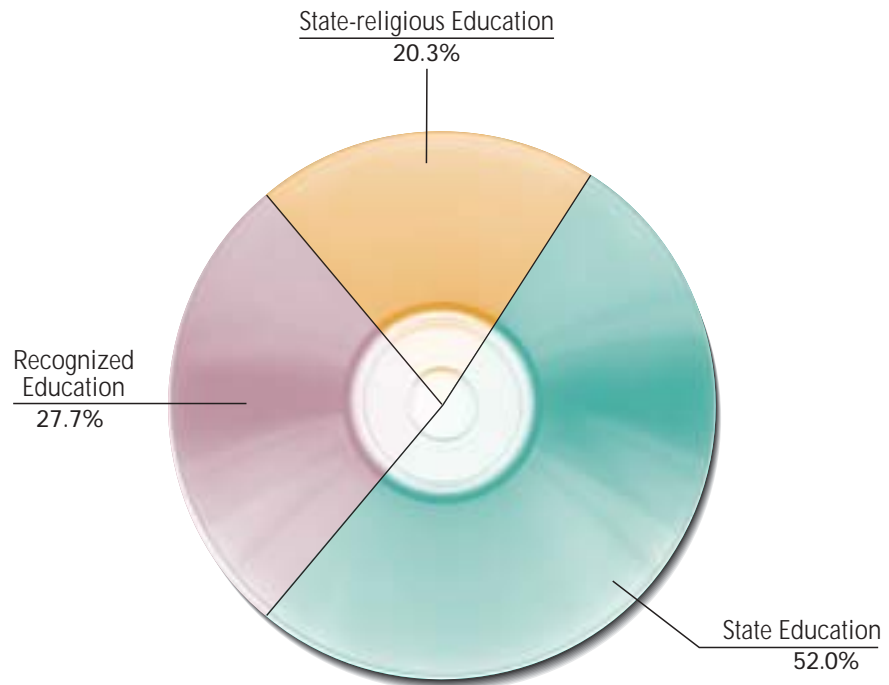


2002/03

Since 1989/90, the pupil population in State education has decreased in both primary schools and secondary schools. Other orthodox religious education has increased over the same time period.

PUBLIC KINDERGARTEN PUPILS IN HEBREW EDUCATION, BY SUPERVISION, 2002/03

	Total	Age 3-4	Age 5+
Total	242,200	141,300	100,900
State education	125,800	69,100	56,700
State-religious education	49,200	29,600	20,600
Recognized education*	67,200	42,600	24,600



Total 242,200 pupils

Slightly more than 50% (52%) of the public kindergartens are part of the State education system, about 20% belong to State-religious education, and approximately 28% belong to the Recognized education system.

* Includes other orthodox education and associations affiliated with State or State-religious education.

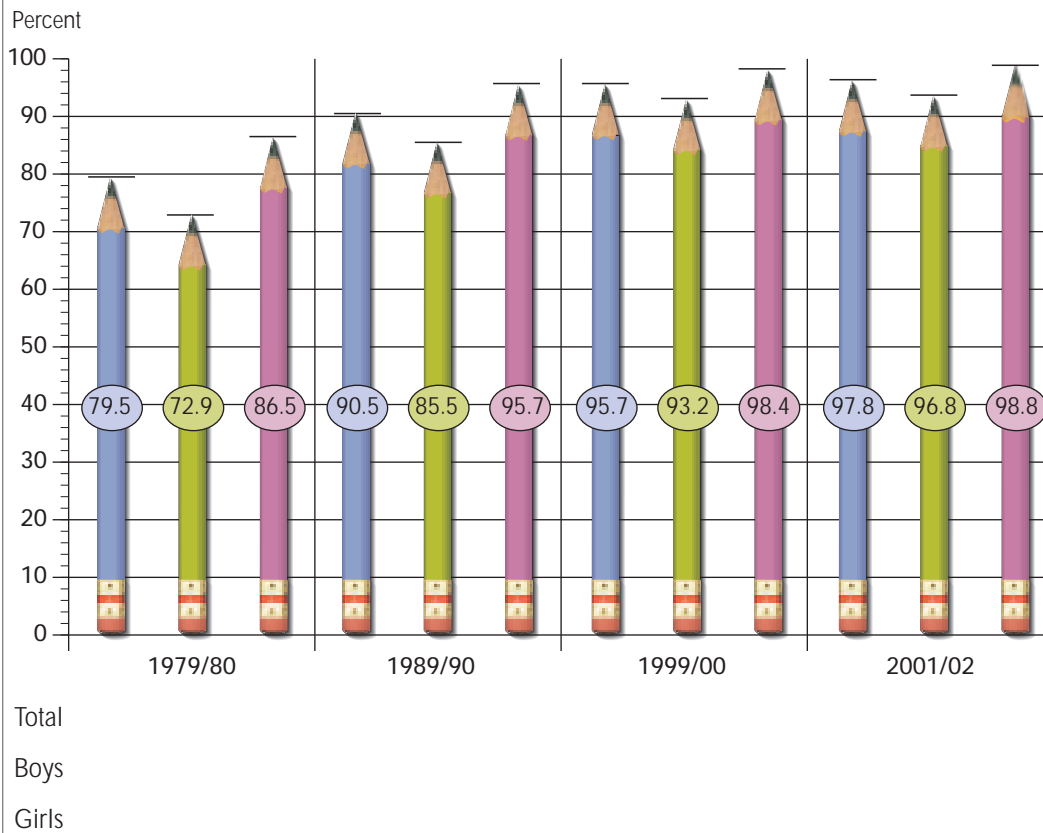
ENROLLMENT AND DROPOUT RATES IN THE EDUCATION SYSTEM

RATE OF ENROLLMENT IN THE EDUCATION SYSTEM*



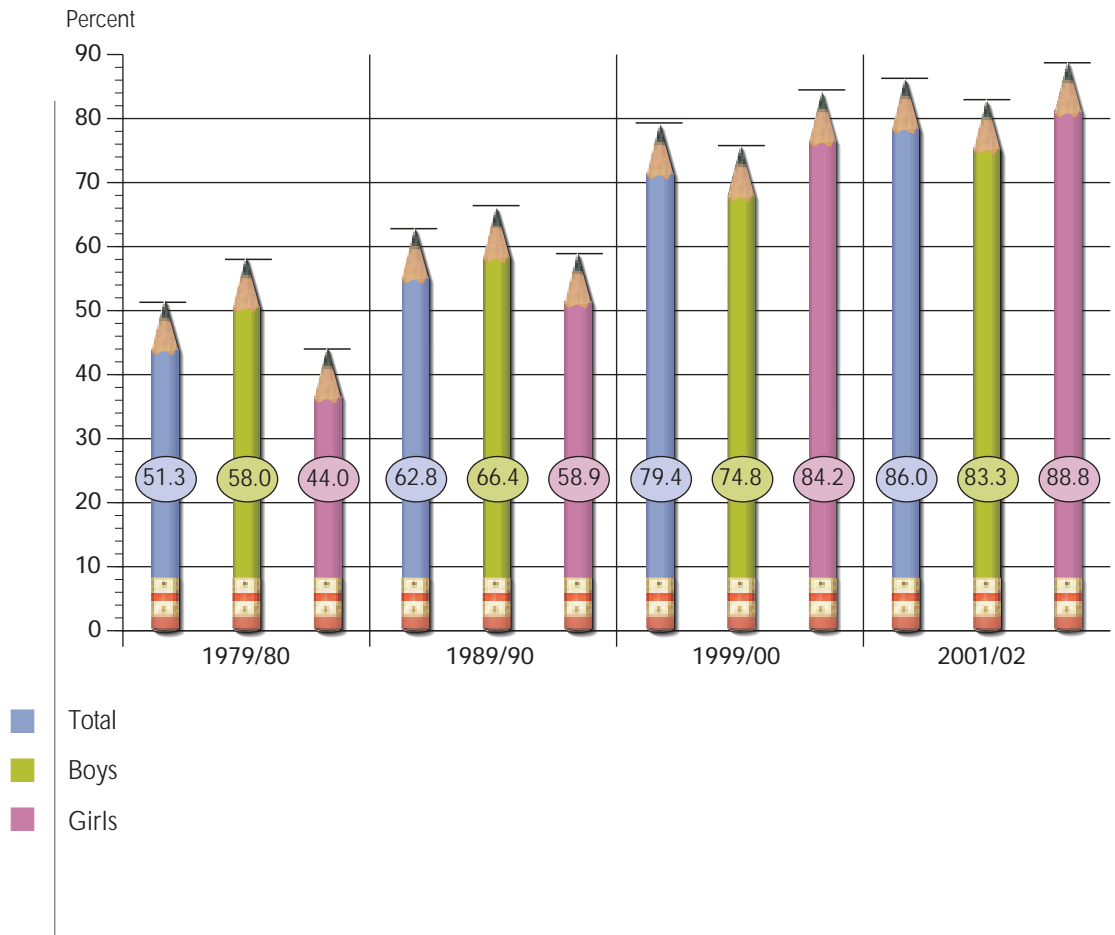
14-17 YEAR OLDS IN HEBREW EDUCATION

Source: CBS



* Before 2001/02, this includes only institutions operated by the Ministry of Education. After 2001/02, it also includes institutions operated by the Ministry of Labour and Social Affairs and the Ministry of Religious Affairs.

14-17 YEAR OLDS IN ARAB EDUCATION*



Source: CBS

Rates of enrollment** have climbed steadily, both in Hebrew education and Arab education, among boys and girls alike. In Hebrew education, the percentage of female pupils is higher than that of male pupils, for all years. Since 1989/90, this has been true in Arab education as well.

* Does not include East Jerusalem (population and pupils).

** Rates of enrollment – refers to percentage of those enrolled in school within the age group.

RATES OF ENROLLMENT IN ISRAEL AND IN SELECTED COUNTRIES

RATES OF ENROLLMENT IN ISRAEL AND IN SELECTED OECD* COUNTRIES, 2001 (in percentages)

Country	Rate of enrollment		
	Ages 4 and under as a percentage of 3-4 year-olds	Ages 5-14	Ages 15-19
Israel**	105***	97	63
OECD average	63	98	78
Thereof:			
Germany	70	100	89
Denmark	85	97	82
Netherlands	49	99	86
Spain	108	104****	80
Finland	39	94	85
France	119	101****	87
Sweden	73	98	86
Korea	18	93	79
Japan	77	101****	–
United States	47	102****	78
Australia	38	100	81

In Israel, the rate of enrollment of children aged 4 and under as percentage of 3-4 year-olds is high (105%) in comparison with the average rate in OECD countries (63%).

The rate of enrollment among 5-14 year-olds (97%) is similar to the OECD average (98%).

The rate of enrollment for 15-19 year-olds (63%) is low in comparison with the OECD average (78%). However, the rate of enrollment is only low for the age group affected by military service (ages 18-19). The next table presents data for the 15-17 age group, which shows that the rate of enrollment is actually high when compared to the OECD average.

* Organization for Economic Cooperation and Development.

** Includes pupils in frameworks operated by the Ministry of Labour and Social Affairs and the Ministry of Religious Affairs, as well as pupils in East Jerusalem.

*** In 2001, the enrollment rate in Israel for 3-4 year olds was 81% (including private kindergartens, and day care centers operated by the Ministry of Labour and Social Affairs). This table includes data on all children under age 4 in public and private kindergartens, and this is why the enrollment percentage is 105%. The same reason accounts for the high percentages in France (119%) and Spain (108%).

**** Cases where the enrollment rate for 5-14 year-olds is higher than 100% are due to the inclusion of children from other age groups in the data.

RATES OF ENROLLMENT FOR 15-17 YEAR-OLDS IN ISRAEL AND IN SELECTED OECD COUNTRIES, 2001 (in percentages)

Country	Rate of enrollment			Age of graduation from upper secondary school
	Age 15	Age 16	Age 17	
Israel*	96*	94*	87*	17
OECD average	94	89	80	18
Thereof:				
Germany	105**	102**	93	19
Denmark	92	90	86	19-20
Netherlands	102**	99	83	18-19
Spain	100	94	79	17-18
Finland	99	96	94	19
France	98	96	89	18-20
Sweden	99	89	91	19
Korea	94	92	92	17-18
Japan	101**	96	93	18
United States	100	88	75	18
Australia	97	93	79	19

In Israel, the enrollment rates among 15, 16 and 17 year-olds are high in comparison with the average rates in OECD countries.

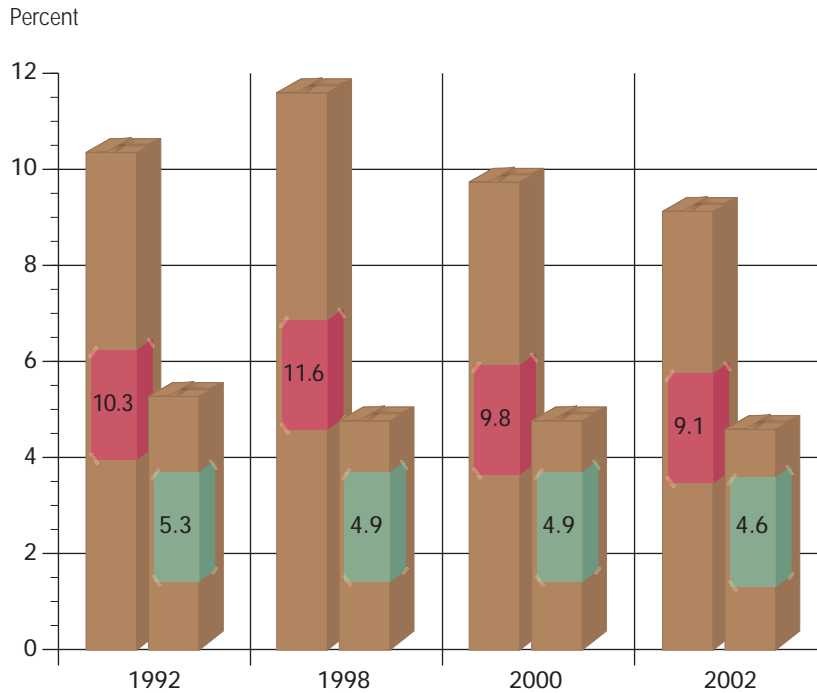
* Includes pupils enrolled in frameworks operated by the Ministry of Labour and Social Affairs and the Ministry of Religious Affairs, as well as pupils studying in East Jerusalem.

** Cases where the enrollment rate is higher than 100% are due to inclusion of children from other age groups in the data.

ANNUAL DROPOUT RATES FROM THE EDUCATION SYSTEM

ANNUAL DROPOUT RATE FOR UPPER SECONDARY SCHOOL PUPILS* (GRADES 9-12)

Source: CBS



- Hebrew education
- Arab education

Between 1998 and 2002, there was a moderate decrease in the dropout rate, both in Arab education and Hebrew education. The dropout rate in Arab education is twice as high as in Hebrew education.

Most pupils drop out of school between school years, while others drop out during the school year. For example, in 2002, most pupils dropped out of school during the transition period between 2002 and 2003.

* The annual dropout rate relates to pupils who have left schools under the supervision of the Ministry of Education, whether the pupils were transferred to educational institutions that are not under Ministry supervision or whether they discontinued their education (i.e., dropped out of all educational frameworks).

PUPILS IN GRADES 7-12 IN 2002

	Grades 7-12			Thereof: grades 7-8		
	Total number of pupils	Thereof: number of dropouts	Percentage of dropouts	Total number of pupils	Thereof: number of dropouts	Percentage of dropouts
Total number of pupils	654,298	28,939	4.4	227,080	6,087	2.7
Hebrew education	526,942	20,390	3.9	175,312	4,380	2.5
Arab education	127,356	8,549	6.7	51,768	1,707	3.3

In 2002, there were some 654,300 pupils enrolled in grades 7-12, one-third of them in grades 7-8. Approximately 29,000 pupils in grades 7-12 dropped out of the education system. Of these, one-fifth were pupils in grades 7-8.

About 4.4% of the pupils in grades 7-12 dropped out of the education system in 2002. Among pupils in grades 7-8, the dropout rate was only 2.7%. In Hebrew education – and particularly in Arab education – the percentage of pupils who drop out in grades 7-8 is low compared with the overall percentage of pupils who drop out in grades 7-12.

