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SALEH NAJI

THE IMPACT OF SELF ECONOMIC MANAGEMENT AND TECHNOLOGY ON ACHIEVEMENTS IN ELEMENTARY ARAB SCHOOLS IN ISRAEL

Speciality: 521.03 - **ECONOMICS AND MANAGEMENT IN THE FIELD OF ACTIVITY**

Thesis of
PhD in economic sciences

Scientific advisor: **Nicolae TAU**
dr. hab., univ. prof.

Author **Naji SALEH**

Chişinău, 2018

UNIVERSITATEA LIBERĂ INTERNAŢIONALĂ DIN MOLDOVA

Cu titlu de manuscris
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IMPACTUL AUTOGESTIUNII ECONOMICE ȘI TEHNOLOGIEI ASUPRA REALIZĂRILOR ÎN ȘCOLILE ELEMENTARE ARABE DIN ISRAEL

Specialitatea 521.03 – Economie și management în domeniul de activitate

Teza de doctor în științe economice

Conducător ştiinţific: **Nicolae ŢÂU**
doctor habilitat în științe economice
profesor universitar

Autor **Naji SALEH**

Chişinău, 2018

CONTENTS

ADNOTATION

Name of the author: Saleh Naji

Thesis title: The impact of self economic management and technology on achievements in elementary Arab schools in Israel

Required scientific degree: PhD in economic sciences

Location: Chisinau

Year: 2018

Thesis structure: introduction, three chapters, conclusions and recommendations, 147 titles of bibliographical resources, 6 annexes, 142 pages of main text, including 11 figures, 23 tables. The results are published in 13 scientific papers.

Key words: school-economic management, economic education, education, research, effective education, technology integration, school budget, self based management, financial self management.

Field of study: 521.03-Economics and management in the field of activity.

Scope and objectives of the thesis: The scope consists in the relief and argument of the impact of self-economic management and technology on the development and achievements at elementary Arab schools in Israel. In accordance with the proposed scope in the work it aims and addressing the following **objectives:** Study impact of self-economic management on elementary Arab schools achievements in Israel; Analyze the current theoretical approaches of self-economic management in the elementary Arab schools; Clarifying the institutional aspects of financial self-management in the Israel educational system; Investigate the impact of technology on the achievements on elementary Arab schools in Israel; Conducting a survey to determine the impact of self-economic management and technology on the achievements on elementary schools in Israel.

The scientific novelty of the investigation consists in: deepening and completion of theories on self-economic management on elementary schools in Israel; streamline of self-economic management and technology on elementary Arab schools achievements in Israel; perfecting the correlation between self-economic management, technology and activity of local authorities in the context of decentralization and self-management as a decision-making in the elementary Arab schools in Israel on the basis of survey study; theoretical substantiating of the impact of technologies on the achievement on elementary Arab schools in Israel; determination of the multi-channel type of financial self-management in the elementary Arab schools in Israel; assessing the potential for financial self-management in conditions of limited resources.

The important scientific problem solved is to demonstrate the necessity of implementation of self-economic management and technology on elementary Arab schools which will contribute on impact on the achievement of schools development.

The theoretical significance and applicative value of the thesis is determined by issues theoretical founded on self-economic management and technology and impact on the achievement of elementary Arab schools development; possibility to implement the proposals and conclusions in order to improve self-economic management and technology on elementary Arab schools; promotion of dependency of achievements in elementary Arab schools in Israel from the self-economic management and technology.

Implementation of the scientific results: The study may also have important practical importance for governments, organizations and institutions relevant to the investigated issues. The thesis assessments and findings can be considered by the leaders of educational institutions and government bodies involved in the development and implementation of development programs in education. The study of self-economic management and technology is significant for several reasons. Self-economic management is a new trend in the Arabic schools in Israel; we investigate the self-economic management and its effect on school achievement. The use of current technologies for instructional purposes has great impact on the student engagement, learning styles, student-teacher interactions, and teachers' satisfaction as well as learning outcomes.

ADNOTARE

Numele și prenumele autorului: Saleh Naji

Titlul tezei: Impactul autogestiunii economice și tehnologiei asupra realizărilor în școlile primare arabe din Israel

Gradul științific solicitat: doctor în științe economie.

Specialitatea: Economie și management în domeniul de activitate.

Localitatea: Chișinău

Anul perfectării: 2018

Structura tezei: introducere, trei capitole, concluzii și recomandări, bibliografia din 147 titluri, 6 anexe, 142 pagini de text de bază, inclusiv 11 figuri și 23 tabele. Rezultatele sunt publicate în 13 lucrări științifice.

Cuvinte cheie: autogestiunea economică**,** managementul economiei școlare, educația economică, educația, cercetarea, educația eficientă, integrarea tehnologică, bugetul școlii, auto-managementul bugetului școlar, auto-managementul financiar.

Domeniul de studiu: 521.03 – Economie și Management în domeniul de activitate.

Scopul și obiectivele lurării: scopul lucrării este de a relifa și argumenta impactul managementului auto-economic și tehnologiei asupra dezvoltării și realizărilor în școlile elementare arabe din Israel. În conformitate cu scopul propus în activitatea pe care o urmărește și care se adresează următoarelor **obiective**: studierea impactului managementului auto-economic asupra realizărilor școlilor elementare arabe în Israel; analiza abordările teoretice actuale ale managementului auto-economic în școlile elementare arabe; clarificarea aspectelor instituționale ale auto-managementului financiar în sistemul educațional din Israel; investigarea impactului tehnologiei asupra realizărilor școlilor elementare arabe din Israel; realizarea unui studiu pentru a determina impactul managementului auto-economic și tehnologiei asupra realizărilor în școlile elementare din Israel; perfecționarea corelării dintre managementul autoeconomic, tehnologie și activitatea autorităților locale, în contextul descentralizării și autoadministrării ca proces decizional în școlile elementare arabe din Israel pe baza studiului de anchetă.

Noutatea și originalitatea științifică a investigației constă în aprofundarea și completarea teoriilor privind managementul auto-economic în școlile elementare din Israel; eficientizarea managementului auto-economic și tehnologiei în ale școlilor elementare arabe din Israel; demonstrarea teoretică a impactului tehnologiilor asupra realizării în școlile elementare arabe din Israel; determinarea tipului multi-canal de auto-gestiune financiară în școlile elementare arabe din Israel; evaluarea potențialului de auto-gestiune financiară în condițiile unor resurse limitate.

Problema științifică importantă soluționată este demonstrarea necesitatății implementării managementului auto-economic și tehnologiei în școlile elementare arabe, care vor contribui la impactul asupra realizărilor și dezvoltării lor.

Semnificația teoretică și valoarea aplicativă a tezei sunt determinate de aspectele teoretice bazate pe managementul auto-economic și tehnologe și impactul asupra realizării și dezvoltării școlilor elementare arabe; posibilitatea punerii în aplicare a propunerilor și concluziilor pentru a îmbunătăți managementul auto-economic și tehnologiei în școlile elementare arabe; promovarea dependenței realizărilor în școlile elementare arabe din Israel, de managementul auto-economic și tehnologiei.

Implementarea rezultatelor științifice: Studiul poate avea, de asemenea, o importanță practică importantă pentru guverne, organizații și instituții relevante privind problemele investigate. Evaluările tezei și constatările pot fi luate în considerare de conducătorii instituțiilor de învățământ și de organele guvernamentale implicate în elaborarea și implementarea programelor de dezvoltare în domeniul managementului educației. Studiul managementului auto-economic și tehnologiei este semnificativ din mai multe motive. Gestiunea auto-economică este o nouă tendință în școlile elementare arabe din Israel; Investigarea managementul auto-economic și efectul acestuia asupra realizării școlare. Utilizarea tehnologiilor actuale în scopul instruirii are un impact deosebit asupra implicării studenților, a stilurilor de învățare, a interacțiunilor student-profesor și a satisfacției cadrelor didactice, precum și a rezultatelor învățării.

Аннотация

Имя Автора: Наджи Салих

Название Диссертации: Влияние экономического самоуправления и технологии на достижениях в начальных арабских школах в Израиле

Академическаая степень: доктор экономических наук

Город: Кищинев

Год: 2018

Структура диссертации: введение, три главы, выводы и рекомендации, библиография из 147 наименований, 6 приложений, 142 страниц основного текста, в том числе 11 рисунков, 23 таблицы. Результаты опубликованы в 13 научных статьях.

Ключевые слова: школьно-экономический менеджмент, экономическое образование, образование, исследования, эффективное образование, интеграция технологий, школьный бюджет, управления на основе самоуправления, финансовое самоуправление.

Специальность: 521.03-Экономика и менеджмент в сфере деятельности.

Цель и задачи диссертации: сфера деятельности состоит в в рельефе и аргументации влияния экономического самоуправления и технологии на развитие и достижениях в элементарных арабских школах в Израиле. Для достижения этой цели, были установлены следующие **задачи:** изучить влияние экономического самоуправления на достижениях в начальных арабских школах в Израиле; проанализировать существующие теоретические подходы к экономическому самоуправлению в элементарных арабских школах; уточнение институциональных аспектов финансового самоуправления в образовательной системе Израиля; изучить влияние технологии на достижениях в элементарных арабских школах в Израиле; проведение опроса для определения влияния экономического самоуправления и технологии на достижениях в начальных школах в Израиле.

Научная новизна и оригинальность исследования состоит в углублении и завершении теорий экономического самоуправления в начальных школах в Израиле; оптимизация экономического самоуправления и технологии в достижениях в начальных арабских школах в Израиле; теоретическое обоснование влияния технологий на достижения в элементарных арабских школах в Израиле; определение многоканального типа финансового самоуправления в элементарных арабских школах в Израиле; оценка потенциала финансового самоуправления в условиях ограниченных ресурсов.

Решенная основная научная проблема состоит в демонстрации необходимости внедрения экономического самоуправления и технологии в элементарных арабских школах, которые будут способствовать влиянии на достижениях в развитии школ.

Теоретическая значимость и практическая ценность исследования определяются теоретическими вопросами, основанными на экономическом самоуправлении и технологиях, а также влиянием на развитие начальных арабских школ; возможность реализации предложений и выводов в целях совершенствования экономического самоуправления и технологий в элементарных арабских школах; продвижение зависимости достижений в элементарных арабских школах в Израиле от экономического самоуправления и технологий.

Внедрение научных результатов: исследование может иметь важное практическое значение для правительств, организаций и учреждений, имеющих отношение к изучаемым вопросам. Оценки и выводы исследования могут быть рассмотрены руководителями образовательных учреждений и государственных органов, участвующих в разработке и реализации программ развития в сфере образования. Изучение экономического самоуправления и технологии имеет большое значение по нескольким причинам. Экономическое самоуправление - новая тенденция в арабских школах в Израиле, это исследование экономического самоуправления и его влияние на успеваемость в школе. Использование современных технологий в учебных целях оказывает большое влияние на вовлеченность учащихся, стиль обучения, взаимодействие между учащимися и преподавателями, а также удовлетворенность учителей, а также результаты обучения.

ABBREVIATIONS AND SYMBOLS

AF – Additional financing

CAL – Computer Assisted Learning

EMIS – Education Management Information System

ET – Educational Technology

FSM – Financial Self Management

IER – Israeli Education Reform

IMF –International Monetary Fund

ISBMM – Israeli Self Based Model

IT – Information Technology

ICT – Information and Communication Technology

MERP – Moldova Education Reform Project

PDM – Participation in decision making

PTA – Parent-Teacher Associations

PISA – Program for International Student Assessment

SBM – Self Based Management

SEM – Self Economic Management

SBEM – Self Based Economic Management

SMC – School Management Committees

SPSS – Statistical Package for the Social Sciences

OSI – Open-Source Information

SM – Self Management

SBF – School Based Finance

YRF – Youth Renewal Fund

INTRODUCTION

Actuality and importance of the problem addressed. Self-management of the school is defined as a strategy aimed to improve the education by the transfer of the important decision-making body from the central and regional public administration offices to the schools administration, by enabling managers, teachers, students and parents to control the process of education by giving them the responsibility to take decisions about the budget and staff, and the intervention of teachers, parents and those interested in education in key decisions to find a more effective environment for students.

School–Based Management and technology are two modern trends in education. The experience of Self Based Managed schools had attracted the experts of the educational process because this idea is based on the school complete independence in its budget, curricula, and management where the school principal is considered as the general manager of the office, who has full authorities to assign teachers and use the school budget to implement the school vision and goals.

These moments confirm the actuality of addressed research theme and identify the need to develop methodological and applied aspects in the field of self economic management and technology on the achievements of the Arab elementary schools in Israel.

The degree of the study of investigated theme: Research on specific studies about the impact of self-economic management and technology on elementary schools achievements at Arab schools in Israel is insufficiently researched. Some of the most important authors who raised this issue in general are: Banicky L., Behrman E., Blake R., Botha, N., Caldwell B., Cheng Y., Cooperman S., Corten R., Cotton K., Gamage, D., Gall M., Hanson E., Iverson C., Jesson D., Joyce M., Levine, M. and others.

Research in this area has also been carried out in the Republic of Moldova. However, as a science and practice it is a relatively new theme. The national authors who have researched in this field are: Burlacu N., Cojocaru V., Graur E., Guțu V., Jalenco M., Stratan A., Țâu N., Țurcanu G.

Therefore, the author consider insufficient research on impact of self-economic management and technology on elementary Arab schools achievements in Israel, causing lack of assessment of efficiency of self-economic management and technology in Arab schools.

Just this situation determined purpose of this thesis and area of problems that the author proposed to settle in this thesis.

Scope and objectives of the thesis: The scope consists in the relief and argument of the impact of self-economic management and technology on the development and achievements at elementary Arab schools in Israel.

In accordance with the proposed scope in the work it aims and addressing the following **objectives:**

• Study impact of self-economic management on elementary Arab schools achievements in Israel;

• Analize the current theoretical approaches of self-economic management in the elementary Arab schools;

• Clarifying the institutional aspects of financial self-management in the Israel educational system;

• Investigate the impact of technology on the achievments on elementary Arab schools in Israel;

• Conducting a survey to determine the impact of self-economic management and technology on the achievements on elementary schools in Israel.

The scientific novelty of the investigation consists in:

• Deepening and completion of theories on self-economic management on elementary schools in Israel;

• Streamline of self-economic management and technology on elementary Arab schools achievements in Israel;

• Theoretical substantiating of the impact of technologies on the achievement on elementary Arab schools in Israel;

• Determination of the multi-channel type of financial self-management in the elementary Arab schools in Israel through a survey study;

• Assessing the potential for financial self-management in conditions of limited resources.

The important scientific problem solved is to demonstrate the necessity of implementation of self-economic management and technology on elementary Arab schools which will contribute on impact on the achievement of schools development.

The theoretical significance and applicative value of the thesis is determined by:

• Issues theoretical founded on self-economic management and technology and impact on the achievement of elementary Arab schools development;

• Possibility to implement the proposals and conclusions in order to improve self-economic management and technology on elementary Arab schools;

• Promotion of dependency of achievements in elementary Arab schools in Israel from the self-economic management and technology.

The applicative value of the work resides in the fact that by studying the conclusions and recommendations of the author, elementary Arab schools from Israel can implement self-economic management and technology to ensuring the manager's responsibility to achieve a higher level of a chools self-economic management development.

The main results submitted to the defense:

1. Deepening and completion of theories on self-economic management on elementary Arab schools in Israel;
2. Theoretical substantiating of the impact of technologies on the achievement on elementary Arab schools in Israel
3. Determination of the multi-channel type of financial self-management in the elementary Arab schools in Israel

The theoretical and methodological fundamentals of the research. Position of author in the domain of research was made based on the work of domestic and foreign scientists on impact of self-economic management and technology on achievements in elementary Arab schools in Israel. Among the most important scientists who contributed to the theoretical and methodological fundamentals of the research we can include local foreign authors: Burlacu, N., Cojocaru V., Jalenco M., Graur E., Guțu V., Stratan A., Roșca P., Țurcanu G., Țâu N., Hanson, E., Iverson C, J., Jesson, D., Joyce, M., Levine, M., Behrman, E.T., Blake, R.J., Botha, N., Caldwell, B. Cheng, Y.

When preparing the thesis author use of methods of research such as: deduction; induction; analysis and synthesis; graphics methods to illustrate some obtained results; comparative methods of analysis that allowed the comparison of the dynamics of several entities on the basis of a specific indicator.

Approval of scientific results:

Conference: Conflict between and within individual/University of Negev/Israel- faculty of business & Management. June 3/2016: The 10th Chais Conference for the study of innovation and learning technology. Feb. 10-11/2015: The Open University of Israel; Global Economy Conference/National Conference of Business & Economics. Dec.6-7/2015: Tel Aviv –Israel; Van Leer Jerusalem Conference, International Conference Assessment & Evaluation. Dec.15-16/2014, Israel.

Implementation of the scientific results: The study may also have important practical importance for governments, organizations and institutions relevant to the investigated issues. The dissertation assessments and findings can be considered by the leaders of educational institutions and government bodies involved in the development and implementation of development programs in education. The study of self economic management and technology is significant for several reasons. Self economic management is a new trend in the Arabic schools in Israel; we need to investigate its effect on school achievement. The use of current technologies for instructional purposes has great impact on the student engagement, learning styles, student-teacher interactions, and teachers' satisfaction as well as learning outcomes.

Thesis comprehensive summary: introduction, three chapters, conclusions and recommendations, 147 titles of bibliographical resources, 6 annexes, 142 pages of main text, including 11 figures, 23 tables. The theoretical and applicative approach associated with the PhD thesis is found in 13 scientific papers.

Introduction. The author argues the actuality of the research theme, formulates the purpose and the objectives of the paper, mentions the scientific novelty of the thesis and the important scientific issue Solved, presents the summary of the work compartments.

Chapter one which dealt with the theoretical and methodological aspects of the study of the financial self-management of the educational institutions in Israel. The chapter included the the essence of the educational system and its role in economic growth of the country, the characteristics of financing of education in Israel, the institutional aspects of financial self-management in the Israel educational system and a conclusion.

Chapter two was an analysis of the financial self-management of the schools in Israel. It included an analysis of the financial system of education in Israel . Institutional changes of financial self-management of the educational system in Israel, elements of the financial self-management mechanism of schools in Israel, the multi-channel type of financial self-management in the school conditions of Israel, and conclusion at the chapter two.

Chapter three dealt with the development of the methods of financial self-management of schools in Israel based on crowd fuzzy theories and multifactoral approach. The chapter included an analysis of institutional changes in the financial self management system of school in Israel, clustering of the school system in Israel and Republic of Moldova, the financial self-management system in the framework of schools in Israel, assessing the potential for financial self-management in conditions of limited resources, and conclusion at the chapter three.

The research also contains **a conclusion and recomandations** about the research results and findings about the impact of self economic management and technology on student's achivements at Arab schools in Israel.

Keywords: management of educational process, research, technology integration, school budget, financial self management, self-economic management, education budget, Israeli educational system.

1. THE THEORITICAL AND METHODOLOGICAL ASPECTS OF THE STUDY OF THE FINANCIAL SELF-MANAGEMENT OF THE EDUCATIONAL INSTITUTIONS IN ISRAEL

1.1. The essence of the self-management and technology of the educational institutions in Israel

This study sought to investigate the impact of self economic management and technology on elementary schools' achievements at Arab schools in Israel. This study also sought to explore principals' perceptions of the impact of self economic management and technology on elementary schools achievements at Arab schools in Israel. The following terms are defined according to their use in this study:

Self Economic Management is a strategy aimed to improve the education by the transfer of the important decision- making body from the countries and the offices of the region to the schools, by enabling managers, teachers, students and parents to control the process of education by giving them the responsibility to take decisions about the budget and staff, and the intervention of teachers, parents and those interested in education in key decisions to find a more effective environment for learners [65, p. 110].

Technology is the type of knowledge that deals with the invention and use of technical means and their interrelation with life, society, and environment, drawing upon such subjects as industrial arts. Schools, districts, and governments have heavily invested in instructional technology since the early 1990s (Miranda & Russell, 2011). Teacher technology preparedness has been emphasized in policies and reports as the “single most important step” towards integrating technology into education [84, p.34]. The instructional uses of technology tools "Education Technology" can include software, hardware, web-based resources; examples are podcasts, laptops, netbooks, smart phones, tablet computers, course management systems, learning management systems, among others.

Concept of self-based management has recently appeared, this concept emerged in the eighties from reform movements, which has multiple titles, some of them called it the local administration of the school or self-management of the school or administration the site of the school or administration centered around the school.This movement allowed the school management to put the budget or curriculum status report or make some decisions for staff without resorting to the administration offices of the region. [72, p.23] believed that, this system provides us with the best program for students, as education sources will be available in line with the needs of each community separately. It was to be in line with the developments and find amodern type of administration to break all of the red tape and lack of participation and continuing to comply with the orders of the higher authorities. [72, p.24]

The concept of self-management of the school developed through lessons learned from the Trade and Industry, it was found that the conversion of some authorities in decision-making to lower levels in the organization, increased self & job satisfaction for workers, and also increased the transformation from central authority to decentralization was fit to the institutions where the work is complicated, requires a teams, and working in a rapidly changing environment, more than other institutions [5, p.22], so decentralization in management style was considered the most suitable method in schools, due to the similarity of the conditions of workers with the conditions of teachers work in schools, and unlike all attempts made in the past to switch to decentralization, which was to lead the transition to a form of bureaucracy.

Self-management of the school is defined as " a strategy aims to improve the education by the transfer of the important decision- making body from the countries and the offices of the region to the schools, by enabling managers, teachers, students and parents to control the process of education by giving them the responsibility to take decisions about the budget and staff, and the intervention of teachers, parents and those interested in education in key decisions to find a more effective environment for learners" [64, p. 9]. Through this definition, we can say that the researcher reconciled in his choice to the term "strategy" because this word included the choice for the best alternatives and means to achieve certain goals reflect the basic needs of the environment, this term also richest the researcher in talking about long-term planning, this term also has involved a future outlook. The researcher also talked about the purpose of the transfer of decision-making authority from Mother senior management to the school administration. What's wrong with this definition it isn't specified any of the strategies or ways to activate the self-management. It also defined as: "The school method of formulation of school management tasks according to the school circumstances, characteristics and needs, so that the school board members become more independent and responsibility in the employment of available resources to solve problems and activation of effective educational activities for the development of the school in the long run" [30, p.145]. This definition has been focused on the granting of school decision-making power through self management, which increases the feeling of all members of the faculty and staff in independence, this feeling which makes them looking for the best plans and funding sources to achieve the desired goals within the mechanism of action as a team, and then put appropriate mechanisms to implement those plans and striving to implement all the satisfaction and acceptance. Cheng defined it as "a process that involves a range of activities and mechanisms planned and organized by the all school staff to improve the educational and organizational processes to resolve school problems and activating the role of workers for better performance" [17]. In our opinion this concept is wider than his predecessors, because he looked

at the self-management as "a process that includes a range of activities and mechanisms that are placed thoughtfully and planned", and he also completed what his predecessors explained about the need to strive towards solving school problems, and plans are made adapted to the special needs of each school. The researcher, through reviewing the information about self management, found that year after, the previous definition came to combine the previous definitions, avoiding some shortcomings, he believes that self-management of the school means the process of redistribution of authority and the school frees from the central educational authority replaced by a local authority of its own affairs, in order to activate the participation of teachers, parents and community members in decision-making within the school. It is observed by the researcher that self management is considered as a combined process include many of the necessary strategies for the development, this process consider the center of authority in the hands of local schools as a tool to draw a diverse and effective strategies [86, p. 135].

However, the noticeable until 1997 that he did not look to the school administration, but as a method or process, in 1998, Gaziel defined it as "administrative entrance tutorial enhances the autonomy of the members of the school administration, and provides a creative climate necessary in order to participate, develop, modernization, through decentralization upon which the use of this entrance, and so the school administration members become more independent and responsibility in making decisions about the curriculum, development and distribution of human material resources in the school" [43, p. 220]. Cotton mention that the self-management of the school system a process helps to considered self-management of the school as part of the provincial organization, and also help the central administration to transfer part of the authority placed upon it. And knows the schools are essential to the process of educational change as a unit [26, p.133]. Technological advances in the field of education have roots thousands of years in history. Communication was primarily oral 2,500 years ago, wherein memorization was the only way to pass along knowledge and skills. The arrival of written records caused concerns, even then, among scholars. A troubling question was whether the written record would reduce the need for human memory [39, p.132]. The movement of open-source information has been a complete aspect of DOI in education practices. This movement began in the 1970's when Richard Stallman, requested the programming code to a printer from Xerox to fix a continual paper jam problem. When Xerox strongly refused, Stallman became angry and began a free-open-source movement with his GNU Project, an open operating system, imitating the cultures of the scientific and higher education communities, he insisted on creating a clear and cooperative environment in information technology. David Wiley built on the work of Stallman

in the late 1990's by making a system of learning objects. This allowed the integration of open source abilities into education scholarship [99, p.128].

When students are using technology as a tool or a support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher, textbook, or broadcast [106, p.19]. The most common and nearly global teacher-reported impact on students was an increase in motivation. Teachers and students are sometimes surprised at the level of technology-based accomplishment displayed by students who have shown much less initiative or facility with more conventional academic tasks. A related technology effect stressed by many teachers was enhancement of student self esteem. Both the increased competence they feel after mastering technology-based tasks and their awareness of the value placed upon technology within our culture, led to increases in students' (and often teachers') sense of self worth. Teachers for the observed classes and activities at the case study sites were nearly unanimous also in reporting that students were able to handle more complex tasks and do more with higher-order skills because of the supports and capabilities provided by technology. [87, p 155]

Tasks engage many subtasks, leading to circumstances where students need help and find their neighbor a suitable source of assistance. Students who have mastered specific computer skills generally derive pride and enjoyment from helping others. Students nowadays not only need to learn how to do technology, they also need to learn how to live in today's world, students need to recognize how to collect, filter through, and classify the information made available to them to augment and assess their own learning process. Ehrmann (1999) emphasized the value of technology by stating that "technology (in the broadest sense of that term) is providing a foundation for the reorganization of higher learning" [36, p. 142]. Teachers reported an increase in job satisfaction, which they attributed to the increase of teacher-to pupil interaction during the lessons in which multimedia was used. Teachers use technology to support different, more student-centered approaches to instruction, in which students conduct their own scientific inquiries or projects or engage in collaborative activities, and the teacher assumes the role of facilitator or coach were more satisfied in their job [84].

Financial need for all schools was decided by the provincial office or the region, including the cost of administration and the central transport, based on the needs of each school individually, in line with the number of students and the school itself, to determine how to distribute the money to each of the [staff, devices, equipments and maintenance]. In this case, the Director is entrusted with the achievement of the objectives of the region through school [26, p. 9]. This would lead to raising the morale of teachers, and motivating them to work and develop

their performance, to become more effective. When you contribute in the development or making any decision that helps positively in the decision application and thus achieve the general objectives behind i.

School foundations and principles of self-management is seeking to ease the burden of management for Mother administration, this is because each environment has its own needs and circumstances, according to the different environment and circumstances, here comes the role of effective school council in determining the needs of students and preparing the adequate programs in line with the objectives of higher education management [60]. Decentralization of education cannot be applied to legally, but they are built by overcoming many challenges such as the development of new skills, to convince officials and leaders of the authority in the need to assign some responsibilities to others and the promotion of local initiatives. The governments must considering that it takes years, not weeks or months. Decentralization is not only an administrative value, but rather a cultural dimension, because it will increase the opportunities for citizens to participate in public works and training on the use of freedom in the implementation of these actions [101, p. 214]. In our opinion self-management application requires to provide permanent support for all the parties involved, encourage them to express different opinions, because the parents and community members may feel discomfort or hesitation when submitting their ideas for improving and developing the school for each the school body or the school principal, who sees himself experts and do not accept any criticism nor satisfies any change which forces parents not to participate again in the appropriate decisions for the functioning of the educational process in the school [54, p. 26]. Participation in decision-making is considered the first foundation upon which the self-management of the school depend, it gives the participants in the decision-making a kind of ownership sense of the thing, and thus create the control they have to complete the work in the best picture. The main objective of participation in decision-making is: "Building the capacity of administrators, teachers, parents and all participants in the school decision and the rehabilitation to take responsibility to ensure the provision of a suitable environment for education process, and to provide the students with the skills, patterns of behavior and values that serve their community" [60, p. 99]. It is essential for the success of self-management to involve all parties, United Nations program has identified some of effective self-management requirements, including: the participation of the state and civil society in its all institutions and private companies, believing that without the active participation from the lowest to the highest, the local administrations cannot manage the General Services accurately, community participation is necessary to create accountability inside the local community institutions, dialogue and debate between the sector institutions and the

managers of local administrations also increase the degree of transparency and coordination between public and private sectors in management and financing of education institutions at the local level [100, p. 67]. The school must form a special council, which held regular meetings in order to study the problems of students and take appropriate decisions to resolve, the strength and success of this Council to the success affects on self-management of the school system "strong Council is led and headed by strong directors exercising leadership by moving the others, as encouraging all attendees to share best for the benefit of the students, to take effective participation form "[17]. We believe that David is right wen describes the efficient Council that, the Council which focuses on self-economic management and school goals, in addition to the ongoing and systematic mechanisms to achieve these goals, so as to ward off any problems that could hinder the achievement of the school objectives through the activation of participation and training of all Council members on the necessary decision-making skills. The establishment of school boards is not the first step, the important step that preceded is the training of all the parties involved in self-economic school management on the ways of decision-making, and this in itself one of the important roles that the school board be carried out, the responsibility of this Council is to determine the training needs of all school employees, to strengthen cooperation between the employees and the various training centers, in an effort to upgrade their workers level, this along with the contribution of the community members in supporting, financing the ongoing development programs, and to provide the necessary references for professional growth in libraries, in addition to the training of school members on the use of modern technology skills in management. [71, p. 457]. David explained that "the criteria used in the accountant must released to determine the objectives of improving self-management of the school for both students and the local community surrounding the school the adaption of new ways of accounting through happened in three aspects : politically, bureaucratic, and functionally. David believes that the main criterion for judging the effectiveness of the Board of Directors, is in its ability to connect extra-curricular issues such as competitions, and must be accompanied by awareness of the value of the broadcast system, control and accuracy in performance under any to the education process [71, p. 460]. Many scholars as Ouchi & Segal focus on the need for an agreement between all parties that dealing with school self-economic management such as pupils, parents, and employees, in order to maintain order and school discipline and the participation in the preparation of a simplified procedural manner. That is to enhance the school board policy, whether by its Department of Education, and by providing an opportunity for teachers and administrators to join continuous training programs, by providing a full support for the all procedures that concluded by the school in the domain of self-economic management [68, p.14]

Disadvantages of self-management and the critics' views include that several recent studies have addressed the defects of self-management of the school along with the stated advantages. Financial decisions are placed in the light of self-management of the school. Many researchers and intellectuals called for giving full authority to act in the school budget and what it may consider appropriate to the needs of the students and the community, and to give each school appropriately net amount [67, p.130]. Many previous studies dealt with self economic management in school and showed the importance of independent schools by saying: those schools that provide high quality education they have the ability to provide excellence and innovation climate for the teacher, and work to make the local community an integral part. Many studies indicated that the success of independent schools needs continued support of community leaders and the choice of human resources with high efficiency. It was pointed that the independent schools are different from public schools in terms of the use of self-teaching methods, the adoption of long study hours, financial (economic), administrative and organizational autonomy, and the expansion of its view of the curricula applied beyond the national curriculum. The study showed that independent schools have the freedom in the selection of students, and the appointment of the teachers according to competence after being subjected to numerous tests.

We agree with Cookson who highlighted the general characteristics of independent schools mentioning that they provide a strict curriculum for students that prepares them to face the challenges in the classroom, and that the independent schools allow their students to participate in a balanced series of external enrichment activities, and develop the leadership skills of the students, including qualifying them to lead the community in the future, as the independent schools are committed to providing excellent quality of education for stude [23, p. 321]. Olaf in his studies has suggested the existence of positive attitudes towards the transition to independence of self-economic management in schools [71, p.457]. Others such as Carden indicated that some of the principals of independent schools have left work in independent schools because of the psychological, financial and administrative pressures that they have suffered [14, p.77]. Then Olaf conducted a study to investigate the point of view of government school principals about independent schools [70, p.241]. The study aimed to identify the views of the leaders in the public schools about the transition to independent school in the US state of Hawaii. The researcher concluded that the general attitude of the principals mostly supported the shift towards independent schools, being able to move freely in their work through self financing, and through its implementation of the curriculum in general.

Corten and Dronkers conducted a study in America titled: "Student achievement in the non-independent and independent basic private and public schools taking into account focus on the performance of low class students in public and private schools compared to independent schools. The global student assessment program was adopted in the study and the results showed that the performance of students in independent schools was better than the results of students in public schools. The results also showed that the independent schools are more effective for students from low income class [25, p.67].

Joyce and Garza in their study entitled "a Case study in change and conflict: Dallas Independent School." The study aimed to uncover the role of the Dallas Independent School in change and resolving conflicts associated with multi ethnics. The researchers followed the methodology of qualitative research by observing the monthly meetings of the school board. The results of the analysis revealed that the school is working on activating the communication between African-Americans, Mexican-Americans, and white Americans, the study also showed that the schools vary in their sources of funding in order to be able to implement its programs effectivel [55, p.120].

Patton conducted a study in Britain entitled: "The personal characteristics of the students in independent schools in England" This study aimed to identify the attributes of the students who study at independent schools compared to British students who go to public schools. The study concluded that students who go to independent schools are similar to ordinary students in emotional stability, intelligence and love to play with others [76, p.33].

North studied the "Revenue over the life through education in the independent school," This study was conducted in America in order to indicate the role of independent schools in the provision of educational services, the results of the study showed that independent schools contribute to the development of the intelligence and mental capabilities among students [67,p.100].

Wighfal in his study entitled "Independent school education in the Netherlands, aimed to assess the works of six Dutch independent schools in terms of the implementation of education objectives and relations with the local community and financial organization, the results of the study showed that decentralization enjoyed by independent schools enable them to achieve their goals easily. The study pointed to the difficulty of regulating the financial aspects and their diversity in these schools [106, p.20].

Sharp conducted a study in the state of Texas, entitled: "Review of the performance of the independent Hamilton School", the study aimed to review the performance of the independent Hamilton School in terms of the effectiveness of the school in achieving its

objectives. The results showed the effectiveness of the administrative management at the school, and the quality of educational services provided to students, the results also showed the school's ability to manage its budget remarkably in the implementation of its goals, and the existence of a close relationship between the school and the surrounding community [90, p.57].

Cooperman study entitled "School Community member's perceptions of School-based Management" [24, p.135]. This study aimed to examine the self- managed schools style from the perspective of the participants, through the description and the analysis of the school community members about a number of issues related to the manner of self-management, such as the goals, procedures, effectiveness, the role of the participants in the decision-making, the role of community members in decision-making and suggestions for change. The researcher used the descriptive approach in her study, through case study, direct observation, conducting interviews and reviewing school documents on a sample study, which included one of education managers in the province, director, teacher, a member of the Commission to participate members, and parents and students. The most prominent findings of the study was that most participants in the study not affected by the responsibilities entrusted to a team of self-management, also they noted that managed schools project self is a worth project, because it gives the school community members the right to vote and express their opinion.

It is necessary to mention the studies of Iverson entitled self-management of the school [53, p. 32]. This study aimed to find out how academic achievement improved for students and the school reconstruction through decentralization or self-managed schools style. The researcher used case study method, where self-managed school style applied in one of the elementary schools in New York City, the study results showed that school self-managed style, isn't implemented in New York schools, while all members of the school community support the use of this style, the study population used one element of this management style elements which is involved in decision-making, as the results showed that this method has led to some important changes in terms of increasing the number and quality of individuals involved in the daily activities of the school significantly, but in the term of the school policy, the study found that self- managed schools style be more effective and successful when reforms are compatible with the dominant culture, and to achieve this administrative style in school, We must increase the influence of the school staff .

