

The relationship between education and poverty in Israel

Amar Ravit, Grinberg Keren

Abstract

This article examines the strength of the relationship between education and poverty in Israel. The article shows that there is a reciprocal link between education and income. That is, in this generation, as the number of years of education of the person, the greater the average wage rises, Ktnim chances of being unemployed and Mtktzr time they need to reintegrate into the work force. The next generation, as the level of education and parental income will be higher, so will their children's achievements. This link is strengthened by the positive correlation between socio-economic characteristics of communities and achievements Sltosbihm. In view of the importance of the issue indicates growth trends in the proportion and absolute sectors and population groups living in poverty Breaking the generational cycle of great distress requires a change in education funding policy Education funding policy and allocation of resources for education in Israel today do not reduce the gaps between the various population groups, but perpetuate them, and sometimes even contribute to the expansion. Change is achieved by significantly increasing the resources allocated to disadvantaged population groups, by progressive allocation method. This method will contribute to reduce the debt of the interrelationship between poverty and education by reducing the gaps in academic performance by members of the various groups, and followed will lead to the reduction of future income disparities and reduce poverty levels in the population. This policy choice emphasizes the importance of education to national security, social cohesion and the location from a globalized world.

Introduction

This article discusses the link between poverty and education in Israel. This paper presents two main arguments: The first is a link between poverty, education between Israel will not be limited if the new education policy will be designed around a central education for poverty reduction. The second argument is that we should correct the current situation because low .education has implications for individuals, society and the economy

It lists education funding policy would reduce the affinity of the interaction between multi- . generational poverty and low education levels. All Israeli governments have carved their aim ambition to reduce economic and social disparities and allow equal opportunities for all population groups. This goal even been expressly mentioned in the document entitled "socio-economic agenda of Israel 2010-2008", approved by the government and the Knesset in 2007, and is the central goal of the education system since the 60s, and is also included in the list of operational objectives of the annual work plans of the Ministry Education

Gaps in educational achievement in Israel - Update The average investment per student is low the average student investment in the OECD; Average performance of Israeli students lower than the achievements of students in these countries, and the gap between segments of the Israeli population deeper gaps in all countries of the OECD. The average of student achievement in these countries ranges from 450 to 560 points, while the average Israeli student

achievement is 450 points, a score that places the achievements of students from the .achievements of students in developing countries

In recent years, did not improve Israel's position in international tests. Moreover, the achievement gap between education and poverty 77 Israeli students themselves are very wide compared to countries in the OECD addition, the level of achievement of students in Israel disadvantaged populations international comparative tests conducted in 2009 was lower by about 30 percent from the average level of their counterparts in the OECD (PISA, 2009)

Table 1: Gaps in ratio achievements percentiles - PISA 95: 5 for 2006 and 2009

2009	2006	Country
2.3	2.3	Israel
2.1	2.1	Jordan
2	1.9	Chili
1.8	1.8	England
1.8	1.8	Netherlands
1.9	1.9	USA
1.7	1.7	Finland

Table 1 shows that the gap in achievements of Israeli students ranked in first place compared to the OECD countries. For example, large gaps in Israel than in Chile and Jordan.) Israel honor student achievements 2.3 times higher a student's achievements diluted, compared with 1.9 in Chile and 2.1 in Jordan (. Therefore it seems that the education system in Israel is not only helping to narrow the gap in educational achievement between the different layers of the population, but also perpetuates them. Furthermore Therefore, publications Ministry of Education) Ministry of Education, in 2009 (and CBS) CBS, 2010 (rising gap in educational achievement already begins to form during the early stages of the education system, and is Results Meitzav) growth and efficiency . expanding with the maturation of students indicators of school (the National Authority for Measurement and Evaluation) RAMA (held in Tss"t elementary schools for Jewish education, show that each higher stage of study that expands the gap between student achievement based populations and the achievement of disadvantaged students. GEMS student achievement exams correspond to the socio-economic background of their. In other words, the average achievement of students in disadvantaged populations to fall from an average achievement of these students based populations (RAMA 2005) Similar findings were also examining the rate of entitlement matriculation certificate. Only about 46 percent from the corresponding age group eligible for a matriculation certificate (CBS, 2010) among high school seniors Jews percentage of those eligible for a The rate of those matriculating .matriculation certificate is higher than the eligible Arabs Jewish population of those born in Israel and from Europe and America higher percentage among Asian and African descent. This difference was maintained even in the third generation. The data indicate a significant correlation between socio-economic level of the local authority) by rating CBS (and the percentage of those eligible for matriculation

certificates among students. This ratio is also maintained at the matriculation certificate holders threshold testing at higher education institutions, as well as those institutions themselves. Research CBS examined the characteristics of schools whose graduates have achieved higher test scores psychometric preparation for admission to institutions of higher education.

