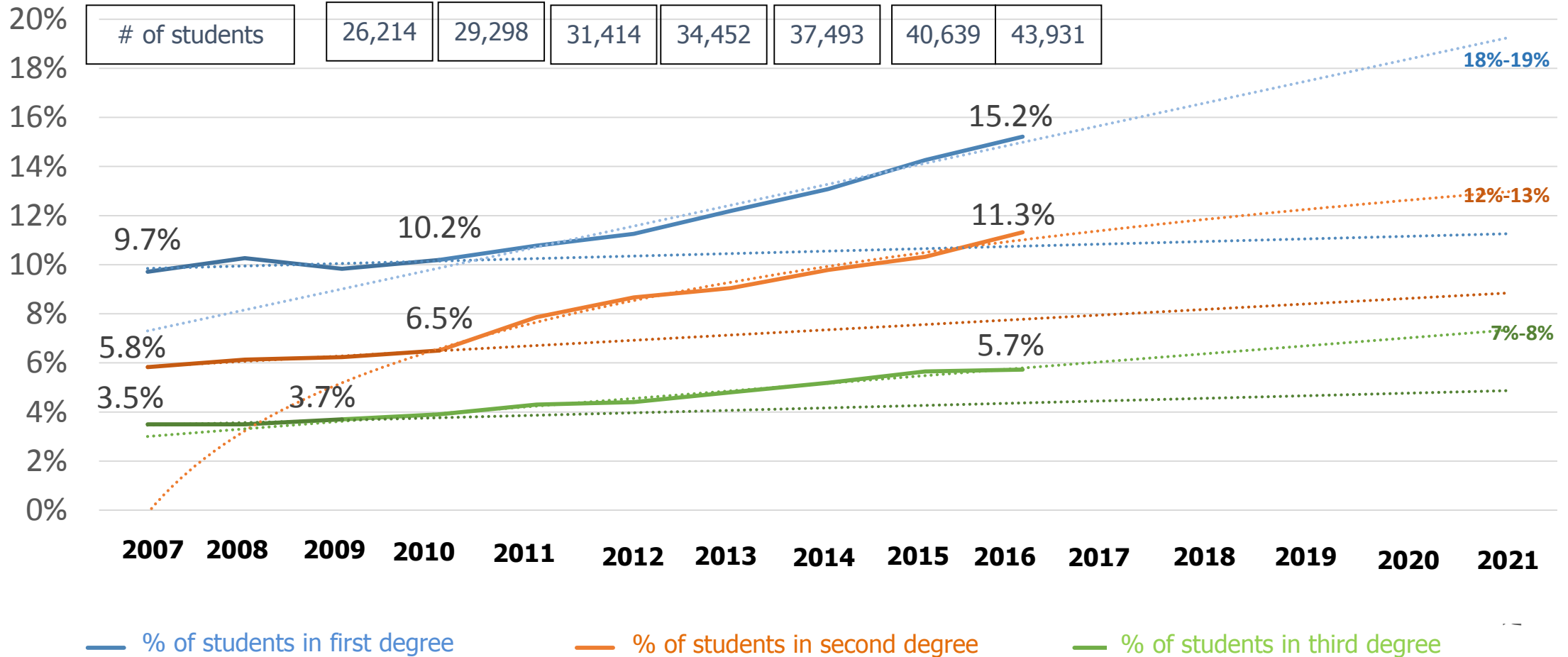# Steering Committee on Enhancing Access to Higher Education for Arab Society in Israel

Presentation for the Inter Agency Task Force on Israeli Arab Issues
July, 2017

Council for Higher Education
Planning and Budgeting Committee

Representation of Arab society in higher education (targets for 2021)

