

Building Bridges, Offering Hope: Higher Education as a Gate to Israeli Society for the Arab Minority

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The Arab minority: Basic Figures

- **Population:** 1.6 million, 20% of total, very young (50% under 20)
- **Diverse groups:** 84% Muslims, 8% Christians, 8% Druze
- **Income per capita:** 40% of the Jewish population
- **Poverty rate:** 49% versus 15% for non-Haredi Jews
- Different **occupational makeup**, large informal sector, significant **wage gaps** for same occupation
- Low **labor force participation** for Arab women
- Worse figures for **Bedouins**



Higher Education: A Gate for the Arab Minority

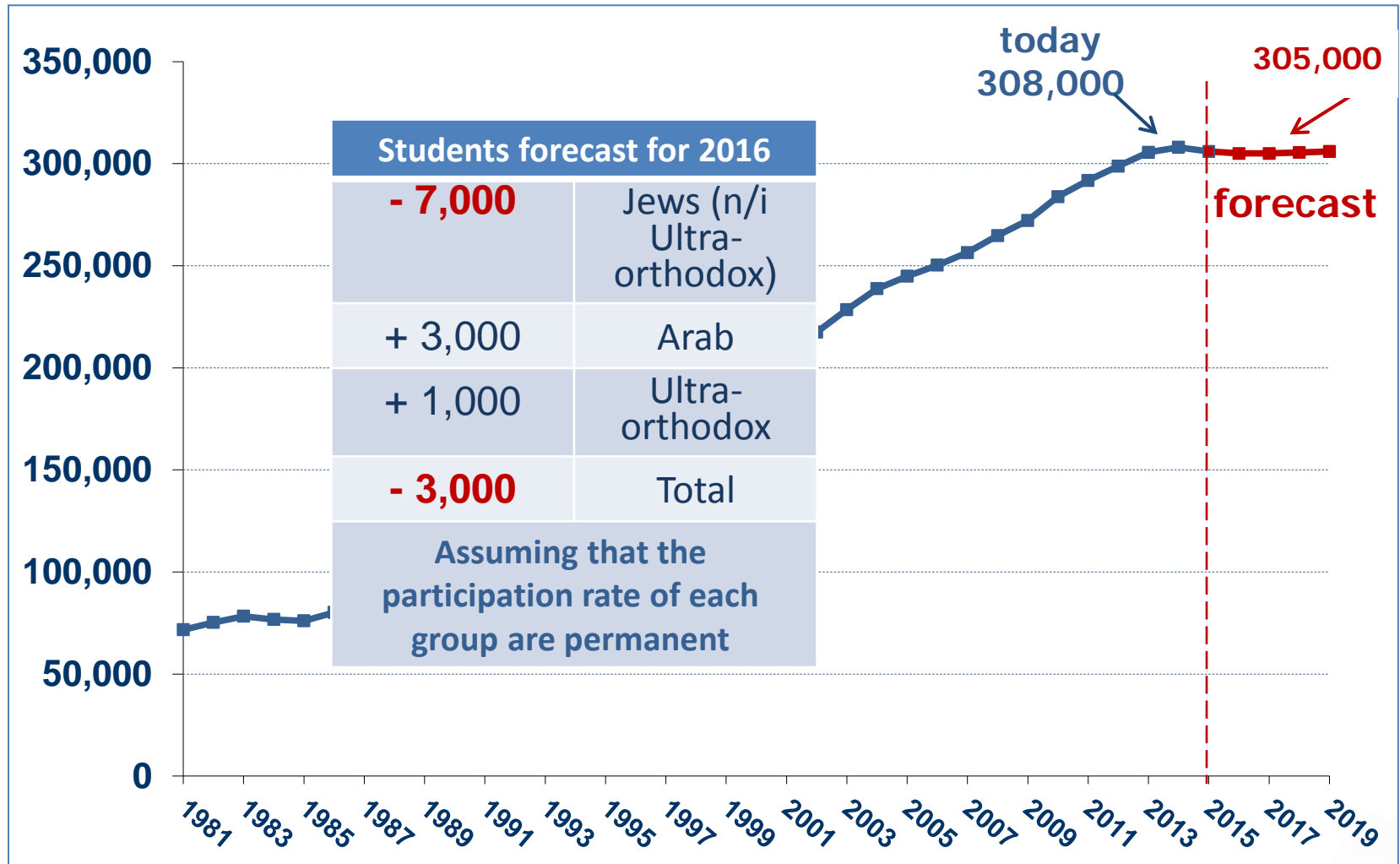
This is one of the main goals of the six-year plan for HE - **why?**

- The Arab minority is **disadvantaged** and far from integrated in every aspect of Israeli life
- Beyond moral considerations, it is of fundamental importance **for the future of Israel** to offer them equal opportunities, upward mobility, good education, promising employment, etc.
- Essential for expanding **common denominator** with Jewish majority, enabling societal solidarity, avoiding alienation

Higher Education: key to integration



Demographic turnaround: Students in the higher education system and a forecast for 2015-2019





Arab Students in Higher Education 2013-14

- **12%** of all students, **5% of Ph.D.**, **2% of faculty**; slow rise
- **Distribution by type of institutions:**
 - **34% in Universities*** (vs. **38%** in general pop.)
 - **19% in Teachers' colleges** (vs. **9%** in general pop.)
- **By academic field** (% of all students in field):
 - Pharmacy, Nursing ~ **40%**
 - Engineering, Business ~ **8%**
- **Low graduation rates:** high dropout and “dragging”
- Thousands study in Jordan and Palestinian Authority



Higher Education

Admission to Academic Studies

- ❑ Compliance with **minimum requirements*** of Israeli Universities in 2012/13 (out of all members of 17-18 age group)

	Jewish Sector	Arab Sector
Studied in 12 th grade in 2012/13	98%	82%
Took Final Exams ("Bagrut")	92%	76%
Entitled to "Bagrut" Certificate	72%	46%
Comply with University Min. Requirements	56%	31%

* At least 3 units of Math, 4 units of English and one extra augmented subject of study

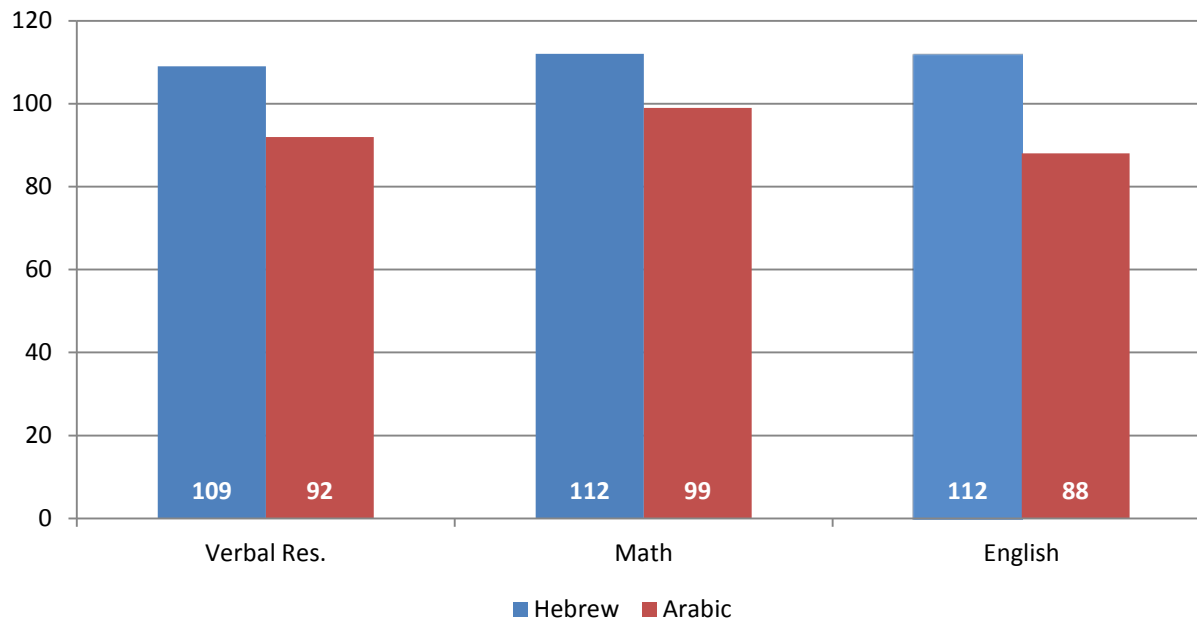


Higher Education

Psychometric Entrance Test (PET)