Presents the interest study of Jesson "Learning Reform Schools for Developing, Quality of Learners School-Based Management: Thailand Ways and Methods."Learn to restructure of the school in order to development quality self-management of the school: the methods of Thailand". The study aimed to determine the basic capabilities of the managers of the self-

managed schools to achieve the education reform requirements, and the study of the characteristics of the management style before the implementation of the study. The study sample consisted of 250 schools in Thailand, the persons responsible within the school for the implementation of self-management project, namely the director and the teacher, who works as a coordinator for the project, a team composed of 44 local researchers to provide the schools with advice and following- up, the Information has obtained through the following source [69, p.29].

The first stage: self reports from the participating schools. The second: final reports from the participating schools, and the final reports prepared by 44 the local researchers, through visiting schools, seminars for school principals project was prepared by coordinators and researchers, researchers, and informal discussions with managers, teachers, other members in the school, students and representatives of the community and leaders from the local community, and religious leaders (Buddhists, Christians, and Muslims). In order to determine the basic capabilities that must be provided with a self-managed school principals to achieve the requirements of education reform, the researcher analyzed the basic functions of managers, contained in the law, as well as the functions contained in the education management theories, the first goal results are:

That the basic capabilities of the managers needed to achieve the requirements of education reform: the ability to work within a team, creative leadership, the ability to think critically, good human relations, integration and transparency, democracy look, trends to support others. A study entitled "School-based Management leaders and leadership. "The leadership of the self-management school and its leaders". It has sought to identify the impact of self-management in schools, particularly with regard to the roles of managers and their responsibilities, and the changes in the skills required, the researcher has used interview method and concentration group method, where this method used with a sample of 6 directors, and the researcher developed a questionnaire distributed to 32 director male and female.

The study found the following results:

1. Changes in the roles and responsibilities, there has been changes for the diversity and complexity of responsibilities carried out by managers, he asked them that they must have a number of a wide range of management and leadership skills, and also take decisions in collaboration with others in their schools, these decisions involving people who were previously far from leadership. As a result of this method, managers become involved in the strategic management areas to the extent not previously part of their work, and these areas: (budget management, staff management, institutional management and educational administration).

2. Changes in the skills and abilities that change the role and responsibility of the Director thus led to a change in the skills and capabilities possessed, these skills and abilities are:

A. Skills in personal relationship, communication, cooperation, consultation, negotiation, persuasion and conflict management.

B. The ability to manage time effectively, and work to achieve priorities.

C. Strategic leadership includes workers leadership, educational leadership, and the leadership of the school.

D. Changes in the methods of leadership and vision in the school culture.

E. The knowledge of the international and national educational developments and recent developments.

F. For the sake that others can benefit from these developments.

The study conducted by the Mehralizadeh [66, p. 144] entitled "Globalization and Decentralization of Management: A study of the feasibility of application of School-Based Management in Iran's Secondary Schools." "Decentralization and globalization of management: a feasibility study of the application of self-management of the school in secondary schools in Iran". The study aimed to identify the main obstacles to the use of self-management in Iran-school in general, and in public secondary schools in Alohvar province, this study also aimed to know the characteristics of self-managed schools in secondary schools in Iran, and also aimed to find out to what extent managers, teachers and educational authorities approve the application of self-management method. The study used two tools, which the first is statistical as the questionnaire, and the second descriptive such as interviews. The study sample consisted of a sample was randomly selected from three groups in four districts in the city of Alohvar, the sample included (40) directors of secondary school and 200 teachers from secondary school teachers and 40 officials from local education authorities. Interviews have been conducted with two of the secondary school principals, two teachers, and one of the local authorities' officials, they have been chosen randomly. The study results summarized in the following:

1. Self-managed schools vary in three areas compared to the current system of education in Iranian high schools, and these areas are: the Office of Administration, the school board, and school finance and budget determine the authorities and responsibilities of the school board.
2. Among the findings we have been identified five obstacles hindering self-managed schools method and these obstacles are: administrative obstacles, obstacles of knowledge and information, obstacles of structure and organization, cultural obstacles, obstacles of policy influence and power.

3. The results also showed that the improvement in the performance of schools and organizational structure was limited, because the reform has not been elaborated properly to comply with the existing structural environment for schools, local education authorities and the Ministry of Education in Iran.

It is interesting and we want to mention the study of Cheng & Cheung [20, p.78] entitled four types of school environment: multi level self management. The study aimed to find out the nature of the relationship of self-management multilevel quality of education schools in "Hong Kong". The study sample consisted of 68 School, the study tool included three different sets of questionnaires, filled by teachers to study the school environment in terms of the self-management and the quality of education, and the variables of the study were strengths in self management, indicators in groups performance, indicators of individuals performance teachers, and school performance indicators: It is meant that the effectiveness of the school in the production, adaptation and flexibility, as seen by the teachers of the school, and the productive base. One of the study results showed that the study classified the regulatory environment for the study sample, in a model consists of four different types: medium self-management, weak self-management, self-management at the top level.

We believe that presents interests Botha study [12, p. 349] entitled "Leader in School-based management: A case study in selected School. This study aimed to clarify and develop the leadership and the important leading role of the director of the school, to ensure improving of self-managed schools in South Africa, this study used a descriptive approach through a case study of a number of secondary schools in "Gaouting" province. One of the results of the study to reach to the existence of two schools of thought on the subject of self-management, one of these studies showed that self-management of schools is successful and effective way in improving schools, while the other believes that the self-management of schools have had only minimal success in improving schools. The study also showed that the leadership role of the school principal is the key factor in having a successful relationship between self-management of the school and improving it, and thus the role of the school principal was considered essential dimension of self-management dimensions successful. Previous Studies also discussed technology integration in school. Shoffner describes teacher preparation programs importance to provide training by using educational technologies. This must be carried out on various levels, including academic, personal and academic levels of the use of technology. The benefits include chances for reflective thinking and expression, in addition to engagement with counterparts [91, p.145].

Presents interest's proposals of Preston and Cox which raise two points:

1. The teacher must thought that the use of the technology can meet learning objectives or reach a higher level goal more efficiently than could otherwise have been achieved; and

2. The teacher must feel that s/he has the confidence, ability, and arrive to necessary resources for the application of technology in learning and teaching process [84].

Conquering these barriers of first-order does not mean that technology integration and the efficient and creative use of technology will normally follow. But second-order barriers are included in the teacher's philosophy of teaching and learning; they are more concealed and deep-rooted in daily practice (38, p. 50). Examples of second-order barriers are lack of vision or rationale for the using of technology, absence of link to the curriculum, and being mismatched with pedagogical attitudes. These barriers will necessarily result in inefficient use of the technologies. Preston categorized the aspects that influence the use of patterns of technology integration into two main groups: external-environmental factors and internal-personal factors. External-environmental facilitating factors include elements for example existing training programs, technological and educational support systems, and a good technological infrastructure. Lack of organizational prizes and lack of a technological and educational support system are the external inhibiting factors include significant time investment. Internal-personal factors include contributing factors such as users' positive attitudes toward ICT and their belief in the potential advantages of combining ICT into teaching. Preventing internal factors are expressed in raising doubts about ICT and its contribution to learning and teaching.

Shana examined the experiences students have with online distance learning programs and use of educational technologies. Of special import was measuring a student attitude toward online teaching and found that discussion board activities must be learner-centered and linear type learning must be carefully designed and implemented for high engagement. Shana observed the need for complete resource offerings online. For example, course syllabi, study guides, activity expectations, among others, should be well-organized and easy to get to to the digital native students [101, p. 221].

Razzeq and Heffernan examined the differences in learning using educational technology compared with traditional methods. The emphasis here was on treatment of homework tasks. Using a counterbalance experimental design, Razzeq and Heffernan (2009) suggested that the online homework group showed higher profits in learning than the paper-pencil homework group [89, p.460].

Cheung and Kan (2009) studied the computer technology for instructional purposes usage. Using an experimental design, they examined the worthiness of computer-assisted

instruction (CAI) as compared with computer-based video games designed to enhance learning [22, p.142].

Through the presentation of previous studies, which dealt with newly important topic and trend of educational trends, namely self-management school direction, and technology integration, many of the local and foreign studies present the relevant subject of the study, which talked about school self-management project and technology integration project and the effect on the suitability of the school effectiveness, a comparison between schools self- management models and other traditional schools, in addition to the differences between current and previous studies, the researcher will explain what the study benefited from previous studies, and what characterized the study from its predecessors.

Through a review of previous studies we found that the concept of self-managed schools leads to activate the role of the manager, teacher, student, and the local community in terms of:

1. Studies have agreed on that, self-managed schools differ from traditional schools is increasing its influence in the decision-making, and through the review of the similarities in Gaziel and Cooperman studies, these studies showed that there is a change in the roles and responsibilities carried out by the Director and the teacher, leading to a change in the skills and capabilities possessed by these individuals.
2. Cheng, Cheung and Iverson studies showed that the knowledge of the nature of the relationship of self-management schools in the quality of education and the promotion of the concept of decentralization and its mechanisms that promote new methods of learning and teaching, to create a high-performance schools, It turns out that most managers and school principals direction is decentralized approach, in addition to the differences in the characteristics of these schools for regular schools.
3. Ministry of Education aimed to recognize the extent to which the goals the success have been formulated and developed for the self-managed schools project, Using a sample from outside the project rewards the involved sample in the project, it also aimed to identify the level of the authorities granted, desirable and practices from the perspective of school principals.

Three models of independent schools can be seen in the United States as a random sample of independent schools experiences in terms of vision and philosophy. Queensland Independent Schools [79, p.20], offer a variety of educational options and distinct results of education, these schools seek to work at their best, to achieve the interests of the Queensland Independent Schools and upgrade them, and to protect the independence of the member schools

in the area of policies, including the appointment of staff, curriculum, and curricular activities. The Queensland Independent Schools strategic plan for the years 2006-2008 had prepared its vision, mission, goals and values that focus on the concerns of independent schools and promote the understanding of the diverse needs, respond to them and to provide services efficiently. These schools are committed to the highest possible professional standards, with the supportive culture, respect and encouragement, and respect of the views of the individual and the needs of member schools, as well as creativity and teamwork.

Dallas Independent Schools **[**28, p.150] are based on the belief that every student can do his best level, or above that level, and can be ready to compete as a work force in the global economy, and that educators have the most powerful impact on student achievement, and that justice in education and excellence will remove the achievement gap, and that each student must learn in a safe welcoming effective environment, and creative work environment.Dallas schools are committed to support the learning conditions, and provide the necessary resources to collect students to reach high academic standards by enabling students to access to education via experts and to benefit from it, and by allocation of resources necessary to equip managers and teachers with the skills to provide effective leadership and instructions that lead to good achievement for students.

Pflugerville Independent School [84] is based on the belief that the community expects quality education, and supports it as a basis for the success of the student, and that strong work ethics strengthen our schools and our society, with the need to give our children equal educational opportunities to achieve their potential. The school seeks to build a generation of enthusiast learners who practice self development, and to provide positive stereotypes. The School's mission is to provide two types of learning with a commitment to excellence in facilitating learning and developing educational environment and computer assisted learning (CAL).

If we look at United States of America experience we will notice that the first decentralized educational system in US history returns, according to the opinion of Michele Katz to 1837 when the first education council was established in the state of Massachusetts, headed by Horace Mann.

Then decentralization appeared in the Department of Education in the rest of the United States of America, where the United States manages the Department of Education and funds it by the text of the Constitution, as the United States is made up of 51 states each of which have a chairman of the board of education who takes his position by appointment or election. In 33 states he is appointed by selection, in the of states appointed either by the board or be chosen by

the president, in states the members of the council are appointed either by the decision of the state or the decision of the governor and in 22 state they are appointed by the popular council, while the appointment way is different but their responsibilities are one [39, p.140].

While the prevailing climate in the United States is focusing all efforts and decisions on the main objective of these schools is to provide effective education for students, this along with the concentration of all school staff on results, excellence and the participation of parents in the educational process, where they act as teachers for pupils at home, also gives the participating parents in school activities a legal rights, because parents are partners. By the looking for all school staff, students and parents in appreciation and respect look, in an effort to provide a safe environment for every participant teacher and student.The United States of America seeks to achieve security before everything and aspire to improve the quality of education through the involvement of parents and the granting of respect for the decisions of teachers and administrators.

The goals of self-managed schools in the United States has identified in the following points:

1. To increase the self management efficiency through the development of self-regulatory structure equipped with modern techniques and practices.
2. To raise pupils achievement through get great rates in performance tests.
3. To strengthen the public view and confidence in school.

From the above it is clear that the United States was aimed at improving the educational process and improve educational outcomes, through the adoption of self-management of the school system, to put the objectives and strategies achieved, the states also has developed a plan based on activating the role of parents and the local community and also has published the friendliness and respect for all members of school staff.

The educational experience in Japan is considered as a pilot experiences in building modern renaissance, the golden age which is known as "Barmaji era" in relation to the Japanese emperor, who led Japan to its modern renaissance when ascended the throne in 1867, where Japan was then backward country, the emperor decided to make it modern country by putting the educational administration in a Japanese national hands, he urged people to pay attention on education, he also sent many missions and students, to study in schools, colleges and the universities of Western countries to learn everything from the West, particularly vocational education, the primary education was circulated , the University of Tokyo was established, in addition to the concentration on the technical and industrial side along with the National Education in Japan to become a strong country. The educational system in Japan, the central

system has prevailed in the Department of Education in the period between 1872 and 1939 and then dominated the national character of militarism in the period between 1940 and 1945. In 1946, Japan visited the US mission made up of 27 of the famous breeders, to recognize the problems of education in Japan and the ways to resolve it. This mission recommended in its report that the education system be decentralized, the Ministry of Education and its organs merely advisory bodies, and that the schools are run by local educational councils elected by the local community and be responsible for the appointment of directors Schools, public. Japan sought to mobilize all its forces to reform education in the post-World War II, believing the principle of "give me a teacher, I give you a state, it has raised teachers' salaries to reach the top of salaries in the career ladder, and sought to develop education, encourage production and innovation in an effort to create an educational cadres in globally organized level, and the establishment of this council from the well- known slogan "a Nation at Risk", the most important objectives of the council:

1. Reorganization of administrative processes that appealed to the trend towards self-management within the educational institutions.
2. Strengthen the decentralized system of education.
3. Reconsider the roles played by the government at the local and international levels.
4. Attempt to thwart the all sectors of education and its development.
5. To enhance the opportunities for students to choose the school they want.
6. Reorganization of schools in the provinces [64, p. 20].

In our opinion present interes experience of Cambodia**.** In 1993, Cambodia began an integrated educational program that seeks to reform education, as the program has created a group of schools in four provinces, and the main objective of these schools, to repair any defect in education which means that schools are in the form of groups all located near each other, so that they become together the poor and the distinct schools, so, poor schools benefited from strong ones and its features, this system includes a degree of decentralization also allows local participation in decisions this assembly includes the head of the collected schools who elected by managers and regional committee composed of school managers, teachers and parents representatives. This committee shall determine the goals, in addition to the distribution of resources, and following up communication between the schools, they also provide advice and guidance necessary for training. The task of the assembly head lies in the supervision of all school principals, in preparing tables for teacher training and following-up resources needed for the school in addition to the appointment of teachers.The parents and teachers Council is contributing in the rebuilding and commends of schools, and in the reform and identifying the

reasons for the weakness of pupils and their failure, to develop ways to treat these problems as the participate in the report on the processes that take place in local schools in order to ensure continued progress towards the goals set.

The experience of the United Kingdom " Britain"**.**System in United Kingdom affected by the composition class and lasted until 1988, in the issuance of educational reform law as granted legal legislation the right to attend any school in the country without geographic location restriction, which was followed by the local authorities, this legislations also made funding is linked to the number of students enrolled in school, the more the number of pupils increased the finance portion, as this law gave some sort of financial mandate, so that the school will have the authority to manage expenses and expenses relating to the affairs of the school without reference to local authorities, this has such a strong motivation behind the keenness of schools to attract students and to improve their levels, because the schools that did not achieve success not accepted by parents, while those that are gaining popularity and parents confidence are increasingly in demand and thus increasing the allocated government financial support. The schools granted the freedom to choose their curricula, the appointment and training of teachers, and the implementation of several of their projects, the local authorities tasks are limited on guidance only, next to the establishment of a legislative device that supports schools and going to fix its movement. The most important objectives of United Kingdom schools, which seeks to apply through the adoption of self-management of the school system represented in the following points [105, p.127]:

1. Supporting and distributing of parents authorities in the school board at the expense of the local education authorities.
2. More equitable distribution of government funds provided to schools.
3. Improving the efficiency of resource use in educational services and planning to good use.
4. Improving educational accountability on the use of school resources system.
5. Improving the quality of teaching, learning and planning for the development of the learning operations.
6. Professional development for teachers in schools.

But schools self-management is done by a board of directors composed from the Vice President and twenty members of specialists and school graduates, the board of directors is responsible for the appointment of the Director and has a major view in the appointment of school staff, and others, all boards of self-management are subjected to firm to inspection by inspectors who are working directly with the educational standards office and the Department of Instruction and Skills next to her Majesty inspection area, the results of the inspection reported to

the Department of Education and Skills secrecy, these results not available to the parents [67, p. 122].

If we look at China's experience we will notic that**.** China has been able to the evolution towards the path of progress and development despite of the daunting population, the large size of the educational burden faced by administration particularly, school buildings, teachers, tools, equipment, textbooks, and other services as well as literacy, not to mention the Japanese educational invasion, which became confined to the elite, so the central administration was strict, and the Minister of Education was alone is the right owner in drawing education policy, the provincial directors was implement those policies without discussion. In 1985, the first reform of the structure, management and funding of the education happened, it includes the following aspects:

1. The decentralization of administration and finance for the compulsory basic education (self based economic management SBEM).
2. Increasing the autonomy of higher education institutes.
3. The application of the compulsory education system for 9 years and the restructuring of secondary education, to modify the curriculum of general academic formula to technical professional. In an effort to take advantage of previous European experiences, for education reform and taking into account the needs and requirements of different environments, where China has transferred responsibility for the development of compulsory education to the local authorities in an effort to involve the parents, and the community in the appropriate decisions for their children and thus improve educational outcomes.
4. The abolition of the Ministry of Education and the formation of the National Commission for Education in its place in order to achieve the principle of decentralization in education management, in addition to the elimination of administrative bureaucracy.
5. Changing the traditional leadership style and the formation of committees of some members of the concerned, teachers and students of the community, in order to achieve the principle of public participation in the management of educational institutions.
6. The developing of preparation and training of teachers and educational leaders programs and the estimation of the teacher.
7. The development of education through the expansion of enrollment opportunities and the concentration on applied scientific aspects and the expansion of decision-making authority base.

8. Increasing the financial support by the government and regional authorities to the education sector to enable it to carry out the functions entrusted to him.

Israel Arab Minority in Israel a compose from palestinian citizens of the state comprise 20% of the total population, numbering almost 1.2 million people; they remained in their homeland following the establishment of the State of Israel in 1948, becoming an involuntary minority. A part of the Palestinian people who currently live in the West Bank, the Gaza Strip and the Diaspora, they belong to three religious communities: Muslim [82%], Christian [9.5%] and Druze [8.5%].3 their status under international human rights instruments to which Israel is a State party is that of a national, ethnic, linguistic and religious minority [85, p.1404].

Israeli Minister of Education commissioned in 1992 a steering committee to study the possibility of the trend towards self-management of the school, for two main reasons: first: shift senior staff to decentralization as a last resort after they realized that all the other control mechanisms failed, secondly: teachers recognize the negative educational impact of the central radical. The implementation of this project began in 1996, the primary goal of this type of school was to change the nature of the administration and the transition from bureaucracy to democracy in decision-making [Volansky & Friedman, 2003], another "managed schools self-meaning" give a role to the teacher in decision-making, and changing the school's policy [111, p. 40].

The Committee has adopted a set of guidelines, namely:

1. That the school sets its own and appropriate objectives to the social environment and also develop a clear action plan are consistent with those goals.
2. Granting schools a full autonomy to act in its budget with the development of appropriate mechanisms for following-up and evaluation.
3. Every school has administrative body.
4. Schools managers participate in the self-training program for a period of one year to be implemented by the Ministry of Education staff before the application of self-management in schools.
5. Training is very important in order to guide managers on how to manage their schools, involving parents, teachers and students in decision-making training also interested in training and directing them to the optimization of self-management of the school.

A job interview has been conducted with the heads of the departments of Education sections in addition to the self-managed school principals to identify the most important positive aspects gained by self-managed schools managers through their experience [68].

The most important positive aspects gained self-managed school principals through their experience:

1. flexibility in dealing
2. The good act in the difficult situations.
3. Increasing the positive constructive results for the school.
4. Exploitation of school resources in the service of its demands effectively.
5. Increasing of self-reliance and self-confidence.
6. Improving of the school's reputation in front of community members.
7. Increase of student's admission to school.
8. Teachers' participation in decision-making committed their sense of responsibility.

The most important obstacles faced by the self-managed school principals:

1. Restrict the authorities of the school director in some things.
2. Non-compliance with the facilities contained in the self-management courses.
3. The large number of clerical works to the school director.
4. Repetition in some required activities of the central school style director.
5. Senior and middle management dealt with central schools style managers.
6. Israeli occupation and frequent incursions.
7. Lack of commitment to school boards and community members to attend to school [93].
8. The efficiency of control in school self economic management.
9. Many researchers found that centralized school budget weakens the success of fairness, competence, freedom and choice. School self economic management needs a high level of society participation in school decision making and encouragement of variety within schools to guarantee option. We can express the concept of school based management by a variety of names, such as local management of schools, school-based budgeting, and decentralized management.
10. We can define school based management as a system where there is an important and regular decentralization to the school level of authority to make decisions related to the portion of supplies, resources include knowledge, technology, materials, power, people, time and money. The school stays answerable to a central authority for the method in which resources are used. Self economic management intends to support positive participation from teacher, principal and parents [63, p. 84-98].
11. This encourages different directions of interest to participate in school policy decision-making. Self economic management assures more freedom and authority for principals to apply their leadership [74].
12. School teachers are allowed to express their viewpoints and take up full responsibility for decision-making. In this case teachers are considered as partners rather than employees.

They also can act as catalysts and coordinators to enhance the organizational culture in school [20, p. 517-520].

13. Some conditions such as transparency autonomy and flexibility in making decisions are necessary to be provided when implementing self economic management in order to help the employees develop the school and reinforce their sense of belonging to the school [24, p. 139-141].
14. Because of the lack of time for principal preparation and teacher training programs and because of inflexible funding, self economic management appears to change the previous practices in schools and to make reforms, principals and teachers faced difficulties in this regard such as changes in the method of teaching and learning, changes in the professional position of teachers, and changes in the school control and the distribution of this control between schools and their customers. And as the principals are the highest rank and the direct manager of the schools, their opinions about school based management are very important. Principals are facing new challenges as the leader of the school [58, p. 289-295].

1.2. Institutional aspects of financial self-management in the Israel educational system.

Finansing Schools in order to promote the education**.** Israel's education laws recognize three types of educational institutions that differ from each other according to their ownership and the degree of how the educational institutions are subordinated to the State; their subordination to the Ministry of Education: the formal education including the recognized education which is not formal includes the educational institutions of the independent education networks, including the educational institutions of Maayan (Fountain) and independent networks of the religious education of Torah, exemption institutions which are under private ownership of the religious and ultra religious sectors and act under the partial supervision of parts of the Ministry of Education, especially regarding the issues of health and safety. There are no few pupils who are in alternative institutions to the formal education. In 1992, 10% of the pupils studied in the orthodox education frameworks, and the forecast is that until 2009, 25% of the pupils will study in these frameworks [68, p. 6].

The Ministry of Education and the local authorities are responsible in common for the activation of the education system. The state has overall responsibility for building of the institution and the activation of the system and the local authority must take care of the daily activity of the system, and the maintenance of institutions. The formal education (state education) is mostly funded by the state through local authorities. Non state schools (recognized non-formal institutions) which are owned by public or private organizations are also funded by

the state, but the funds are transferred directly to education institutions. The recognized non formal receive funding from the Ministry of Education, although that they do not fulfill the requirements of the Compulsory Education Law, and according to their definition in the Ministry of Education also are not required to fulfill the same conditions that are required from the recognized education. As a result, these institutions (which are mostly Ultra Orthodox) do not teach the core professions of English, Mathematics and Science [67, p. 6].

Various budgeting methods are implemented in the schools according to the steps of education that are activated into them. In 2001 Education Minister Limor Livnat appointed the commission to examine the budgeting method in elementary education system headed by Dr. Shimshon Shoshani. According to the commission's report five main methods of budgeting were into the elementary schools, before the implementation of the report:

The Method of Standard per Class plus "Baskets" of all Kinds. This method is based on budgeting of schools according to the number of the normal classes (Class of between 20 to 40 pupils). Each normal class is eligible to the based standard of hours regardless of the number of its pupils. The standard is determined in accordance with the necessary budget in order to realize the basic curriculum that was determined by the Ministry of Education. In addition, the Ministry of Education adds to the school “baskets” (that are expressed in addition of budget) in order to promote various purposes of the education system, such as reduction of gaps, strengthening of the periphery and more (this method is customary in about 70% of the formal elementary education).

The Standard Method which include finance per Class without "Baskets**".** This method is customary in the independent education networks and similar to the method of standard per class. However, unlike the method of standard per class, the additions of baskets for which the independent education networks are eligible are global **[**67, p. 6].

The Integrated Standard Method which include finance per Class and per Pupil. This method is similar to the standard per class, but differs from it the fact that in addition to the basic standard of hours for normal class, there is other standard that changes according to the number of pupils per class. This method is customary in schools of the formal education which changed their management method to self-management method.

The Standard Method which include finance per Pupil. Under this method the budget is determined according to number of pupils at the institution and the profile of education and seniority of the employees of the educational institution. This method is customary in schools of the recognized non-formal education.

The Standard Method of uniform finance per Pupil. The budget for the pupil is permanent and its amount is determined as a percentage of the cost of maintaining of the pupil in the school which is included in the formal educational institutions. This method is customary in the exemption institutions.

The commission recommended changing of the method to the new and uniform budgeting method for all formal elementary schools, according to the number of pupils, which "will be differential and will be determined according to the educational lack and the socioeconomic background of the pupil". According to the recommendations, starting from 2002-2003 year of study, the Ministry of Education funded the elementary schools according to the uniform cultivation index that is called Shoshani index, which is supposed to predict the chances of the pupil's success in school. According to the method, the pupils were divided into socio-economic deciles according to the components of the index.

Despite disparities in budget per student and per class, the gaps in teacher quality and number of students per class have nearly closed between the two education streams.

The budget per student in the Arab education system remains much lower than in the Hebrew education system. While NIS 20,000 was allocated per primary school student in the Hebrew stream in 2017, only about NIS 16,000 was allocated in the Arab education stream. Nonetheless, the per-student budget has increased more rapidly over time in the Arab stream than in the Hebrew stream.

On the other hand, there has been improvement in the Arab stream in teacher qualifications, which in educational research are often indicated by teachers' levels of education. The share of teachers with an academic degree in the Arab education system actually exceeds the share in the Hebrew education system at every level of schooling.

In addition, the share of teachers with a Master's degree in the Arab system is growing and approaching that of teachers in Hebrew education, though notable gaps remain among teachers in post-primary education.

In a similar vein, though the Ministry of Education's efforts to reduce the size of classes did not bring about considerable change in the Hebrew education system, the results were more impressive in Arab education. Beginning 2015, the number of students per class in Arab primary and middle schools was lower than in the Hebrew education system, and only in high school was it higher.

The recommendations of Shoshani commission regarding to the budgeting of components that are additional to the hours of teaching were supposed to enter the education system gradually over the next five years, but in February 2006 the Supreme Court ruled that "we have no take into account the component of national priority for the reasons of inequality". Therefore, the Ministry of Education established a committee that is headed by Prof. Sidney

Strauss, Chief scientist of the ministry. This committee has developed a new model for calculating the index of cultivation for elementary schools, instead of Shoshani index **[**99. p**. 7].**

The compontants of the model an as follows:

- The most educated parent's education 40%.
- Per capita income in the family 20%.
- School preiphal 20%.
- Integration of immigration and land distress 20% [120].

Regarding the Source of School Budget we can refer to them as follows: [116].

1. The Ministry of Education: Regular Teaching Hours (standard hours) additional teaching hours per needy index, for national priority areas and etc., reinforcement hours for topics that Ministry promotes, participation in auxiliary force funding such as secretary, psychologists, counselors, assistants, maintenance services, development. Participation in financing of shuttle (hours of integration) through MATI - Regional or Communities Support Center (RCSC). In addition there is a "basket of hours" in each district, which is divided according to the consideration of the district Administration and the hunting capacity of the school principals. This includes social hours, hour for immigrants, special education hours and hours for projects.
2. The Local Authority: Construction, equipment and maintenance, security, cleaning, participation in funding of addition of auxiliary force.
3. Payments of Parents: Additional curricula, social activities such as excursions, parties, team building days, complementary equipment such as booklets, school newspaper (in the framework of Voluntary Services Acquisition), specialization payments.
4. Contributions: Equipment contributions or activation of curricula by funds, associations and businesses, contributions from events that the school organizes.

There are Some Schools that their Levels of Budgeting has changed:

Recognized formal schools accept 100% of budgeting from the Ministry of Education and the Local Authority. Recognized non-formal schools accept between 70% to 90% of their budget from the Ministry of Education and the local authority and collect tuition from the parents. Private schools are not funded by the Ministry of Education but are supervised by the Ministry of Education. Schools of the status of exemption are generally funded in the rate of 55% by the Ministry of Education and by changing rates by the local authorities. Experimental schools which were recognized as experimental by the Ministry of Education accept additional budgeting from the Ministry of Education in the rate of about 25%.

There are two types of schools in terms of the budgetary behavior: regular schools and schools of self-management.In the regular schools the most of the budget "is colored", i.e. is designed in advance for defined activities (such as teaching hours, equipment). In the school of self-management the budged is designed in advance, but the school can determine priorities for the use of budget and to pass funds from one budget item to another.

Schools of the Regular Management Most school budget items are intended for permanent purposes, and the anything that remains is to follow and to make sure that the budgets are used for their purposes. However, also in regular schools there are additional budgets, such as: addition of hours from regional basket or from local authorities that are designed reinforcement lessons, welfare, hours for immigrants, hours of split of classes, projects of the Ministry of Education, such as book parades in the elementary schools, Gender Studies program, reinforcement of lessons of Judaism and others. Information about these hours is the in the hands of the supervisors of the schools and they should inform the school principals.

Regarding the schools of Self-Management it is observed that:

- The school has the possibility to determine its priorities with conversion between different budget items.

  It does not include the budget of wages and the funds of parents' payments. The school can pass budgetary reserves from one year to another.
- The school accepts funds from the Ministry of Education and from the Local Authority, and also the school can accept contributions and commercial sponsorships and support from the lottery.
- In some cases the school conducts as association and is managed through executive committee that includes: school principal, teachers, the local authority representatives, the community and the parents.
- The school will conduct as closed finance household with overall annual budgetary framework. The Ministry of Education and Culture will pass to the school the most of the resources which are included in the budget and are designed for pupil, for teacher and for the institution; and this through the individual pupil funding. The school will accept overall budget, which is composed of budgets of wages and budgets of activities.
- The school is allowed to communicate directly with suppliers for acquisition of products and services.

The school ownership (Ministry of Education, the Local Authority, Education Network or Association) will participate in the issues of equipping and renovations, according to agreed

measures. The budgets of developing will continue to be treated by the ownership and the most of the things are preformed completely by the ownership [116**].**

One of the important aspects of privatization in the ministry of education in Israel is the adoption of market economy model in order to manage the system and stress the quality, competition, and marketing through entering theses schools to the model of self based management, school became as a closed financial house which has authority to recruit resouses independently, and in this case, the principals' work changed from pedagogical to financial and economical [117].

Administration of Economy and budgets Economic Form of Self Administrated schools

Proposal presented to the National Guidance Committee members for achieving self administration.

The principles of the economic form:

The form is based on determining the funding basket of the student that the local authorities pledge to provide for the school administration.

The funding basket consists of three main supporters:

- The Ministry of Education applies the special financing principles that are applied to the self administrated schools in the old world, through moving from financing based on classes number style to the style of funding based on the student.
- The Ministry of Education provides additional differential finance according to the socioeconomic scale of the local authority.
- The student funding basket is completed by the local authorities based on its economic abilities.

The aim of the funding basket according to each student is to guarantee the perfect school budget that increases the independency of the school administration and allows the initiation of educational activities in the school.

The first supporter: financing principles that are applied on the self administrated school in the old world:

- Financing the administration employees based on primary funding according to teach student not class, primary funding: 0.0024 function per student.
- Services funding based on primary funding for each student not class, primary funding: 0.0074 function per student.
- Additional special funding: funding the meeting of the social workers based on the primary funding for each student, primary funding: 0.0015 function per student.

The objective of the budget

Most of the schools earn from this funding style that costs 43 million NIS on the national level [Tel Aviv Province and the southern province: almost 7.1 million NIS].

In the case when the financing rate is impactd directly by the class size, the larger schools are given real addition on the budget, but the small schools do not enjoy the change. In case the student's rate in the class becomes more than 27, the school resources are increased.

Simulation: the average rate of special increase by the local authorities for education [basic with transfer to self administration] according to the central statistics.

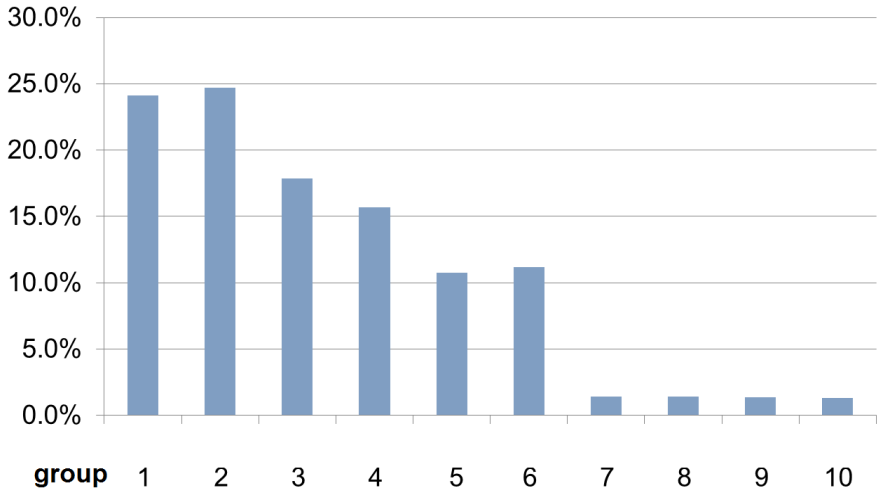

Figure 1.1: Rate of add of the local authorities regarding elementary education –shifting to self management.
Source: [117].

The second supporter: additional differential finance according to the socioeconomic scale of the local authorities: primary differential funding:

- The authorities of groups 1-2: 200 NIS per student.
- The authorities of groups 3-4: 150 NIS per student.
- The authorities of groups 5-6: 100 NIS per student.
- The authorities of groups 7-10: 5000 NIS sum for the institution.

Rate of add of the local authorities regarding elementary education –shifting to self management is shown in the following figure:

The objective of the budget

The cost of the addition funding will be – 68 million NIS on the national level and Tel Aviv Province - 19.4 million NIS. The funding based on the socioeconomic scale of the local authorities included providing resources for the weak authorities that cannot provide additional resources for the educational department.

Simulation

The averages rate of differential its increase by the local authorities for basic education with transfer to self administration according to the central statistics.

The third supporter:

Completion of the student's basket funding by the local authorities

- The authorities complete the student funding basket based on its economic resources.
- Supervision on that is validated to ensure the completion of the student funding basket by the local authorities.

Simulation

The average rates of additional transfer include the local authorities for basic education [with transfer to self administration] according to the central statistics.

