



**FORMAT FOR REPORTING  
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR  
EDUCATION FOR SUSTAINABLE DEVELOPMENT**

*Within the framework of the  
United Nations Decade of Education for Sustainable Development (2005–2014)*

The following report is submitted on behalf of the Government of ...ISRAEL... in accordance with the decision of the UNECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible  
for submitting the report: Dr. Ofer Rimon

Signature:

Date: September 26, 2010

Full name of the institution: Administration for Science and Technology, Ministry of Education, Israel

Postal address: 34 Shivtei Yisrael St., Jerusalem 91911 ISRAEL

Telephone: +972.2.5602197

Fax: +972.2.5602600

E-mail: [oferri@education.gov.il](mailto:oferri@education.gov.il) / [chelifried@gmail.com](mailto:chelifried@gmail.com)

Website: <http://www.education.gov.il> <http://tinyurl.com/svivati>

Contact officer for national report (if different from above): Shoshana Cohen (+972.506.282356  
[shshycoh@education.gov.il](mailto:shshycoh@education.gov.il))

- A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation; on how the stakeholders were consulted and how the outcome of this consultation was taken into account; and on the material used as a basis for the report.

Governmental institutions (*please specify*) \_\_\_\_\_

*Israel has a Sustainable Development Strategy in all its government ministries. Detailed reports on its implementation by various ministries are available at the site of the Ministry for Protection of the Environment. These documents informed the preparation of this report and are available at: <http://tinyurl.com/il-gov-strategy>*

*The ESD programs in Israel are lead by the Administration for Science and Technology at the Ministry of Education. The Administration works closely with the Division for Environmental Education at the Ministry for Protection of the Environment and with other relevant departments at the Ministry of Education and institutions in the broader civil society. This report is based on the documentation that result from these activities.*

Stakeholders:

NGOs (*please specify*) \_\_\_\_\_

*The coalition of green organizations is a main partner in the implementation of the Israel strategy. The coalition was established on the eve of the Johannesburg conference in 2002 and includes: (1) Steering Committee open to all green organizations (2) Coordination committee composed by representatives of the main green organizations (3) Representation at the committee for SD of the General Directors of the*

government ministries. The reports of the coalition are available at: <http://tinyurl.com/yerukim>

Academia (please specify) \_\_\_\_\_

*The Universities in Israel and the colleges for teacher education, both part of the higher education system, are integral partners in the SD and ESD strategies being developed here. Their contribution to this process is expressed in many facets of this report including teachers training, environmental and sustainable development courses of studies, research, and research related to ESD and more.*

*The Ministry of Science and Technology developed a comprehensive program of research on SD that is being carried out through the universities. See: <http://tinyurl.com/madaresearch>*

*ESD activities are well established in the relevant courses of studies in all institutions of higher learning. A good example, among others, is the activities of the Heschel Center, which in cooperation with the Porter School for Environmental Studies at Tel-Aviv University, offers courses in the theory and practice of sustainability for particular target populations.*

*These include courses for: national government ministry executives; local government professionals; school principals; community centre managers. Through the courses participants learn how to activate sustainability principles in their fields and develop implementation projects which they begin during and immediately after the course: <http://heschel.org.il/eng/studies>*

Business (please specify) \_\_\_\_\_

*The activities of the business sector are also expressed in this report. The business sector in Israel is deeply involved in advancing sustainable development technologies and in education for sustainable development. The Israel Manufacturers Association has an active role having developed a substantial agenda of projects and competitions through its affiliated education NGO. See presentation (Hebrew) at: <http://tinyurl.com/il-taasia>*

Other (please specify) \_\_\_\_\_

- B. Report any particular circumstances that help clarify the context of the report – for example, whether the decision-making structure is federal and/or decentralized, and whether financial constraints are a significant obstacle to implementation. (This information should not exceed half a page.)

*The Israel strategy for Sustainable Development is lead by a committee composed by the General Directors of the Ministries and include representatives from the Israel Land Authority; the Water Authority; the KKL, Jewish National Fund; the Israel Green Coalition (NGOs); the Israel Manufacturers Association; and a representative from the Academy/Higher Education.*

*Israel being a small country (population of about 7 million) it has a central government. Still the strategy adopted for advancing the Sustainable Development agenda is participatory with a strong involvement of the Local Authorities and all sectors of the civil society along the Ministries and central agencies of the government.*

*Dr. Ofer Rimon, director of the Administration for Science and Technology of the Ministry of Education is the representative of the Ministry at the General Directors team for SD.*

## TEMPLATE FOR REPORTING

ISSUE <sup>1</sup> 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national <sup>2</sup> language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify languages. Hebrew. It is now being translated to Arabic too.</i>
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>The Ministry of Education, Administration for Science and Technology together with the Division for Environmental Education of the Ministry for Protection of the Environment act as the National Focal Point.</i>
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD. There is a joint committee of the two ministries chaired by the deputy director general of the Ministry for Protection of the Environment, Yoram Horowitz. The committee is convened every three weeks to follow up the implementation of the plans for ESD. Every four weeks the meeting is convened in an enlarged membership composition that include also representatives of the NGOs Green Coalition.</i>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD. Yes.</i>
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD, <sup>3</sup> and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify. Yes. Several joint projects concerning ESD and SD are implemented by the Ministry of Education and the Ministry for Protection of the Environment. They cover the different levels of education and teacher training both pre and in service. The UNESCO global process is also part of this process as the Israel Committee for UNESCO has developed related activities including the educational activities related to the establishment of the Ramot Menashe Biosphere Area.</i>
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	

<sup>1</sup> Issues 1 to 6 are in accordance with the objectives of the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1).