Among the 29,000 pupils who dropped out of school in grades 7-12, approximately 20,400 (70%) were enrolled in Hebrew education, and 8,600 (30%) were enrolled in Arab education.

PERCENTAGE OF DROPOUTS AMONG ISRAELI-BORN PUPILS AND NEW IMMIGRANT PUPILS, HEBREW EDUCATION, 2002

Grade level	Grade 7-12	Grade 9-12
Total	3.9	4.6
Israeli-born pupils	3.1	3.8
Israeli- born father	2.9	3.5
Immigrant father	3.5	4.1
Immigrant pupils	6.8	7.7
Arrived before 1998	5.4	5.8
Arrived after 1998	12.7	15.0

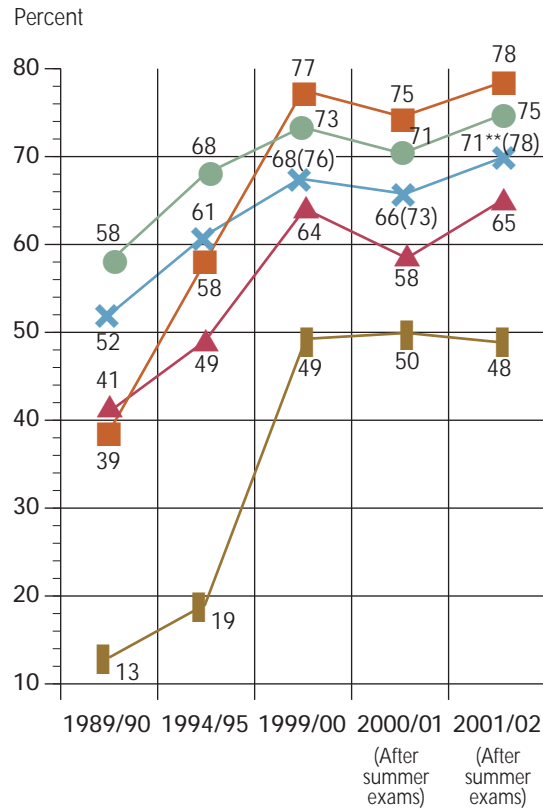
Both in grades 7-12 and in grades 9-12, the dropout rate among Israeli-born pupils is lower than the dropout rate among new immigrant pupils.

Among Israeli-born pupils, the dropout rate is lower among pupils whose fathers were born in Israel, in contrast with pupils whose fathers are immigrants.

Among new immigrant pupils, those who arrived after 1998 have the highest dropout rates.

MATRICULATION EXAMINEES AND PUPILS ENTITLED TO MATRICULATION CERTIFICATES

PERCENTAGE OF MATRICULATION EXAMINEES IN THE AGE GROUP*



- Hebrew education
- × National average
- ▲ Arab education***
- Druze education
- Bedouins in the Negev

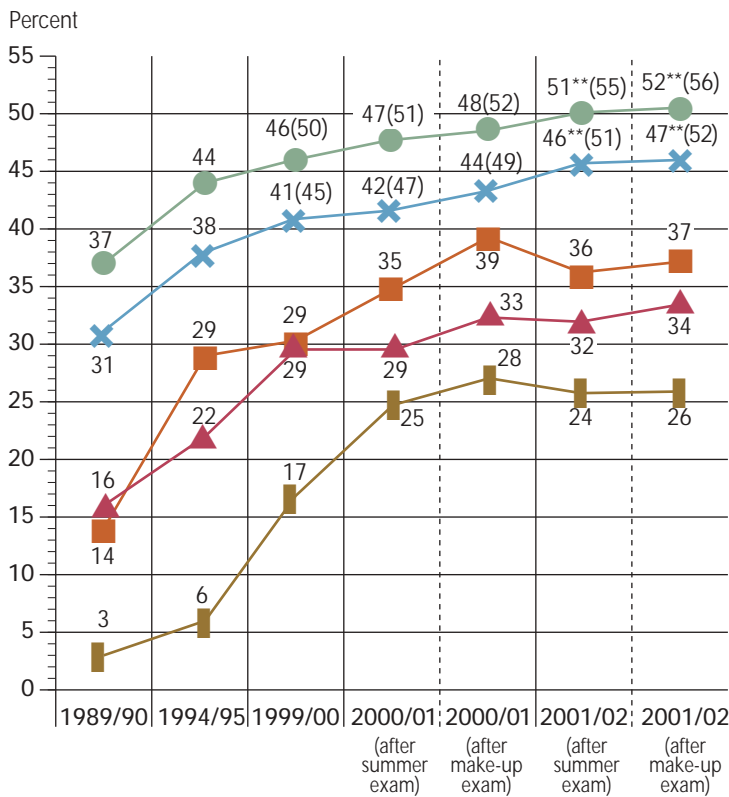
The graph shows that since 1989/90, there was an increase in the percentage of matriculation examinees in the age group, from both the entire age group and within the relevant age group. In 1999/00 – 2001/02, there was an increase in the number of examinees in most sectors.

* 17-year-olds in the entire population (including the Haredi-orthodox sector and East Jerusalem).

** Figures in parentheses – percentage of the examinees in the relevant age group (not including the Haredi-orthodox sector and East Jerusalem).

*** Excluding East Jerusalem.

PERCENTAGE OF THOSE ENTITLED TO MATRICULATION CERTIFICATES IN THE AGE GROUP*



- Hebrew education
- ✕ National average
- ▲ Arab education***
- Druze education
- Bedouins in the Negev

The graph shows an increase over the course of the years in the percentage of those entitled to matriculation certificates in both the entire and the relevant age group.

From 1999/00 to 2001/02, there was an increase of some 5% at the end of the summer semester and following the makeup exams, the increase reached about 6% of the entire age group. In the relevant age group, the percentages were 6% and 7%, respectively,

* 17-year olds in the entire population (including the Haredi-orthodox sector and East Jerusalem).

** Figures in parentheses – percentage of those entitled to matriculation certificates in the relevant age group (not including the Haredi-orthodox sector and East Jerusalem).

*** Excluding East Jerusalem.

STUDENTS IN TERTIARY EDUCATION

Source: CBS

STUDENTS IN TEACHER TRAINING INSTITUTIONS*

Year	Hebrew Education	Arab Education	Total	Thereof: Those studying towards a Bachelor's degree	Bachelor's degree recipients
1979/80	11,285	485	11,770	—	75
1989/90	12,333	576	12,909	4,618	655
1994/95	18,380	1,193	19,573	10,127	2,144
1999/00	28,442	2,621	31,063	20,004	4,368
2002/03	31,372	3,581	34,953	21,100	4,420 (2001/02)

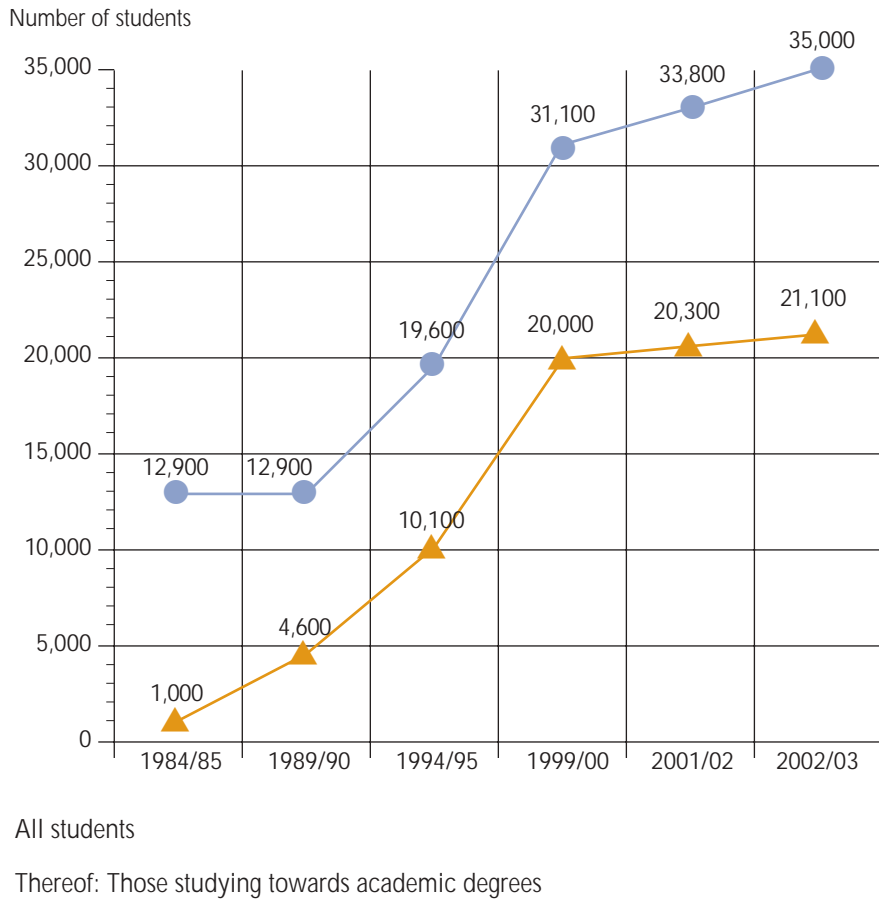


The number of students enrolled in teacher training institutions totaled 35,000 in 2002/03, an increase of 79% compared with 1994/95. Some 60% of these students were studying towards a B.Ed. degree in 2002/03, in contrast with 52% in 1994/95. In 1999/00, about 4,400 students received a B.Ed., a more than twofold increase in comparison with 1994/95.

* Academic and non-academic teacher training institutions.

Source: Based on CBS data

ACCREDITATION OF TEACHER-TRAINING COLLEGES

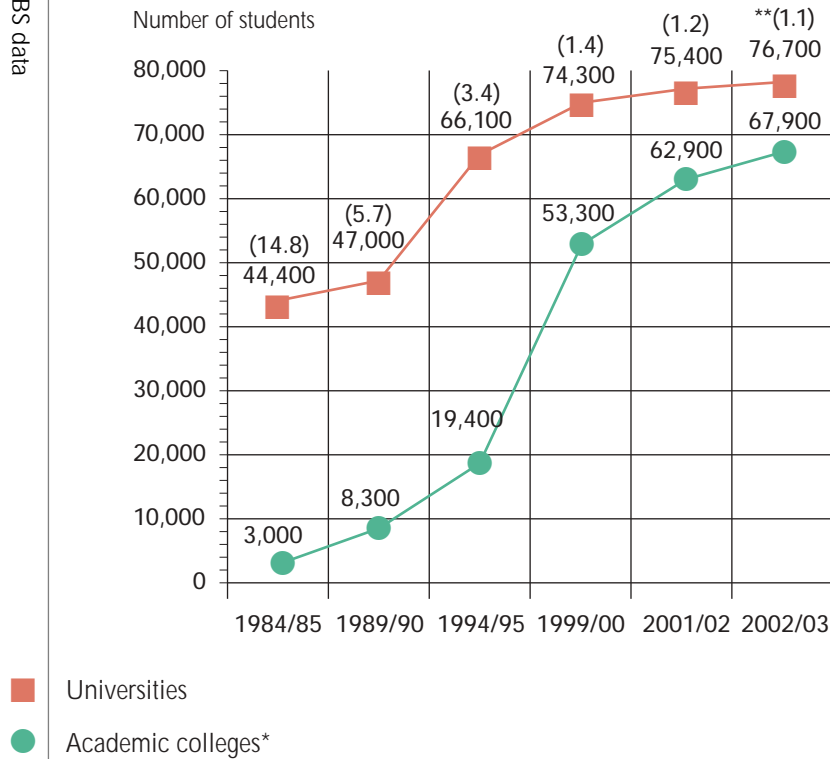


The number of students studying towards academic degrees increased from 1,000 in 1984/85 to approximately 20,000 in 1999/00. Since 1999/00, the number of students studying towards a B.Ed. degree has increased at a slower rate, leading to a drop in the percentage of those studying towards an academic degree (60% in 2002/03 versus 64% in 1999/00).

The figures in recent years are highly influenced by the rapid growth of Haredi-orthodox teacher training institutions. These institutions do not conduct academic studies.

Source: Based on CBS data

BACHELOR'S DEGREE STUDENTS IN UNIVERSITIES AND ACADEMIC COLLEGES*



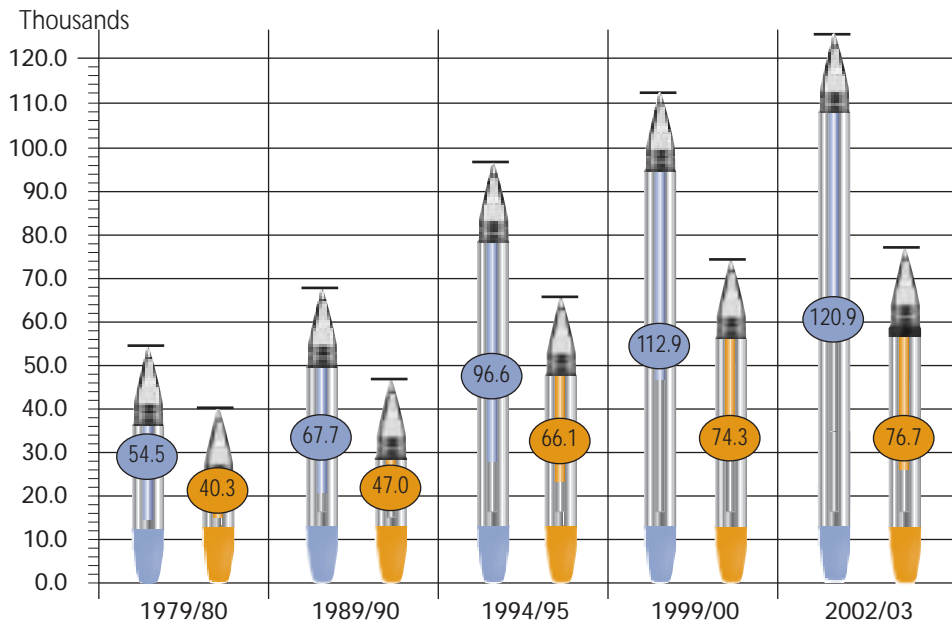
In recent years, the number of students enrolled in academic colleges has increased at a rate of 5,000 students per year, while the number of bachelor's degree students enrolled in universities increased more slowly.

In 1984/85, the number of students enrolled in universities was 14.8 times greater than the number of students enrolled in colleges. This gap has dropped over the years, and the ratio in 2002/03 was 1.1.

* Including teacher training colleges.

