

REFORMS IN EDUCATION SYSTEM IN ISRAEL...A JOURNEY BETWEEN FAILURE AND SUCCESS

Elham Maree

Principal of Eben Rushd elementary school – Qalansawe -Israel

A student in the Doctorate path in the scientific discipline "Organization and Management
outside the Field of Material Production"

Varna Free University

Introduction: *Education reform is a deliberate process of change aimed at achieving desired objectives within the education system. The changes are implemented by the legal, political, and professional stakeholders in the field of education, and are intended to guide the system to operate more efficiently and in line with the expectations of society and the environment. Ultimately, the goal of reform is to improve education and contribute to the community and society. Education is crucial in ensuring the success of students as citizens.*

The Israeli education system has undergone several reforms over the past few decades aimed at improving the quality of education and addressing the changing needs of society. The government has initiated a series of reforms aimed at improving the quality of education and responding to the changing needs of society. These reforms have focused on various aspects of the education system, including curriculum development, teacher training, educational technology, and school management. In this article, I will discuss the key reforms that have taken place in the Israeli education system, their goals, and their impact, based on the theoretical references which discussed it.

Keywords: *reforms, teachers, compulsory education, Dovrat report, new horizon, oz la-tmura*

The need for educational reforms arises from various challenges facing societies, such as changes in demographics, economy, technology, and culture. To respond to these challenges, educational systems must adapt by introducing new curricula, teaching methods, and assessment tools¹ that reflect current needs and aspirations.

¹Wideen, M.F., & Grimmett, P.P. (1995). (Eds). Changing times in teacher education: Restructuring or reconceptualization? London, UK: Falmer Press

Gaziel¹ presents three main explanations for the growth of educational reforms in Israel. The first reason is self-adaptation, as global political and economic pressures require the education system to change and adapt to the changing needs. The second reason is societal balance, as the education system is required to maintain balance in society and reduce pressure for conformity. The third reason is political manipulation, as political pressures are exerted on the education system to resolve conflicts and declare educational reforms without immediate implementation, in order to avoid budgetary expenditures. In addition to their role as a vital tool for the stability and survival of organizations and educational systems, reforms also serve as a platform for constant renewal and an expression of a desire for change and innovation. This is how Adler² expresses his thoughts and describes it as a direction of change in the face of education. It has been reported that school principals who frequently implement changes in their schools argue that these changes provide them with a means for renewal, infuse them with new energy, and give them a sense of self-fulfillment³.

Reforms are a manifestation of society's ongoing evolution and are essential to adapt to changing circumstances. They provide a means for renewal and growth by introducing new ideas and approaches that can lead to positive change. Human society is a dynamic entity in which various forces are constantly at play. Reforms serve as a mechanism that reflects this dynamism and are not indicative of the failure of a particular reform. Therefore, the implementation of reforms should not be seen as a sign of failure but rather as a vital component of societal development. This will be an answer for those who argue that the frequent implementation of reforms and the subsequent introduction of new reforms over time reflect a failure of the previous reform.

Taking a broader perspective, it is possible to consider the secondary effects of a particular reform and use them as measures of its success. Professional literature identifies four groups of factors that may lead to the failure of a reform, with the primary ones being the nature of the school, its structure, and the prevailing practices therein⁴. Some argue that education is inherently resistant to reform, in part due to the social nature of the school as an institution and the nature of instruction. According to Eisner, the mediation of the school may be a barrier to reform.

¹Gaziel, (2007), Failure is almost known in advance. *The Echo of Education*, issue number 09. October 3007. Vol Fa.

²Adler, (2010), Introduction. In Fisher, G. and Michali, N. (editors). *Change and improvement in education systems*. Collection of articles. Jerusalem: Branco Weiss Institute and Avni Rusha Institute.

³Oflatka, J. (2010), Teachers and administrators in "Ofek New" from opposition to participation. *The Echo of Education*, December 3050. Issue no 02. Volume 55. IA 32-20

⁴Eisner, A. V. Educational reform and the ecology of school education. In B. Fisher, C. and Michali, N. (editors), (2010), *Change and improvement in education systems*. A collection of articles. Jerusalem: Branco-Weiss Institute and Avni Rusha Institute

Robinson¹ notes that reforms are no longer useful because they focus on repairing a pattern that is based on previous conceptions, necessitating a revolution in education rather than a reform. Additional reasons for the failure of educational reforms are rooted in issues such as unclear objectives and goals, the introduction of models from economic and management fields that are not suitable for the education system, and a lack of alignment between structural-organizational components and pedagogical components. To address these issues, planners must focus on the objectives and goals of the reform, implement quality processes, and select appropriate models and methods for the education system².

It should be noted that in order to promote significant reform in the education system, continuous support and commitment from all levels are required. At times, the political level utilizes reform to promote personal political interests, without regard for existing processes in the education system and the true reasons for its failures. The professional level, which is familiar with the education system and its needs, should be more involved in decision-making processes and formulate policies that are suitable for the system's requirements.

