

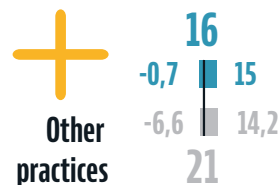
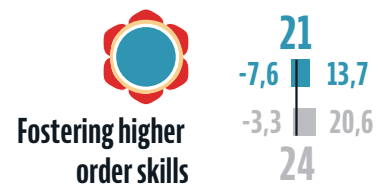
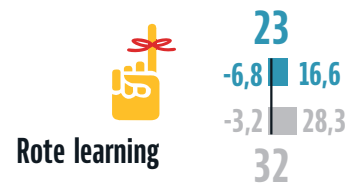
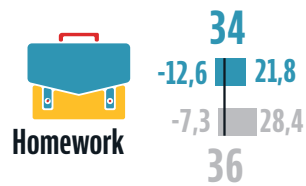
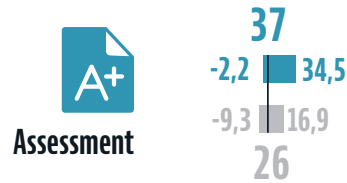
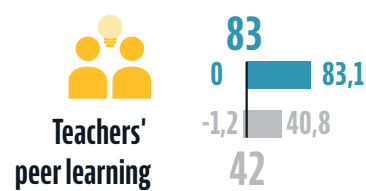
Israel **34**  
OECD average **30**

# Education Innovation Index

## Innovation in education by category



## Innovation in education by type of practice



## Israel

Between 2006 and 2016, students in Israel have experienced a relatively high level of innovation in education, more than the average in OECD systems. Innovation in secondary education practices has been exactly the same as in the overall system. A primary education innovation index could not be computed due to some data gaps. Innovation in reading practices has been modest in Israel, as was the case across OECD systems. The scale up of teacher peer learning practice represents an outstanding innovation in the system and compared to other OECD systems. Otherwise, most of the innovation lay in the expansion of independent knowledge acquisition practices in class, as well as assessment and homework practices.

## Some trends in educational outcomes



- Academic outcome in primary reading
- Academic outcome in secondary science
- Academic outcome in secondary maths
- Student satisfaction in secondary education
- Student enjoyment in secondary science lessons



- Teachers' collective ambition for their students in secondary education
- Teachers' collective self-efficacy in secondary education
- Equity of academic outcomes in primary reading



- Equity of academic outcomes in secondary science
- Equity of academic outcomes in secondary maths

## Practices that changed the most

### Primary

- 36 more students in 100 had computers (including tablets) available during reading lessons, reaching a **62%** coverage
- 35 more students in 100 had teachers putting major emphasis on national or regional tests in reading, reaching a **62%** coverage
- 30 less students in 100 visited a library other than their classroom library at least once a month, reaching a **61%** coverage

### Secondary

- 48 more students in 100 in science and 43 more in maths had their teachers discussing how to teach a particular topic, reaching an **83%** and **78%** coverage respectively.
- 44 more students in 100 in science systematically discussed homework in class, reaching a **78%** coverage
- 42 more students in 100 had their teachers collaborating in planning and preparing instructional material in science, reaching a **78%** coverage

The indices indicate innovation intensity from small (below 20) to large (over 40). When displayed, positive and negative values show how much of the index corresponds to an expansion and contraction of the covered practices between 2006 and 2016. Authors' calculations based on the PIRLS, PISA and TIMSS databases.

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.



# Israel

## Measuring Innovation in Education 2019

### What has changed in the classroom?

Measuring innovation in education and understanding its process is essential to improve the quality of the education sector. We need to examine whether, and how, practices are changing within classrooms and educational organisations and how students use learning resources. We should know much more about how teachers change their professional development practices, how schools change their ways to relate to parents, and, more generally, to what extent change and innovation are linked to better educational outcomes. This would help policy makers to better target interventions and resources, better understand where they need to get better evidence, and get quick feedback on whether reforms do change educational practices as expected. This would also enable us to better understand the role of innovation in education.

#### Key findings for OECD education systems

- On average, there has been a moderate level of innovation in OECD education systems, perhaps more than one would often acknowledge, but probably less than what would be needed to really improve education systems
- Many education systems have experienced high levels of technology-related innovation, with a slight decrease in access to computers and a significant increase of the use of ICT in pedagogical practices. Furthermore, on average, access to laptops increased by 17 % points between 2009 and 2015.
- In many countries, peer learning has spread as a teacher professional development practice – increasing by 40 % points for the OECD on average.
- While many policy debates have focused on “21st century skills” in the past decade, rote learning practices have spread to a similar extent as active learning practices, increasing by 28 and 26 % points respectively.
- While in some practices there have been similar patterns across education systems, in most of them there does not seem to be an international convergence on pedagogical and educational practices.
- Innovation is not an end in itself, and some changes have not always translated into improvements in educational outcomes.

#### Methodology

The book examines the diffusion or contraction of about 150 educational practices from 2006 to 2016 by analysing data from three international education datasets – Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and the Programme on International Student Assessment (PISA). Beyond identifying the areas in which each education system has demonstrated emerging or changing organisational and pedagogical practices over a decade, the book synthesises education systems’ intensity of innovation by computing composite indices for countries for which enough information is available. Based on effects sizes (multiplied by 100), the education innovation indices propose a continuum, with innovation intensity being considered as relatively small when below 20, moderate between 20 and 40, and large above 40. More details on the methodology can be found in the report.

#### Ask questions

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#### Find the report

<https://tinyurl.com/MIE2019>

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# Israel

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### What has changed in the classroom?