** Figures in parentheses – ratio of university students to college students.

STUDENTS IN UNIVERSITIES*



- All students
- Thereof: Those studying towards a Bachelor's degree

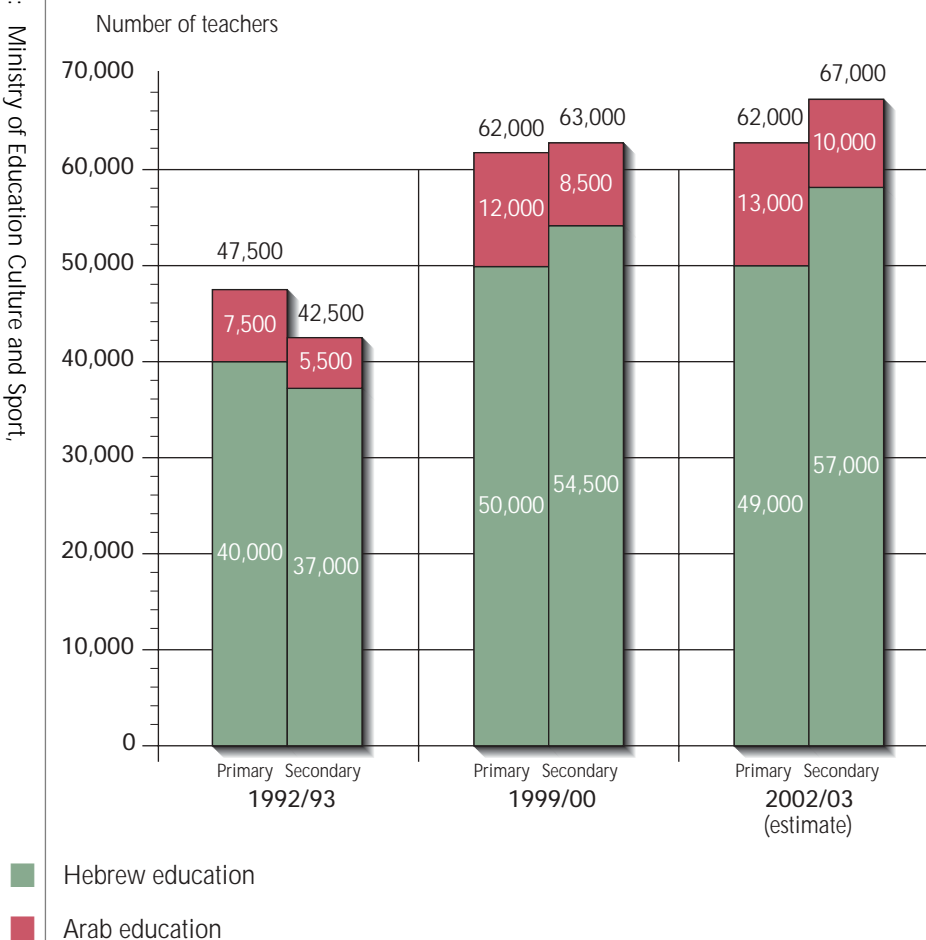
Since 1989/90, there has been an increase in the number of students attending universities. Between 1989/90 and 2002/03, the number of Bachelor's degree students increased by 63%, while the total number of students increased by 81%.

* Jewish and non-Jewish students, excluding students enrolled in the Open University and students enrolled in extensions of foreign universities.

2. TEACHERS IN THE EDUCATION SYSTEM

TEACHERS IN PRIMARY AND SECONDARY EDUCATION *

Source: Ministry of Education Culture and Sport,
Based on data from the Teaching Personnel Division

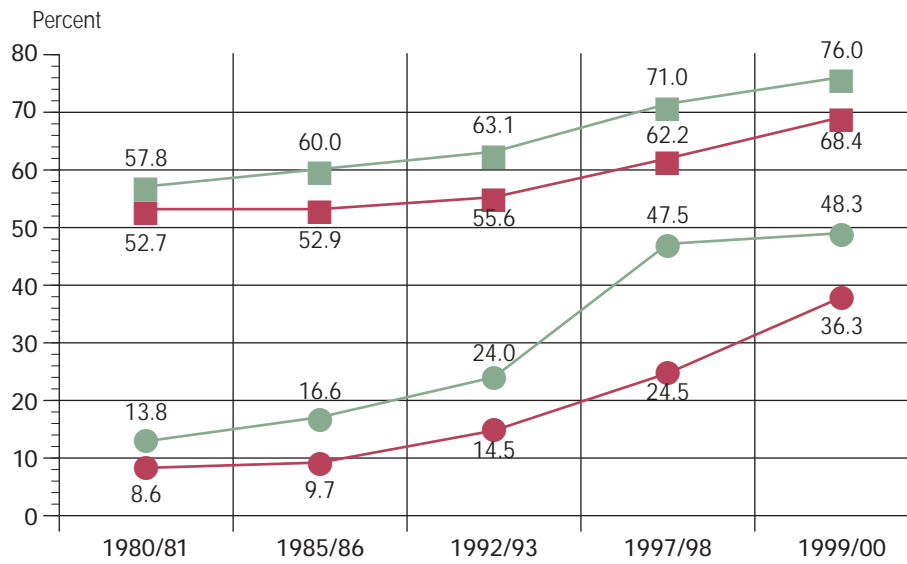


In 1999/00, there were about 121,000 teachers employed in schools (primary and secondary schools)**, 102,000 of them employed in Hebrew education, and 19,000 in Arab education. It is estimated that the total number of teachers was 126,000 in 2002/03.

* Secondary – lower secondary and upper secondary schools.

** Teachers who teach both in primary education and secondary education are counted once in the total.

PERCENTAGE OF ACADEMICS AMONG SCHOOL TEACHERS



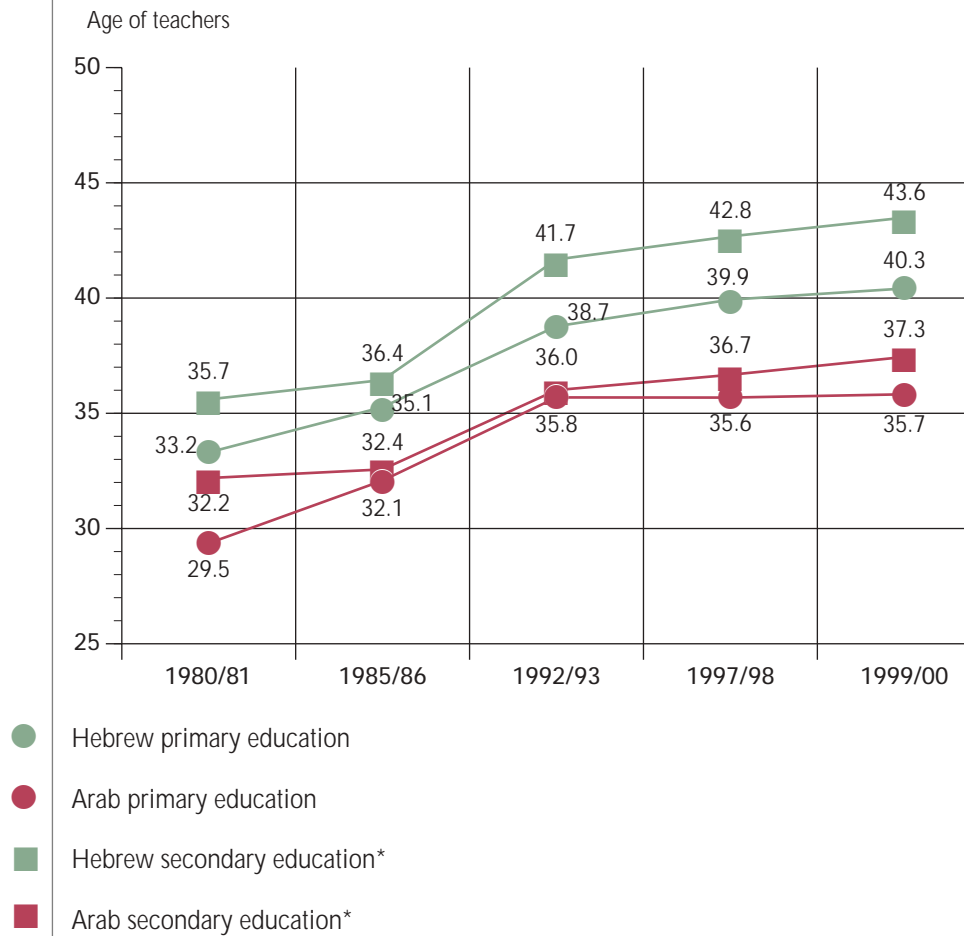
- Hebrew primary education
- Arab primary education
- Hebrew secondary education*
- Arab secondary education*

The percentage of academics among school teachers has increased continuously, in Hebrew and Arab education, in both primary and secondary schools.

* Secondary – lower secondary and upper secondary schools.

Source: CBS

MEDIAN AGE OF SCHOOL TEACHERS

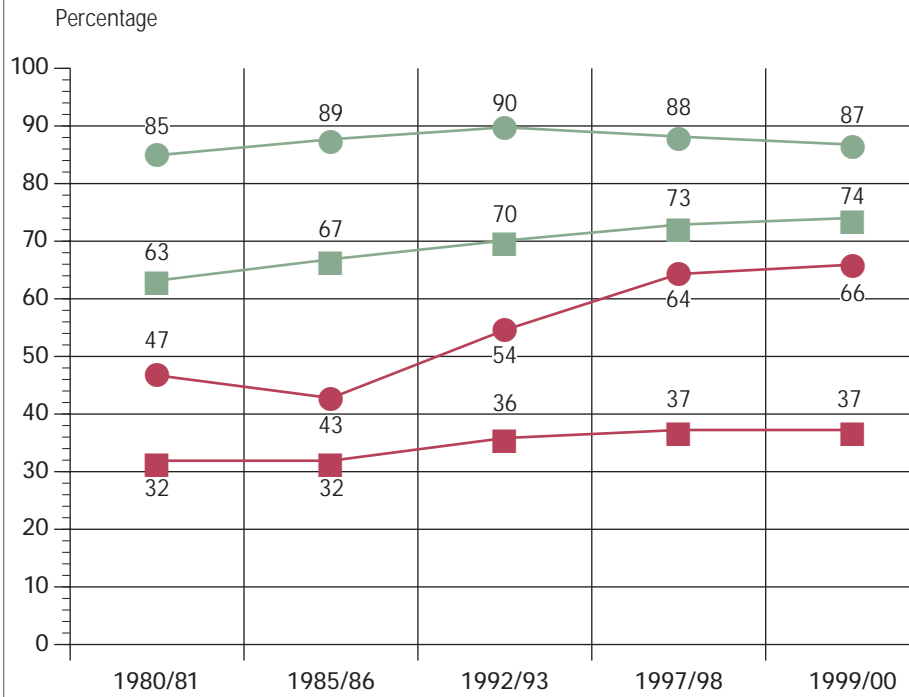


The median age of teachers is constantly rising, in both Hebrew and Arab education, in primary and secondary schools alike. Between 1980/81 and 1999/00 (a period of almost 20 years) the median age of teachers rose by 5-8 years in the different sectors and education levels.

* Secondary – lower secondary and upper secondary schools.

Source: CBS

PERCENTAGE OF WOMEN AMONG SCHOOL TEACHERS



- Hebrew primary education
- Arab primary education
- Hebrew secondary education*
- Arab secondary education*

In Hebrew primary education, the percentage of women is high, leveling off at around 90%. In all other educational frameworks, there is a continuous increase in the number of women teachers.

* Secondary – lower secondary and upper secondary schools.

Source: Based on CBS data

PERSONS EMPLOYED IN EDUCATION COMPARED TO THE TOTAL NUMBER OF PERSONS EMPLOYED

Average for time period	Total number of employed persons		Persons employed in education		
	Total average of employed persons (thousands)	Thereof: Percent of part-time workers	Total no. of employed persons (thousands)	Thereof: Percent of part-time workers	Percent of total no. of employed persons
1980-1982	1,278	24.9	150	45.2	11.7
1989-1991	1,512	28.3	188	48.5	12.4
1992-1994	1,758	27.3	215	48.2	12.2
1995-1997	2,043	26.5	247	45.8	12.1
1998-2000	2,143	26.5	267	47.9	12.5
2001-2002	2,275	27.0	283	48.0	12.4

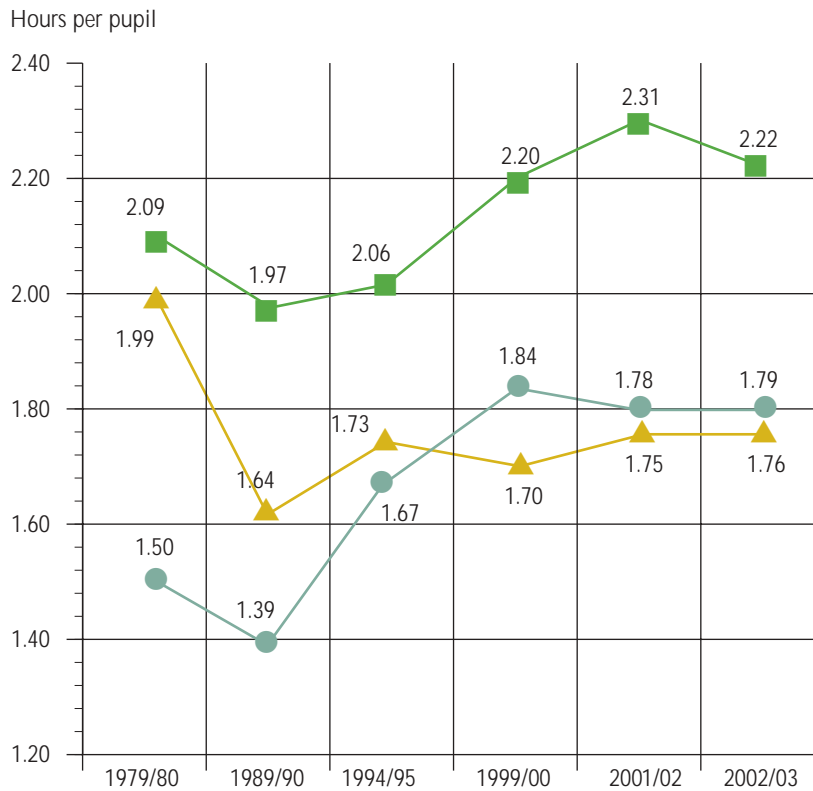
The number of persons employed in education services (including those who were employed by the local authorities) approached 300,000 in 2002. They constituted 12.4% of the total number of persons employed in the national economy.

Almost 50% of those employed in education are part-time workers, in contrast with only 27% among all employed persons in the economy.



3. DEVELOPMENT INDICES FOR THE EDUCATION SYSTEM

AVERAGE NUMBER OF HOURS PER PUPIL* BY EDUCATION LEVEL

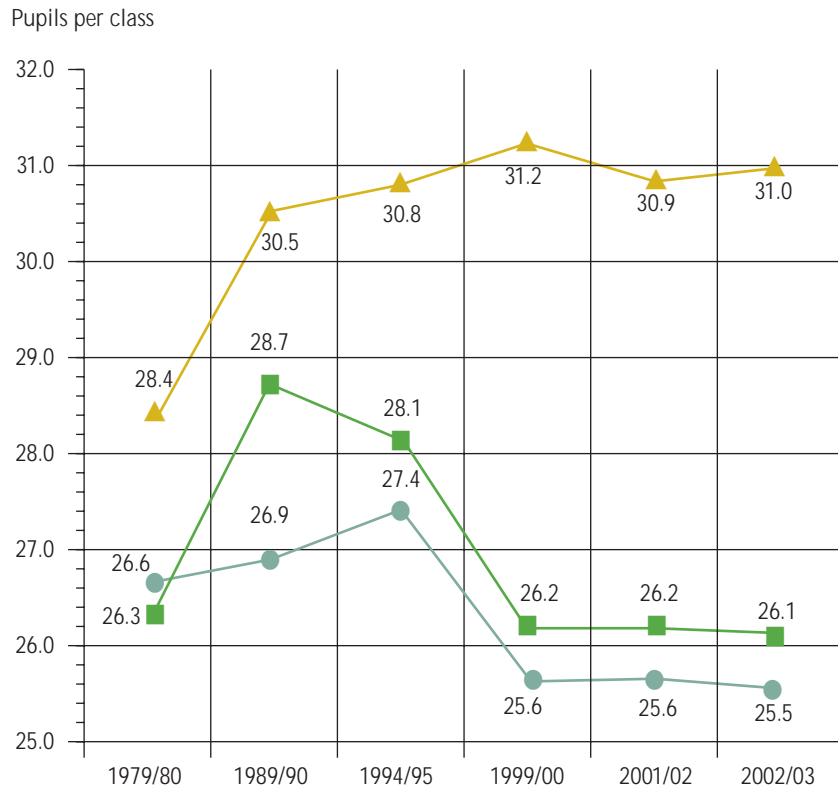


- Upper secondary education
- ▲ Lower secondary education
- Primary education

The graph shows that between 1989/90 and 2002/03, there was an increase in the average hours per pupil in all levels of education, and particularly in primary education. There was a 29% increase for primary education, 13% in higher secondary education, and 7% in lower secondary education.

* The average hours per pupil and per class represents all hours allocated to the school system, including division of the class into smaller learning groups and special activities (such as individual work), as well as hours for various purposes (such as administrative hours and homeroom teacher hours). The average hours per pupil is calculated by dividing all of the above-mentioned hours by the number of pupils.

