



המשרד להגנת הסביבה  
وزارة حماية البيئة  
Ministry of Environmental Protection



שלום עם הסביבה

Ministry of Education

**ESD**

**Education for Sustainable Development**



**An action plan to promote ESD  
and environmental literacy for  
understanding and protecting our  
environment**



## Background

Human society recognizes that we are living in a time of global ecological crisis. This has led to an international consensus for sustainable development

**The government of Israel is part of this consensus and in May 2003 decided to promote a policy of Sustainable Development in all government offices.**

**The Ministry of Education and the Ministry of Environmental Protection are involved in this challenge**



## **\*UNECE Strategy for ESD**

quotation from the draft strategy, December 2004

“Our vision for the future is of a region that embraces common values of solidarity, equality, and mutual respect between people, countries and generations. It is a region characterized by SD, including economic vitality, justice, social cohesion, environmental protection and the sustainable management of natural resources, so as to meet the needs of the present generation without compromising the ability of future generations to meet their needs”

**\* United Nation Economic Commission for Europe**



## **\*International strategic goals**

- 1. To ensure an ESD policy**
- 2. To promote ESD in formal and informal education**
- 3. To enable educators to integrate ESD into their teaching, learning and assessment**
- 4. To ensure access to tools and study materials**
- 5. To promote relevant Research & Development**
- 6. To strengthen cooperation with UNECE region**

**\*UNECE Strategy for ESD**



## Implementation of international UNECE strategy

- Phase 1 (till 2007) – preparing implementation\*
- Phase 2 (till 2010) – strategic implementation, country progress reports, refinements as needed
- Phase 3 (till 2015) – significant progress in ESD implementation

**\*(General Director's circular 2004 5B)**



**ESD is not just another discipline but rather an organizing principle to be instilled in the school's worldview within other disciplines, together with activities for the community and society in general, via formal, informal and non-formal education**



## **The national action plan stresses**

- **Implementation of ESD principles, with particular emphasis on environmental activities, changing attitudes, achievements and behaviours**



## **Main objective -**

**Meaningful ongoing values-based  
K- 12 development**

## **Operative goal**

**Promoting attitudes, achievements  
and behaviours**



## Prerequisite conditions for in-school activities

- **Instilling an overall multi-disciplinary approach by adopting a “cross curriculum strategy” with social and youth activities, using team-teaching methods.**
- **Making a transition from a mere ecological and environmental component to an integrative conceptualization of ESD, with emphasis on SD issues related to social, economic, ethical, and environmental aspects.**
- **Developing knowledge, thinking (skills) and values alongside activities within the community, beyond the boundaries of the classroom and the school.**
- **ESD will be led by a professional representative seeking the integration of environmental literacy within a variety of study disciplines.**



# Headquarters Activities

<b>Establishment of policy</b>	Addressing policy documents, setting themes and principles supporting ESD, integrating ESD in national curricula, addressing extracurricular formal and non-formal activities, developing assessment tools...
<b>Involvement of district managers, inspectors &amp; principals</b>	MOE announced the Ministry's policy and called for active involvement
<b>Involvement of governmental and non-governmental bodies</b>	Cooperation and links between MOE and other Ministries, municipalities, organizations, and the private sector
<b>Bridging the gap between policy and practice</b>	A letter from the MOE General Director has been uploaded onto websites and sent to principals An updated General Director's Circular (November 08)
<b>Teacher training</b>	Operating programs for leaders, in-service and pre-service teacher training
<b>Ongoing awareness</b>	Ongoing call to integrate ESD themes and principles . Emphasis on a different aspect to be chosen each year
<b>Digital databases</b>	A database of materials and examples of school and community activities is in preparation



## School Activities

<b>Preparing the year</b>	Appointment of leaders at schools. Allocation of 30 hrs at least in each grade level (7 – 10 hrs per discipline), setting time-table for outside/outdoor classroom activities
<b>Planning according to guidelines</b> based on the “cross-curriculum ESD themes” document, and on collaboration and coordination between disciplines	ESD themes in curricula document is available for 5 subjects and domains. Enables team teaching
<b>Community involvement</b>	School and community must show commitment
<b>Teacher training</b>	Participation in programs and courses
<b>Exposure to materials and examples</b>	Material and models are being collated and distributed digitally for use.
<b>Projects and events</b>	Participating in local, regional, national and international projects and events



## **Bodies involved:**

- **Government Ministries: Ministry of Environmental Protection**
- **Centre for local government, local authorities and the community**
- **Green organizations**
- **The business sector**



## School and community deal with issues relevant to local environmental conditions

**Water pollution, air pollution, energy production and conservation, material production and consumption, recycle, climate change, health security, open spaces, biodiversity**

**Emphasis on SD themes related to social, economic, ethical, and environmental aspects such as - citizenship, human rights, poverty alleviation, social equality, democracy, cultural diversity, rural and urban development, natural resource management, and environmental protection**



## Implementation of ESD principles

- **In their broadest sense (environment, economy and society)**
- **Placing the issue on the public agenda through multi-year planning**
- **Every year one aspect of this issue will receive prominence on a national scale**



## 2008-9 declared the green year in the education system





# Objective, target audience and partners

- **Objective:**  
Value-laden education relating to practical behaviour for protection and caring for the environment
- **Target audience:**  
Primary schools – students, teachers, parents and community  
Ministry of Education – headquarters and district staff
- **Partners:**  
Ministry for Environmental Protection, local authorities, educational staff, environmental NGOs, civil society organizations and the private sector
- **Means:**  
Nationwide green activity program



- **Declaring a green year to increase EDS awareness, but at the same time creating an infrastructure of pro-environment activities that may take root and flourish within the school culture in the future.**



- **Schools will conduct ongoing multi-year programs to instill SD principles in their broadest sense.**
- **To place the issue on the educational agenda, a different aspect of sustainability will be focused upon each year.**
- **In 2009 we will focus on management of natural resources in general, and in smart consumption, waste disposal and recycling in particular.**
- **Recycling activities is a visual point for value-laden education in schools and communities**



# Annual programme

- **All primary schools in Israel will have a recycling corner for batteries, paper and beverage cans**
- **Each primary school will choose green activities from a broad selection that can be implemented at different levels of depth and breadth.**
- **There will be stronger cooperation regarding environmental protection between the MOE, the MEP, schools, green organizations, civil society and the business sector**



## Recycling at headquarters and in the districts

- **The MOE headquarters and regional offices are set up to collect materials for recycling. Their staff will receive documentation to refresh knowledge of relevant procedures as well as guidelines for efficient, economical and eco-friendly use of materials such as: use of digital media, avoiding unnecessary printing, two-sided printing, use of recycled paper, reduced use of plastic bags etc.**



## Planning for 2009-2010

**As above,**

**expanding the number of  
disciplines involved;**

**expanding into secondary  
education ;**

**A different aspect of sustainability will  
be focused upon next year**



- **“See how pleasant and fine my deeds are and all I have created – I have created for you; take care not to spoil and destroy my world – for if you do, there will be no one to repair it after you”**  
(Kohelet Raba 7:13)



**Looking ahead to a better  
future!**