



The education system at 2025

Vision and action

Project proposal



Know the present
Build the future

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General:

1. Pupils that started today their first year within the education system will be out for the employment market around the years 2040-2045. At least 50% of them will be employed in jobs and positions that don't exist today using technologies that were not yet invented needing bodies of knowledge that were not yet explored.
2. Long-term strategic planning is a cornerstone of healthy management of organizational systems. It allows the inclusion of objective data and professional field analysis aimed at realizing perspectives, values and vision. Careful and professional strategic planning presents goals for execution and a route to achieve them. It also allows constant monitoring of the process.
3. The education system is one of the places where long-term strategic planning is a cornerstone to success or failure. The education system must be built for years ahead via the changes in geographic and demographic data. It must correspond with disciplines and technological development and with the changes in perspectives.
4. To ensure compliance with the objectives and the development of proper and regulated educational systems, it is necessary to carry out targeted programs that determine and test the desired values, data, trends and the developments in various fields. As a result, to present implementable position papers that include goals that will become work plans, to enable the municipal education system to achieve its strategic objectives.



The nature of the project:

1. Formulating an overall vision and a development program for the education system including strategy, missions and goals to be achieved till the year 2025.
2. Formulating tasks, work plans and KPIs (Key Performance Indicators) to realize and implement the education development program at all its educational institutions.
3. Implementing the program according to its components and KPIs till 2025.

4 success indicators:

1. High percentage of high school graduates with full quality matriculation.
2. Low percentage of dropouts while studying.
3. High percentage of graduates in admissions to academic and high-profile professions studies.
4. Advanced high employment indicators of graduates.

The basic assumptions of success indicators are:

1. The state takes responsibility to achieve higher graduation percentage of its education system, everyone in its field, while giving preference to quality education that will allow graduates more degrees of freedom when making decisions about their career and social future.
2. The state sees as part of its responsibility to take care of those pupils that experience various difficulties, to avoid dropping out and to avoid tracking them to places that limits maximizing their potential.
3. A major measure of the quality of the state education system is the percentage of graduates going to advanced academic studies. This is due to the defined role of the education system to allow its graduates a basis for quality careers and social mobility. The state is required to monitor and examine itself based on its results.



4. Further to the previous section, an indicator for the state to assess the quality of its education system is to examine the type, place and the quality of employment of its graduates. Did the state ensure and enabled each of its graduates to exploit its capabilities and potential for quality future employment? Monitoring this indicator is crucial to understand the range between success or failure.

Implementation stages:

1. Establish a steering committee for the program that will include officials, principals, teachers, parents and experts.
2. Design a general state and municipal agreed education vision from which general and individual tasks can be derived and strategy formulated.
3. Conduct a field research to examine existing situation, collect and analyze data.
4. Formulate strategic working papers.
5. Build a 3 year plan to execute with clear and measurable success indicators.
6. Implement the five-year plan in orderly structure over time while closely examine progress and performance.

Who should be part of the steering committee:

- Public officials from the ministry of education and related ministries.
- Holder of the education portfolio at municipal councils.
- Representatives of school principals and teachers.
- Representatives of parents and students.
- Experts in the field.

Timetable:

1. Collecting data and building plans – 6 months.
2. Implementation plans - along next rest 3 years.



DH&A's part within the program:

1. DH&A will present, discuss and lay the foundation for the program.
2. DH&A will be part of the state and municipal steering committees and deliver.
3. DH&A will deliver all the academic, procedural and organizational knowledge and knowhow.
4. DH&A will deliver the experts and expertise within the program.
5. DH&A will strive to involve local universities, through their school/faculty of education in the program and connect them with counterpart in Israeli universities.
6. DH&A will escort and monitor the program till full and successful implementation.

Head of project on behalf of DH&A:

Dr. Yehuda Hamovitz – Senior associate founder