<sup>2</sup> For countries with a federal government structure, all references to “national” apply to “State”, as appropriate. In this context, “data at the national level” means aggregated data received from sub-State entities.

<sup>3</sup> The United Nations General Assembly in its resolution 57/254 of 20 December 2002 proclaimed the 10-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development.

Sub-indicator 1.2.1	Is ESD reflected in any national policy <sup>4</sup> document(s)?
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please specify and list major document(s).</i>  <i>The regulatory documents for the educational system in Israel are issued as the Director General Circular periodically published by cabinet of the General Director of the Ministry of Education. It has included the directives for ESD inclusion in the curriculum.</i></p> <p><i>Other policy documents:</i>  <i>A Vision for Sustainable Development – Education of the Future Generation</i></p> <p><i>Change of Policy in Environmental Education: Education for Sustainable Development, David Donitz, Orly Peled</i></p> <p><i>Links to these documents are available at: <a href="http://tinyurl.com/il-education">http://tinyurl.com/il-education</a></i></p> <p><i>Environmental Education and Education for Sustainability – Principles ,ideas and action plans (2009).</i></p> <p><i>This reader, edited by Prof. Tali Tal from the Technion, Israel Institute of Technology for the Ministry of Education and the Ministry for Protection of the Environment. It was produced for the purpose of dissemination and assimilation of behaviours and practices of sustainable development among teachers, students, schools and communities. Available in Hebrew at: <a href="http://tinyurl.com/talital">http://tinyurl.com/talital</a></i></p>

<sup>4</sup> Policy documents may include national strategies, plans, programmes, guidelines and the like.

Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements; at all levels of formal education, as understood by your education system in accordance with ISCED? <sup>5</sup>																														
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1" data-bbox="940 321 1318 646"> <thead> <tr> <th data-bbox="940 321 1171 375">ISCED levels <sup>6</sup></th> <th data-bbox="1171 321 1241 375">(a)</th> <th data-bbox="1241 321 1318 375">(b)<sup>7</sup></th> </tr> <tr> <td></td> <th data-bbox="1171 375 1241 407">Yes</th> <th data-bbox="1241 375 1318 407">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="940 407 1171 440">0</td> <td data-bbox="1171 407 1241 440">V</td> <td data-bbox="1241 407 1318 440">V</td> </tr> <tr> <td data-bbox="940 440 1171 472">1</td> <td data-bbox="1171 440 1241 472">V</td> <td data-bbox="1241 440 1318 472">V</td> </tr> <tr> <td data-bbox="940 472 1171 505">2</td> <td data-bbox="1171 472 1241 505">V</td> <td data-bbox="1241 472 1318 505">V</td> </tr> <tr> <td data-bbox="940 505 1171 537">3</td> <td data-bbox="1171 505 1241 537">V</td> <td data-bbox="1241 505 1318 537">V</td> </tr> <tr> <td data-bbox="940 537 1171 570">4</td> <td data-bbox="1171 537 1241 570">V</td> <td data-bbox="1241 537 1318 570">V</td> </tr> <tr> <td data-bbox="940 570 1171 602">5<sup>8</sup></td> <td data-bbox="1171 570 1241 602">V</td> <td data-bbox="1241 570 1318 602">V</td> </tr> <tr> <td data-bbox="940 602 1171 634">6</td> <td data-bbox="1171 602 1241 634">V</td> <td data-bbox="1241 602 1318 634">V</td> </tr> <tr> <td data-bbox="940 634 1171 662"><b>Teacher education</b></td> <td data-bbox="1171 634 1241 662">V</td> <td data-bbox="1241 634 1318 662">V</td> </tr> </tbody> </table>	ISCED levels <sup>6</sup>	(a)	(b) <sup>7</sup>		Yes	Yes	0	V	V	1	V	V	2	V	V	3	V	V	4	V	V	5 <sup>8</sup>	V	V	6	V	V	<b>Teacher education</b>	V	V
ISCED levels <sup>6</sup>	(a)	(b) <sup>7</sup>																													
	Yes	Yes																													
0	V	V																													
1	V	V																													
2	V	V																													
3	V	V																													
4	V	V																													
5 <sup>8</sup>	V	V																													
6	V	V																													
<b>Teacher education</b>	V	V																													
Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify</i>  <i>Non-formal and informal ESD is an integral part of the policy being implemented in Israel. One substantial aspect is the deployment of educational activities through the Division for Youth and Society at the Ministry of Education and through the large network of Youth Movements assembled through the Israel Council of Youth Movements. About 25,000 Youth Movement instructors have been trained on ESD and educational resources to support their ESD activities with their disciples are being produced and distributed.</i>  <i>Other non-formal and informal ESD activities are developed through the mass media.</i></p>																														
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i>  <i>All the policy documents listed in section 1.2 include the development of public awareness in relation to ESD.</i></p>																														
Sub-indicator 1.2.5	Does a formal structure for interdepartmental <sup>9</sup> cooperation relevant to ESD exist in your Government?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i>  <i>As described in the items 1.1.3 and 1.1.5 above there are two main formal cooperation frameworks: 1. The Inter Ministerial Committee for SD and the joint committee of the Ministry of Education and the Ministry for Protection of the Environment.</i></p>																														

<sup>5</sup> International Standard Classification of Education (ISCED), UNESCO, 1997 ([http://www.unesco.org/education/information/nfsunesco/doc/isced\\_1997.htm](http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm)).

