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The Society for the Protection of Nature in Israel

Environmental Protection in the SPNI

Children Lead Change

www.teva.org.il

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Outline of presentation:

Worldview

Current situation report

Guidelines for development

Our proposal

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Main points of presentation:

Worldview

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Environmental education - goals and objectives

• Leading **behavioral change** resulting in active **civic involvement** within the school community – students, teachers and parents.

• Strengthening the student's **affinity, awareness** and **connection** to the environment.

• Taking **responsibility** for the environment out of a sense of **belonging**.

• Taking an active part in **activities** for the environment and community.

• Creating **parental and family involvement** in the learning process and activities that contribute to the environment.

• Instilling skills for **coping with environmental dilemmas** and questions of environmental justice.

• Creating a **school climate** that encourages patience and tolerance towards the environment and fellow man.

• Developing multidisciplinary **research skills**.

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Environmental leadership

Civic environmental activity

Values and positions

Emotional affinity for the community

Experience – knowledge, skills

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The Values of Environmental Education

Behavioral change

Awareness

Belonging to environment

Caring

Commitment to environment

Personal responsibility

Involvement

Community activity

Empowerment

Active citizenship

Involvement in decision-making processes

Personal behavior

Social behavior

Work for the environment and the community

Education for a democratic civil society

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Contribution to schools in environmental education programs

• An experience of **extracurricular learning** that enables expression in a variety of ways different from those normally conducted in the classroom and challenges the children.

• **Empowering students** who contribute to the environment.

• **Working for a social-environmental cause** that contributes towards creating a positive atmosphere in the school.

• Experience in **teamwork** and individual contribution to the group.

• **Parental participation** (website adoption, tours, etc.) – brings parents closer to the school's activities and strengthens their involvement in what happens in the school.

• **Participation in national events**, meetings with children and teachers from all over the country.

• **Practical complement** to the fields of knowledge taught in school theoretically.

• **Contribution to the school’s climate** and appearance.

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What does it look like?

• **Ages** - preschools, elementary schools, teaching staff

• **Subjects** – Stream Keepers, biodiversity, saving water, recycling, cleanliness

• **Meetings** – 5, 10, 15 or 30 weekly sessions of one and a half hours

• **Outdoor activities** – school or class peak days – one or two per year per class

• **Flexibility** – adapting to the needs of a school, local authority, Ministry of Education

• **Development** – developing locally adapted content, or generic municipal or national content

• **Knowledge management system** – Chameleon – support for the guide along the way

• **Interface** – for school contents – sciences, art, geography

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Main points of presentation:

Current situation report

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Current situation report – deployment

**• Management of environmental education in three spheres and dozens of units:**

• **Professional headquarters** – content staff, developers, economists, coordination and tenders staff

• **Urban communities** – Haifa, Be'er Sheva, Tel Aviv-Modi'in, Jerusalem – 440 classrooms and kindergartens

• **Field study centers** in the periphery – Ma’alot and Kiryat Shmona – about 20 classrooms and kindergartens

• **Field schools** – Ma’agan Michael and Shikmim – about 50 classrooms and kindergartens

• **Arab society** – Bedouin settlements, mixed cities, cities in the north, Druze-Circassian sector – 1,100 classrooms and kindergartens

• **Teaching staff (instructing teachers and kindergarten teachers)** – 560 classes and kindergartens

• A total of 1,100 in Arab society and 510 in general education THIS IS NOT CLEAR

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Current situation report – main sources of funding

**• Main sources of funding**

• State and municipal tenders – thematic support, calls for proposals and municipal tenders

• **Enrichment program (“Talan”)** – parental payments

• **Donations** – various bodies that support environmental education

• **“Gapan”** **Enrichment program** – a program budgeted by the Ministry of Education – to start operating in 2022-2023

• **Support of the Society for the Protection of Nature in Israel** – government? funding the company as part of supporting the units

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Current situation report – challenges

• **Cost** – an expensive program for the student

• **Unequal** – for those with means, little representation in the social, economic and geographic periphery

• **Geography** – not everywhere

• **Manpower** – difficulty in recruiting professional, stable manpower over time

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Main points of presentation:

Guidelines for development

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Guidelines for development

• **The whole concept of “Children Lead Change”** – Environmental education is an item in the totality of educational activities, public activities and influence on local and national policy. Students will meet the subject in formal and informal education, as well as in public and local authorities.

• **We offer three channels for investment in environmental education**

• **Establishment** – Opening environmental education frameworks in a new location – Arad, the Golan Heights, Bedouin settlements

• **Enhancement** – Strengthening environmental education in places where it operates partially – Jerusalem

• **Completion** – Completing environmental education activities in places where there is public activity without environmental education – Lod Valley

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Main points of presentation:

Our proposal

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Our proposal

• **We propose three avenues for investment in environmental education**

• **Establishment** – Focusing on nearby environmental challenges – authorities along the coastline, the Golan Heights and Be’er Sheva. Support for 20 primary schools, six grades in each school, three classes in each grade. Total: 360 classes

• **Enhancement** – Strengthening environmental education in places where it operates partially –supporting 50 primary schools, six grades in each school, three classes in each grade. Total: 900 classes

• **Completion** – Completing environmental education activities in places where there is public activity without education. Support in 10 primary schools, six grades in each school, three classes in each grade. Total: 180 classes

• Total – 1,440 classes

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Our proposal

• **Ages** - elementary schools, teaching staff

• **Subjects** – Stream Keepers, biodiversity, active involvement: water saving, recycling, cleanliness

• **Meetings** – 15 weekly sessions of one and a half hours

• **Outdoor activities** – school or class peak days – one per year per class

• **Flexibility** – cooperation with local authority – geographic focus for success

• **Development** – developing local content

• **Training of teaching staff, instructors and coordinators** – supporting the instructor along the way

• **Interface** – for school contents – sciences, art, geography

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Financial estimate for project – annual

Schools Grades Classes Total Classes Total Meetings (15 per class) Total Cost of Environmental Education Total Peak Days (one per class) Total Cost of Peak Days Total Cost

Establishment

Enhancement

Completion

Total

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The Society for the Protection of Nature in Israel

Environmental education at the SPNI

Children Lead Change

Thank you!