% of Arab students from all students – trends towards 2020-2021

| # of students | 26,214 | 29,298 | 31,414 | 34,452 | 37,493 | 40,639 | 43,931 |

- — % of students in first degree
- — % of students in second degree
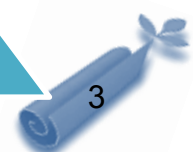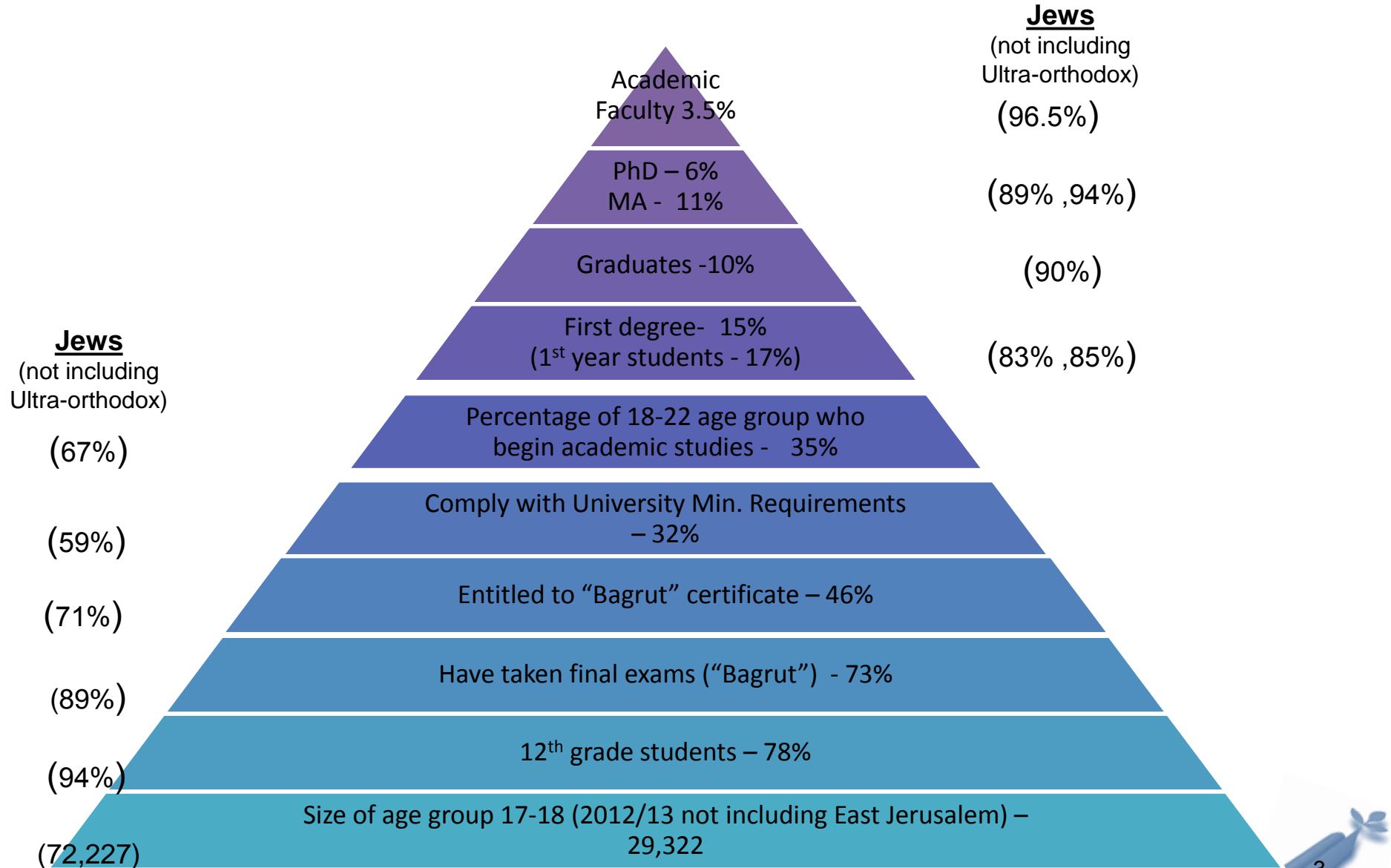- — % of students in third degree

Target for first degree by 2021: 17%   **Target for MA by 2021: 12%**   **Target for PhD by 2021: 7%**

Gaps in higher education between Jews and Arabs

Jews
(not including Ultra-orthodox)

(96.5%)

(89% ,94%)

(90%)

(83% ,85%)

Jews
(not including Ultra-orthodox)

(67%)

(59%)

(71%)

(89%)

(94%)

(72,227)

Academic Faculty 3.5%

PhD – 6%
MA - 11%

Graduates -10%

First degree- 15%
(1st year students - 17%)