<sup>6</sup> Education level in accordance with ISCED.

<sup>7</sup> National curricula and/or national standards/ordinances/requirements.

<sup>8</sup> For higher education institutions when answering: (1) regarding national legislation: this objective is focusing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts, national strategies of Research and Development, university organization and studies acts, or general laws of higher educations**; (2) regarding national and/or subnational standards/ordinances/requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process; see [http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians\\_en.asp](http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians_en.asp) for information) for higher education institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

<sup>9</sup> Between State bodies.

Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? <sup>10</sup>												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> <i>As described above in sections 1.1.3 and 1.1.5 other agencies and civil society entities like the Green Coalition, Business and Universities are active participants in the Inter Ministerial Committee for SD and are involved in the implementation of the ESD program.</i>												
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> <i>The Ministry of Education and the Ministry for Protection of the Environment budget ESD in all the relevant areas: non-formal and informal education; formal education at all levels; teacher training both pre-service and in service; advanced degrees in ESD at high learning institutions.</i>												
<b>Indicator 1.3 National policies support synergies between processes related to SD and ESD</b>													
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> <i>The ESD national focal point is composed by the Ministry of Education and the Ministry for Protection of the Environment. It's activities are an integral part of the policies developed by the high level committee of General Directors of the Government Ministries for SD.</i>												
<b>Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING</b>													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
<b>Indicator 2.1 SD key themes are addressed in formal education</b>													
Sub-indicator 2.1.1	Are key themes of SD <sup>11</sup> addressed explicitly in the curriculum <sup>12</sup> /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum <sup>13</sup> /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum <sup>14</sup> /programme of study at various levels of formal education?												

<sup>10</sup> For explanation see paragraph 46 of the UNECE Strategy for ESD.  
<sup>11</sup> For explanation see paragraph 15 of the UNECE Strategy for ESD.  
<sup>12</sup> At the State level, where relevant.  
<sup>13</sup> See footnote 12.  
<sup>14</sup> See footnote 12.

<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.</i></p> <table border="1" data-bbox="848 245 1413 310"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i></p> <p><i>The Council of Youth Movements that works in concert with the Ministry of Education served as the channel through which 25,000 Youth Movement instructors have been trained in ESD through a joint program of the Ministry of Education and the Ministry for Protection of the Environment.</i></p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								

<b>Indicator 2.2 Strategies to implement ESD are clearly identified</b>																																																													
Sub-indicator 2.2.1	<p>Is ESD addressed through:<sup>15</sup> (a) existing subjects<sup>16</sup>only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?<sup>17</sup> (e) other approaches?</p> <p><i>Phase II: If yes, please specify for different levels of education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="border: none;">ISCED levels</th> <th style="border: none;">(a)</th> <th style="border: none;">(b)</th> <th style="border: none;">(c)</th> <th style="border: none;">(d)</th> <th style="border: none;">(e)</th> </tr> <tr> <th style="border: none;"></th> <th style="border: none;"><i>Yes</i></th> <th style="border: none;"><i>Yes</i></th> <th style="border: none;"><i>Yes</i></th> <th style="border: none;"><i>Yes</i></th> <th style="border: none;"><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td style="border: none;"><b>0</b></td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;">V</td> </tr> <tr> <td style="border: none;"><b>1</b></td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;">V</td> </tr> <tr> <td style="border: none;"><b>2</b></td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;">V</td> </tr> <tr> <td style="border: none;"><b>3</b></td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;">V</td> </tr> <tr> <td style="border: none;"><b>4</b></td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;"></td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><b>5</b></td> <td style="border: none;">V</td> <td style="border: none;"></td> <td style="border: none;">V</td> <td style="border: none;"></td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><b>6</b></td> <td style="border: none;"></td> <td style="border: none;"></td> <td style="border: none;"></td> <td style="border: none;">V</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><b>Teacher education</b></td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;">V</td> <td style="border: none;"></td> <td style="border: none;"></td> </tr> </tbody> </table> <p style="margin-left: 20px;"><i>If you ticked (e), please specify the approaches. Massive use of the Youth movements as and ESD channel</i></p>	ISCED levels	(a)	(b)	(c)	(d)	(e)		<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<b>0</b>	V	V	V	V	V	<b>1</b>	V	V	V	V	V	<b>2</b>	V	V	V	V	V	<b>3</b>	V	V	V	V	V	<b>4</b>	V	V	V			<b>5</b>	V		V			<b>6</b>				V		<b>Teacher education</b>	V	V	V		
ISCED levels	(a)	(b)	(c)	(d)	(e)																																																								
	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>																																																								
<b>0</b>	V	V	V	V	V																																																								
<b>1</b>	V	V	V	V	V																																																								
<b>2</b>	V	V	V	V	V																																																								
<b>3</b>	V	V	V	V	V																																																								
<b>4</b>	V	V	V																																																										
<b>5</b>	V		V																																																										
<b>6</b>				V																																																									
<b>Teacher education</b>	V	V	V																																																										
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>																																																													

<sup>15</sup> For higher education institutions: These distinctions would be equal to: (a) **courses and disciplines**; (b) **interdisciplinary courses**; (c) **separate, specified SD courses or seminars**; and (d) **stand-alone projects** implemented by the department, faculty or inter-faculty structures.