- There is a 95 point gap in favor of examinees tested in Hebrew over examinees tested in Arabic (Test score 200-800 pts.)

Psychometric test average 2013



Higher Education

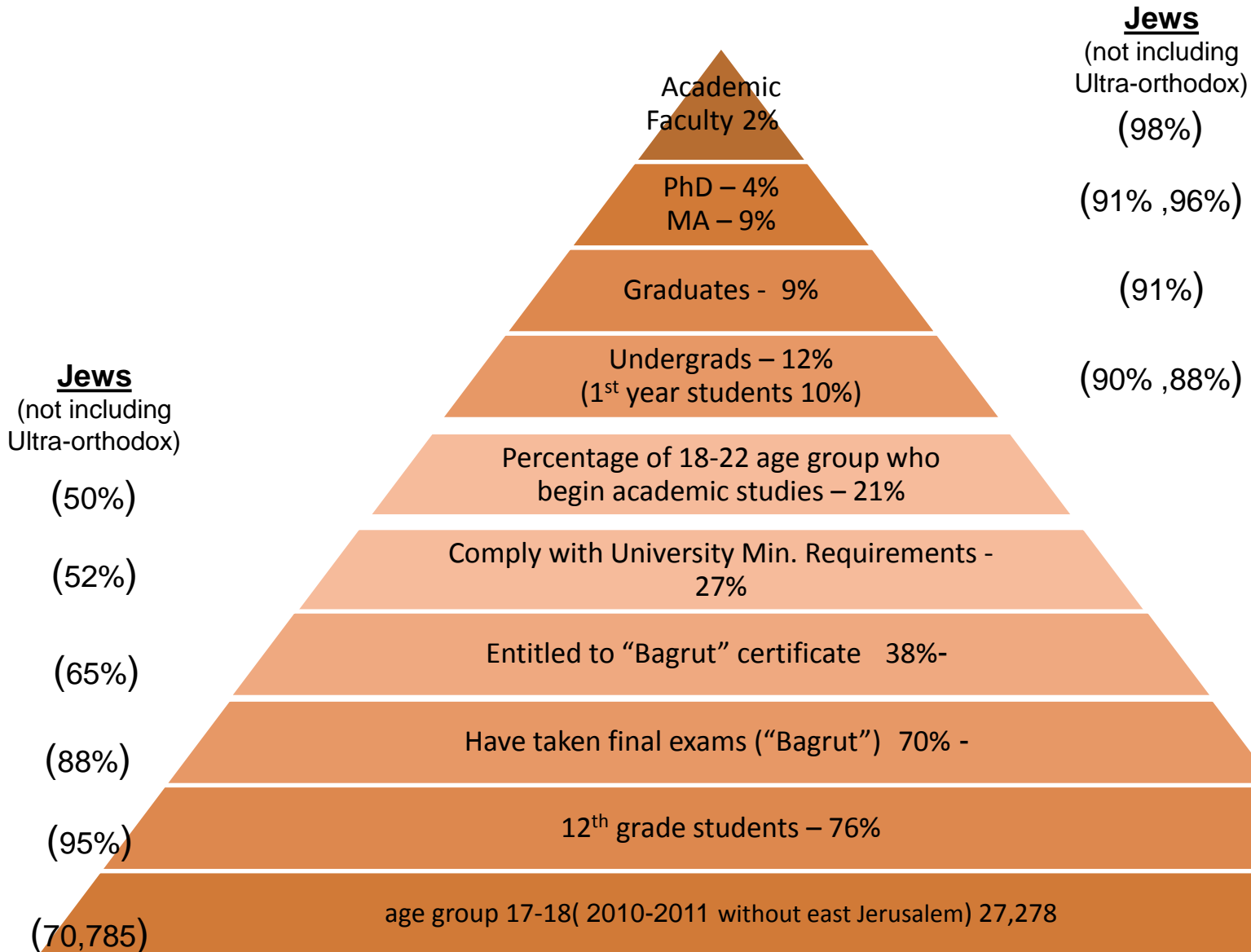
- Of all Bachelor Degree enrollments in 2013/14*

	Jewish Sector	Arab Sector
Admitted and began Studying in 2013/14	68%	57%
Admitted but did not begin Studies*	16%	16%
Rejected	16%	27%
Total	100%	100%

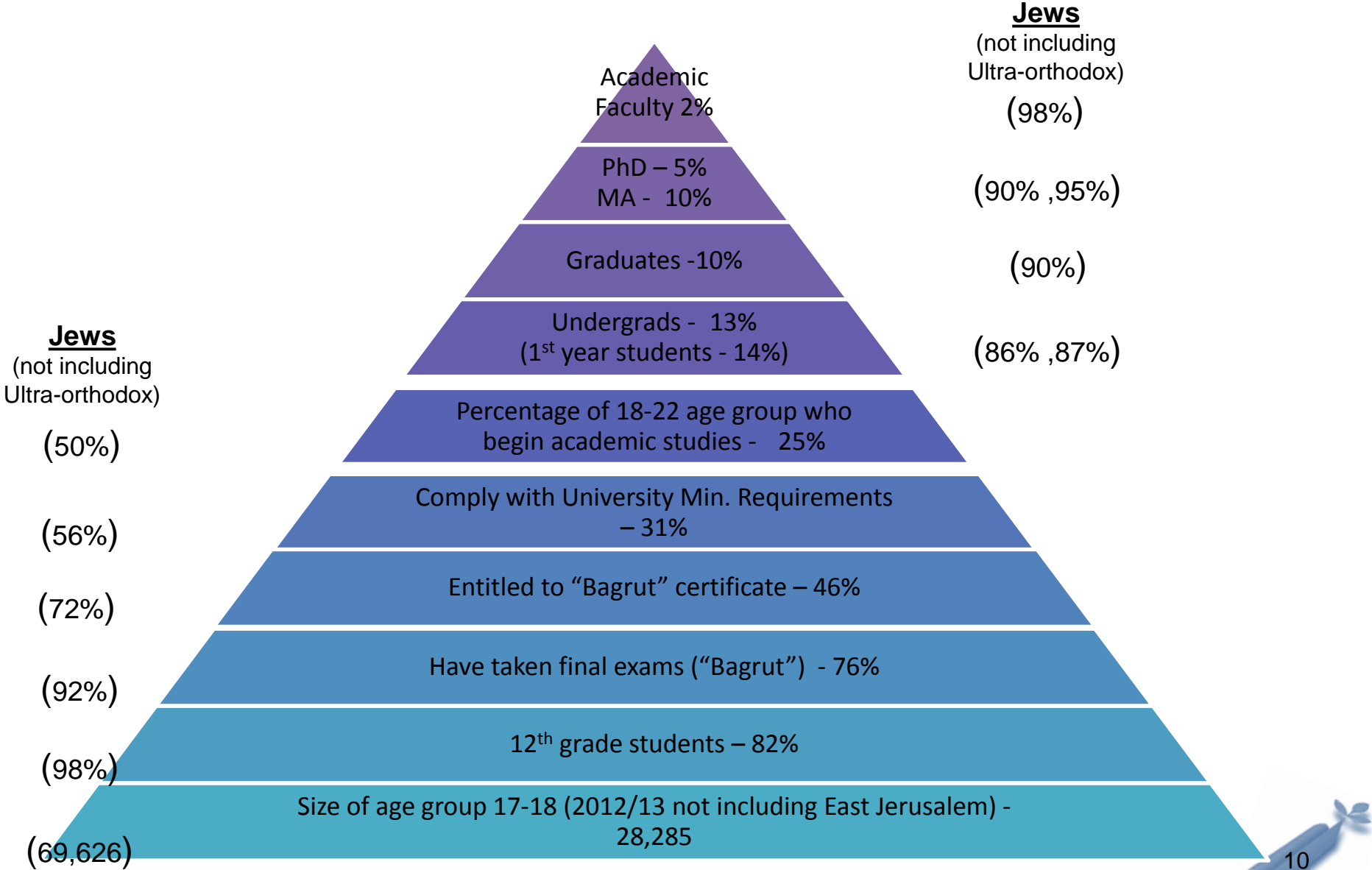
* Not including the Open University and Academic Colleges of Education