Percentage of 18-22 age group who begin academic studies - 35%

Comply with University Min. Requirements – 32%

Entitled to "Bagrut" certificate – 46%

Have taken final exams ("Bagrut") - 73%

12th grade students – 78%

Size of age group 17-18 (2012/13 not including East Jerusalem) – 29,322

Representation in academic staff and main committees

Student Unions

Representatives in the Students' Union
8%

Main committees

Board
3.6%

Senate
1.5%

Board of Governors
2.1%

Administrative staff

General Admin. Staff 2.2%

Admin. Staff involved in the accessibility program
32.4%

Academic staff

Academic faculty holding academic roles 3.6%
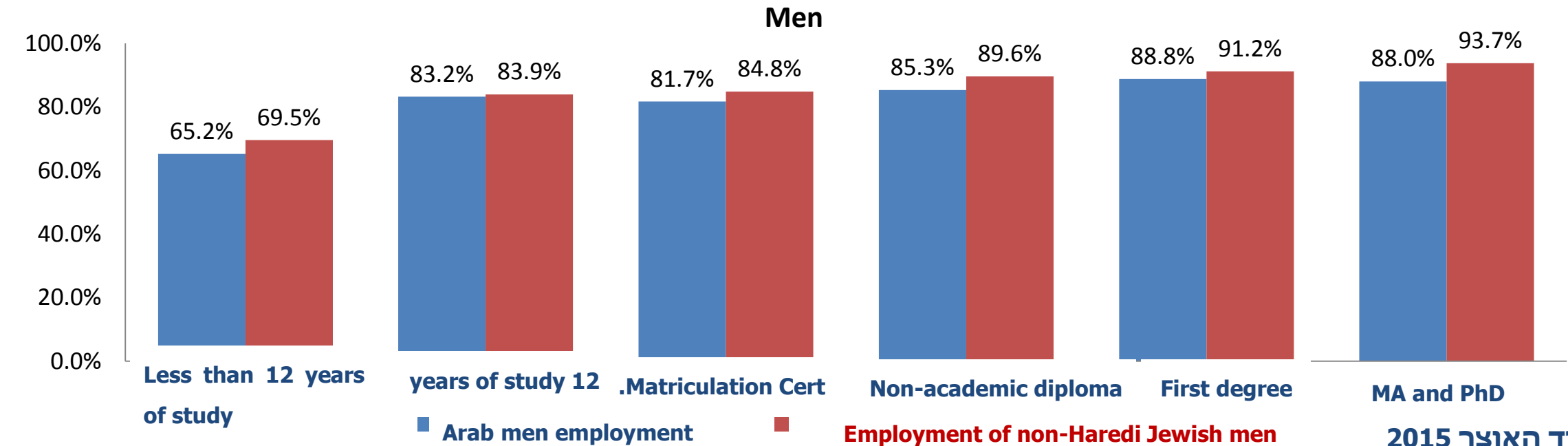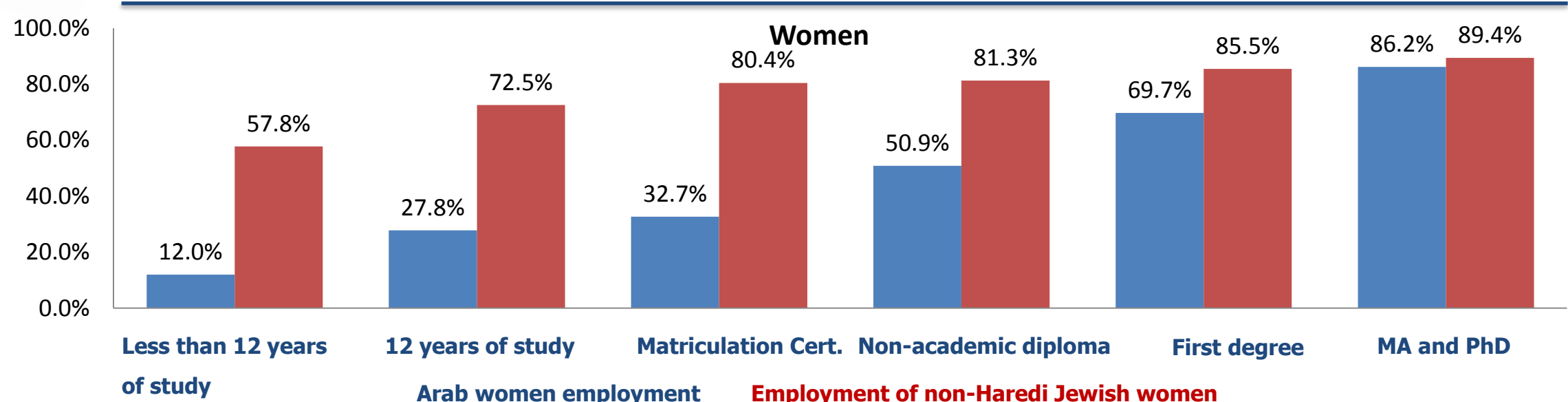
Senior faculty 2.8%