<sup>16</sup> E.g. geography or biology. For higher education, "subject" means "course".

<sup>17</sup> A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.



Indicator 2.3 A whole-institution approach <sup>18</sup> to SD/ESD is promoted																			
Sub-indicator 2.3.1	Do educational institutions <sup>19</sup> adopt a “whole-institution approach” to SD/ESD?																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> </tr> <tr> <td>1</td> <td>V</td> </tr> <tr> <td>2</td> <td>V</td> </tr> <tr> <td>3</td> <td>V</td> </tr> <tr> <td>4</td> <td>V</td> </tr> <tr> <td>5</td> <td>V</td> </tr> <tr> <td>6</td> <td>V</td> </tr> <tr> <td><b>Teacher education</b></td> <td>V</td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify (provide examples on how it is done).</i></p> <p><i>In 2010 a tender was published for employing Instructors Disseminators for the purpose to support schools and kindergarten that participate in the training courses to build a continuing school program that include action projects. The purpose of this program financed by the Ministry for Protection of the Environment is to achieve a significant breakthrough in the extent and deep of school involvement in SED.</i></p>	ISCED levels	Yes	0	V	1	V	2	V	3	V	4	V	5	V	6	V	<b>Teacher education</b>	V
	ISCED levels	Yes																	
0	V																		
1	V																		
2	V																		
3	V																		
4	V																		
5	V																		
6	V																		
<b>Teacher education</b>	V																		
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																		

<sup>18</sup> A “whole institution approach” means that all aspects of an institution's internal operations and external relationships are reviewed and revised in light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

<sup>19</sup> For higher education institutions: **whole university, whole college or whole faculty approach** (including inter-faculty approaches).

*Phase II: If yes, please specify what schemes are available for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.*

ISCED levels	Yes
0	V
1	V
2	V
3	V
4	V
5	V
6	V
<b>Teacher education</b>	V

Yes  No

*Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).*

*Israel instituted a certification process to provide educational institutions with a Green Certificate. The certificate is provided through an inter-ministerial judging committee. The criteria involve instituting a sustainable life style in the school, re-cycling, reduction in the use of resources. There are presently 550 certified kindergarten and primary schools (from a total of 5,000 kindergarten and 1,600 Primary Schools); 480 Junior High Schools (from a total of 800).*

*The requirements for certification include (1) Having a sustainable life style that includes reduction of waste, recycling (2) Curriculum with at least 30 hours on ESD (3) Instituting a Green Council composed by the students (4) Activities and connections with the wider community in promoting the Green agenda.*

*The program also provides a Permanent Green Certificate that requires more extensive compliance with the basic criteria.. There are presently 200 institutions undergoing the final stages of this permanent certification. All these certification procedures are based on hard data and concrete results.*

*For higher education institutions a Green Campus certification process has been instituted. Several teacher training colleges have already obtained such certificate among them: Jerusalem Teachers College, Hemdat Darom, HaKibutzim, David Yellin, Oranim and Sahnin.*

*The Minister Award for Outstanding Kindergarten and Schools was instituted and is awarded for three kindergarten and three schools that excelled in their activities concerning SED. In addition two Mention of Honour are awarded for excellence in training programs concerning SED through the school year.*

Sub-indicator 2.3.3

Do institutions/learners develop their own SD/ESD indicators for their institution/organization?

*Phase II: If yes, please specify for all levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate:*

*(a) For formal institutions.*

ISCED levels	Yes
0	V
1	V
2	V
3	V
4	V
5	V
6	V
<b>Teacher education</b>	V

Yes  No

*(b) For non-formal institutions for non-formal and informal education.*

ISCED levels	Yes
0	V
1	V
2	V
3	V
4	V
5	V
6	V
<b>Teacher education</b>	

*If relevant data are available, please also specify (i.e. provide examples on how it is done).*

<b>Indicator 2.4 ESD is addressed by quality assessment/enhancement systems</b>																																								
Sub-indicator 2.4.1	<p>(a) Are there any education quality assessment/enhancement systems? (b) Do they address ESD<sup>20</sup>? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?</p> <p><i>Phase II: If yes, please specify for various levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>0</b></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;"><b>4</b></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> <tr> <td style="text-align: center;"><b>5</b></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>6</b></td> <td style="text-align: center;">V</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Teacher education</b></td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> <td style="text-align: center;">V</td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e. provide examples on how the data was compiled).</i></p>	ISCED levels	(a)	(b)	(c)	Yes	Yes	Yes	<b>0</b>	V	V	V	<b>1</b>	V	V	V	<b>2</b>	V	V	V	<b>3</b>	V	V	V	<b>4</b>	V	V	V	<b>5</b>	V	V		<b>6</b>	V			<b>Teacher education</b>	V	V	V
ISCED levels	(a)		(b)	(c)																																				
	Yes	Yes	Yes																																					
<b>0</b>	V	V	V																																					
<b>1</b>	V	V	V																																					
<b>2</b>	V	V	V																																					
<b>3</b>	V	V	V																																					
<b>4</b>	V	V	V																																					
<b>5</b>	V	V																																						
<b>6</b>	V																																							
<b>Teacher education</b>	V	V	V																																					
<b>Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice</b>																																								
Sub-indicator 2.5.1	<p>Are SD issues addressed in informal and public awareness-raising activities?</p> <p><i>Phase II: Please specify.<sup>21</sup></i>  <i>The mass media is used as part of the national strategy for public awareness-raising activities.</i>  <i>A work book on ESD has been produced as part of the extensive program training instructors of the Youth Movements, A collection of recommended activities and instructional devices is now being developed for the use of these instructors by the Division for Youth and Society of the Ministry of Education.</i></p>																																							
Sub-indicator 2.5.2	<p>Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations) which addresses SD issues?</p> <p><i>Phase II: Please specify and provide examples.</i>            Several corporations and institutions provide work-based learning. This is carried out in different communities and address issues like eco-gardening; ESD; sustainable transportation; re-cycling and other related matters. Examples of such companies and institutions include Derech Eretz (that operates the first private roadway in Israel); Intel; Bank Hapoalim; the Centre for Local Government; the Centre of the Local Councils and others.</p>																																							
Sub-indicator 2.5.3	<p>Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?</p> <p><i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i>  <i>Regular attitude measurement surveys are carried out by the Ministry for Protection of the Environment</i></p>																																							

