

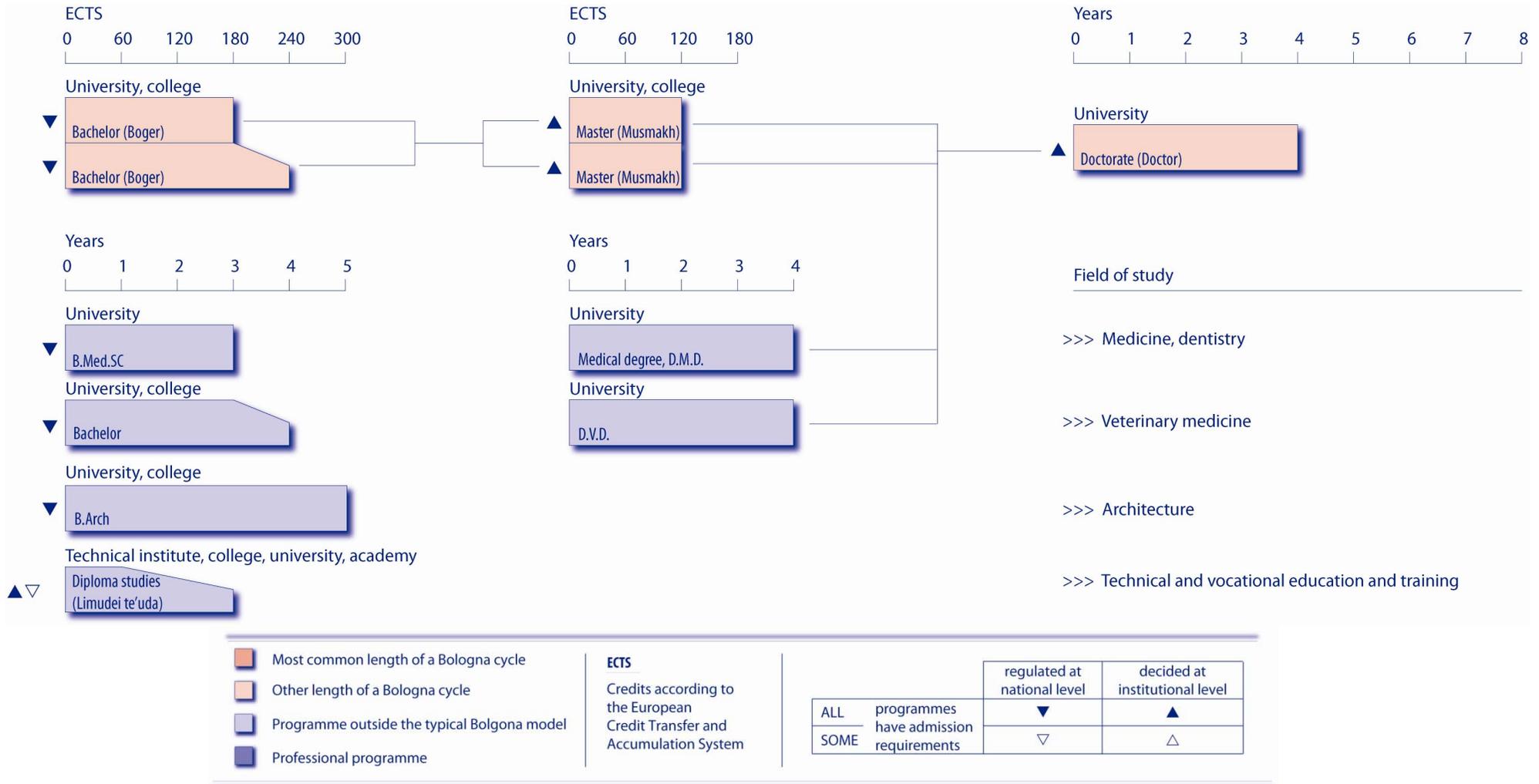


# HIGHER EDUCATION IN ISRAEL



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# The higher education system in Israel



# I. Overall description

## 1. Major characteristics of tertiary education in the country

The higher education system in Israel has developed considerably during the past two decades. The number of students in the system has tripled and, at the start of the 2011/2012 academic year, stood at more than 290 600. The number of institutions of higher education also grew significantly during this period and there are now in Israel 66 higher education institutions: seven research universities, one open university, 23 teacher-training colleges, 21 academic colleges and 14 private colleges that are not budgeted by the state.