AVERAGE NUMBER OF PUPILS PER CLASS BY EDUCATION LEVEL



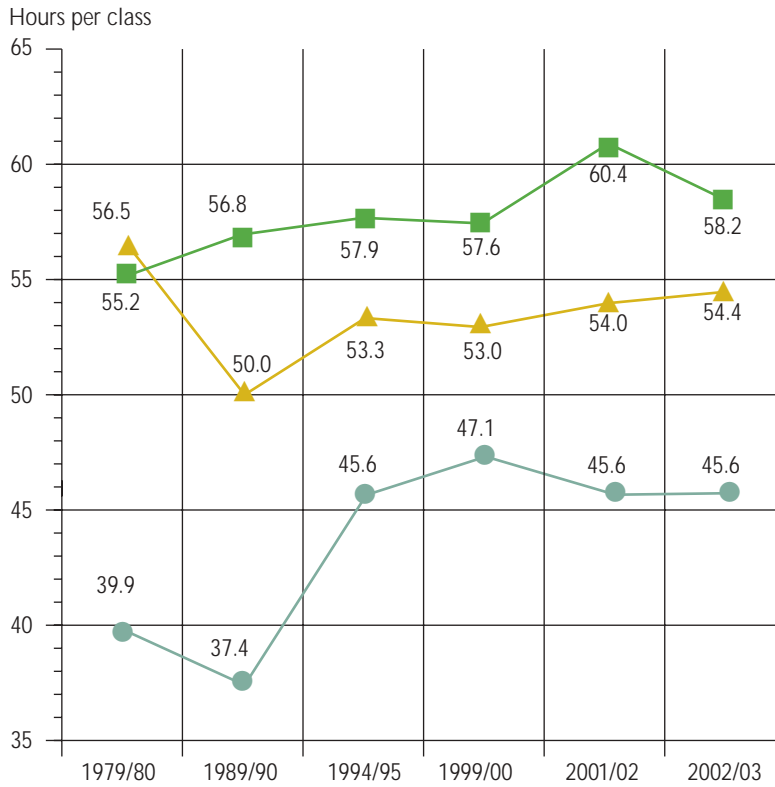
- Upper secondary education
- ▲ Lower secondary education
- Primary education

The average number of pupils per class is highest in lower secondary education – about 31 pupils.

The average number of pupils per class in primary education and upper secondary education is about 26 pupils.

Since 1989/90, there was a decrease in the average number of pupils per class in primary education and upper secondary education, and a slight increase in lower secondary education.

AVERAGE NUMBER OF HOURS PER CLASS*



- Upper secondary education
- ▲ Lower secondary education
- Primary education

The average number of hours per class has risen since 1989/90 at all educational levels; most of this increase was carried out by 1994/95.

In primary education there was an increase of 22%, in lower secondary schools 9%, and in upper secondary schools the number of hours rose by 2.5%.

* The average number of hours per class includes all the hours allocated to schools, divided by the number of classes.

Section E

FIGURES - BY DISTRICT

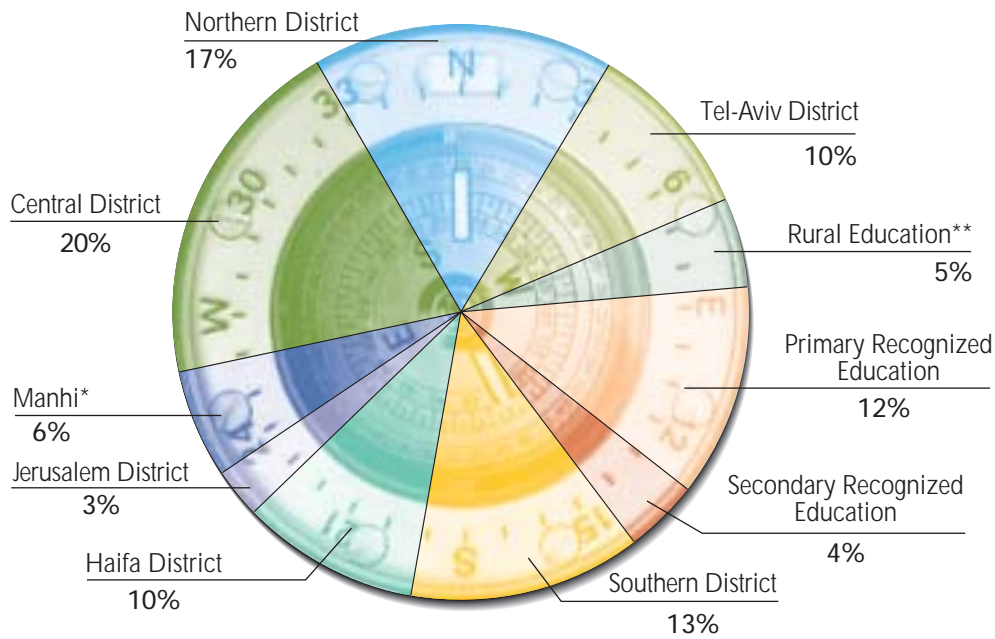
The data contained in this section are presented by district. The districts play a vital role in the structure and organization of the education system. Most of the information in this section is presented by geographical district. The first table refers to the administrative districts of the Ministry of Education Culture and Sport (as defined by the Ministry*).

** In addition to geographical districts, the administrative districts also contain other districts, for example, Manhi (the Jerusalem Education Administration) and recognized, unofficial education.*



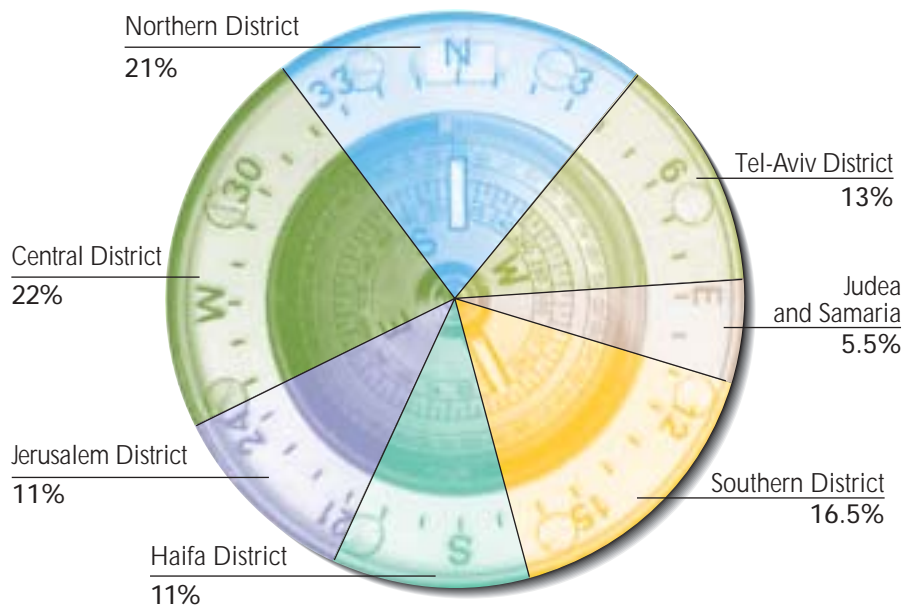
DISTRIBUTION OF PUPILS IN SCHOOLS BY ADMINISTRATIVE DISTRICT, 2003/04

Total: 1,378,000 pupils (in Hebrew education and Arab education)



DISTRIBUTION OF PUPILS IN PUBLIC KINDERGARTENS BY GEOGRAPHICAL DISTRICT, 2001/02

Total: 307,000 pupils (in Hebrew education and Arab education)



In both diagrams, the Central District is the largest in terms of the number of pupils. The Northern District is the next largest in size.

* Jerusalem Education Administration. The City of Jerusalem is a separate administrative district.

** Secondary education only.

ANNUAL DROPOUT RATES BY DISTRICT OF RESIDENCE

PERCENTAGE OF DROPOUTS IN GRADES 9-12, BY GEOGRAPHICAL DISTRICTS, 2001/02

Source: Based on CBS data

District	Hebrew education			Arab education*	
	Total no. of pupils	Percentage of pupils who dropped out of the education system		Total no. of pupils	Percentage of pupils who dropped out of the education system
		Including Haredi-orthodox education	Excluding Haredi-orthodox education		
Nationwide	351,590	4.6	4.0	75,588	9.1
Jerusalem*	44,980	6.1	4.3	8,335	17.2
Northern	38,646	4.1	4.1	39,443	7.0
Haifa	42,544	4.2	3.9	11,555	6.5
Central	94,029	4.0	3.7	7,420	9.8
Tel Aviv	69,646	4.6	3.8	819	20.4
Southern	52,148	4.8	4.5	8,016	12.4
Judea and Samaria	9,595	3.5	3.4	---	---

Generally speaking, the dropout rate in Hebrew education is low when compared with Arab education. In Hebrew education, the Jerusalem district has the highest dropout rates (6.1%), while Judea and Samaria has the lowest (3.5%). In Arab education, Tel Aviv and Jerusalem districts have the highest dropout rates, while Haifa district and the Northern district have the lowest. One of the reasons for the high dropout rates in Hebrew education in Jerusalem is related to Haredi-orthodox pupils who transfer to Haredi-orthodox educational institutions that are not supervised by the Ministry of Education Culture and Sport.

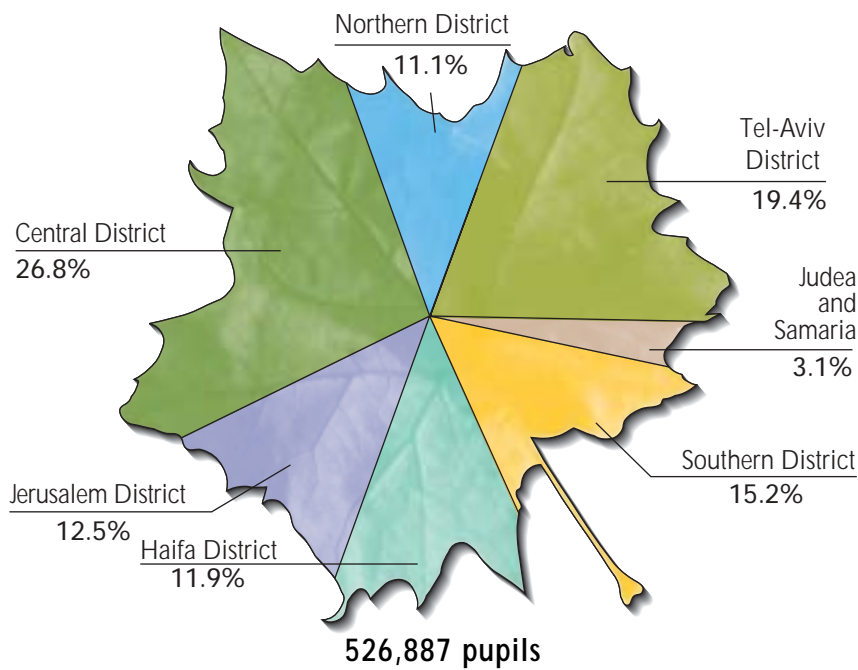
In all districts (except for the Northern district), the percentage of those dropping out of State and State-religious Hebrew education (combined, excluding Haredi-orthodox education), is lower than the percentage of those dropping out of Hebrew education (including Haredi-orthodox education).

* Arab education includes East Jerusalem (only schools under the supervision of the Ministry of Education, Culture and Sport). This also applies to the following tables on dropping out.

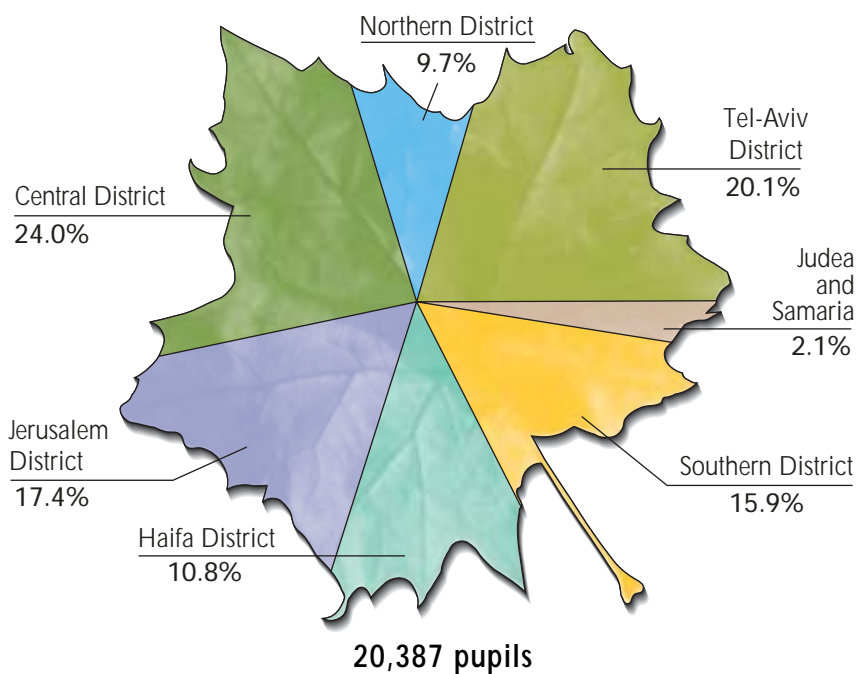
DISTRIBUTION OF ALL PUPILS IN GRADES 7-12, AND PUPILS IN GRADES 7-12, WHO DROPPED OUT OF THE EDUCATION SYSTEM, BY GEOGRAPHICAL DISTRICT, 2001/02

HEBREW EDUCATION

Distribution of all pupils



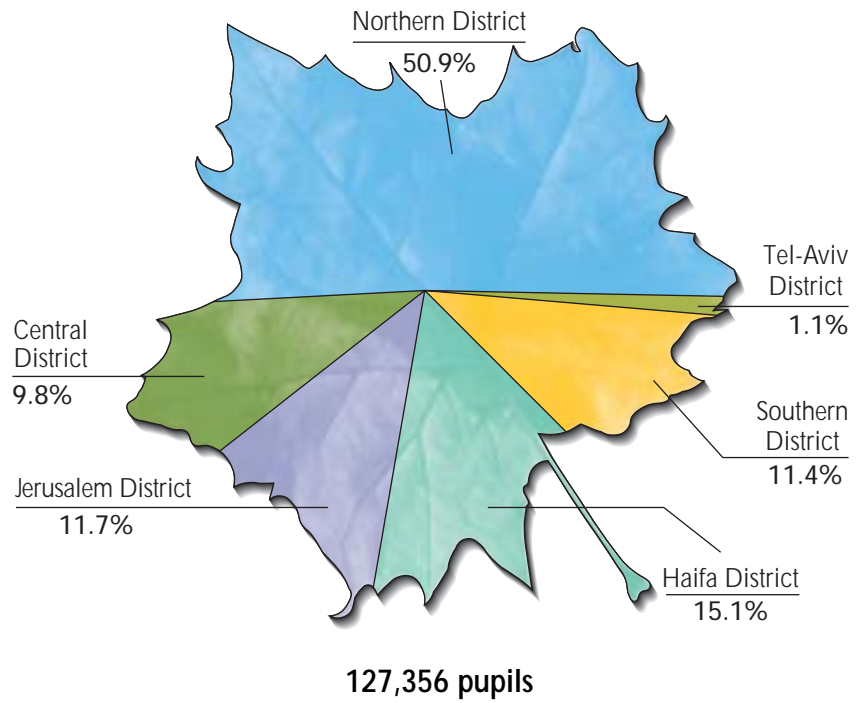
Distribution of pupils who dropped out



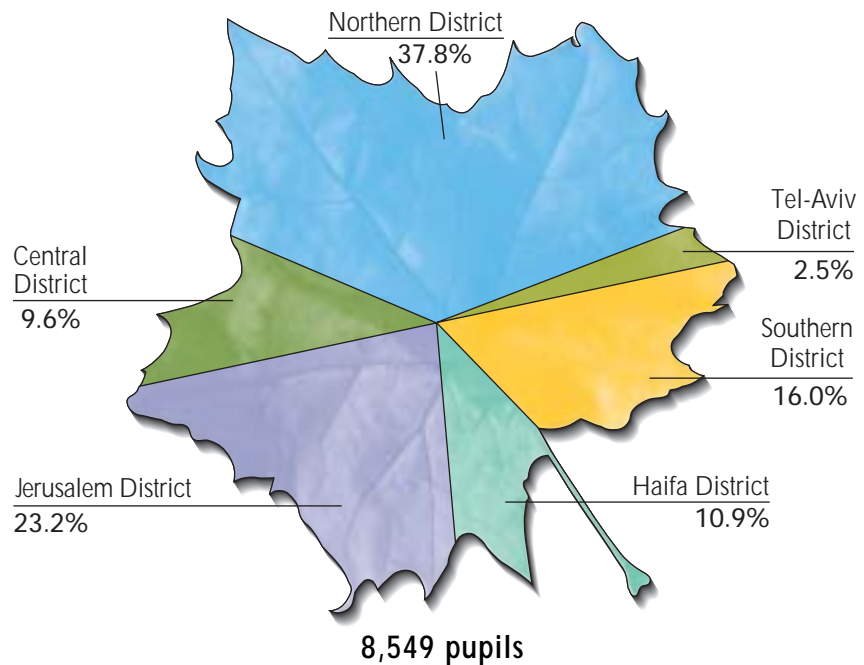
In Hebrew education, the distribution of grade 7-12 pupils who dropped out is generally similar to the distribution of all pupils in grade 7-12. In the Jerusalem district, the dropout rate is higher than the percentage of grade 7-12 pupils who attend school in this district.

