

# *Academic Freedom International Study*

**BURMA**

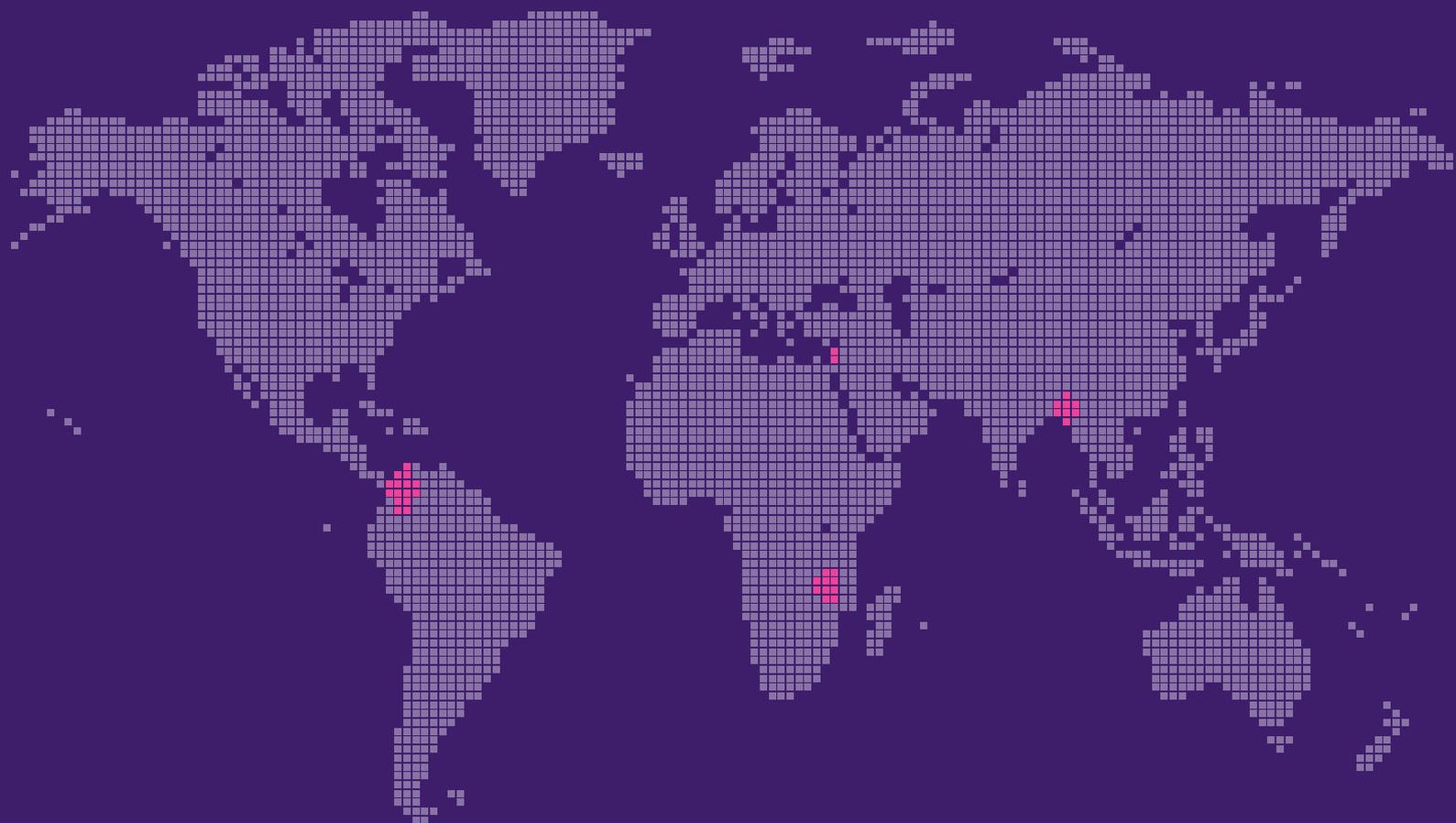
**COLOMBIA**

**ISRAEL**

**PALESTINE**

**ZIMBABWE**

James Cemmell *May 2009*



**UCU**  
University and College Union



Education International  
Internationale de l'Éducation  
Internacional de la Educación

**This paper about Israel is a chapter from a larger report looking at academic freedom in five countries (the others are Burma, Colombia, Palestine and Zimbabwe), which has been made available as five individual 'single country' chapters for quicker downloading and easier reading. The other four chapters, as well as the whole report, can be downloaded from UCU's website at [www.ucu.org.uk](http://www.ucu.org.uk).**

### **Author's biographical note**

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*James Cemmell asserts his moral right to be identified as the author of this study.*

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## Foreword

Academic freedom is a core value of higher education, one which provides the basis for the integrity of university teaching and research. The trade unions in the sector give a high priority to the defence of academic freedom. We welcome this report by James Cemmell, which sets out the range of threats to academic freedom in some of the most difficult environments in the world, where to be an academic or a trade unionist may be literally to put your life on the line

The report has its origins in the interest taken by the University and College Union in the United Kingdom, in academic freedom in five of those countries, expressed in motions to the UCU Congress in 2008. UCU has commissioned this piece of independent research from Education International, and James Cemmell was employed to carry out the research and prepare the report. The report will be used to inform and carry forward UCU policy, and will be presented to UCU annual Congress at the end of May, and we hope that it will also underpin EI's global work on academic freedom. We wish to pay tribute to the work James has done to produce a thorough and authoritative report against a very tight time deadline. We hope it will be widely read and used by colleagues in the higher education sector in the United Kingdom and elsewhere.

### Sally Hunt

*General secretary, UCU*

## Preface

Academic freedom is a long-standing principle in higher education, which for centuries has put the responsibility on higher education teaching personnel to exercise their intellectual judgment and to explore avenues of scientific and philosophical discovery for the benefit of their discipline, their institutions, their immediate society and the international community.

As advocated by the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel, *academic freedom lies at the very heart of higher education and provides the strongest guarantee of the accuracy and objectivity of scholarship and research.*

The 1997 recommendation expresses concern regarding the vulnerability of the academic community to untoward political pressures which could undermine academic freedom. This study demonstrates that regrettably, such pressure remains a reality in a number of countries. Throughout the past decade, there has also been an increasing trend towards the commercialisation of education, which has posed itself as a further threat to academic freedom.

Education International has worked tirelessly on this issue. It is a matter of extreme importance to higher education staff and unions worldwide. EI publishes reports on the implementation of the academic rights enshrined in the 1997 Recommendation on a three-year basis. These reports are presented to CEART (the Joint UNESCO/ILO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel) and are used for CEART's report on the application of the mentioned recommendation.

EI welcomed the approach by the University and College Union to commission research on academic freedom in five countries in which academic freedom faces particularly severe challenges. This comprehensive study will be used as input for EI's next report to CEART, which is due in the coming months. EI would like to thank UCU for taking this initiative and for their collaboration on this project and James Cemmell for the extensive work that he has done.