As of 2008, there is one institution of higher education per 357 km<sup>2</sup>. The expansion of access to the system was expressed in the opening of institutions in peripheral areas, and there are now 20 institutions in the Galilee area and the North, in the Negev and the South.

Despite the expansion in the number of institutions, the higher education system in Israel suffered substantial budget cuts during the 2000s. Within the last decade, there was a significant restraint on the number of students that the Planning and Budgeting Committee (PBC) was able to fund, hence the student quotas in the State funded universities and colleges decreased. The number of students applying for Bachelor degree programmes and the number of "traditional" students in the 20-24 age cohorts also decreased. However, accessibility to higher education expanded in recent years, and attention was given to the positive social aspects of extending higher education possibilities for a wider population.

In 2010, a six year budget was enacted which will provide substantial addition funds in order to achieve long-term reform in Israeli higher education. The plan is based upon two main pillars: 1. promoting excellence by recruiting top faculty and increasing competitive research resources; 2. improving access to minorities, ultra-Orthodox and populations residing in the periphery. The new budget and incentives aim to gradually improve the system and allow institutions to plan ahead.

### Legislation covering the field of the tertiary education

The higher education system in Israel is regulated by the Council for Higher Education (CHE) and the Planning and Budgeting

Committee (PBC), both public entities; the former founded by law and the latter – according to a Government decision.

The framework of the system of higher education in Israel is defined in the Council for Higher Education Law, 1958 (*with 11 amendments enacted over a period of 40 years*).

This law established the Council for Higher Education (CHE) and the procedures for the accreditation of institutions of higher education.

### Types of tertiary education institutions

The majority of Israel's academic institutions are financed by the State through the PBC. These institutions include seven research universities, the Open University which awards BA and MA degrees, and colleges which award BAs or MAs. Teacher-training colleges, as opposed to other colleges and universities, are budgeted by the Ministry of Education and not by the PBC.

The ratio of public and private provision is 4:1 (for every four publicly funded institutions, one is privately funded). In figures, 52 institutions are state funded and 14 are private.

As of 2011/2012, approximately 290 600 students are enrolled in academic studies, according to the following breakdown: 226 000 BA students, 54 000 MA students, 10 600 PhD students.

### Types of tertiary education programmes and qualifications

Tertiary education in Israel is a three-tiered cycle: Bachelor (Boger), Master (Musmakh) and PhD (Doctor) programmes. Diploma studies (Limudei Teudah) are also offered by selected academic institutions. Qualifications include studies toward a degree on all three levels in a wide range of disciplines; humanities: Judaic studies, general philosophy, history, arts; social sciences: economics, business administration, education; law; sciences: physics, chemistry, biology, biochemistry, bioinformatics, mathematics and computer sciences; medicine, public health and public policy, engineering, architecture, agriculture and various other disciplines, including inter-disciplinarian studies. Accredited higher education institutions include universities, colleges and academies.

Programmes are taught mostly in Hebrew. However, in some universities and colleges, courses and programmes are offered in English and other languages. Many academic institutions offer programmes for overseas students, and the range of teaching languages is set according to supply and demand. Programmes are usually delivered face to face. In some institutions (mainly the Open University) there are more flexible learning models such as distance learning etc.

<b>Number of students (in academic year 2011/2012)</b>		
290 600		
<b>Bachelor</b>	<b>Master</b>	<b>PhD</b>
226 000	54 000	10 600

<b>Number of HEI</b>	
66	
<b>Public</b>	<b>Private</b>
52	14

## 2. Distribution of responsibilities

The Council for Higher Education (CHE) is a corporation which was established by the Council for Higher Education Law, 1958, with the aim of being the national institution for higher education in Israel. The Council for Higher Education has the authority to grant permission to open and operate institutions of higher education; to accredit institutions as institutions of higher education; to authorize an accredited institution to award academic degrees; to approve studies under the academic authority of an accredited institution; to authorize an institution to use a name or designation; to make proposals to accredited institutions in relation to their consolidation, expansion and development; to submit to the government, through the Planning and Budgeting Committee, proposals to develop higher education and for state participation in the budget of the higher education system according to the needs of the society and the country; to make recommendations to the government regarding the establishment of additional institutions of higher education; to grant licenses to branches of foreign institutions of higher education and to conduct Quality Assessment.