ARAB EDUCATION

Distribution of all pupils



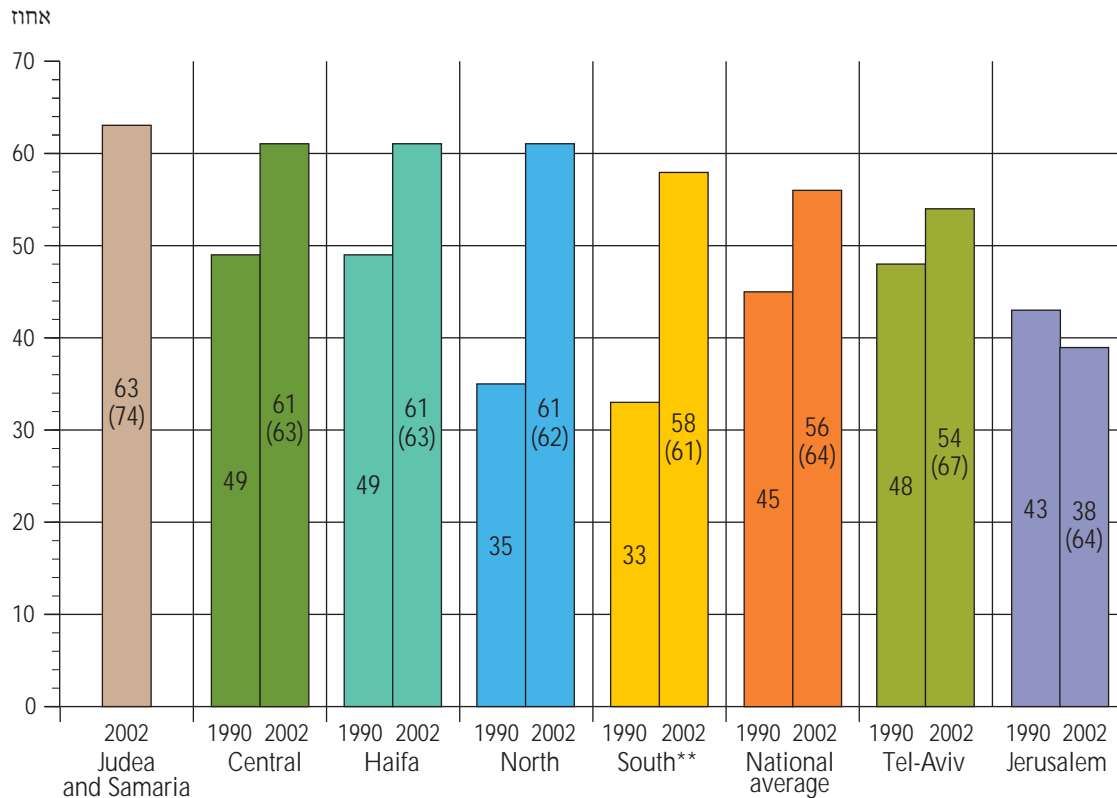
Distribution of pupils who dropped out



In Arab education, there are differences between districts: in the Haifa district and the Northern district, the dropout rate is low in relation to the percentage of grade 7-12 pupils who study in these districts. In the Jerusalem district and the Southern district, the situation is reversed.

Source: Based on CBS data

PERCENTAGE OF GRADE 12 PUPILS IN HEBREW EDUCATION WHO WERE ENTITLED TO MATRICULATION CERTIFICATES, BY GEOGRAPHICAL DISTRICT, 1990-2002*



Judea and Samaria has the highest percentage of pupils entitled to matriculation certificates – approximately 63% in 2002. The Jerusalem district has the lowest percentage – 38%.

All districts (except for Jerusalem) showed significant improvement between 1990-2002. The Northern and Southern districts show the greatest improvement.

The Jerusalem district has a high percentage of pupils who study in Haredi-orthodox frameworks and do not take the matriculation exams. The percentage of grade 12 pupils who are eligible for matriculation certificates in State and State-religious educational institutions (excluding Haredi-orthodox schools) is similar to the national average (64%).

The figures in parentheses represent the percentage of grade 12 pupils in State and State-religious schools (combined, excluding Haredi-orthodox schools) who were eligible for matriculation certificates in 2002.

* According to the school's district.

Source: Based on CBS data by the Planning and Budgeting Committee of the Council for Higher Education

PERCENTAGE OF UNIVERSITY AND COLLEGE STUDENTS* STUDYING FOR BACHELORS DEGREES, BY DISTRICT, IN PERCENTAGES, 2003

District	1990	1995	2000	2003
Jerusalem	22.6	17.5	15.5	13.8
Northern**	--	2.5	5.3	6.7
Haifa	21.7	22.0	17.9	16.9
Central	4.2	4.3	15.9	15.8
Tel Aviv	42.8	42.7	31.5	31.6
Southern	8.7	10.9	13.9	15.2
Total	100.0	100.0	100.0	100.0
Total students	55,246	86,317	126,965	144,385

The Tel Aviv district had the highest percentage of students (in 2003) followed by the Haifa district. The Northern district had the lowest percentage. However, throughout the decade there has been an increase in the percentage of students in the Northern and Southern districts.

* Jews and non-Jews, by place of study.

** There were no universities or colleges in the Northern district in 1990.

Section

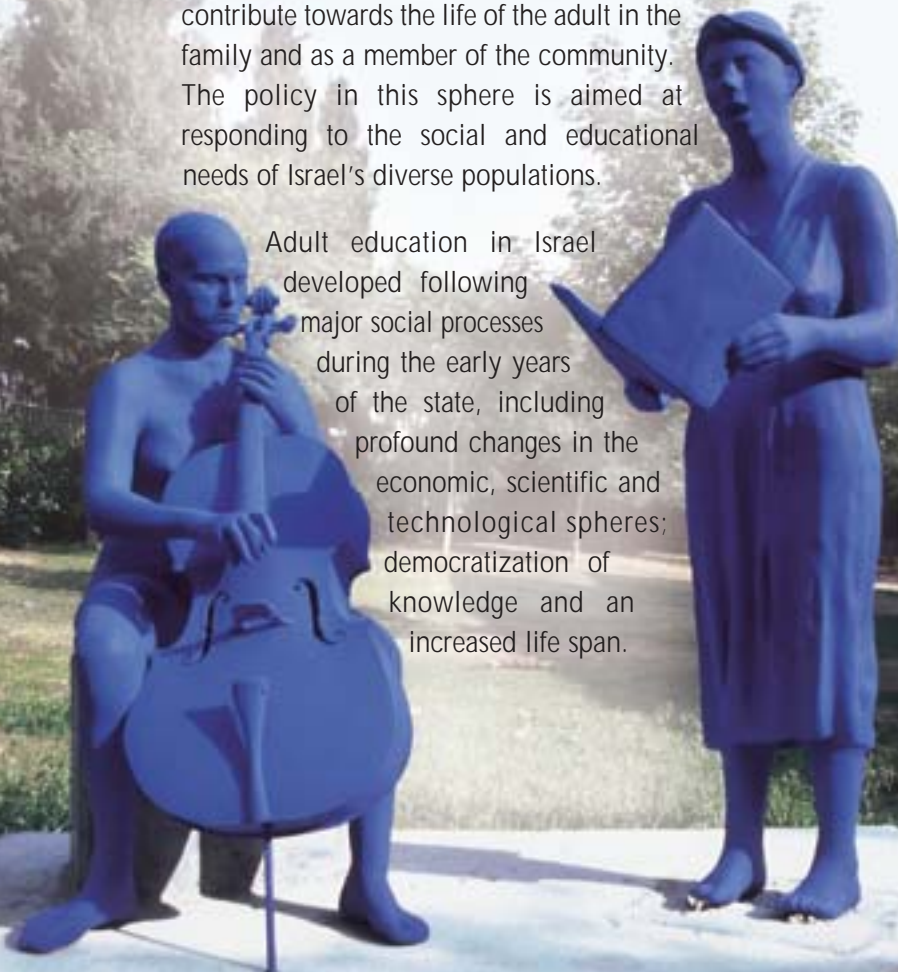
ADULT EDUCATION, SOCIETY AND YOUTH, CULTURE AND SPORT

1. ADULT EDUCATION

The goals of the Ministry of Education Culture and Sport in terms of adult education are:

To provide knowledge and education, teach Hebrew language and culture, offer intellectual and cultural enrichment and contribute towards the life of the adult in the family and as a member of the community. The policy in this sphere is aimed at responding to the social and educational needs of Israel's diverse populations.

Adult education in Israel developed following major social processes during the early years of the state, including profound changes in the economic, scientific and technological spheres; democratization of knowledge and an increased life span.



Goals of Adult Education

- To develop a culture of life-long learning, to increase the knowledge of the adult and expand his horizons, and to provide him with opportunities for enrichment in all areas of interest to him in his leisure time.
- To reduce educational gaps among the adult population.
- To meet the immediate and ongoing needs of all immigrants in Israel with regard to the acquisition of Hebrew language and culture. To absorb Ethiopian immigrants in the spheres of language, culture and education.
- To improve the quality of life of the individual, the family and community, by inculcating knowledge and developing skills for family functioning.
- To promote professional training and in-service training in the field of adult education, and to foster international cooperation with professional bodies throughout the world.

The Ministry of Education Culture and Sport operates in this field of activity in close cooperation with other government ministries (Ministry of Labour and Social Affairs, Ministry of Immigrant Absorption), the institutes of higher education, the local authorities, public organizations (the Jewish Agency, community centers, women's organizations), and a wide variety of adult education institutions serving all sectors of the population.



PARTICIPATION IN ADULT EDUCATION

	Pre-academic preparatory programs	Preliminary ulpan programs*	Primary education	Secondary education	Popular universities
1991/92	7,700	98,100	6,300	5,800	20,200
1994/95	8,600	52,300	9,500	10,500	31,300
1997/98	10,900	46,300	9,500	11,000	36,200
1999/00	10,900	50,700	8,000	9,400	48,300
2001/02	12,900	22,900	9,800	10,000	54,100
2002/03	--	--	10,500**	9,800**	54,300

During 1991/92 - a year of large-scale immigration - nearly 100,000 adults were enrolled in preliminary Hebrew language (ulpan) programs. In later years this number decreased by half, and in 2001/02, it decreased again by half.

In 2002/03 the number of pupils enrolled in primary education programs was 10,500, with a similar number of pupils (about 9,800) enrolled in secondary education programs. The number of students enrolled in the popular universities was 55,000. It should be noted that some students were enrolled in more than one course.

The number of students enrolled in pre-academic preparatory programs was almost 13,000 in 2001/02. Some students attend university-affiliated preparatory programs while others are enrolled in courses affiliated with general colleges and teaching colleges.

In addition to the activities referred to in the table above, various study tracks are available through the Ministry of Education Culture and Sport: courses on subjects of family and parent education, in which 39,000 parents participated in 2001/02.

There are also a number of special projects that address social and educational needs, e.g., education completion schemes for the unemployed and language and education programs for Ethiopian immigrants.

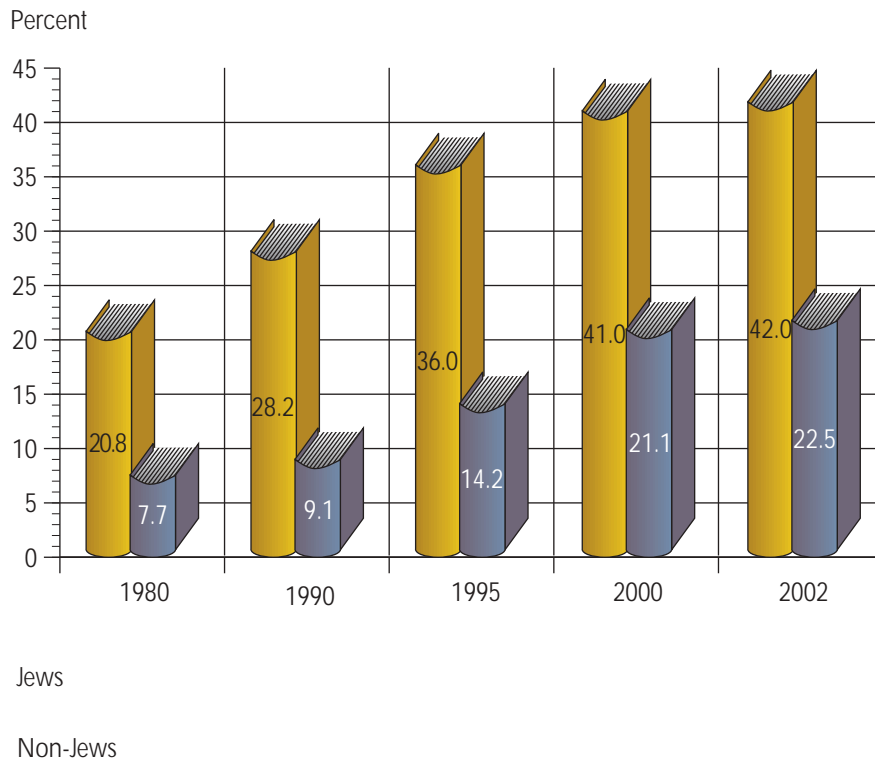
* Preliminary ulpan - program for beginners and individuals with little command of the Hebrew language, which provides basic knowledge in Hebrew. (Graduates of the preliminary ulpan program can improve their knowledge in advanced ulpan programs).

** The figures for 2002/03 include students enrolled in the education completion scheme for unemployed adults (about 4,000 students).

PERSONS WITH TERTIARY EDUCATION AMONG THE GENERAL POPULATION (AGE 15 YEARS AND OVER)

13 YEARS OR MORE OF SCHOOLING

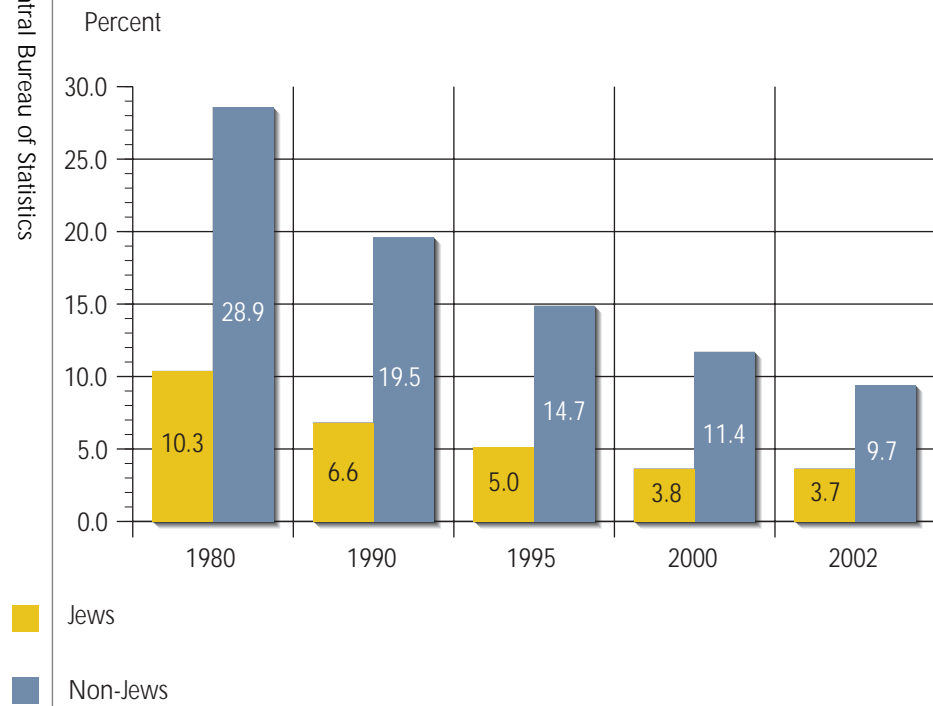
Source: Central Bureau of Statistics



An indication of the outcomes of the education system is evident from the increasing number of persons with 13 years or more of schooling. These trends can be seen in both the Jewish and non-Jewish populations. In the area of tertiary education - the percentage of persons with tertiary education among the Jewish population doubled between 1980 and 2002 (from 21% to 42%); among the non-Jewish population, the percentage of persons with tertiary education almost tripled (from 7.7% to 22.5%).