The results showed that the two most influential variables are the proportion of parents with academic degrees and the average score for children on the matriculation examinations in mathematics and English) are weighted by the level exam (Shapiro, anchors and Dvir, 2009) data on the proportion of 29-20 who are studying at universities and colleges in each locality, published by the Adva Center, indicate a significant gap between the respective communities socio-economic situation. In what are two top deciles by rating CBS, the proportion of those aged students in the academic year 2005-2006 percent or more, compared to only 6 percent in (what are the two lowest deciles (Svirsky, Konor-Attias and Abu Hala, 2009)

Poverty and educational achievement in Israel - Why is it important to reassign

Resources in the education system? Demographic trends coming to the society, and the relative increase in the expected proportion of students in disadvantaged populations among low-achieving, raising fears of a gradual increase in the rate of students who will have difficulty in the future to integrate into the modern employment, and they will join the population that lives below the poverty line) already proportion of the population lives below the poverty line in Israel is almost double than in the OECD (. demography of these may also affect the resilience of social and economic status of society, and hence - fit its competitiveness in the global era. attempt to alter the trends in the resources allocated to promote the achievements of disempowered groups in the school system. If refrain The State Between .of Israel and an increase in resources will add that social and economic price high education and poverty rate of 79 Israeli children living in poverty is higher than the Western countries. In 2008, 34 percent of all children in Israel under the poverty line, compared with 9.8 percent in the Netherlands, 11.5 percent in France, 17.5 percent in Germany and 27.5 percent in the United States. The poverty rate among children in Israel rose by 36 percent since the beginning of the decade. National Insurance Institute data show that in that year there were 420,100 poor families in Israel, we've 1,651,300 people, including 783,600 children (National Insurance Institute, 2008) CBS data indicate that Israel return enjoyed by the personal economic as a result of his education is high. As the number of years of education the person the higher average salary, a small risk of having unemployed and the time it took him to reintegrate into the work force, in the event of dismissal is shortened .(CBS, 2009)

Their study Ballas (Sussman and Us, 2010) shows that the funding policy of reducing disparities Hhinocainh. Student budget) in terms of hours per week (studying elementary education at their assigned differently, and depending on the student population group belongs, statistically controlling for socioeconomic status. That is, in Ts"a disadvantaged student population, Arab or Bedouin education, was entitled to receive Ministry of Education

three-quarters of the student assignment entitled to the same background in Hebrew education. by Ts" a, education funding policy of elementary schools was based on the principle of fairness (equity

This policy was derived from the overall allocation method and apparatus for allocation of the funding formula "differential allocation". This is based on the principle according to which, as the depth of the need for such allocation size, in other words, as a lower starting point, the allocation has increased. Today, the policy is based on the principle of 'Enough' ((adequacy accordingly modified the allocation mechanism and formula funding: the new mechanism assigns each student an equal number of teaching hours, which is considered "enough", irrespective of the baseline of the student. The remainder if such exists (Divide according to a formula based on socio-economic variables), each of which is determined by (its relative weight, ie a policy of "insufficient when Bouillon (horizon, 2008

There are therefore many variables that affect, directly or indirectly, the mutual connection between living in poverty and poor academic achievement. Is it possible to calculate the extent of the loss caused to the individual, society, the economy and the country as a result of preservation of this reciprocal link? To answer this question we must address three issues-