Junior faculty 3.3%

External teachers 4.1%
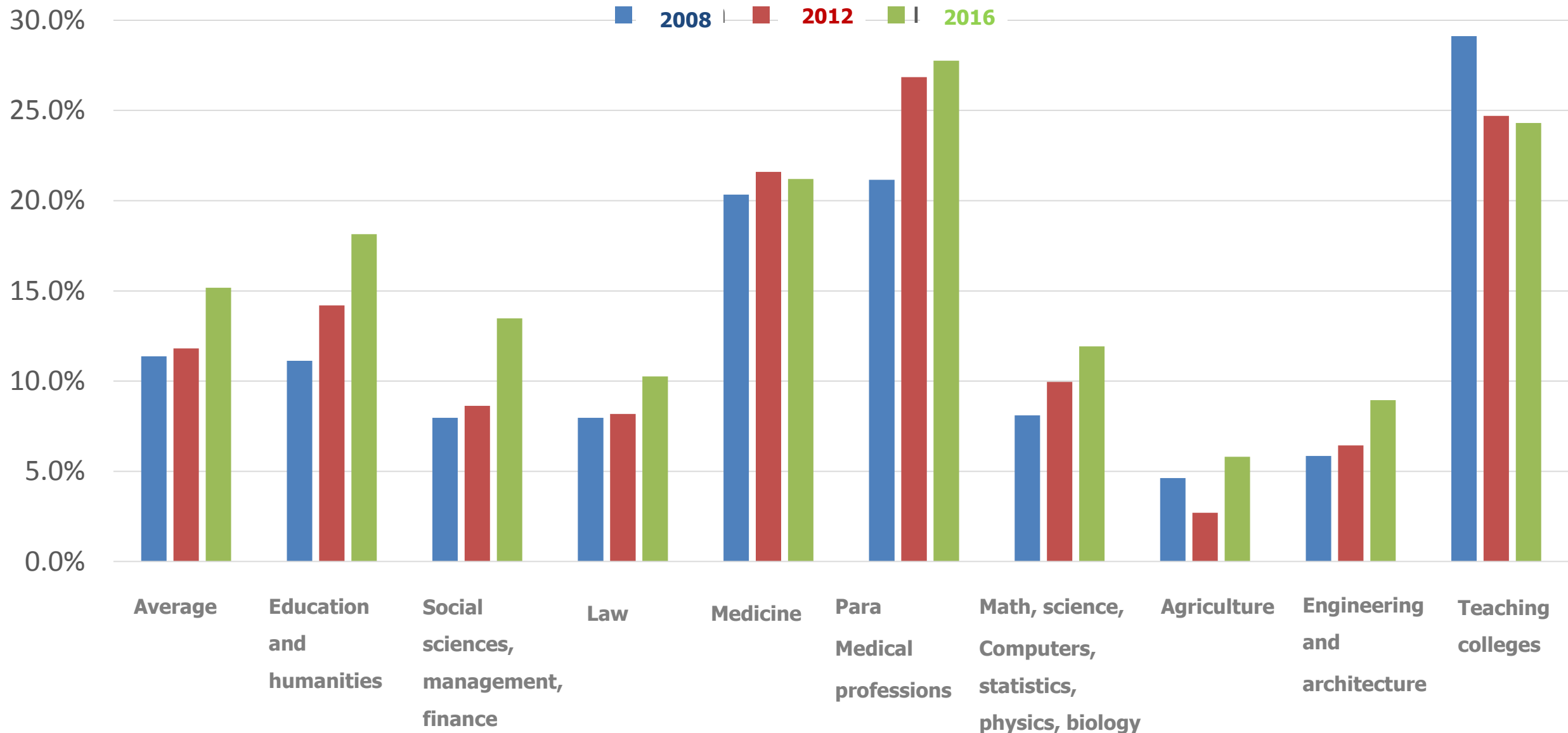
Teaching and other staff 5.8%

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על פי דיווחי המוסדות תשע"ו – הנתונים מעט בעיתיים מבחינת עקביות אך נותנים את תמונת מצב

Employment Rates

Women

Less than 12 years of study — 12.0%, 57.8%
12 years of study — 27.8%, 72.5%
Matriculation Cert. — 32.7%, 80.4%
Non-academic diploma — 50.9%, 81.3%
First degree — 69.7%, 85.5%
MA and PhD — 86.2%, 89.4%

Arab women employment — Employment of non-Haredi Jewish women

Men

Less than 12 years of study — 65.2%, 69.5%
years of study 12 — 83.2%, 83.9%
Matriculation Cert. — 81.7%, 84.8%
Non-academic diploma — 85.3%, 89.6%
First degree — 88.8%, 91.2%
MA and PhD — 88.0%, 93.7%

Arab men employment — Employment of non-Haredi Jewish men

נתוני משרד האוצר 2015

Arab students in first degree – by fields of study
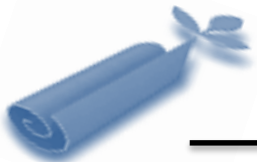
Division by fields of studies – Jews and Arabs

