



Economic and Social Council

Distr.: General
22 January 2014

Original: English

Economic Commission for Europe

Committee on Environmental Policy

United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development

Ninth meeting

Geneva, 3 and 4 April 2014

Item 2 (d) of the provisional agenda

Implementing the third phase of the UNECE Strategy for Education for Sustainable Development: mandatory national implementation reporting in 2014

Phase III: Format for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development

Summary

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring the progress of the implementation of the UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/4/Rev.1, annex, para. 4 (b)).

On 1 November 2014, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect the progress made in the implementation of the Strategy at the national/State level during implementation phase III (2011–2015). This document presents the format for reporting. The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators. The reporting format has been slightly updated by the secretariat in consolidation with the Expert Group on Indicators to meet the reporting needs of phase III.

Based on national reports submitted, the secretariat will prepare a synthesis report in 2015, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital for setting future priorities for implementing ESD and is expected to be presented to a high-level meeting of education and environment ministries in 2016.

GE.14-20393

1420393

Please recycle 



Contents

	<i>Paragraphs</i>	<i>Page</i>
Introduction	1–5	3
Annex		
Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development		5
Appendices		
I. (a) Indicator 2.1, sub-indicator 2.1.1		23
I. (b) Indicator 2.1, sub-indicator 2.1.2		24
I. (c) Indicator 2.1, sub-indicator 2.1.3		26
II. Indicator 2.6, sub-indicator 2.6.1		27
III. Indicator 3.1, sub-indicator 3.1.3		29
IV. Summary and self-assessment by countries		30

Introduction

1. The reporting format provided in this document was developed following the adoption by the United Nations Economic Commission for Europe (ECE) Steering Committee on Education for Sustainable Development of the workplan for the Implementation of the UNECE Strategy for Education for Sustainable Development (Strategy for ESD), 2005–2007 (CEP/AC.13/2005/8), which contains the procedure for the review of implementation of the Strategy for ESD. The reporting format also takes into account the pilot reporting exercise and feedback from countries on the workability and feasibility of the indicators and the requested information for reporting.

2. In addition, the workplan for implementation of phase III of the Strategy (2010–2015) sets out the timeline for the reporting exercise in 2014 (ECE/CEP/AC.13/2011/4, para. 47).

3. The set of indicators was developed by the ECE Expert Group on Indicators for Education for Sustainable Development set up by the High-level Meeting of Environment and Education Ministries (Vilnius, 17–18 March 2005). Three complementary progress reports provide information on the development of the indicators (see CEP/AC.13/2005/9, ECE/CEP/AC.13/2006/5 and ECE/CEP/AC.13/2008/4).

4. To reflect the requirements of phase III, in consolidation with the Expert Group on Indicators the secretariat has introduced the following changes to the reporting template developed by the Group:

(a) The reporting template was updated to use the revised International Standard Classification of Education (ISCED), as adopted by United Nations Educational, Scientific and Cultural Organization (UNESCO) member States in 2011;

(b) To gather important analytical information for the future implementation of education for sustainable development (ESD) (after the third phase of implementation comes to an end), countries are now given the possibility to add concluding remarks, i.e., on the main successes, challenges and implications for future implementation for each of the Strategy's objectives;

(c) Where appropriate, references to educator competences in ESD as developed by the ECE Expert Group on Competences were added (indicator 3.1);

(d) Where appropriate, references to the priority action areas as adopted by the Steering Committee at its seventh meeting (Geneva, 1–2 March 2012) (ECE/CEP/AC.13/2012/2, para. 48) were included (indicator 2.3);

(e) Descriptive remarks on indicators that referred only to phases I and II were revised to reflect the requirements of phase III, i.e., focusing on an analysis of implementation and implementation outcomes;

(f) Issue 9 of the 2010 reporting template (“describe any assistance needed to improve implementation”) has been revised to read “future implementation of education for sustainable development”, focusing on priorities for a future ESD implementation framework.

5. The main elements of the reporting procedure are as follows:

(a) ECE member States should prepare reports through a transparent consultative process involving all relevant stakeholders at the national/State level;

(b) Although the “yes/no” part of sub-indicators was required to be reported on in phase I (2007) and the “descriptive” part in phase II (by 2010) and phase III (by 2015),

countries are encouraged to report on the full set of indicators at the end of each phase, to the extent possible, in line with a country's progress in implementing the Strategy for ESD;

(c) Thirty-six member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Belgrade in 2007. Again, 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of the report for 2015;

(d) Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Member States are also encouraged to provide the text in the two other official languages of ECE, French and Russian. Reports will be made available in the languages in which they are received. No editing will be provided;

(e) Deadline for submission to the secretariat, taking into account United Nations document management procedures, is 1 November 2014;

(f) The ECE secretariat will post the reports on its website;

(g) The ECE secretariat will prepare a synthesis report for 2015, highlighting achievements, identifying challenges and drawing conclusions regarding future ESD implementation. It is expected that the reporting results will be presented at the 10th meeting of the Steering Committee in 2015 and at a high-level meeting of education and environment ministries in 2016;

(h) Key stakeholders are encouraged to provide the secretariat with their reports on programmes or activities that support the implementation of the Strategy.