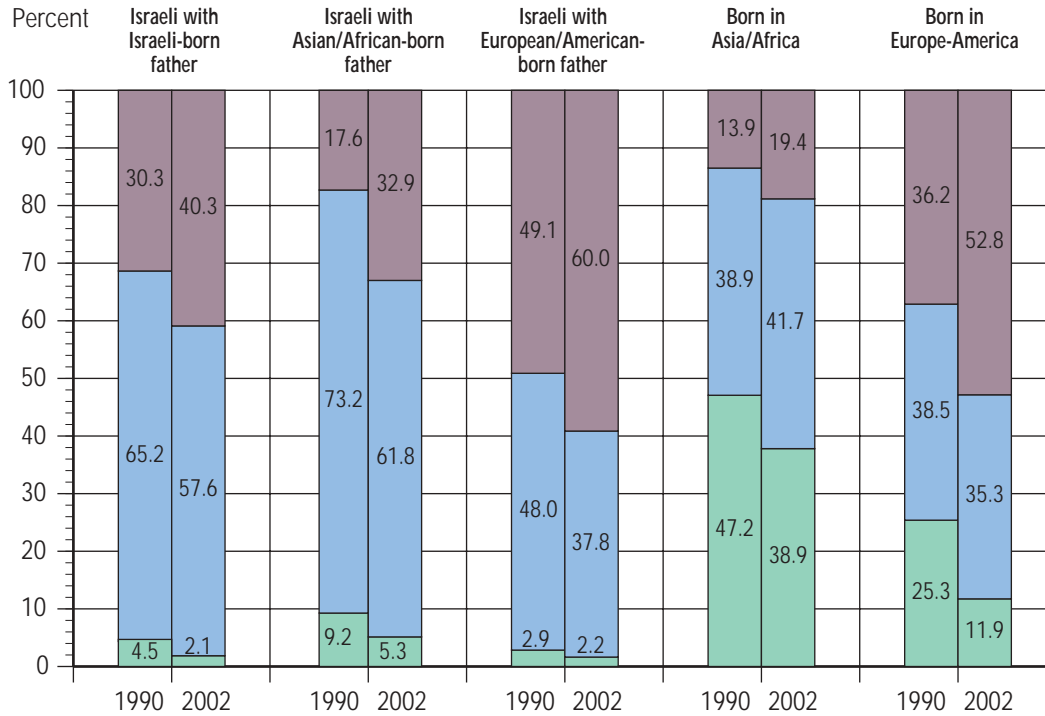
Source: Central Bureau of Statistics

PERSONS WITH LITTLE FORMAL EDUCATION (0 - 4 YEARS OF SCHOOLING)



The percentage of persons with little or no formal education (0 - 4 years of schooling) in 2002 was less than half the percentage in 1980. Among the non-Jewish population, the percentage decreased from 28.9% in 1980 to 9.7% in 2002. Among the Jewish population, the percentage fell from 10.3% to 3.7%.

EDUCATION AMONG THE JEWISH POPULATION, AGE 15 YEARS AND OLDER: DISTRIBUTION BY YEARS OF SCHOOLING AND CONTINENT OF BIRTH (IN PERCENTAGES)

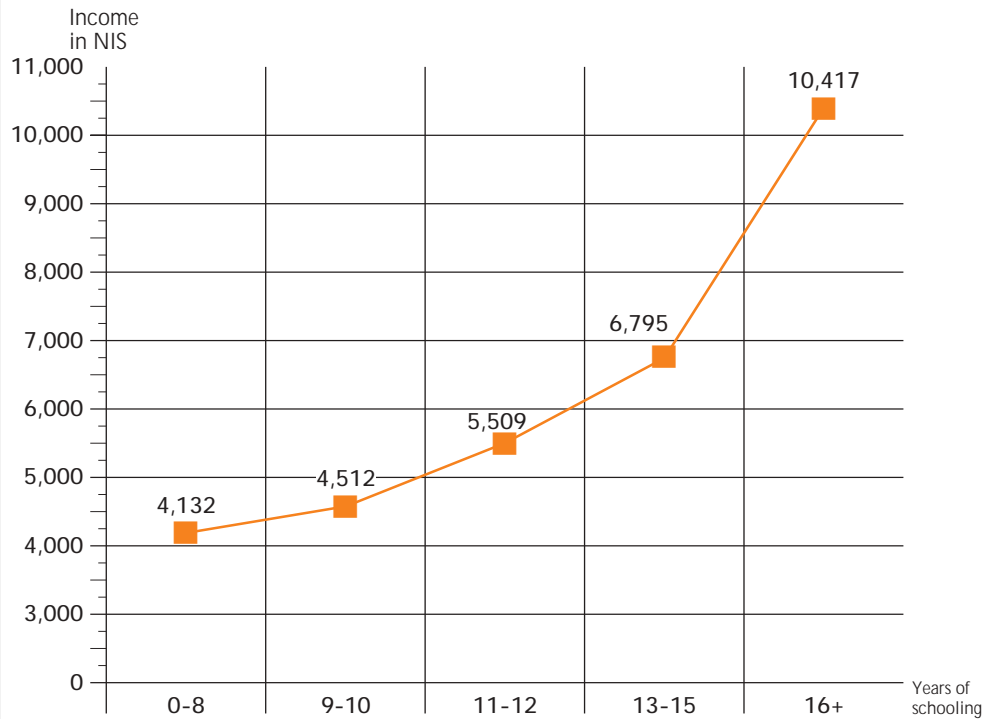


- 13 years of schooling and more
- 9-12 years of schooling
- up to 8 years of schooling

Along with an increase in the percentage of persons with tertiary education, there was a decrease in all population groups in the percentage of those with little formal education. However, there are still significant differences between groups of various origins.

Source: Central Bureau of Statistics

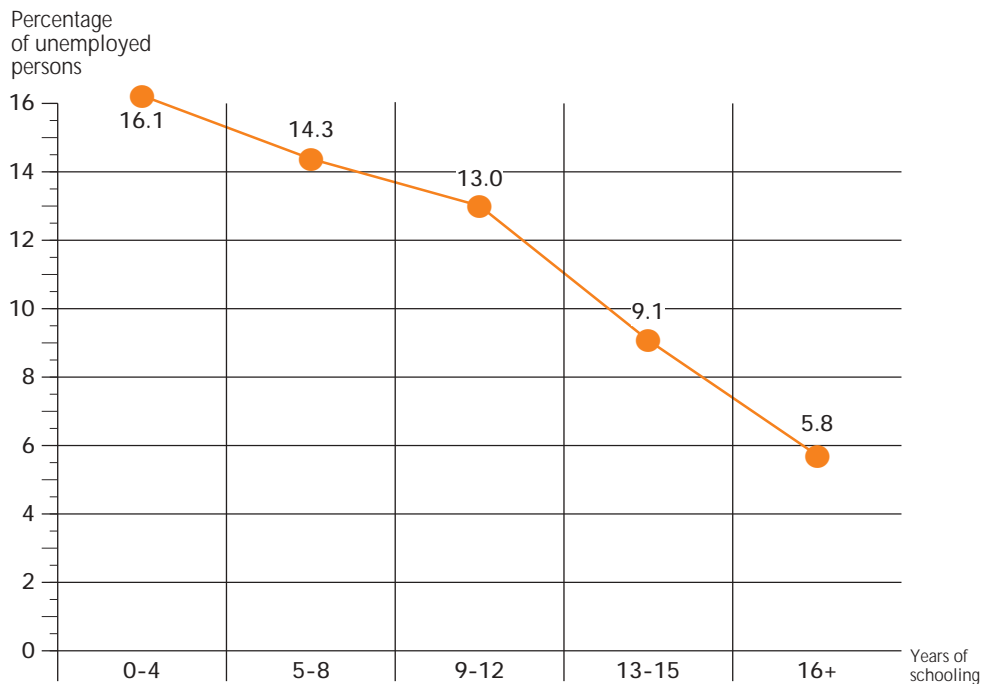
GROSS MONTHLY INCOME OF SALARIED EMPLOYEES (IN NIS), BY YEARS OF SCHOOLING, 2001



Salaried employees with more years of schooling tend to have higher monthly salaries.

Source: Central Bureau of Statistics

PERCENTAGE OF UNEMPLOYMENT, BY YEARS OF SCHOOLING, 2002



More years of schooling correlate with lower percentages of unemployment (among those employed in the civilian work force).

2. YOUTH AND SOCIETY

The Ministry of Education Culture and Sport provides and promotes a wide variety of informal educational programs and youth services, endeavoring to prepare young people for social and cultural life and to train them as responsible citizens, active and involved in their country and community. In these spheres, the Ministry works in cooperation with the Union of Local Authorities in Israel and the local authorities themselves, as well as with youth movements and voluntary bodies concerned with young people, youth institutions, and research and educational institutes.

Major fields of activity include:

YOUTH ADVANCEMENT

The Ministry works to develop and promote educational assistance services for alienated youth, and youth at risk of dropping out of formal education frameworks. This assistance is offered to youth in all sectors of society, including immigrant youth. It is provided through the units of the Youth Advancement Service, which operates in about 100 local authorities and assists some 15,000 youth, of whom approximately 8,500 are defined as alienated.

In 2002/03, there were 40 focal points conducting special activities for immigrant youth at risk from the former Soviet Union and Ethiopia, providing assistance for some 4,300 immigrant youth.

YOUTH AND COMMUNITY

The Ministry operates educational programs that allow young people to develop personal interests and contribute to their community - which also leads to personal growth.

Examples of this are: the Personal Commitment Program - a community service program in which 300 schools are involved; the Junior Counselors Program, in which young people in grades 9-12 who wish to contribute to society can serve as counselors for younger age groups in the locality; and the "Open Space" programs, which facilitate the development of social values programs in the community.

As part of its youth and community activities, the Ministry supports Israel's Youth Movements with direct and indirect assistance, offers guidance for their educational activities and encourages dialogue and cooperation between them. There are 18 recognized youth movements in Israel, with a membership of approximately 200,000 young people.

"I seek my brothers" is a unique program that takes eleventh - and twelfth-grade pupils to Poland, following preparatory work on the subjects of Jewish heritage in Eastern Europe and the Holocaust. About 20,000 young people participate in these missions every year.

Israel has 153 community schools whose aim is to develop cooperation between teachers, pupils, parents and community agencies, and to utilize school and community resources to the benefit of all.

Some 250 youth coordinators organize and promote "Open Space" youth activities in various local authorities and regional councils. The activities encompass about 200,000 participants.

In accordance with the Camp Licensing and Inspection Law, the Ministry operates, licenses and inspects the entire network of private and public camps, which serve about 700,000 campers.

THE ARAB SECTOR

In addition to the general goals and emphases related to youth and society, the Ministry adapts its activities to the special needs of Israel's Arab population and to Arab heritage and culture. Furthermore, it assists educational institutions and youth to cope with contemporary issues such as the peace process, the components of identity and the desire for involvement and partnership with the rest of Israel's citizens.

Social-values activities are integral to the process of educating Arab youth and preparing them for life in a democracy. These activities also encourage young people to get involved in their community, and motivate them toward meaningful community service.

The Ministry encourages the formation and expansion of pupil and youth councils through educational-democratic processes. The purpose of such activity is to develop democratic leadership and encourage young people to take part in decision-making processes in the school and in the community.



HERITAGE OF SEPHARDI AND ORIENTAL JEWRY

The Ministry works to incorporate values of Sephardi and Oriental Jewish heritage in the school curriculum. To this end, it operates in cooperation with the chief inspectors for the various subjects and their subject committees. It has also developed booklets and study materials, in order to give the culture of each community its rightful place in the formal curricula and in the matriculation exams.

In this sphere, the Ministry maintains close cooperation with higher education institutions, research institutes, and ethnographic centers around the country, in order to promote research on communities of Sephardi and Oriental Jews, with an emphasis on communities that have not yet been researched.

SHELACH (Hebrew acronym for field study, the nation, and social education) AND GEOGRAPHY OF ISRAEL

This is an educational and value-related sphere consisting of a multi-year structured program of school-based activities.

The program aims to strengthen the young peoples' sense of belonging to the state of Israel and their bond with the land; to familiarize them with the land, its scenery, its natural values, its cultural and historical heritage, Zionist ventures and the establishment of the state; and to encourage involvement and commitment towards society, environment and nature in the homeland.

The program is characterized by a combination of field and classroom studies, creating a direct, hands-on encounter between the pupils and the land. It focuses on national and Zionist contents, familiarizing pupils with locations and sites that are part of the Jewish heritage in Israel - from ancient times through the Zionist enterprise to the founding of the State of Israel.

The program provides intensive classroom activities and tours for 4,600 classes (mostly ninth and tenth grades), and extensive activities for a further 3,000 classes (mostly eighth, eleventh and twelfth grades) such as hikes, study camps and preparations for a meaningful military service.

The 700 *Shelach* and Geography of Israel instructors (who are certified teachers) are part of the school staff. They are actively involved organizing the school's trips, preparing pupils for meaningful military service, and operating the *Shelach* Young Leadership Program (Junior *Shelach* Instructors).

SOCIAL AND VALUE-RELATED EDUCATION IN SECONDARY SCHOOLS

The purpose of social and value-related education is to influence the school climate and thereby generate dialogue and cooperation between pupils, teachers and parents in an atmosphere of mutual respect.

Social education regards pupil society as a framework in which pupils can exercise principles of democratic life, by becoming involved and assuming leadership roles in school and in the community.

It aims to prepare pupils for life in society by combining value-related content with the development of social skills, according to the emotional and cognitive level of each pupil. To this end, it initiates and participates in the development of value-related programs by engaging pupils in social activities related to their curriculum, and which take place in specific school or community frameworks.

There are various frames of action to achieve this, e.g., homeroom teacher hours, and other school hours dedicated to specific issues, such as personal commitment and preparation for military service.

There are also activities related to the pupil society: pupil council activities, pupil committees, school statutes, school newspapers, ceremonies and school events relevant to the school calendar, school tradition and the adolescent's life cycle, focus days, parties and relaxation activities, seminars, extra-curricular courses, cultural activities and community work.



These activities involve about 1,000 social education coordinators, 150 of whom are trained every year. There are also some 200 institutional in-service training courses for homeroom teachers and teachers.

Each district also conducts regular meetings of social education coordinators and pupil council facilitators.

PUPIL AND YOUTH COUNCILS

The pupil councils are the elected bodies representing all seventh- through twelfth-grade pupils in State and State-religious schools.

The councils operate on a national, district, local authority and school level.

Their purpose is to offer young people experience in exercising the principle of democratic representation, developing channels of communication and formulating patterns of cooperation among themselves, as well as between them and the adult world and its institutions. The councils operate according to an "ethical code" of their own design, which emphasizes values of representation, responsibility, involvement and mutual respect.