Some argue that there is no need for any form of reform in the education system. Rather, what is needed are excellent teachers and strengthening of schools as having a strong mandate and a prominent role in the decision-making process. This can be achieved by attracting high-quality individuals to the education system and retaining them through increased salaries, for example, and by granting greater autonomy to schools.

The argument posits that there is no need for sweeping changes to the education system but rather for improvements within the existing structure. The focus should be on attracting and retaining high-quality teachers and empowering schools to play a more significant role in decision-making. One way to achieve this is by offering higher salaries to teachers to attract the best and brightest to the profession. Additionally, granting greater autonomy to schools can enable them to make decisions that are more tailored to the specific needs of their students and communities.

The idea is that by providing excellent teachers and strengthening schools, the education system can be improved without the need for a comprehensive overhaul. By attracting high-quality individuals to the profession and empowering schools, decision-making can become more localized and better aligned with the specific needs of the communities being served. The

¹Robinson, K. (2011), Give us the education revolution! TED conference. Edited by Blass, R.
<http://www.amalnet.k12.il/AmalNewsLetter/Letters/06.02.2011/TED.htm>

²Tsuriel-Harari, K. and Ben David, L. (2011), National policy in education achieves nothing. Country. Calalist supplement 22.09.2011, An interview with Prof. Eric Hushek, one of the world's leading education efficiency researchers.

argument suggests that these measures will lead to a more effective and efficient education system, without the need for a significant reform effort.

The education system in Israel was established prior to the country's founding through a long and continuous process. Over time, adjustments and many steps were taken to adapt the structure of the system to the evolving needs of the population in the country.

Between 1948 and 1950, a large wave of immigration to Israel occurred, and while schools of various streams operated in old and established localities, there was no education system in the transit and immigrant camps. Literacy was taught in a few classrooms without a formal school structure. Over time, a process was initiated to regulate and shape the education system to meet the new needs of the country. The Knesset, during this period, enacted the first significant law in the field of education, known as the "Compulsory Education Law: 1949."

The Compulsory Education Law is considered the foundational step in the establishment of education in the State of Israel. The law mandates that the state is responsible for providing free, compulsory education to every child in Israel from the age of three to fourteen in a recognized educational institution, regardless of their economic, ethnic, or sectoral background. Furthermore, the law stipulates that parents are obligated to send their children to the institution designated for them.

The purpose of the Compulsory Education Law is to provide equal opportunities in education and upbringing for all children in the state, regardless of their background. The law aims to eradicate discrimination based on economic, ethnic, or sectoral grounds and to ensure that every child in Israel has access to education ¹.

The implementation of the Compulsory Education Law was a lengthy process that took several years to complete. During this period, layers were added, and steps were taken to adapt the structure of the education system to meet the new needs of the country regions ². The law set the foundation for the education system in Israel, paving the way for subsequent legislation and regulations that have helped to shape and improve the education system.

The Compulsory Education Law of 1949 is a significant landmark in the history of education in Israel. The law provided the legal framework for the establishment of a comprehensive education system in Israel, with the aim of ensuring equal opportunity for all children in the state. The implementation of this law marked the beginning of a long process of development and improvement of the education system in Israel, which has led to the current high-quality education system in the country

¹Seberski S. (1990), Education in Israel - the district of the separate tracks, Brirot.

²Worgen, J. And Fieldman, a. (2009), Key Issues in the Israeli Education System, Research and Information Center, Knesset

In the 1950s, another significant law was enacted in the field of education: the "State Education Law 1953." This legislation made the education system in the country one central system. The primary schools passed into the hands of the state or the local government and came out of the control of the political movements. But ultra-Orthodox education remains outside state. The structure of the system remains the same as the structure established following the Compulsory Education Law (eight years of elementary school and four years of high school). Following the waves of immigration, the number of students has increased fivefold in these years. The procedures for registering students for the school stipulated that the registration would be done according to division into.

This law created a situation of formal equality. All students were required to attend state schools according to a uniform nationwide curriculum and uniform achievement norms such as, transition from kindergarten to school or transition from elementary school to high school. The concept of equality was based on two basic assumptions, one: all groups in the population are entitled to equal inputs, and the other: education is a unifying tool which transfers diversity to uniformity. This approach ignored the fact that the contents and achievements were chosen by the dominant group, while ignoring the cultural and class differences and in an attempt to make the weakened groups similar to it.

Formal equality in inputs has not led to the expected academic achievements in primary and secondary education. Thus, was born, in the 1960s, the "cultivation" policy, which is defined as the "policy of separate paths", as defined by Seberski¹. The concept of "in need of cultivation" is based on parameters of ethnicity, economic level, and area of residence; And the decision on the "cultivation" policy has led to the construction of various programs aimed at diagnosing and treating various "cultivation needs". The programs included: a set of "survey tests" developed by the Szold Institute, which were tests that were supposed to examine elements of ability and achievement and were intended to guide students to post-primary education, adapted curricula, development of adapted teaching methods and textbooks, establishment of special boarding schools and gifted enrichment centers. "Building rehabilitation programs for special classes, expanding vocational education, creating groups within the school to adjust the level of education to the student and improve his achievements, a long school day and more². The adjustment that the leaders of the system tried to lead often led to opposite results than they wanted. Orientals to others and has retained their labeling as culturally backward.