### Fred van Leeuwen

*General secretary, Education International*

**...there is strong evidence that economic and political freedoms help to reinforce one another... Similarly, social opportunities of education and health care, which may require public action, complement individual opportunities of economic and political participation and also help to foster our own initiatives in overcoming our respective deprivations.\***

*Amartya Sen, 1998 Nobel Laureate*

This study was written over five weeks in Spring 2009 and highlights key constraints on the availability of academic freedom in five countries: Burma, Colombia, Israel, Palestine<sup>†</sup> and Zimbabwe. The choice of countries to be profiled was purposeful—each provides, due to the specifics of the national situation, a clear illustration of the interplay between society and the academy’s ability to operate properly and free from unwarranted interference.

The forces exerted on the higher education (HE) sector vary with each national setting. In each country study, demonstrable acts of resistance by the university sector to maintain and uphold academic freedoms can be seen. Unfortunately it is also possible to provide evidence in each national setting of severe restrictions on academic freedoms whereby resistance has either not been effective or is not in evidence. Extreme examples include the use of paramilitary organisations as strike breakers in Colombia, the forcible re-education of university teachers in Burma, the conduct of party political violence on campus in Palestine, the absence of job security for many junior faculty in Israel and the summary detention of student activists in Zimbabwe.

### **Interdependence of freedoms**

The country profiles consider that freedoms within a society are mutually reinforcing. As a consequence, the availability of economic, political, social and cultural freedoms have a bearing on pedagogical and academic freedoms. The profiles consider the national political and social situation in order that the debates concerning academic freedom can be considered in an appropriate context; as a result, each profile differs in structure. However, the basic outline is to consider the national situation, the trade union situation and then the higher education sector. The cases profiled demonstrate key polarizing elements of the national situation—such as the presence of armed movements in Colombia and the restrictions on movement in and between the West Bank and Gaza caused by Israeli actions.

Trade unions, as key social actors, operate in a position of contest within societies. As a consequence, much can be understood about the availability of academic freedoms by considering the situation in which trade unions operate in

within the country. It is significant that in countries where there are severe restrictions on academic and political freedoms—such as in Zimbabwe, and Colombia, national resistance has formulated around trade union actors. Similarly, student and academic movements have formed the vanguard of resistance in countries considered in this study, such as Burma, but also in other countries outside of the present study such as Serbia, South Africa and China.

### The role of UNESCO

The 1997 UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel provides an important regulatory instrument for assuring free and fair conduct of academic livelihoods. Appended to the Recommendation are fifty international conventions and other legislative instruments which, if implemented, ensure that the academy can operate in a responsible and autonomous manner.

The status of the Recommendation is reviewed jointly with the ILO through the Committee of Experts on the Application of the Recommendation concerning the Status of Teachers (CEART) which meets every three years—the next session will be held this year. CEART is an influential mechanism that provides for national cases to be referred for additional study and has previously considered representations made with respect to countries such as Ethiopia and Japan.

Recognising the global nature of HE, there are incremental benefits to all academics from the redress of restrictions on academic freedoms in any individual country. It should also be noted that the availability of academic freedoms requires a balance to be maintained within politics the economy and society. As such, academic freedoms are permanently under threat: even in enabling and more just societies. Surveillance of the status of academic freedoms for consideration by the CEART takes on an important function in the nurturing of democratic practices in different societies that has impact beyond the livelihoods of higher education personnel.

### Process

The review was carried out over a five week period in Spring 2009 and considered available data without the benefit of a dedicated country visit. As a consequence of the time

restrictions, the profiles should not be considered as exhaustive reviews—it has not been possible to explore all possible data sources and I have had to make sometimes difficult decisions to include or omit certain illustrative cases in the country profiles.

I would like to thank the following for helpful discussion and direction with regard to specific countries: for Burma, Martin Gemzell and Susanna Lif, formerly of the Olof Palme International Centre; for Israel, Yaniv Ronen, a researcher at the Knesset and Bar-Ilan University; and for Zimbabwe, Simon Chase of ACTSA. The above mentioned provided valuable input on a personal basis and are not responsible for any errors, omissions or inaccuracies in the text which remain my sole responsibility.

In addition, the teams from Education International (EI) and the University and College Union (UCU) provided clear direction while demonstrating sensitivity to the time constraints of the project: at UCU, Paul Bennett and Paul Cottrell; at EI, Monique Fouilhoux and Nina Gustafsson.

Bastian Baumann, Secretary-General of the Magna Charta Observatory, Almira Zejnilagic of GPW Ltd and Chris Weavers, generously made themselves available for helpful discussion.

\* Extract from Amartya Sen, 'Development as Freedom', OUP 1999.

† Palestine is the name listed in the UN lists of Missions: <http://www.un.int/protocol/documents/HeadsofMissions.pdf>. Other UN agencies, such as UNDP and UNICEF have used the common term 'Occupied Palestinian Territories': see <http://www.undp.ps/en/aboutundp/aboutpapp.html>, <http://www.unicef.org/infobycountry/oPt.html>

# MATRIX OF ACADEMIC FREEDOM COMPONENTS

## Examples of autonomy/freedom issues by category

	HEIs/Teachers	Students
Political	<p>Statutory enabling provisions for the protection of academics ● Participation in governance and legislative structures ● Formal status of representative bodies ● Appointment / dismissal process ● Freedom to pursue research ● Restrictions or mandatory syllabus that must/forbade to be taught ● Protest/association rights</p>	<p>Access to decisionmaking structures ● Position in decisionmaking structures (limitations on representation/grievances adhered to) ● Protest/association rights</p>
Economic	<p>Freedom of the institution to enter into contracts ● Freedom to fundraise / set fees ● Living wage ● Collective bargaining ● Properly resourced to do research ● Fixed/ permanent contracts ● Participation in budget process</p>	<p>Access free of economic constraints (fees, books, accommodation, ICT) ● Resources provided (study space, facilities, journals) ● Advice/counselling available ● Scholarships available (for who) ● Parity with private sector</p>
Cultural	<p>Teaching in native language ● Minorities included in the institution ● Local content (eg history, local text books) provided/required/restricted?</p>	<p>Access to instruction in local language ● Local language textbooks/content available ● Minorities treated fairly/encouraged ● Refugees catered for ● Religious restrictions/requirements eg Catholic HEI</p>
Social	<p>Disabled staff enabled ● Gender balance ● Racial minorities protected/subject to specific programmes</p>	<p>Age to attend ● Demographics ● Gender dimension addressed ● Disabled students enabled ● Minorities protected</p>
Pedagogic	<p>Access to ongoing training ● Access to pertinent academic networks ● Standards upheld by proportionate and effective means</p>	<p>Exams conducted fair/transparent ● Burdensome/ disproportionate assessment procedure ● Transparent assessment and completion process</p>



## ISRAEL

**This chapter outlines the social situation in which Israeli universities and trade unions operate.**

**It is intended to provide a review of some of the key restrictions on academic freedoms experienced by members of the higher education community in Israel. Political discourse in Israel cannot be fully understood without reference to the conflict with Palestine, the details of which are discussed in the Palestine chapter and which should be read together with this one.**