In 2002/03, there were pupil councils in 750 schools across 137 local authorities, with 30,600 members.

CONTENTS AND TRAINING PROGRAMS

This is an inter-professional sphere, which assists in developing contents for various programs and for pre- and in-service training activities.

It develops social-educational programs on a range of subjects: current events, youth leadership, reducing violence, Jewish culture and heritage, etc.

The National School, the National Instruction Center and the Technological Education Center offer their services to all inspectors and instructors in the Youth and Society sphere.

By the end of the 2002/03 school year, an estimated 60,000 teachers had undergone training through the instruction centers.



3. CULTURE

GOALS

The Ministry's goals in the areas of culture and the arts are:

- To preserve, enhance and promote artistic and cultural creativity in Israel, and to preserve and promote its cultural property and infrastructures.
- To enable access to art and culture to the entire population in Israel.
- To encourage quality and excellence in the various fields of artistic creation.
- To promote the status of creative and performing artists and original artistic creation.
- To maintain and ensure freedom of creation and expression in all fields of art and culture.
- To foster pluralism and multi-cultural dialogue.
- To educate people in becoming consumers of culture and the arts, paying special attention to the education of new audiences.
- To encourage cultural relations with other countries and spread Israeli art and culture abroad.
- To assist and give expression to the cultural heritage of various sectors in the Israeli population.

MEANS

In order to achieve these goals, the Ministry focuses on the following means:

- Spreading art and culture - providing support for cultural institutions in peripheral parts of the country.
- Initiating cultural events around the country.
- Supporting creative and performing artists, and encouraging local original art.
- Encouraging non-professional artists and cultural groups to preserve and maintain their cultural heritage.
- Promoting culture exchanges and cultural relations with other nations.
- Encouraging art and culture in disadvantaged areas and peripheral communities.
- Supporting cultural facilities in the Arab sector.
- Preserving historic buildings and rural sites.
- Absorbing immigrant artists.
- Allocating designated funds to institutions which are incorporated by law: The National Authority for Ladino Culture, The National Authority for Yiddish Culture, Yad Ben-Zvi, The Academy of the Hebrew Language, and the institutions for commemorating the heritage of David Ben-Gurion: Ben-Gurion's Hut in Sde Boker, the Ben-Gurion Heritage Institute and the Ben-Gurion House.

CULTURAL LEGISLATION

The following are laws regarding culture or related to culture:

1. **Museums Law, 1983** - determines the criteria for maintaining museums and recognizing them. The Museum Council operates on the basis of this law.
2. **Public Libraries Law, 1975** - defines the responsibility of the state to establish public libraries, and specifies the conditions for according a library the status of a public library. The Public Libraries Council operates on the basis of this law.
3. Legislation concerning unique languages and cultures of the Jewish People:
National Authority for the Yiddish Culture Law, 1996
National Authority for Ladino Culture Law, 1996

These laws include the following provisions:

Recognition of these languages and cultures; promotion and encouragement of contemporary artistic works in these two languages; assistance for institutions in which activity relating to these cultures takes place; compilation of cultural treasures, both oral and written; encouraging the publication of selected works in these languages, and their proper translation into Hebrew.

4. **Cinema Law, 1999** - regulates government support for the film industry. The Cinema Council was created on the basis of this law.
5. **Art and Culture Law, 2002** - states that the government must appoint the Israel Council for Art and Culture. The law determines the council's functions, membership, term of office and operating procedures.

THE INSTITUTIONAL INFRASTRUCTURE OF CULTURE

The Ministry of Education Culture and Sport operates in consultation with the following councils, which were established by law:

The Museums Council, the Public Libraries Council, the Israel Cinema Council, the Council for Art and Culture, and the Buildings and Settling Sites Preservation Council.

Israel has a wide range of institutions in various fields of art and culture:

THEATRE

There are 34 theatres and related institutions, such as the Festival for Alternative Theatre in Acco, the Jerusalem Puppet Theatre, community-based non-institutional theatres and fringe theatres.

MUSIC

There are approximately 100 musical institutions in Israel, including 23 orchestras, the Israeli Opera, 25 choirs and 8 musical organizations. In addition, there are projects, national and international festivals, and many other musical ventures, such as the School for Choral Singing, the *Zimriyya* International Choral Festival, the Arthur Rubinstein International Piano Master Competition and the International Harp Contest.

PLASTIC ARTS

This field include numerous activities, institutions and special projects: art museums, painters' and sculptors' associations, the Israel Designer-Craftsmen's Association, the Ceramic Artists Association of Israel, print workshops, the Jewish Art Association, professional unions for design, performing artists, and a large number of public galleries.

Each year, the Minister's Prize for Painting and Sculpture is awarded to eight outstanding artists, allowing them the freedom to create for one year. In addition, seven prizes are awarded annually to young artists, six awards encourage artistic creation (through the Council for Art and Culture), and seven scholarships are given to artist-teachers. Every year, many art exhibitions are held in Israel, while Israeli artists also take part in exhibitions abroad such as the Biennale in Venice.

LIBRARIES

In 1998, there were 1,114 public libraries in Israel, in 842 different localities. These libraries hold more than 14.5 million books, and employ around 2,700 librarians, serving more than 810,000 readers. In addition to the books, most libraries also have collections of audio and video materials and graphics collections.

Between 1985 and 1998, there was an increase of 15.7% in the number of books held in Israel's public libraries. The number of librarians grew by 26%, while the number of readers dropped by about 17%.

The average area of a public library is 156.6 square meters; 75% of the libraries have reading rooms, with an average of 32.5 spaces for seating.

Almost half of the libraries are open at least five days a week. More than 60% of them conduct group activities for children and/or adults.

CINEMA

Film festivals are held in Jerusalem, Tel Aviv and Haifa. There are also other activities and institutions, such as film schools, the Cinema Institute, and Cinematèques in the three major cities.

The Israel Cinema Council has formulated policies and criteria (parameters) for equal and objective allocation of funds that are designated by law to

encourage and support Israeli film, while ensuring freedom of creation and giving expression to the cultural variety of Israeli society, its diverse views and values.

The Council supports and promotes the creation, production and distribution of Israeli films: feature films, dramas, documentaries, specialty films, experimental films, and student films. It encourages Israeli filmmakers; promotes international cooperation in the field of cinema; awards prizes to films and professionals in the field (including young filmmakers); encourages film festivals, endeavors to preserve Israeli films and looks for ways and means to achieve these goals, support them and bring them to fruition.

The Israel Film Service is a state service that produces films for government ministries, and is involved in creating original documentary films. The Service documents various aspects of Jewish and Israeli art, culture, history and society.

DANCE

This sphere includes about 75 dance troupes, projects, dance schools, and centers such as the Suzanne Dellal Center for Dance in Tel Aviv, which deals with dance and with other fields.

The field of dance in Israel is represented by professional troupes (such as the Bat Sheva Dance Company, the Kibbutz Contemporary Dance Company, the Israel Ballet, Inbal Dance Theatre and the Rina Schenfeld Dance Theatre), as well as by numerous ethnic dance troupes.



LITERATURE

This sphere includes publication of books and periodicals. It encompasses various literary ventures, e.g. projects by the Hebrew Writers Association, and those of the Writers Union, which unites authors who write in various languages. Additional institutions that contribute to the promotion of literature in Israel are: the Institute for Translation of Hebrew Literature, the

International Book Fair in Jerusalem and the Hebrew Book Week. There are also literary and cultural centers, such the Haim Hazaz Writers' House, S.Y. Agnon's House in Jerusalem and the Bialik House in Tel Aviv. The Ministry awards annual literary grants to writers, poets and translators, in addition to debut literary prizes.

Literature for children and youth is also greatly encouraged by the Ministry and by various associations and colleges.

TORAH CULTURE

Includes various Jewish sources, such as the Bible, Jewish Law, aggadic literature and Jewish thought, as well as general cultural subjects that are linked to Judaism, such as music, art and history. Torah culture activities are aimed at all sectors of the population and of all ages, with an emphasis on rapprochement between religious and secular Israelis, study of issues relating to Judaism and the Land of Israel, and enhancement of new immigrants' knowledge of Judaism.

ARAB CULTURE

This field includes 6 Arab orchestras, 7 active theatres for adults and children, 30 dance troupes, 12 festivals and 4 periodicals.

Fifty-one public libraries operate in the Arab sector, and assistance is given to school libraries as well.

The Ministry of Education Culture and Sport supports Arab authors and books in various ways, including 8 prizes that are awarded by the Minister to writers in Arabic.

Arab cultural activities also include folk art projects in the localities and 28 community centers, the granting of scholarships to those training themselves in the fields of culture and the arts, various festivals, the Arab Culture Month (held annually in May-June), and more.

The Ministry of Education Culture and Sport supports different cultural institutions in the Arab sector, such as: "Ansan," the Bedouin Association, the Higher Institute of the Arts, and the Authors' House in Nazareth. The Ministry also encourages works produced by outstanding artists. The L.A. Mayer Memorial Institute for Islamic Art in Jerusalem, as well as other museums and galleries, have both permanent and temporary exhibits of Arab cultural heritage collections and contemporary works of art.

DRUZE HERITAGE

In recent years, various activities have been conducted in the following fields: folk art; theater - there are 2 Druze theaters with professional actors, and 6 amateur theater groups; music - 4 music centers; 2 professional singing groups with musicians; dance - there are 5 representative dance troupes; festivals - the International Folklore Festival (with some 20 troupes appearing each year), festivals for local troupes, children's festivals; preparations have been made for the establishment of three museums; libraries - there is a library in each of the 16 Druze localities in Israel.

THE MEDIA

The media plays an important role in promoting participation in cultural life in Israel. There are numerous radio and television programs on art, literature, Jewish culture, etc., as well as Arabic programs (daily broadcasts on radio and television). Special broadcasts cover cultural and artistic events and report on festivals and plays from other countries, along with special programs on specific artistic fields in Israel and abroad. Children's programs also broadcast on artistic subjects. Moreover, viewers are informed (through advertising) about cultural events via the media.

Furthermore, mention should be made of the Educational Television, whose goals are, among others: increased participation in cultural life, promoting education, study and knowledge in the fields of culture and the arts, science, communications, etc.; increased involvement in educational, cultural and social matters; and giving expression to all facets of the cultural heritage of Israel's citizens.

INTERRELATIONS BETWEEN EDUCATION AND CULTURE

Art education institutions - 22 professional art schools (post-secondary schools) are recognized by the Ministry. These schools provide training in various artistic fields and serve about 2,000 pupils.

Academic institutions offering training in art, and which are recognized by the Council for Higher Education, include institutions, such as the Bezalel Academy for Arts and Design and the Rubin Music Academy in Jerusalem, and Shenkar College of Engineering and Design in Ramat Gan. In addition, certain universities have departments of art history, research and criticism, and some also offer artistic workshops. Universities and colleges also offer training programs for professionals in the administration of culture institutions.

On the secondary education level, there are art-oriented schools, with special emphasis on art education, in addition to the regular curriculum.

Integrating cultural activities within the education system - Within the framework of the early childhood and school education, subjects are taught that relate to the fields of art and culture, such as literature, foreign languages, music, arts and crafts, theater, photography and video. These subjects are taught both as required and elective subjects.

Cultural enrichment is given in the primary and secondary schools. Schools receive a "culture basket," which includes participation in five to seven performances per pupil each year.

A wide variety of school-based cultural activity takes place within the schools, such as: school orchestras and choirs, dance and theater. In addition, pupils attend extracurricular activities, for example, at community centers and youth clubs, and various classes.

In recent years, there has been a growing awareness of the aesthetic and architectural aspects in construction and renovation of school buildings. The Ministry is developing and implementing a policy to improve the appearance of schools, and raise the quality of planning and design of schools and of the entire learning environment.

One of the projects in this sphere involves incorporating art works in school buildings, as a means of creating a pleasant and aesthetic environment and improving the appearance of the building, and also as a means of instilling an appreciation of art.

Seventy *Payis* Centers for Science, Technology and the Arts operate around the country. These centers offer multi-disciplinary study programs. They are utilized by pupils during school hours - mostly by pupils in lower secondary schools studying science, technology, plastic arts, dance, music, photography, etc.

In the afternoon and during school vacations, the centers offer enrichment courses in these subjects, and serve as a venue for a wide variety of cultural activities, such as concerts, plays, sing-along evenings, and science lectures. They also hold exhibitions accompanied by lectures, in order to bring the pupils and the community closer to the artistic world.

INTERNATIONAL COOPERATION

Israel has cultural agreements with various countries around the world. About 30 public festivals take place in Israel, many of them attended by troupes from abroad. Additionally, many of the world's leading artists, troupes and orchestras hold commercial performances in Israel.

Israel is a member of many international organizations in the fields of culture and the arts. Israeli intellectuals and artists participate in various international conferences, which convene in Israel and around the world: conferences of writers, poets and plastic artists. Israeli representatives also take part in the activities of international bodies, such as painters' and sculptors' organizations, and music and theatre organizations. There are also exchanges of art exhibitions.

Throughout the years, Israel has received valuable cooperation on the part of international organizations and foundations in the field of culture, such as: UNESCO, the European Union, and various international funds.

Further activities bring the message of Israeli culture to Jewish communities in the Diaspora.

CULTURE IN ISRAEL - FACTS AND FIGURES

The figures below refer to activities conducted by art and culture institutions that are budgeted by the Culture Administration.

THEATRES

In 2001, there were 24 public theatres in Israel, holding about 340 plays. About one-third of the plays were original Hebrew works, and the rest were translated.

THEATRE ACTIVITY IN 2001

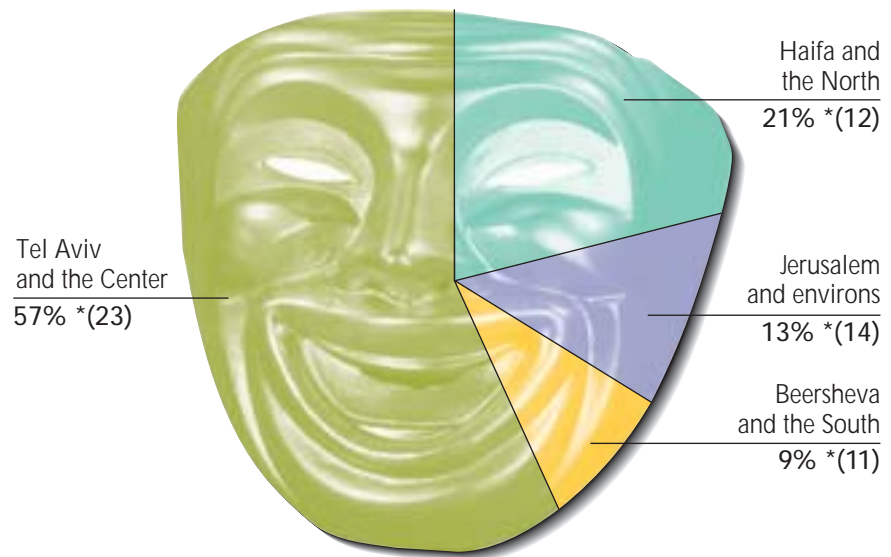
Type of theatre	Number of theatres	Number of plays	Number of performances	Number of tickets sold (in thousands)
Large theatres	9	145	5,990	2,585
Small theatres	11	83	1,180	226
Children's theatres	4	110	2,490	615
TOTAL	24	338	9,660	3,426

In 2001, there was an increase in the activity of the theatres compared to 1999. Examination of the figures for the 9 large theatres shows that in 2001, there was an increase of 16% in the number of performances, and an increase of 11% in the number of tickets sold.

In addition to these theatres, there were 14 other institutions that held theatrical performances.