¹Seberski S. (1990), Education in Israel - the district of the separate tracks, Brirot.

²Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002), The development of the Organizational Climate Index for high schools: Its measure and relationship to faculty trust. *The High School Journal*, 86(2), pages:38-49.

In the 1970s, and particularly in 1968, a decision was made in the Knesset on a reform of the education system that was to include the entire system. The reform has materially affected the entire education system from the 1970s onwards.

The overarching goal of the reform is to improve the achievements of the entire student population and reduce the gaps between the students of various social and economic status. The reform amounted to extend the duration of compulsory education by two years, until the tenth grade, and established a new structure for the education system. According to which primary education will be six years, middle school will be three years and post-primary (high school) education will be three years. It obliged the schools to create integration within the middle schools by connecting different enrollment areas that constitute different cultures and even allowed the establishment of comprehensive schools in the developing towns and underprivileged neighborhoods, the comprehensive schools included academic and professional tracks¹. According to the reform, the heterogeneous classes were divided into homogeneous groups according to levels of study in the subjects: mother tongue, mathematics, and English, assuming that the level of study was intended to promote the student and take him from one level to a higher one. The implementation of this reform has been met with quite a few delays and resolute objections. But it has its successes, such as: All Israeli children studied according to the law of compulsory education that is enforced. State and state religious schools have been created with a state curriculum that includes sciences and languages. A relatively uniform pattern of teacher training was created, except for the recognized unofficial ultra-Orthodox education and exemption institutions that were idle in the 1960s. Most of the public in Israel cooperated with the organization of integrative middle schools. Another dimension of the success of the education reform is the increase in the rates of eligibility for a matriculation certificate. As a result, it became clear in the 1980s that the demand for higher education institutions exceeded the supply of places to study and there was great pressure on higher education institutions to accept more students. There were also elements of ambivalence in the Ministry of Education's preparations for the implementation of the reform, whether they were against the background of conservatism or against the background of identification with the opposition of the Teachers' Union².

In 1978, the implementation of the reform was examined, and it was found that the factors that delayed its implementation were budgetary difficulties, social polarization, parental

¹Seberski S. (1990), Education in Israel - the district of the separate tracks, Brirot ; Keshti, Y. (1998), The Education System in Israel, in Aharoni, S. And Aharoni, m. (1998), Personalities and Deeds in Israel, Tel Aviv University.

²Wollensky, A. (2004). International trends in education reforms - consequences and implications for Israel, according to the summary of a talk given at a seminar "Education Reform - the desire to change and chance to succeed," MOFET Institute

opposition, special problems in the religious community and unlimited involvement of local authorities¹.

Ten years later, in the 1980s, the country found itself in a difficult economic situation, which manifested in very high inflation², as a result of which the various ministries were forced to make significant cuts, including to the Ministry of Education. Following significant cuts during these years, parents began to pay more and more for educational services, which gives them, in their view, the right to make decisions regarding their children's education. Concepts such as decentralization, autonomy, choice and pluralism replace concepts such as: reducing disparities, equal opportunities and integration. The involvement of financially capable parents has led to significant changes in the education system. This created frameworks for extra study hours funded by parents. At the same time, the Ministry of Education introduced a system which is an additional curriculum subsidized by parents operating in less established areas. This created a situation in which students whose parents could not afford it, could not pay and thus did not attend these programs³.

During this period, private schools began to operate, with parental funding. These schools sorted students according to tests on their behalf and charged particularly high tuition fees. Students from economically disadvantaged classes who could not afford tuition, could not attend these schools. At the same time, registration areas were opened according to parents' choice, although registration for the education system was done according to registration areas. The opening of the registration areas allowed each student to choose the school. This way a student can choose a prestigious school but would not meet the conditions of tuition and screening tests. Sort students according to social and cultural class criteria.

In the 1990s, a reform of decentralization of authority to schools originated in the Ministry of Education. This move progressed for two reasons: First, school oversight did not take place effectively. Second, the centering prevented schools from dealing with the changing global reality. The first statement of intent to decentralize came from Education Minister Yigal Alon in 1971. He stressed the need to flex centralized control over schools by granting freedom of action to the school educational staff⁴.

¹Keshti, Y. (1998), The Education. System in Israel, in Aharoni, S. And Aharoni, m. (1998), Personalities and Deeds in Israel, Tel Aviv University.; Worgen, J. And Fieldman, a. (2009), Key Issues in the Israeli Education System, Research and Information Center, Knesset.

²Giladi, d. (1997),The Israeli Economy: Development of Policy Characteristics, Stagnation and Rising Inflation, Ministry of Education; Keshti, Y. (1998), The education system in Israel: the 1980s and beyond, Matach Library, Tel Aviv.

³Seberski S. (1990), Education in Israel - the district of the separate tracks, Brirot.; Worgen, J. (2011), Parental Payments "Additional Curriculum" and Purchasing Voluntary Services, Research and Information Center, Knesset.