The Planning and Budgeting Committee (PBC) is a standing sub-committee of the Council for Higher Education which was established by the Government in 1977. The PBC is composed of seven members including its chairperson; five of them are persons with a senior academic status in higher education

and representing different fields, and two additional members who represent the public are from the business sector. Members of the PBC are nominated by the Minister of Education on behalf of the chair and serve, with the approval of the Council, for a period of three years, with the possibility of extending that period by an additional three years.

The functions of the PBC as delegated to it by the Council for Higher Education and by government mandate are:

- To be an independent body, which will serve as an intermediary between the government and the national institutions (such as national funds or public organizations) on the one hand and the institutions of higher education on the other in all matters relating to the budget for higher education;
- To prepare the regular budget and the development budget proposals for higher education, taking into consideration the country's social and national needs, while safe-guarding academic freedom and with due diligence for the need for advancing research and education;
- To have the exclusive right to allocate the approved higher education budget among the institutions of higher education.
- To make recommendations to the Government and to the Council for Higher Education for programmes regarding the development of higher education, including its financing;
- To promote efficiency through cooperation among the institutions of higher education;
- To follow-up the use of budgets in order to prevent deficits and over spending;
- To render an opinion to the Council for Higher Education regarding the establishment of every new institution or new unit in an accredited institution that requires substantial financing.

## 3. Governing bodies of the higher education institutions

According to the Israeli higher education law (1958), academic institutions enjoy academic autonomy in their governance and in academic matters. The CHE and the PBC monitor curricula and budget respectively. The CHE makes sure that the curricula of various academic degrees meet certain standards in order to accredit them. The PBC controls that the budget framework is not breached. In the past decade, there has been a trend towards deregulation of the academic curricula, mainly

in allowing the research universities autonomy in creating Master programmes.

The types of bodies which govern higher education institutions vary from general and representative bodies to specific and executive bodies that belong to each individual institution. Examples of the first type are the Committee of the Heads of the Universities (VeRaH) and the Committee of the Heads of the Colleges (VaRaM). VeRaH has the capability to affect the general criteria of accepting students to universities through setting up the psychometric test. This test serves as an important indicator of the students' capabilities of succeeding in academic studies; and it serves as the Israeli equivalent to the American SAT test. VeRaH and VaRaM represent the views of the higher education sector to the Government and they comment on higher education legislation as well.

As for the second type of governing bodies, this depends on each individual university and college. Most universities have a board of governors and/or a senate which decide upon administrative and academic issues. External stakeholders may have a say in governance issues and are usually represented in the board of governors. Most universities have a president in charge of the administrative and fundraising aspects, while the rector is usually in charge of implementing the academic policy enacted by the senate. The faculty deans implement the academic policy in their respective faculties and serve as mediators between the students and the university officials.

Students are not represented in the aforementioned bodies; however, the national student bodies are represented in the CHE.

## 4. Financing

The body responsible for financing of higher education is the Planning and Budgeting Committee (PBC) of the Council for Higher Education (CHE). The basis and criteria on which education/training institutions are financed (e.g. per capita funding scheme differentiated by study field and type of participation etc.) are elaborated below. There is no public financing of private institutions.

Institutions funded by the PBC must meet the following regulations:

- New institutions, new units or new academic programmes will be opened only after their requests are examined by the PBC from the planning, budgeting and financial perspectives and approved by the CHE in regard to academic standards. Non-budgeted institutions need the approval of the PBC only in regard to their financial

solvency and the approval of the CHE in regard to academic standards.

- The wages of academic faculty, technical and administrative staff must be in accordance with the regulations of the Wages Authority in the Ministry of Finance.
- Annual budgets must be balanced and approved by the PBC prior to the commencement of the academic year.

The PBC allocations, 2.1 billion US Dollars in 2011/2012<sup>1</sup>, account for 67.6 % of the budgets of the universities, 70.4 % of the budget of Art Academies, 64.6 % of the budgets of Academic Colleges of Engineering, 50.7 % of the budget of Academic Comprehensive Colleges and 56 % of the budgets of the regional colleges.

Current direct allocations to institutions of higher education are divided into three main categories: block grant allocations, earmarked allocations and matching allocations. In addition the PBC provides indirect allocations to the institutions of higher education through its support of research funds in external research funding bodies.