<sup>20</sup> For higher education institutions: either **national centres for quality assessment in higher education** or cooperation with general quality assessment agencies such as the European Foundation for Quality Management (EFQM).

<sup>21</sup> Please describe how this is done, e.g. in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

<b>Indicator 2.6 ESD implementation is a multi-stakeholder process<sup>22</sup></b>																									
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <p>(a) According to the UNECE Strategy on ESD</p> <table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> <p>(b) According to the UN DESD</p> <table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>																				
A	B	C	D	E	F																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
<b>Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING</b>																									
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>																									
<b>Indicator 3.1 ESD is included in the training<sup>23</sup> of educators</b>																									
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? <sup>24</sup>																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify by filling in the table in appendix III.</i></p> <p>All Teacher Training Colleges (30) have included SD and ESD as an integral part of the training of new teachers who choose as the focus of their studies Science and Technology. Among these colleges several have developed special ESD programs: HaKibutzim, Oranim, David Yellin, Beit Berl.</p>																								
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? <sup>25</sup>																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify by filling in the table in appendix III.</i></p> <p>The Ministry of Education Division for Teachers Training and Professional Development has produced guidelines and deployment procedures for ESD in service training of teachers and other educational personnel.</p>																								
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify by filling in the table in appendix III.</i></p> <p>The Ministry of Education Division for Teachers Training and Professional Development developed in cooperation with the Eshel Center developed a program for Leading Teachers on ESD.</p>																								
<b>Indicator 3.2 Opportunities exist for educators to cooperate on ESD</b>																									
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify (provide examples on how this is done).</i></p> <p>There are several initiatives for networking among personnel involved in ESD using both face to face events as well ICT based forums. An annual seminar on ESD is organized for leading educators and administrators at the Beit Berl Teachers College. All regional divisions of the Ministry maintain, each of them, a forum for the Green School. The Karev Foundation established and maintains the Green Network. The Israel Society for the</p>																								

<sup>22</sup> For higher education institutions: this covers the issue of **university "outreach"** (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

<sup>23</sup> ESD is addressed by content and/or by methodology.

<sup>24</sup> For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.

<sup>25</sup> For higher education institutions: The focus is here on existing **in-service training programmes** regarding SD and ESD for university/college teachers in their own universities/colleges.

	<p><i>Protection of Nature maintains also an special ESD network.</i>  <i>The MOFET Institute for RTD in Teacher Education maintain a Green Forum for Teacher Educators.</i>  <i>Among the ICT facilities for ESD networking there are Green Forums in all Teachers Networks in the regional divisions of the Ministry of Education and the cities educational authorities web sites; there is the SABABA site for children; the library of publications SVIVA in the Ministry of Protection of the Environment.</i></p>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? <sup>26</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify how, listing the major ones, and describing them as appropriate.</i>  <i>See previous item (3.21)</i></p>
<b>Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE</b>	
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p> <p><i>Many tools and resources for ESD are available. Among them:</i>  <i>ESD Learning resources have been developed in the framework of the LAMDA initiative of the Ministry of Education; the materials developed for informal education by the Division for Youth and Society; the materials developed by the Division for Teacher Training and Professional Development; by the Division for Teacher Education and the Teacher Education Colleges and more.</i></p> <p><i>Environmental Education and Education for Sustainability – Principles, ideas and action plans (2009): This reader, edited by Prof. Tali Tal from the Technion, Israel Institute of Technology for the Ministry of Education and the Ministry for Protection of the Environment. It was produced for the purpose of dissemination and assimilation of behaviours and practices of sustainable development among teachers, students, schools and communities. Available in Hebrew at: <a href="http://tinyurl.com/talital">http://tinyurl.com/talital</a></i></p>	

<sup>26</sup> Including assistance through direct funding, in-kind help, political and institutional support.