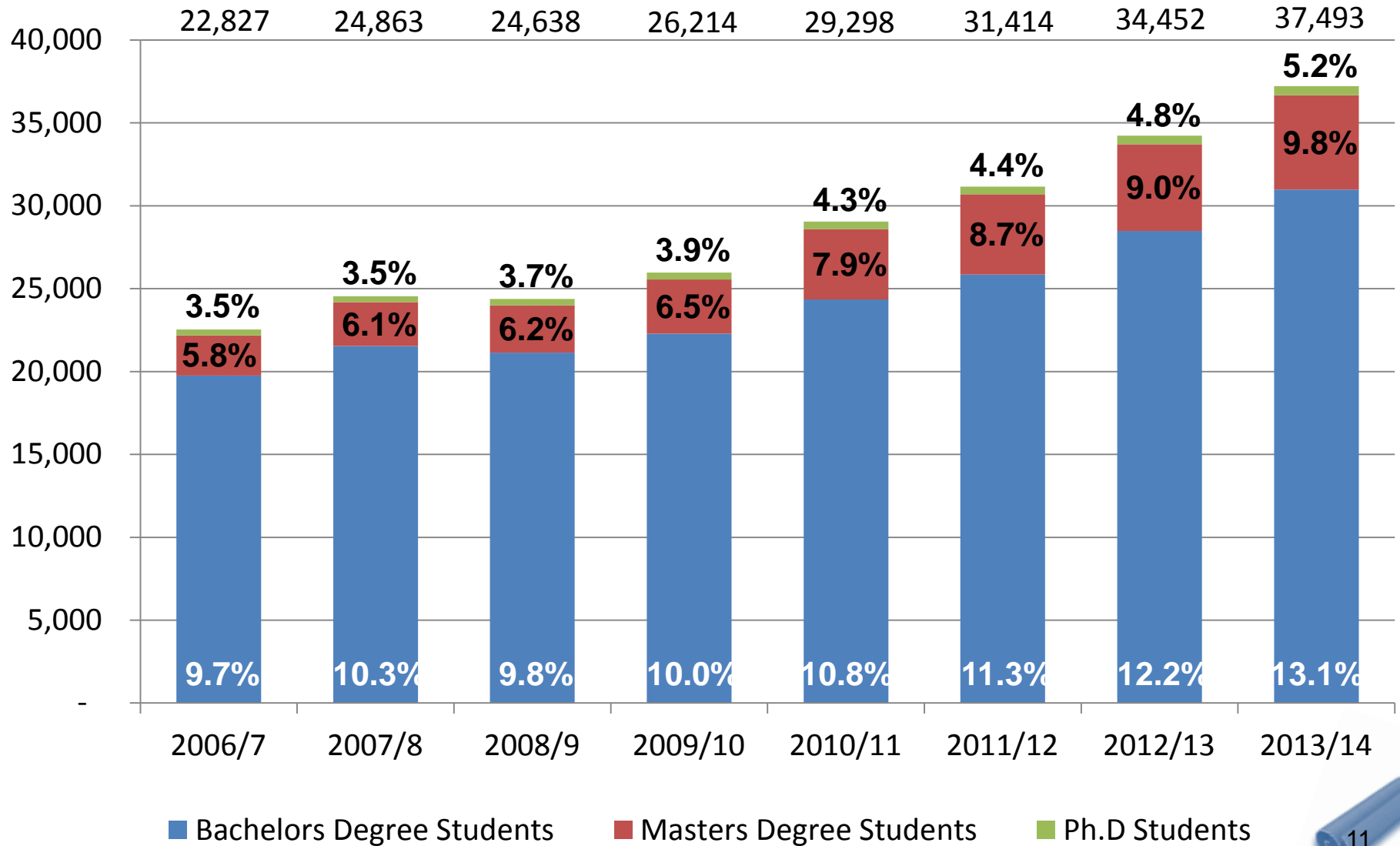
Arab Population in Higher Education 2010-2011