Arab students

2008   2012   2016   Jews, 2016

Education and humanities | Social sciences, management, | Law | Medicine | Para Medical professions | Math, science, Computers, statistics, | Agriculture | Engineering and architecture | Teaching colleges
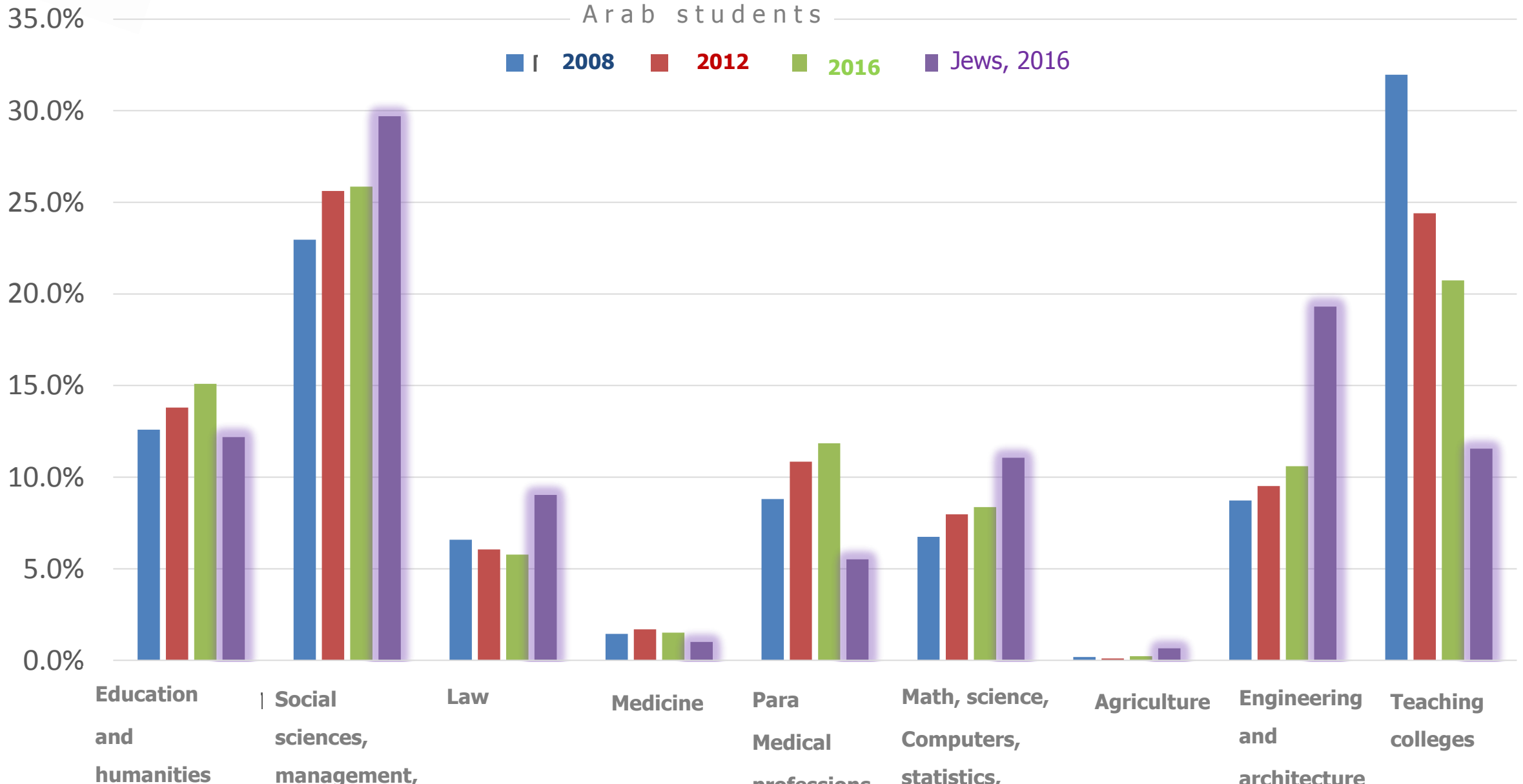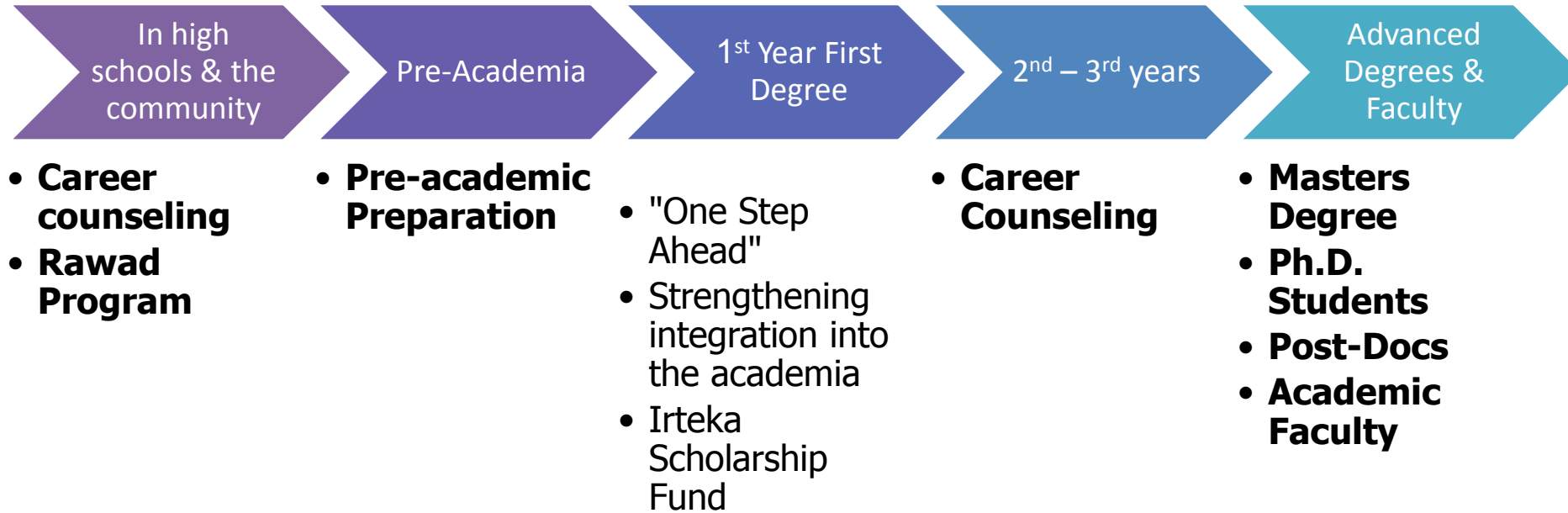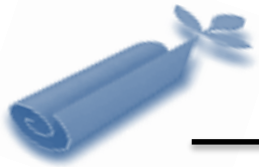
Major goals:

- ❑ Enhancing the number of Arab students and graduates and shortening time to graduation.