⁴Nir, A. (2001), The developmental aspects of self-managed schools. Hebrew University, Research Institute for Innovation in Education, Jerusalem; Nir, A. (2007), The effect of school-based management on schools' culture of consumption, International Journal of Leadership in Education; Gaziel, I. (2008), Public educational system improvement by charter schools, research no. 8, Milken Institute.

Despite recognizing the importance of decentralization and autonomy for schools, there was almost no impact on the initiated moves. As a result, the Ministry of Education has launched a policy of decentralization of powers for schools, but at the same time it has tightened supervision over them to ensure full control.

In this era, there was a tangible action designed to promote anew reform in school autonomy, called "the autonomy project in education". The reform operated for five years, of which one year was devoted to the development of the concept and the final year was devoted to the completion of the project¹.

The difficulties encountered in the policy of granting autonomy to schools, and the gaps between what is present and what is desirable in the field, have been well studied in the Ministry of Education and have led to the creation of the idea of self-management².

The term "self-management" of schools has many meanings. A dictionary of educational degrees defines self-management as "an administrative system in which an individual school has autonomous authority to make decisions for budgets, curricula and manpower, within the framework of policies set by its board³".

The term "self-managed school" refers to a philosophy adopted by the Ministry of Education in order to improve the educational level in the school through principal empowerment, teacher empowerment and the participation of parents and community representatives in the decision-making process⁴. The professional literature in the field of "schools in self-management" does not discuss disengagement from the education system but rather the transfer of powers from the government ministry to an internal center. A process of decentralization of administrative and educational powers from the center to the periphery⁵.

The idea of the school in self-management is rooted in the concept that schools should be given maximum administrative and pedagogical autonomy in the management of their affairs.

¹Wollensky, A. (2004), International trends in education reforms - consequences and implications for Israel, according to the summary of a talk given at a seminar "Education Reform - the desire to change and chance to succeed" MOFET Institute; Nir, A. (2007), The effect of school-based management on schools' culture of consumption, *International Journal of Leadership in Education*.

²Wollensky, A. (2004), International trends in education reforms - consequences and implications for Israel, according to the summary of a talk given at a seminar "Education Reform - the desire to change and chance to succeed" MOFET Institute

³Amar, N. (2006). Satisfaction, a sense of autonomy, and participation in classroom and school decision-making among teachers in self-managed schools compared to regular schools. School of Education. Bar-Ilan University; Gaziel, I. (2008), Public educational system improvement by charter schools, research no. 8, Milken Institute.

⁴Amar, N. (2006). Satisfaction, a sense of autonomy, and participation in classroom and school decision-making among teachers in self-managed schools compared to regular schools. School of Education. Bar-Ilan University; Gaziel, H. (2002), Self-managed school, Theory, Research and action, Ramot: Tel-Aviv University.

⁵Wollensky, A. (2004), International trends in education reforms - consequences and implications for Israel, according to the summary of a talk given at a seminar "Education Reform - the desire to change and chance to succeed" MOFET Institute; Amar, N. (2006). Satisfaction, a sense of autonomy, and participation in classroom and school decision-making among teachers in self-managed schools compared to regular schools. School of Education. Bar-Ilan University; Gaziel, H. (2002), Self-managed school, Theory, Research and action, Ramot: Tel-Aviv University.

This idea was implemented in Israel in the early 1980s and was done in a multi-phase process. In the first phase, the Minister of Education and Culture, Zevulun Hamer, decided to grant administrative and organizational autonomy to the schools, and later this autonomy was extended to the pedagogical aspects as well ¹.

Later, the Minister of Education and Culture, Ms. Shulamit Aloni, decided to establish a committee that was asked to propose principles and processes for the establishment of self-managed schools. The committee's report was published in 1994, and the new minister, Prof. Amnon Rubinstein, decided to implement its conclusions. The self-governing schools were operated on the bases of the committee's report and its recommendations, which were intended for the school to constitute an independent decision-making unit in the management of its administrative and pedagogical affairs, as detailed below:

- 1 .The school will set clear pedagogical goals for the staff working in it.
- 2 .The school will adapt the curricula to the pedagogical goals it has set.
- 3 .The school will activate internal feedback for the purpose of advancing certain student populations.
- 4 .Increasing the independence of the school in managing its budgets.
- 5 .The role of the supervisor in the schools will focus mainly on support, advice, and assistance as needed.
- 6 .The powers of the school in the field of manpower will be expanded. Powers that include the employment and dismissal of teachers ². In the end, the last two recommendations were not implemented due to the fear that their implementation would prevent the application of self-management policies in schools ³.

The first phase of self-management schools was in the form of a two-year trial, which included nine schools, and was accompanied by an evaluation study. The study set two goals: to provide relevant information about the model of self-management, to provide relevant information about the processes of transition to self-management. The researchers, who conducted the evaluation study, pointed out that the shift to self-management has created changes in the organizational and pedagogical level of schools and in the level of operational resources in them. The objectives of the schools and the curricula have been clarified and changed to some

¹Wollensky, A. (2004), International trends in education reforms - consequences and implications for Israel, according to the summary of a talk given at a seminar "Education Reform - the desire to change and chance to succeed" MOFET Institute

²Friedman, J. (March 2010), School self-management-in order to raise school achievements: self-direction, effectiveness, and accountability The Communication was submitted to the General Director of the Ministry of Education, Nir, A. (2007),The effect of school-based management on schools' culture of consumption, International Journal of Leadership in Education; Wollensky, A. (2004), International trends in education reforms - consequences and implications for Israel, according to the summary of a talk given at a seminar "Education Reform - the desire to change and chance to succeed" MOFET Institute.