<b>Indicator 4.1 Teaching tools and materials for ESD are produced</b>	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of development and production of ESD tools and materials exist?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please describe. Described above under introduction to Issue 4. The Ministry of Education and the Ministry for Protection of the Environment are developing enrichment resources for three age groups: Kindergarten-Grade 2; Grades 3-6; Grades 7-9. Such resources deal with matters like urban nature, sustainability in day to day life, ecological footprint, wise consuming, environmental problems from a global and from local perspectives, ecological systems as ground for existence and more. These resources are developed in addition to the Reader referred in the previous section.</i>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in USD) for annual expenditures on ESD-related research and development. In the last budget year 1,500,000 NIS have been invested in the production of teaching tools and materials by one of the stakeholders – the Ministry for Protection of the Environment. This sum does not include other budget sources from the Ministry of Education, Local Authorities and private foundations.</i>
<b>Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist</b>	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities? (b) approved by public authorities? (c) tested and recommended for selection by educational institutions?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: For (a) and (b), please describe. Quality assurance is obtained through the Curricular Discipline Committee of the Division for Curricular Programming of the Ministry of Education. By the Chief Inspectors of the relevant disciplines (MAFMARIM); and through the establishment of National ESD Centers for Teachers at the different universities in addition to the MOTNET initiative. Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c), please also describe. Please also provide your own examples, as appropriate.</i>
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages? (b) for all levels of education according to ISCED?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase I: For (a) please specify. The national languages are Hebrew and Arabic. All materials are available in Hebrew and are being translated to Arabic.</i>

	<p><i>Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels</th> <th>(b) Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>V</td> </tr> <tr> <td>1</td> <td>V</td> </tr> <tr> <td>2</td> <td>V</td> </tr> <tr> <td>3</td> <td>V</td> </tr> <tr> <td>4</td> <td>V</td> </tr> <tr> <td>5</td> <td>V</td> </tr> <tr> <td>6</td> <td>V</td> </tr> <tr> <td><b>Teacher education</b></td> <td>V</td> </tr> </tbody> </table>	ISCED levels	(b) Yes	0	V	1	V	2	V	3	V	4	V	5	V	6	V	<b>Teacher education</b>	V
ISCED levels	(b) Yes																		
0	V																		
1	V																		
2	V																		
3	V																		
4	V																		
5	V																		
6	V																		
<b>Teacher education</b>	V																		
<b>Indicator 4.3 Teaching tools and materials for ESD are accessible</b>																			
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please describe.</i></p> <p><i>In addition to the participating schools that are supported by local authorities and private foundations there are two main initiatives: (1) The Dagan Center at the Bar Ilan University (financed by the government) produce teaching materials for the pre-primary level and (2) the Lamda program of the Ministry of Education provide resources for primary schools.</i></p>																		
Sub-indicator 4.3.2	Is public authority money invested in this activity?																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify to what extent by providing an indication of the amount in USD, giving the annual expenditures for ESD-related research and development.</i></p>																		
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p><i>There are several websites both from the government and non-governmental institutions (private sector, green companies, cooperatives) which provide a wide variety of ESD teaching materials.</i></p>																		
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet? (b) provided through other channels?																		
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>For (a) and (b) please specify.</i></p> <p><i>There is no comprehensive central site. However two good sources are the library of ESD materials at the Ministry for Protection of the Environment and the Eshel Center.</i></p>																		
<b>Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD</b>																			
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p>																			



<b>Indicator 5.1 Research<sup>27</sup> on ESD is promoted</b>	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD <sup>28</sup> supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget. An indicative sum are the 500,000 NIS invested in the last budget year by the Chief Scientist of the Ministry for Protection of the Environment in research on ESD. This in addition of many other private foundations sources and research at the universities.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what kind of research (content and methods).</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: <sup>29</sup> (a) for the master's level? (b) for the doctorate level? (2) addressing ESD: (a) for the master's level? (b) for the doctorate level?
(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b). A specific Master course of studies on ESD was established at the Hakibutzim Teachers College. ESD is addressed as part of many Master level and some Doctorate level courses of studies. For the last 10 years the Heschel Center is operating the Environmental Fellows Program in view to develop a new generation of environmental leaders for Israel. See: <a href="http://heschel.org.il/eng/fellows">http://heschel.org.il/eng/fellows</a></i>
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify for (a) and (b). The Chief Scientist of the Ministry for Protection of the Environment issued a call for research on ESD on the amount of 500,000 NIS  The Israel Society of Ecology and Environmental Studies regularly publishes announcements concerning the availability of scholarships. See: <a href="http://tinyurl.com/milga">http://tinyurl.com/milga</a></i>
<b>Indicator 5.2 Development of ESD is promoted</b>	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? <sup>30</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and provide the total amount annually over the reporting period. Such programs are distributed among many private institutions and some government departments and no total figures are available.</i>
<b>Indicator 5.3 Dissemination of research results on ESD is promoted</b>	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms <sup>31</sup> to share the results of research and examples of good practices in ESD <sup>32</sup> among authorities and

<sup>27</sup> These include support from various sources, such as State, local authorities, business and non-governmental sources.

<sup>28</sup> E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; means of evaluation including socio-economic impacts.

<sup>29</sup> ESD is addressed by substance and/or by approach.

<sup>30</sup> Activities may include pilot projects, action research, social learning and multi-stakeholder teams.

<sup>31</sup> E.g. conferences, summer schools, journals, periodicals, networks.