**Higher education features prominently in Israeli society, formulating comment on the numerous social and security issues that dominate Israeli politics and assuring the underpinnings of the successful ICT sector. However, the privileged role of the academy in Israel attracts considerable attention from politicians and special interest groups. A number of proposals have been popularised that would require the academy to restrict its actions for political reasons and to succumb to privatisation measures that necessarily impact on access. The sector has demonstrated resilience against a number of high profile attempts to restrict academic freedoms; however, this has required the use of long strikes disruptive to both the student experience and the conduct of research. The full inclusion of minorities within the academy remains an unresolved restriction. Arab Israelis and Mizrahim Jews can provide significant evidence of under representation and direct discrimination in all areas of society—including the higher education sector. Numerous governmental policies exist to redress the social imbalance but the issues of discrimination have endured.**

### Political system

Israel was established on 14 May 1948 and is governed via a parliamentary democracy with a 120 member unicameral body, the Knesset. A constitution has been part drafted, a series of 'Basic Laws' comprises the interim legislative base—a Knesset Constitutional Committee continues longstanding work to finalise a full constitution (ILO 2006<sup>97</sup>). The head of state is President Shimon Peres; the Presidential role is a largely ceremonial position and is elected for a seven year term. The present head of government is Prime Minister Benjamin Netanyahu, appointed 31 March 2009 (also served as Prime Minister 1996-1999). His Education Minister is Gideon Sa'ar, a former lawyer. Since 1948, Israel has been governed by 32 different governments for an average tenure of 23 months each (Prime Minister's Office 2009<sup>98</sup>), a system of proportional representation which returns coalition governments accounts for the frequent change in mandate.

The Israeli population is estimated at 7.4 million (Central Bureau of Statistics 2009<sup>99</sup>). Israeli Ministry of Foreign Affairs data estimates that 24% of the population is non-Jewish with 1 million predominantly Sunni Muslim Arabs, 170,000 Bedouin Muslims, 117,000 Druze, 117,000 Christian Arabs and 3,000 Sunni Muslim Circassians (MFA 2009<sup>100</sup>).

### Israel pre-1948

The Balfour Declaration was issued by the United Kingdom on 2 November 1917 and provided for the establishment of a Jewish national home in Palestine (see Annex 1). In 1947, the UN General Assembly issued Resolution 181, 'Future Government of Palestine', which identified two states, with Jerusalem to be shared between a Jewish and an Arab entity (UNGA 1947<sup>101</sup>). The boundaries of the states were described in Part 2 of the resolution; both states were required to guarantee '*to all persons equal and non-discriminatory rights in civil, political, economic and religious matters and the enjoyment of human rights and fundamental freedoms, including freedom of religion, language, speech and publication, education, assembly and association*' (UNGA 1947<sup>102</sup>). The Histadrut trade union, (General Federation of Laborers in the Land of Israel), already established in 1920, took on a key role in the delivery of welfare provision for Jewish emigrants to Palestine—a role it

continued to fulfil in the years after independence (The Israeli Institute for Economic and Social Research 1999<sup>103</sup>).

### Independence and conflict

On 14 May 1948, pursuant to the terms of the UN Resolution, the ‘Declaration of the Establishment of the State of Israel’ was approved by the People’s Council at Tel Aviv Museum (Israel Ministry of Foreign Affairs 2009<sup>104</sup>). The War of Independence escalated on 15 May 1948 and was followed by a series of wars with regional Arab countries. The conflicts resulted in a departure from the defined borders of the two states specified in UN Resolution 181. In January 2006, Hamas was elected to lead the Palestinian Legislative Council and Israel halted relations with the Palestinian Authority (PA). The then Israeli Prime Minister Ehud Olmert reinitiated contact with the PA in 2007 following Hamas gaining control of the Gaza Strip (CIA 2009<sup>105</sup>).

Most recently, in 2008/09, Israel undertook a military operation (Cast Lead) in Gaza following a degeneration of the security and political situation. The operation was preceded by an increase in Hamas rocket attacks on Israeli settlements and increasing violations of Palestinian rights by the Israeli military (UNHCR 2009<sup>106</sup>). The conflict was the subject of UN Resolution 1860 with both parties’ actions criticised by human rights groups and the international community. The EU Council of Ministers called for ‘renewed and urgent efforts by the Israeli and Palestinian parties as well as the international community to establish an independent, democratic, contiguous and viable Palestinian state in the West Bank and Gaza, living side by side with Israel in peace and security.’ (European Council 2009<sup>107</sup>).

### Inter-Jewish inequality

The Jewish population does not comprise a unified ethnic grouping. The Ashkenazim attain higher salaries than the Sephardim and the Mizrahim—a situation described as ‘cultural hegemony’ (Rebhun, Waxman 2004<sup>108</sup>). The Ashkenazim originated in the main from Europe and the United States, the Sephardim from Africa, Asia and South Europe while the Mizrahim predominantly from the Middle East and Africa—in Israel, the Mizrahim may also colloquially be referred to as Sephardim despite their different origins.

Notwithstanding the eastern origins of the Mizrahim, the Ashkenazi dominance remains reflected in the Israeli national anthem, ‘The Hatikvah’: ‘A Jewish soul still yearns, And onward, towards the ends of the east’ (Levy 2000<sup>109</sup>).

### Mizrahim and Arab inequality

The Adva Centre publishes extensively on equality issues that affect Mizrahim and Arabs in Israel. In 2008, ‘Israel, A Social Report’, reviewed decade long trends and determined that ‘The years between 1998 and 2007 were characterized by a diminishing of equality and social justice in Israel... Time-honored goals like full employment, decent pay, social security, public education and public housing assistance were sidelined.’ (Adva 2008<sup>110</sup>).

Arab and Palestinian minorities within Israel are subject to exemptions to national legislation requiring universal conscription. The exemptions from military service are described by the Israeli Ministry of Foreign Affairs as an exemption from *civic duty* as opposed to a different endowment of rights (MFA 2001). The Ministry further clarifies that exemption is granted for reasons of compassion as opposed to security concerns:

*‘This exemption was made out of consideration for their family, religious and cultural affiliations with the Palestinians and the rest of the Arab world, given the on-going conflict. Still, volunteer military service is encouraged and IDF service was made mandatory for Druze and Circassian men at the request of their community leaders’* (MFA 2001<sup>111</sup>).

However, in part as a consequence of exclusion from one of the major social institutions in Israel, the IDF, a two tier society has developed whereby non-conscripts such as Israeli Arabs are not able to advantage the important social connections and training available to serving conscripts. As a result of this and of pervasive discrimination within society—and despite a wide ranging array of governmental social programmes targeted at improving the inclusivity of Israeli society to Arabs—Arabs remain disadvantaged on the labour market.