³Nir, A. (2007),The effect of school-based management on schools' culture of consumption, International Journal of Leadership in Education

extent, and the feedback processes have been emphasized on the pedagogical, climatic, and administrative levels. In the field of pedagogical feedback, there have been no significant changes compared to the past. At the organizational level, changes were made in the organizational structure of the schools and in the workforce, powers were conferred on school functionaries, new committees were established, and new staffs were formed. The patterns of communication within the school were changed and the staff was more autonomous than before. In contrast, the question of school responsibility and oversight has not been satisfactorily formulated. Also, the question of students' academic achievement did not receive special emphasis in the school's self-management work plans and management in its early years of operation, at a time when evaluation and follow-up studies were conducted. The study revealed among members of the management of the Ministry of Education and among supervisors' different opinions, ranging from support to opposition. Local authorities supported the move¹.

Following the study, the researchers believed that the school's management pattern in self-management could be distinguished by several characteristics: Collaborative management. The decisions and processes in the school are made as a product of a process of sharing between the school administration, the teachers, the parents, and the community; Feedback-based management. The pedagogy and organization in the school are determined and change over time in openness, and in accordance with the reality in which the school lives. And out of vigilance for the impact of educational efforts and investments on service recipients and partners in the educational process. At the same time, the school provides parents with data on what is happening at the school, whether it is achievements or various activities; Goal-based management. The school sets clear social and administrative educational goals in keeping with the school's beliefs and the school's vision. And the principal and teaching staff work diligently to implement them; An open organizational climate based on flexibility and delegation of authority to functionaries. The curricula and educational activities are also flexible and connected to the needs of the school and its vision; Independence in the management of financial and human resources; Availability of resources to the staff. Resources are available to school staff (teachers, functionaries), and they are allowed to use them with a great deal of freedom and flexibility².

The researchers also proposed a definition of a self-managed school, as follows:

¹Friedman, J. (March 2010), School self-management-in order to raise school achievements: self-direction, effectiveness, and accountability The Communication was submitted to the General Director of the Ministry of Education; Nir, A. (2007), The effect of school-based management on schools' culture of consumption, International Journal of Leadership in Education.

²Gaziel, I. (2008), Public educational system improvement by charter schools, research no. 8, Milken Institute; Friedman, J. (March 2010), School self-management-in order to raise school achievements: self-direction, effectiveness, and accountability The Communication was submitted to the General Director of the Ministry of Education; Weissblei, A. & Weingr, A. (2015), Israel's education system selected issues in the field of business of the Committee on Education, Culture and Sports Committee. Research and Information Center, the Knesset.

A self-managed school sets clear educational, social and administrative goals, in which teachers, students, parents and the community participate in decision making, and the principal and staff strive resolutely to achieve them. Largely independent in the use of human resources and financial resources, which are available to the staff, who can use them flexibly. The organizational climate in the school is open and based on autonomy and trust. The school reports to central authorities on the goals it has set for itself, and on its educational and social outputs¹. The basic assumption is that the one who is closest to diagnosing the needs of the student is the one who must make the decisions as to how to provide the education services. Since teachers are very close to students, they should be empowered to make decisions on matters entrusted to the supervisor, the director of the education department, or any other external authority other than the school. As part of this move, schools were required to have regulated work procedures, which required them to write an activity plan.

The government has approved that for each school included in the self-management program, an accompanying steering committee will be established whose number and composition will be determined by the director general of the Ministry of Education. The school will set work plans and goals, among other things, in accordance with the Ministry of Education goals. It follows that the school principal will be subject to two factors: the Ministry of Education and the Steering Committee².

Studies examining the impact of the transition to self-management suggest that teachers are generally unfamiliar with the principles of self-management and the budgetary autonomy it provides and that they have not felt any serious changes following the application of self-management³.

In contrast, the findings of the evaluation studies conducted by the Ministry of Education encouraged policy makers in the ministry to extend self-management to more local authorities. As part of the expansion process, contracts were signed between the local authorities and the Ministry of Education for the exercise of self-management in schools within their frameworks⁴. In four years, between 1999 and 2003, the number of local authorities joining the self-management policy increased significantly⁵.

¹Friedman, J. (March 2010), School self-management-in order to raise school achievements: self-direction, effectiveness, and accountability The Communication was submitted to the General Director of the Ministry of Education.

²Kizel, A. (05/16/2011), Give independence to school managers. Haaretz

³Gaziel, I. (2008), Public educational system improvement by charter schools, research no. 8, Milken Institute.