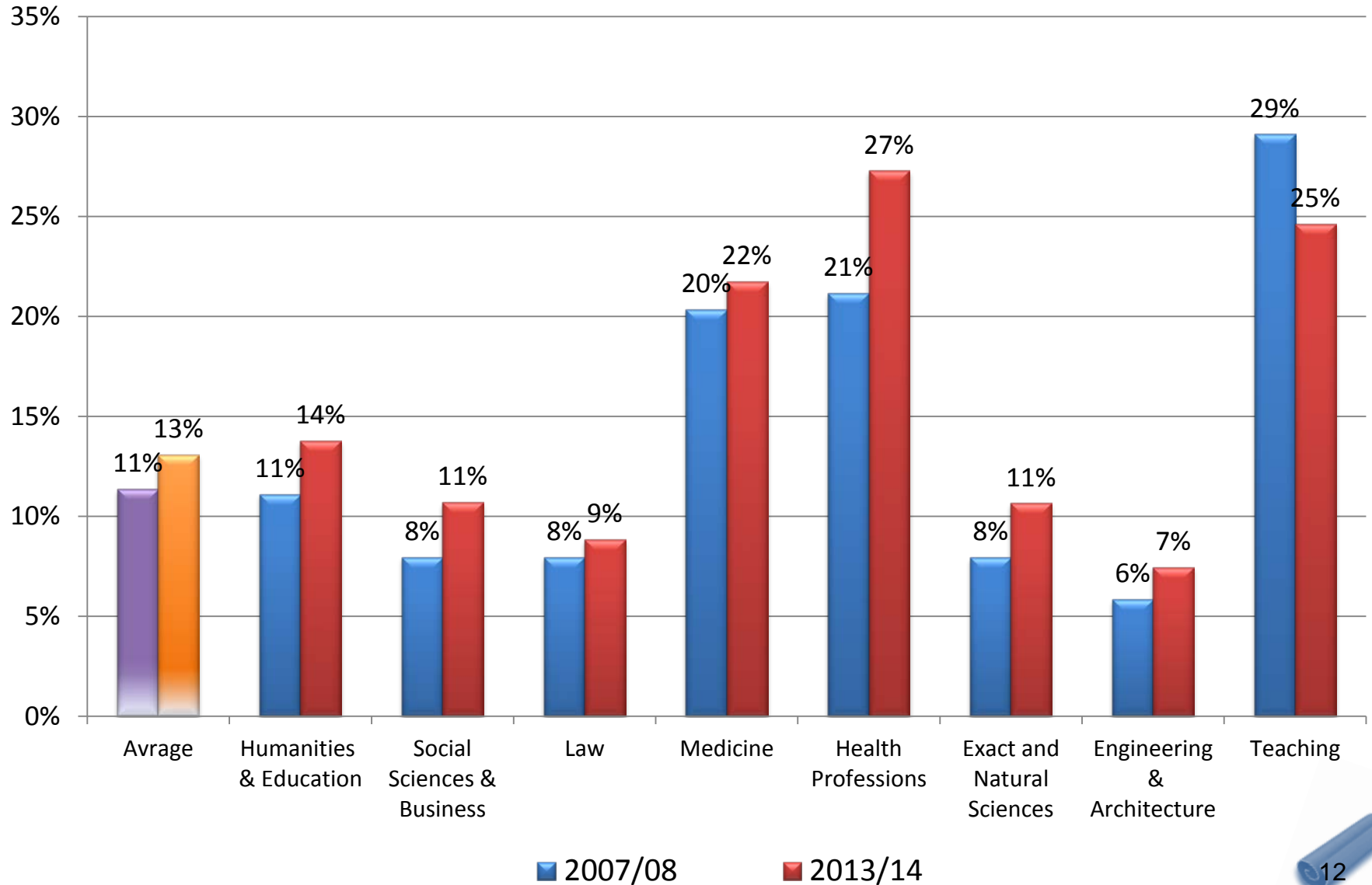
Arab Population in Higher Education 2013-2014



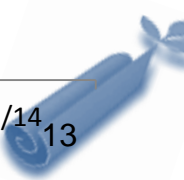
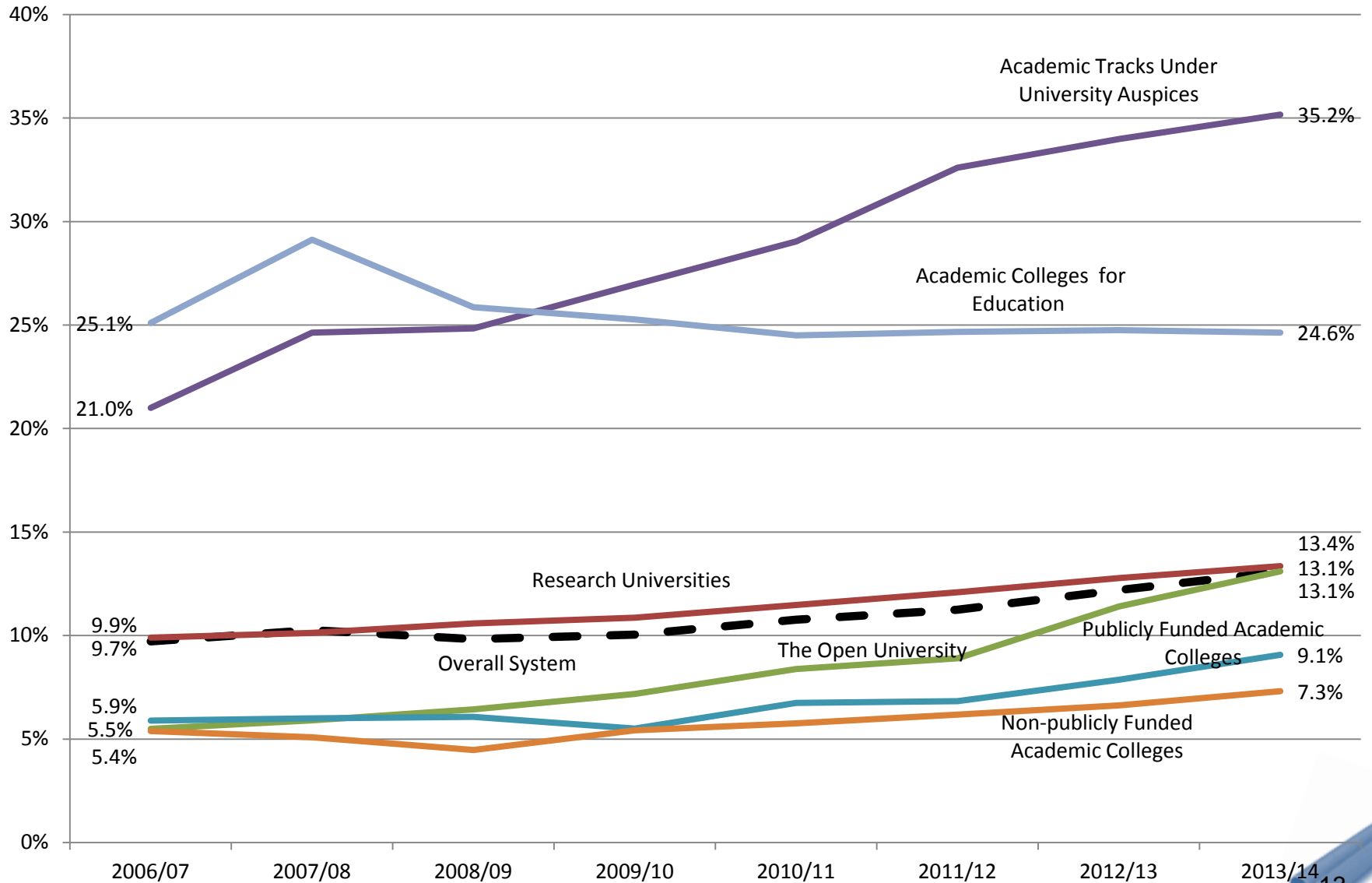
Arab Students in Higher Education