While wage inequalities between Jewish groups had narrowed, the Ashkenazim remained dominant with the Arab population evidencing severe economic disadvantage. Arab wages were estimated at 71% of a baseline, Mizrahim wages

were estimated at 106% and Ashkenazi at 137% with a commensurate increase in the rate of Arab poverty (Palestinian residents from East Jerusalem were not included in the study) (Adva 2008<sup>112</sup>). The study identified multiple causes of Arab disenfranchisement including ‘*the absence of capital investment in Arab localities in Israel, the low workplace participation of ultra-orthodox men, the large percentage of new jobs that were part-time rather than full-time, and the growth of indirect hiring through temp agencies and similar organisations.*’

Arab groups have also argued that the national union, the Histadrut, does not take account of specific labour concerns that affect the domestic Arab population. A competitor trade union, Sawt el-Amel, was formed to provide redress. In a recent discussion paper, the secretary general, Wehbe Badarne, criticised an agreement entered into by the Histadrut on behalf of all Israeli workers that de facto excludes Israeli Arab youth:

*‘The Pensions Funds Agreement, which was concluded in July 2007 between the Histadrut and the Associations of Israeli Industrialists and Employers, and that came into force in early 2008, affords workers the right to pension benefits nine months after the commencement of work for the employer. The new pension law entitles male workers from the age of 21 and female workers from the age of 20 to pension benefits. What, then, is the problem?’*

*‘The problem lies in the fact that the agreement excludes young workers aged between 18 and 20, who are left without pension fund rights or guarantees, or even a minimum level of workers’ basic human rights. As for Jewish young people between 18 and 21 (20 in case of women), they perform military service and enjoy the benefit of many kinds of financial assistance, grants and governmental loans for completing this service.’ (Sawt el-Amel 2008<sup>113</sup>)*

### Israel and Palestine restrictions

Significant inequalities in the provision of human rights exist in Israel, particularly with regard to Israel’s interactions with the sovereign Palestinian territories of the West Bank and Gaza Strip. The UNHCR has been critical of the escalating Israeli interventions in Gaza since Hamas came to power. Briefing notes for a UNHCR spokesman noted that ‘*this is the*

*only conflict in the world in which people are not even allowed to flee*’ (UNHCR 2009<sup>114</sup>).

The Israeli blockade has prevented regular movement to and from the Palestinian areas with the result that Palestinians have been further excluded from Israeli institutions—including universities. A widely quoted letter from Israeli academics and university heads in 2007 stated that: ‘*Blocking access to higher education for Palestinian students from Gaza who choose to study in the West Bank casts a dark shadow over Israel’s image as a state which respects and supports the principle of academic freedom and the right to education*’ (Gisha 2007<sup>115</sup>). However, the situation has further deteriorated since then due to the conflict in December 2008/January 2009.

Israeli human rights NGO, B’Tselem, has carried out numerous independent studies into human rights violations committed both by and against Israel. With regard to the recent conflict in Gaza, they have outlined the requirement for a full independent inquiry be undertaken. They have voiced scepticism concerning the independence of the official Israeli military version of events:

*‘Israeli military and government officials declare with confidence that the military acted according to International Humanitarian Law and that responsibility for the harm to the civilian population rests exclusively with Hamas. B’Tselem’s initial survey of the military operation calls these statements into question.’ (B’Tselem 2009<sup>116</sup>)*

### The Israeli trade union sector

**Histadrut** In 1920, prior to the establishment of the State of Israel in 1948, the Histadrut (General Federation of Labour in Israel) was formed as a para-state institution delivering welfare services such as housing, agriculture and healthcare to the growing settler community. It first began to undertake trade union activities in 1944 (IILS 1999<sup>117</sup>). Following the establishment of the State of Israel, the Histadrut retained a central role in welfare provision operating the largest universal healthcare insurance scheme—a scheme it continued to benefit from in terms of membership until the 1995 National Health Insurance Law (ibid). In order to gain access to Histadrut healthcare provision, membership was required—in

effect making membership almost mandatory for many classes of workers. The loss of the healthcare monopoly in 1995 precipitated a fundamental change in the Histadrut's mandate and role. It rebranded as 'New Histadrut', with an overnight collapse in membership from 1.8 million to 650,000 (WAC 2004<sup>118</sup>). The rebranding effectively transformed the Histadrut into a modern trade union when before it had functioned as an integrated welfare service also providing union representation. However, the Histadrut remains the sole recognised trade union centre with the ITUC with a notified membership of 450,000 (ITUC 2009<sup>119</sup>).

Due to its legacy as a welfare centre, the Histadrut does not operate the standard affiliation model common among national trade union centres. Sectoral affiliates within the Histadrut provide representation for different worker communities: to this end, Histadrut is a powerful actor in Israeli politics and has strong links with senior political leaders from the left. However, the collective strength of the organisation requires that the interests of various sectoral bodies be balanced during national budget negotiations. In response to this, competitor union structures to the Histadrut emphasise a decentralised mode of collective organisation (IILS 1999<sup>120</sup>).

**Intervention in labour disputes** The Histadrut regularly intervenes on behalf of and via its sectoral interests to negotiate or arbitrate collective bargaining agreements. One recent agreement is a 1,200 member collective agreement signed with reference to Ben Gurion University and administrative staff (Histadrut 2009<sup>121</sup>). Despite the 1995 reforms and the collapse in membership, the Histadrut remains Israel's largest and most influential trade union with unparalleled influence within the Knesset through the Labour groupings.

The present Histadrut Chair, Ofer Eini, was re-elected in 2007 and has taken an active role in arbitrating high profile national pay disputes. Following the resolution of a 90 day strike of the Coordinating Council of Faculty Associations, the Histadrut was credited by the academic union Chair, Zvi HaCohen as having facilitated 'an excellent wage agreement the best that has been reached in the last decade' (Ha'aretz 2008<sup>122</sup>).

**Histadrut and Palestine** The Histadrut, with its legacy as a settler welfare state, has been accused of ignoring Palestinian

workers struggles. Many of whom cross the Israel Palestine border to work in Israel and hence are covered by the Histadrut. Ilan Pappé outlined his concerns that:

*'in areas directly or indirectly controlled by Israel, the Histadrut granted the settlers union rights while denying them to Palestinians; as for Palestinian workers in industrial plants within the border zones (areas inside the Palestinian Territories under direct Israeli control), it ignored their situation entirely despite their having no basic human or workers' rights.'* (London Review of Books 2005<sup>123</sup>)

The relationship between the Histadrut and PGFTU (Palestinian General Federation of Trade Unions) has improved in recent months following a protracted dispute over remitting Palestinian union dues. After Operation Cast Lead, the Histadrut announced that relations had been re-established with PGFTU and that a long standing financial dispute had been resolved. ICTU's Secretary General announced that:

*'This agreement is tremendously significant, at a time when the political authorities in Israel and Palestine and the international community are failing to find just and lasting solutions to the political impasse. It means that the PGFTU will be able to ensure much more effective representation for Palestinian workers, while those working for Israeli employers will also benefit'* (ITUC 2008<sup>124</sup>)

The Histadrut has taken political positions regarding Palestine. In 2005 in an interview with LabourStart, the then Chairman of Histadrut and subsequent Labour Party leader Amir Peretz outlined his view that peace between Israel and Palestine was a moral imperative:

*'I see the occupation as an immoral act, first of all. The occupation in my view is not a territorial question but one of morality. I want to end the occupation not because of international or Palestinian pressure, but because I see in it an Israeli interest.'*

*'Occupation has the quality, even if this is sometimes hidden, of influencing the occupier as well as the occupied. Our children are sent on an impossible mission -- to rule*

*over another people, and are asked to cope with impossible situations. Sometimes they return with their souls scarred, and that affects the whole society. I see the occupation as being one of the main reasons for the rise of violence in Israeli society, and the moral decline, the corruption. When a nation rules for 38 years over another people, moral norms become twisted.’ (LabourStart 2005<sup>125</sup>)*

**Emerging trade unions** Following the 1995 reforms, the trade union sector opened up and new unions were established. The new unions present a reaction to the Histadrut, representing the Histadrut as conservative and politically compromised. They have targeted workers with a more radical approach to labour organisation—an approach not compromised by legacy ties with ministers and governmental structures.