⁴Nir, A. (2000) The annual plans of school-based management schools operating in a centralized educational system: Planning for ambiguity, Educational Planning, 12(4), pages:19-38.

⁵ Nir, A. (2003), The impact of school-based management on public schools in Israel. Curriculum and Teaching, 18(1), pages: 65-80.

Following the government decision mentioned above, a dedicated principal was established in the Ministry of Education, whose role is to accompany the school transition process to a model of self-management. The principles of the program and the implementation model of the program are detailed in the Director General's circular of the Ministry regarding the transition of elementary schools to self-management. The circular describes, among other things, the pedagogical-managerial model of self-management schools. How to allocate the resources and operational principles of self-managed schools.

As part of the national program for meaningful learning announced by the Ministry of Education in the 2009-2010 school year, the self-management program was expanded to all official elementary schools. Data taken from the Ministry of Education shows that in the 2014-2015 school year, 84% of official schools operated in self-management reform. 65% of the self-managed schools joined the program in the years 2004-2005.¹

In 2002, a comprehensive nationwide study was published to assess the implications of self-management in schools. And the degree of promotion in the matter of increasing the freedom of action given to schools within its framework. The aim of the study was to examine the degree of compliance with the principles of self-management².

The findings of the study showed that the self-management policy did not change the routine conduct in the schools. Moreover, it was found that the unique nature of the school is what determined the potential for the assimilation of self-management in it. The study shows several factors influencing responsiveness to self-management in all schools surveyed. Research shows that schools that experience ambiguity about their future find it difficult to exploit the potential of self-management and cannot translate it into an action plan appropriate to their uniqueness.

Schools that have experienced crises in their history have a gap between the variables determined by self-management policies and their characteristics. However, there has been a difference between schools because it stems from the degree of organizational resilience that the organization's employees experience as a result of the crises. In this respect crises that have caused low organizational resilience can lead to apathy and crises that have caused stable organizational resilience can lead to an operating culture that emphasizes public relations.

The study reveals findings that indicate differences in the relationships between schools and parents. This is how these submissive relationships between indifference and active involvement

¹Weissblei, A. & Weingr, A. (2015), Israel's education system selected issues in the field of business of the Committee on Education, Culture and Sports Committee. Research and Information Center, the Knesset.

²Gaziel, H., Bogler, R., Nir, A. (2005). Assessing the implications of the transition of schools to the framework of self-management on the factors that inhibit and accelerate the development of schools. Office of the Chief Scientist. Ministry of Education.

can be described. According to the findings, the schools that enjoy parental satisfaction have active and positive participation moves¹.

The study uncovered two important variables in the schools that participated. The first variable is the interaction between the school and the local authority. The findings suggest that the nature and size of the local authority has an impact on this interaction. Larger and more stable local authorities tend to transfer financial resources to schools regularly and transparently. In contrast, smaller local authorities may tighten their control over schools by using irregular procedures to transfer resources. This can create difficulties for schools within smaller local authorities in terms of autonomy and self-management.

The second variable is school management. The study found that the principal plays a crucial role in how a school responds to the potential for self-management. The seniority and familiarity of the principal with the staff were found to be important in the assimilation of self-management. Principals who have been with the school for a longer time and have a better understanding of their team are more likely to delegate authority and allow for greater freedom of action. Additionally, principals who adopt an active management style that emphasizes sharing and empowerment for teachers are more likely to create an environment conducive to the assimilation of self-management.

The degree to which the manager identifies with the principles of self-management is also an influential factor. It has been found that managers who identify with the idea of self-management and see it as a continuation of their work pattern, will make efforts to implement it. The findings point to another variable among managers. The image of the manager also influences the assimilation of self-management. The better image a manager has among his subordinates, the more he can lead change and implement it².

In the 2000s and due to relatively low achievements for students in the country's education system, a public committee was appointed in 2003, the Dovrat committee by the Israeli government. The aim was to conduct a comprehensive examination of the education system in the State of Israel and to recommend a holistic change reform: pedagogical, structural and organizational³. The committee is also known as the "National Task Force for the Advancement of Education in Israel", after several months and intensive work, a plan was submitted to the

¹Gaziel, H., Bogler, R., Nir, A. (2005). Assessing the implications of the transition of schools to the framework of self-management on the factors that inhibit and accelerate the development of schools. Office of the Chief Scientist. Ministry of Education; Nir, A. (2007), The effect of school-based management on schools' culture of consumption, International Journal of Leadership in Education.

²Gaziel, H., Bogler, R., Nir, A. (2005). Assessing the implications of the transition of schools to the framework of self-management on the factors that inhibit and accelerate the development of schools. Office of the Chief Scientist. Ministry of Education; Nir, A. (2007), The effect of school-based management on schools' culture of consumption, International Journal of Leadership in Education.

³Inbar, D. (2000), Managing various: educational challenge. Or Yehuda: Reches

Israeli government. The program included a snapshot of the education system in Israel, a response to the crisis in the education system and reforms around the world, and presented principles for promoting the education system, recommendations, and lines for implementation. Following this, a government decision was made according to which the government considers the implementation of the main recommendations of the reform a preferred national task. The government has tasked the task force and presented a final report of the National Education Program. The committee submitted to the government its final recommendations in 2004 in the form of a report called the Dovrat Report¹.