DISTRIBUTION OF THEATRE PERFORMANCES BY DISTRICT, 2001

9,660 theatre performances



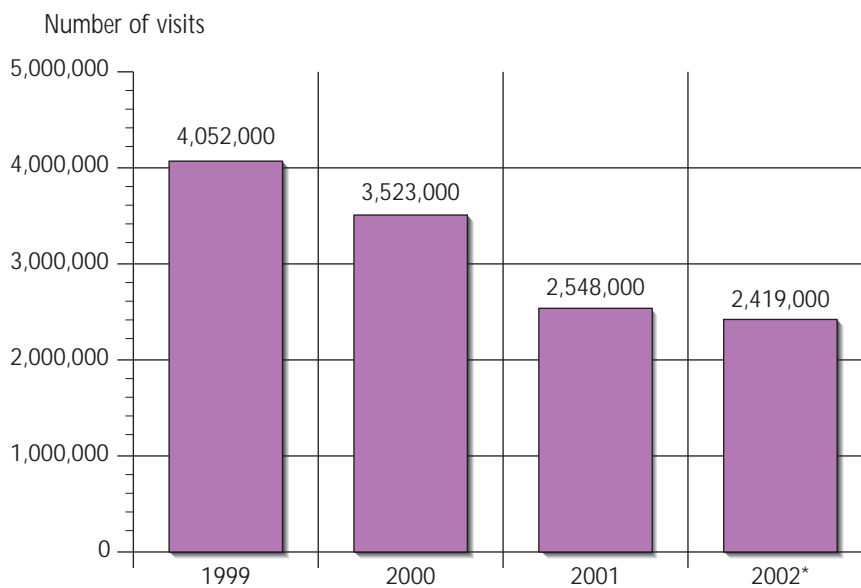
More than half the performances were held in Tel Aviv and the Center, and this district also offered the widest range of performances per resident: twice as many as in the Haifa and the North and the Beersheva and the South districts.

* Figures in parentheses: number of theatre performances held annually per 10,000 residents, in each district.

MUSEUMS

In 2002, there were 52 recognized museums active in Israel, 50 of them budgeted by the Culture Administration. It should be noted that Yad Vashem, which operates on the basis of the Yad Vashem Law, is budgeted separately by the Ministry of Education Culture and Sport, and is not included in this report. One recognized museum did not request funding.

NUMBER OF VISITS TO MUSEUMS

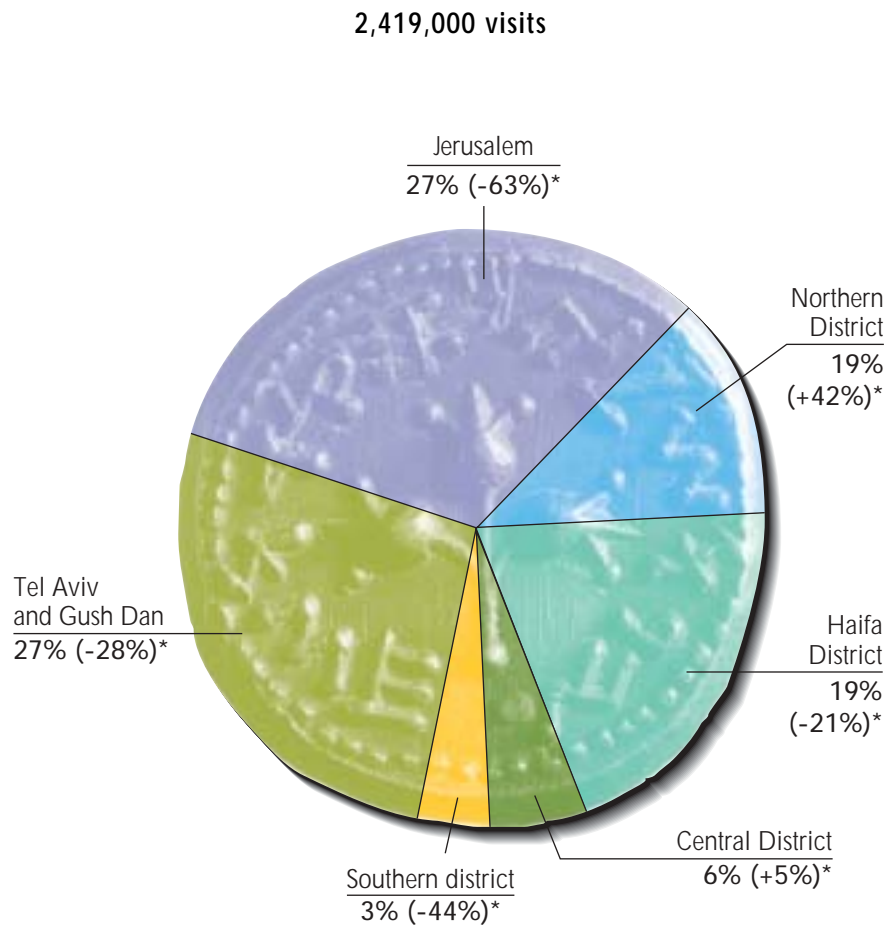


In 2002, the number of museum visits was about 2,420,000, a drop of 40% compared with 1999.

* In 2002, Yad Vashem had about 600,000 visitors.

Source: Analysis of figures provided by the Center for Culture Research and Information

MUSEUM VISITS, DISTRIBUTION BY GEOGRAPHIC DISTRICTS, 2002



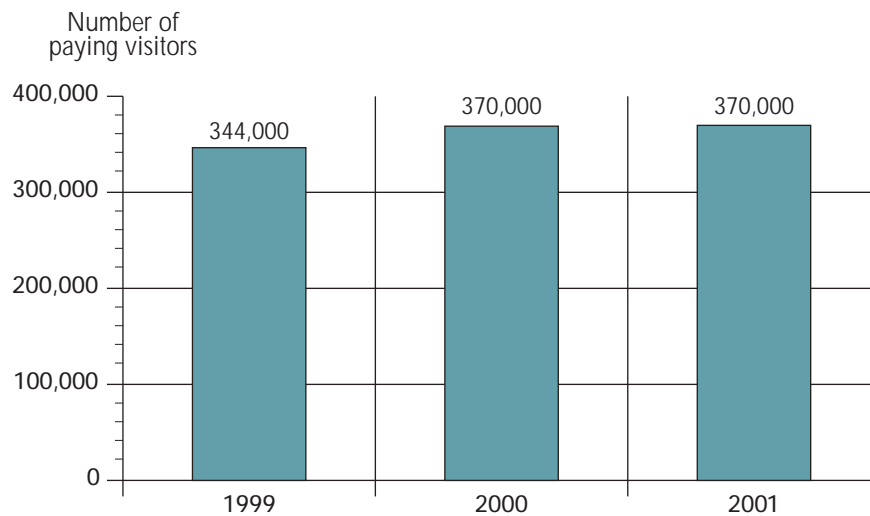
The Jerusalem and Tel Aviv districts each had more than 25% of the visits. However, Jerusalem also saw the sharpest drop compared to the figures of 1999 - a drop of 63%. The Northern and Central districts saw an increase in the number of visits.

* The figures in parentheses represent the change since 1999.

DANCE TROUPES

In 2001, there were 23 institutionalized dance troupes in Israel, performing 243 choreographic works. Most of these (130) were in the modern/contemporary style, and the rest were in a variety of other styles. The troupes held 1,050 performances in 2001, about 610 of them (58%) in the Tel Aviv area.

NUMBER OF PAYING VISITORS OF DANCE PERFORMANCES



In 2000 and 2001, the number of paying visitors reached 370,000 per year. In addition, there were about 50,000 non-paying visitors.

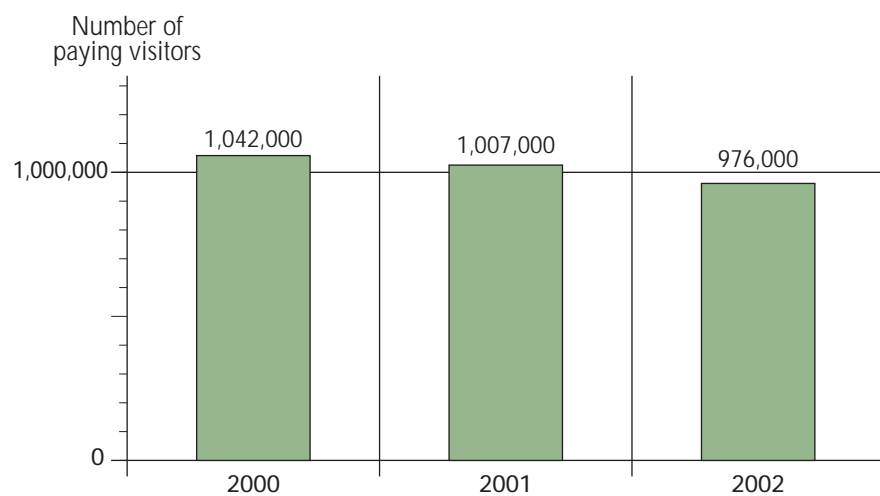
Source: Data provided by the Center for Culture Research and Information

MUSIC

In 2002, there were 66 musical bodies in Israel (orchestras, festivals and choirs) supported by the Culture Administration.

These bodies held 2,330 performances in 2002, attended by 976,000 paying visitors and 240,000 non-paying ticket holders.

NUMBER OF PAYING VISITORS OF MUSIC PERFORMANCES



Source: Data provided by the Center for Culture Research and Information

In 2002, there was a drop of 6% in the number of paying visitors as compared to the year 2000.

4. SPORT

GOALS

The goals of the Ministry of Education Culture and Sport with regard to sport are:

- To develop popular sports, and to promote and develop sports activities for youth and women.
- To encourage competitive sports, and assist the field of representative sports for the handicapped.
- To develop a plan for sports facilities on the local/municipal, regional and national level, giving priority to peripheral communities (including disadvantaged areas) and communities of minority populations.
- To promote new immigrants in the field of sport - athletes, coaches and professionals.
- To develop the sport of diving.
- To promote and develop motor sports.
- To encourage and expand participation in international bodies, and promote professional and scientific relations with other countries.

MAIN ACTIVITIES

- **Sport activities in the local authorities**

The Ministry assists local authorities in encouraging popular sports activities among their residents, and in expanding the infrastructures for encouraging outstanding athletes through sports associations - both young athletes and adults. The activities include: launching sports initiatives; organizing sporting events, organizing leagues and local tournaments, and absorbing immigrants athletes and coaches.

- **Sport activities in organizations**

Assisting and supporting organizations, societies and unions that promote competitive sports, with regard to the following issues: organizing leagues and championships, nurturing national teams representing Israel in formal international events, training competitive athletes, selecting and preparing a delegation for the 2004 Olympics in Athens, employment of national coaches and managers, organizing international events, promoting excellence in associations and societies that have a poor international record, training counselors and coaches in various sports, providing in-service training for professionals in the field of sport, developing scientific tools for promoting competitive sports, and locating promising young athletes.

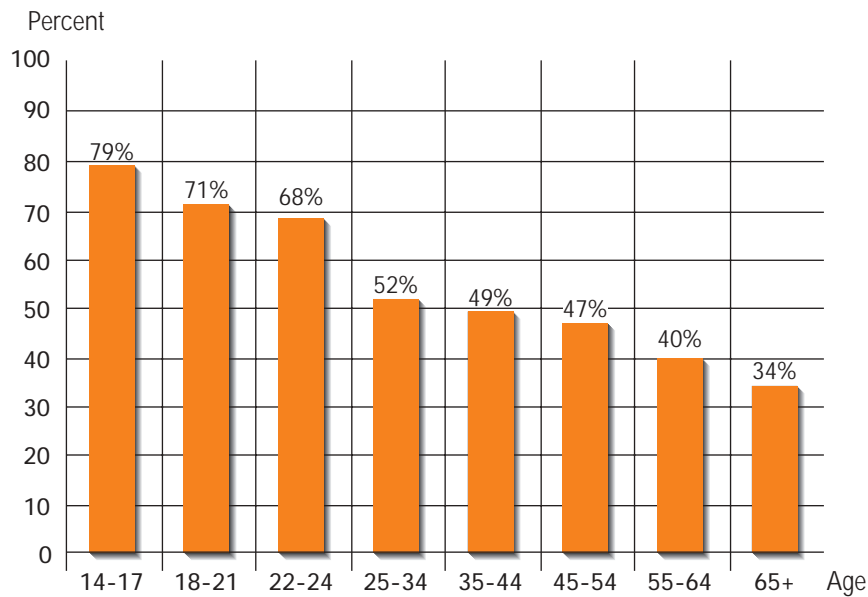
- **Sport activities for populations with special needs**
Support for organizations that organize sports activities for special needs populations - both popular sports activities and international representational sports in Israel and abroad.
- **Construction and maintenance of sports facilities**
Developing an Israeli standard for sports facilities and equipment, assisting the local authorities in constructing sports facilities according to their local master plan and in compliance with the Sport Administration's standard for sports facilities, and assisting Olympic sports centers in their ongoing activity for the benefit of competitive athletes.
- **Diving**
Enforcing the Diving Sport Law - 1979, and assisting organizations and local authorities in construction of safe and proper diving facilities.
- **International relations**
Assisting associations and unions to participate in international school competitions for youth; conducting professional tours to locate young athletes and promoting competitive sports. Enhancing contacts with other countries, with the aid of the Sport Administration.
- **Conferences held by the Sport Administration**
The Administration holds four annual conferences attended by representatives from local authorities and sports associations and unions, as well as 20 regional conferences attended by representatives of local authorities and sport associations. Additionally, it organizes national conferences and meetings for public discussion of various issues related to sport in Israel.



FIGURES ON PARTICIPATION IN SPORT ACTIVITIES (AGE 14 AND UPWARDS), 1999

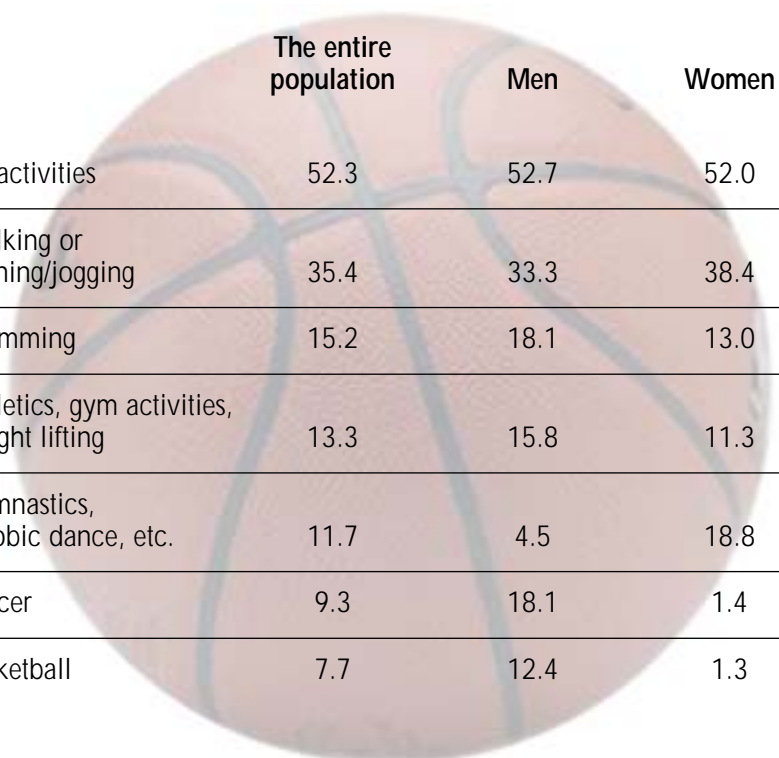
Source: Central Bureau of Statistics

PARTICIPATION IN SPORT ACTIVITIES BY AGE (percentage of the age group)



Participation in sport activities decreases with age. In the 14-17 age group, 79% engage in sport activities, compared to 34% in the 65+ age group.

PARTICIPATION IN SPORT ACTIVITIES BY SEX AND BY PREFERRED TYPE OF ACTIVITY, 1999 (percentage among relevant population)



	The entire population	Men	Women
All activities	52.3	52.7	52.0
Walking or running/jogging	35.4	33.3	38.4
Swimming	15.2	18.1	13.0
Athletics, gym activities, weight lifting	13.3	15.8	11.3
Gymnastics, aerobic dance, etc.	11.7	4.5	18.8
Soccer	9.3	18.1	1.4
Basketball	7.7	12.4	1.3

The percentage of women who engage in sports activities (52%) is similar to the percentage of men (53%), but there are significant differences in terms of the preferred activities. Men engage more in swimming, athletics, gym activities and ball games. Women prefer activities such as walking, running/jogging, gymnastics and aerobic dance.