**Power to the Workers** ‘Power to the Workers - a democratic trade union’ (PtW) is an emerging union that has entered the higher education sector. Presently (April 2009), Open University junior faculty union staff members of PtW are engaged in an open-ended strike. The strike is a protest against casualisation of the workforce marked by temporary contracts which provide employment for only eight months of the year. The striking staff have noted that the Open University has 40,000 students while 1,300 of the lecturers are on temporary, semester long contracts (Ha’aretz 2009<sup>126</sup>). The local PtW representative characterised the strike as opposition to casualisation:

*‘It is unacceptable that throughout the entire semester, a lecturer at the university doesn’t know whether he will be employed the following semester...If we’re talking about a university, that calls itself, and is registered as, one of the country’s official universities, why wouldn’t they give their staff the same opportunities made available at other universities?’ (PtW quoted in Jerusalem Post 2009<sup>127</sup>)*

**Workers Advice Centre** The Workers Advice Centre (WAC) was founded in the 1990’s to capitalise on the exodus of Histadrut members—it has accused the Histadrut of failing to protect exploited immigrant labour:

*‘The Histadrut and its committees have not done enough to stop the importation of labor under conditions that*

*amount to slavery. The entry of unorganized, imported workers into the construction, agriculture and nursing sectors has mortally wounded the achievements of the labor struggle in Israel’ (WAC 2009<sup>128</sup>).*

WAC has clear policy to support demands from Palestinian workers from the West Bank, East Jerusalem and Gaza, for jobs and social rights. It has cooperated with Palestinian Trade Unions in opposing the Separation Wall and Israel’s policy of closure, and has a strong discourse of Arab and minority inclusivity. It has stated that:

*‘WAC believes that the founding of a new democratic, non-racist labor movement is an urgent need in Israel. It considers the establishment of a workers’ party, the Organization for Democratic Action (ODA or Da’am in Arabic), to be a positive step toward sparking that change. In the elections for the 17th Knesset (March 2006), some WAC leaders and worker activists, men and women, ran as ODA candidates’ (WAC 2009<sup>129</sup>).*

**Higher education faculty committees** Higher education trade union representation is divided into senior and junior faculty coordinating committees. Senior faculty are organised through the Coordinating Council of Faculty Associations, chaired by Zvi HaCohen; they have previously worked with the Histadrut to secure negotiated settlements.

Junior faculty are associated with the Coordinating Forum of Junior Academic Staff Associations in Israel, and have operated through alternate structures to the Histadrut such as the PtW structure, undertaking actions such as those described above.

Groups such as the Law and Welfare Clinic at the Tel-Aviv University Faculty of Law have also been active in many labour disputes involving academics. In a recent case, the clinic supported the organisation of workers at the Garden of Science against sustained opposition from the Weizmann and Davidson Institutes (Tel Aviv University 2008<sup>130</sup>).

The National Union of Israeli Students (NUIS) is organised on a federal basis with individual union members and approximately 200,000 members across the country—a smaller student union, the National Students’ Organisation

(NSO) is in negotiations to form a merged single student union with NUIS (ESU 2007<sup>131</sup>).

**Higher education trade union activism** HE unions are among the most active in Israel. Both faculty committees (senior and junior) and NUIS have recently undertaken strike action in protest at university financing and governance arrangements. Following the publication of the Shohat Committee report in 2007 (Shohat 2007<sup>132</sup>), the students struck in protest at significant tuition fee increases; meanwhile the senior faculty struck in protest at a long standing pay freeze. More recently the junior faculty have struck in protest at the increasing casualisation of the labour force. Traditionally the junior and senior faculty unions have pursued uncoordinated action directed at different concerns. However, in 2007, both acted in concert to oppose Finance Ministry proposals.

Nevertheless, against these circumstances and to prevent representation of workers from being tainted by institutional considerations, it was decided to transfer the representation of the workers of the Garden of Science to a private practitioner. This was done, among other reasons, in order to refocus the legal and public debate on the workers' right to unionise and to conduct collective negotiations about their rights.

The unions have enjoyed success in their campaigns. Senior Faculty secured agreement from the government that the Shohat recommendations would be implemented only after union consultations had completed (TCCFA 2007<sup>133</sup>) and eventually won a 24% increase in salary (Ha'aretz 2008<sup>134</sup>). Students struck for 41 days in 2007 before agreeing a negotiated settlement with the government (Ha'aretz 2007<sup>135</sup>).

More recently, the ongoing conflict with the Finance Ministry entered a new phase with the State Comptroller announcing publicly that universities were profligate with respect to salary payments. The Comptroller stated that:

*'after the universities paid their employees the unauthorized additional salary benefits, they were left with smaller amounts of money to use for their primary purpose - academic instruction and research'* (Israel NN 2009<sup>136</sup>)

Conflicts within Israel's HE sector are predominantly those of autonomy and financing. There is concern that the recent attack

by the Comptroller—while tackling issues of profligacy such as excessive spending on business class air travel etc - is a move to bring the sector more closely under the control of the Finance Ministry, with profound implications for academic freedom.

### Higher education in Israel overview

*An IAU Overview of the sector is included as Annex 2.*

In 2006 310,000 students were enrolled at ISCED levels 5 and 6 with a gender composition at entry of 62% female and 51% male. A gender balance remains when the levels are disaggregated, females comprise 55% of students at ISCED levels 5A,B and 52% at level 6. 12,149 students left Israel to study abroad with flows to the USA (3,540), Jordan (1,863), Germany (1,223), Italy (1,060), and the UK (937). The gross outbound enrolment ratio of 2.3% is near the median for the region (North America and Western Europe).

Public expenditure on education (all stages) is 6.3%, this compares with 7.0% for Norway, 5.3% for the US and 5.5% for the UK—in absolute figures, this amounts to \$6,347 PPP per student at the tertiary level. Staff salaries account for 58.2% of higher education spending. 48.7% of the spending on higher education is public with 51.3% comprising private investment—household spending accounts for 34.9% (UNESCO Global Education Digest 2008<sup>137</sup>).