How to measure this loss - is by measuring the cost of the educational programs currently operating) -or who need to apply them (to improve the achievements of scholastic disadvantaged, or by measuring the projected savings of private and public have been possible if increased educational levels of the population with low education), for example, due to a reduction in public expenditure for health services are most needed by the disadvantaged or due to a reduction in public spending to public security and the fight against crime, which is higher expenditure than in disadvantaged areas (? You can view this question too in a different way, and to measure how much potential income tax revenues lost due to salaries Lowest of the low-educated, or the extent to which the expected growth slows because of human capital which was not nurturing. 2 (How to calculate the cost of programs to -raise the educational level of students from families living in poverty? Is the current cost of these programs is an indication of their cost in the coming years, since it is possible future There are changes in the scope of this expenditure due to demographic change and thanks to the development of new programs, more effective? Do all students should be disadvantaged populations less educated and treated as one unit, or requires attention differentiated according to their family's poverty and the number of years of education of their parents? Do not desirable to increase the volume of investments among students living slightly above the poverty line, in light of the findings of the research show that these families into poverty incoming and outgoing calls him often? Reallocation of resources to the education program designed to evaluate the costs of education funding policy affects the distribution of educational attainment (BakerWelner, 2011)

How the state allocates resources to the education system

Card and Pine Card & Payne, (2002 examined the impact of additional resources to areas weakened, and pointed to the positive contribution of this supplement to reduce gaps in student achievement and reduce the influence of background variables social and economic.

This study and other studies conducted in the US showed that investment in increased students populations disadvantaged yielded higher economic returns, at the individual level and at the company level, as opposed to investment in other students. In a study of the cost-benefit ratio of government investment to boost the number of students who complete high school, All these .school is that the public economic yield was 2.5 times higher than the investment must be added the rise in living standards and improving the quality of life of recipients of the additional allocation (Levin, Belfield, Muennig, & Rouse, 2007) evaluation study on the program to prevent dropouts, held at a school in a disadvantaged neighborhood in Toronto, Canada, is the operation of the program reduced The dropout rate from school from 56 percent to 10 percent annually, and that every dollar invested in the program yielded a return of \$ 12, which is attributed to additional tax payments paid by graduates of the program have succeeded in finding stable employment (Contenta & Rankin, 2008), inequality in education leads to injury the earning capacity of the individual as an adult and his chances of social mobility. According to Bank of Israel report for 2009 to 2008, a graduate's income 15-13 Years of 12-9years of schooling was higher by about 20 percent a graduate's income education, higher by about 40 percent adults who have studied eight years of schooling or less; The unemployment rate among those with 15-13 years of schooling was half the rate of those with 10-9 years of schooling; Poverty among Haoclosihbalt ten years of schooling or less double the rate found among the population with 13 years of schooling or more), the Bank of Israel, 2008 (the. Parrish (2007) found that the addition of one year of education at Students disadvantaged the elementary schools increased by about 8 percent of the income of populations and reduced inequalities Helcli. ntoni from OECD (2010) show that a person with a post-secondary education or higher production in OECD countries during his years average dollars to serve an additional income tax and social payments, 86,000 earnings supplement compared to a person who bought a high school education only, after adjusting public spending needed to finance education - almost three times the amount invested at the same Data from the OECD suggest returns privacy and other social investments .Graduating time in education, for example, the health of those with higher education better and social engagement more) This effect was maintained after controlling statistically the educational -in Israel - 37.3 2008level (. This figure has corroborated by the social survey data) Central percent of the respondents in their education of 12 years of schooling) without a high school diploma (defined their health as very good, compared to 50.3 percent among those with an academic degree) this figure normalized by differences in population between the ages of various education groups (. Another aspect of the effect of education retirement age).

In most developed countries, including Israel, too, the life expectancy in recent years. . Statistics on the employment rate among those aged 64-55 teachers, less educated retire into the labor force at a younger age than their counterparts with higher education, the pension In .funds have accumulated without sufficient resources of their existence with dignity about a third of the students live in poverty and do not capture the potential. 2001 studies Nevertheless, extra resources they are entitled to receive from the local authority and the Ministry of Education is too small to allow for the improvement of their academic achievements. These students may become parents of children who like them are educated poor and low wages, compared to students who do not live in poverty, and therefore can not invest in their children, and so on. This situation may perpetuate deep differences anyway between populations based and populations that are not based and weaken social and national

Israel. empirical above indicate the existence of Interaction between education poverty And indicate the need for a redefinition of the target for the education system and is catching up which will be accompanied by a change in the funding policy of the education system. In a situation where education funding policy based on "insufficient when evenness horizontal" violated equal opportunities in education, based on which the State Education Law of Israel. neutrality (to use terms coined by Additionally, both the principle of fiscal Hnaotriiot) fiscal ,Kunz, shame and Sugarman 1970).