Representation of Arab students in fields of study



Representation of Arab students according to institution type

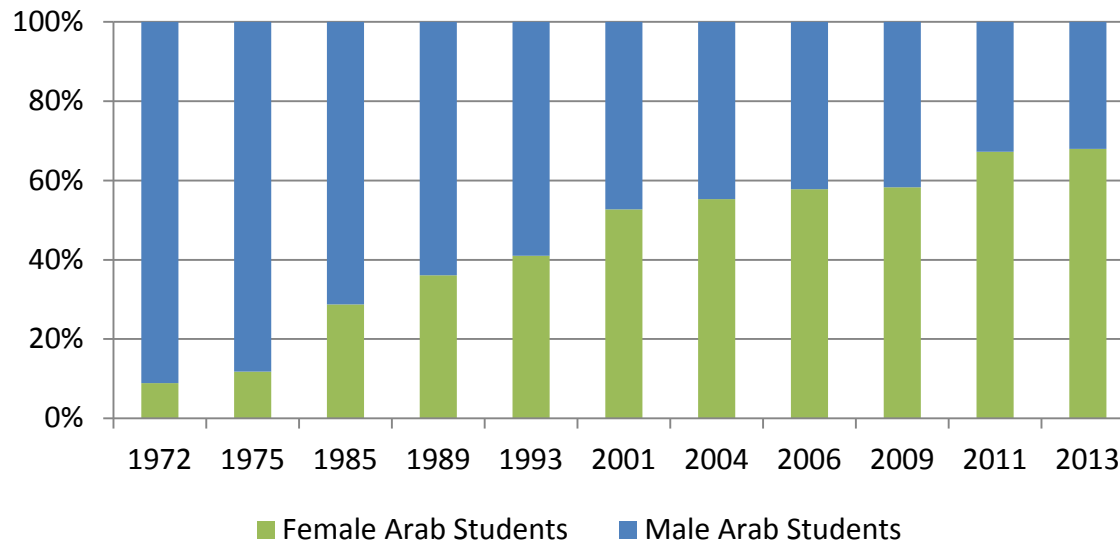


Higher Education

Female Students in the Arab Sector

- ❑ In recent years there is a **dramatic increase** in the number of **female** students in the Arab Sector.
- ❑ In 2000 their percentage out of all Arab students crossed the **50%** threshold, reaching **68%** in 2013.

Percentage of Female Arab University Students out of all Arab Students



Dropout and length of studies during Bachelor degree

- ❑ Dropout rate is highest between 1st and 2nd year, and stands at **15%** (as opposed to **11%** in the Jewish sector)
- ❑ Average duration for completing a Bachelor degree:

Likely to complete a Bachelors degree	Jew	Arab
Graduation within the standard time	50%	40%
Graduation within 1 year from the standard time	68%	56%
Graduation within 2 years from the standard time	73%	63%
Graduation within 3 years from the standard time	76%	67%
Graduation within 4 years from the standard time	77%	68%
Didn't graduate within 5 years from the standard time	22%	31%



Higher Education

Overseas Studies

- In the last decade there is a growing **trend** of Arabs leaving to study in Higher Ed. Institutes abroad, mainly in **Jordan** and the **PA**.
- It is estimated that in **2013** some **9,200** Israeli Arabs studied overseas, most of whom are male (about 2/3).
- Their average high School and PET scores are comparatively **high**, and they go to study **Medicine, Pharmacy** and other Paramedical professions.
- The main **reasons** for choosing to study in Jordan are: high **prerequisites** in said fields in Israeli institutes (including age limits), difficulty to **adapt** in Israeli campuses – language & culture, and **geographical proximity** to Israel compared with other countries.
- Generally, academic studies in **Jordan** are considered **DEFAULT**. Students would **prefer** to study in **Israel** had they been accepted – for employment reasons, among other things.



Obstacles Facing Arab Students

Main Obstacles in integration in Israel's Higher Education System

- "Bagrut" Certificate rates
- College entrance exams
- Gaps in Hebrew and English language levels
- Gaps in learning skills levels
- Lack of proper pre-academic information and guidance.
- Pre-academic preparation
- Lack of proper physical accessibility
- Cultural and Social aspects
- Economic difficulties
- Difficulty finding work

Formal Education System



Our guiding convictions towards young Israeli Arabs

- Offering higher education and scientific research as **exciting playground** to pursue common goals
- Providing **de facto equal opportunities**, in acquisition of knowledge, skills, professions and employment
- **Building bridges**, striving for inclusion
- **Getting to know** each other better



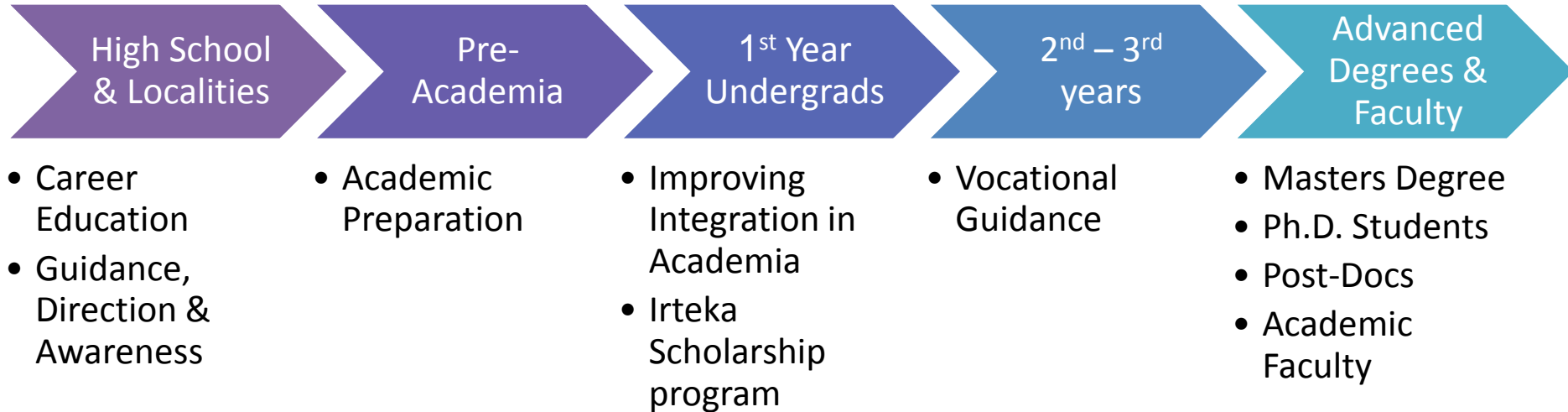
The PBC master plan: policy principles

- **Goals:**
 - Increase number of entering students
 - Increase % of graduates, shorten time to graduation
 - Open up whole range of disciplines, for both genders
 - Increase % pursuing higher degrees
- Holistic and **comprehensive** approach: address whole range of obstacles, from high school through employment
- Build in flexibility for trial and error, ongoing assessment of progress
- Engagement of Arab community