<sup>32</sup> E.g. the "participatory approach"; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

	stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify and provide the total amount annually over the reporting period.</i></p> <p><i>Research and good practices are disseminated through conferences, seminars, courses websites and publications. There are no figures for the total amount invested.</i></p>
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i>  <i>The journal "Ecology and Environment a Journal for Environmental Science and Policy" is published by the Israel Society of Ecology and Environmental Studies. The different institutions dealing with ESD maintain websites with publication concerning ESD and these are also included in more general interest publications.</i></p> <p><i>Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i></p>
<b>Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<b>Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond</b>	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international <sup>33</sup> networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Phase II: Please specify for national, subnational and local levels and list major networks.</i></p> <p><i>Israel has a rich background of international cooperation on SD/ESD going back to the early years of the establishment of the State of Israel. This was expressed in the Rehovot Conference and continued today by the Weitz Rehovot Centre and the MASHAV division of the Ministry of Foreign Affairs; it works closely with the relevant ministries, university departments and the 4 training centres for international cooperation.</i></p> <p><i>On the k12 level Israel is very active on two international networks:</i>  <i>GLOBE is a worldwide hands-on, primary and secondary school-based science and education program. The GLOBE program promotes and support students, teachers and scientists to collaborate on inquiry-based investigations of the environment and the Earth system working closely with NASA, NOAA.</i>  <i>SEMPEP is a holistic, interdisciplinary program on environmental education in the framework of the UNESCO Mediterranean initiative. It incorporates actions for the development of environmental consciousness in the region.</i></p>
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. List major networks.</i>  <i>The Ministry of Education, Administration for Science and Technology</i></p> <p><i>The Administration is member, for the Ministry, of the EUN-European Schoolnet, the Association of the European Ministries of Education for ICT in Education. The EUN maintains two portals/networks related to ESD: U4Energy the school challenge to promote energy saving in Europe (See: <a href="http://u4energy.eu/">http://u4energy.eu/</a>) and Scientix the community for Science Education in Europe (See: <a href="http://www.scientix.eu">http://www.scientix.eu</a> )</i></p> <p><i>This in addition to the GLOBE and SEMPEP networks described in 6.1.1</i></p>

<sup>33</sup> In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Phase II: Please specify and list the major ones.</i>  <i>There is a bilateral agreement to implement the Globe Program in Israel signed at the national level with the US.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please list and describe.</i> <i>This activity is embedded in the MASHAV initiatives referred above at 6.1.1 See:</i> <i>MASHAV – Israel’s Agency for International Development Cooperation: Implementing the Millennium Development Goals</i> <i><a href="http://mashav.mfa.gov.il/mfm/Data/186939.pdf">http://mashav.mfa.gov.il/mfm/Data/186939.pdf</a></i> <i>Rehovot 2010 Conference on Inclusive Sustainable Development <a href="http://rehovot2010.simi-group.com/en">http://rehovot2010.simi-group.com/en</a></i>
<b>Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES, AS WELL AS LOCAL AND TRADITIONAL KNOWLEDGE, IN ESD</b>	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<i>Phase II: Please provide the updated information to indicate changes over time.</i>	
<i>Phase III: Please provide the updated information to indicate changes over time.</i>	

**Issue 8. DESCRIBE ANY CHALLENGES AND OBSTACLES ENCOUNTERED IN THE IMPLEMENTATION OF THE STRATEGY**

*Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.*

*Phase II: Please provide the updated information to indicate changes over time.*

*Phase III: Please provide the updated information to indicate changes over time.*

**Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION**

*Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.*

*Phase II: Please provide the updated information to indicate changes over time.*

*Phase III: Please provide the updated information to indicate changes over time.*

### Appendix I (a)

#### Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education by filling in the table below. (Please tick (V) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (e.g. international relations, security and conflict resolution, partnerships)				V	V	V
Ethics and philosophy		V	V	V	V	V
Citizenship, democracy and governance			V	V	V	V
Human rights (e.g. gender and racial and inter-generational equity)				V	V	V
Poverty alleviation				V	V	V
Cultural diversity				V	V	V
Biological and landscape diversity	V	V	V	V	V	V
Environmental protection (waste management, etc.)	V	V	V	V	V	V
Ecological principles/ecosystem approach	V	V	V	V	V	V
Natural resource management (e.g. water, soil, mineral, fossil fuels)	V	V	V	V	V	V
Climate change			V	V	V	V
Personal and family health (e.g. HIV/AIDS, drug abuse)			V	V	V	V
Environmental health (e.g. food and drinking; water quality; pollution)	V	V	V	V	V	V
Corporate social responsibility				V	V	V
Production and/or consumption patterns	V	V	V	V	V	V
Economics				V	V	V
Rural/urban development				V	V	V
<b>Total</b>	<b>6</b>	<b>7</b>	<b>9</b>	<b>17</b>	<b>17</b>	<b>17</b>
=73 Other (countries to add as many as needed)						73

NB: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (max. 102 ticks; “other” not counted) is:

No. of ticks	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Could you specify which specific themes are of critical important in your countries and why? Please specify for different ISCED levels, as appropriate.

### Appendix I (b)

#### Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum<sup>34</sup>/programme of study at various levels of formal education, by filling in the table below.

(Please tick (V) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

**Table of learning outcomes**

Competence	Expected outcomes	ISCED Levels					
		0	1	2	3	4	5
<b>Learning to learn</b> Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?		V	V	V	V	V
	- understanding complexity/systemic thinking?		V	V		V	V
	- overcoming obstacles/problem-solving?		V	V	V	V	V
	- managing change/problem-setting?			V	V		V
	- creative thinking/future-oriented thinking?			V			V
	- understanding interrelationships across disciplines/holistic approach?			V			V
	<b>Total</b>		3	6	3	3	6
	- other (countries to add as many as needed)?						
-							
<b>Learning to do</b> Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?		V	V	V	V	V
	- decision-making, including in situations of uncertainty?		V	V	V	V	V
	- dealing with crises and risks?		V	V			V
	- acting responsibly?		V	V	V	V	V
	- acting with self-respect ?		V	V			V
	- acting with determination?		V	V	V	V	V
	<b>Total</b>		6	6	4	4	6
	- other (countries to add as many as needed)?						
-							
<b>Learning to be</b> Does education at each level enhance learners' capacity for:	- self-confidence?		V	V	V	V	V
	- self-expression and communication?		V	V	V	V	V
	- coping under stress?		V				V
	- ability to identify and clarify values (for phase III)?		V	V			V
	<b>Total</b>		4	4	2	2	4
	- other (countries to add as many as needed)?						
-							

<sup>34</sup> At the State level, where relevant.