According to this principle, the relationship between the allocation to each student and variables socio-economic background of the community should be as small as possible. This idea is the basis for funding education in our sleep education systems based on equality of opportunity. Education financing policy of the question, then, is to re-allocation of resources. But why now want to re-allocating taxpayer, it is clear, the allotment will divert resources from education to such children and move them in educating the weaker classes? Ostensibly, public investment in the development of human capital of disadvantaged groups transferring children of today resources more established population groups disadvantaged group

But through this process is to allow future savings of resources) such as the costs of an . Prisons, courts, health system and public support to ensure social security such as transfer payments to various others (which would otherwise have been allocated to these layers. Compared to the support required to provide social security for future these groups, low education investment many times over. education funding policy also deals with the question of size allocation of resources. why choose economy to favor education the children of the weaker classes than is the case today? era of global competition among knowledge of Based on the quality of human capital that each State was able to develop. If economic farms the last decade, Israel has increased its investment in infrastructure in developing this student only 4 between education and poverty 91 percent) only Italy has invested less than it did among OECD countries (and for comparison, England has increased its investment in this decade by about 55 percent per pupil (OECD 2010), then Israel places itself in this competition in the weaker countries in the future. The question is, therefore, whether from the perspective of national security, Israel can allow itself such a relative position. Assuming that education is a "product ratio" (positional good) and that excess allocation in education sector One of the other places where the economy is relatively less good, then more investment is needed against which to allocate resources to the weaker classes. Education financing policy .is anchored at the base of the concept of social justice exists in the state

The significance of a policy to reduce interrelationship between poverty and multi-generational low education level

Israeli governments and ministers of education ministers declared that one of its objectives Hmrcziimsl society is raising the achievement levels of students in Israel and reducing the gap between the students, so that Israel can integrate over the next decade, a group of 15 leading developed countries. Reality actually teacher, education funding policy is inconsistent with these statements. Also believes the general public. Social survey conducted by CBS in 2007, respondents were asked about the level of equality of services provided by the Government in various areas. Ministry received the lowest score at the level of egalitarian allocation in the public eye was the Ministry of Education

Social Survey conducted in 2008, respondents were asked what the main action the state should do to reduce the gaps in Israeli society. The highest priority was given to education), 41 percent. Public perception may cause the departure of public education by layers based on the one hand, and the passage of the weaker classes to other frameworks) that offer hours of operation more and / or a hot meal, etc. (some of which allow for the promotion of thinking is not necessarily democratic, on the other hand. These transitions will be effective in terms of allocation of resources, because they have not dwindled from the public purse, but in terms of cost-effectiveness is doubtful whether Israel can allow them or seeking to do so. reality described above several implications on the future social and economic status of the next generation, the social resilience -laomi of the State of Israel and its position in a globalized world

Despite budget restrictions, Israel must continue the policy of "education for all", which is the touchstone preservation of democracy. This policy is also reflected in the Declaration of Independence, which declares that Israel will ensure complete equality of social and political rights to all its inhabitants irrespective of religion, race or gender.

Missing investment and human capital development assignment that is not effective, equitable and effective is developing will increase the rate of poverty in Israel, and hurt his ability to boost economic growth and raise living standards there. About half the adult population in Israel lacks skills for obtaining employment appropriate to the era of global knowledge. With these groups are mostly less educated Jews and Arabs, Arab women with disabilities, as well as ultra-Orthodox men low level of education is not necessarily, but it .does not match the knowledge economy.