The report announced a reform that includes changes such as a full school day, in which the student will receive lessons in the original class, lessons in small groups, individual lessons, enrichment classes and meetings with a tutor. Furthermore, as part of a long education day, guided preparation of homework will be possible, as well as extensive social and community activities.

The main objectives of the reform at the student level were: reducing gaps by applying free education at the young age of three, strengthening the teaching staff and assisting staff, locating students who have difficulty and assisting them before moving on to the next stages, comprehensive budgeting in preferring the weaker classes, differential budgeting, total ban on sorting students in public education and controlled selection of students and parents in the schools in which they are interested, responsibility and commitment to the advancement of each student and for this the school will be evaluated, a basic uniform level is binding for all and the development of each student's unique skills to excellence. Reduction of violence, individual lessons and educational enrichment activities within the school for all students, reduction of transitions between stages of education to two transitions, activities to prevent dropouts and care for children and youth at risk, determination of an integrated and uniform basket for each student in Israel, limiting parental payments, providing nutrition to students from weak economic backgrounds.

At the level of principals and teachers, an option was offered for improved employment conditions in schools in underprivileged areas and a multi-year plan was set to reduce infrastructure disparities. A ladder of ranks, the promotion of which will be conditioned by these components and will provide a significant increase in salary.

The report emphasized the strengthening of self-management so that it was recommended that schools be given maximum pedagogical, organizational and budgetary autonomy. According to this autonomy, the school will be able to outline its educational, social and cultural policies, and

¹Cohen, J. (2004), Linking decentralization and school quality improvement, (Academy for Educational Development (AED)).

determine the manner of organization of studies and the appropriate pedagogical and educational ways of working for its students. The school will have flexibility in organizing the system of hours, in organizing the study groups, in determining its organizational-managerial structure and in realizing its budget¹.

The curriculum in schools is mainly based on the full national curriculum, which reflects the society's expectations of the graduates of its education system and is based on the educational goals defined by law. The program sets out the learning objectives, the content to be taught and the achievements expected of the students. It includes, in addition to content, thinking strategies and learning skills, language skills, social and personal skills and skills in using information and information technologies.

The implementation of the reform encountered difficulties due to concerns from teachers' organizations about potential job losses or negative impacts on their employment conditions. As a result, their approach was cautious rather than bold. The local government supported the reform but only if it did not increase the financial burden on municipalities and local councils. The Ministry of Finance also backed the reform, but it did not provide significant funding and instead urged the Ministry of Education to allocate funds from its existing budget to ensure the reform's success.

In 2006, negotiations were initiated between the Ministry of Education and teachers' organizations to enhance teachers' performance and achievements by improving their working conditions, such as wages and working hours. The Dovrat report suggested that the reform should be developed in collaboration with the teachers' organizations. Consequently, negotiations between the two parties led to the introduction of two reforms: "Ofek Hadash-New Horizon" for elementary and middle schools and "Oz LaTmura" for the upper division.

The reforms were mainly focused on enhancing teachers' salaries, while simultaneously bringing about significant changes in the working week and employment structure of teachers. The state supported the key principles of both reforms. In September 2007, a collective agreement was signed, marking the beginning of the implementation of the "New Horizon" reform. The agreement stated that several schools would join the reform each academic year, depending on budgetary constraints. By 2013, all official schools had adopted the reform gradually².

The signed agreement emphasized and clarified the teachers' terms of employment such as: raising wages, formulating an incentive wage structure that will include promotion tracks, as well

¹Dovrat, Q. (2005), The National Program for Education - Recommendations, the National Task Force for the Advancement of Education in Israel, was submitted to the Prime Minister's Office and the Ministry of Education; Inbar, D. (2000), Managing various: educational challenge. Or Yehuda: Reches

²Bamman, Y. (2013), Reforms in the Education System in Israel in the First Decade of the 21st Century, Thesis for a Master's Degree in Education, The Hebrew University; Vidislavsky, m. (2012), Reforms in Education Systems, Literature Review, Division of Primary Education, Ministry of Education.

as expanding and changing the structure of the teachers' work week to include individual hours and hours of stay. Prior to the reform, primary school teachers were employed on a full-time basis of 30 hours per week, which was defined as frontal teaching hours only (in front of a classroom). In addition, benefits were provided in the form of a reduction in teaching hours for the performance of additional duties or as preferential conditions for certain teacher populations, without prejudice to the scope of the teachers' job and salary. The reform extended the work week and included a different nature of work: 26 hours for frontal teaching, 5 individual hours, and 5 hours of stay. The individual hours are intended for teaching in small groups, in order to strengthen struggling students, strengthen outstanding students, enrichment studies, integrate new immigrants and more. The hours of stay are intended for teaching supportive work, such as: staff meetings, peer viewing, preparation of learning materials and test exams. As part of the reform, new and upgraded salary tables have been formulated that include promotion levels.