- ❑ Widening the scope of study fields – for men and women.

- ❑ Enhancing the number of Arab students in advanced degrees.

Implementation of the VATAT's Plan to enhance accessibility to higher education for Arab society

In high schools & the community	Pre-Academia	1st Year First Degree	2nd – 3rd years	Advanced Degrees & Faculty

- **Career counseling**
- **Rawad Program**

- **Pre-academic Preparation**

- "One Step Ahead"
- Strengthening integration into the academia
- Irteka Scholarship Fund

- **Career Counseling**

- **Masters Degree**
- **Ph.D. Students**
- **Post-Docs**
- **Academic Faculty**

إرتقاء
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Implementation status: Career Education and Rawad Program

❖ A joint project of the Planning and Budgeting Committee, the Ministry of Education and the Ministry for Social Equality.

❖ Operated by three bodied selected for their expertise: **Kav Mashve, the Community Centers Association** and **Atid Educational Network.**

❖ **Implementation began in 2015 with around 4,000 high school students, reaching full scale in 2017 with around 6,250 pupils.**

❖ Content includes: acquaintance with the academia and labor market, decision making tools, enhancing motivation, choosing academic paths.

❖ **The Rawad Program** grew from 16 to 32 municipalities. Next academic year the program is expected to enter 25 new municipalities, reaching a total of 60.

Implementation Status: Pre-academic Preparation Course

- Each Arab students receives enhanced support, preparation and mentoring package with **excellence scholarships** for course graduates continuing to academic studies.

- Additional budgets are allocated for **marketing** pre-academic courses in Arab society.

- **Representation of Arab students**: in 2011- around 700 students (around 6% of total), in 2015 – around 1,200 students (around 14.6% of total).

- In 2016, a special support package was added for **East Jerusalem** students (focus on Hebrew enhancement).

Implementation Status: First Year absorption

- **Goal**: lower dropout rates among Arab students; address the phenomenon of "prolonged studies" before first degree graduation, with a focus on 1st year students; Better absorption of Arab students into the academic world.

- **First degree programs**:

  - "One Step Ahead" – short term intensive preparation course for new students in the few months prior to the start of the first year. The course includes academic orientation, study skills and Hebrew language enhancement.

  - "Absorption into the Academia" – a holistic plan by each academic institution to provide support for Arab students. Activities budgeted within this program include: academic and social support, academic counseling, cultural activities, academic enhancement classes etc..

  - Dialogue program – focuses on creating dialogue and joint activity opportunities between Arab and Jewish students on campus.

"IRTEKA" scholarships Fund

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	Duration	Number of recipients	Scholarship sum	Overall budget
First degree	3-4 years	680-800+	10,000 NIS	18,000,000 NIS

> **Goal:** enhancing number of students and diversifying fields of study.

> **Criteria:** socioeconomic need and "preferred fields of study".