The Israeli system is ranked at 23 in the QS SAFE National System Strength Rankings, losing points for access (a measure of places per assumed eligible student) (QS 2008<sup>138</sup>). The Hebrew University of Jerusalem is listed at number 93 in the World Top 500 University Rankings. Of the eight Israeli Nobel laureates, two were awarded each for economics and chemistry, one for literature and three for peace.

**Minority access to higher education** Debates regarding minority and Palestinian access to HE are prominent in Israeli academia with polarised and politicised debates from all poles of the political spectrum. Studies undertaken by ISEF, a Mizrahi rights group, have evidenced that social inequalities prevalent in society are also replicated in academia:

*'nearly 3 in 4 faculty members is an Ashkenazi man (73%); Ashkenazi women account for another 17*

percent.. Prof. Yehuda Shenhav, who supervised the research, said it proved the ethnic gap still exists in Israel, despite claims to the contrary.' (ISEF 2007<sup>139</sup>).

In a paper submitted to the Knesset in 2006, Gisha—Legal Centre for Freedom of Movement described the limitations that the blockade on freedom of Palestinian movement into and out of the West Bank and Gaza Strip had placed on access to HE by Palestinians (Gisha 2006<sup>140</sup>). It found that restrictions placed on freedom of movement barred Palestinians from taking up places at Israeli universities, and noted that the restrictions were under protest from sections of the Israeli HE sector. The report annexed a statement from the Council of the Israel Academy of Sciences and Humanities that resolved:

*'the Council of the Academy calls on the government of the State of Israel to refrain from instituting any policy that hinders any group of scientists or academics whether Palestinian or otherwise from properly discharging their academic responsibilities. Cases where security considerations are deemed to require placing restrictions on a person's movements should be adjudicated as such, on an individual basis and with all due consideration for a person's human rights'* (Gisha 2006 *ibid*).

Dirasat ('studies' in Arabic) have outlined in a recent report (Dirasat 2009<sup>141</sup>) that an increasing number of Arab students are studying in Jordan—more so since the Jordan/Israel peace agreement. Arab students evidence discrimination in Israeli universities with only 3.5% of the Arab population entering university compared to 9.5% of the Jewish population (20-29 year range) (Dirasat 2008, quoting Central Bureau of Statistics Israel 2007<sup>142</sup>). In 1998, a UNESCO report referenced that Israel had enacted remedial measures to encourage the participation of Arabs in the academy, the report noted that:

*'The Council for Higher Education has initiated a programme to accelerate the recruitment of Arab lecturers in universities. Twenty new Arab lecturers have been appointed in the last four years in the framework of this programme.'* (WCHE UNESCO 1998<sup>143</sup>)

However, the report also noted that legacy peripheralisation of Arabs in the sector could not be redressed in the short term.

**Economic dimension and institutional autonomy** The economic dimension of academic freedom in Israel is contested at the institutional, faculty (both senior and junior) and student levels. The degree of institutional autonomy from the ministries of Finance and Education has been under review in a public process which has produced a number of reports—of particular relevance are the Maltz Report (2000) and the Shohat Report 2007. More recently, statements by the State Comptroller have been viewed as partly political and a further attack on institutional autonomy.

The Maltz Report proposals were adopted in 2001 and required that a non-academic executive committee comprise the supreme body of the university. A coalition of university academic senates (The Israeli Inter-Senate Committee (ISC) Of The Universities For The Protection Of Academic Independence) described their experience in a letter to the Australian Higher Education Review (ISC 2002):

*'[ISC] rejected the Maltz Committee Report recommendations for a massive transfer of authority from the universities' senates to extra-academic bodies. The ISC warned that these measures would jeopardize the academic independence and the freedom of research in the universities and would lead to lower research quality and lower teaching standards.'* (ISC 2002<sup>144</sup>)

More recently, the Shohat Report presented a mixed set of proposals, proposals welcomed by the HE sector included a substantial increase in research funding to meet increases in other countries with significant research sectors such as the US and UK. However, proposals regarding academic salaries comprised a significant erosion of earnings when annual compound gains were accounted for. The contest between the academics and the Ministry of Finance lead to an 88 day strike by the Senior Faculty Coordinating Committee—finally arbitrated by the Histadrut and resulting in a 24% salary increase.

**Political pressure on academic freedoms** The salary erosion evidenced in Israel—more pronounced for the junior faculty than the senior faculty - has been linked to the status of academia in the media and public discourse. Israeli academia occupies a privileged space in Israeli society. It evidences a

high degree of autonomy and institutional resilience to state pressure—however, the price for this is continued public debate regarding the potential of such a system to conform to ivory tower stereotypes.

**Ministerial interventions** Minister Limor Livnat's actions as Education Minister from 2001 to 2006 represented perhaps the most direct examples of sustained attempts at state interference into academic freedoms and university autonomy in Israel. Her interventions attempted to dilute the influence of universities in the Council for Higher Education, censor critics of the Israeli government and establish universities without respect for the statutory role of the independent Council.

However, the response from university heads in Israel to her attempted interference evidences institutional resilience to external political threats. The present Minister, Gideon Sa'ar, is perceived as less activist in approach, however, it is early in his tenure and he has not engaged substantively in debates concerning academic freedoms.

**Minister Limor Livnat (2001-2006)** In 2002, university presidents had expressed concerns that proposals made by Minister Livnat to reduce the representation of universities on the Council for Higher Education comprised 'the greatest threat' to the independence of the sector (THES 2002<sup>145</sup>).

Subsequently, in 2004, following an article published in a Belgian newspaper, mass-media hysteria in Israel attacked Prof. Grinberg—with some quarters accusing him of treason for his views on the Israeli/Palestinian dispute. Minister Livnat subsequently entered the debate and pressured Ben-Gurion University (unsuccessfully) to revoke the position Professor Grinberg's position and threatened sanctions if compliance was not forthcoming—it was reported that:

*'She sent a strongly worded letter to Professor Avishai Braverman, president of Ben-Gurion University, saying, "In light of the university's decision to refrain from taking action against the grave incitement published by Grinberg, I cannot, in good conscience, stand alongside the directors of the university at such events - not so long as Ben-Gurion University continues to serve as the academic home of such a lecturer."' (Ha'aretz 2004<sup>146</sup>)*

However, with reference to a similar request made of the university, the President of the university was reported as responding that academic freedom should and cannot be restricted by university authorities:

*'the directors of an academic institution cannot control the statements made by all of its members, even if they exploit their rights to academic freedom.'* (Haaretz 2004)

Minister Livnat continued her activist politics in 2005 with regard to the accreditation of Ariel College as a university—see below.

The Minister's interventions were directed at short term issues and derogated from pre-existing statutory provisions. In addition, her public criticisms had the potential to discourage non-state investment into the sector which, due to the high level of private financing of the sector, would have further exacerbated the funding crisis. Research has identified that:

*'The substantial lack of support for university faculty in the public discourse—including a high level of media disdain—have contributed to a severe erosion in academic salaries versus many other public sectors.'* (CEPR Dan Ben-David 2008<sup>147</sup>)

The interventions by Minister Livnat during her tenure comprise a violation of the 1997 UNESCO/ILO Recommendation Concerning The Status of Higher Education Teaching Personnel provisions on 'Educational Objectives and Policies', which requires that the higher education sector be treated as a long term investment subject to effective public scrutiny.

*'10. At all appropriate stages of their national planning in general, and of their planning for higher education in particular, Member States should take all necessary measures to ensure that:*

*(a) higher education is directed to human development and to the progress of society;*

*...(c) where public funds are appropriated for higher education institutions, such funds are treated as a public investment, subject to effective public accountability;*

*(d) the funding of higher education is treated as a form of public investment the returns on which are, for the most*

*part, necessarily long term, subject to government and public priorities;*

*(e) the justification for public funding is held constantly before public opinion.’ (UNESCO 1997<sup>148</sup>)*

**Ariel College** The town of Ariel was founded in 1978 and settlers predominantly comprise Jews who have made Aliyah (migration to Israel) and who have then joined settler communities in the West Bank. Ariel College was founded in the West Bank in 1982 and hosts 8,500 science students—the institution is comprised of four faculties and also conducts high technology research (Ariel College 2009). The college represents a significant source of employment and local economy for the town (Ariel Municipality 2009<sup>149</sup>).

Newspaper reports in 2005 indicated that 300 Arab students study at the college; it was reported that a number of these commute significant distances to the college. The report also noted that Arab students generally face difficulties in gaining a place at any Israeli university and the choice to accept a place at Ariel may have been made without recourse to alternatives.<sup>1</sup> (*Jerusalem Post* 2005<sup>150</sup>)

Ariel College is a self-declared political project, described on its website as:

*‘a demonstratively Zionist institution, the University Center has two key requirements: every student must study one course per semester on some aspect of Judaism, Jewish heritage or Land of Israel studies, and the Israeli flag must be displayed in every classroom, laboratory and auditorium on campus.’ (Ariel College 2009<sup>151</sup>)*

Already a controversial institution in Israel, Ariel College’s application for university status in 2005 polarised opinions in Israel and generated significant discussion on the impact of settler politics on Israeli universities. In 2005, Ariel College received support from the then pro-settler Israeli Cabinet for its request for university status—the then Prime Minister, Ariel Sharon, welcomed the extension of his settler policies:

*‘The process mirrors the position of the government, whose objective is the strengthening of settlement blocs,’ (Ariel Sharon quoted in *Israel News* 2005<sup>152</sup>)*

The recognition tasked the then Education Minister, Limor

Livnat, to work with the Council of Higher Education (CHE) to transit Ariel College to a university. This violated the independent regulatory structure in Israel which ascribed a role to CHE to manage the recognition of institutions. At the time CHE did not recognise that cabinet support required the conferring of university status and publicly opposed the political grant of university status to Ariel.

In 2006, Ariel College was granted recognition as a university centre by the Council for Higher Education - Judea and Samaria (CHE-JS) on the condition that the College initiate Masters and other research degree programmes (CHE-JS is a parallel regulatory body to CHE established to manage higher education regulatory actions carried out by Israel in the West Bank areas of Judea and Samaria).

**Withdrawal of status** CHE challenged the status change noting that an agreement had been reached to not create another university in the coming five years due to funding constraints. In 2008, the Justice Ministry intervened and found that IDF and Civil Administration was the body with constituted authority to decide on the question and it had not been consulted. Reports quoted the Justice Ministry spokesman:

*‘if the college does not change its name [back to Ariel College], a suit to the Court for Procedural Matters will be considered, in accordance with the authority legally granted to the Attorney-General.’ (Israel National News 2008<sup>153</sup>)*

Following the withdrawal of rights to use the name ‘university centre’, the Ariel College Chairman of the Board of Executive Directors, former Finance Minister, Yigal Cohen-Orgad, protested that the rebuke was a ‘technicality’. The *Jerusalem Post* further reported Ariel College’s spokesman:

*‘A spokesman for Ariel hinted that the decision of the council, which is chaired by Education Minister Yuli Tamir, a founder of Peace Now, was politically motivated. “Under the government of Ariel Sharon, when Limor Livnat was education minister, the legislative groundwork was created to recognize an institution of higher learning beyond the Green Line as a university,” the spokesman*

said. "However, all progress was halted after the government was changed."<sup>154</sup> (Jerusalem Post 2008)

**Ariel College national debate** During the three year conflict, polarised opinions had transformed the College's request into a politicised debate concerning the role and independence of the higher education sector. Benjamin Netanyahu, the current Prime Minister, participated in a promotional video for Ariel College (Ariel College 2009<sup>155</sup>) and Prime Minister Ehud Olmert's spokesman was quoted in the *Jerusalem Post* endorsing the change of status:

*'was happy about the government decision [in 2005 to expand the college], and thinks the strengthening of the Ariel college strengthens both the settlement blocs and higher education in Israel.'* (Jerusalem Post 2007<sup>156</sup>)

The political relevance of legitimizing settler activity (or not) in the West Bank by the higher education community was widely discussed in both domestic and international media. *Ha'aretz*, a liberal publication, recognised that the polemical and political debate itself pressured university autonomy in a very direct way. Critical commentators, such as Shlomo Sand at the University of Tel-Aviv, lamented the settler movement's use of the academy to pursue violations of Palestinian territory:

*'Ariel's university must be considered an illegal outpost, because it is located in occupied territory that has not been annexed to Israel. The people who live in the area, who are not Jewish, have no civil rights and no elementary political rights, and they have not been asked whether they want a Jewish college in their environs.'* (Ha'aretz 2005<sup>157</sup>)

### **Academic freedom case study of intra-Institutional pressure: Ilan Pappé**

In addition to Minister Livnat's interventions, there have been a number of high profile allegations of intra-institutional violations of academic freedoms. Two of the most well publicised cases have been those relating to Professor Ilan Pappé; and Omar Barghouti, a doctoral candidate in ethics at Tel-Aviv University. Both are longstanding critics of Israel's treatment of the Palestinians. Pappé's case is reviewed below.

Ilan Pappé was based at the University of Haifa from 1984-

2007 during which time he was a constant critic in both the academic and political spheres of Israel's treatment and dominant discourse relating to Palestinians. Specifically, Professor Pappé had dedicated much of his work towards a public discussion of the Palestinian exodus in 1948—an exodus which he has described as an expulsion. In 1998, a research student, Theodore Katz, published a thesis on an alleged atrocity committed during the 1948 war by the 33rd IDF Battalion—the thesis was initially awarded a grade of 97%. Legal action was subsequently initiated by the battalion members and after a review of the thesis by a further committee at the University of Haifa, Katz was awarded a non-research degree due to alleged inaccuracies in the details and substance of the report.