*The designated budget: NIS 300 million for 5 years
(86 million USD)*



Policy



Policy

High School
& Localities

- Career Education
- Guidance, Direction & Awareness

Pre-
Academia

- Academic Preparation

1st Year
Undergrads

- Improving Integration in Academia
- Irteka Scholarship program

2nd – 3rd
years

- Vocational Guidance

Advanced
Degrees &
Faculty

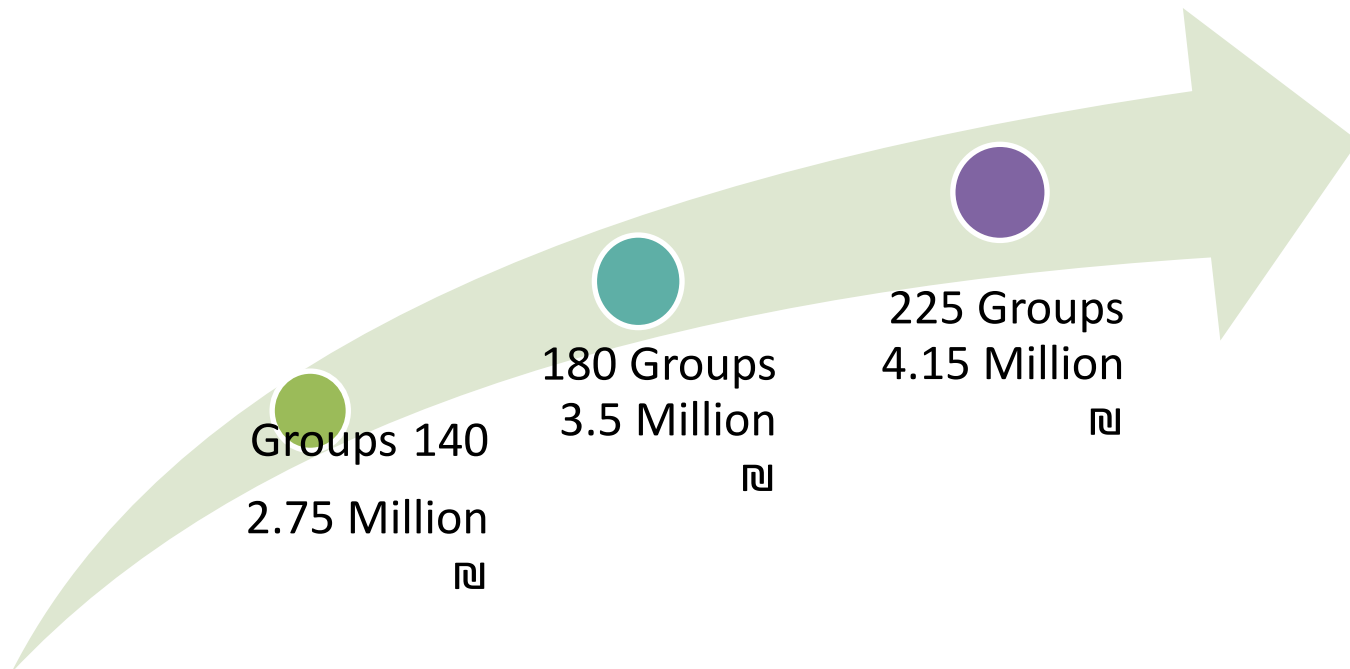
- Masters Degree
- Ph.D. Students
- Post-Docs
- Academic Faculty

High School & Localities: provide information and guidance, recruit

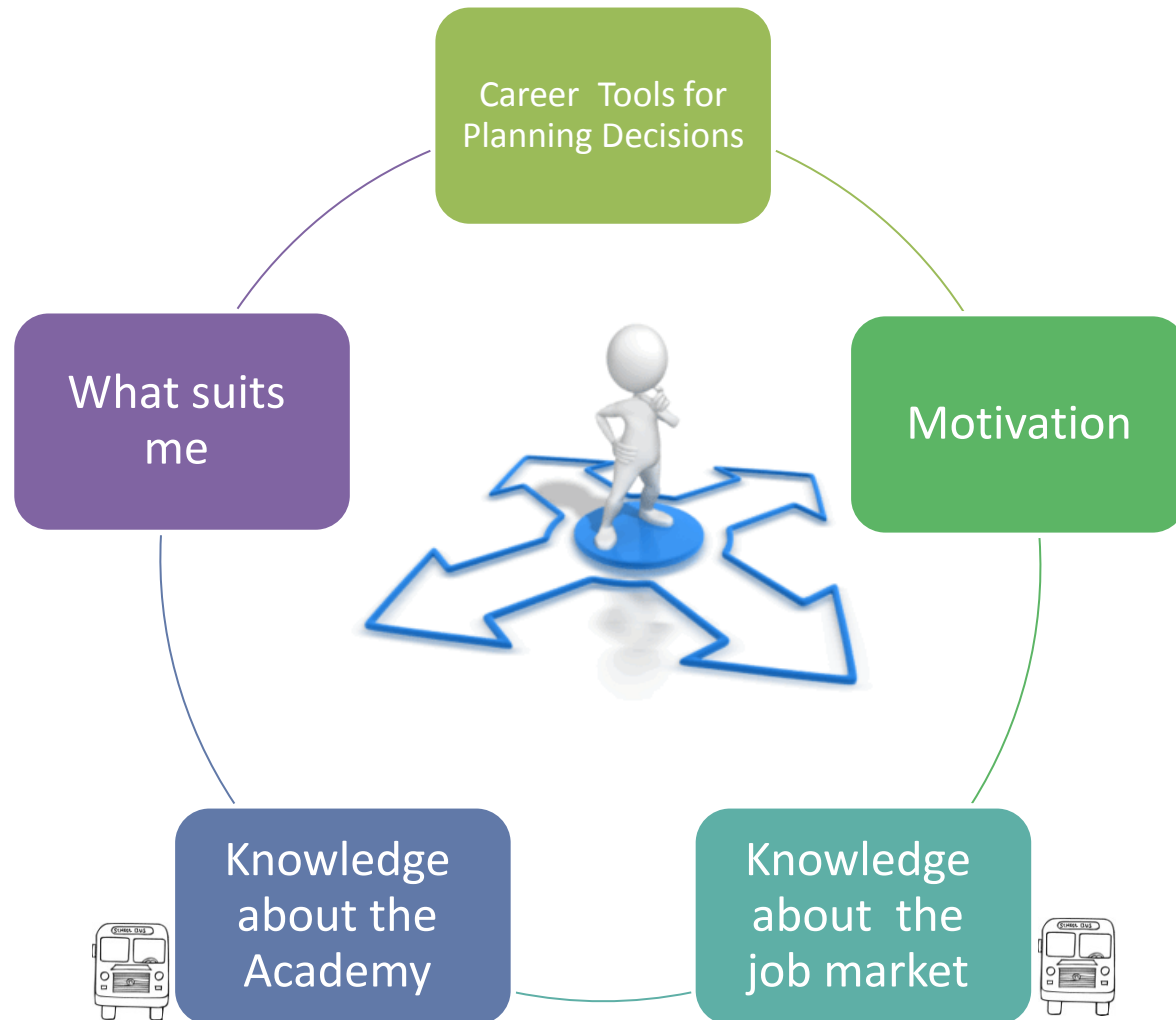
- Increase awareness to academia and provide information about HE institutions and programs (beginning in 11th grade).
- Provide advice and guidance in choosing field of study; HE websites to be translated to Arabic.
- Talks and seminars on preparatory programs, availability of scholarships, etc.
- Opening up career guidance centers in Arab towns
- Program supervision: by steering committee made of public and academic figures from the Arab sector.

High School: Career Education

- A joint project of the PBC, the Ministry of Education & the Prime Minister's Office
- The program began this year, with about 4,000 Participants and will fully operate in 2017 with 6,500 Participants.



Career Education :Main contents





Localities : "HESEGUIM" PROGRAM

- ❑ The program's Purpose is to expand access to higher education in the periphery.
 - Providing advice and guidance in choosing field's of study.
 - Talks and seminars on preparatory programs ("mechinot"), availability of scholarships, etc.

- ❑ During 2015 the program will Expand to more Arab population centers.