The reform also expanded the authority of principals in three key areas: teacher recruitment, granting tenure, and pedagogical dismissal procedures. Under the new system, principals have the power to select new teachers from a list of candidates provided by the Ministry of Education. Additionally, teachers must receive a positive evaluation from the principal to obtain tenure and continue their employment at the school. If a teacher faces dismissal, the process will be initiated by the principal, and it will involve four visits from supervisors to evaluate the situation.

Moreover, the agreement required that only teachers with an academic degree could be employed under the terms of the reform. New teachers must have an academic degree, and current teachers without an academic degree must commit to completing their academic education if they want to participate in the reform. However, a teacher without an academic degree who wishes to complete their education and join the reform can still receive 80% of the salary increase until they complete their academic degree.¹

Following the signing of the "Ofek-Hadash" agreement, the teachers' organization, which represents the teachers employed in the upper divisions, demanded a significant salary increase. In the spirit of Ofek Hadash, in 2011 an agreement was signed and the "Oz LaTmura" reform in post-primary education was published. The reform was a large-scale organizational and pedagogical move that should lead to a significant change in the schoolwork routine, both in terms of the teacher's work patterns and in terms of addressing the student's needs. The Ministry of Education saw the reform as an important means of raising the quality of teaching and learning, improving student achievement and the school climate, and strengthening the professional and

¹Cohen, S.(2011), Teachers 'Response to Change: Factors Affecting Teachers' Accession to New Horizon Reforms in Israel, The Hebrew University.

personal empowerment of teaching staff and school principals. Achieving these objectives requires the systematic preparation of the Ministry of Education and its districts, the planning of operational measures for the implementation of the reform, the formulation of effective monitoring and implementation mechanisms, monitoring and control of the implementation of the reform at all organizational levels and periodic assessment of progress. It should be emphasized that the large resources invested in the "Oz LaTmura" reform require the Ministry of Education to take special care to achieve the required improvement in the education system, in accordance with the objectives of the reform. In the first three years of the implementation of the reform, about 40% of the upper divisions in Israel joined it, in full or partial implementation¹.

The " Ofek-Hadash " and "Oz LaTmura" reforms are being implemented in schools to this day.

The New Horizon reform, which was implemented in Israel in the year 2000, aimed to introduce significant changes in the education system's curriculum, teaching methods, and evaluation methods. The primary goal of the reform was to make education more relevant to the changing needs of Israeli society and to prepare students to become active and responsible citizens.

One of the significant gains of the New Horizon reform was the introduction of multiculturalism and pluralism in the education system. The reform recognized the diverse nature of Israeli society and aimed to promote respect for different cultures, religions, and values. It also sought to address issues such as racism and discrimination by promoting tolerance and understanding among students.

The reform also emphasized critical thinking, creativity, and communication skills. It encouraged students to question the information they receive, think independently, and express their ideas and opinions effectively. The reform recognized that these skills are essential in today's world, where information is readily available, and students need to be able to analyze and evaluate information critically.

Another significant gain of the New Horizon reform was the introduction of integrated learning. This approach aimed to break down the traditional subject boundaries and connect different subjects to create a more holistic and comprehensive learning experience. For example, history, literature, and art were integrated into a single subject, providing students with a broader perspective of the world.

Another reform that had a significant impact on the Israeli education system was the Oz La-tmura reform, which was implemented in the late 1990s. The goal of this reform was to make the

¹Bamman, Y. (2013), Reforms in the Education System in Israel in the First Decade of the 21st Century, Thesis for a Master's Degree in Education, The Hebrew University; Ministry of Education (2015), Oz Reform for Change in Post-Primary Education, Ministry of Education.

education system more responsive to the needs of the labor market, with a particular emphasis on promoting vocational education and training.

One of the major achievements of the Oz La-tmura reform was the increased focus on vocational education and training. The reform recognized that not all students have the same academic abilities, and that vocational education and training can provide students with the skills and knowledge they need to successfully enter the labor market. To this end, the reform introduced new vocational tracks in areas such as technology, agriculture, and the arts, and provided students with practical, hands-on training.

Overall, the Oz Latmura reform introduced several important changes to the Israeli education system, aimed at promoting vocational education and training, technology and computer skills, entrepreneurship, and innovation¹. The reform also recognized the importance of partnerships between the education system and the business sector, with an aim to create opportunities for students to gain practical experience and develop the skills and knowledge needed for the labor market.

In summary reforms play a crucial role in the education system, as they are needed to adapt to changing needs, promote renewal, and maintain public interest. Educational reforms implemented in Israel resulted from domestic socio-political processes and international initiatives. These reforms were gradually implemented over time or required adjustments and changes throughout the years. The objective of these reforms was to enhance the performance and achievements of teachers in elementary, middle, and upper schools, which would translate into improved student outcomes. The implementation of these reforms was not without difficulties and opposition, including concerns from teachers' organizations about potential job losses and changes to working conditions. However, negotiations between the Ministry of Education and teachers' organizations led to the introduction of two reforms that significantly improved teachers' salaries and working conditions. Although the implementation of the reforms was gradual, eventually, all official schools in Israel adopted them, marking a journey between failure and success.

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