Detailed budget

Budget specified for the student

Total comparison

State of Israel Ministry of Education Economy and Budget Administration

Jerusalem 18.5.2014

Document No.: 08510275

Subject: Economic form of self Administered Basic School for the academic year 2015

(a) On the schools' transition into self administration, the Ministry of Education decided starting 2015 a budget with the minimum limits for the future, that the schools pledge to the local authorities that is modified from time to time.

In the following sections is a detailing of the students' basket with its minimum for the self administered schools for the year 2015, after which the modification on the wages that occurred on the budget.

(a) The objective of the student budget basket is gathering the budgets according to the school level, which outside the framework of teaching wages and not part of the supporting operation business for the education activities [transportation, psychologists, security and the likes], ti guarantee the school budget, that is aimed to increase the independency of the school headmaster and allows him to initiate education activities in the schools.

Table 1.1. The differencies in basic school budgets between non self administrated and self administrated school

	Non self administrated Basic schools	Self administrated schools	The budget objective
Administrative employees budget [secretary]	The primary budget according to the class, one function for each 14 classes.	The basic budget according to the student 0.0024 functions for the student.	Changing the form of the budget
Services workers budget [services]	The basic budget for each class, one function for each 4.44 class.	A-f [1-6] classes: according to the basic is 0.0074 functions for each student-j [7-9] according to the key 0.0056 function for each student.	
Assistant worker budget [assisting self administration]	No budget	One function per 0.0015	Adding budget for all schools
Budget specified for the self administrated school student.	No budget	The basic budget according to the student: group 1-2: 200 NIS per students group 3-4: 150 NIS per students group 5-6: 100 NIS per students group 7-10: 50 NIS per students	Addition on the budget specifically for the schools in the weak local authorities.
Fulfilling the student's budget basket by the local authorities	The authorities are obliged to fulfill the basket following its social- economic agenda.	The authorities are obliged to fulfill the basket following its social- economic agenda.	Guaranteeing the minimum of the student basic budget.

Source: [118].

(b) The aim of such procedure is providing more independency for the school headmaster and increasing the available possibilities for initiating extra educational activities, thus, transiting into the self administration is accompanied by increasing of the actual resources and funds that comes originally from the government.

(c) In the following table is the basic differences between the basic school budgets that is not self administrated, and the budget of the self administrated school:

Table 1.2. Minimum constituents of the budget of the self administrated school

The subject	The student basket for a self administration year [100% bonus+ the ministry participation+ the local authorities	Remarks
Materials	58NIS	The percentage of participation is differential based on the current situation
Copying machine fees	33 NIS	
Self administration assistant	163.98 NIS	The percentage of participation is nearly 87% based on the basic special budget of the self administration – 19.67 NIS for the student for the social worker + additional wage during the year [as uniform and recreation]
Additional for the student in the self administration	200 NIS	The differential participation percentage: groups 1-2 fund 200 NIS, groups 3-4 fund 150 NIS per student, groups 5-6 fund 100 NIS per student, and groups 7-10 fund 50 NIS per student.
Operative works costs [not wages] [cleaning materials, electricity, water, repairs, furniture and the like]	122.47 NIS	According to the estimates of the local authorities center for the local authorities expenditures, school operation is 9.44 NIS monthly per student, adding nearly 14.4% electricity fees, 3.15% water fees, 3.35 for other branches [1.2012-1.214], 10.21 monthly per student.
The total of the student basket at its minimum that is transferred to the school account	**577.45 NIS**	**This sum of money is administered only by the school account.**
Administrative employees [services and secretary]	1005.43 NIS	The participation percentage nearly 87% according to the basics o special budget for self administration – 66.31 NIS per student for services/secretary + additional allowance during the year [as uniform and recreation] this sum can be managed by the local authorities, some of it can be directly transferred to the schools bank account [as the contractors]
The total of the budget basket at its minimum for the school	1582.88 NIS	

Source: [52]

(a) According to the following table we present an educational economic model for the self administered schools and the manner of financing these schools according to a special categorization as shown in the table:

Through the above table we can notice the shift in the elementary schools that are self administered, the budjet key is according to student and not according to class as in non administered schools. The target of the student basket is to collect the budgets on the school level which has no part of the supporting activities for the benefit of educational activities including (transportation, psychologist, security coordinater, etc…). The goal is to provide a budget for the school to expant the administrative and economic authorities for the principals in order to encourage them to intiate educational projects inside the school. Therough the table it appeared

that the self administered schools were classified according to the Bearu Statistics according to a scale in terms of the economical status and intensive inhabitance [112].

(a) The budget at its minimum for the self administrated schools consists of the following:

It appeared from the above table that the minimum financing basket in self administered schools consists of 100% participation of Ministry of Education + local authority, and that the sum of the student basket is 577,45 NIS and this amount is only administered by the school account.[52]

From the above report the researcher observed that:

(1) The estimation depends on the academic year prices.

(2) Renting expenditures are not included and the additions are not allowed widely for all schools.

(3) The expenditures do not include those generally given to the local authorities such as transportation, security and the like.

(4) It does not include paying for rents by teachers [such as drinking fees].

(5) It does not include teachers' payments according to the law.

1.3. The process of self-economic management and technology in Israel educational system.

Israeli Education Reform (IER). The State of Israel is responsible for providing free compulsory education for children between the ages of 3 and 15, through grade 10. The Ministry of Education, Culture, and Sport [comprised of a number of divisions, each responsible for the development of a particular element of the education system], the Ministry of Science and Technology, and the local municipalities administer and finance the education system in Israel.

In response to the needs of the different types of resident populations Israel has four separate school systems: Arab and Druze; public; private and; religious. Arab and Druze schools offer instruction in Arabic and lessons about their respective religion, history, and cultures. The public school curriculum includes courses on Judaism, Biblical studies, culture, history, citizenship, and Arabic and Hebrew language. Private schools typically operate under a variety of `specific religious or international auspices and religious schools focus on Jewish religious and Bible studies.

The Science and Technology Administration are responsible for the encouragement of science and technology within the education system, and for preparing relevant curricula and study materials. The administration also equips and maintains science laboratories in schools and learning centers around the country. Technology is universally used by students as an adjustment to overpass a learning gap. Some researchers maintain, as such, that the use of technology by educators could potentially increase student learning [108, p.15]. A broader advantage for

students of being exposed to instructional strategies that utilize technology is that this exposure during postsecondary studies could start them to different methods of technology. This may in turn help them meet societal aspirations that are constantly developing. Blake [2013] discussed that technology brings a new measurement to classroom interactions, and allows students to autonomously search for meaning within their courses. This indication suggests that the learning environment subsequently becomes increasingly student-centered, which develops self-sufficiency and agency in the classroom. These skills could also be attractive. Socio-technical change operated in classrooms inherently generates political discourse for further socio-technical change, as this has become the usual way that students learn. Digital technologies, which have flooded almost every aspect of our lives nowadays, require us to develop a vast diversity of cognitive and social skills in order to enable intelligent usage of these technologies. Since the beginning of 2010, the education system in Israel has been leading certain modifications designed to adjust itself to the 21st century. Within the framework of the national plan, the teachers receive technological tools and pedagogical training expected to assist them with the proficient use of such tools. The tendency is to shape a teaching process that would encourage the students to employ technological tools, independently. The fast shifts occurring in the sphere of digital technologies, and the constant changes which these technologies bring about in society as well as in processes of teaching and learning, highlight the challenge the Ministry of the Education is facing when it comes to training able individuals who are interested in undertaking a course of lifelong learning [9, p.77]. One of the most significant aspects of lifelong learning, both formally and informally, is accomplished through integration of digital technologies, requiring a high degree of digital literacy skill, which in turn enables one in becoming adapt at locating requisite information and developing the ability to intelligibly evaluate its quality and reliability [63, p.6].

On Monday, April 26 2010, Israeli Kensset's Committee on Education held a meeting on the subject of the need to modify the educational system. The Minister, Gideon Sa'ar, presented an ICT educational plan; the need for implementing modern pedagogy was emphasized, as means for the success of the plan. This innovative pedagogy defines the goal of education and a vision of the learners' activity and roles in the education system in 21st century. It delineates which components need to be available in schools, such as: appropriate curriculum, qualified teaching cadres, learning and evaluation methods, including time, learners, staff and the learning environment's management. The Ministry's April 21 2010 plan, one designed to adjust the educational system to the 21st century, seeks to have students develop 21st century's skills, focusing on three central areas where the new pedagogy is supposes to provide answers:

1. Capacity for high level creative and innovative thinking; critical thinking skills in problem solving.

2. Skills in the areas of cooperative work, self-training and ethics.

3. Skills in the areas of digital and communications' data which include, which include literacy the fields of information, communication means and ITC skills.

As part of the educational programs designed to integrate computers with learning subjects in schools, emphasis would be placed on reading and writing in native languages [Arabic and Hebrew], as well as in English, in the course of learning activities conducted online.

During activities at websites and with databases, emphasis will be placed on building learners and teachers' knowledge in the different fields of knowledge and dealing with subjects in areas of variety and multi-model representation intended to lead to better understanding of subjects being taught.

The school learning environment constitutes an important foundation for the occurrence of learning processes. An environment rich with information resources and with tools and means used for processing information enables teachers to practice varied teaching approaches, adjusted to different fields of learning. Likewise, it gives the learners important and challenging opportunities. It requires the development of the skills, suitable for computer and the Internet.

It is possible to use a computerized environment effectively for evaluation and assessment in the formal education and the development of new tools for learning needs that are related to the use of a computer. Note, the following advantages in relation to learning needs:

1. The personal ability of each learner, individually adapted to the rate of learning and in accord with his/her needs.

2. The possibility of learning at home or anywhere else.

3. Unlike a conventional teacher, a computer has endless patience.

4. A computer has high capacity for holding the learning materials.

5. The capacity for integrating external learning resources, are available on the Internet.

Since 2010 the Ministry of Education in Israel has begun an adjustment process to the 21st century. As part of the process, some classroom were turned into "smart classrooms," based on an assumption that integration of computers at schools will cause a pedagogical change and improve the students' skills in various fields [in addition to computer skills [47, p.34].

The educational system is facing a need to generate pedagogical learning changes according to a changing reality seeking to respond to certain demands and adjust itself to the times. Research suggests that the implementation processes of changing teaching methods and their application

in schools entail great difficulties; despite the vast pedagogical potential these technologies harbor [47, p. 18].

One of the decisive factors affecting the implementation of innovative technologies in schools and the successful application of essential pedagogical modification, is related to the teacher, his/her talents and beliefs, as a professional actor with knowledge of pedagogical-technological contents, in addition to pedagogical technology.

The teacher's abilities and beliefs are a primary factor in the occurrence of radical shift in the education system. It is the teacher who would determine the manner of use, in school, of information computer technology ["ICT"] tools. [62, p.5]

Learning environment that integrates ICT means may provide built-in possibility for interactive learning, where active learners receive feedback either from the teacher or from ICT tools, and thus improve their understanding and assimilate new knowledge.

As a result of studies conducted at online environments it has shown that the teacher can, more easily, serve as a guide in a way that would lead to building a relationship with the learners that encourages closeness and sharing instead of an authority-based interaction. Hence, in a class where ICT means are utilized to foster learning, it is possible to find, at least potentially, a different occurrence of learning than a traditional one, where the teacher assumes an authoritarian stance. Taking advantage of the potential entailed in the use of ICT tools and resources to improve learning processes may lead to an interaction where the student is placed in the center of the learning process, under the guidance of a teacher. However, it was discovered that the actual use of interactive ICT means in class does not necessarily ensure the existence of an innovative pedagogical interaction [56, p. 29].

An article by A. Forkush, Ph.D., D Tovin and R. Nahmias states that the education systems in Israel, and all over the world, are working on integrating the innovative technology and to generate a shift in the school environment, in order to provide learners with requisite means for participation in an information society. Therefore, in the last two decades very significant time and resources have been dedicated to planning and implementation of educational programs that are ICT integrated.

One of the goals of ICT integration in schools is the improvement of learning, i.e., to do all that can be done to produce the most amenable learning environment. There are two ways to use of ICT in schools: [i] imparting ICT and skills; [ii] the use of ICT as a means to prepare the learner till s/he reaches a very advanced phase in the framework of a formal learning program [84, p. 33].

Decentralization is another direction in the development of the educational system in Israel. Hofstede's [1980] 50-country 4-value study reported that Israelis are characterized by low individualism small power distance, relatively strong uncertainty avoidance, and no clear masculinity/femininity orientation. Other values listed are a tendency toward improvisation, persistence in achieving goals and perceiving goals as justifying means, and strong traditions of democratic and cooperative ideologies coupled with informal participative leadership styles [82, p. 508].

The current Israeli education system consists of two factions: the religious state education [about 20%] and the secular state education [about 80%]. The Israeli educational system is structurally and procedurally centralized. All educational staff at the elementary school level and 25% of the staff at the secondary school level is state employees. Thus, the Ministry of Education is responsible for hiring and placing teachers, principals, and inspectors. School curriculum at the elementary level is uniform and mandatory, with materials being developed centrally Finances, administration, and organization as well as teachers' education for the primary and middle levels are decided at the Ministry of Education. [83, p. 278].

Another form of decentralization that is common in many developing countries, often out of sheer necessity, is increased local [mainly community] financing of education. In some countries, particularly in Africa, government provision of education has all but collapsed owing to severe fiscal crises. This has resulted in a large increase in the number of community-financed schools in these countries. In Asia, there has long been a tradition of community-run schools in countries as disparate as Bhutan, People's Republic of China [PRC], Indonesia, Malaysia, and Nepal. For instance, in 1990, 41 percent of all full-time primary teachers and 10 percent of all full-time secondary teachers in the PRC were employed by communities. In Nepal, communities operated 18 percent of secondary schools in 1991 with little or no support from the Government.

There are several ways in which community financing is typically provided. The most common government-community sharing formula is for the community to take responsibility for school capital—land, buildings, furniture—and for the government to provide teachers. While some community schools rely on parental and community cash contributions for capital projects, others, especially those in rural areas, encourage inputs in kind—typically, construction materials for buildings and food for students and teachers. In some rural community schools, community inputs in the form of labor for construction and maintenance, as well as for planting and harvesting crops that could be used in school meals, are encouraged [6].

Little empirical evidence exists on the effects of financial decentralization in the education sector. Evidence from Brazil suggests that the decentralization of primary education

has resulted in an absolute drop in the overall level of spending on education. Between 1988 and 1991, for instance, spending on education at the federal level dropped from $8.1 billion to $3.9 billion; state level spending remained at approximately $7.6 billion; and that in municipalities rose from $3.2 billion to $4.7 billion. Thus, the municipalization of education resulted in a net loss of $2.7 billion in total public spending on education. Such a cut in overall funding would be expected to have an adverse impact on the education system as a whole [6].

Most decentralization strategies, whether openly or not, seek to transfer some degree of financial responsibility for education to regional and/or municipal governments or the private sector. Assuming that resource mobilization capacity exists at lower levels [for example, through taxing authority or privatization plans], a reasonable degree of responsibility for financial decentralization can be healthy for the development of education. Quite simply, when regional and local governments are investing their own resources, they tend to take greater care in how the money is spent [51].

Governments use various approaches to decentralize financial responsibility:

1. Transfer responsibility to the provinces.
2. Growth in the educational system, such as hiring more teachers, financing new construction, or buying more instructional equipment.
3. Block grant approach: Each autonomous community could select and pursue its own priorities-for example, health, education, or transportation— using funds generated regionally and nationally.
4. Educational privatization: Privatization can operate in two directions: the use of private sector funds to support public schools, or the use of public funds to support private schools.

Publication of Yitzhak Friedman “Self Economic Management in Israel” dealt with the experience gained in the operation of such schools self-management in Israel and in the West, he said that theories of modern enterprise and new trends in cognitive psychology suggest that schools are self-managed, educational organizations, can [and perhaps should] be based on five principles are: self-direction, accountability, intelligence Organizer, collective organizational learning and formative assessment. He reported that these are aimed at self-management that could achieve pedagogical goals, educational and academic achievement and social] clearly defined. According to the new plan of the Ministry of Education, school principals received budget from the Ministry of Education that will allow them to prioritize the management of independent schools. A careful reading of the draft resolution approved by the government, titled "Self-management - empowering the authority of the principal at the school," reveals that it is

not significantly different from self-managed program has already led hundreds of schools in Israel, and that school principals manage their own budgets fairly broad and have the ability, under no strict regulation, to implement the policy.The practical implications of the new policy is that the school principal will be governed now on two factors - the Ministry of Education [ie regulatory bodies suffocate him anyway] and a steering committee whose composition is determined not by him, but was imposed by the Ministry. These steering committees partners will assure two factors that created even more maneuverability of Directors. These are the local authorities and representatives of the parents [78, p .45].

Beverly, Topaz indicated that current, primary school principals do not perceive themselves as people have become more autonomous management with the transition to me. On the contrary, they indicate that they are less autonomous, because leadership is reduced leader bastard "according to Bastard Leadership who is forced to act against their personal values due to many external dictates. For example, to employ a considerable part of school teachers under actual working hours, no social rights and customary benefits. Managers feel that they are closely monitored in carrying out economic activities in their schools. They feel that "big brother" watching them at any moment. Her tough budgetary framework are needed, limits, in their opinion, the freedom to create unique pedagogical programs appropriate for their school students. Liberated directors duty to take part to the initiative of Education Ministry headquarters, they must now act subject to the dictates of initiatives and projects of the municipal education administration [8].

Israel, like other countries, transit-oriented centralized orientation decentralized education system, is also affected by concepts together with the business sector:

- Increasing the efficiency and effectiveness.
- Co-workers charged with implementing decisions.
- Competition between schools.
- Marketing Strategy.
- Evaluation Indicators.
- Seeing students and parents as customers.

Self-managed school - Israeli model: self-management means beyond the external control center focused on internal control. Self-managed school is defined by the Ministry of Education, as a school enjoys maximum flexibility in using all of the resources at its disposal, in order to improve and promote the pedagogical achievements. In 2010, the headquarters of the Ministry of Education decided to re-implement self-management and held it through the establishment of

professional and logistical headquarters and districts - the establishment of self-management administration and the appointment of senior officials in the implementation of the transition to the provinces. School year 2011is the beginning of implementation in primary schools in Tel Aviv and Haifa. Towards the year 2012, there was extension and expansion of self-management in the districts of Tel Aviv and Haifa and the first stage of the application in Jerusalem and the North [8].

A report by the Ministry of Education [2005] titled: Schools who receive self-management for better grades, showed that self-management of schools gives powers to the school principal to redistribute the school budget, and thus build a more independent priorities. As of the current academic year there are 684 self-managed schools. A recent report by members of the Measurement and Evaluation Division of the Ministry of Education indicated that the schools underwent self-management received better grades in the exams, and students and teachers reported greater satisfaction. Self-management has a positive effect on achievement compared to an ordinary management of the schools," the report said. Former Vice President of Planning at the Ministry of Education, Dr. Ami Wollensky, who was in charge at the time of the promotion of self-management, has a theory about why "Perhaps the current firm's management did not want them to know that good things done in the office in front of her and before the Dovrat Report, or be required to explain why the issue has not advanced in recent years," smention Wollensky.

The report of the evaluation department costs, for example, the average score in English state schools administered by self-management was three points higher than the average grade of the other schools. Even in the national-religious and Arab students received higher scores of self-management than the regular students of schools, especially in English - 66 compared to 61 in English religious state, and 68 compared to 63 in the Arab sector. Of particular improvement districts ballet Tel Aviv District, there was an increase of four points in the average score in favor of self-managed schools. The advantage of self-managed schools is not only evident in the field of grades. It was reported that 74% of teachers at the self-management school make extensive use of the computer while teaching, compared with 67% of teachers in schools that were not self-managed. The manager has the authority and teachers participate in the process of decision-making. The percentage of teachers who said that they are satisfied with their jobs was higher in self-managed schools. In view of the trend to introduce administrative autonomy to schools, it is important to check what the meaning of autonomy is. The study examined elementary eleven houses, including six defined by the Ministry of Education as self-managed

schools, including 89 teachers were selected. Five other schools were sampled 69 teachers. The study examined the:

a. Differences between schools with and without self-management from teachers' perceptions of the management style at their school, their sense of autonomy and job satisfaction.

b. The role of background variables of school and teachers explaining the sense of autonomy and satisfaction of teachers. The findings suggest that in self-managed schools, the teachers' autonomous factors and satisfaction are different from those captured by teachers in schools without self-management [50, p. 243-269].

A study was made to understand how principals of elementary schools in Israel perceive the impact of self-management to leadership. The base of the article is the assumption that school principals represent the interface between policy makers and policy implementation, and as such are key players in educational reform. This study is qualitative interpretative, and carried out by the "case study" collective.

Methods: Fifteen were conducted in-depth interviews, semi-structured. According to their findings, the managers are in a transitional phase of educational leadership and are now facing new challenges. The findings are presented through six core categories: autonomy, trust, corruption as a result of the cumulative power, unclear lines of responsibility, overload and stress, leadership outside the boundaries of the school. Following the findings of the study developed a conceptual framework that emphasizes the different and varied responses of directors to these challenges. This research confirms the findings of previous studies and offers two new insights into the perceptions of executives regarding their leadership roles. First, the concept of erosion at all levels of the education system. Second, is dilemma between autonomy, power and perversity? Typology developed in this study, in order to represent the different reactions of Directors self-management system, provides a broad conceptual framework for further studies on the subject of executive perceptions regarding their leadership roles. The findings suggest that, on the one hand, most of the managers perceive their autonomy as limited degree by the corporate structure and educational policy, and on the other hand, they feel a great degree of their accountability. Although the concept of limited autonomy, most managers are afraid to accept greater autonomy due to the view that claims that autonomy equal power and strength can cause public morals. Their concept of an education system is characterized by erosion of confidence affects their relationships with parents, municipal education administration and the Ministry of Education headquarters.School principals expressed doubt their ability to act impartially using professional judgment without bias, and express a lack of confidence in the integrity of their colleagues. This atmosphere of mistrust is worsening due to the distribution of

responsibilities vague. As a result of ambiguity, conflicting regulations and inadequate resources, some managers feel that the only way is to ignore regulations, and often take advantage of loopholes in the law. This reinforces the view that power, even in the hands of people who have principles, could lead to corruption measures [8].

1.4 Conclusion at the chapter 1.

Research demonstrates that the self-management and technology is an important part of the education system in Israel. The self-management is a component of educational system in Israel and reflects the changes that take place in everyday life of Israel sosiety. Several stages of self-management regarding technology integration in school were detailed and commented on. The chapter also mentioned some models of independent schools, and some of the world experiences of the application of self-management of schools in Israel.

Investigation accomplished in the first chapter let us to propose following points:

1. The study sought to investigate the impact of financial self-economic management and technology on elementary schools achievements at Jewish and Arab Schools in Israel, and to explore principals' perceptions of the impact of self-economic management and technology on elementary schools achievements at Arab Schools in Israel.
2. The research problem involves the impact of self-economic management and technology on elementary schools achievements at Arab Schools in Israel. It was argued that that the principals and teachers have concerns about the effect of self-economic management and technology on elementary schools' achievements, while the specialized directions in the schools make additional efforts to develop schools and to enhance using technology in education.
3. The essence of the educational system and its role in economic growth of Israel, an analysis of the situation of self-economic management [SEM] and Technology in Israel was provided.
4. The science and technology administration and decentralization in school management in Israel is very important for the future development of concept of education on the national level.

Our researches provide the opportunity to present the scope of the thesis which consists in the relief and argument of the impact of self-economic management and technology on the development and achievements at elementary Arab schools in Israel. In accordance with the proposed scope in the work it aims and addressing the following **objectives:** study impact of self-economic management on elementary Arab schools achievements in Israel; analyze the current theoretical approaches of self-economic management in the elementary Arab schools;

clarifying the institutional aspects of financial self-management in the Israel educational system; investigate the impact of technology on the achievements on elementary Arab schools in Israel; conducting a survey to determine the impact of self-economic management and technology on the achievements on elementary schools in Israel.

The research problem and settlement directions on demonstration of the impact of self-economic management and technology on the development and achievements at elementary Arab schools in Israel, which will contribute to make the activity and results more efficient and to improve achievment of schools development has been elucidated by the following settlement directions: research of doctrinal support and normative acts in force; justifying the scientific-practical burdens of decisions of economic management and technology taken into account in the situation of the elementary Arab schools in Israel; conducting approval of different points of view.

2. DIAGNOSIS OF THE FINANCIAL SELF-MANAGMENT POTENTIAL OF SCHOOLS IN ISRAEL

2.1 Analysis of financial self-management of the educational system in Israel.

The process of globalization that took place mainly at the end of the 20th century changed the nature of the global overall system and made it more complex. For this reason it became necessary to acquire tools for citizens to cope with this complexity, and one of the tools for this is financial education, i.e. learning of fields such as home economics management, basics of the of bank accounts management, saving and investments, basic concepts of pension and more.
The issue of financial education gained considerable importance in view of the economic crisis that hit the United States and the rest of the world in recent years [121].

In Israel within the framework of the capital market reform (the Bachar Reform) that became law since 2005, determines that we have to establish a fund of financial education in Israel. There was also determined that the finance minister may, with the approval of the Knesset Finance Committee, to enact regulations regarding the issue. To this date the fund was not established and now no regulations have been enacted. In the Israeli educational system there is no current program that clearly deals with financial education. In 2009 the coalition agreement between the Likud and Labor determined that integrate financial education curriculum in high schools according to this agreement article 35 that the Israel government will work to include financial education in middle aged educational system starting in 2011**[** 122**]**. The Ministry of Education prepares program for this issue. Although there is no dedicated program of financial education in the Israeli education system, various financial issues are taught in high schools in two elective lessons for certificate of school completion. But the proportion of pupils who study these professions is very small. Private programs regarding financial education work in several elementary schools in Israel.

Among the major international organizations that engage with the field of financial education, there the OECD and the European Union, but most programs focus to the general population and do not focus on the education system. However in recent years there is more focus on integrating of financial education among youth through specialized programs operated by various parties, governmental and private. Most of these programs are activated some private and state agencies/ Most of these programs are not activated in the education system, but during leisure time, in the community centers, and through television and the Internet. Only a small part of these programs integrated in the curriculum in high schools.

The increase in living standards has created the need for credit card in order to finance a higher standard of living, and the pension received importance in light of increased life

expectancy, and as a result the person himself become responsible to the pension management unlike in the past it was the employer or the state was responsible for this. The complexity of the global economic system is partly characterized by a wide range of products and services that are offered to the public, except creates a multiplicity of choices, too many risks. Therefore, it became necessary to providing knowledge and tools for coping with complex modern financial system, including through financial education. The advocates of financial education emphasize the importance of assimilation among youth for two main reasons: First, it may increase the financial responsibility of the youth, who are in the future will be the backbone of the economy. Second, recent studies show that the time that the teenagers spend for consumer activity is two to three times higher than the time than they spend for reading, motor activity and more.

The financial education can be divided to six key areas: financial fundamentals and bank accounts; Savings and investments; Household Management; Retirement and pension; insurances and risk management; Credit and debt. The financial issue was getting a more central place in the public agenda in Israel, and this was reflected in a large number of economic programs in the media, which engage with a rational financial behavior. In 2005, the promotion of financial education was reflected in the Bachar reform that required establishment of fund for financial education, the purpose of it are: preparation of curricula, courses and training programs in the field of insurance of the citizens and financial activities; Preparation of information materials in the field of promotion of financial education; Training of public to act in the capital market.

There is currently no plan that clearly engages with integration of financial education at the Education System. In August 2007, the Ministry of Finance and the Ministry of Education issued a joint statement according which this component should be integrated in life skills lessons in elementary schools[123], The issue is taught in three age groups: third grade chapter that engages with the experiences surrounding the acquisition of independence there was added a topic of wise consumption, in fifth grade – the learning about problem solving and decision making included in the lesson about budget management and in sixth grade during the learning about family there were added lessons about the family budget. Following the request of the National Economic Council in the Prime Minister Office there is growing interest on the part of the Supervisor of Social Sciences at the Education Ministry to integrate financial education curriculum for high school pupils, the ministry is working on a proposal to include the subject in the curriculum. The scope of the program should be 30 hours per year. The main topics that will be discussed in this program are: components of the paycheck and how to read it, bank account management, including income and expenses, credit card using and savings.

While there is no program in the education system that engages clearly with financial education, but there are curricula include teaching of financial issues, such as selection profession for school completion certificate in the social sciences and business management, industrial engineering indirectly engage with the financial education [124]. It is important to note that the number of pupils in these programs is very small compared to the general population of pupils; it is about 2% of pupils who acquire school completion certificate.

Another way in which pupils are exposed to financial education is commercial programs that activated in the schools and are finances by the parents, the local authority or the school itself. These programs are not part of the curriculum of the Ministry of Education. Despite the minimal formal engaging in the field of the curriculum and the education system, the issue is the Israeli agenda. The claim of the National Economic Council is that we should aim for financial education from an early age, and the state has to take responsibility for the issue and to apply financial knowledge, like other professions that are taught in schools.

In the Arab sector in Israel, the issue is even more important in the light of the fact that the commercial factors entering less to this educational system and parents less willing to fund additional school hours. In view of the fact that the education system do not require to activate these programs and the ministry of education do not fund them, the Arab sector is less exposed to financial education even less than Jewish population in Israel. The parents of the Arab sector were less experienced to the modernization in the light of the rural structure of the population and the youth have less ability to receive from the parents, financial education. The parents cannot provide the tools for their children and less understand the importance of the issue and have less willingness to finance such programs.The financial education is for the general population but less exposed to minorities and for the Arab youth this is particularly important in light of the rural environment of some of them and the lack of experience in this field from relatives. For some families all this is new, unknown, and modernity very unknown thing for the Arab youth, and their parents and teachers have no tools to teach them financial knowledge.

- School management has undergone massive changes since 1948, as the educational system has been reformed, and recently a trend towards self management application in the educational sector has been introduced, and started practically in Jerusalem in 1997.
- The schools self management is not concerned with administrative issues only, but extends to financial management which is also decentralized, and mostly it becomes the school and local bodies to provide financial support for the schools depending on their capacity, along with other civil society organization and parents, all combined to provide the school with its necessary allocations, but this does not mean that the government does not provide the

schools with support, contrary, the MOE allocates sums of money for the schools depending on their needs, yet this is obvious discrimination between the Arab schools and the Jewish ones.

- This chapter is analyzing the schools self fiscal management that comprises part of the whole SBM model, considering that the expenditure is based on the student's basket that is determined by the ministry of education and completed by the school and municipalities and its supporters.

According to the MFA, the Ministry of Education is responsible for school curricula, educational standards, supervision of teaching personnel, and construction of school buildings. Local authorities are charged with school maintenance as well as with acquisition of equipment and supplies. Teaching personnel at the kindergarten and primary school level are ministry employees, while those in the upper grades are employed by local authorities, which receive funding from the ministry according to the size of the school population. The government and local authorities finance 80 percent of education, while the rest comes from other sources. Although Israel spends relatively little on education per student, it spends one of the highest percentages of its gross domestic product [GDP] on education, which may partially be due to its high enrolment rates among the total population. Israel spends the equivalent of 6.5% of its GDP on education; 4.4% on all non-tertiary education [above the OECD average of 3.7%], and 1.6% on tertiary education, on par with the OECD average of 1.5%. [70, p.925]

However, Israel still spends less per student for all services across all education levels than the OECD average [USD 7 9031 compared with USD 10 220], with 33% of the population enrolled in education, above the OECD average of 24%. Between 2005 and 2012, Israel increased its spending per student in non-tertiary education [38%] by more than the OECD average [21%]. The share of private expenditure on educational institutions in Israel is 23%, above the OECD average of 16.5%. The largest difference in public and private expenditure is at the tertiary level, where public investment covers 52% of tertiary education compared to the OECD average of almost 70% [70, p.926-928].

Israel’s annual expenditure by educational institutions from primary to tertiary education, for all services [including research and development activities] was around USD 7 167 per student in 2011, which is almost one-quarter less than the OECD average of USD 9 487. This represents the ninth lowest expenditure per student of OECD countries. It should be noted that Israel’s annual expenditure per student by educational institutions for all services in primary, secondary and post-secondary non-tertiary education increased by 10% between 2010 and 2011, while the OECD average remained stable. Despite low expenditure per student, Israel ranks fifth

among OECD and partner countries in expenditure on educational institutions as a percentage of GDP, spending 7.3% of its GDP in 2011, 1.2 percentage points more than the OECD average. Because Israel has a high proportion of students among the overall population [31% for Israel against 24% for the OECD average] expenditure per student is lower than the OECD average [70, p.930].

Public expenditure on education in Israel [by government ministries, National Insurance, national institutions, local authorities and government non-profit organizations], including stipends for students, is among the highest from among the countries included in the comparison. In 2009 Israel's public expenditure on education was 5.8% of its GDP, compared with an average of 5.4% in other OECD countries. As for expenditure on the education for the Arab Palestinians, each year, the Ministry of Education allocates most of its budget in terms of "teaching hours," units that represent particular sums of money. And each year the Ministry of Education allocates on average fewer hours per Palestinian Arab student than it does per Jewish student. Because not all teaching hours are worth the same amount and vary in value from year to year, it is difficult to convert the allocation of teaching hours into exact sums of money [70, p. 931].

Institutions classified in the last two categories [non-offcial recognized and ultra-Orthodox] are not bound to adhere to the Compulsory Education Act, and in MOE terms, they do not have to meet any of the demands applicable to public education. As a result, they do not teach such core subjects as English, mathematics, and sciences. To legitimize financing of ultra-Orthodox schools previously rendered illegal by the Supreme Court, a new act was passed [1, p.28]. The "Nahari" Act, an amendment to the National Education Act, instructs all municipalities to finance non-offcial recognized schools at a rate of 75%, which they may increase to 100% at their discretion. In effect, then, the state finances schools that do not comply with its offcial curriculum and do not meet minimal requirements such as the teaching of core subjects. In other words, pupils who are not required to study core subjects set by law receive [nearly] identical support as those students in schools complying with the law [1, p.1].

The budgeting formula of 2013 calls for allocating differential funds to schools based on the socioeconomic characteristics of the student population. In reality, this formula changes little from the existing method, in which only a small fraction of resources is dedicated to affirmative action, with insufficient extra hours funded to help narrow the gaps between the various populations. For example, while the Shoshani Committee's recommendation from 2002 [which was implemented in 2004 and changed to a different method in 2008], called for pupils from weaker socioeconomic backgrounds to receive 70 weekly teaching hours, the current method has

them receiving only 46 weekly hours [in third grade State schools with an average class size of 35 pupils. [4, p. 76]

However, changes have occurred during the following years, and the report of Taub Center [2015] highlights that the Israeli education system is budgeted in different ways at each level of education. In preschool and upper secondary school, the state has rarely applied a policy of affirmative action. However, in primary and lower secondary education, the state has used three main budgeting methods in recent years, each of which includes elements of affirmative action: [1] per class budget with the addition of "baskets" of supplements; [2] differential per pupil budget [pupil-weighted formula]; and, [3] the combined budget method [11, p. 79].

Table 2.1 National and public expenditure on education

Year	National expenditure on education [as percent of GDP]	Current expenditure on education** [as percent of private and public consumption]	Government sector portion [as percent of national expenditure on education]	Ministry of Education budget [as percent of government budget]
1995	8.8	9.6	78	9.0
2000	8.5	9.8	79	9.5
2005	8.3	9.6	76	9.9
2010	8.2	9.3	80	10.1
2015	8.3	9.4	82	10.2

Source: [11]

The national expenditure on education from the GDP varied from one year to another, comparing the national expenditure on 2005 was 8.3% but decreased in 2010 with a percent of 0.1%, it became 8.2% in 2015 was 8.3, and the ministry of education budget in 2005 was 9.9% increased by 2010 to be 10.1% in 2015 was 10.2. The increase in the ministry of education budget reflects the increasing demand for expenditures on education that copes with the growth of the number of students, and the need for expanses.

