

**State of Israel
Ministry of Education**

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**before the 6th ministerial conference “Environment for
Europe”**

**Agenda Item 3:
Education for Sustainable Development**

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Madame/Mr. Chairperson, distinguished delegates,

Thank you for giving me this opportunity to express our position before this important panel.

Israel, that strives to fulfill aspiration and visions, was amongst the first countries to respond to the challenge of Education for Sustainable Development (ESD). It has also played an important role in contributing to the Strategy Development process. Israel is committed to incorporate SD strategy and translates its vision into reality, towards strengthening the capacity of individuals, communities and countries to make judgments and choices that support healthy and productive life for the present generation and the future generations as well.

The fulfillment of phase I is on its way. Israel established the necessary policies, structures, cooperation and involvement of governmental and non-governmental working groups. An effort on bridging the gap between policy and practice includes addressing policy documents, integrating SD principles and themes into the national curricula K-12, operating activities for leaders and teachers, and promoting processes for attaining values and behaviors. Cooperation

between the Ministry of Education and the Ministry of Environmental Protection led to a National Action Plan “Understanding and protecting our Environment”, which was presented lately at the Ministry of Education board meeting.

Within the framework of this plan, An integrative conceptualization of ESD is emerging by adopting the “cross-curriculum strategy”, as being implemented in terms of the “whole institution approach” with focus on an active participation of learners within the environment, in which meaningful learning occurs. This approach demands; Team Teaching’s school assimilation of SD cross curricula document; More often Out-door/class activities; Tools and materials accessible in Hebrew & Arabic; Non formal and informal activities via extracurricular classes & youth Cadets, and The development of assessment tools for achievements and enhancement related to skills, attitudes and behaviors.

The development of ESD competence as an integrative multi-disciplinary concept that relies on Team-Teaching

models is a major challenge, and we plan to explore some successful examples. In spite of our common pre-service and in-service training difficulties, About 24,000 (20%) teachers are taking part this year in 960 in-service regional courses, and 3 national courses that are leader oriented.

Competence development is one of the main goals that we suggested as high priority, and we'll be happy to share our achievements related to this issue.

Strategy implementation improvement relies on Research and Development outcomes and Cooperation on ESD within the UNECE region. These are being considered for promotion via national and international networks.

Israel values the important work done by the UNECE steering committee on ESD and is committed to continuing its active participation in the implementation efforts of this strategy across the region.