Policy



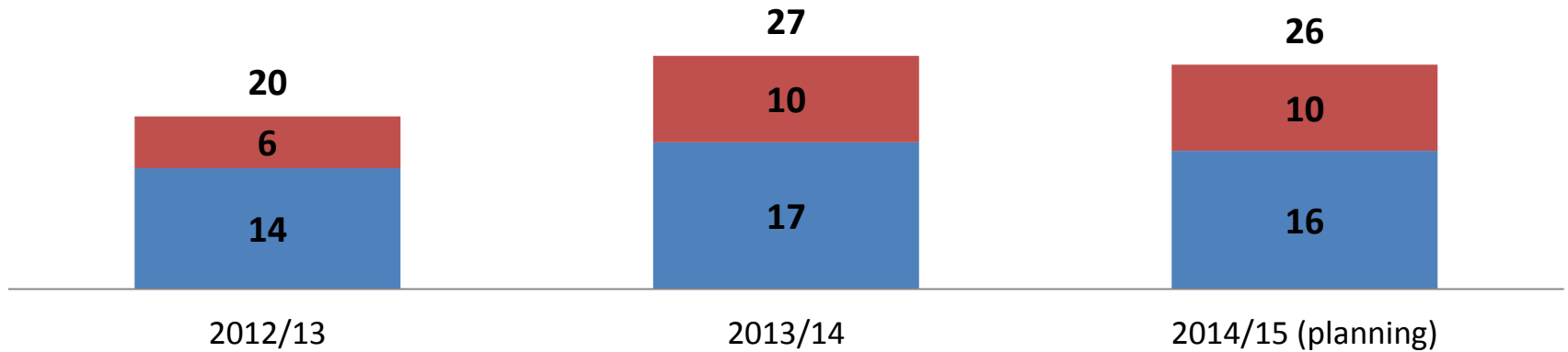
Preparatory programs: encourage participation, respond to special needs

- Provide comprehensive support:
 - Language skills
 - Tutoring, counseling
 - Dorms/Transportation
 - Preparatory Education Training (PET) Courses
- Consider both mixed (with Jewish students) programs as well as separate ones.
- Improve perception/image of these programs in the Arab sector
- Provide strong incentives for academic achievements

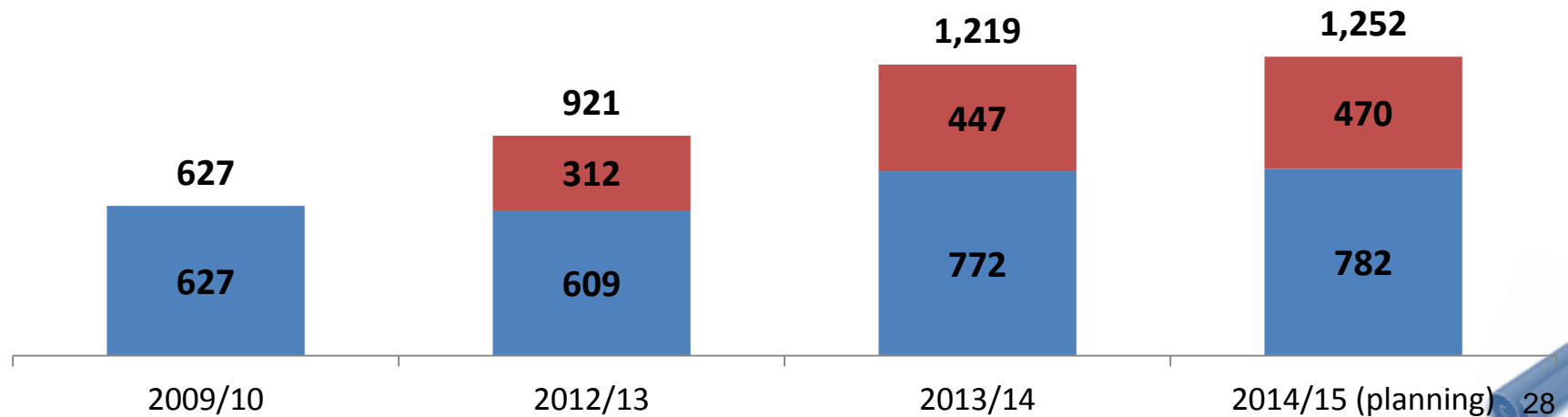
Preparatory programs: From plan to action

■ mixed ■ separate

Number of programs



Number of students

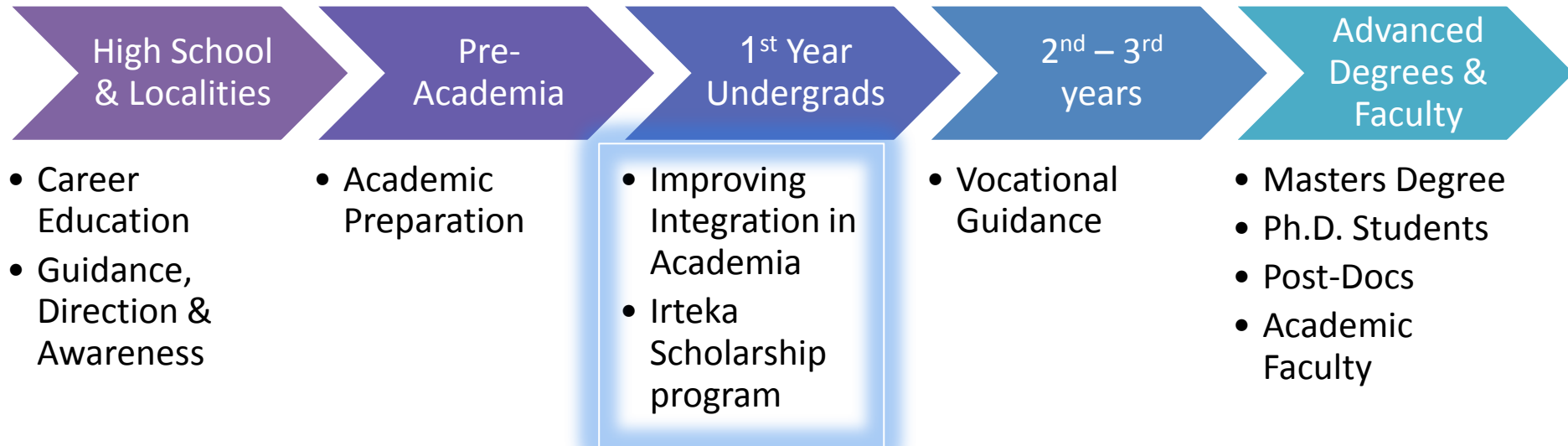


Preparatory programs: Lessons from Pilot

The PBC launched in 2011/12 a pilot program to address obstacles Arab students face in preparatory programs. Preliminary findings:

- High variance in students' background and academic preparedness
- Student satisfaction, graduation rates and admission to Academia tended to be higher in separate programs vs. mixed programs
- Need to advertise programs to teachers and students in schools
- Motives for applying to preparatory programs: study in a specific institution, economic assistance, separate programs.
- Critical components for success in programs: Enhancing language and learning skills, supplemental social and cultural content.
- Further important components: Transportation/geographic access, personal consultation and fellowships, operate on campuses

Policy



Supporting successful entry into academia

Dedicated budget to support pre-entrance and 1st year in academic institutions:

- ❑ The “one step ahead” summer program
- ❑ 1st year comprehensive support program
- ❑ Requirements for participating academic institutions:
 - ✓ Translate internet website to Arabic.
 - ✓ Appoint senior faculty member in charge of all programs for Arab students, reporting to the president or rector.



The “one step ahead” program

A 3-8 week summer program of intensive preparation for Arab students admitted to academic institutions

Goal: Ease initial contact with academia, Hebrew language and Israeli culture.

Method: Intensive pre-school preparatory program including academic orientation, building self-confidence, and Hebrew Language skills.