> **Partners:** Government of Israel, the Israeli Lottery and Jewish philanthropic bodies. As of this coming academic year, the Fund will grow and be fully supported by the GOI.
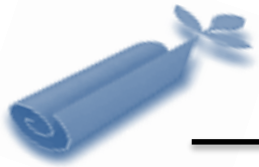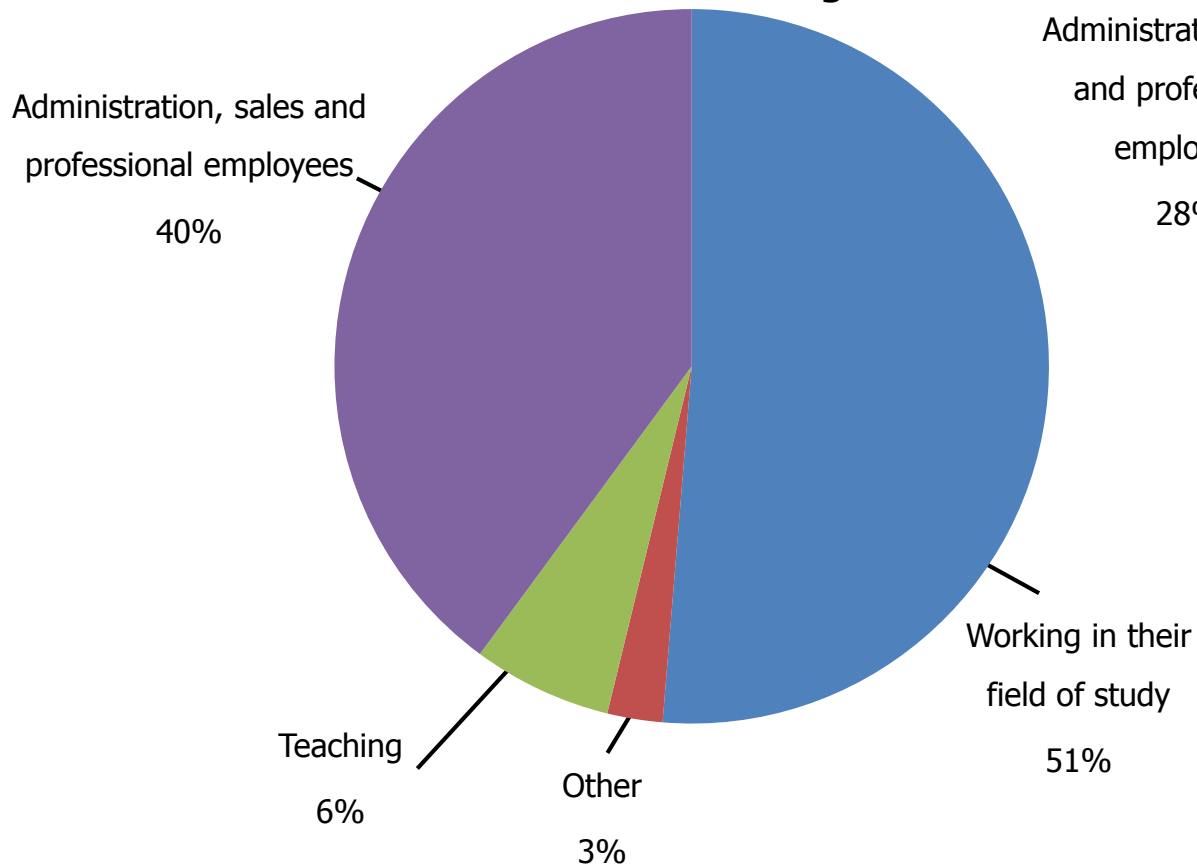
Implementation status: Career Centers

❑ The project is a Joint Initiative with Kav Mashve.

❑ **Project goals**:

  ❑ **Phase I**: increase knowledge and familiarity of academic institutions on career counseling for Arab society, and integration of this knowledge into the institutions.

  ❑ **Phase II**: offering significant services to Arab students at the institutions by widening the scope of services provided and number of clients served by the Career Centers. Setting clear, realistic and measurable goals.

  ❑ The order of academic institutions in which Career Centers are integrated is based on the number and percentage of Arab students studying the "preferred fields of study" in each institution.

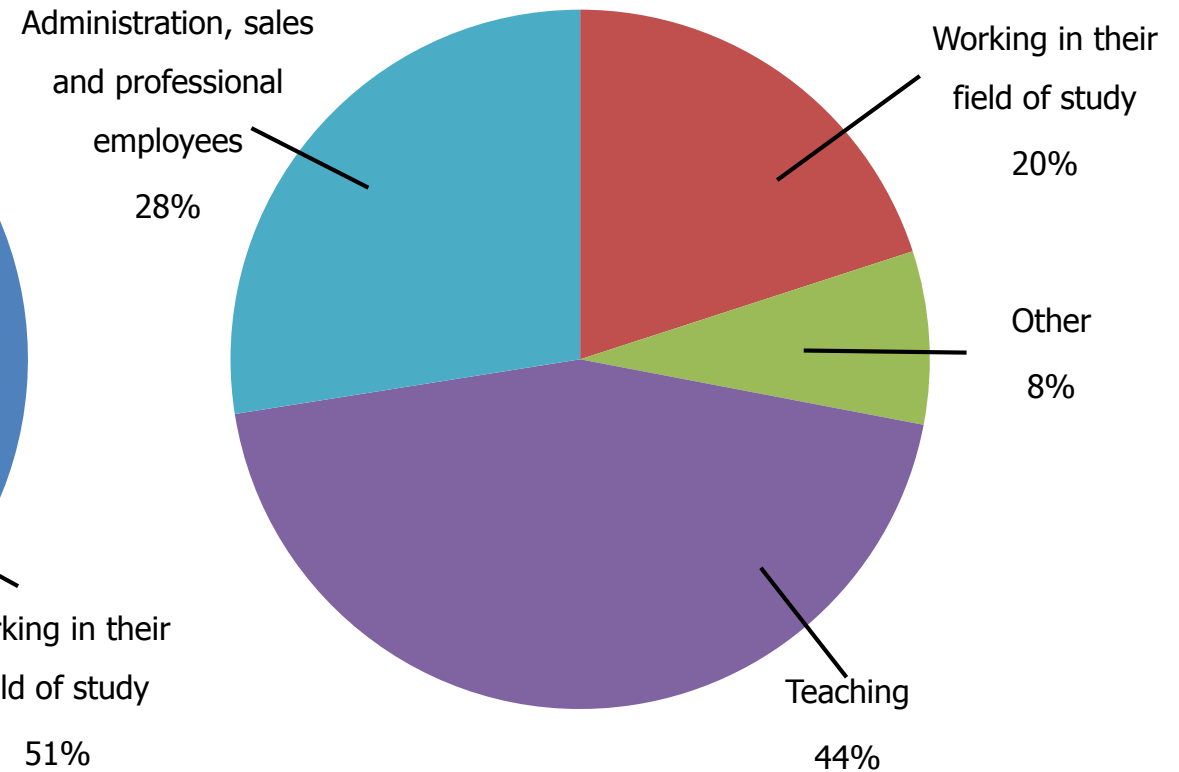 ❑ Full integration of career centers in all institutions will be finalized at the end of this academic year.