	<b>Expected outcomes</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Learning to live and work together</b> Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?	V	V	V	V	V
	- acting with respect for others?	V	V		V	V
	- identifying stakeholders and their interests?		V	V		V
	- collaboration/team working?		V	V	V	V
	- participation in democratic decision-making?	V	V	V	V	V
	- negotiation and consensus-building?	V	V			V
	- distributing responsibilities (subsidiarity)?	V				V
	<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>7</b>
- other ( <i>countries to add as many as needed</i> )?						
					87	

NB: Your response will reflect the variety of ESD learning outcomes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (max. 138 ticks; "other" not counted) is:

No. of ticks	0–7	8–14	15–35	36–70	71–104	105–138
Scale	A	B	C	D	<b>-E-</b>	F

### Appendix I (c)

#### Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels.

(Please tick (V) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

**Table of teaching-learning methods**

Some key ESD teaching/learning methods proposed by the Strategy <sup>35</sup>	ISCED Levels					
	0	1	2	3	4	5
Discussions		V	V	V	V	
Conceptual and perceptual mapping			V	V		
Philosophical inquiry		V	V	V	V	V
Value clarification	V	V	V	V		V
Simulations; role playing; games	V	V	V	V		
Scenarios; modeling			V			V
Information and communication technology (ICT)		V	V	V	V	V
Surveys		V	V	V		V
Case studies	V	V	V	V	V	V
Excursions and outdoor learning	V	V	V	V	V	
Learner-driven projects			V			
Good practice analyses		V	V	V	V	
Workplace experience		V	V	V		
Problem-solving		V	V	V		V
<b>Total</b>	4	11	14	12	6	7
Other (countries to add as many as needed)						54

NB: Your response will reflect the variety of ESD teaching/learning methods distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (max. 84 ticks; “other” not counted) is:

No. of ticks	0–5	6–28	29–35	36–50	51–65	66–84
Scale	A	B	C	D	-E-	F

<sup>35</sup> Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.



## Appendix II

### Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation a multi-stakeholder process by filling in the table below. Please provide examples of good practice. (Please tick (V) in both (a) and (b) template-tables to indicate what types of education stakeholders are involved.)

**Table (a) According to the UNECE Strategy for ESD**

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	Non-formal	Informal
NGOs	V	V	
Local government	V	V	
Organized labour	V		
Private sector		V	V
Community-based	V	V	V
Faith-based		V	
Media			V
<b>Total</b>	<b>4</b>	<b>5</b>	<b>3</b>
Other (countries to add as many as needed)			12

The scoring key for this table (max. 21 ticks; “other” not counted) is:

No. of ticks	0–1	2	3–5	6–10	11–15	16–21
Scale	A	B	C	D	<b>E</b>	F

**Table (b) According to United Nations Decade of ESD**

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	V			V	V
Local government	V	V	V	V	
Organized labour	V		V	V	V
Private sector	V			V	V
Community-based	V		V		V
Faith-based					
Media	V				
<b>Total</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>4</b>
Other (countries to add as many as needed)					18

The scoring key for this table (max. 35 ticks; “other” not counted) is:

No. of ticks	0–5	6–11	12–17	18–23	24–29	30–35
Scale	A	B	C	<b>D</b>	E	F

### Appendix III

#### Indicator 3.1, sub-indicator 3.1.3

Please specify to what extent is ESD a part of the initial and/or in-service educator's training, by filling in the table below by ticking (V) as appropriate.

ISCED levels	Percentage of education professionals who have received training <sup>36</sup> to integrate ESD into their practice: (see key below)																	
	Educators												Leaders/administrators <sup>37</sup>					
	Initial*						In service**						In service***					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0							V	V	V									
1							V						V					
2							V						V					
3																		
4																		
5																		
6																		
Non-formal							3	1	1				1					
Informal																		

The scoring key for this table (max. 100%) is:

Percentage of educated trainers	0-5	6-10	11-25	26-50	51-75	76-100
Scale	A	B	C	D	E	F

- \* Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.
- \*\* Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.
- \*\*\* Please indicate the number of leaders/administrators who have received training on ESD as a percentage of total number of leaders/administrators who received in-service teacher training by the reporting date.

<sup>36</sup> Training is understood to include at least one day (a minimum of five contact hours).

<sup>37</sup> See paragraphs 54 and 55 of the UNECE Strategy for ESD.

## Appendix IV

### Summary and self-assessment<sup>38</sup> by countries:

1	Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
2	Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
3	Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
4	Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
5	Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
6	Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
7	Indicator 2.4	ESD is addressed by quality assessment / enhancement systems	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
8	Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
9	Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
10	Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
11	Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
12	Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
13	Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
14	Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
15	Indicator 5.1	Research on ESD is promoted	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
16	Indicator 5.2	Development of ESD is promoted	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
17	Indicator 5.3	Dissemination of research results on ESD is promoted	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
18	Indicator 6.1	International cooperation on ESD is strengthened within the UNECE region and beyond	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed

-----

<sup>38</sup> On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment.