

# The Effect of the Third Sector on Educational Institutions

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## *Extended Abstract*

Formal education is one of the main services that the public sector provides and finances, from kindergarten through high school. The educational system in Israel is characterized by a state image and is based on a strong public infrastructure- most of the contents of the curriculum are decided by the Ministry of Education, and most of the teachers are employed by the Ministry of Education and local authorities. However, in recent decades there has been a trend of external bodies entering the education system, such as associations and business companies, which implement and operate pedagogic programs within the schools.

Although systematic data collection on the involvement of external bodies within the Israeli educational system have not been conducted, and there are no precise data on the nature and scope of the organizations, there is no dispute on the centrality of the third sector. In Israel, there are currently 8,333 organizations operating in the field of education, which constitute about 19% of all third sector organizations in Israel (Central Bureau of Statistics, 2017), These organizations are active in about 90% of the schools and fill about 10% of the school hours (Eden, 2010). Moreover, the rapid expansion of third sector organizations occurred in the shadow of the absence of a coherent government policy toward third sector organizations. The purpose of this study is to shed light on the issue of the involvement of the third sector within Israeli educational institutions.

The research discusses the possible influence of the nonprofit organizations in the education field on the education institutions and its extent. In order to answer this question, the study focused on three different organizations operating in different fields:

- 1. The Trump Foundation:** An organization that focuses on quality teaching in the fields of mathematics and science;
- 2. The “Aharai” Association:** A social organization that prepares teenagers for a significant military service;
- 3. The “Chaim BePlus” Association:** An association whose goal is to teach students financial education. These organizations have operated within the schools during the 2016/2017 school year.

The study was based on data analysis, some of the data were collected by the Ministry of Education, and included data on the number of students who passed and excelled at 5 points Bagrut in mathematics in various schools in the Central District of the Ministry of Education between the years 2011-2014. Another part of data were collected using structured questionnaires distributed to students in various schools throughout the country. One of the questionnaires examined the impact of “Aharai” and included information about the student’s willingness to enlist in a meaningful and/ or combat service. Another questionnaire examined the impact of the “Haim BePlus” organization and included information related to the students’ economic knowledge and financial skills. The data were analyzed using a series of two-variable and multivariate statistical analyzes, in order to examine the research hypothesis.

The main findings of this study regarding each organization listed:

**The Trump Foundation:** It seems that there has been an improvement in the percentage of students who passed and excelled in five mathematics units in schools in which the Trump Foundation was active (the treatment group). The improvement occurred both during the comparison between the experimental group and the control group (schools without the Trump activity) and during the comparison between the schools that underwent the activity (the treatment group) themselves, between the years 2011-2014 the same schools improved the variables examined.

**“Aharai” Association:** Among the students who took part in the organization’s 101 project (the treatment group), seemed to be a marked improvement in responsiveness and a greater desire to enlist in a meaningful and / or combat service compared with students who did not participate

in the activities of the organization (the control group). Moreover, the findings pointed out that the improvement in the willingness to enlist could be attributed to participation in project 101 of the Aharai organization, and not to other environmental factors.

**”Chaim BePlus” Association:** The findings marked an improvement in both the financial knowledge and the economic skills of the students who took part in the course administered by the organization (the treatment group) compared with the students who did not take part in the course of the ”Life in Progress” (the control group). The findings also pointed out that the improvement among the students in the treatment group could be attributed to participation in the course of the organization, and not to other external factors.

The main conclusion that emerges from this study, is that there is indeed an influence of the associations that operated within the schools. The method of influence is diverse and is expressed in various ways, depending on the field of each organization. The effect is expressed in two main ways - first, at the micro level, by changing the way students are thinking, both in terms of recruitment for significant military service and in terms of knowledge and financial skills. Second, at the macro level, by improving the scholastic achievement of all the schools in mathematics.