This could damage the future not only in the socio-economic but also national strength and security of Israel. Due to the unique demographic structure of the State of Israel, and because of the changing trends in the composition of students, expected relative weight of these groups grow in the coming years, which could affect the overall decrease in average achievement in Israel compared to countries in the OECD continuation of current funding policy of the educational system can expand the cracks cohesion of Israeli society because it extends the socio-economic disparities and reinforcing effects of discrimination against large groups of the population children, abandoned and exclusion

Bibliography

- Blass, N. Sussman v Create, S. (2010). Budgeting primary education from 2009 to 2001. Series
- Ben-Bassat, A. Dahan, M. (2009). The Political Economy of the local authorities. Jerusalem
- .Bank of Israel (2008). Annual Report. Jerusalem
- Baker, B. D., & Green, P. C. (2008). Conception of equity and adequacy in school finance. In H. F., Ladd, & E. B., Fiske (Eds.). Handbook of

- .research in education finance and policy. NY: Routledge. (pp. 203-221)
- Baker, B. D., & Welner, K. G. (2011). School finance and courts: Does
(11)reform matter, and how can we tell? *Teachers College Record*, 113
.Retrieved December 13, 2010, from [http://www.tcrecord.org/content
.asp?contentid=16106](http://www.tcrecord.org/content.asp?contentid=16106) (subscription required)
- BenDavid-Hadar, I. (2009). School resource allocation in Israel: Is it designed
.to improve? *Education and Society*, 27 (1), 77-109
- BenDavid-Hadar, I., & Ziderman, A. (2011). A new model for equitable
and efficient schools resources allocation: The Israeli case. *Education
.Economics*, 19(4), 341-362
- Card, D., & Payne, A. A. (2002). School finance reform, the distribution of
school spending and the distribution of student test scores. *Journal of Public
.Economics*, 83, 49-82
- Coleman, J. S., Campbell, E. Q., Hobson, C. J., McPartland, J., Mood, A. MWeinfeld, F. D.,
&York, R. L. (1966). *Equality of educational opportunity*
.Washington, D.C.: Government Printing Office
- :Contenta, S., & Rankin, J. (2008). Solving crime? Tackle the root causes first
Nurturing the young, reducing poverty keeps people out of jail and it's
cheaper, too. *Toronto Star* 26 July 2008. Retrieved on March 8, 2011 from
<http://nickjordan.ca/wp-content/uploads/2009/08/Solving-crime-article.pdf>
- Coons, J. E., Clune, W. H., & Sugarman, S. D. (1970). *Private wealth and
.public education*. Cambridge, MA: Harvard University Press
- Grissmer, D., Flanagan, A., & Williamson, S. (1998). Does money matter
for minority and disadvantaged students? Assessing the new empirical
evidence. In W. Jr., Fowler (Ed.), *Developments in school finance* (pp. 15
.Washington, DC: National Center for Education Statistics .(30
- Guryan, J. (2001). Does money matter? Regression - discontinuity estimates
from education finance reform in Massachusetts, NBER Working Paper
.8269
- :Hedges, L. V., Laine, R. D., & Greenwald, R. (1992). Does money matter
meta-analysis of studies of the effects of differential school inputs on
.student outcomes. *Educational Researcher*, 23(3), 5-14
- IEA. (2007). *International Association for the Evaluation of Educational*

Achievement. TIMSS: Trends in International Mathematics and Science
.Study

-Laurie, N. (2008). The cost of poverty: An analysis of the economic cost of
poverty in Ontario. Toronto: Ontario Association of Food Banks. Retrieved
.December 13, 2010, from [http://www.oafb.ca/assets/pdfs/CostofPoverty](http://www.oafb.ca/assets/pdfs/CostofPoverty.pdf)
pdf

-Lee, V. E., & Burkham, D. T. (2002). Inequality at the starting gate
.Social background differences in achievement as children begin school
.Washington, D.C.: Economic Policy Institute.

-Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007). The costs and benefits
of an excellent education for all of America's children. New York: Columbia
University

-Ministry of Education, the National Authority for Measurement and Evaluation in
Education, 2009

-Michigan. Journal of Public Economics, 89, 821-839

-PISA. (2009). Programme for International Student Assessment. OECD

-World Bank (2010). Concept note education sector strategy 2020. Learning
.for all: Investing in people's knowledge and skills to promote development

-Washington D.C.: World Bank.

-Social Security (2008). Report of poverty and social inequalities. Jerusalem: National
Insurance.