Employment figures of academic graduates

Graduates in Law, Economics, Accounting and Business Managements

בוגרי משפטים, כלכלה, רו"ח ומנע"ס

Administration, sales and professional employees
40%

Teaching
6%

Other
3%

Working in their field of study
51%

Graduates in Engineering and the Sciences

Administration, sales and professional employees
28%

Working in their field of study
20%

Other
8%

Teaching
44%

46.5% of Arab academic graduates did not look for a job in the Jewish labor market

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Implementation status: excellence scholarships for advanced degrees and academic staff

Scholarship Type	Scholarship sum	No. of available scholarships	Awarded in 2014	Awarded for 2015	Awarded for 2016	Awarded for 2017
MA with research thesis	NIS 40,000	30	29	19	30	30
PhD	NIS 70,000	14	14	14	14	14
Post-doc.	NIS 80,000	14	8	8	7	7
"Maof" - staff	100% salary	6	4	4	7	3

Recommendation: MAOF Committee to increase number of PhD scholarships

Looking ahead: issues to address in the coming years

❑ Continuing to diversify fields of study (especially for women)

❑ Evaluating existing support programs, focusing on the phenomenon of prolonged studies until graduation.

❑ Focusing on enhancing representation in advanced degrees and staff.

❑ Diverse campuses (representation in administrative staff, academic calendar etc.)

❑ Masters Degrees in accordance with labor-market demands.

❑ Psychology – increasing number of Arab students.

❑ Continued focus on special programs for Bedouins and Arabs in East Jerusalem

❑ Integrating academic body to be established in an Arab municipality into CHE oversight.

❑ Integrating an Arab teaching college into CHE oversight.

Promoting Excellence

Challenges and recommendations made by the academic institutions:

1. **Lack of exposure to- and advancement of excellence in the community, the schools and the academia.**

2. **Social pressures undermining excellence, especially for women.**

3. **Need to support and promote excellence from early stages in the academia through advanced degrees.**

4. **Establish support programs in advanced degrees (also in colleges).**

5. **Provide excellence scholarships for first degree.**

6. **Create a mechanism to connect PhD graduates looking for work with the academic institutions.**

Proposal to enhance excellence and integration in advanced degrees and academic staff

Initial stages of discussion with Yad Hanadiv Foundation on developing such a program.

Major barriers identified:

- Enhancing necessary skills – study skills, presentation skills etc.
- Learning the "rules pf the game" – choosing a mentor, publishing papers, securing scholarships etc.

Initial suggestions:

- Nominating a senior Arab faculty member in each institution to champion the plan.
- Funding an Institutional Plan Coordinator to work under the aforementioned faculty member.
- Establishing a nation-wide network to connect Arab academics and implement national programs according to fields of study.
- This program will accompany a group of excelling Arab academics in each institution, starting from the final years of their first degree through PhD and post-doc.

Multiculturalism on Campus

Main suggestions raised by the academic institutions:

1. Enhancing representation of Arabs in academic and administrative staffs:

- Creating a set of tools academic institutions can utilize to promote a diverse manpower.

- Setting goals and advocating for the importance of employing Arabs in higher education institutions.

- Creating programs to encourage hiring of Arab administrative staff.

2. Improving the physical space: signs, prayer rooms and cultural representation in the public space.

3. culturally-sensitive academic calendar.

4. Targeted marketing for Arab society in each institution.

5. Placing greater focus on better interface between the Arab student and the institution in teaching as well as in services (promoting cultural competency/cultural sensitivity).

6. Seminars and study days for the academic staff including learning of Arabic.

7. cultural adaptation of academic materials.

8. Subsidies for students residing in mixed Jewish-Arab dormitories.

9. Increase flexibility in usage of dialogue budgets.
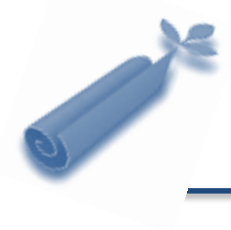
Additional issues and goals:

1. Set goals for representation in advanced degrees.

2. Public transportation: receive input on major difficulties from the institution; present major challenges indicated by the institutions to the Ministry of Transportation.

3. Examine the possibility to create more options for dormitories open for Arab students.

4. High tech related budgets: examine options for interface between CHE's various programs in regards to: women empowerment, enhancing pre-academic support package, Irteka Fund, and advanced degrees.

5. Psychometric exam: follow up on alternative options being developed.

6. Enhancing the level of Hebrew for Arab candidates for higher education.

Thank you!!