Pappé protested and following a protracted dispute filed a public letter of protest with the American History Association condemning the process as political interference into legitimate academic inquiry (*Ha'aretz* 2002<sup>158</sup>). Subsequently, Haifa university authorities threatened remedial measures against Pappé and commenced an investigation into allegations that he had brought the university into disrepute. Due to Pappé's high profile in Israeli political, media and academic circles, the story quickly gained currency, *Ha'aretz* reported that:

*'This could become a quasi-political trial that arouses great interest and is well-publicized, centering around the question of how to be a non-Zionist Jewish historian in an Israeli university, political, opinionated, famous and not a little arrogant - without breaking the rules of the game. Pappé would gain worldwide publicity as a persecuted freedom-fighter and Haifa University would find itself on the list of international lepers.'* (Ha'aretz 2002<sup>159</sup>)

In 2007, Pappé left the University at Haifa following a number of years strained relations with the Rector and took up a post at the University of Exeter.

**Military interventions: course structuring** Israeli universities and academics have been faced with external pressure from military authorities. Earlier this year (2009), the military made sustained representations to the Hebrew University requesting that Shabak (intelligence services) employees be eligible for 16

month humanities degrees based on prior learning and the essential role of the service. It was reported in *Ha'aretz* that Haim Rabinowitz, the Rector of the University, had refused the request:

*'No one would dare suggest that the cleaning staff who sweep out the lecture halls receive special academic conditions—even though their work, too, is essential. The head of the Shin Bet is quick to mention the foiling of terrorist attacks as supporting evidence for getting an academic degree. What is the connection? A proposal is currently circulating in the Knesset for legislation that would offer academic points in return for reserve duty. Why academia, Rabinowitz asks, proposing instead that they get points with El Al or the Co-op supermarket chain' (Ha'aretz 2009<sup>160</sup>).*

**Bologna Process implications** The latter pressure placed on the university sector by the ministry would have required the Israeli university to substantially deviate from European degree structures which require an undergraduate degree to extend over a minimum of three years. Israel has previously made representations to the Bologna Process for membership—though its application has been declined on the basis that Israel is an observer to but is not a member of the European Cultural Convention (BFUG 2007<sup>161</sup>). The Bologna Follow Up Group examined Israel's request and concluded that:

*'Israel also was not a signatory of the European Cultural Convention. This suggested the application should be rejected, although there might be scope to increase engagement with Israel, through policy dialogues and observer status as conferences.'* (BFUG 2007<sup>162</sup>)

The resilience evidenced by the university should be understood, at least indirectly, as a response to the existence of respected European standards—and standards that Israel perceives as in its national interest to adhere to (CHE 2008<sup>163</sup>). To this end, the ambition of Israel to join the Bologna Process can be considered an indication that the sector has an interest in preserving academic freedom through autonomy from political interference from the state.

## Annex 1

### The Balfour Declaration<sup>164</sup>

*His Majesty's Government view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavours to facilitate the achievement of this object, it being clearly understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country*

(Balfour Declaration 1917)

## Annex 2

### IAU sector description (edited<sup>165</sup>)

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Higher education is provided by universities, non-university institutions offering instruction at Bachelor level in specific fields (e.g. Technology, Arts and Teacher Training, para-medical schools) and academic courses in regional colleges for which universities are academically responsible. Higher education comes under the direct jurisdiction of the Council for Higher Education which is responsible for the accreditation and authorization of higher education institutions to award degrees. Non-university level post-secondary institutions are usually only authorised to award a first-level (Bachelor's) degree. The programme usually lasts for 3 years, with some exceptions, and offers courses at lower, intermediate and upper levels. Each department structures its programme in a logical sequential pattern of introductory and theoretical coursework, followed by specialised, in-depth advanced study. Two programmes are available: single major and dual major. A Master's Degree programme generally extends over 2 years and, in the Humanities and Social Sciences, is offered as Track/Plan A, which involves coursework and a written thesis and gives access to further study at the doctoral level, and Track/Plan B which requires more coursework than Track A but no thesis and does not permit continuation to the doctoral level. The doctoral programme focuses on a scientific paper or dissertation which is expected to make an original and substantial contribution

to the advancement of knowledge. The Council for Higher Education has voted in favour of allowing all academic institutions - not just universities - to offer Master's Degree programmes.

### *University level studies*

**University level first stage: Bachelor's degree, 3-5 years** The first stage usually requires three years' study, with some exceptions, such as Architecture, Dentistry, Engineering, Law, Medicine, Nursing, Pharmacy, Physiotherapy, Veterinary Medicine. Each department structures its programme in a logical pattern of introductory and theoretical coursework, followed by specialised, advanced study. Much of the work in the second and third years can be considered as advanced upper level work in which pro-seminars and seminars are required. Single and dual major programmes are offered in many departments. Students usually register for approximately 10 annual hours in each department (approximately 40 semester hours). Degrees based on the dual major or single major programmes are viewed equally. Bachelor's degrees in Arts, Law, Science, Fine Art, Music and Education are awarded by the universities and colleges. Students studying for a Bachelor's degree at those universities that offer a Teacher's Certificate Programme may begin during their third year. On completing their additional year of Teaching Certificate studies, they will be awarded both a Bachelor's degree and a Teacher's Certificate, entitling them to teach from pre-primary school onwards..

**University level second stage: Master's degree, 2 years (as a rule)** The length and structure of Master's degree programmes vary according to the field of study, the department or the institution. Students admitted with course deficiencies are required to complete supplementary coursework which extends throughout the programme. This may include: lectures, seminars, laboratory work, theoretical or practical research, a thesis and a comprehensive final examination. Admission requirements are: A Bachelor's degree from a recognised university with a grade average of 75-80. Some departments may require more or less than the stated minimum grade average. Some may require entrance examinations or interviews. Two programmes are generally

offered: A-coursework and a thesis, which give access to further study at the doctoral level; or B-additional coursework and no thesis. B does not permit to continue at the doctoral level, but there are some mechanisms which allow students to change from one programme to another. A Master's degree in Arts, Social Sciences, Science, Engineering, Law, Public Health and Library Science is awarded by the universities and some academic colleges. A Diploma in Criminology and Librarianship is also awarded.

**University level third stage: Doctor of Philosophy - PhD, minimum 2 years** This stage represents the highest level of academic work and is only offered by universities. The doctoral programme extends over a minimum period of two years after the Master's degree. The doctoral thesis is expected to make a substantial and original contribution to the advancement of science. A Master's degree with a grade average of 80 and above and a grade of at least 90 on the Master's thesis are usually required. A direct doctoral programme for exceptional students with a Bachelor's degree and a grade of 90 or above in their major subject and of 80 in other course work is also offered. The first year of the Master's degree is accelerated and, if high achievement is maintained, the student may bypass the second year of the Master's degree and proceed directly to doctoral studies.

### **Data for academic year 2005-2006**

**Source** IAU from Ministry of National Education, Colombia, 2006

**Note on higher education institutions** The following institutions have received a permit to open and maintain an institution They are not accredited as institutions of higher education and they are not authorized to award academic degrees to graduates: Schechter Institute of Jewish Studies (<http://www.schechter.edu>), Ashkelon Academic College (<http://www.ash-college.ac.il>), Jordan Valley College (<http://www.yarden.ac.il>), Machon Lander and The College of Sakhnin for Teacher Education.

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