### a. Block Grant Allocation

This is the major source of PBC funds transferred to the institutions of higher education (70.1 %). The block grant consists of two components – teaching and research each determined by a special model developed by the PBC. A new model was enacted in 2011 which is transparent to the HEIs and stable over time in order to enable the HEIs to manage and plan their activities in the short and medium term (1-5 years).

Budgeting for teaching is based on an absolute model whereas the one for research is based on a competitive model. The allocation formulas are based on outputs for which the data is derived from objective, timely and reliable sources external to the institutions of higher education. Institutions of higher education may use the block grant according to their own internal priorities, on the condition that they maintain a balanced budget.

The *teaching component* of the block grant is calculated as the sum of the number of students in each field of study multiplied by a tariff (per field of study) and by an efficiency factor parameter (graduation rate coefficient) and a faculty-student ratio coefficient. Data on students and graduates comes from the Central Bureau of Statistics (CBS).

The *research component* of the block grant applies only to the research universities. It is allocated on a competitive basis according to

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<sup>1</sup> Exchange Rate: 3.757 NIS = 1.0\$

the following five indicators, with their proportional weights:

- Income from competitive research funds (34 %),
- Income from other research funds (15 %),
- Scientific publications (34 %).

Numbers of PhD students (15 %).<sup>(5)</sup> Numbers of Master research track degree recipients (2 %). The data on research funds come from the research foundations. An external research institution calculates the parameters for publications, based on international and national databases of scientific publications. The number of Doctoral students and graduates and Master Research track graduates is supplied by the CBS. The total sum allocated by the PBC for the research component is distributed among the universities according to the relative performance outcomes of each university in each of the above indicators. In addition, the two leading Universities in each of the 9 main academic disciplines also receive a bonus of up-to 20 % in both Competitive Research Grant and Scientific Publication components of the Budgeting Model.

#### b. Earmarked allocations

The earmarked allocations, as distinguished from the block grant, are used by the PBC to foster and promote specific activities in the higher education system. Included here are funds allocated to promote inter-university activities, such as the Maritime Biology Laboratory in Eilat, the National Library and other similar activities. Earmarked programmes are generally run for a specified period of time. The earmarked allocations amount to about 20 % of the total funds allocated by the PBC to the institutions.

#### c. Matching allocations

Matching allocations are based on a historical agreement with the Ministry of Finance. Up to 1987 the Ministry of Finance granted matching allocations in order to encourage the universities to obtain endowment funds from abroad and to transfer these funds to Israel. In 1987 this arrangement came to an end and the level of the matching allocation for each university was frozen. The present matching allocations are based on the level and type of endowment funds each institution had accumulated at that time (1987). The matching allocations amount to about 2.5 % of the total funds allocated by the PBC to the universities.

#### d. Allocations to Research Funds

The PBC funds the Israel Science Foundation (ISF), which has developed in recent years to become the largest research fund in Israel. Its competitive allocations are based on scientific excellence and peer review. The PBC's allocation to the ISF more than doubled from US Dollars 20 to 50 million between 1997 and 2008 and is significantly increasing with the enactment of the new budget in 2010.

The PBC pays 45 % of Israel's investment in the EU Framework Programmes for Research & Technological Development (45 % are being paid by the Ministry of Industry Trade and Employment and 10 % by the Ministry of Science, Culture and Sport).

## 5. Students' contributions and financial support

As of the academic year 2011/2012, regular annual tuition for undergraduate studies is NIS 9 846 (approx. USD 2 620), and annual tuition for graduate studies is NIS 13 305 (approx. USD 3 540). Tuition fees are uniform, regardless of the student's age or background. However, foreign students pay an additional 25 % tuition.

The PBC offers substantial financial annual support to students to help cover the cost of living and tuition fees. The sum of approx. NIS 52 million (~ USD 13.8 million) is distributed to students through grant programmes (80 %) and loans (20 %). The funds are distributed on a socio-economic basis.

The PBC and the Ministry of Education also fund an annual grant programme (Perach) meant to cover 50 % of tuition fees during BA studies. The budget allocated for Perach is approx. NIS 103 million (~ USD 27 million). Students are entitled to the grant in return for tutoring younger children in their community.

An additional sum of NIS 2.5 million (~ USD 650 000) is allocated towards encouraging involvement of students and academic staff in community life.

According to the Student Rights Law (2007) graduates are entitled to a tax relief for a period of two years after the completion of their studies.