The Ministry of Education provides several kinds of funding to schools. The largest amount goes to teachers' salaries and related expenses such as in-service teacher training. The second type supports a range of supplemental programs, both enrichment and remedial, that plays a critical role in the Israeli education system. Some of this funding is purportedly allocated

on the basis of need, although even the least needy schools depend heavily on this funding. The Ministry also finances school construction.

Under budget per class with supplementary, the bulk of the budget was allocated equally to all schools through a basic budget per class, which was supposed to cover the operation of a basic curriculum. Various additions were added to this standard budget [supplementary "baskets"], whose purpose was to address unique problems per school or to invest in agendas or programs the state wished to promote.

The system of advantages method was convenient to operate administratively, easy to explain to the public, and contained elements of basic fairness and equality that prevented discrimination against schools that served small populations – whether due to their location or their philosophy [mostly their religious orientation]. It also made it possible to encourage and incentivize programs in specific subjects relatively easily.

Method drawbacks include the following:

1. It created a clear preference [at least in terms of allocation of resources per pupil] for small schools or institutions with small classes regardless of the reasons for those small classes [for example, due to separating boys and girls].
2. The system left an opening for decisions based on ideological and political motives of the heads of the system, and enabled them to give preferential treatment to schools and populations that they wanted to advance.
3. The proliferation of "baskets," which at certain times reached the level of over 20 percent of the entire teaching budget – some with hazy allocation criteria – also created an unjust distribution of resources. In this way, schools headed by enterprising principals [which usually serve already strong populations] managed to raise more resources than other schools.

This method of budgeting pupil-weighted formula was based on only two criteria: the number of pupils in the school and the pupils' socioeconomic profiles. The major beneficiaries from this system were the large schools whose pupils came from disadvantaged population groups, which were mainly the Arab Israeli schools and some of the Haredi [Jewish ultra-Orthodox] schools. The main losers from this system were small schools whose pupils came from more affluent socioeconomic backgrounds. Most of the schools fell in the middle. Some of them were large enough to receive a budget that sufficed to support the full curriculum, even though they served stronger populations.

The combined-budget method allocated to each class is comprised of two parts. The first and main part is the basic budget, which is given to each class and school uniformly and equally.

The second part is comprised of two main supplements to the teaching-hour budget: [1, p. 78] a supplement derived from the class size, given on the basis of the number of pupils over 20 per class, regardless of the pupil socioeconomic profiles; and a supplement derived from the school's socioeconomic profile. There are additional supplements for prayer time in the state-religious schools and teaching weekly work hours5 for long school days in relevant schools, through the legal umbrella- organizer of local authority.

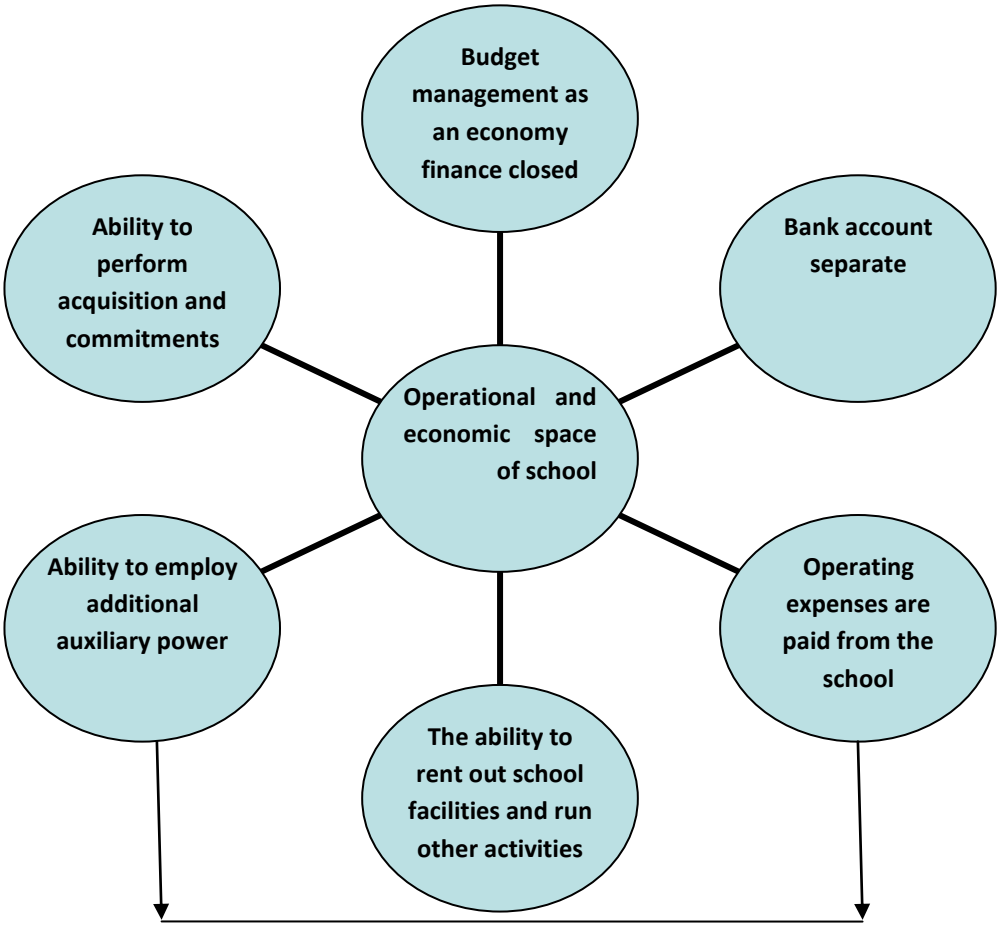

Fig. 2.1. Operational model in school self economic managemen
Source: [1]

Within the frame of the operational model, the local Authorrity represents the legal umbrella to realise the economical independence of the school. By the local authority, schools take the permission to arrange and continue, being the responsible authorlty of the control and monitor the financial detect of the school. Each local authority is required to assign an agreement with the Ministry of Education to transfer to self based management. With this model of managemt each municipality issues a publication about instructions of selaf based management upon the document assigned with the ministry of education.

The compontants of the operational model are as follows:

- An individual accout administered by the local authority

- Operational expenditures.
- Possessions and communication.
- Operationg other activities, providing and operating equipments.
- Payments by parents.
- Donations
- Operating service and administration employees.

The modle mentioned in this subchapter the instruction and agreements between the municipality and school in self economic management; will be illustrated in the next subchapter.

2.2 Diagnosis of the financial self-management mechanism of schools in Israel.

Model construction of a school budget: management school**.** There are model the construction of a school budget. The model is designed to help the school principal and his staff to plan and manage wisely the allocation of school budgets, both in the short and long term.

The model includes budget planning sheets for different income level of the school, local authority transfers ',' Parental Income and Other Revenue 'budget planning sheets for the various expenses school level' administrative expenses ',' educational programs expenses" Parents expenses, "HR managers expenses and designated Spend (for the benefit of long-term planning) finally, the model includes a 'concentration of income and expenses, centralizes all data sheets and design presents a comprehensive picture regarding the distribution of budget and fiscal balance. This model is currently used in the self-management of schools entered, from2011, planning their budget, while receiving financial aid counselors accompany the school **[**115**].**

A new study by the Taub Center for Social Policy Studies in Israel shows that only 4% of total working hours of teachers are funded by the municipalities. Municipalities with socioeconomically stronger populations fund more working hours within the schools in their districts relative to municipalities located in weaker socioeconomic areas, which reduces the effectiveness of the affirmative action policies of the Ministry of Education. At the same time, however, municipalities allocate more resources to schools within their districts that have weaker socioeconomic profiles – an action that strengthens affirmative action efforts. The overall effect is that municipal allocation of working hours served to slightly reduce the effect of affirmative action efforts by the Ministry of Education [67, p.51]. There is a positive correlation between the socioeconomic ranking of municipalities and their investment in primary state education. For each increase of 1,000 shekels in the average income that a municipality receives from its residents, there is an average increase of 0.4 working hours per class. At the same time, an

increase of just 1% in the municipal debt per resident [partial debt divided by the number of residents] leads to a decrease of about 0.36 working hours [102, p.52]. Stronger municipalities – and especially the Tel Aviv-Yafo municipality – allocated more manpower working resources to primary schools than did weaker municipalities. Despite this, the negative effect of municipal funding on affirmative action was minor, because municipalities themselves also took affirmative action steps within their districts. On average, classes in schools with pupils from lower socioeconomic backgrounds received 2-3 weekly hours more than classes in schools with pupils from high socioeconomic backgrounds within the same municipality [102, p.52].

Neo-liberalism and its influence on educational discourse, policy, and practice have been well-documented in a number of institutional, national, and international contexts. In essence, what the neo-liberal agenda calls for is a "minimal state" model. Ideally, the neo-liberal state maintains minimal involvement in the funding and provision of social services, intervening only to assure the effective operation of the "invisible hand" of the market. Neo-liberal policies involve: "the deregulation of the economy, trade liberalization, the dismantling of the public sector [including education], and the predominance of the financial sector of the economy over production and commerce" [131]

Along with the municipalities' funding, the involvement of NGOs and parents in the funding of teaching hours in official Jewish state primary schools in the years 2001-2009 is also of interest. NGOs funded an average of 3.3 weekly hours per class [compared to 2.0 hours funded by the municipalities], which is 6 percent of the total hours and 54 percent of the hours funded by sources other than the Ministry of Education. The NGOs exercised a clear policy of affirmative action. During the period under study, NGO funding increased, especially for schools whose pupils came from weak backgrounds [10, p. 19].

Post-bureaucratic educational governances embrace a dualistic approach. On one hand, they relax state control by adopting policies of school autonomy, diversification of the education, and parental choice; on the other hand, they tighten state control by adopting policies of pedagogical control and of external evaluation of schools and school systems. Thus, neo-liberal states simultaneously pursue "weak state" and "strong state" practices. Moreover, in western countries techniques of control and of self-agency interact because the techniques of selfagency are embedded within structures of coercion and control. Governance is perceived as a balance between techniques of coercion and processes by which the self is constructed. Therefore, the neo-liberal state minimizes its active involvement in the provision of social services and at the same time expands its involvement in normalizing inequality within the social order [131].

The current Israeli education system consists of two factions: the religious state education (about 20%) and the secular state education (about 80%). The Israeli educational system is structurally and procedurally centralized. All educational staff at the elementary school level and 25% of the staff at the secondary school level is state employees. Thus, the Ministry of Education is responsible for hiring and placing teachers, principals, and inspectors. School curriculum at the elementary level is uniform and mandatory, with materials being developed centrally Finances, administration, and organization as well as teachers' education for the primary and middle levels are decided at the Ministry of Education. [83, p.276-277]

The Israeli Ministry of Education has recently initiated a program of reform in the training of public school principals that intended to expand state licensing regulations for educational leaders [131].

Another form of decentralization that is common in many developing countries, often out of sheer necessity, is increased local (mainly community) financing of education. In some countries, particularly in Africa, government provision of education has all but collapsed owing to severe fiscal crises. This has resulted in a large increase in the number of community-financed schools in these countries. In Asia, there has long been a tradition of community-run schools in countries as disparate as Bhutan, People's Republic of China (PRC), Indonesia, Malaysia, and Nepal (Bray 1998). For instance, in 1990, 41 percent of all full-time primary teachers and 10 percent of all full-time secondary teachers in the PRC were employed by communities. In Nepal, communities operated 18 percent of secondary schools in 1991 with little or no support from the Government.

There are several ways in which community financing is typically provided. The most common government-community sharing formula is for the community to take responsibility for school capital—land, buildings, furniture—and for the government to provide teachers. While some community schools rely on parental and community cash contributions for capital projects, others, especially those in rural areas, encourage inputs in kind—typically, construction materials for buildings and food for students and teachers. In some rural community schools, community inputs in the form of labor for construction and maintenance, as well as for planting and harvesting crops that could be used in school meals, are encouraged. [6, p. 27]

Little empirical evidence exists on the effects of financial decentralization in the education sector. Evidence from Brazil suggests that the decentralization of primary education has resulted in an absolute drop in the overall level of spending on education. Between 1988 and 1991, for instance, spending on education at the federal level dropped from $8.1 billion to $3.9 billion; state level spending remained at approximately $7.6 billion; and that in municipalities

rose from $3.2 billion to $4.7 billion (Workman 1997). Thus, the municipalization of education resulted in a net loss of $2.7 billion in total public spending on education. Such a cut in overall funding would be expected to have an adverse impact on the education system as a whole [6, p. 31].

Most decentralization strategies, whether openly or not, seek to transfer some degree of financial responsibility for education to regional and/or municipal governments or the private sector. Assuming that resource mobilization capacity exists at lower levels (for example, through taxing authority or privatization plans), a reasonable degree of responsibility for financial decentralization can be healthy for the development of education. Quite simply, when regional and local governments are investing their own resources, they tend to take greater care in how the money is spent. [51, p.11]

Government uses various approaches to decentralize financial responsibility:

5. Transfer responsibility to the provinces.
6. Growth in the educational system, such as hiring more teachers, financing new construction, or buying more instructional equipment.
7. Block grant approach: Each autonomous community could select and pursue its own priorities-for example, health, education, or transportation— using funds generated regionally and nationally.
8. Educational privatization: Privatization can operate in two directions: the use of private sector funds to support public schools, or the use of public funds to support private schools.

Most of the resources and expenses of public schools come directly from the government in order to carry out universal education. The use of resources of all public schools has to be under strict supervision and therefore the schools must consult or get approval from the central authority on nearly every aspect of school finance. In general, it is also not easy for public schools to procure new resources by themselves under constraints of the central authority. Evidence shows that there are greater differences among schools under a system of school-based management than under one of external control (or centralised) management to make different choices about staff (choosing a part-time music teacher instead of a full-time aide), curriculum (selecting a different textbook), and discretionary funds (spending more on supplies and less on field trips or vice versa) . This emergence forms of governance in education are also geared to the delivery of improved student outcomes (effectiveness) at the most efficient cost (Lingard et al., 2002). However, increasing planning and decision-making in these schools have focused on

strategies to deal with retrenchment, and finances were often being considered over educational criteria. [103, p. 145]

Under SBM, the primary principals usually carry not only the managerial responsibility for resources but also the operational activities connected with financial management. The assistant principals offer help with stock ordering, checking and educational resource allocation, but the logical support of senior management teams and bursars is not apparent (Bennett et al., 2000). Funding of schools strongly depends on school size (i.e. the number of students school counts). Larger schools receive substantially more financial means to operate effectively than smaller schools. In consequence, principals of small schools have less financial breathing space than their colleagues of larger schools [7, p.134].

Under SBM, decentralized budgeting means the allocation of funds in a lump sum rather than predetermined categories of expenditures (e.g. a certain amount for books, a certain amount for salaries) given to the school the opportunity to spend money to achieve its goals. Self-budgeting may provide an important condition for schools to use resources effectively according to their own characteristics and needs to pursue their own goals and to solve their own problems in time. [2, p.33]

In the fiscal area, school-level receives budget control over staffing units for defining positions, and selecting, hiring and developing staff. In the least aggressive model of school-based management, the allocation of teaching positions is determined at the central level. Within this constraint and subject to the government regulations, members of the school-level community exercise nearly full control over who will fill these vacancies due to retirements, transfers, or increasing enrollment and that teachers are no longer sent to the school from the central government. Under school-based management, the principal and the teachers select from among applicants, sometimes from a pool screened by the central government. Teachers and administrators interview candidates make the final choice, and the principal officially makes a recommendation with advice from teachers to pass their selection back to the central government, which still does the hiring. [30, p.150]

Besides empowering school staff by granting planning flexibility to solve the educational problems, school-based management provides the administrative staff with increased autonomy to control over the budget of the funding but it is primarily increased by the norm and culture established by the school board and the teachers' union. The individual school would then behave more like commercial than educational enterprises while principals would behave in more cost-effective, flexible, innovative, and competitive ways. Then, teachers regarded as professionals and given the power to reform the school system, will work harder and more

efficiently on behalf of their students and their parents as clients. Principals become consumer-responsive and responsible for managing the budget efficiently and cost-effectively rather than abstract professional standards, finding school image surviving and maintaining the competitive edge toward market values, and driving administrative decision making within schools quickly towards commercial more than educational considerations. These new leadership roles of principals or administrators-as-manager are increasingly seen less as educational professionals and more as business managers [102, p.56].

The essential elements of an effective SBF (School-based Finance) system summarized as follows:

(1) The government allocates most funding in a lump sum directly to schools;

(2) How much money should be allocated to which school is decided by a set formula?

(3) The local schools are given the decision-making authority and the responsibility for using the funds;

(4) Any leftover funds may be carried over to the following years.

(5) The system is supervised by the general public [41, p. 49].

In order to form a sound school-based budget, practical knowledge must be developed for handling cash flow, risk management, interschool competition for resources, and differing student needs. Moreover, school personnel have to possess the interpersonal and communication skills necessary for effectively dealing with competition between departments for scarce resources and factionalism among school personnel-two issues which constitute major barriers to formulating a sound budget. Sound budgeting also requires adequate knowledge of the relevant laws and regulations. Finally, school personnel have to possess knowledge and skills in the area of information collection and distribution, because SBF management requires complete disclosure of budgeting information to ensure that the budget is spent wisely, and to avoid misappropriation of funds.

The first set of problems is that decentralization seems to grant the contradictory wishes of Left and Right, liberals and social democrats, free market ideas and multicultural streams. This is the seed of discontent. Parents and communities may see decentralization as an emancipatory process that allows sub-cultures to accept fair representation in the educational process. School staffs feel it is a breakthrough for their professional autonomy. At the same time, authorities tend to see decentralization as a process of insulation between them and sensitive issues of public policy and accountability. Therefore, the country, which does not truly accept the idea of decentralization, tries to retain its former power by centralizing certain areas such as curriculum and standardized testing. This happens in the U.S., Canada, and England. Altogether,

the praxis of decentralization efforts eventually brings the disappointing understanding that empowering one party often means strengthening the supervision on another [45, p. 193].

Decentralization has to be adapted carefully to local conditions: The history of the system and its components (county, municipality, school); specifics of the pupil population and so forth; and prior experiences of success or failure of large-scale policy changes all have to be considered and to be studied. This is about "understanding policy's construction of meaning and values by participants". In their study of policies in Colorado and Maryland, Cibulka and Derlin call to take into account the culture and voice of the relevant parties when planning and implementing systemwide changes in education. It is important to define as much as possible the specific levels, task areas, and degrees of power, including their translation to reconstructuring and school-based management. This is a difficult and tricky job [45, p. 115].

Fiscal decentralization theory of Tiebout (1956) was very famous and influencial, but his theory is based on several restricted assumptions, and cannot be used in countries outside United States, as he said. For example, “Hukou” system in China prevents a lot of population from moving to other regions, which is not consistent with basic assumptions of Tiebout model. **[**43**,** p. 132]

First-generation theory of fiscal decentralization4 believes that, market failure occurs in the provision of public goods and public services with positive externalities, which is usually called "tragedy of the commons5". So the government should enter these areas, and correct these market failures through appropriate policies. As public service with positive externalities, if education is only provided by the market, the equilibrium value will be less than the social optimum. What’s more, the first-generation theory of fiscal decentralization believes that the beneficiaries of education are all of the citizens in the region6, and the local governments could understand local conditions better than central government. Therefore, providing local public goods by local governments will make local citizens “better-off” than providing local public goods uniformly by the central government. Fiscal decentralization theory of Tiebout (1956) was very famous and influencial, but his theory is based on several restricted assumptions, and cannot be used in countries outside United States, as he said. For example, “Hukou” system in China prevents a lot of population from moving to other regions, which is not consistent with basic assumptions of Tiebout model **[**105**,** p. 127].

However, second-generation theory of fiscal decentralization believes that appropriate incentive mechanisms must be designed to ensure that local government has sufficient incentives to provide efficient public goods and public services. The largest difference between second-generation and first-generation theories of fiscal decentralization is that, second-generation

theory holds the thinking that governments are not pure "Guardians of Public Interests", they concern about their own private interests, and behavior distortions may occur if there is no restriction for local officials [105**,** p. 5].

Therefore, an efficient government structure should fulfill the incentive compatibility between local governments and local citizens' welfare. But without appropriate incentive regime constraints, citizens can not enjoy benefits of fiscal decentralization, but are "worse-off" because of distorted behaviors of local governments (Luo, 2010). China is centralized in politics, but decentralized in fiscal regime and administration regime, whether such government structure is able to restrict the self-interest of local government officials, and whether it is able to promote local economic development and local public services, are both worth being studied. [105**,** p. 5]

The mechanics of community financing depend on how the school is operated and the purpose of the financial need [5, p. 145].

Schools sponsored by religious organizations may also meet recurrent needs from collections made during church, temple, or mosque ceremonies and from other regular sources of income such as rent on properties. When religious organizations have more than one school, they may be able to subsidize the deficits of some institutions from the surpluses of others. Also, teachers and other workers in religious schools usually work at less than the market rate, therefore providing a hidden subsidy. Finally, many religious schools in low-income countries are able to attract funds from religious organizations in more prosperous countries [8, p. 120].

The increasing emergence of participation in decision making (PDM) in schools reflects the widely shared belief that flatter management and decentralized authority structures carry the potential for promoting school effectiveness. However, the literature indicates a discrepancy between the intuitive appeal of PDM and empirical evidence in respect of its sweeping advantages [132].

Explicitly or implicitly, PDM carries an expectation of improved school functioning and outcomes. By a "pragmatic" or "human relations" rationale, PDM is considered instrumental in achieving productivity, efficiency, innovation, or other valued school results. Yet they might be a critical criterion for evaluating school functioning from the school's viewpoint as it affects the school's competitiveness but a poor criterion from the teacher's viewpoint. Current literature emphasizes the importance of teacher well-being as a crucial criterion for evaluating school's functioning. Recent studies have called for more exploration of the trade-off effects between health hazards and school functioning in designing managerial practices.

Participation is the totally of forms, i.e. direct (personal) or indirect (through representatives or institutions) and of intensities; i.e., ranging from minimal to comprehensive,

by which individuals, groups, collectives secure their interest or contribute to the choice process through self-determined choices among possible actions during the decision process [132].

There are two main sources of education finance:

[1] Tax and other revenues of central and subnational governments (sometimes supplemented by external aid).

[2] Education fees and charges paid by households. In Asia and most other regions of the world, the majority of taxes and revenues are collected by central governments; therefore education in Asia tends to be financed by central governments.

In Cambodia, China, and Viet Nam, for example, less than 5 per cent of subnational government expenditures are funded from their own revenue sources. Subnational tax is more extensive in countries such as Thailand (11%), Indonesia (15%) and the Philippines (31%). Subnational governments that lack their own sources of revenue have less influence on education spending. In such situations, households often emerge as an important source of education finance, especially for certain inputs (e.g. textbooks, transportation and tutoring) and for certain types of education (e.g. early childhood education, technical and vocational training and higher education) [28, p. 126].

Most countries have adopted measures to increase parental participation in school governance, mainly through the creation of School Management Committees (SMCs) or increasing the role of the Parent-Teacher Associations (PTAs). Others have devolved responsibilities to regional or local governments, often as part of a wider government decentralization strategy. [48, p. 85]

Schools granted financial autonomy has to organize their own financial committees which will be involved in budgeting, accounting and internal control. However, the most important part is the understanding of all involved to be excellent in performing their duties. The critical issue commonly arising is the commitment of teachers who have been appointed to the school financial committee. Teachers should be ready to adapt to the new roles under this SBFM reform and pursue their duty whole-heartedly for the benefit of the school.

To implement effective SBFM, all the internal and external stakeholders should collaborate to ensure schools are equipped with the following characteristics: (a) a good school vision and mission understood by all school members, (b) meaningful autonomy at the school site, (c) clear distribution of power among members, (d) relevant knowledge and skills, (e) transparency and integrity, (f) good information distribution, (g) entrepreneurship and (h) recognition for performance.

In the economic-operational aspect of self-management, and in the framework of the Authority's Student Basket, responsibilities are transferred to the schools, along with the resources required to realize the responsibilities. The schools manage their budget in a school account as a closed financial economy, and the local authority is required to be responsible for the financial control of the schools [62].

In order to establish the process and build an appropriate infrastructure for the financial control of the local authority, and in order to bypass manual and inefficient control processes, the Ministry of Education established a simple internet control infrastructure for the local authorities and schools, called the Financial Database for Self-Managed Schools, which was implemented as a module. The software is used by the schools.

The operating principle of the financial database is very simple and detailed below:
The school produces a financial balance sheet (the file is a data center and financial transactions of the school), using the accounting software in his school.

The school then uploads the file that was created to the financial database in the subnet. The database consolidates the financial data and presents them in the form of standard financial statement [62, p.143].

Through the Internet approach, and with appropriate permission, the school can view the school's financial statements and the local authority can view the financial reports of all the schools in the Authority.

The self-managed schools will use one of the financial programs approved by the Ministry of Education, and at this stage the software that enables automatic production of the file for the database, which are in the process of approval, and which can be used are: 2000 of MetroPolint and School @ Cash of Informatica.

The local authority plays a crucial role in the use of the financial data base for financial control of the schools. The Authority must ensure that the schools produce and upload a financial balance sheet file to the database and that the financial statements of the schools reflect the proper management of the funds. The local authority can see in its watch screens which schools have uploaded a file to the database, while the schools did not claim, and of course, to view the financial reports of all the schools that uploaded a file [63, p.255].

It is important to note that continuous financial control is essential for the transition to self-management in order to strengthen trust and transparency between the schools, the local authority and the Ministry of Education. Moreover, proper control will help the school to operate in a planned and intelligent manner with its resources, help prevent any deviations and help the school fulfill its responsibilities in terms of good governance.

The financial procedures for self-managed schools are designed to provide an answer to the administrative-financial interface between the school and the local authority, and to ensure that the schools are conducted in accordance with the rules of proper administration [62].

Financial procedures work at school. Formulation and approval of the school budget:

1. The school will formulate a pedagogical work plan and an annual school budget
2. The work plan is linked to a budget that will be presented and approved by a school support committee.
3. Formulation and submission of the budget will be done through the format for building a budget linked work plan.
4. Transfer of amounts from section to section - according to a procedure to be determined by the Authority.
5. The self-managed schools will transfer four cumulative financial data to a national financial database established by the Ministry of Education during a school year.
6. Producing budget reports against execution and budget monitoring.[63, p.266]

Separate accounts. Self-managing account and master account:

1. The school will manage two separate municipal bank accounts - the self-management account and the parental payments account.
2. The school will keep a register of a closed money market for each account.
3. It will not be possible to transfer budgets between the self-managed account and the parent payments account and vice versa.

The revenue is illustrated as follows:

1. Income will be recorded in the accounting card with clear details of the source.
2. Income from the local authority will be recorded according to the "student basket" budgeting model.
3. Revenues from authorizations for the use of buildings, facilities, rental fees, etc. will be recorded at the beginning of each month, regardless of the date of actual payment.
4. A class fund collection sheet - in any case where collection beyond the collection plan is required from parents, in a lump sum of no more than NIS 50 per student.
5. There is no cancellation of a charge without proper documentation.

The Authority will provide legal support and support to the school for collection from parents and other sources that constitute additional source of income for the school (eg, renters).

Money donation or money equivalent. From sources other than the pupils' parents will be recorded in the self-management account.From the students' parents will be registered in the parents' account.Receipt of contributions subject to the provisions of the Director General's

Circular and subject to the provisions applicable to the Authorities.Each contribution will be reported and approved by the Authority.The donations will be managed on a separate ticket at the Account Management.A detailed record of all expenses for the designation of the donation.Donations will be included in the school budget and are subject to financial control by the local authority and the Ministry of Education.

The receipt will be issued as close as possible to the date of receipt of the money. The receipt will show the details of the receipt, the items and the amounts. The original receipt will be given to the payee. In accordance with payments (in checks or credit cards), a receipt must be issued for the full amount.It is forbidden to cancel receipts without documentation.

Bank statements must be received regularly. When you receive the page, you will confirm a sequence to previous page.Bank statements will be entered into the computerized system upon receipt for the purpose of making adjustments. The bank's adjustment will be closed once a month and the list of exceptions will be forwarded to the school principal for review.The school will receive fees from the Bank for agreed fees that will be adjusted for the Authority's agreement with the Bank.The purchase of checkbooks will be for the beneficiary only and Cross (drawing).

The school is permitted to deposit monies in interest-bearing deposits for time periods corresponding to the expected cash flow. Costs in respect of bank fees or in respect of credit fees will be borne by the local authority and will be budgeted within the framework of the student basket.

Expenses of refreshments or personal gifts - in accordance with the Authority's procedure must be modestly and conscientiously. Be sure that the financial source for this is not parental payments. (Public visibility) Travel expenses - generally not allowed. In exceptional cases, the Authority's procedure will be approved mainly in regional councils.Cellular phone - the holder of a cell phone in the financing of the local authority must report to a wage account and be charged his salary by attaching a value to a cellular phone. Purchase of personal equipment such as a laptop, electronic diary, Palm Pilot - will not be funded from the school.

The Authority will ensure the existence of a bank account owned by the local authority for each self-managed school, under which the current financial activity of the self-managed school will be managed, with the exception of the management of parental payments (hereinafter: "self-management account.

Parental payments will be managed in a separate dedicated account, independent of the self-management account. The use of parental payments will be made for the purposes set out in

the law, including the circular of the Director General of the Ministry of Education regarding parental payments published from time to time.

The following are the characteristics and rules for the ongoing financial management of the school in the self-management account:

1) The Authority shall grant the right to sign in the self-management account to the school principal and to the representative of the treasury of the authority employed at the school. The financial activities of the school in the self-management account will be signed both by the school principal and by the treasurer's representative in the authority employed by the school. The Authority may authorize the school secretary or school principal as the school's treasurer, who will be subject to the instructions of the bursaries regarding the financial management of the school and will be organizationally subject to the principal of the school.

2)The school principal is responsible for the financial management of a self-managed school. The financial management of the school is required to be in line with the financial procedures Financial Work Procedures for Self-Managed Schools The school principal may be assisted by the school's administrative staff and local authority staff to fulfill its responsibility.

3)The Authority will ensure that each self-managed school manages its accounts using the double accounting method, by means of financial software for accounting, purchasing and collection, in accordance with the directives of the Director General of the Ministry of Education, published in the Director General's Circular 7 (b) 5.3-23, To be updated from time to time. The financial software should enable the sending of financial statements to the Ministry of Education's financial database, according to a standard structure suitable for submission to the database, , and in accordance with the instructions published for this purpose, and as updated from time to time. Financial software that is not adapted to perform this operation will not be installed in the self-managed schools.

4) The management of the self-management account will be done in the form of a closed money market.

5) The self-management account will be limited in such a way that an overdraft can not be withdrawn. And the balance of the unutilized school budget will remain in the self-management account at the end of the school year and will be added to the budget to be transferred for the following school year. No offsets will be made in the school budget for the following school year due to balances remaining in the self-management account.

6) There will be a separation between the self-managed account and the parental payments account. It will not be possible to transfer budgets between the self-managed account and the parent payments account and vice versa. Any transfer by the local authority designated for

parental payments, such as scholarships to students, will be transferred directly to the parents' account**.**

Presentation and approval of a linked work plan Budget before the School Lending Committee. The school will formulate a pedagogical work plan and an annual school budget for the school year, which reflects the goals of the school, its goals and school priorities. The school budget should be based on the school budget approved by the Authority, other expected income, and assumptions regarding the annual expenditure on each subject.

Work plan for a school year linked to an annual school budget, as detailed above, will be presented and approved by a school support committee, prior to the start of the school year, in accordance with the model of the accompanying committee detailed in Appendix G to the document. During the course of the school year, there will also be a discussion in the committee that accompanies the planning and performance. Third, it is hereby clarified that in the school report on the work plan and the planned budget, as well as the planning and implementation, the school will also include separately reporting on the budget and activities of the self-management account and also reporting on the budget and activity of the parents' expense account. The head of the local authority's education department and the school supervisor are responsible for establishing a school escort committee for each of the schools that are self-managed.

The school will be able to initiate and make purchases and contracts independently up to a certain amount, in accordance with the purchasing and communication authorization table that is formulated in the Authority's book of procedures.

The Authority shall ensure that the school's engagements and acquisitions within the framework of self-management shall be carried out in accordance with the Authority's Handbook of Procedures, which shall be formulated in accordance with of the Financial Work Procedures and in accordance with any law applicable to engagements of local authorities, including the laws requiring the administration of tenders by authorities And the provisions of the Public Bodies Transactions Law, 5736-197 [52, p.120].

Receipt of a service or execution of procurement from suppliers selected through the local authority shall be carried out as follows:

•A tender will be executed by the local authority, under which the terms of service and the activity rates will be determined for the supplier or suppliers to be chosen. The school will use the service from the supplier or suppliers chosen, in accordance with the service conditions and operating rates determined, and according to its needs and objectives.

•The wording of the terms of the tender and the parameters for the selection of the supplier shall be made as much as possible and as far as relevant, in conjunction with the principals of the schools, in accordance with the needs and insights of the schools.

Pricing of public services - Insofar as the Authority transfers to the schools responsibilities for which the services will continue to be provided by internal entities, the services should be priced according to the activity tariff. The allocation of resources to the schools for these areas of responsibility under the Student Basket is based on the pricing, And to allow the school to manage its consumption of these services. The school will pay the Authority for the use of these public services, according to actual use.

Payment will be made directly by the school and paid from the self-management account. Any contract or purchase will be approved by the authorized signatories in the self-management account, and by the local authority, as required by the purchasing and contracting authority table.

School budget is the main authority issue. This is a common issue related to SBM models; due to it has potential taught for change and improvement Successful SBM found ways to recruit funds to support their plans [103, p. 145]. Also, these funds require support school decisions, as a huge element for occurring improvement outcomes.

The implementation of this section will be carried out gradually, subject to the existing obligations of the local authority to employees employed by the Authority and to franchisees who have already been selected and are operating during the transition to self-management. No new engagements or acquisitions will take place from the time of transition to the self-management schools.

The Authority will allow a self-managed school to employ additional auxiliary staff through the local authority. B. the Ministry of Education and the Ministry of the Interior will formulate a detailed circular for the employment of an auxiliary force in the schools through the local authority, which will be published later. The Authority shall be responsible for ensuring that the employment is in accordance with the provisions of the circular and in accordance with the provisions of any law. This section shall be applied gradually, subject to the regulation of the employment of the auxiliary power through the Authority**.**

Contributions that will be collected in favor of the school from sources other than the students' parents will be transferred to the self-management account.

Contributions that will be collected in favor of the school, from parents of students at the school, will be transferred to the school bank account designated for parental payments. Third, receipt of contributions, whether to the self-managed account or to the parents' account, will be made subject to the provisions set out in the Director-General's Circular, 2003, section 3A, and

insofar as it is updated from time to time, and subject to the instructions applicable to local authorities regarding the receipt of donations. Such contributions will also be included in the school budget and will also be subject to financial control by the local authority and the Ministry of Education [69].

The Ministry will be responsible for formulating and implementing a training, guidance and assimilation system for school principals, educational staff in schools, supervisors and the local authority in the process of transition to self-management, both pedagogically and organizationally and economically. Among the other factors and mechanisms that will be available to the schools and authorities on behalf of the Ministry of Education:

•Supervisors that include schools.

•District supervisor, on behalf of the self-management department, for the transition of the Authority and the self-management schools.

•Specialized training, seminars and conferences.

•Economic advisor who will be available to the local authority and schools in the transition year for self-management.

•Organizational and / or pedagogical consultant who will be available to the local authority and schools during the transition year for self-management.

In addition to the above, the Authority and the Ministry will formulate special programs for the training of officials in the local authority and PA employees employed in the school (administrative personnel) for the purpose of transition to self-management. The division of responsibility and funding in the training of such officers will be concluded between the Authority and the Ministry.