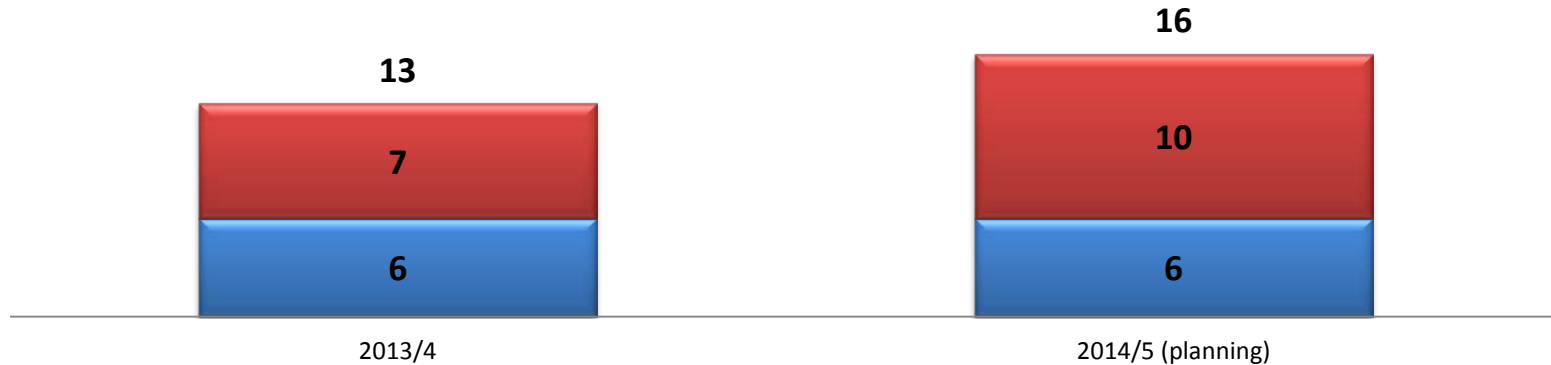
Target Population: Students admitted to 1st year of undergrad studies (no preparatory course required).



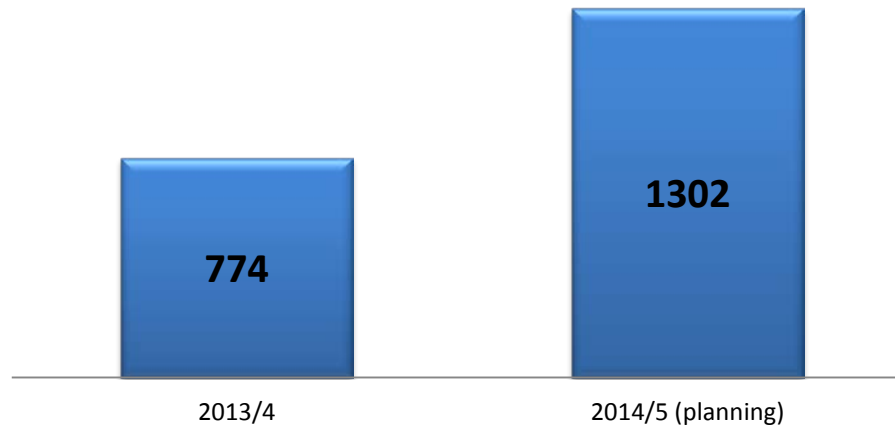
The "one step ahead" program: From plan to action

Number of participating institutions

■ Universities ■ Colleges



Number of participating students



1st year comprehensive support program

Goals:

- Reduce dropout rates
- Improve learning
- Increase chances of graduation
- Reduce length of studies to standard time
- Increase number of Arab students in preferred fields of study: Engineering, Computer and Natural Sciences



Diversify employment opportunities,
higher earning potential



1st year support program - *continued*

Budgeting:

- Per-student package rate, according to -
 - **socio-economic** student profile
 - **field of study**: higher for preferred fields
- Assigned budget includes institution-level **incentives to reduce dropout** rates between 1st and 2nd year
- **Flexibility**: performance-based budgeting allows institutions to adjust programs according to students' profiles



	stipend (NIS)	Number of Fellowships	Period	Total Budget
Bachelor's Degree	10,000 (5,000 in 3 rd & 4 rd year)	650	3-4 years	18,000,000

- Purpose: Aiding students with tuition fees
- Criteria: According to socio-economic status and preferred fields of study
- Requirements: Volunteering in the community
- Partners: Israeli government, "Mifal HaPayis" and philanthropic organizations
- Steering Committee: Joint committee of all partners, academia, public figures etc.

Policy

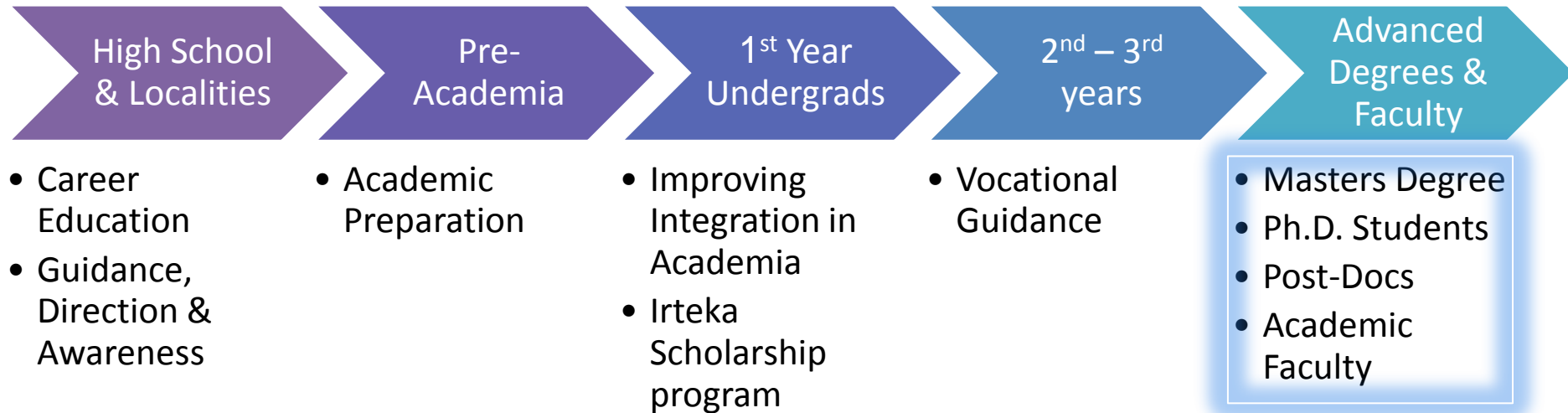


Vocational Guidance: Career centers

- ❑ Implementing Career centers in the academic institutions, a joint venture with “Kav Mashve”.
- ❑ Arab students require **preparation** for integration into the **Job Market** before they **graduate**.
- ❑ The Career center will offer courses for **Senior Students**, teaching **CV** writing, **Job interviewing**, etc.
- ❑ Ultimately the Career center will provide full range of services for the to assist the Arab students to enter the job market.



Policy



Supporting graduate studies and recruitment of faculty

	annual stipend (NIS)	Number of Fellowships	Period	Total Budget
Masters Degree	40,000	30	2 years	2,500,000
Ph.D.	70,000	14	3 years	3,000,000
Post-doc	80,000	14	2 years	2,250,000
Entering Faculty ("Ma'of")	100% of employment cost/year	6	3 years	3,000,000



Additional initiatives and future plans

- Encouraging Arab students to pursue a **Ph.D.**
- Encouraging institutes to be **pro-active** in hiring Arab faculty.
- Ensure **representation** in academic and executive **committees**, and among senior job holders.
- Ensure **transportation and housing**.
- A dedicated program for **Bedouins** in the Negev.



Thank you for listening!