## 6. Licensing, quality assurance and accreditation of institutions and/or programme

*Bodies Responsible for Evaluation of Higher Education Programmes*

The CHE decided at its meeting on 3 June 2003 to establish a system for assessing and assuring quality at institutions of higher

education in Israel. In order to implement this decision the CHE established the Quality Assessment Unit in 2004 (as of September 2010 is titled the Quality Assessment Division) which functions as an integral part of the CHE.

The CHE decided that at the initial stage, quality assessment and assurance in the higher education system in Israel would be carried out at the study programme level. At a second stage, the Council will carry out quality assessment at the institutional level, while using the experience accumulated during the quality assessment of study programmes.

*Licensing mechanisms to accredit and academic programme/Establish a higher education institution*

An institution wishing to offer an academic programme and to award an academic degree (whether it is an accredited institution or has yet to be accredited) submits its request to the Secretariat of the Council. The Secretariat makes a number of preliminary checks, including an examination of the body which runs the Institution (in the case of a request to open an institution of higher education).

The request is also examined by the Division for Planning and Information and the Budgeting Division. These divisions examine the request from the point of view of planning and budgeting, which includes an examination of the economic strength of the institution and an examination of the economic effects that adding a new programme will have on the general economic health of the institution.

On completion of the examinations, the request is forwarded to the PBC for discussion. The request is discussed by the PBC and its opinion is then submitted to the plenum of the CHE. Only if the Council finds that the request has merit does it receive authorization.

Occasionally, the Council appoints a sub-committee comprised of experts in the relevant fields to examine the request in terms of the criteria determined by the rules of the CHE and its fundamental principles. A recommendation by the committee of experts is submitted to the CHE, along with the opinion of the PBC and, on the basis of these, the Council makes its decision.

## **7. Admission**

According to Israeli law, admission to BA studies requires a high school diploma (or an equivalent diploma), and admission to MA studies requires a BA degree. It should be noted that the Open University does not require a high school diploma for BA studies, but requires a BA degree for MA studies.

Moreover, as institutions wishing to offer an academic programme and to award an

academic degree submit a proposal to the CHE, the CHE is entitled to set additional minimum requirements for the admission of students through a sub-committee appointed to examine the request from the academic point of view. These additional requirements may include specifications requiring a minimum knowledge of a certain discipline or a minimal grade on the Psychometric test.

These minimum requirements apply to "traditional" students (aged 18-30). As for students older than a typical tertiary student, who do not have a high school diploma, academic institutions are allowed to admit a certain percentage of these students, provided they complete preliminary studies, according to the CHE's regulations.

## **8. Organisation of the academic year**

Article 15 of the Israeli Higher Education Law guarantees that institutions of higher education have autonomy in the conduct of their academic and administrative affairs, within the framework of their budgets and their terms of accreditation. This includes the freedom to determine the duration and organization of the academic year. However, the length of the academic year and holiday schedule in Israel are essentially uniform among universities and colleges. It is worth noting that the college semesters are usually a week longer than University semesters.

The academic year starts usually in October (fall semester), and it is comprised of two semesters, each four months long. The fall semester begins in October and ends in January, and the spring semester begins in February and ends in June. Examination periods are held in January and also during the months of July-August.

## **9. Curriculum content**

The curriculum is defined at the institutional level, in accordance with Article 15 of the Israeli Higher Education Law. Each institution may decide on compulsory or core subjects and this is not regulated by the CHE.

## **10. Assessment, progression, certification and degree**

The most common forms of assessment of students are tests and seminar papers on the BA level. MA studies in the thesis track require submitting a thesis as part of the degree requirements. On the PhD level, students are required to participate in a minimum number of courses and to submit a dissertation. There are a few possibilities for receiving state participation in tuition in return for volunteer work done by students. As a rule, community

or volunteer experience do not add up in the student's academic record. However, in recent years students are able in certain disciplines to receive a limited number of credits for taking courses which incorporate community activity (Campus-Community Partnership).

Students progress from one stage of their studies to the next according to their grades. Some institutions set minimal grade averages in order to pass from one stage of study to the next, such as a minimum Bachelor grade average required to commence MA studies in a certain discipline.

Some disciplines require taking state exams in addition to the regular academic qualifications such as bar exams for law students, exams for specialized doctors in their respective fields, exams for specializing psychologists etc.

Degrees may entitle students to higher salary wages in the civil service, and some degrees are a mandatory requirement in order to receive a professional licence, e.g. in the field of education, architecture, etc. As noted above, BA degrees entitle students to participate in MA studies and an MA (thesis track) entitles them to apply for PhD studies, provided that they are able to find an instructor willing to guide them in their studies.

## **11. Academic staff**

### *Main Categories of Academic Staff*

The main categories of academic staff which apply to both universities and colleges are lecturer, senior lecturer, associate professor and full professor. One of the minimum qualifications for teaching on the lecturer level is to hold a PhD degree. Institutions prefer candidates who completed a post-doctoral training, preferably abroad.

### *Selection Procedure and Duration of Contracts*

Universities and colleges are autonomous in selecting and appointing lecturers on the lecturer and senior lecturer levels. Usually lecturers are given a contract for three years. If they prove their academic skills through scientific publications, they are appointed to the level of senior lecturers. However, their contract could be extended for an additional two years until their appointment as senior lecturer is determined. Senior lecturers are given tenure. However, they are expected to continue pursuing their scientific research. The amount and quality of their research determines whether they are promoted to professor. Promotion to associate professor and full professor are determined on a national level, regulated by one of the CHE's subcommittees. College faculty are also promoted from the level of senior lecturer to associate professor through the means of a

CHE subcommittee.

## **12. Research activities**

Most of Israel's research activities are performed by scientists and researchers in the seven research universities. A major feature of Israel's scientific research is its international character. 96 % of Israeli authored scientific publications are written in collaboration with foreign scientists. Israel has consistently maintained one of the highest rates of foreign research collaboration among the developed countries. The dominant partners of Israel's internationally co-authored articles have been from the United States and in recent years there has been a growth in collaboration with European scientists as well.

Scientific research is funded mostly by the State through the PBC, yet institutions are encouraged to seek extra funding from domestic and international sources.

## **13. University-enterprise cooperation**

University-enterprise collaboration is widespread and quite advanced in the practical sciences, such as computer sciences, bio-technology, engineering, medicine, agriculture, etc. Research findings and innovative technologies developed in Israeli universities are frequently transferred between academia and industry. For the purpose of fostering and regulating cooperation with business enterprises, universities have established specialized companies. These companies are responsible for the legal aspects of patent rights and contracts between researchers and private companies.

Furthermore, the office of the chief scientist of the Ministry of Industry, Trade and Labour incentivizes cooperation between industry and academia through its Magnet programme. The MAGNET Programme sponsors innovative industry-oriented technologies to strengthen the country's technological expertise and enhance competitiveness. Through the provision of research grants, the programme aims to develop technology in industry and increase collaboration between academia and industry in this regard.

In general, employers and entrepreneurs have limited influence on course curricula, which are set according to academic standards.

## **14. International cooperation**

International academic cooperation in Israel is quite developed on the individual institution's level. In the past decades, academic institutions in Israel developed cooperation in research mainly with Universities in the USA.

However, in recent years the trend is towards enhancing cooperation with institutions in Europe. Part of this tendency is attributed to Israel's participation in the sixth and seventh Framework Programme for Research and Technological Development (FP6 & FP7) which is the EU's main instrument for funding research and development activities.

The CHE is furthering the international academic cooperation with countries in America, Europe, the Middle East and the Far East. It is the PBC's official policy to encourage and to promote existing and new programmes for international cooperation in the field of higher education. Following this policy, CHE has encouraged Israeli academic and private institutions to participate in Tempus IV calls and Erasmus Mundus Programme calls. The CHE has also signed a Memorandum of Understanding (MoU) with the government of Thailand in September 2007 and agreed to cooperate with Chile's student programme in 2009. Steps have also been taken to establish academic cooperation with Jordan. In addition, scholarships for post-doctoral candidates from China and India are offered by the PBC.

### *Student Mobility*

On a national level, Israel is investigating mechanisms to bolster student mobility such as through the increase in the number of programme taught in English. In line with its commitment to promote student mobility, Israel ascribes great importance to the principles of the Bologna Process. Israel submitted its candidacy to be included in the Process in January 2007 and February 2008 but is currently not a signatory state. However, Israeli officials are invited to the Bologna Policy Forums which are held on a periodical basis.

In addition, during recent years, a growing number of Israeli higher education institutions have shown interest in the Bologna Process as an instrument to promote student and graduate mobility. HEIs have promoted pilots in order to implement selected principles of the Process such as ECTS, Learning Outcomes and the Diploma Supplement.

## **II. Current challenges and needs**

### **1. Trends and challenges**

Israel faces three main challenges in the higher education system: (1) implementing and modifying the new budgeting model and six year plan, (2) integrating the Haredim (ultra-orthodox) Jews and other minority groups in the work force and training them academically, and (3) encouraging the return of Israeli scientists who are currently residing and working abroad ('brain-drain').

According to a new government national plan, four centers of research excellence,

development and innovation in the fields of Molecular Basis of Human Disease, Computer Science, Cognitive Sciences, and Alternative Energy Sources began to operate during the academic year 2010/2011. The second call for proposals has been released for the next 10 centers. In the long run 30 excellence centers will be established, in order to promote cutting-edge research, face the brain-drain challenge and to gear expatriate scientists to return to Israel.

## 2. The Bologna Process<sup>2</sup>

### General Information

<b>Level of integration in the Bologna Process</b>		Bologna-Signatory Country
	X	Non Bologna-Signatory Country
		Bologna Process officially embedded in the education system
	X	Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
		No particular mechanism supporting the implementation of the Bologna Process

### Bologna cycle structure

<b>Level of implementation of a three-cycle structure compliant with the Bologna Process</b>	Bologna structure fully implemented in all or most fields of study
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<b>Student workload/duration for the most common Bologna programmes</b>			
<b>Bachelor programmes</b>	Various combinations	<b>Master programmes</b>	Various combinations

<b>Bachelor/Master cycle structure models most commonly implemented</b>	Various combinations
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### European Credit Transfer and Accumulation System (ECTS)

<b>Definition of the Learning Outcomes Concept</b>	Learning outcomes are defined in national steering documents and implemented through guidelines and recommendations
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<b>Level of implementation of ECTS</b>	Another credit system
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<b>Indicative number of hours of student workload corresponding to one ECTS</b>	Another credit system or student workload not in use to define ECTS
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### Bologna Diploma Supplement (DS)

<b>Level of implementation of the Bologna Diploma Supplement</b>	Another type of Diploma Supplement
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<b>Diploma Supplement issued</b>	Another type of Diploma Supplement
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<sup>2</sup> Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

## National Qualifications Framework (NQF)

<b>Stage towards establishing a National Qualification Framework</b>	X	Not yet started formally/not foreseen.
		<u>Step 1</u> : Decision taken. Process just started.
		<u>Step 2</u> : The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.
		<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is ongoing and the process is close to completion.
	<u>Step 5</u> : Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.	

## Quality Assurance Practices

<b>National Quality Assurance body</b>				
<b>Name</b>	Quality Assessment Division of the Council for Higher Education			
<b>Status</b>	A Government-dependent body or Ministry has responsibility for quality assurance.			
<b>Year of establishment</b>	2004			
<b>Involvement in external quality assurance process</b>		Decision-making role	Participation	No participation
	Academic staff	X		
	Students	X		
	International Experts	X		

## Recognition of foreign qualifications

<b>Ratification of the Lisbon Recognition Convention</b>	X	1997 (signature), 2007 (ratification)
<b>Recognition of Foreign Qualifications for academic study</b>	Recognition for academic study by higher education institutions	
<b>Recognition of Foreign Qualifications for professional employment</b>	Recognition for professional employment by central or regional governmental authorities	

## Joint Degrees

<b>Establishment of joint degrees and programmes in higher education legislation</b>	Joint programmes and joint degrees are not mentioned in the higher education legislation whatsoever.
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## III. Participation in EU programmes

### 1. Tempus

Israel has participated in the Tempus Programme since 2008.

#### 1. Statistics

**Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)**

	TEMPUS I and II	TEMPUS III	TEMPUS IV				
	1990-1999	2000-2006	2008	2009	2010	2011	2012
<b>Joint Projects</b>	-	-	2	0	1	1	5
<b>Structural Measures (Tempus IV)</b>	-	-	0	1	1	0	0
<b>Total</b>	-	-	2	1	2	1	5

**Higher education institutions with highest TEMPUS participation under TEMPUS IV (2008-2012)**

Institutions	Total	Number of projects	
		JP	SM
<b>University of Haifa</b>	<b>2</b>	2	0
<b>Interdisciplinary Center Herzliya</b>	<b>2</b>	0	2
<b>Ben-Gurion University of the Negev</b>	<b>4</b>	4	0
<b>Sapir Academic College</b>	<b>6</b>	5	1
<b>Tel Aviv University</b>	<b>2</b>	2	0
<b>Holon Institute of Technology</b>	<b>3</b>	2	1