The Ministry will transfer the following amounts to the Authority within the scope of the transition to self-management, without affecting the Ministry's other allocations and participations:

Study materials and duplication fees: According to the provisions of an order under the authority of the Minister of Education in section 7 (b) of the Compulsory Education Law, 5749-1949, which determines the amount of allocation and the rate of participation of the state and local education authorities in the existence of official educational institutions.[68]

Share of service workers (servers):

•Grades 1 through 6: based on a key of 0.0074 from server to server, multiplied by 87% server cost.

•Grades 7 - 8: Based on a key of 0.0056 from server to server, multiplied by 87% server cost.

In accordance with the profile of the cost of a position determined in the Ministry of Education circular regarding the participation of the Ministry of Education in the budget of the local authorities as updated from time to time. Third, participation in the salary of administrative personnel (secretaries): According to a key of 0.0024 from the position of secretary to a student multiplied by 87% secretary cost.

Participation in self-help assistance: The participation of co-workers in a co-worker's salary based on a key of 0.0015 from an aid worker is multiplied by 87%. In accordance with the profile of the cost of a position determined in the Ministry of Education circular regarding the participation of the Ministry of Education in the budget of the local authorities, as updated from time to time [63].

2.3 The multi-channel type of financial self-management in the school conditions of Israel

Self-managing staffs are fined as groups of interdependent individuals that can self-regulate on relatively whole tasks, present a framework in which issues of trust and autonomy are of primary importance. At the heart of a self-managing staff is the discretion staff members have in deciding how to perform tasks and to allocate work within the staff. This discretion includes decisions that have traditionally been made at managerial levels, such as how much autonomy to provide to different staff members and how much to follow up them. Autonomy is defined as the amount of freedom and discretion an individual has in performing assigned tasks [129].

In recent years there has been a growing international trend toward decentralization, devolution and greater autonomy for schools in the public education system, with the purpose of improving the quality of education. The arguments put forward for increased autonomy for schools are echoes and modifications of similar arguments directed at all but the smallest organizations in society. “Get the decisions about how to run the firm down to the people who know best what needs to be done”. Current arguments regarding changes in school governance and management all aim in this direction although they travel under a variety of names. Such policy reformation is known as school-based management reform in Canada and the USA, local management of schools in Britain, self-managing schools and devolution in Australia and the autonomous school in Israel. Regardless of the label applied, the terms are meant to describe “a system of education enhances the autonomy of members at the site level in creating advantageous conditions for participation, improvement innovation, accountability and continuous professional growth. Through decentralization of authority from central offices and participation in decision making, school management tasks are determined according to the

characteristics and needs of the school and therefore school members have much greater autonomy and responsibility for making decisions related to the school curriculum, personnel development and allocation of resources" [43, p. 120].

The justifications for this new approach are several and persuasive in their logic, at least if the above premises are accepted. The political justification for decentralization is that the closer school government is to its "clients", the more likely it is to be responsive to their demands and interests. The assumption here is that "customer" satisfaction with government services is an important and valuable purpose. The economic argument for decentralization is that decentralized units cultivate necessary competition in sheltered monopolies and, besides adding efficiency and effectiveness to the other worthy purposes of public sector responsiveness, they are more likely to produce services in line with the preferences (needs and desires) of local, more homogeneous, groups of consumers/citizens. The education profession's 3argument for decentralization is that bureaucratic controls over schools are incompatible with teachers' professional autonomy, and are potentially detrimental to teacher morale, and to enhance and encourage teachers' sense of commitment and level of professional specialism. Another argument that has recently appeared in the literature recently is the managerial argument which bases itself on the "mechanistic" and "organic" forms of organizations. Some researchers argue that schools which use complex and uncertain technologies require an "organic" form of management which encourages supportive forms of administrative leadership, participative forms of organizational decision making, the growth of teacher authority and increased teamwork.

In our opinion the local authorities, must play an important role in the distribution of educational resources. The trend to devolve educational policymaking to the local authorities benefits primarily well-to-do communities while undermining education in the poorer local authorities. Affluent municipalities add teaching hours and other services from their city budgets [such as dental care, operated in only a third of the local authorities; preparatory courses for the matriculation exam; payments for additional teaching hours whose purpose is to create smaller classes [29, p. 117].

Even in a system that allows the school a large degree of autonomy, it is important to design some sort of basic and common understandings by mutual discourse among the schools, as well as between schools and authorities [44, p. 193].

School decentralization framework offers opportunities for a new type of school governance. It is favor a communal or partnership governance mode that empowers teachers and parents over hierarchical patterns of bureaucratic control and management. According to the

decentralization approach, sharing school governance with teachers and parents is perceived as a strategy for improving the educational system.

Contrary to other countries, decentralization in Israel was not accompanied by statutory backing. Although the basic school laws were amended many times since their acceptance by Israeli parliament during the 1950s and 1960s, the legal structure of the school system remains unchanged to this day. However, school decentralization goes on all the time, some through administrative directives from the Ministry, usually through its prerogative to conduct "experiments" in schools. Some of these so-called "experiments" last for over 10 years and involve several hundred schools (out of a total of about 2,700), rendering these attempts permanent policy changes rather than experiments. Other changes happen simply through convention, custom, and pressures from parents, local authorities, various interest groups, and from within the schools themselves.

In self-managing staffs, however, when staff members are responsible for the following up, members may choose to not follow up one another when the level of trust is high. In such staffs, social forces may make it difficult for individual staff members to suggest the necessity of following up one another once a high level of trust is established. Because of the perception that following results from a lack of trust, such a suggestion could be perceived as critical of other team members, and thus risks sanction and rejection by the staff. Staffs in general, and particularly those high in characteristics like cohesiveness and trust, can exert a powerful influence on individuals to conform, and such staffs are also especially susceptible to group decision biases like “groupthink”. The generally negative connotations of following up and surveillance and the negative effect they can have on individual motivation are expected to discourage individual staff members from suggesting following. An individual staff member may also be concerned that a suggestion to monitor fellow staff members could be perceived as a violation of trust itself, leading to anger, hurt, and fear on the part of the team members who perceive a violation. This argument suggests a number of dynamics may occur in self-managing staffs in which trust is high that will not occur in either self-managing staffs in which trust is lower or in manager-led staffs or work groups. These unique dynamics will occur as individual staff members struggle with the decision about whether or not to suggest (or support) greater following in their staff. Factors such as the desire to be perceived as a “staff player” and to conform, the fear of sanction or punishment, and concern for the feelings of fellow staff members will all influence the aggregate decision of a self-managing staff as each member struggles with these factors. A manager decides on how much to follow up a comparable work group, on the other hand, would not be susceptible to these pressures [125].

As the educational system environment becomes more dynamic and competitive, leaders face new challenges such as meeting persistent demands for school innovation and better in-role performance. This conceptual framework juxtaposed the directive and participative leadership approaches to accentuate their differences. Yet, rather than depicting these styles as mutually exclusive. It is suggested that principals might integrate directive and participative behaviors concurrently to enhance school effectiveness. Managing tensions between directive and participative activities, bottom-up and top-down processes, and flexibility and discipline may provide a key to teachers' high performance. This "both/and" approach joins the recent call to reconsider authors' sweeping recommendation to prefer participation to the directive leadership style [127].

The trend of decentralization in schools is assumed to reshape the school–community relationship by empowering both parents and teachers. The diversity in school governance modes, as reflected by Bauch and Goldring's typology, is an additional indication that school decentralization in Israel is processed through negotiations among the different interest groups on each particular local school level. In some schools, indeed, teachers feel powerless and cannot resist parents' influence and intervention (Acker, 1988). However, in other schools, female teachers may opt to collaborate with parents and find ways of encouraging them to be involved in school. That is to say, female teachers may take an active role in dealing with parents, maneuvering their involvement in school, and even resisting their intervention [24,. p.77].

Structural changes in the management and governance of publicly funded schools are being implemented, in a variety of forms and through a variety of means, in order to yield the benefits of improved education for the children being served by those schools. Through a process of restructuring, schools with increasing levels of autonomy are expected to show evidence of increased involvement and interest of all those with a stake in the school: i.e., parents, teachers, principal and pupils; a more varied curriculum, increased community awareness of school activities, and perhaps most important of all, improved school outcomes [43, p. 121].

The appropriate role of the public in public administration has recently received significant attention from both practitioners and academics. This interest is basically the result of public disenchantment and apathy at the end of the 20th century, which expressed itself as a reduced level of trust in the governments of many Western democracies. Whereas some scholars suggest that higher levels citizenship involvement (i.e., participation in administrative decision making, political participation, or community involvement) may lead to increased conflict over policy making and implementation, there are also other, more positive, perceptions about the functionality of such involvement. Today, most studies assume that citizens' participation at the

administrative level can improve public sector performance. The same logic is suggested for higher levels of political participation and community involvement that urge policy makers to advance innovative strategies for the people. Thus, recent studies have concentrated on finding the most efficient methods of participation—usually at the local/ communal level and/or in the budgeting process. For example, public hearings are one of the most frequently used formats for participation, yet such public participation proves inefficient in several ways. Arnstein (1969) and Church et al. (2002) suggest viewing community input as a spectrum or ‘‘ladder’’ of participation. The lower rungs of the participation ladder comprise processes in which power holders seek to educate the public about particular issues. Higher up on the ladder are processes through which power holders consult those individuals or groups who could potentially be affected by a proposed or current policy. Still higher up on the ladder, power holders and interested parties agree to share or delegate responsibilities for decision making. At the top rungs of the ladder, lay individuals dominate decision making. This level of participation requires a conveying of decision-making power from traditional decision makers to lay individuals [128].

The findings also call leaders to invest in enhancing teachers' motivational mechanisms rather than focusing only on the bottom line of the outcomes. The results suggest that school effectiveness could be managed by cultivating intrinsic task motivation among teachers, as well as by promoting teachers' organizational commitment. Leaders need to recognize that the feeling that teachers have about their schools may be manifested through their in-role performance, whereas a sense of self-determination and self-efficacy may be translated into high levels of innovation. It is important to design organizational conditions under which teachers work to enhance teachers' motivation, which in turn will affect school effectiveness.

The assumption that a flexible and adaptive staff structure is beneficial often holds true, yet there may be instances when it is not the case. Despite an abundance of research on teams and their processes and on the importance of team and task structure, little is known about how self-managing staffs design and adapt themselves, and how these actions affect performance. A recent review of staffss in organizations that specifically discussed adaptation did not reference any research exploring structural change as an adaptive mechanism, nor did earlier reviews. There is illustrated an example of staffs with high trust that suffer from performance losses when they adopted a design with high individual autonomy. Thus, self-managing staffs' ability to choose and to adapt their structures has important implications for their performance. In general, flexibility and adaptability are beneficial and are often what allow teams to avoid trouble and manage problems successfully [126].

With regard to the community, it is evident that it occupies a central place in SBM (School-Based Management) through its involvement in the school board or council. The precise powers of these boards are different: on the one extreme, in states in Australia or the USA, they play a role in head teacher recruitment, in some budgetary decisions and in extra-curricular affairs; on the other extreme, some boards are simply milking cows for enterprising principals or board chairs. Whatever the case may be, getting a community involved in school life is not an easy matter and the problem is not simply one of capacities. In communities with many social and political tensions, the school board has, in some instances, become an instrument in the hands of the elite to build up its power, leading to greater inequities. Evidence from New Zealand and Australia shows the under-representation of minority groups in the composition of school boards. A related concern is the lack of transparency especially in the use of funds at the school level by the principal and the board. Ongoing research by the school functioning in a context of decentralization in West Africa shows that parents and teachers have nearly no knowledge or control over the use of the fees they pay for their children's schooling. In a context where accountability to the local and to the central level is weak, it is doubtful that SBM leads to better use of funds.

Organizational commitment is defined as the relative strength of the individual's identification with and involvement in a particular organization. It has three basic components: a strong belief in and acceptance of the organization's purposes and values (identification), a willingness to invest considerable effort on behalf of the organization (involvement), and a strong intent or desire to remain with the organization (loyalty). Teachers' empowerment is defined as "a process whereby school participants develop the competence to take charge of their own growth and to resolve their own problems". Empowerment as a motivational construct is manifested in four cognitive dimensions (meaningfulness, self-efficacy, autonomy, and influence) and corresponds to an intrinsic need for self-determination or a belief in individual efficacy.

Effective schooling apparently requires more than technically proficient teachers, a professionally appropriate curriculum and adequate facilities. Technical improvements in teaching and the curriculum are necessary but unlikely to benefit pupils unless supported by a positive organizational structure and culture [43, p. 121].

These local authorities take an active role in managing the schools: They are involved in the schools run by networks and in the "recognized but unofficial" schools; they raise and distribute monies; and they maintain contact with nonprofits and businesses through "matching" funds [when project-contributed monies are matched by outside funding]. Other local authorities,

on the other hand, are beset by management and financial problems, rendering them incapable of supplementing the education budget, and unable to fully collect parental co-payments, which often result in their transferring school management to one of the school networks. These local authorities are able to offer new educational programs primarily with the aid of philanthropy. [28, p. 117].

The central government is legally responsible for providing free education to children ages three to seventeen. Through the Ministry of Education, the government accredits schools, determines curricula, approves textbooks, administers the matriculation examinations, awards diplomas, constructs school buildings, and finances about three quarters of the total cost of education [27, p.70].

The Ministry of Education directly employs and pays kindergarten and primary school teachers, and provides the funds for secondary school teachers' salaries to local authorities who employ them directly. Local authorities maintain the buildings and provide equipment, supplies, and administrative staff through local taxes and transfers from the central government including the Ministry of Education. The importance of financial contributions from parents to supplement the state's basic education has increased as real funding from the government has decreased [69].

Regarding the relation between perceived school autonomy and school affective outcomes the autonomous schools are more effective than their non-autonomous counterparts in the following dimensions: (a) teacher sense of self-efficacy: teachers who have professional autonomy, and are not under constant external control, develop a sense of believing in their ability to cultivate change in their pupils; (b) teacher sense of commitment. Teachers who take part in the design of school policy and who are not under constant control feel more committed to school than their counterparts ; (c) sense of community; i.e., is to say, in an organic type of organization (SBM), where staff members support and help each other solve problems, and where school work is team-based, then we find a stronger sense of community and (d) achievement orientation: this is because autonomous schools are expected by central offices and parents to do better, although the perceived autonomous factor explains only 4 per cent of overall effectiveness [43, p. 125].

Government and ministries fund and supervise certain educational facilities and programs. For example, the Ministry of Labor and Social Affairs operates vocational schools. The Ministry of Defense runs programs in schools to prepare students for military service. The Ministry of Immigrant Absorption provides assistance to immigrant students. The Ministry of Religious Affairs funds Jewish religious schools, and the Ministry of Health is involved in special education schools and health education [27, p. 75].

In most poor countries, school inputs such as teacher education, teacher seniority, pupil teacher relationship, school size and percentage of deprived pupils at school are the best factors for explaining school effectiveness (in either its cognitive or affective dimension); the power of these factors to explain school effectiveness is greater than structural and organizational factors such as school autonomy.

There is an intimate relation between the control exercised over teachers by parental choice and competition and the role of management. Management and the market are clearly closely intertwined in UK government thinking. As DES Circular 7/88 indicates:

Local management is concerned with far more than budgeting and accounting procedures. Effective schemes of local management will enable governing entities and head teachers to plan their use of resources - including their most valuable resource, their staff to maximal effect in accordance with their own need and priorities, and to make schools more responsive to their customers - parents, pupils, the local community and employers.

School effectiveness research has sought to be multi-dimensional in its research orientation in an effort to explain the relation between school effectiveness and perceived school autonomy.

Participation among individuals, each of whom possesses diverse and different knowledge, will augment the organization's capacity for making novel linkages and associations beyond what any individual can achieve. Thus, innovation needs the absorptive capacity to recognize, to assimilate, and to apply the creative ideas. The absorptive capacity will be higher when staff members participate in decision making. Participation stimulates the exchange and integration of information, reduces resistance to change, and facilitates staff members' commitment to staff decisions [127].

Policies such as putting school budgets in the hands of the communities (the case, for instance, in Indian districts or in EDUCO schools in El Salvador) gain little sympathy among school staff; and although strengthening in-school supervision may be popular among head teachers, it is less so among teachers. Conflicts have been stimulated between teachers and principals about the use of funds and the evaluation of performance, with an adverse impact on the collegial relationships necessary for a quality school.

Leithwood & Menzies claim that "the single biggest hurdle to developing an effective school council is interpersonal conflict of one sort of another". Directive leadership strives to augment school-staff staffs' in-role performance via the arousal of the motivational mechanism of organizational commitment; participative leadership strives to facilitate innovation by promoting the motivational mechanism of teachers' empowerment. The effects of participative

and directive leadership on school effectiveness are more complex issue, namely that each leadership style promotes a distinct but potentially complementary approach to managing school-staff teams, depending on the desired school outcome [127].

Schools which were delegated greater powers in making internal decisions, which previously needed the Ministry of Education approvals, are perceived by school staff as having greater autonomy in making decisions with respect to internal school evaluation, institutional staff development, school curriculum design etc, than schools which have not been delegated the powers to do so [68].

Autonomous schools are more effective than non-autonomous schools. There is formulated theory concerning the relationship between school autonomy and school effectiveness.

Autonomous schools are more effective than non-autonomous schools. There is formulated theory concerning the relationship between school autonomy and school effectiveness.

Recent educational reform movements often conclude that participative leadership is the preferred strategy for attaining school improvement. However, these results suggest that its advantage over the directive approach is not conclusive, and the effectiveness of either leadership approach depends critically on the criteria for effectiveness that are determined. In this case, the leader encounters difficulties in determining specific quantitative purposes for teachers. Consequently, teachers who act in an ambiguous work environment might benefit from a directive approach. This provides them with extensive planning and calculated step-by-step implementation, disciplined problem solving, and the dissemination of "best practices," such as explicit milestones, which convert school objectives into interim purposes. According to Mischel, strong situations convey strong cues for the desired behaviors, whereas weak situations do not provide clear incentive, support, or normative expectations of what behaviors are desired. At the same time, strong situations constrain the expression of personality, so behavior is more a function of the situation than of personality. But in weak situations, when environments are ambiguously structured in terms of appropriate behavior, individual predispositions are relied on to direct actions. Therefore, the directive leadership approach, by its creation of a strong situation, facilitates performance by increasing the salience of situational cues for expected behaviors and neutralizing the effect of individual differences [127].

However, this benefit of using a directive leadership approach may incur a cost: These findings illustrated the limitation of using a directive approach in promoting innovation in school-staff teams. This is important because, recently, scholars and practitioners have

emphasized that the educational system, like other organizations, has to be innovative to maintain and / or to enhance effectiveness within rapidly changing and challenging environments [127].

Field Study: This study sought to determine the impact of self economic management and technology on elementary schools' achievements in Israel.

This section describes the

[A] Research questions, hypotheses and null hypotheses,

[b] Participants,

[c] Setting,

[d] Instrumentation,

[e] Procedures,

[f] Design,

[g] Data analysis methods used to answer the research questions developed in Chapter One.

This study consisted of the descriptive analytic approach; a quantitative approach utilizing a questionnaire developed from some universal instruments to gather information from the research sample. Ary et al., [2006] stated that quantitative research is the "Inquiry employing operational definitions to generate numeric data to answer predetermined hypotheses or questions" [3, p. 137]. A quantitative research minimizes researcher or contextual bias by limiting the framework to the analysis of objective numerical data. A causal comparative approach, also known as ex post facto, was considered for this study because it determines a relationship between independent and dependent variables of two or more groups [41, p.50]. This study sought to determine a relationship between the variables of the teachers and the principals. Correlation does not attempt to understand cause and effect but seeks to determine the strength and direction of the relationship between variables. Correlation is used to measure the association between variables [40, p.134]. The researcher's intent for this study was to measure the impact of self economic management and technology on elementary schools' achievements at Arab Schools in Israel. Data was also collected through exploratory open-ended questions at the conclusion of the survey. Themes from the data provided valuable information about the impact of self economic management and technology on elementary schools' achievements at Arab Schools in Israel. Analysis of these data also added to the validity and strength of the research results.

The following research questions were investigated:

1. What is the impact of self economic management and technology on elementary schools' achievements?

2. Are there any significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to gender?

3. Are there any significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to career level?

3. Are there any significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to academic level?

4. Are there any significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to years of experience?

5. Are there any significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to training courses?

The research hypotheese include the following:

1. Self economic management has an impact on elementary schools' achievements in the Arabic schools in Israel.
2. Technology has an impact on elementary schools' achievements in the Arabic schools in Israel.

There were null hypotheses as follows**:**

1. There are no significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to gender.
2. There are no significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to career level.
3. There are no significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to academic level.
4. There are no significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to years of experience.

5. There are no significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to training courses.
6. There is no correlation at the level of [α=0.05] between technology and schools' achievements.
7. There is no correlation at the level of [α=0.05] between self economic management and schools' achievements.

The target population of the study was teachers and principals in elementary schools in Israel, theses teachers and principals were males and females, from two career levels [teacher and principal], different academic levels, different dears of experience, and different training courses. The target population consists of the institutions, persons, problems, and systems to which or whom the survey's findings are to be applied or generalized. A sample of 330 teachers and principals was utilized and participants were from thirty schools in Israel. Random sampling is generally considered beneficial because members of the population will have the same chance of being selected and the results can be generalized to the larger population of individuals. However, in educational settings random sampling is often not feasible, facilitating the use of a more accessible group called a convenience sample [41, p.55].

Convenience sampling is often used in educational research because of its practical benefits. It is seldom possible to obtain an ideal sample, so researchers "often need to select a convenience sample or face the possibility that they will be unable to do the study".

Other educational researchers have used convenience sampling, such as Braggs [2008] in his dissertation entitled "The Application of Transformational Leadership among Christian School Leaders in the Southeast and Mid-Atlantic North Regions", and Patton [2008] in his dissertation entitled "The Effect of School Size on the Utilization of Educational Technologies". One of the problems of convenience sampling is bias. The sample may have features that are not representative of the target population. For example, some participants may be more motivated or enthusiastic than others not associated with this study. Convenience sampling makes no claim that the sample is representative of the population, and therefore has limitations in terms of generalization of the results from the sample to the population it represents. A convenience sample was utilized because a large enough sample size was desired in order to ensure sufficient power for the impact analysis. It was determined by this researcher that random sampling would not have been able to provide a large enough sample for the study. By using convenience sampling, a large enough sample was provided. The researcher attempted to control bias by collecting data from principals and teachers who had met specific criteria to be included in the

study. To control the potential for Type I and Type II errors, a two-tailed significance test, medium effect size of *r*s = .30, an alpha level set at .05, and a Qualification for participation in the study consisted of being a teacher or a principal in the elementary schools bound to self economic management in Israel. Sample size of 330 participants was obtained in order to ensure a statistical power of .95 [21, p.122]. Of the thirty schools invited to participate, every teacher and principal in the population had an equal chance to participate at the beginning of the study. 330 teachers and principals from the total population were selected to participate. To prevent bias, only respondents who met the inclusion criteria were used in the sample.

The setting for this study included thirty elementary schools bound to self economic management in Israel.

The purpose of this study was to investigate the impact of self economic management and technology on elementary Arab schools' achievements. In this study, variables included the participants' gender [male, female], career level [teacher, principal], academic level [bachelor, Master, PhD], years of experience [less than 3 years, 3-6 years, more than 6 years], training courses[less than 6, 6-10, more than 10].

A questionnaire adopted from international scales: "The Quality of School Life Scale [Epstein, 2008], and the "School Cultural Elements Questionnaire" were developed by the researcher under supervision of his academic supervisors contained personal data about the respondents, and three scopes; the first contained the economic self management paragraphs , the second contained technology paragraphs, and the third contained schools, achievement paragraphs. A three open ended question section was added to the questionnaire to acquire additional views about the subject. The data collected from the questionnaire were used to test the questions and hypotheses.

The respondent must choose one of the 5 choices provided for each paragraph on the questionnaire. A 5-point Likert scale is used providing the following answers for each of the [Sarah Gropper [2009] paragraphs: [1] Disagree very much, [2] Disagree [3] neutral, [4] Agree [5] strongly agree. Answering with a one represents maximum disagreement and scoring with a five represents maximum agreement.

Once approval was received, the correct forms were filed. Permission to use the questionnaire was granted, and then the schools were contacted. A letter requesting permission and the correct forms were completed providing an overview of the study, name, copies of the questionnaire, timeline for collection of data and participants' safeguard information. Upon approval from the schools, the researcher gathered data on each school. An explanation of the purpose of the research, a request for the teachers' and principals' voluntary participation, a

guarantee of each school and each participant's confidentiality, and that all identities of the schools would not be revealed and would be kept secure and safe. Each school was assigned a code to both protect anonymity and identify of the school in the data collection process. Coding of the schools ensured no information or data were able to be linked back to the school or the principals and teachers. 330 teachers and principals provided usable data, which provided the sample for this study. Survey data for the sample were analyzed using Statistical Package for the Social Sciences [SPSS] version 20 for Win software program; results are reported below.

The goal of this study was to examine the impact of self economic management and technology on elementary Arab schools' achievements. Descriptive statistics of central tendency measured the variables. The correlation coefficients determined if a correlation existed and the strength of the correlation between economic self-management and Schools' achievement, and between technology and schools' achievement. This was the appropriate procedure due to the fact that it tested if and how strong a correlation existed between two variables. Along with the Spearman's rho correlation, two-tailed significance tests were run in order to test the significance of each relationship. A sample size of 330 participants provided a large enough sample to sustain significant statistical power [3, p. 131]. The level of the significance of the impact was tested at a threshold value [alpha] of $p < .05$. Ary et al. [2006] explained the significance level by stating, if the data derived from the completed experiment indicate that the probability of the null hypothesis being true is equal to or less than the predetermined acceptable probability, the investigators reject the null hypothesis and declare the results statistically significant. If the probability is greater than the predetermined acceptable probability, the results are described as non-significant.

Setting the probability [*p* value] threshold to an alpha of .05 means that the probability of a Type I error in rejecting the null hypothesis is 1 in 500. However this also means that there is a higher probability that a Type II error exists, declaring there is no relationship when a relationship actually exists [3, p. 131].

Table 2.2. Sample characteristics [Independent Variable : Gender]

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	169	51.2	51.2	51.2
	Female	161	48.8	48.8	100.0
	Total	330	100.0	100.0	

Source: SPSS [134]

The alpha level was set at $p < .05$ because it was deemed necessary to take greater precautions against a Type I error in determining if the null hypothesis could be rejected. If the *p* value was less than the alpha level, the null hypothesis was rejected. If the *p* value was greater than the threshold [alpha] level, the null hypothesis was not rejected and the difference was not statistically significant.The table and the chart above show that the sample contained [169] individuals = [51.2%] males and [161] = [48.8%] females.

Table 2.3: Sample according to career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	300	90.9	90.9	90.9
	Principal	30	9.1	9.1	100.0
	Total	330	100.0	100.0	

Source: SPSS. [134]

The table and the chart above show that the sample contained [300] individuals = [90.9%] teachers and [30]= [9.1%] principals.

Table 2.4. Sample according to academic level

Academic level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	269	81.5	81.5	81.5
	Master	51	15.5	15.5	97.0
	PhD	10	3.0	3.0	100.0
	Total	330	100.0	100.0	

Source: SPSS. [134].

The table and the chart above show that the sample contained [269] individuals = [81.5%] holders of bachelor degree, [51] = [15.5%] holders of master degree and [10] = [3%] holders of PhD degree.

Table 2.5. Sample according to years of experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3	69	20.9	20.9	20.9
	3-6 Years	95	28.8	28.8	49.7
	more than 6 years	166	50.3	50.3	100.0
	Total	330	100.0	100.0	

Source: SPSS. [134]

The table and the chart above show that the sample contained [69] individuals = [20%] with years of experience less than 3, [95] = [28.8%] with experience 3-6 years and [166] = [60.3%] with years of experience more than 6 years.

Table 2.6. Sample according training courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 6	34	10.3	10.3	10.3
	6-10	165	50.0	50.0	60.3
	more than 10 courses	131	39.7	39.7	100.0
	Total	330	100.0	100.0	

Source: SPSS. [134]

The responses to the open-ended questions were analyzed. Each participant was encouraged to provide detailed responses to this section. In order to provide validity, the questions were created while keeping the information provided in the literature review in mind.

Receive the results of the statistical analysis of the impact of self-economic management and technology on elementary schools achievements at Arab schools in Israel.

The table and the chart above show that the sample contained [34] individuals= [10.3%] with number of training courses less than 6, [165] = [50%] with 6-10 training courses and [131] = [39.7%] with more than 10 training courses.

Table 2.7. Economic self-management: Descriptive Statistis

	N	Minimum	Maximum	Mean	Std. Deviation
Q1A	330	1.00	5.00	4.4515	.70973
Q2A	330	1.00	5.00	4.2485	.73890
Q3A	330	1.00	5.00	4.0212	.90734
Q4A	330	1.00	5.00	3.8152	1.09673
Q5A	330	2.00	5.00	3.7091	.90267
Q6A	330	1.00	5.00	3.4394	1.09335
Q7A	330	1.00	5.00	3.5606	1.07936
Q8A	330	1.00	5.00	3.4242	1.00244
Q9A	330	1.00	5.00	4.0212	.84489
Q10A	330	1.00	5.00	3.8697	.82033
Q11A	330	1.00	5.00	3.9909	.80457
Q12A	330	1.00	5.00	3.7939	1.07752
Q13A	330	1.00	5.00	3.4424	1.01868
Q14A	330	1.00	5.00	3.9424	.86805
Q15A	330	2.00	5.00	3.8576	.87572
Q16A	330	2.00	5.00	3.6394	.90606
Q17A	330	2.00	5.00	4.2970	.82310
Q18A	330	1.00	5.00	4.1212	1.02128
Q19A	330	2.00	5.00	4.0091	.96279
Q20A	330	1.00	5.00	3.7727	.98307
Q21A	330	1.00	5.00	3.8818	.97131
Q22A	330	1.00	5.00	3.8879	.98446
Q23A	330	1.00	5.00	4.0667	.91348
Q24A	330	1.00	5.00	4.0242	.79092
Q25A	330	1.00	5.00	4.3030	.79071
Q26A	330	2.00	5.00	4.2030	.71331
Q27A	330	1.00	5.00	4.1636	.87374
Q28A	330	2.00	5.00	4.0333	.91031
Q29A	330	1.00	5.00	4.1636	.78195
Economic Self-management	330	2.93	5.00	3.9364	.39273

Source: SPSS. [134]

The mean of the economic self-management scope was 3.93 and the degree according to the scale above was [agree], this means that the sample agreed about the application of economic self management in all its items shown in the questionnaire [appendix 1], in other words the sample assures that the aspects of economic self management are observed in the schools. According to the previous studies regarding economic self management this result doesn't support the result of [Carden, 1999] who indicated that the principals of independent schools have left work in independent schools because of the psychological, financial and administrative pressures that they have suffered.

Table 2.8. Likert scale [5 points] was used here as shown below

1	2	3	4	5
1-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.0
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Source: SPSS. [134]

The current result agreed with [Sharp, 2000] who showed the effectiveness of the administrative management at the school, and the quality of educational services provided to students, the results also showed the school's ability to manage its budget remarkably in the implementation of its goals, and the existence of a close relationship between the school and the surrounding community.

Table 2.9. Description of the study questions by the means and the standard deviations: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1B	330	2.00	5.00	3.9667	.87629
Q2B	330	1.00	5.00	4.0121	.94845
Q3B	330	1.00	5.00	3.9091	.89455
Q4B	330	1.00	5.00	3.8970	.90338
Q5B	330	1.00	5.00	3.9364	.86059
Q6B	330	1.00	5.00	4.0515	.82167
Q7B	330	1.00	5.00	3.8848	.88833
Q8B	330	1.00	5.00	4.1061	.78219
Q9B	330	1.00	5.00	4.0455	.76853
Q10B	330	1.00	5.00	4.0394	.89322
Q11B	330	1.00	5.00	3.9667	.83363
Q12B	330	1.00	5.00	3.9848	.82684
Q13B	330	1.00	5.00	4.0879	.81111
Q14B	330	1.00	5.00	4.1303	.75873
Q15B	330	2.00	5.00	4.1848	.70544
Q16B	330	1.00	5.00	4.2364	.68763
Q17B	330	1.00	5.00	4.1727	.68229
Q18B	330	1.00	5.00	4.0667	.70718
Q19B	330	1.00	5.00	4.0545	.80466
Technology	330	1.26	4.95	4.0386	.41041
[Valid N [listwise	330				

Source: SPSS [134]

The result also agreed with Botha study, who showed that self-management of schools is successful and effective way in improving schools [12, p.350].

The mean of the technology scope was 3.93 and the degree according to Likert scale mentioned above was [agree], this means that the sample agreed about the implementation of technology integration in the school, for the benefit of the teachers and the students in addition to learning – teaching process as a whole. The sample assures that the aspects of technology integration are observed in the schools.

This result agreed with the result of [Shofffner, 2009] who pointed to the importance to provide training by using educational technologies. This must be carried out on various levels, including academic, personal and academic levels of the use of technology. The benefits include chances for reflective thinking and expression. This result also agreed with Razzeq and Heffernan [2009] who suggested that the online homework group showed higher profits in learning than the paper-pencil homework group

Table 2.10. Description of the study questions by the means and the standard deviations: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1C	330	1.00	5.00	4.0576	.79494
Q2C	330	1.00	5.00	4.0576	.76771
Q3C	330	1.00	5.00	3.9909	.80457
Q4C	330	1.00	5.00	4.1061	.82382
Q5C	330	1.00	5.00	4.1364	.81562
Q6C	330	2.00	5.00	4.1364	.76960
Q7C	330	2.00	5.00	4.2364	.72213
Q8C	330	2.00	5.00	4.2576	.64083
Q9C	330	2.00	5.00	4.1606	.72407
Q10C	330	2.00	5.00	4.2455	.69106
Q11C	330	2.00	5.00	4.1879	.68937
Q12C	330	2.00	5.00	4.1667	.73521
Q13C	330	2.00	5.00	4.0848	.75114
Q14C	330	2.00	5.00	4.2242	.70043
Q15C	330	2.00	5.00	4.1333	.72333
Q16C	330	2.00	5.00	4.1303	.67836
Q17C	330	2.00	5.00	4.1758	.67928
Schools' Achievement	330	3.35	5.00	4.1463	.37235
[Valid N [listwise	330				

Source: SPSS [134]

The mean of the schools' achievement scope was 4.14 and the degree according to Likert scale mentioned above was also [agree], this means that the sample agreed about the existence of school achievements in the school, and that the achievements are shown in the students'

improvements and in the school buildings, laboratories, methods of teaching, tools, educational means and school capabilities as a whole.

Table 2.11. Description of the study questions by the means and the standard deviations:

	N	Minimum	Maximum	Mean	Std. Deviation
Economic Self-management	330	2.93	5.00	3.9364	.39273
Technology	330	1.26	4.95	4.0386	.41041
Schools' Acheivement	330	3.35	5.00	4.1463	.37235
Total	330	2.87	4.79	4.0404	.27272
[Valid N [listwise	330				

Source: SPSS. [134]

In the table above, the three scopes in the questionnaire are listed together with each scope mean and the total mean of the three scopes is 4.04 , the degree of response is [agree].

Hypotheses Test:

Table 2. 12. Independent Sample T-Test [t-test]

		Levene's Test for Equality of Variances	t-test for Equality of Means			
		Sig.	t	df	Sig. 2-] [tailed	Mean Difference
Economic Self-management	Equal variances assumed	.868	3.993	328	.000	.16891
	Equal variances not assumed		3.995	327.773	.000	.16891
Technology	Equal variances assumed	.338	3.580	328	.000	.15899
	Equal variances not assumed		3.603	314.027	.000	.15899
Schools' Acheivement	Equal variances assumed	.243	.305	328	.761	.01252
	Equal variances not assumed		.304	322.052	.761	.01252
Total	Equal variances assumed	.142	3.857	328	.000	.11347
	Equal variances not assumed		3.874	322.511	.000	.11347

Source: SPSS [134]

Hypothesis 1: "There are no significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to gender".

T-Test was used and the table shows that the value of sig [statistical significance] on the three scopes and on the total scope was [868, .338, .243, .142] these values are all more than the level of significance [0.05] which means that there were no significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to gender".

Hypothesis 2: "There are no
significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to career".

Table 2.13. Independent Sample T-Test

		Levene's Test for Equality of Variances	t-test for Equality of Means			
		Sig.	t	df	Sig. [2-[tailed	Mean Difference
Economic Self-management	Equal variances assumed	.174	.716	328	.474	.05391
	Equal variances not assumed		.870	38.988	.390	.05391
Technology	Equal variances assumed	.488	-1.031-	328	.303	-.08105-
	Equal variances not assumed		-1.261-	39.168	.215	-.08105-
Schools' Achievement	Equal variances assumed	.067	-1.466-	328	.144	-.10431-
	Equal variances not assumed		-1.819-	39.590	.076	-.10431-
	Equal variances assumed	.043	-.839-	328	.402	-.04382-
	Equal variances not assumed		-1.171-	43.601	.248	-.04382-

Source: SPSS [134]

T-Test was used and the table shows that the value of sig [statistical significance] on the three scopes and on the total scope was [.174, .488, .067, .043] these values are all more than the level of significance [0.05] which means that there were no significant statistical differences in

the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to career".

Hypothesis 3: "There are no significant statistical differences in the impact of self economic management (SEM) and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to academic level".

One Way Anova test was used and the table shows that the value of sig [statistical significance] on the three scopes and on the total scope was [.733, .147, .498, .491] these values are all more than the level of significance [0.05] which means that there were no significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to academic level.

Table 2.14. Analysis of Variances [One Way ANOVA]

		Sum of Squares	df	Mean Square	F	Sig.
Economic Self-management	Between Groups	.096	2	.048	.311	.733
	Within Groups	50.647	327	.155		
	Total	50.743	329			
Technology	Between Groups	.647	2	.323	1.931	.147
	Within Groups	54.768	327	.167		
	Total	55.414	329			
Schools' Achievement	Between Groups	.194	2	.097	.699	.498
	Within Groups	45.420	327	.139		
	Total	45.614	329			
Total	Between Groups	.106	2	.053	.713	.491
	Within Groups	24.363	327	.075		
	Total	24.469	329			

Source: SPSS [134]

Hypothesis 4: There are no significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to years of experience.

Table 2.15. Analysis of Variances [One Way ANOVA]

		Sum of Squares	df	Mean Square	F	Sig.
Economic Self-management	Between Groups	.032	2	.016	.102	.903
	Within Groups	50.712	327	.155		
	Total	50.743	329			
Technology	Between Groups	.323	2	.161	.957	.385
	Within Groups	55.092	327	.168		
	Total	55.414	329			
Schools' Acheivement	Between Groups	.036	2	.018	.129	.879
	Within Groups	45.578	327	.139		
	Total	45.614	329			
Total	Between Groups	.022	2	.011	.148	.862
	Within Groups	24.447	327	.075		
	Total	24.469	329			

Source: SPSS [134]

One Way Anova test was used and the table shows that the value of sig [statistical significance] on the three scopes and on the total scope was [.903 , 385, .879, .862] these values are all more than the level of significance [0.05] which means that there were no significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to years of experience.

Hypothesis 5: "There are no significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to training courses".

Table 2.16. Analysis of Variances [One Way ANOVA]

		Sum of Squares	df	Mean Square	F	Sig.
Economic Self-management	Between Groups	.576	2	.288	1.876	.155
	Within Groups	50.168	327	.153		
	Total	50.743	329			
Technology	Between Groups	.143	2	.071	.422	.656
	Within Groups	55.272	327	.169		
	Total	55.414	329			
Schools' Acheivement	Between Groups	.170	2	.085	.612	.543
	Within Groups	45.444	327	.139		
	Total	45.614	329			
Total	Between Groups	.083	2	.041	.556	.574
	Within Groups	24.386	327	.075		
	Total	24.469	329			

Source: SPSS [134]

One Way Anova test was used and the table shows that the value of sig [statistical significance] on the three scopes and on the total scope was [.155 , .656, . 543, .574] these values are all more than the level of significance [0.05] which means that there were no significant statistical differences in the impact of self economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to years of experience.

Hypothesis 6: There is no relationship at the level of [α=0.05] between economic self-management and Schools' achievement.

Table 2.17. Linear Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.152[a]	.023	.020	.36861

a. Predictors: [Constant], Economic Self-management

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.049	1	1.049	7.717	.006[b]
	Residual	44.565	328	.136		
	Total	45.614	329			

a. Dependent Variable: Schools' Achievement

b. Predictors: [Constant], Economic Self-management

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	[Constant]	3.580	.205		17.492	.000
	Economic Self-management	.144	.052	.152	2.778	.006

a. Dependent Variable: Schools' Achievement

Source: SPSS [134]

From the tables above we can note that the value of R square is [.023] and the value of the adjusted R square is .020, this means that there is a significant correlation between economic self-management and Schools' achievement. It is obvious that self economic management interprets [.020] of the more effective coefficients on the school achievements.

From the Anova test we can make sure that there is a correlation between economic self-management and Schools' achievement from the value of sig. [006] and this value is < [0.05].

The hypothesis is rejected because the results show that there is a correlation.

Hypothesis 7: "There is no relationship at the level of [α=0.05] between technology and Schools' achievement".

Table 2.18. Linear Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.299[a]	.090	.087	.35581

a. Predictors: [Constant], Technology

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.089	1	4.089	32.296	.000[b]
	Residual	41.525	328	.127		
	Total	45.614	329			

a. Dependent Variable: Schools' Achievement

b. Predictors: [Constant], Technology

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	[Constant]	3.049	.194		15.716	.000
	Technology	.272	.048	.299	5.683	.000

a. Dependent Variable: Schools' Achievement

Source: SPSS [134]

From the tables above we can note that the value of R square is [.090] and the value of the adjusted R square is. [087], this means that there is a significant correlation between technology and Schools' achievement. It is obvious that technology interprets [.087] of the more effective coefficients on the school achievements. From the Anova test we can make sure that there is a correlation between economic self-management and Schools' achievement from the value of sig. [000] and this value is < [0.05]. The hypothesis is rejected because the results show that there is a correlation. Regarding the open ended question section, the sample responses were studied and the results included the following:

Question one:

What do you think the effect of the school identifying its vision and educational philosophy on school achievement? The sample responses indicated that they assure that identifying the school vision and educational philosophy have a big effect on school achievements in terms of the developments of the school buildings and equipments, and the students achievement in all the school subjects. They mentioned that identifying the school vision and educational philosophy improves the quality of the offered services, helps to identify the priorities and the required supplies, identifies a common vision for all the workers in the educational institution, and increases the level of the school commitment towards the beneficiaries.

Question 2:

What do you think the effect of the school determining its educational objectives on student achievement? The sample responses indicated that they confirm that determining the educational goals and objectives develops the educational process, helps in better execution of the curriculum, organizes evaluation methods m and improves the students' achievement.

Question 3:

How does the administration enjoyment of powers of appointing cadres affect school achievements? The sample responses assure that the enjoyment of powers of appointing cadres gives the administration more opportunities to hire cadres who are well qualified which will help in realizing the school goals and in developing the school buildings and capabilities according to requirements of the whole educational process.

Analysis of Metsav Test. Metsav tests are exams done at Arab schools in Israel for the second, fifth, and eighth grades in the subjects: Arabic, Hebrew, Science and English. These exams test the students' achieivement evevry 4 years and executed by the Regional Committee for Measurement and Evaluation which is related to the Ministry of Education [69]. The results of these exams are open; every one can reach them using the school code. The exams were done in 2011 in the schools included in the current study, and after 4 years during which there were integration of self economic management and computerized programs, the exams were done again in 2015 and the results were announced in 2016. It is noticed that although there were other factors that might have an influence on the results but the influence of self economic management and computerized programs was assured by the teachers and principals included in the research sample.

Here is a brief analysis of the results of the two mentioned tests:

Fifth grades results change before and after decentralization at the schools of northern Israel

According to the Ministry of Education, the gap between students in Israel in both communities, Arab and Jewish, have widened during the past years, as proved by the results of Meitzav through the different grades and across the various school subjects, which endangered the educational process as whole, therefore, the Ministry have devised new and multiple methods including decentralization of school administration as means of supporting the schools provide for the students needs, since the ministry does not allocate satisfactory budget for the Arab schools in Israel [113, p.250]. In the following graph the results of fifth grade students are presented showing the differences in achievement among students in various subjects indicating the positive impact of decentralization on the students' Meitzav outcomes in Science and technology as shown below:

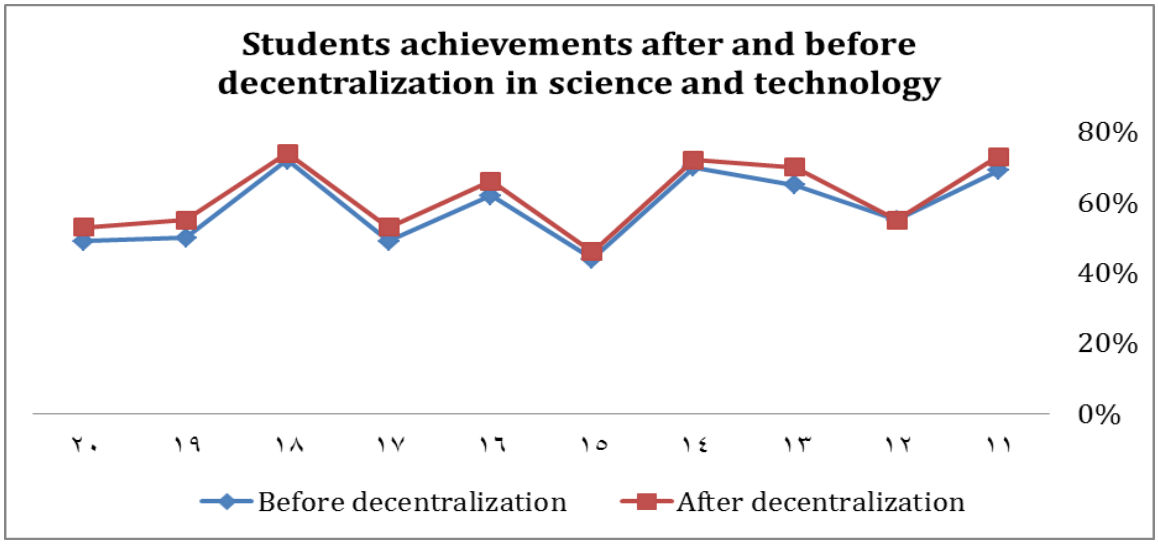

Fig. 2.3. Students' Meitzav outcomes.
Source: Elaborated by the author

As the graph indicates, the majority of the schools witnessed noticeable improvements in the fifth graders achievements after decentralization comparing to before applying it. Since the application of decentralization in the Arab schools in Israel, the outcomes of the students significantly rose as years go by. Some of the schools included in the graph has taken huge steps towards improvements in their students' outcomes as in the case of school 1 that its percentage rose from 45% to be 68% which is a huge advancement confirming the outcomes of the previous literature on the positive impact of decentralization and technology in the schools and local community involvement in the educational process, as the results of these schools show. These advances are related closely to the integration of computer and computer aided education in the educational process through lessons and computer-based homework that improved both the

student's computer skills and learning of the material that is indicated by their achievements in the Meitzav examinations. This is applied to the schools that have the possibilities and abilities to follow this path. The change as shown was barely clear, but the comprehension and involvement of the local community and bodies in the school support with all the available possibilities decreasing the burden from the schools principals to focus more on the improvement of the students academic achievement rather than thinking of means to provide them with all the necessary and lacking equipment and needs. The underachievement of other schools for sure is not acceptable, so it is important to generalize the advanced schools strategies and methods of support to those schools in order to improve the general outcomes of the Arab schools as a whole. As for the fifth graders outcomes in Meitzav in the subject of languages (Arabic/Hebrew/English), the results were unstable, showing constant rise and fail in the students' performance in these languages:

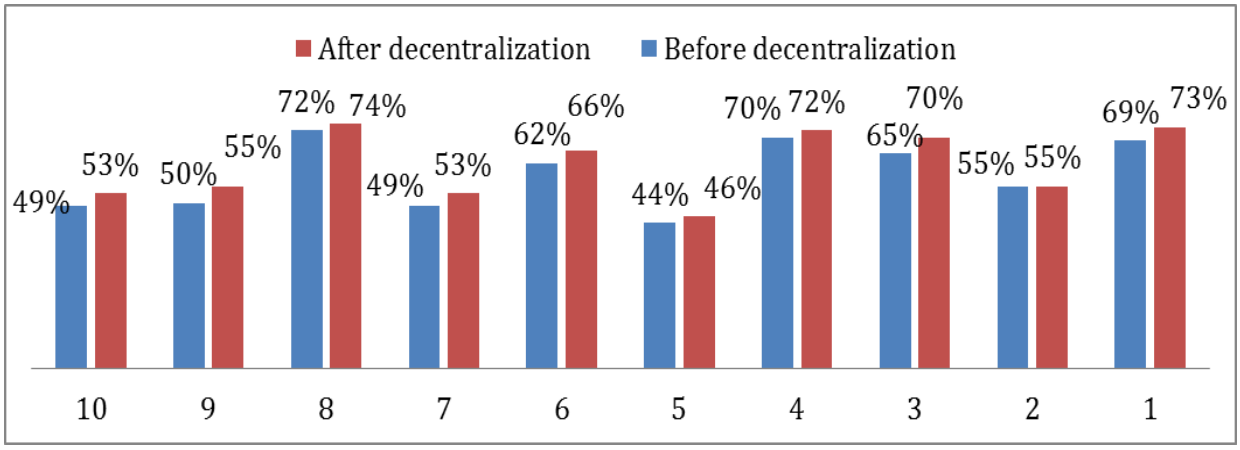

Fig. 2.4. Constant rise and fail in the students' performance
Source: Elaborated by the author

Compared to science and technology, the fifth graders achievement in the languages Meitzav were somewhat disappointing. The results although show slight improvement in languages among students, they reflect general weakness in these languages and mostly the English language that is considered a foreign unpracticed languages in the Israeli general community context. Nevertheless, the 8th and 1st schools outcomes are encouraging as showing observable advancement by the 8th and 1st schools that is significant, in addition to the 3rd school where the results ranged in 70-79% which is a moderate outcome that for sure is expected to bet better by the years and the effective community support at all sectors.

Students in fifth grade who took the exam in the spring of 2012 showed a decline in achievements compared to previous Meitzav results. Among fifth-graders, the average math

score declined from 549 points in the last exam to 542 points this year. Scores in science and technology was decreased by 4 points. In language-related subjects such as Hebrew and English, a 10-point increase was recorded [110, p.20]. Another indicator of the positive impact of decentralization and technology integration in the schools is the improvement in the student's math outcomes in the Meitsav test between 2011 and 2016 as shown in the following Fig.2.5.

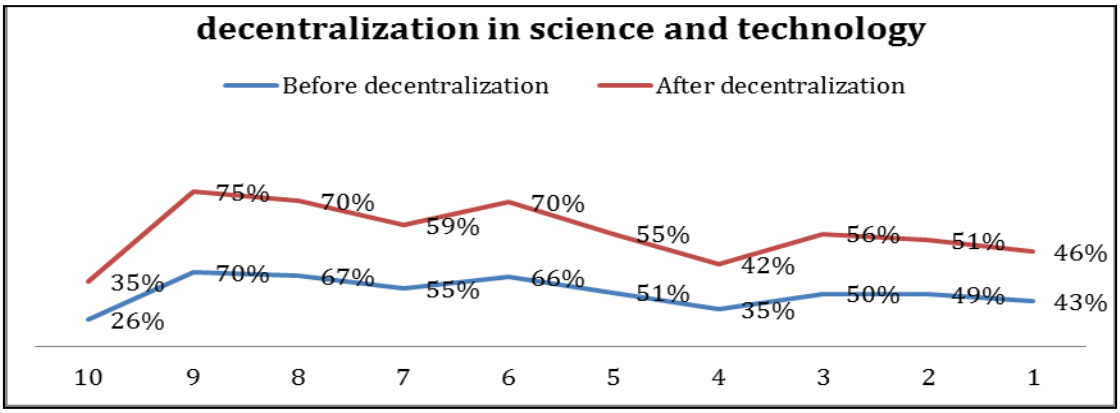

Fig. 2. 5. Students achievements before and after decentralization in science and technology.
Sourse: Elaborated by the author

The figure above shows the improvements in the outcomes of selected schools in northern Israel indicating progress in the results of the students Meitzav math exams, although the improvement is slight in some schools, but it is significant considering the meager financial support the Ministry allocates to the Arab schools community, that differed after the application of decentralization and technology integration in the educational process. As shown in the graph, the percentage of success increased and ranged and average increase of 9% for most of the schools in the sample. Generally speaking, the average grade of 5th graders in mathematics went up from 526 last year to 549 this year, as English results jumped from 508 to 525. Science and technology grades improved from 524 to 532 while Hebrew exam scores showed slight improvement – rising from 521 to 528 [100, p.123].

Yet, for all subjects and all levels, the educational gap between Jewish and Arab pupils also stood at dozens of points, still, the report stated that while overall, grades have gone up in Arabic and mathematics, as well as in science and technology – which saw an overall increase of close to 20 points – the data showed an average drop of five points in Hebrew [110, p.21].

2.4 . Conclusion at the chapter 2

In chapter 2 research demonstrated that the self financial management involves the schools work on getting financial resources for its activities as the Israeli Ministry of Education agrees on the school's turn to SBM after signing contract with the municipality to provide resources, and it is the school's role to find allocations besides those from the government to finance its activities and projects. The gap between the Arab schools and Jewish counterparts is clear and huge, since the Arab municipalities suffer governmental neglect and loss of finance that made them weak which also affected their ability to offer high support for the SBM Arab schools. Reorganization and cooperation between the schools on one hand, and the municipalities, parent and families, local bodies, commercial sectors in the municipalities to elevate the schools level and improve the educational outputs.

Investigation accomplished in the second chapter let us to propose following points:

1. In conclusion, after interviewing school principals that self-management and about the importance to the integration of technology in these schools and the allocation of budgets for the conversion of these schools have led to progress in the achievements in these schools, and and analyzing the exams was find that this model has a positive impact on the progress of achievements in the schools.
2. Results of the field study showed that the sample contained 330 individuals including 90.9% teachers and 9.1% principals. 81.5% holders of bachelor degree, 15.5% holders of master degree and 3% holders of PhD degree. 20% with years of experience less than 3 and 28.8% with experience 3-6 years and 60.3% with years of experience more than 6 years. 10.3% with number of training courses less than 6 and 50% with 6-10 training courses and 39.7% with more than 10 training courses.
3. Implementation of technology scope was 3.93 and according to Likert scale was [agree], which means that the sample agreed about the implementation of technology integration in the school, the sample also assured that the aspects of technology integration are observed in the schools.
4. Investigations demonstrated that it is very important cooperation between schools and local authority which must support them whith the necessary needs and budgets. The Arab community is built on families and relatives, so there are some schools that have difficulty in obtaining the necessary equipment and cooperation from the local authority.

3. THE DEVELOPMENT OF METHODS OF FINANCIAL SELF MANAGEMENT OF SCHOOLS IN ISRAEL BASED ON CROWD FUZZY THEORIES AND MULTIFACTORIAL APPROACH

3.1. The development and institutional changes in the financial self management system of school in Israel, clustering of the school system in Israel and Republic of Moldova

Israel's primary education system, in which some 800,000 pupil's, currently participate in 2,200 educational institutions, developed in three main stages.

The first stage, which was launched the first two decades of Israel's existence was characterized by a melting-pot policy. Half of the country's populatin arived from immigrant families, in some localities immigrants formed the decisive majority. In order to promote the development of a homogeneous society and to blur differences and disparities between immigrants and veteran Israelis and between Jews of Western and of Middle Eastern ethnic background, a uniform curriculum was adopted for the entire pupil population. The main goal was to do away with the various educational streams that had existed prior to the founding of the state and to absorb and unite the immigrants under a 'single uniform curriculum – to ensure the development of one unified people within one state, by means of a single curriculum. Schools and teachers have been regarded as partners in the ideological mission to forge a cohesive society. This aspiration to uniformity cast the teaching profession in a conservative mold and impaired its ability to address the tremendous differences that actually existed between different pupil groups [36, p.137].

The second period was launced in the late 1960s when an approach gradually emerged that called for emphasizing differences in pupil needs over uniformity in the provision of educational services. This was the child centered approach. It led Israel's primary education system to stress individually-tailored instruction, to encourage independent learning and to foster the acquisition of inquiry based learning; it promoted active learning, enrichment of the learning environment, the offering of electives, schedule flexibility and a multi-year curricular structure, democratization of the school social framework, involvement in the community, an emphasis on identifying individual pupil needs and a diminished reliance on standardized assessments. [88, p.220] Additionally, a trend toward differential allocation of learning resources took hold, in which priority was given to disadvantaged populations, this in turn created the conditions for large-scale adoption of a school autonomy philosophy as a result third of Israel's schools became self-managing [87, p.200].

The third stage in the development of Israel's primary education system is characterized by contradictions in the realm of pedagogical policy. On the one hand, a teacher empowerment policy and a trend toward transferring authority to the schools; an understanding of the new information age and accessibility to knowledge and its concomitant re-casting of the teacher as "facilitator" guiding the pupil to knowledge sources, rather than serving as the sole source of knowledge in the classroom. This trend harmonized with the growing tendency toward encouraging pupils to actively build their own individual "knowledge maps" and toward employing the computer for instructional purposes. These approaches drew strength from Israel's medium to low rankings on international scales of scholastic performance, and from growing criticism of instructional methods that gave pupils excessive degrees of creative and scholastic latitude. This is reflected in the growing use of strictly-defined and rigid instruction frameworks for the entire pupil population, as well as in the development of a culture of high-stakes testing. Israel's primary schools have, thus, undergone three major changes in pedagogical approach – changes that have, necessarily, affected their organizational and administrative structures. Schools have transitioned from a climate of extreme centralization to one of pedagogical autonomy and self-management, while a current trend toward standardization is restricting the freedom of the teacher and the educational institution and transferring significant pedagogical latitude from the schools back to the central planning authorities.

At the end of primary education, for students was possibility to move to the secondary education system, divided into junior and senior high schools. In 2014 610,000 pupils were enrolled in 1,588 schools comprising Grades 7 to 12. Nearly half [47%] of these schools are operated by non-for-profit organizations, while the other half are run by local authorities [38%] or the Israeli government [15%]. Up until 1979, when secondary education became open to the majority of Israel's pupils, a selective system was in place. Graduates of the primary education system were divided into three groups: those headed for academically-oriented study in "grammar schools," those headed for vocational training at "technology schools," and those who entered the workforce directly. Government change series of policy and opened the gates to secondary education for a growing percentage of young people, through Grade 12. These measures included: the decision at the end of the 1960s to enact an education reform lengthening the period of compulsory education to age 16 and the period of free schooling to age 18; the establishment of junior high schools with upgraded curricula; the elimination, in 1973, of screening exams for secondary education; the reformed matriculation exam system, instituted in 1979, which provided for a more varied curriculum reflecting pupil needs, multiple inteligence and differences; the trend toward differential budgetary allocation as a means of strengthening

disadvantages for populations, these policy contributed to a profound change in the structure of secondary education in Israel [45, p. 115]. Over the course of the last three decades this change has been reflected in three main indices: a greater number of pupils from the middle to low range of the socioeconomic scale completing the twelfth grade; a greater number of pupils finishing high school with a matriculation certificate; and a greater number of pupils gaining admission to institutions of higher education.

The central government was implemented most education decisions. In 2011, the central level took 50% of all decisions in lower secondary schools, compared to the OECD average of 36% (Fig.3.1). Ministry of Education implemented policies in domain of planning, structure and resource decisions, including decisions on personnel management, primary and lower secondary schools [with the exception of a relatively small sector of vocational training schools] are directly administered by the central government, while most upper secondary schools are under the authority of local governments. According to an *OECD study*, this was objective of ensuring compulsory schooling in primary and lower secondary schools during the early days of statehood.

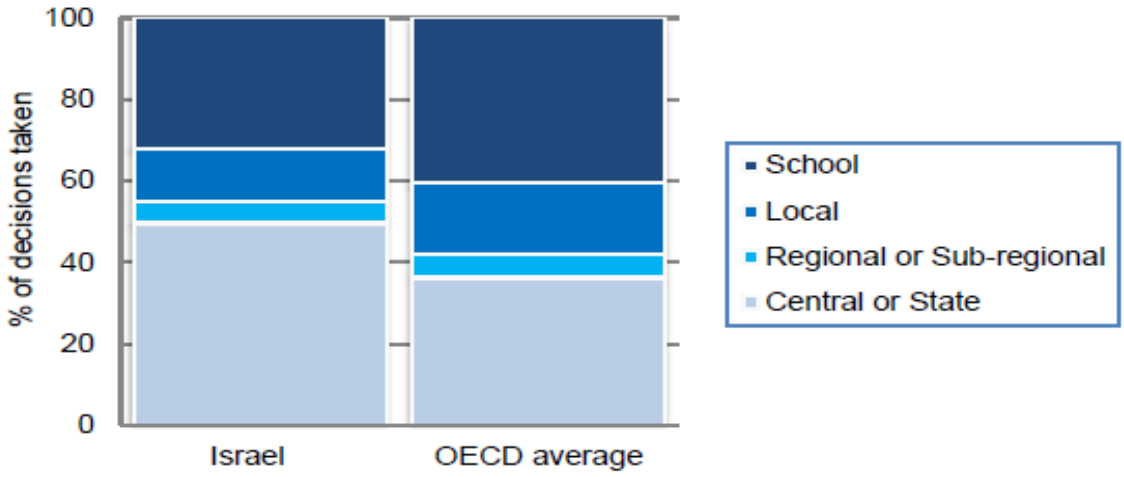

Fig. 3.1: Percentage of decisions taken in public lower secondary schools at each level of government
Source: [77].

We have to mention that the school autonomy has increased in Israel, school leaders and teachers have more flexibility due to recent reforms. In the lower secondary level of schools was take fewer decisions in comparition whith other OECD countries (32%, compared to the OECD average of 41%), (Fig.3.1). In 2012, Israeli school leaders reported that their schools have around average autonomy over curriculum and assessment. In Israel schools have less autonomy over resource allocation than the OECD average programmes created more autonomy for schools. The programme for self-management (*Nihul atzmi*, 2011) includes 1 678 primary

schools [equivalent to 94% of all schools]. This programme aims to grant schools greater autonomy for decision making, for example, in pedagogy or use of resources and receive some funding from local authorities and the Ministry of Education to use at their discretion, with a possibility to create new programmes and activities. Meaningful Learning Programme established 70% of the curriculum was defined as core knowledge, and teachers received autonomy in teaching and student assessment for the remaining 30% of the curriculum and are expected to use innovative methods of teaching and evaluation for the non-core curriculum. School principals took on responsibility for the quality and subjects of professional development for teachers in Their School.

Funding for schools is mostly provided by national and local governments. Funding varies between schools according to the school stream and the local government. The Ministry of Education provides schools with grants for teaching services and infrastructure, as well as support for transport services for school children, with municipalities often providing additional funding. The situation is different in the Arab schools education stream tend to be underfunded, as they are often located in less affluent areas. National data show that more affluent local governments can provide up to 10-20 times higher funding per student for schools than less affluent local governments. In Israel Government has primary responsibility for public **funding of higher education institutions**, this funding is largely allocated through planning by the Council for Higher Education and its budgeting sub-committee. Around 47.6% of total expenditure for tertiary education comes from private sources (compared to the 2012 OECD average of 30.3%), and 29.6% comes exclusively from household payments for tuition or other fees for tertiary institutions. In Israel vocational education and training are funding from multiple sources such as the Ministries of Education, Economy and Industry, and Security and according to an OECD study, both vocational education and training and tertiary education institutions have been affected by decreasing budgets and cutbacks in recent years.

After making a remark with example of school system in the Republic of Moldova Ican say that state policy in the field of education, including in the field of higher education, is framed by the Law on Education of the Republic of Moldova no. 547-XIII dated 24th of October 1995. The Law on Education regulates the organization and operation of the educational system.

The educational system in the Republic of Moldova has several levels and stages:

I. Pre-school education

II. Primary education

III. Secondary education:

1. Secondary general education:

a] Gymnasium [basic] education;

b] Lycee [General School] education.

2. Secondary vocational education.

3. Secondary professional education.

IV. Higher education

V. Post-graduation education

1. Specialized post-graduation education

2. Post-graduation education

The educational system also includes other forms:

– Special needs education;

– Complementary education;

– Adult education.

Pre-school education in Reublic of Moldova, covers children aged from 3 to 6 year [7, p.144] primary education lasts 4 years [I−IV grades]; gymnasium education has a five-year duration [V−IX grades]; lycee education lasts 3 years [X−XII grades]. Secondary general schools [eleven-year length of studies] will exist until the end of the period of transition towards the new structure of the educational system [70, p.240].

In Republic of Moldova the length of day-time studies is 2−3 years. The duration of part-time studies is one year longer. Higher education is delivered by higher education institutions: universities, academies and institutes. Specialized post-graduation education is provided by higher education and research institutions which dispose of the required conditions for theortic and specialized education of researchers and of the teaching staff. Post-graduation education is implemented by the means of doctorate, post-doctorate and other types of post-graduation courses, and as well as professional development courses provided by research and accredited higher education institutions.

Lifelong learning courses are delivered by specialized vocational training institutions and by other types of public or private institutions which are subject to academic accreditation or hold are licensed to deliver such training according to the legislation into force.

In 2014 the expenditures for support teachers' salaries and equipment supply to resource centers were included in the schools' per-student normative:

▫ Support teacher - 76.0 MDL

▫ Resource Centre - 84.8 MDL

For the past three years, the Ministry of Education has been promoting social accountability instruments across the country's educational establishments, with the support of

the World Bank [130]. As part of these education system reforms, schools have received greater autonomy, and are now empowered to engage more with local communities in managing their financial and human resources.

The benefits they gained with financial autonomy are many it is all about being better at governing our school at a local level. They received a chance to make decisions on the teaching system they run there; they received a chance to develop, to invest, and to determine their priorities on their own: we do what we need the way we like. The lyceum's story is part of the *school-based management reforms* introduced across Moldova with the help of the World Bank. Moldova was one of the first countries to join the *Global Partnership for Social Accountability*, a World Bank-administered initiative that promotes citizen engagement in the activities of public institutions [124, p. 28].

Changing approaches was not easy at first, however, as school directors and teachers needed to learn how to run a budget and how to efficiently procure goods and services. But, as argued in Ministry of Education Minister, the effort was well worth it. When they first raised the issue of quality of education, everybody would come back to us and say 'yes, but we need proper financing'. And we agreed: schools have to be well-financed. But what does it mean, how much and where do we get the money? The first thing we should do is to look into the funding that is already allocated. And see whether this money is used properly and in a transparent manner.

Central to the success of the reforms was the understanding that schools are institutions that know best what it is they need and how to finance their activities. The first thing they did was to implement the financing autonomy of schools. And in the last three years, they have seen lots of projects being implemented by schools with almost the same money, which proves that the money is now being spent more efficiently. Social accountability works as a multilateral coalition, where both parents and students are key. The benefits Moldavian school gained with financial autonomy are many – its all about being better at governing school at a local level, they received a chance to make decisions on the teaching system they run there; they received a chance to develop, to invest, and to determine their priorities on their own.

In my opinion, greater autonomy for the school comes with three specific strengths: power in decision-making, responsibility, and transparency. With this, students, parents, teachers and indeed the whole community can hold the school accountable for the quality of education it provides, and such an education can then enable Moldova's children to be more competitive and to pursue their dreams. Quality Education Project was designed in the rural areas in Moldova to contribute to the Government of Moldova's goals of improving quality, access and efficiency of

the education system. The Project Development Objective is to help the Recipient in improving the quality of education in the rural areas in Moldova [106, p.20].

The original Credit was funded through a grant and a credit in the amounts of SDR 3.6 million each (US$5 million equivalent, for a total of US$10 million equivalent) to be implemented over a period of four years. The Project was adopted on February 14/ 2006, and became effective on August 7/ 2006. The last date for the Project was May 31/ 2010, but it was later extended by 24 months. The current closing date is May 30/2012. Since its approval, the Project has steadily moved toward achieving its Development Objective (PDO) which has throughout its lifetime ranged between the ratings of *Moderately Satisfactory* and S*atisfactory*. The latter has been the rating for the past twelve months. The Project Development Goal is measured through the improvements in average learning in rural schools and the reduction in the gap in achievements between rural and urban schools [97, p.34].

Average learning in rural schools has steadily increased to a total of 3% from the baseline in the academic year of 2006/2007 to 2009/2010. In 2010, test scores decreased dramatically, going below the baseline for the first time, since project approval. This expectation, according to the Ministry of Education, is due to the introduction of a new system for the Baccalaureate Examinations which has raised issues of comparability with the previous years' scores. First, the new system consists of a more participatory and transparent mechanism for monitoring students when they take the test with parents, community leaders, rayon authorities and representatives of the Ministry of Education now part of the group of test invigilators. Second, the content of the tests has been revised and the new test items introduce competency based questions in addition to content knowledge, as well as an increased number of problem solving and critical reasoning items. Third, a Special Committee which reverifies the highest and the lowest test scores nationally, increasing the consistency in grading and reducing the chance of tampering with individual test result. These three general changes in the Baccalaureate examinations is seen to have been decisive in achieving an improved system for Moldova's school graduates, one that is fair, transparent, reliable and includes modern forms of testing. This new system of the Baccalaureate Examinations has had an important impact in terms of measuring the achievement of the PDO. It has created comparison problems between two dissimilar tests making the monitoring of progress over time (as was being done from the Project's inception) untenable [98, p.250].

The difference in achievement between secondary school students in rural and urban schools, on average, is decreased has been achieved. The end of project goal was a 6% decrease in the rural-urban gap in achievement scores. Now, based on MoE data, there is only a 3%

difference in average Baccalaureate scores between rural and urban schools. The project Implementation, including compliance with credit covenants, is also rated as Satisfactory.

Table 3.1: Key Achievements Financed by the Project

1. Improving Teaching and Learning	(a) publication and distribution of new textbooks and teaching guides for physics, math, biology and chemistry for Grade 12 in all rural schools : (b) publication of guides for the implementation of modern curriculum for all Iyceum subjects: (c) retraining of teachers in the new curriculum for Grades 11/12: and (d) Moldova's participation in PISA 2009 plus.
2. Increasing Access and Equity in Rural Schools	(a) equipping 1,176 schools with equity school grants: and (b) equipping 300 schools with quality grants.
3. Increasing Efficiency in the Use of Resources	(a) Pilot of formula financing in two rayons: (b) Pilot of school optimization: (c) completion of feasibility study on school optimization nationwide which informed the development of the Government's Education Reform Program: (d) Provision of school optimization grants to pilot rayons: and (vi) provided grants to incentivize school optimization in 2 pilot rayons and nine additional select rayons (where PCF will be implemented starting January 2012).
4. Strengthening Education Planning and Monitoring	(a) PR campaign to support education reform activities on the project. (b) Training of MoE staff on education planning and management.

Source: [47].

Implementation has been particularly effective in the past year and, at present, 80 percent of the total allocation has been disbursed. There are no outstanding fiduciary problems and the audits have been submitted on time and auditors issued unqualified opinions. The proposed AF would neither trigger a new safeguard nor change the current environmental category [48, p.16].

The Project is organized into four components:

- Improving Teaching and Learning;
- Increasing Access and Equity in Rural Schools;
- Increasing Efficiency in the Use of Resources; and
- Strengthening Education Planning and Monitoring. The key achievements financed under the Project are listed in Table above.

The roll of efficiency reforms while at the same time increasing the quality and relevance of its education system, Moldova's main challenge in the next 4-5 years. Highly commendable is the fact that initial gains in efficiency reforms have already achieved by the Government of Moldova (GoM). With support from the ongoing Project, the Government since 2010 piloted school optimization and formula funding in two Rayons (Căuşeni, Rîşcani) and as mentioned previously, surpassed original objectives by expanding formula financing since January 2012 to seven additional rural Rayons (Criuleni, Cantemir, Călăraşi, Nisporeni, Taraclia, Ştefan Vodă, Glodeni, Leova, Sîngerei) and two urban municipalities of Bălţi and Chişinău (Government Resolution Nr. 535 of July 14, 2011) [92, p.20].

In addition, based on strong policy work conducted by the World Bank and approved by the International Monetary Fund (IMF), the Government has embarked on a set of ambitious initiatives reflected in the Action plan for education structural reform implementation‖ prepared by the MoE.

This action plan has three objectives:

- Ensuring equal access for all children to quality education;
- Increasing flexibility in labor relations in education; and
- Efficient use of financial allocations.

Table 3.2. Proposed Changes to the Results Framework

PDO Indicator	Original target	Changes with AF	Revised target
Improved learning in rural schools (as measured by average achievements scores in Baccalaureate examinations).	Increasing the overall average and subject's examinations averages by 5 percent from the (2006) baseline.	Change in use of baseline from the 2006 average scores to the scores of 2010/2011 due to overhaul of the system of the Baccalaureate Examinations.	Increasing the overall average and subject's examinations averages from the baseline of 2010/2011.
Intermediate Indicator			
Implementing formula based funding in two pilot Rayons.	Formula piloted in two Rayons.	The AF would finance training of education personnel and school directors in seven additional rural Rayons which are likely ready to pilot the formula starting January 2012. The target is revised to be nine rural Rayons (this includes the original two pilot Rayons).	Formula piloted in nine rural Rayons.

Source: [48].

Results Framework and Project Development Objectives (PDOs)

The Project's Development Objective (PDO) would be reformulated to be compatible with its Financing Agreement (both original and the one for this additional credit). This change is strictly editorial and of no bearing to the Project's objectives. The original Project's Development Objective in the Project Appraisal Document reads: The Project Development Objective is to increase the quality of education in rural areas of Moldova. The revised PDO would read: The objective of the Project is to help the Recipient in improving the quality of education in the rural areas in Moldova [24, p.87].

Table 3.3. AF Activities

	Specific Activity	**Proposed AF Allocation (US$ equivalent)**
Component 1: Improving Teaching and Learning.	Carrying out studies to support the development of standards for receiving schools.	105,400
	Carrying out studies to support the development of Human Resources.	100,600
	Strengthening Ability to Monitor Quality of education through support to the Examination Agency.	89,872
Component 3: Increasing Efficiency in the Use of Resources.	Collection of data on drop-out rates of children affected by rationalization.	55,956
	Providing training to education personnel at all levels on the implementation of formula financing and school optimization.	441,586
Component 4: Strengthening Education Planning and Monitoring.	Public Relations/ Communications activities including PR consultant.	88,575
	Project Coordination Team	88,011
Operating Expenditures		30,000
Total		1,000,000

Source: [48].

In light of changes in the testing system and the obvious comparison issues, it is proposed that the 2010/2011 Baccalaureate Examinations be used as the baseline to measure this outcome

indicator. Thus, the new indicator would read in the same way, (Improved learning in rural schools) as measured by average achievement scores in Baccalaureate examinations, but the end of project goal would be modified to read "Increasing the overall average and subjects' examinations averages from the baseline of 2010/2011" rather than "Increasing the overall average and subject's examinations averages by 5 percent from the [2006] baseline".

Economic and Financial Analysis

The economic foundation that promotes the proposed AF and related activities is the same as that for the original Project, namely:

(i) improving teaching and learning in rural schools;
(ii) increasing efficiency in the use of resources; and
(iii) Strengthening education planning and monitoring.

All the components and the activities of the project can be mapped to one or more of the above objectives. The government spending on education has consistently increased since 2005. Within public sector services, spending on education receives the second largest share after social protection. Spending on education in Moldova reached a record 9.4 percent of GDP, the European average being 5.5 percent of GDP. While this could be partially attributed to the economic downturn in 2009, the growth of education expenditures has also played its role. It was only during 2008-2010 that the education expenditures grew as a share of total government expenditures from 19.8 percent to 22.4 percent. Education is also the sector with the largest share of general government employment (excluding the Social and Health Funds 'employees) representing over a half of the total general government wage bill in 2009 and making it difficult to balance between competitive salaries and current staffing.

The Government's medium-term expenditure framework (MTEF) projects real GDP growth of 5 percent each year with inflation around seven percent (slowing to five percent in 2013). Each year through 2014, total education expenditures are projected to grow by an average of five percent per year in nominal terms (below the rate of inflation) compared to an average of 10 percent for all government spending. As a result, education spending would decrease as a percent of GDP from 9.4 percent in 2009 to 7.2 percent in 2014 while increasing in nominal terms from 6.7 billion lei to around 8.0 billion lei over the same period [97, p.35].

In the short to medium term, the Government will need to keep moving forward with the reform program. The ongoing project was intrinsic in jump starting this reform and the proposed AF would be critical in helping Government maintain its momentum and complete the reforms initiated. In particular, the proposed AF would support increasing efficiency in the use of resources (within school optimization i.e. reduction of the number of classes, optimization of the

network of educational institutions including, expansion of formula financing mechanism) while strengthening education planning and monitoring, and improving teaching and learning in particular in receiving/hub-schools. The more immediate activities that need to be undertaken are the strengthening of receiving or ―hub schools and the development of human resources of education personnel particularly teachers and school directors [98, p.36].

The Government of Moldova Resolution Nr. 535 of July 14, 2011, envisages also the expansion of formula financing (combined with more autonomy to local authorities and school principals) with better incentives for schools and local authorities to create bigger classes and schools piloted in the framework of the project in two pilot Rayons– îşcani and Căuşeni. Since January 2012, it is planned that more Rayons, at least nine more (seven rural and two municipalities) will be covered. This is another area where technical assistance is needed so that financing formula and school optimization training at all education levels, as well as support with communication and public relations activities can be implemented [99, p.130].

Given its satisfactory implementation track record, institutional arrangements described in the original Project Appraisal Document would also remain unchanged and the implementing agency, the MoE would continue to implement the Project.

The proposed AF would only finance technical assistance and therefore there are no environmental and social safeguards triggered. Both procurement and financial management has oscillated between ***Moderately Satisfactory*** and **S*atisfactory*** throughout the life of the Project. The ratings for both have been *Satisfactory* for the past year and a half. The financial management functions for this Additional Financing would continue to be managed by the MoE - primarily through the MoE's policy, budget, and finance department. This department would continue to be responsible for the flow of funds, accounting, reporting, and auditing for the Project through the extended period of implementation, and would continue to be supported by Financial Consultant hired under the current Project. There would be no changes in financial arrangements concerning the proposed Additional Financing. The only change refers the disbursement of additional funds which would now flow through the Designated Account opened in the State Treasury. This change is consistent with the Government of Moldova's policy to consolidate its state budget and have additional controls over budget spending. The Bank considers the Treasury system reliable and follows this aspect of the country system in all projects whenever possible [97, p.33].

The existing Project financial management arrangements have been regularly supervised by the Bank team. The MoE has consistently complied with the financial management requirements as prescribed by legal documents. The existing formats of the IFRs would continue

to be used and the MoE would continue to generate these reports every quarter, and would submit them to the Bank no later than 45 days after the end of each quarter. The Project is annually audited by an independent audit firm selected on a competitive basis and these arrangements would continue forward for the AF and extended implementation period. The audit Terms of Reference would be adjusted to accommodate the additional funds and the MoE would continue to be responsible for arranging the annual audit of the original Credit and AF with submission of the audit report within six months after the end of each audit period, which is calendar year. The audit reports for the current Credit have been issued on time and with unqualified audit opinion (the last audit report covering the FY 2010) [48, p.52].

At the time of Board approval of the Project in 2005, the overall Project risk was rated as *Moderate*. The attached ORAF assesses overall rating of the AF as *Loan*, given that it would only finance technical assistance with little to no risk to the achievement of its Development Objective during both preparation and implementation [97, p.28].

Among the various projects that the Ministry of Education has implemented are The Moldovan Education Reform Project (MERP) aims to ensure the quality of and maintain the access to general education while supporting efficiency reforms being implemented in the education sector. The Project is a World Bank-financed Specific Investment Loan (SIL), designed to be implemented over five years, between April 2013 and August 2018. It follows a performance-based approach, and as such, its disbursements are triggered by the achievement of agreed specific results [133].

MERP supports the Ministry of Education (MOE) reform program by financing activities that strengthen the quality of education and lead to a more efficient education sector. Education quality initiatives included in MERP are:

*Development and implementation of a school improvement package for receiving schools based on agreed upon quality standard

*Implementation of an updated modern system for training of school directors and teachers;

*Use of a consolidated Education Management Information System (EMIS) system for the entire education sector which will improve policy making;

*Consecutive and continued participation in the Program for International Student Assessment (PISA) [134].

One of the important target groups of the Project is teachers and school directors, who will benefit from increased professionalization and prestige of the teaching profession through a more modern system of staff training and, in the case of school directors, greater managerial

autonomy. In parallel, a new remuneration program will introduce measures designed to attract, develop, and retain teachers and school directors in an efficient and effective manner, while enhancing teaching quality and performance.ad suggested in Moldova [86, p.234].

3.2. The perspective of financial self management system in the framework of school in Israel

The Israeli school system still has a strong public infrastructure and most of the teaching hours are financed from the public coffers and most teachers are employees of the Ministry of Education or the local authorities, however, over the past three decades privatization has made serious inroads, as parents, nonprofits, and commercial bodies – referred to as "market forces" – play a growing role. Privatization is not only a product of the weakened public service network, but also a catalyst of it. With neoliberal social and economic policies, and a dwindling of public investment in education, the private sector has stepped up its involvement in funding and shaping education. And because private sector activity is rooted in family, sectoral, or business interests, the ability of the state to maintain control over the format and content of education is further eroded.

The principal manifestations of self management system in Israel school are as follows:

1. Severe cutbacks in state allocations for education together with increased private funding of public schools: Private funding leaves its mark on education by entrenching larger parental co-payments for all aspects of schooling; new curricula, special learning tracks, and smaller classes financed by parents; offering accelerated learning classes and matriculation preparation courses financed by parents; and supporting the establishment of "special" public schools that charge tuition.

2. Adoption of a free market model for the school system emphasizing the uniqueness, competitiveness, and marketability of schools: As part of this approach, school registration areas were partially opened, giving parents the opportunity to choose their child's school. In Israel self-management system was implemented in schools which operate as closed financial systems that raise resources independently and allow for commercial use of the facilities. In this schools they have, crowded classrooms, an over-burdened teaching staff, and lack of innovation in the public school system have led parents with means to create private educational initiatives for their children, accomplished with the open or tacit approval of the Ministry of Education.

3. Measurement and evaluation methods borrowed from the corporate world: Just as corporate success is measured by profits to shareholders, so too schools are now being measured by their achievements. The need to show achievements can be seen in the adoption of policies

that stress the measurement of outputs, devolve responsibility for outputs from the Ministry of Education to the school, and shift the emphasis from education as an intrinsically worthy activity to education as training for the labor force.

4. Private entrepreneurship: The establishment of schools and school networks by parent associations and commercial bodies; a growing trend to operate schools by veteran networks such as ORT, Amal, and Amit; the addition of new networks such as Ma'ayan Torah Education; networks fully owned by businesses such as Tomashin, Atid, and Sakhnin College; and ideologically-oriented networks initiated by parents and educators such as TALI, No'am, Mofet, and the democratic and anthroposophic schools.

5. Outsourcing and the commercializing of functions that had previously been performed directly by the Ministry of Education: This includes the planning, managing, operating, and supervising of programs and projects by educational nonprofits and businesses. As supplementary learning in Israeli educational system a implementing outsourcing whith the support of Ministry's core activities. Today entire areas of activity are no longer operated solely by the Ministry of Education: matriculation exams; many extra-curricular activities – enrichment courses, support programs for under-achieving students, and welfare programs; as well as the supervision and financial oversight of schools and projects.

6. Companies, nonprofits, and foundations operating within the schools: These bodies offer programs external to the regular school curriculum; they also operate projects, donate equipment, and sponsor educational activities without central guidance from the Ministry of Education and with only partial supervision by it. These private bodies fill the vacuum of diminishing public resources and are therefore welcomed by schools and local authorities, especially in poorer communities. In the absence of Ministry oversight, however, there is no assurance of a fair division of resources, oversight of curricular materials, supervision of teachers and of curriculum continuity.

7. The corporate ethos of "management flexibility" has fostered new employment arrangements for teachers, and recently also new training formats: Teachers can be hired as civil servants or as local authority employees who are subject to collective wage agreements; or they can have personal contracts under better terms and conditions; or they can be hired on a temporary basis with inferior terms – working as subcontracted employees or the employees of municipal companies. With regard to teacher training, currently the main channel for raising the level of schools is to deprofessionalize teaching by creating short training programs for former hi-tech employees, who will no doubt work as teachers for only a short period of time and not regard it as their primary profession [81, p. 141].

The movement to privatize education is part of a political-economic worldview that seeks to constrain the involvement of the state against a background of weakened regulation. Under these conditions, there are no one to safeguard the public interest or the welfare of the citizens at large [59, p. 28].

Privatization is now the primary strategy for improving the performance of the Ministry of Education, and the main form of managing education. Underlying the privatization of social services is the view that a government ministry should serve primarily as an administrator, while the services themselves should be outsourced. This is also the view of the Ministry of Education. But private bodies have accumulated enough power to undermine the ability of the Ministry to perform administrative functions and demonstrate leadership when it comes to educational policymaking.

A clear example of this is the burgeoning role of school networks: The continually growing number of schools in the privately owned networks is largely the product of educational problems in the periphery; at the same time, it is a way to deal with the failings of the Ministry of Education and the local authorities. The fact that the widespread existence of these networks did not narrow the gaps between students in disadvantaged and those in well-to-do communities has not led to a rethinking of the efficiency of this method.

Another example is the involvement of nonprofits and businesses in educational curricula. These bodies can sell to schools in poor communities almost any project in their repertoire, because the schools view their offerings as an opportunity to compensate for insufficient public funds and for the out-of-pocket payments made by parents in well-funded schools. The result is that ideological and commercial interests are gaining the ability to shape education, particularly where the system is weak. On the other hand, the Ministry of Education allows parents in wealthier communities to shape their children's education by introducing special courses or even special schools within the public school system funded by private resources, as this is perceived as the last hope to prevent a mass exit of the wealthy to private schools [education fully funded by private bodies is almost non-existent in Israel].

With respect to non-commercial bodies such as foundations and nonprofits organization which are not regulated an oversight mechanism exists only for curricula that are subject to parental payments in the framework of "additional study programs" and the voluntary acquisition of services. When a program is privately funded by the entity operating it, or jointly funded by the operating entity and the local authority, no data are collected and no screening or supervision is carried out. Officially, all school programs must be authorized by the Pedagogical Council and the District Supervisor. In practice, this is not done.

- PROGRAMS FUNDED BY PARENTS

Programs run by external entities that are funded even partially by parents fall into the category of "additional study programs." The cost for these programs has gradually increased, some authorized by the Ministry of Education and some implemented in the framework of "gray education." Any curriculum classified as "additional study programs" must have the approval of parents, the local authority, and the Ministry of Education through the District Supervisor. Operation of the program is conditional upon its funding by the parents or the local authority.
With respect to large organizations that work regularly with the Ministry of Education, such as the Karev Program, and supervision includes municipal steering committees. Jewish Studies curricula in state secular schools must be approved by a body called the Shenhar Staff.

Programs to bolster the study of Judaism in state religious schools are considered "additional study programs" and the voluntary acquisition of services. Since November 2009, the Ministry of Education has allowed the addition of up to five weekly hours of "intense additional study programs of Torah" in the state religious schools, financed by parents at a cost of up to NIS 5,000 a year [31, p.130].

In the state secular schools, the Ministry of Education allows for "additional study programs" comprising up to fifteen percent of the normal weekly school hours as of the 2009-10 school year, and there is a move to increase this to at least five weekly hours.
Payment for the "additional study programs" is part of the parental co-payments that must be approved by the Knesset Education Committee. The required approval process within schools, which requires the written consent of a majority of parents, is only partially implemented.

In practice, "additional study programs" that have become routinized go through the process of parental approval [sometimes only via the Parents' Committees] once every few years, and as long as no complaints are heard from teachers or students, they continue for years without re-examination. Some programs from the study curricula are free to choose by the students or teaching staff, and a few special programs are even chosen by the parents — the original intention of the "additional study programs" arrangement.

- CURRICULA NOT FUNDED BY THE PARENTS

Curricula not initiated or paid for by parents do not undergo the approval process required of "additional study programs", these programms are finansed by foundation or nonprofit organization, or jointly by the local authority and the operating entity. In these cases, the screening is carried out by the contracting party, the school network, or the local authority. The parents are generally not informed of the curriculum, and they usually do not distinguish between external curricula and enrichment curricula created by the Ministry of Education or the

local authority. Indeed, no public database exists of all the curricula and external entities operating in the schools, while the partial database created by the Institute for Entrepreneurship in Education has still not been made public. The work of screening, to the extent that it takes place, relies on informal data.

The lower the socioeconomic status of the school or local authority, the more likely it is to prefer curricula offered by foundations over curricula that would require funding by the local authority, in such cases, pedagogical considerations are shunted aside in favor of the promised resources. Philanthropy, however, is subject to economic vicissitudes, Israeli or international, and holds the risk of discontinuation.

Another factor influencing geographic distribution is the agenda of the external entity, which selects schools or local authorities based on its own interests.

Thus there is an open market, and the students are a captive audience of external curricula, driven by motivations that are often more economic than educational.

Notwithstanding the above, there are several ways to manage the activity of external entities in the schools and to subject them to supervision [13, p. 105].

1. Ensuring transparency and public accessibility to the information by making public a database containing all the external entities operating in the school system and all the programs they operate. A database of this kind was begun by the Institute for Entrepreneurship in Education, but it is not available to the public as of this writing.

2. Establishing a unit in the Ministry of Education to supervise the external curricula, similar to what was proposed by the Zeiler Committee. With a small investment, a second comittee could be established to authorize noncommercial programs, give teeth to the two committees, and define criteria to ensure pedagogical quality, hiring criteria, stringent screening of commercial content, and the like. Approval by one of the committees would constitute authorization, allowing the school or local authority to enter into agreements with the relevant entity.

3. Supervised distribution of the external curricula: The Ministry of Education could condition approval of a program on its placement in schools that actually need it and a commitment to a minimum period of operation, as is already the practice for programs run by the large foundations.

4. Enhancing and expanding parental authority to approve or reject curricula. It should be mandatory for Every School to obtain written consent from parents for every external entity wishing to operate in Their School. A parental oversight mechanism could thus supplement the oversight of the Ministry of Education.

This being said, it should be emphasized that philanthropy cannot take the place of systematic state investment in education, especially in the basic subjects and in the support programs for under-achieving students, and the spread of philanthropy and private funding provides legitimacy to state policies of under-funding the school system.

Ministry of Education are participated for years in what it calls "partnerships" with several nonprofits and foundations that serve as subcontractors, primarily in programs for disadvantaged populations and projects that integrate education and welfare. The principle "partners" are Yad Hanadiv, the Karev Program for Educational Involvement, the Sacta-Rashi Foundation, the Branco-Weiss Institute, the Association of Community Centers, and the Association for the Promotion of Education. To these should be added the JDC and the Jewish Agency, which have been involved for years in social services in Israel, including education, in general, and the foundations are motivated by a desire to advance educational goals. And yet, as revealed by the State Comptroller report about the Sacta-Rashi Foundation and other funding sources, the relationship between the Ministry of Education and these subcontractors are not free of problems, and not always consistent with the public interest:

1. The initial contract with the foundations stipulates their obligation to finance 50% of the project in exchange for an exemption from the tender and tender competition with other subcontractors. In some cases, the Ministry of Education interprets the 50% to include additional costs such as parental co-payments. Over the years, the portion paid by the foundations shrank while that paid by the local authorities and parents increased, and still the foundations continue to be exempt from bidding for a tender; the Karev Program is a clear example of this.

2. The Ministry of Education does not keeps regularly under control activity of foundations' budgets or activities, or even the channeling of funds from one project to another. Many foundation programs were originally intended for pupils from disadvantaged areas, but over time, for financial reasons, these budgets and others founds have been used for programs in affluent communities, diverting resources intended for disadvantaged populations suggests that public education interests have retreated in the face of the foundation's interest in maintaining itself.

3. When outsourcing activities, the Ministry of Education retains control and supervision; in contracts with nonprofits, on the other hand, the nonprofits themselves take on the responsibility for planning, operation, and supervision, thereby lessening the involvement of the Ministry and in this way the Ministry of Education divests itself of ministerial authority and transfers it to subcontractors.

4. When foundations are responsible for planning and supervision, they establish pedagogical and administrative mechanisms similar to those of the Ministry of Education and these mechanisms divert funding from the program itself, which then needs at least partial support from the state coffers. Furthermore, as soon as these mechanisms exist, they must be supplied with work, requiring the foundations to expand into other fields: The Karev Program, for example, developed an evaluation mechanism, and it now markets itself as an expert in that field; the Sacta-Rashi Foundation opened childcare centers, and then – based on this expertise and the mechanism it developed – became a subcontractor to implement the long school day and the school lunch program, which the foundation had been involved in promoting.

5. The foundations and their subcontractors employ thousands of persons in the field of education. Some are employed under personal contract with terms and conditions more favorable than those for persons employed directly by the Ministry of Education; others work on a part-time basis at minimum wage; and some, even professionals, are employed on an hourly and temporary basis under inferior working conditions with no job security, in this way, the foundations have contributed to the worsening of the employment conditions of persons working in the field of education; they bear partial responsibility for fostering a widening class of contract workers.

6. The subcontractors have been conducting these programs for so many years that the Ministry of Education has either lost its ability to run them on its own [cases in point are the SHAHAR programs for youth-at-risk, the courses for underachieving students, and the matriculation preparation programs], or it has simply relinquished responsibility for them [in the case of the enrichment programs]. Financial self-management aims through the involvement of teachers, parents and community leaders to improve the educational conditions of pupils, and thus improve educational outcomes, where David believes that the main criterion for judging the effectiveness of the Board of Directors, is in its ability to connect extra-curricular issues such as competitions, and must be accompanied by awareness of the value of the broadcast system, control and accuracy in performance under any to the education process [14, p.12 9].

According to this program, the Board of Directors devoted too much efforts to achieve the main objective, that is, to improve educational outcomes through the provision of better learning conditions for students and guide them towards the desired behavior, and to clarify the unwanted behavior patterns whether through guidebooks or directives and direct instructions for all of students and parents, to ensure the progress of students, to motivate, encourage and to praise them. Both (Volansty& Fredman,2003) focus on the need for an agreement between all parties that dealing with school pupils, parents, and employees, in order to maintain order and

school discipline and the participation in the preparation of a simplified procedural manner. That is to enhance the school board policy, whether by its Department of Education, and by providing an opportunity for teachers and administrators to join continuous training programs, by providing a full support for the all procedures that concluded by the school [102, p.223].

Financial self management will increase student achievement through the development of flexible curricula in line with the students needs, leading to increase motivation; they are so saving the current system which is controlled by bureaucratic management, by imposing a single curriculum to fit the needs of all regions and groups.

Yitzhak Friedman, 2010 dealt with the experience gained in the operation of such schools self-management in Israel and in the West, he said that theories of modern enterprise and new trends in cognitive psychology suggest that schools are self-managed, educational organizations, can (and perhaps should) be based on five principles are: self-direction, accountability, intelligence Organizer, collective organizational learning and formative assessment. He reported that these are aimed at self-management that could achieve pedagogical goals, educational and academic academic achievement and social) clearly defined. [113, p.26]

According to the new plan of the Ministry of Education, school principals received budget from the Ministry of Education that will allow them to prioritize the management of independent schools. A careful reading of the draft resolution approved by the government, titled "Self-management - empowering the authority of the principal at the school," reveals that it is not significantly different from self-managed program has already led hundreds of schools in Israel, and that school principals manage their own budgets fairly broad and have the ability, under no strict regulation, to implement the policy. [86, p. 224].

The practical implications of the new policy is that the school principal will be governed now on two factors - the Ministry of Education (ie regulatory bodies suffocate him anyway) and a steering committee whose composition is determined not by him, but was imposed by the Ministry. These steering committees partners will assure two factors that created even more maneuverability of Directors. These are the local authorities and representatives of the parents.

Beverly, Topaz (2008) indicated that current, primary school principals do not perceive themselves as people have become more autonomous management with the transition to me. On the contrary, they indicate that they are less autonomous, because leadership is reduced leader bastard "according to Bastard Leadership (Wright, 2001) who is forced to act against their personal values due to many external dictates. For example, to employ a considerable part of school teachers under actual working hours, no social rights and customary benefits. Managers feel that they are closely monitored in carrying out economic activities in their schools. They feel

that "big brother" watching them at any moment. Her tough budgetary framework are needed, limits, in their opinion, the freedom to create unique pedagogical programs appropriate for their school students. Liberated directors' duty to take part to the initiative Education Ministry headquarters, they must now act as subject to the dictates of initiatives "and projects of the municipal education administration. Israel, like other countries, transit-oriented centralized orientation decentralized education system, is also affected by concepts together with the business sector: Increasing the efficiency and effectiveness: co-workers charged with implementing decisions, competition between schools, Marketing Strategy, Evaluation Indicators, and seeing students and parents as customers. Israeli model of self-management means beyond the external control center focused on internal control.Self-managed school, is defined by the Ministry of Education, as a school enjoys maximum flexibility in using all of the resources at its disposal, in order to improve and promote the pedagogical achievements. In 2010, the headquarters of the Ministry of Education decided to re-implement self-management and held it through the establishment of professional and logistical headquarters and districts - the establishment of self-management administration and the appointment of senior officials in the implementation of the transition to the provinces.

School year 2011s the beginning of implementation in primary schools in Tel Aviv and Haif, beginning from the year 2012, Tsa"g extension and expansion of self-management in the districts of Tel Aviv and Haifa and the first stage of the application in Jerusalem and the North. A report by the Ministry of Education (2005) titled: Schools who receive self-management for better grades, showed that self-management of schools gives powers to the school principal to redistribute the school budget, and thus build a more independent priorities. As of the current academic year there are 684 self-managed schools. A recent report by members of the Measurement and Evaluation Division of the Ministry of Education indicated that the schools underwent self-management received better grades in the exams, and students and teachers reported greater satisfaction.Self-management has a positive effect on achievement compared to an ordinary management of the schools," the report said. Former Vice President of Planning at the Ministry of Education, Dr. Ami Wollensky, who was in charge at the time of the promotion of self-management, has a theory about why"Perhaps the current firm's management did not want them to know that good things done in the office in front of her and before the Dovrat Report, or be required to explain why the issue has not advanced in recent years," said Wollansky [118, p.123].

The report of the evaluation department costs, for example, the average score in English state schools administered by self-management was three points higher than the average grade of

the other schools. Even in the national-religious and Arab students received higher scores of self-management than the regular students of schools, especially in English - 66 compared to 61 in English religious state, and 68 compared to 63 in the Arab sector. Of particular improvement districts ballet Tel Aviv District, there was an increase of four points in the average score in favor of self-managed schools.The advantage of self-managed schools is not only evident in the field of grades. It was reported that 74% of teachers at the self-management school make extensive use of the computer while teaching, compared with 67% of teachers in schools that were not self-managed. The manager has the authority and teachers participate in the process of decision-making. The percentage of teachers who said that they are satisfied with their jobs was higher in self-managed schools [50, p.55].

In view of the trend to introduce administrative autonomy to schools, it is important to check what the meaning of autonomy is. The study examined elementary eleven houses, including six defined by the Ministry of Education as self-managed schools, including 89 teachers were selected. Five other schools were sampled 69 teachers. The study examined a: the differences between schools with and without self-management from teachers' perceptions of the management style at their school, their sense of autonomy and job satisfaction. b-The role of background variables of school and teachers explaining the sense of autonomy and satisfaction of teachers, c.The strength of the connections between the degree of cooperation of teachers in decision-making, sharing style and areas of cooperation, and the sense of autonomy and satisfaction of teachers. The findings suggest that in self-managed schools, the teachers autonomous factors and satisfaction are different from those captured by teachers in schools without self-management.

How principals of elementary schools in Israel perceive the impact of self-management to leadership. The base of the article is the assumption that school principals represent the interface between policy makers and policy implementation, and as such are key players in educational reform a qualitative study interpretative and carried out by the “case study” collective in which fifteen were conducted in-depth interviews, semi-structured, with twelve elementary school principals, directors of schools self-management system. According to their findings, the managers are in a transitional phase of educational leadership and are now facing new challenges. The findings are presented through six core categories: autonomy, trust, corruption as a result of the cumulative power, unclear lines of responsibility, overload and stress, leadership outside the boundaries of the school [50, p.57].

Following the findings of the study developed a conceptual framework that emphasizes the different and varied responses of directors to these challenges. This research confirms the

findings of previous studies and offers two new insights into the perceptions of executives regarding their leadership roles. First, the concept of erosion at all levels of the education system. Second is the dilemma between autonomy, power and perversity. Typology developed in this study, in order to represent the different reactions of Directors self-management system, provides a broad conceptual framework for further studies on the subject of executive perceptions regarding their leadership roles.The findings suggest that, on the one hand, most of the managers perceive their autonomy as limited degree by the corporate structure and educational policy, and on the other hand, they feel a great degree of their accountability. Although the concept of limited autonomy, most managers are afraid to accept greater autonomy due to the view that claims that autonomy equal power and strength can cause public morals.

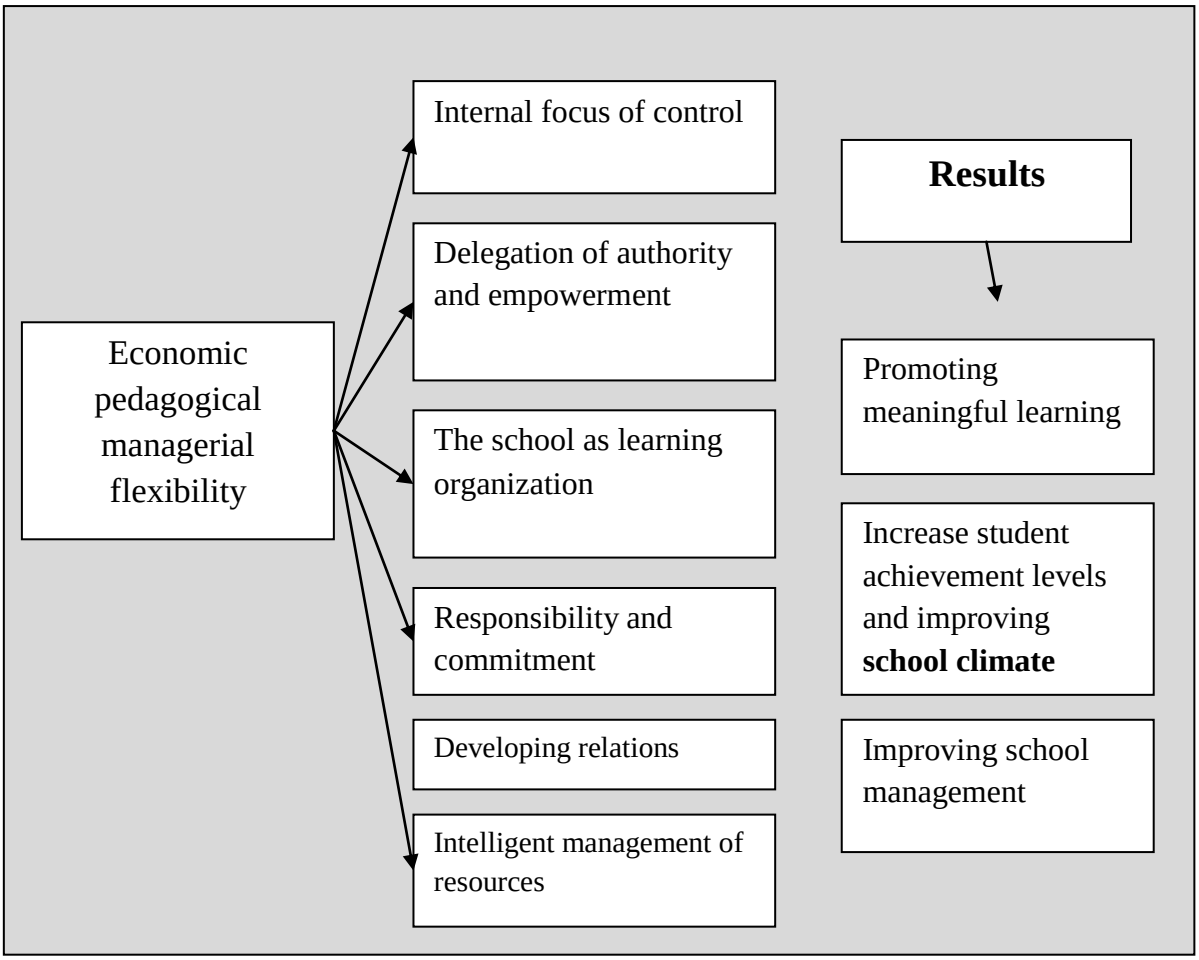

Fig 3.1: Pedagogical Management Model.
Source: [130].

Their concept of an education system is characterized by erosion of confidence affects their relationships with parents, municipal education administration and the Ministry of Education headquarters [104].

The above table shows us the pedagogy model to achieve self-management from a pedagogic and economic point of view. The goal is to create an administrative and economic flexibility and then to reach progress in education and raise the achievements of the school.The purpose of the pedagogic model presented here is to provide schools with the framework and the tools to achieve the goals of self-management.

School principals expressed doubt their ability to act impartially using professional judgment without bias, and express a lack of confidence in the integrity of their colleagues. This atmosphere of mistrust is worsening due to the distribution of responsibilities vague. As a result of ambiguity, conflicting regulations and inadequate resources, some managers feel that the only way is to ignore regulations, and often take advantage of loopholes in the law. This reinforces the view that power, even in the hands of people who have principles, could lead to corruption measures [50, p.59].

The challenge facing the schools is to unify all the resources at their disposal within the framework of self-management and a new horizon, and to utilize them effectively, optimally and effectively to advance their pedagogical goals. The following diagram presents the pedagogic model for raising the school's achievements and improving the climate in the school the diagram relates to the results, the means and the principles by which the schools can achieve the goals.

Each school is committed to achieving the goals set by it. The ministry of education in Israel in general and the school in particular are organizations and the essence of their success is education, guidance, and also to give the softness of education for the school, which is within the framework of self-management, and as a result, the schools set their work to achieve these goals.

3.3. Assesing the potential for self management in conditions of limited resources

Autonomous schools face the same budgetary challenges as other schools. The key to their success is in “delivering the goods” despite strapped finances and limited resources universal to all school systems.

The key lies in investing in educational ingredients that do not necessarily carry a price tag:

1. strong institutional leadership, nurtured by the system’s autonomous character
2. the presence of strong shared values among the school staff concerning educational goals
3. a safe and orderly environment
4. core curriculum requirements and high expectations from all students, regardless of background.

Among the many problems school leaders confront, one of the most nettling and difficult to address is the prevalence of violence in classrooms, schoolyards and in students’ home neighborhoods. Unlike many public schools, autonomous schools emphasize stronger discipline

and send a clear message to students that certain behavior will not be tolerated. This has made it possible to forge a safe and orderly environment that is conducive to study. Most decentralization strategies, whether openly or not, seek to transfer some degree of financial responsibility for education to regional and/or municipal governments or the private sector .

In Israel today, the state has granted a higher degree of autonomy to its schools. This process has partially been the result of power struggles and alliances in the political arena that led to compromises and concessions granting autonomy in the cultural realm. The upshot has been the spread of autonomous schools or self-management schools parallel to the regular public school system. These schools differ from the traditional school structure where central authorities exercise considerable control over decision-making processes, allocation of resources and decisions on content and teaching methods. Yet, they are different from autonomous schools elsewhere: Israeli autonomous schools are public schools in that they are sponsored by the state and the municipalities and are open to public schools students at relatively low tuition fees. They balance the plurality of interests in public education [68].

Finally, Israeli autonomous schools differ from traditional public schools in three major ways:

1. Autonomous schools are schools of choice that students attend voluntarily. Students and parents affiliate with the school because they want to and not because they are assigned to them.
2. Autonomous schools are autonomous in that they are free from many regulations that govern traditional public schools at the state and municipal level. Autonomous school advocates assert that this high degree of autonomy over critical schools decisions concerning school organization, curriculum, instruction, assessment, personnel and budget use enable autonomous schools to promote real and innovated education.
3. Autonomous schools are accountable to the public in terms of the results. If the academic or social achievements are not satisfactory, their charter will not be renewed or families will no longer chose to enroll their children in these schools.

In Israel, such schools are focusing on the performing arts or/and science and represent an extension of the trend toward institutional autonomy, which was introduced in the Israeli education system in the last twenty years. This Israel-style autonomous school system, it is believed, holds promise as a feasible alternative to the public school system - capable not only of catering to the needs of gifted and talented students, but, at the same time, working with the very children the public schools have abandoned as ”uneducable”. This system of autonomous schools promotes the strength and value of cultural diversity as well as equity in the distribution

of power and income among different social-cultural groups. The concept has attracted interest and growing support across the political and social spectrum.

Most of the primary and lower secondary schools are owned and run by the state. As for senior secondary schools, nearly half [47%] of these schools are operated by non-for-profit organisations, while the other half are run by local authorities [38%] or the state [15%]. De-facto a great number of pupils from the high to low range of the socio-economic scale completing secondary school and about twothird of the pupils which are finishing high school with a matriculation certificate.

The matriculation certificate is awarded by the Ministry of Education to secondary school pupils who succeed in achieving passing grades in a required minimum set of standardised examinations, as the results of admission exams have a great implication for the individual's future as it affords them to continue to higher education. Thus, for receiving the matriculation certificates, schools, although not owed by the state, have to provide to the students a common curriculum core defined by the Ministry of Education.

In our opinion major changes in the educational system in Israel, have taken place since the mid of 1980s and this changes transform the system from a state-controlled bureaucratic, from the almost fully state-financed system, into a decentralised system partly, controlled by local authorities and increasingly privately financed organization [36, p. 211].

To note here, the decentralization reforms were originally intended into Jewish schools and the reforms were almost entirely omitted from the Arab schools [37, p. 175].

The decentralisation of the Israeli education system should, therefore, be seen as part of a larger trend of the weakening of Israel's central educational administration in recent years. While schools in Israel are still state affiliated, nowadays they enjoy a greater degree of autonomy and parental involvement and control than in the past.

We have to mention that the most of the Palestinian Arab schools [76.3%] suffer from low levels of autonomy, while more than a third of the Jewish Religious schools [38.4] enjoy high levels of autonomy. About 39.1% of schools in the Secular Jewish sector and 33.7% of Religious Jewish schools enjoy an intermediate level of autonomy, meaning they act in a collaborative environment where decisions are made jointly with LEAs and the Ministry of Education [40, p. 152].

Most school hour's are public and funded by the Ministry of Education and the local authorities, but the ongoing cutbacks in teaching hours, the emerging concept of "corporate social responsibility," the growth of the third sector, and the encouragement of entrepreneurship and decentralization have all played a role in the entry of the corporate world and nonprofits into

school programming and their operation on a routine basis, outside initiatives were perceived by educators and students' alike, as a way to diversify and renew the curricula in light of the vacuum in the field of curricular enrichment, and therefore they have been generally well received. This education market operates in parallel to the state system, relying on the entrepreneurship and marketing skills of bodies that run them, with virtually no supervision or guidance from the Ministry of Education. This is a "free market" with no planning about how to divide up the resources or disseminate the programs. Supervision by the Ministry of Education of new curricula paid for by parents is minimal: The process includes approval by parents and by the district supervisor concerning programs paid for by parents, and by a Committee for the Authorization of Commercial Activity in Schools concerning programs offered by commercial bodies.

Bringing outside programs into the schools reflects creeping privatization – the Ministry of Education tries to locate these initiatives, and when it does, its regulatory actions are retrospective and partial. The Ministry neither shapes neither policy nor promotes the rational use of private resources, but rather finds itself swept along by "market forces." Although some of these programs do enrich the curricula, they have no continuity and they are not universally taught. Because they respond to events on the ground rather than implement an overall policy, there is no way to ensure the egalitarian or just division of resources, the monitoring of commercial or ideological content, the supervision of teaching staff, or the continuity of the curriculum.

Programs brought in from the outside are essentially an extension of "gray education" born in the 1980s – teaching hours funded by parents to make up for study hours cut by the Ministry and they anchored the procedures in law and Director-General circulars, which allow external curricula paid for by the parents. These programs were accorded legitimacy under the rubric of "additional study programs" selected by the parents [State Education Regulations]or the "voluntary acquisition of services" by parents. Introduction of "additional study programs", first served to introduce curricula that were compatible with the worldview of the community – such as expanded classes in Jewish studies or supplementary classes in the basic subjects. But we have to mention that over time, initiatives were added, from the third sector and commercial companies, offering their curricula under the rubric of "additional study programs" or the "voluntary acquisition of services."

Until the mid-1990s, these programs were introduced to the schools primarily by nonprofits or philanthropic foundations; research from 1993 indicates the presence of nonprofits

in schools, but mentions almost no commercial enterprises, but fifteen years later, most of Israel's major corporations were operating programs or enrichment classes in Israeli schools.

The many different entities that operate in schools make contact directly with the schools, the local authorities or the Ministry of Education. Some of them provide full funding for the programs, and others make them contingent upon the receipt of matching funds from the Ministry of Education, the local authority, or the school itself.

In the current situation, the Ministry of Education does not have a full roster of these external entities or the scope of their activities, and thus it finds it difficult to supervise the programs, because these involve primarily enrichment programs rather than the teaching of basic subjects with measurable results, the Ministry of Education does not evince much interest in supervision, prefering to rely on "free market mechanisms."

In affluent localities, most of the funding comes from the local authorities and the parents, enhancing the influence of parents and schools on the nature of the supplementary programs. In disadvantaged towns, the funding is primarily philanthropic, which enhances the influence of the philanthropists and most of the programs have no built-in evaluation component within the schools, which makes it difficult to assess their success.

If we analyze we will notice that the funding structure of the external programs suggests the main reason for their mass entry into the school system – the opportunity through private or philanthropic funding to make up for the teaching hours that were eliminated as a result of cutbacks in the education budget. A follow-up study on the impact of the economic crisis on these programs carried out by the Institute for Entrepreneurship in Education indicates the downside of replacing public teaching hours with private funding: In times of economic crisis, these programs are significantly reduced, and therefore the main victims are children in low-income schools [particularly in the Arab sector], which rely to a greater extent on donations and less on funding from parents or the local authorities [11, p.79].

The entities that operate school programs fall into three groups:

1. Philanthropies, which include some major foundations such as the CRB Foundation [known as the Karev Program] and the Sakta-Rashi Foundation, each of which operates large-scale projects, some in response to tenders issued by the Ministry of Education. These foundations will be discussed below in the context of the main subcontractors of school programs. Other foundations make grants to subcontractors or to specific projects, such as the IDB Foundation, the Azrieli Foundation, the Youth Renewal Fund [YRF] for Innovation in Education, the Israel Venture Network, and the Yuvalim Human Capital Fund and another type of foundation seeks to implement a specific worldview through its programs and curricula.

Examples are the Leviev Foundation's program "Journey Time" to expand Jewish studies or the "Essence of Life" program funded by Shari Arison.

2. Nonprofits, which include third sector organizations that work on behalf of ideological education [such as educating for democracy, Judaism, human rights, protecting the environment], or offer support programs for under-achieving pupils, programs to improve learning skills and life skills, or enrichment courses in various subjects, especially the sciences. According to the Monitoring Report on Teaching Hours written by Ruth Klinov, third sector organizations are predominantly active in the middle schools, where they account for 10% of the teaching hours, as opposed to just over 1% in elementary schools.18 This is presumably a function of the severe cuts in teaching hours at the middle school level. In addition, some veteran nonprofits were founded to provide educational services, such as the Association for the Promotion of Education and the Branco-Weiss Institute, which have served as subcontractors of the Ministry of Education for many years, as well as networks that operate schools such as ORT, Amal, and Amit.

3. Commercial companies, which operate programs in their fields as part of their efforts of branding, public relations, and "giving back" to the community, these include cell phone companies, banks, industrial firms, and especially hi-tech companies.

3.4. Conclusion at the chapter 3

The evolving privatization of Israel's school system has far-reaching consequences: It hastens the decline of public education and the faltering of the leadership of the Ministry of Education; it entrenches the diminished state investment in schooling and bolsters the role of the private sector in financing and shaping education; it replaces learning with competition for test grades in the basic subjects; and it widens cultural and class-based gaps, thereby deepening inequalities in education.

Following the study, can be concluded:

1. Autonomous schools began as a progressive, social-political project in education that was a reaction against both: stagnation in educational research and "business as usual" educational politics that created severe social inequalities in the society. Often autonomous schools system of education is seen as something that comes from outside - a foreign discipline that some individuals are trying to incorporate into an established field.
2. The field of education has always been open to other systems. At the same time, education has always been central to the process of globalization. Ultimately, autonomous schools system of education continues a general trend in the global

history, a work that began with worldwide socio-cultural market and continues today in the philosophy, sociology, and history of education.

3. A challenge is that of formulating an education budget capable of addressing the system's various other challenges.
4. The budget cuts that Israel's education system has absorbed over the last few years have led to larger class sizes, fewer weekly class hours, a heavier burden on the teacher, a loss of pedagogical flexibility in the schools, a cessation of the trend toward school autonomy and self-management, and fewer resources for advancing disadvantaged populations, including the Arab sector.
5. Moldova educational system has developed through the experience of self economic management and technology integration. Schools have gained much benefit, having the opportunity to make decisions in education and development, and also receive financial and human resources.
6. The World Bank and the United Nations Children's Fund (UNICEF) took part in the global partnership for education and the provision of various projects to the schools of Moldova. Budgets were given to these schools to make them independent.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

Research done in the field of self economic management and technology on achievements in elementary Arab schools in Israel by using diagnosis of the financial self-managment potential allowed the following **conclusions:**

1. Self economic models and programs investgated and detailed from different points of views and studies made in Israel about the subject. Self-economic management and technology integration was given a special concern being a great shift in education system in Israel and determined specific information about the impact of self economic management and technology on elementary schools' achievements at Arab Schools in Israel [91, p.275].

2. The evolving privatization of Israel's school system has far-reaching consequences: It hastens the decline of public education and the faltering of the leadership of the Ministry of Education; it entrenches the diminished state investment in schooling and bolsters the role of the private sector in financing and shaping education [94, p.132].

3. Challenge is that of formulating an education budget capable of addressing the system's various other challenges, budget cuts that Israel's education system has absorbed over the last few years have led to larger class sizes, fewer weekly class hours, a heavier burden on the teacher, a loss of pedagogical flexibility in the schools [93, p. 1403].

4. Self economic management enables the school to set its educational targets itself, cooperating with teachers, students, parents and community in making decisions, and determining to achieve them. School administration became flexible to comprehend various partners of educational process [96, p. 249].

5. The organizational climate at the school is open and based on autonomy and trust. The school reports to the central authorities on goals set for itself, the way in which it spends its resources and sets its priorities and its educational and social outputs" Giving broad powers to the school both in pedagogy and in the area of the budget requires trust and flexibility of the school principal [97, p. 128].

6. Self-managed school appropriates teaching methods in schools, being aware of the changing needs and limitations, the principle of self managed school requires schools to develop expertise in various areas and to act as an intelligent, flexible and respondent.The ability to change the educational approach, set the vision, goals and objectives of the school. enable educational staff to make priorities, and lead the pupils attain the expected results will enable the self-managed schools to focus on achieving the goals and priorities [92, p. 31].

7. Self managed schools see themselves as responsible and committed to the success of all students in the school. Self-managed schools raise educational achievement of students, the

right and the best conditions to learn and grow to be given to each student. Self-managed schools will increase students' esteem and satisfaction, teachers and parents and academic climate, are significantly improve [96, p. 250].

8. The school staff knows the needs of the students and the population given the independence, resources, appropriate tools and training where needed, improves the management culture of the school, educational staff will be provided spaces of autonomy and authority, and the school will professionally develope [92, p.35].

Recommendations:

The research carried out in the field of self-economic management and technology on elementary Arab schools allows us to propose following recommendations:

1. Ministry of Education of Israel must bgiven to implementing self economic management at all Arab elementary schools in Israel for its benefits and advantages that impact schools' achievement as a whole.
2. Implementation of technology is very fast, and education must cope with its revolution in order to create students armed with all types of information needed for future generations.
3. Ministry of Education and local administration must give more attention to elementary stage for its importance in developing students' personality.
4. Ministry of Educatin must organize more cources for principals at Arab schools in Israel about self economic management and its requirements and ways to develop it.
5. The Ministry of Education has to continue support of the model applied at Arab schools in Israel and to expand it to other stages other than elementary schools in the next years.
6. The Ministry of education in Israel should continue integrating technology in education because there are many Arabic schools in Israel that still not integrating technology. Budgets should be provided in order to increase student achievement.
7. The local authorities and the Arabic Municipalities should bear the burden of completing the student basket, and must consider education as an urgent priority than other issues.

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ANNEXES

Annex 1: The share of education expenditure in GDP, % [Republic of Moldova]

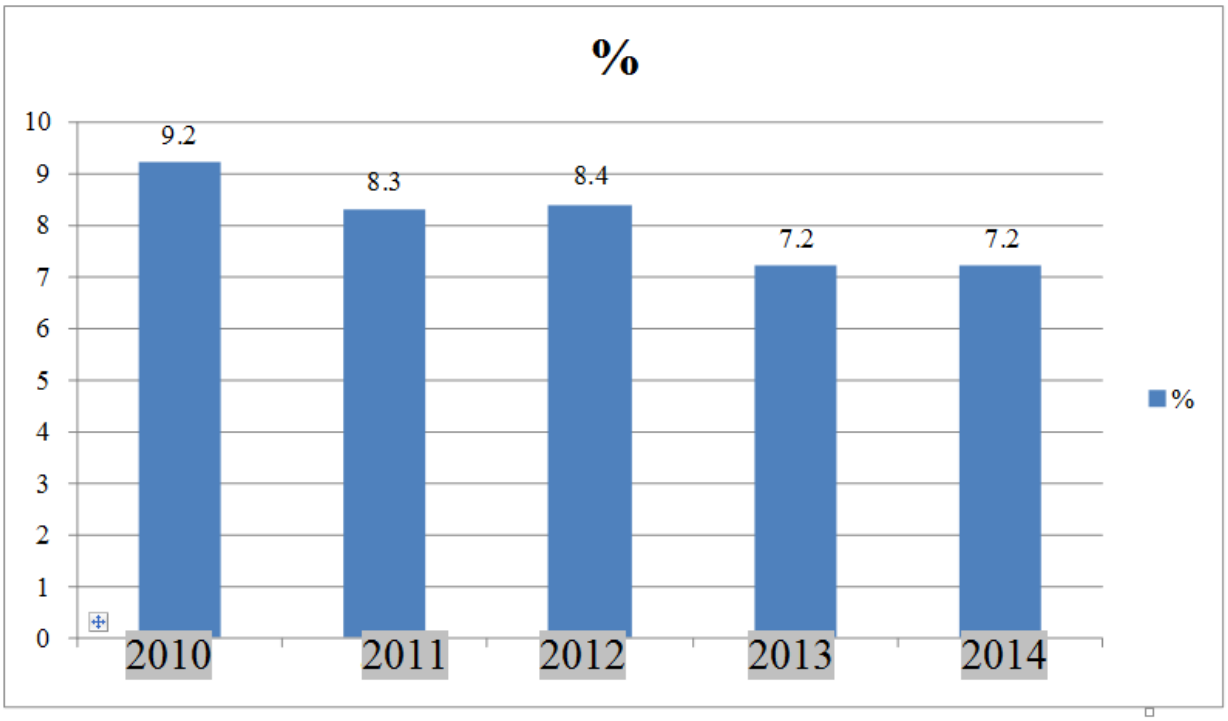

Fig. 1.1: The share of education expenditure in GDP, % [Republic of Moldova]

Source: [118]

Annex 2: Expenditure by education level [Republic of Moldova]

Level	2010 Executed	2011 Executed	2012 Approved	2013 Approved	2014 Draft thousand MDL
Pre-primary education	1300559.2	1414471.4	1476364.0	1634851.4	1751929.5
Primary and secondary education	3451054.1	3581639.3	3812250.4	3872173.6	4011165.7
Specialized secondary education	337171.4	362451.0	399942.8	415275.1	444102.4
Higher and postgraduate education	972418.3	1044897.6	1124011.2	660521.6	695096.9

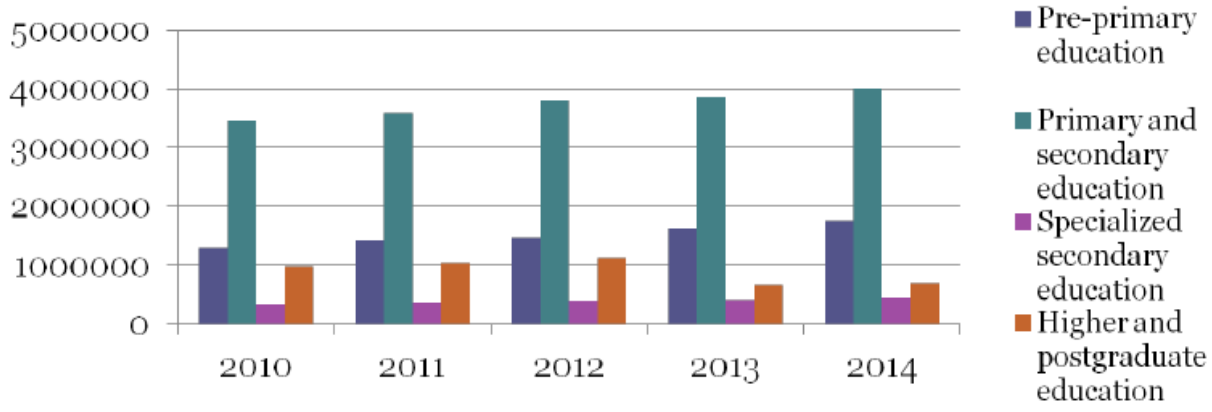

Fig. 2.1: Expenditure by education level [Republic of Moldova]

Source: [118]

Annex 3: Structure of Israel education system

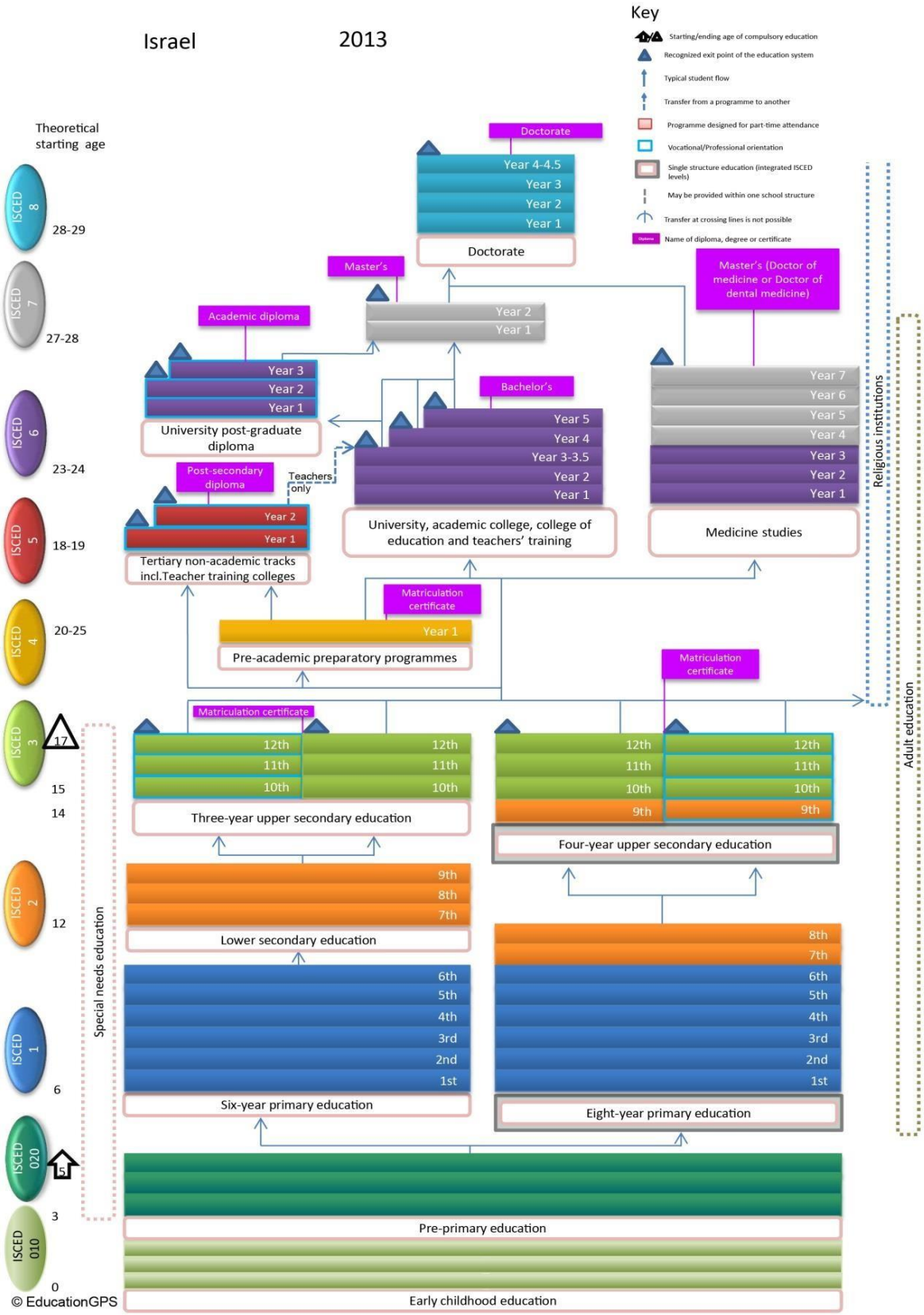

fig. 3.1: Israel education system source:{70}

Annex 4: Questionnaire The Impact of Self Economic Management and Technology on Elementary Schools' Achievements at Arab Schools in Israel.

Dear respectable managers' ___ teachers' ____

After greetings,,,

The researcher is preparing a study entitled "The impact of self economic management and technology on elementary schools achievements at Arab Schools in Israel" in order to complete the requirements of the master's thesis in the specialty of Educational Administration in ulim university in Moldavia. Therefore, the researcher developed a questionnaire. Please answer the paragraphs, knowing that the information that will be collected will be used solely for the purposes of scientific research.

Thanks for your cooperation

Researcher

Section I: Personal information

Pls. put a signal {X} in the box of that fits your status.

1. Gender: □ Male □ Female

2. Career Level: □ Teacher □ Principal

3. Academic level: □ Bachelor □ Master □PhD

4. Years of Experience: □ less than 3 years □ 3-6 year's □ more than 6 years

5. Training courses: □ less than 6 □ 6-10 □more than 10 courses.

Section II: Please tick (X) to the level of the answer that suits you best

No.	Paragraph	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Scope 1: **Economic self-management**						
1.	Adequate budget to provide qualified teachers is available at the school administration.					
2.	Adequate financial support for the provision of computers and software is available at the school administration.					
3.	The school management have a strategic plan includes providing study materials via electronic network.					
4.	School management provides incentives for the distinguished in the field of e-learning.					
5.	The administration drafts a private vision and philosophy of the school.					
6.	The school administration determines the general objectives of the school					
7.	The school administration assists learners to integrated growth.					
8.	In light of economic self-management school offers technological learning environment.					

9.	The school administration provides material stimulation for teachers.					
10	The administration offers moral stimulate to the teacher.					
11	The administration provides training programs for teachers and school staff.					
12	The school administration determines the foundations of enrollment.					
13	The school administration provides counseling services for students					
14	The school administration determines the overall objectives of the curriculum.					
15	The school administration determines the practical activities of the curriculum.					
16	The school administration is working on curriculum assessment and development.					
17	The school board has full powers to modify the school building.					
18	The plan of process of spending on school is in place by the administration .					
19	The school can use a variety of financial resources to serve the school.					

20	The administration follow-up student achievement through visits, records and analysis of results.					
21	The administration is working to support the library with new sources.					
22	The school takes into account in teachers selection the proficiency in the use of modern technological means.					
23	The school chooses teachers who are able to use modern teaching methods.					
24	The school chooses teachers who believe in the school message and goals.					
25	The school conducting interviews for teachers before they are selected.					
26	The school provides a private halls for Internet & Computer.					
27	The school offers a variety of laboratories in the school according to the international standards.					
28	The school provides halls and stadiums for sport for students.					
29	The school is keen on continuing periodic maintenance of school buildings.					

Scope 2: **Technology**						
30	The efficiency of education in educational institution is noted the availability of computers.					
31	Computers are used in education to improve the quality of teaching.					
32	Computers are used in education to diversify the teaching methods					
33	The adoption of the computer in education is considered as an update of the educational process in all its aspects.					
34	The use of computers in education contributes in improving education outcomes.					
35	The use of computers in education is working to shorten the time lost in the explanation.					
36	The use of computers in teaching helps in changing the role of teacher from an instructor to a counselor.					
37	Reliance on the educational computer works to bridge the shortfall in the number of teachers.					

38	The use of computers in education encourages students to participate in the lesson.					
39	The use of the computer has positive effects in the education of the students.					
40	The use of computers in education makes the students enjoy learning .					
41	The use of computers in education works to extend the range of students' retain of the subject.					
42	The use of computers in teaching increases students' motivation to learn.					
43	Computer adoption in education helps to take into account individual differences among students.					
44	The use of computers in teaching works as a booster.					
45	The use of computers in education works to increase the independence of the students and their self-reliance.					
46	The school offers a developed technological learning environment with high quality techniques.					
47	The school emphasizes on the use of computers in learning process.					

48	The school offers educational techniques needed to use modern teaching methods.					
Scope 3: **Schools' achievement**						
49	There is a marked increase in student participation in school activities.					
50	There is a commitment to school systems and rules by students.					
51	Students apply advanced learning techniques.					
52	There is a marked increase in student achievement					
53	Remedial programs are implemented for weak students.					
54	Student achievement is followed up by parents.					
55	There is constant coordination with the local community to increase student achievement.					
56	There's a development in the students' motivation toward learning.					
57	Students are more attracted to school					
58	There is a bigger turnout on the curriculum by the students. Students have the ability to solve					

	problems they face in learning some of the material.					
59	The students have the ability to use the computer to increase their achievement.					
60	The school is developing students critical thinking skills.					
61	The school is keen to prepare generations of students characterized by mastering foreign languages, especially English					
62	The school develops reading and writing skills among students					
63	The school offers a stimulating creative learning environment for students.					
64	The school creates an educational climate that raises motivation among students.					
65	The school gives the students the skills needed for modern educational technology (ET).					

Section 3 We hope you answer the following questions:

1- What do you think the effect of the school identifying its vision and educational philosophy on student achievement?

_____

_____

_____

_____

_____

2- What do you think the effect of the school determining its educational objectives on student achievement?

_____

_____

_____

_____

_____

3- How does the administration enjoyment of powers of appointment cadres affect student achievement?

_____

_____

_____

_____

4- How the school will establish rules of conduct and discipline and what is the impact on the students' achievement?

_____

_____

_____

_____

Sourse: [37]

Annex 5 : Classification of SBM reforms implemented in various countries

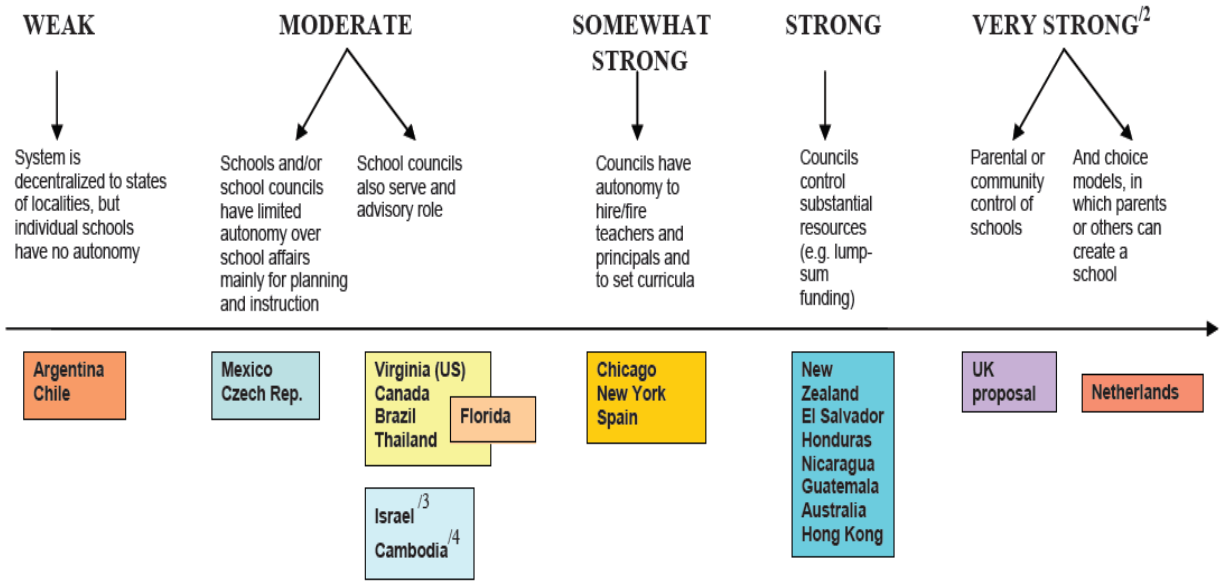

Fig 5.1: **Classification of SBM reforms implemented in various countries**

Source: [62]

Annex 6

MINISTERUL EDUCAȚIEI AL REPUBLICII MOLDDOVA

ASEM
Academia de Studii Economice a Moldovei
Academia de Studii Economice din Moldova

Centrul de Inovare și Transfer Tehnologic

CERTIFICAT de INOVATOR

Pentru inovația cu titlul

Influența managementului și a tehnologiei de economice asupra performanțelor școlare

Inovația a fost înregistrată la data de 16.05.2016
la Academia de Studii Economice din Moldova

Se recunoaște calitatea de autor(i)

Saleh Naji

Rector ASEM
Dr. hab., prof. univ., academician
Grigore BELOSTECINIC _____

Directorul Centrului
Dr. conf. univ.
Lilia ȘARGU _____

L.Ș.

Nr.27

Data eliberării:
19.05.2016

State of Israel
Education
Social and Youth Division - Arab Society
Society and Youth Administration
מדינת ישראל
השכלה
אגף חברה ונוער - החברה הערבית
מינהל חברה ונוער

12\9\2017

לכבוד :

מר' סאלח נאג'י ת.ז 033980541

שלום רב

הנדון : עבודת תזה

השפעת הניהול הכלכלי העצמי והטכנולוגיה

על הישגי בתי הספר היסודיים הערבים בישראל

קראתי בעיון את התזה של (מר' סאלח נאג'י) (saleh naji) וגילתי את ערכה ואת תרומתה למערכת החינוך , צריך לציין כי אימוץ התוצאות של המחקר יסייעו לשיפור מערכת היחסים בין רשויות , מערכת חינוך מקומית ובתי הספר בסביבה של ניהול עצמי הם יסייעו בהעלאת השיגי התלמידים בבתי הספר , עם שילוב הטכנולוגיה . הממשל במשרד החינוך יאפשר לבתי הספר אוטונומיה וגם להיות ספק מתאם לכלים דיגיטליים ואמצעים טכנולוגים ויעיל של הצוות החינוכי ועל ידי כך לאפשר למנהל המוסד החינוכי לטפל בצרכים חיוניים והמוסד החינוכי בזמן אמת .

בכבוד רב,

משרד החינוך
מינהל חברה ונוער
מגזר ערבי

איאד אבו חרירי

מפקח חינוך בלתי פורמלי

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Informal education

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מועצה מקומית כפר כנא
אגף חינוך התרבות
נוער וספורט

Cana of Galillee
Local Council

مجلس كفركنا المحلي
دائرة المعارف والثقافة
الرياضة والشباب

15/09/2017

Certification

This certification is given to Mr. Saleh naji I.D 033980541

I am the undersigned, Mr. Dahamsha Fahad, Director of the Education Department in Kafr Kana Israel; I read and carefully studied Mr. Salah Naji' thesis: **The impact of self-economic management and technology on achievements in elementary Arab schools in Israel.**

The contribution of the results and conclusions presented in the study can affect the education system in general and the schools in particular.

The idea of economic self-management and the technology explained in the thesis constitute an important link to the cooperation and understandings between the local authorities and the schools, particularly in the Arab sector, due to the implementation of the new model of economic self-management.

Research can be essential and important for schools and school principals in setting policy for economic management and assimilation of technology and proper allocation of budgets.

The research can be revolutionary, on the one hand granting authority to schools and flexibility in setting pedagogic programs and raising school achievements.

I am convinced that through understanding and choosing the principals and setting rules, they can bring achievements, progress and assimilation of values to the students in schools in the Arab sector.

Best regard

Dahamsha fahed
Director of the education department
israel

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Declaration of responsibility

The undersigned, declare on my own responsibility that the materials presented in the present doctoral thesis are the result of my own researches and scientific achievements. I am aware of the fact that, otherwise, I will bear the consequences in accordance with the law in force.

Family name, first name saleh naji

Signature saleh naji

Date 29.7.16

CURRICULUM VITAE

PERSONAL INFORMATION

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Nationality	**Israeli**
Date of birth	**27.6.1977**

WORK EXPERIENCE

• Dates [from – to]	**2003**
• Name and address of employer	Ministry of Education And Culture - North Division
• Type of business or sector	– Teacher history and English
• Occupation or position held	Teacher at, intermediate and secondary schools
• Main activities and responsibilities	Teaching several subjects in elementary, intermediate an high schools
• Dates [from – to]	**2006**
• Name and address of employer	**Teachers Training College -**
• Type of business or sector	College teacher
• Occupation or position held	Lecturer and Teacher[social coordinator]
• Main activities and responsibilities	Academic courses elaboration and teaching in several courses and didactic seminars

	Educator in school. Security coordinator [2008-2013.
Dates [from – to]	**2012-**
• Name and type of organization providing education and training	FREE INTERNATIONAL UNIVERSITY OF MOLDOVA *[ULIM]*
• Principal subjects/occupational skills covered	Studying toward Ph.D in Economics and education
• Title of qualification awarded	Studying toward Ph.D in Economics
• Level in national classification [if appropriate]	Studying toward Ph.D in Economics
MOTHER TONGUE	**Arabic**
OTHER LANGUAGES	

	Arabic	**English**	**Hebrew**
• Reading skills	Excellent	excellent	excellent
• Writing skills	Excellent	excellent	excellent
• Verbal skills	Excellent	very good	excellent

TECHNICAL SKILLS AND COMPETENCES	Windows-2007XP, 2007, Excel, Internet, Power Point
Published Works	Scientific publications: 13 articles and participate in four international conferences.