**Higher education institutions coordinating TEMPUS IV projects (2008-2012)**

Institutions	Total	Number of projects	
		JP	SM
<b>Gordon Academic College of Education</b>	<b>1</b>	1	0
<b>Holon Institute of Technology</b>	<b>1</b>	1	0
<b>Sami Shamoon College of Engineering</b>	<b>1</b>	0	1
<b>Shenkar College of Engineering and Design</b>	<b>1</b>	1	0

#### 2. Impact of the Tempus Programme

The impact of the Tempus programme on Israeli higher education institutions is apparent on a number of levels. Firstly, the consortia have mobilised academic collaboration between the institutions as well as established new connections between Israeli academics and European scholars. These links have formed a solid foundation for future cooperation between Israel and Europe. Secondly, Tempus projects introduced a basis for the successful implementation of the Bologna Principles, while supporting curriculum development, the introduction of quality assurance mechanisms and development of international relations. Lastly, institutions have worked closely with business enterprises through Tempus projects thereby resulting in the enhancement of the

link between academia and industry. In addition, there is impressive involvement of student and alumni unions, NGOs and governmental agencies in the programme.

## 2. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

### Action 1 – Erasmus Mundus Joint Programmes (Masters Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Masters Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering EU-funded scholarships or fellowships to students and scholars.

### Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical "lot" on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelors, Masters, Doctorate, post-Doctorate – and for academic staff.

### Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

More information:

[http://eacea.ec.europa.eu/erasmus\\_mundus/results\\_compedia/selected\\_projects\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/results_compedia/selected_projects_en.php)

## Number of students/staff participating in the programme

### Erasmus Mundus – Joint degrees (Action 1)

	2004	2005	2006	2007	2008	2009	2010	2011	2012
<b>Students</b>	2	6	8	4	8	8	6	4	3
<b>Scholars</b>	1	2	6	8	9	13	NA	NA	NA
<b>Fellows</b>	NA	NA	NA	NA	NA	NA	1	0	0

\* First selection of doctoral candidates made for 2010-2011 academic year.

\*\*Since 2010, EMMC consortia have selected scholars over the course of the academic year, rather than at the beginning, so nationalities of selected scholars will only be known when final reports are submitted.

### Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

	Undergraduate	Masters	Doctorate	Post-Doctorate	Staff	TOTAL
<b>2007</b>	37	27	1	0	6	<b>71</b>
<b>2008</b>	35	20	0	0	4	<b>59</b>
<b>2009</b>	41	12	3	1	6	<b>63</b>
<b>2010*</b>	4	15	12	2	20	<b>53</b>
<b>2011**</b>	NA	NA	NA	NA	NA	NA
<b>TOTAL</b>	<b>117</b>	<b>74</b>	<b>16</b>	<b>3</b>	<b>36</b>	<b>246</b>

## Institutions participating in the programme up to and including 2011

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
<b>BEN-GURION UNIVERSITY OF THE NEGEV</b>		X	
<b>TECHNION – ISRAEL INSTITUTE OF TECHNOLOGY</b>			X
<b>UNIVERSITY OF HAIFA</b>	X	X	
<b>INTERDISCIPLINARY CENTER (IDC) HERZLIYA</b>		X	
<b>THE HEBREW UNIVERSITY OF JERUSALEM</b>	X	X	
<b>WEIZMANN INSTITUTE OF SCIENCE</b>		X	

## IV. Bibliographical references and websites

- *The CHE & PBC Report* (Hebrew), No. 34/35, (eds.) M. Aharoni & Y. Lidor, Jerusalem 2009.  
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- *Israeli Council of Higher Education*, <http://www.che.org.il/english.aspx>
- *Ministry of Education*,  
<http://cms.education.gov.il/EducationCMS/Units/Owl/Hebrew/AISederHayom/merkazeimetzuianut.htm>

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- **National Tempus Office Israel**

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**Contact:** ShiraL@che.org.il

**Web-site:** [http://www.che.org.il/template/default\\_e.aspx?PageId=628](http://www.che.org.il/template/default_e.aspx?PageId=628)

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