Annex

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development

Phase III: 2011–2015

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

Name of officer (national focal point) responsible for submitting the report:
Miroslav Novák (Ministry of Environment of the Czech Republic)

Signature:

Date: 29.10.2014

Full name of the institution: Ministry of the Environment of the Czech Republic

Postal address: Vršovická 65, Praha 10, CZ 11000

Telephone: +420 267 122 451

E-mail: miroslav.novak@mzp.cz

Website: www.mzp.cz

Contact officer for national report (if different from above):

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, 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): Ministry of Environment of the Czech Republic (www.mzp.cz), Ministry of Education, Youth and Sports of the Czech Republic (www.msmt.cz)

Stakeholders: TEREZA Association

NGOs (please specify): Charles University Environment Center (www.czp.cuni.cz), Technical University of Liberec (www.tul.cz)

Academia (please specify): Charles University Environment Center (www.czp.cuni.cz), Technical University of Liberec (www.tul.cz), Masaryk University Brno (www.muni.cz)

Business (please specify): No

Other (please specify): National Institute for Education (www.nuv.cz)

The report has been drawn up by a narrower group of representatives of the resorts and the academic sector. This draft has been subsequently sent to the non-profit sector (see above). Final draft has been officially sent to the Ministry of Education Youth and Sports of the Czech Republic for reconciliation.

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 political changes in Czech Republic delayed the implementation of the Strategy:

- The change of Government in 2010: the dissolution of Department, which had the responsibility of EE and ESD at the Ministry of Environment, the reduction of funding to support NGOs, EE and ESD activities, termination of cooperation with NGOs. Impact was in postponing of Action Plan for 2010-2012 to year 2015.

- The change of Government in 2013 helped with institutional renewal of facilities for environmental education and ESD and with establishment of Governmental Committee for ESD in 2014.

Implementation of the Strategy was also affected by the unclear relationship between EE and ESD. Environmental education in the Czech Republic has a long tradition and a strong support between service providers (Centers of environmental education) and is part of the school curriculum as well. Whether it's the creation of strategic documents, funds or educational programs, it was always demand for clear definition and boundaries between EE (like traditional approach) and ESD (like new "foreign" element looking for its audience).

Issue¹ 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 ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	http://www.unece.org/fileadmin/DAM/env/esd/strategytext/strategyinczech.pdf
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"/>	One NFP is appointed for the Ministry of Environment (currently Mr. Miroslav Novák), second NFP for the Ministry of Education Youth and Sports (currently Ms. Karla Mališová).
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</i> At present time there is intergovernmental working group for ESD and environmental education. Until 2012, there was a Working Group on ESD within the Government Council for Sustainable Development (composed of representatives of the individual resorts), that were supposed to be the main implementation body of the ESD Strategy in the Czech Republic. In 2010 there was also an Expert Working Group on ESD. The Ministry of Education Youth and Sports coordinated both groups.
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.</i> The ESD Strategy of the Czech Republic for 2008-2015 was approved in 2008 and was implemented through action plans. The Action Plan for 2011-2012 has been prepared and is implemented until nowadays. Both the Strategy and the Action Plan are accessible at the Czech ESD website www.vur.cz (especially http://www.vur.cz/cojevur/legislativa.html).
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?

¹ Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

² 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.

³ 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.

Issue¹ 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>	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list major documents.</i></p> <p>In the Czech Republic, ESD is implemented particularly by the influence of the UNECE Strategy for ESD and the ESD Strategy of the Czech Republic, which is based on the UNECE Strategy. It is supposed that this process includes requirements of the UNESCO and the United Nations Decade of ESD.</p> <p>Synergic processes are in place, some of them rather decentralized. ECE ESD process is an inspiration for the Czech experts and Expert from the CR was involved in the UN ECE Working Group on indicators of the ESD Strategy. Series of articles to inform about the progress in indicators development were published consequently to inform general public and policy makers about the issue.</p> <p>When the UN ECE Working group on competences started its work, the Envigogika journal has published articles that should have initiated a wider discussion on ESD competences.</p> <p>Currently the UE4SD project (http://www.ue4sd.eu/) has established an international consortium of institutions that promote implementation of the ESD Strategy on higher education level. Partner from CR is in a position of a coordinator of the East Europe regional hub of partners. Special issue of Envigogika on competences is being prepared in response to this UE4SD project.</p>

Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD												
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?											
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list any major document(s).</i></p> <p>From the newest strategies it is the Educational policy strategy of the Czech Republic (called Strategy 2020, approved in 2014). Former ESD related documents are: Strategy of Lifelong Learning, the White Paper – the National Programme for the Development of Education of the Czech Republic, the Strategic Framework of Sustainable Development of the Czech Republic, the State Programme of Environmental Education and Training of the Czech Republic, the programme document of the Education for Competitiveness Operational Programme - the ECOP (support from the European Social Fund in the programme period 2007-2013).</p>											
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? ⁵											
(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 details for (a) and (b).</i></p> <p>a) YES – in the Environment Act, the Education Act and the State Programme of Environmental Education and Training of the Czech Republic</p> <p>b) YES – ESD is partially integrated in the Framework Education Programme of the initial vocational education; it is part of:</p> <ul style="list-style-type: none"> i. Competence – to act economically and in accordance with the SD strategy ii. Science education (biology, ecology) iii. Cross-section theme Man and Environment – ESD is indirectly integrated in the Framework Educational Programmes for pre-school, elementary as well as secondary education, and it is planned that also this part of the curriculum will be updated in respect of the ESD issue during revision process. <p><i>Please also fill in the table by ticking (✓) 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> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>1. Primary education</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	ISCED levels	(a)	(b)	<i>Yes</i>	<i>Yes</i>	0. Early childhood education		✓	1. Primary education		✓
ISCED levels	(a)		(b)									
	<i>Yes</i>	<i>Yes</i>										
0. Early childhood education		✓										
1. Primary education		✓										

⁴ Policy documents may include national strategies, plans, programmes, guidelines and the like.

⁵ See <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

		2. Lower secondary education		✓
		3. Upper secondary education		✓
		4. Post secondary non-tertiary education		✓
		5. Short-cycle tertiary education		
		6. Bachelor's or equivalent level		
		7. Master's or equivalent level		
		8. Doctoral or equivalent level		
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></p> <p>It is addressed in the Action Plan of ESD Strategy of the Czech Republic (2011-2012) and Strategy of Lifelong Learning.</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></p> <p>The Czech State Programme of Environmental Education and Public Awareness includes a paragraph on "Information, awareness and consultancy for the general public" This paragraph covers i.e. "information" (media of all types and information services for mass media, activities for general public and awareness for sustainable consumption. It is addressed more concretely in the Action Program on Environmental Education (for given years).</p>			

Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> Czech Republic in 2014 strengthens this interdepartmental cooperation by creating the Committee for ESD within Governmental Council for Sustainable Development (in progress). In the past, two interdepartmental agreements, one for cooperation on environmental education (EE), and the second for cooperation on ESD were signed in the Czech Republic, between the Ministry of Environment and the Ministry of Education in 1999 and 2004, respectively. The first is connected with development and implementation of the State Programme of Environmental Education and Public Awareness; the second includes aims of ESD. There is also an interdepartmental working group under the Ministry of Environment which focuses on EE and promoting environmental awareness.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> Interdepartmental mechanisms (i.e. Interdepartmental Agreement for Environmental Education and one for ESD and Governmental Council for Sustainable Development) in the Czech Republic include NGOs of non-formal learning institutions, municipal, state as representatives.
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> ESD-oriented projects were supported ad hoc in the past within the Education for Competitiveness Operational Programme (the settings indicated that all the projects had to integrate the horizontal theme – sustainable development). In 2010, financial restriction takes place in the resorts, and therefore financing of the ESD activities in the following period was decreased.
Indicator 1.3	National policies support synergies between processes related to sustainable development (SD) and ESD
Sub-indicator 1.3.1	Is ESD part of SD policy (ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify.</i> Yes. ESD is part of the Strategic Framework of Sustainable Development of the Czech Republic and will be definitely important part of new SD strategy.
<i>Concluding remarks on issue 1</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i> Czech National ESD strategy and its action plan expires in 2015. Ministry of Environment initiated the establishment of the Governmental Committee for ESD, which should be a government advisory body in the field of ESD and should house the activities and initiatives counted to ESD. Implementing ESD across other strategies remains very complicated.

⁶ Between State bodies.

⁷ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

	<p><i>Please address in particular the following questions:</i></p> <p>– <i>Which actions/initiatives have been particularly successful and why?</i> Implementation of ESD activities into the national framework for using EU funds (Operational Program Education for Competitiveness)</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i> Implementation of ESD into curricula and other educational documents is complicated, the Ministry of Education has not mastered ESD as one of the basic principles in the design of educational documents. In the Czech Republic, in practice we meet the three interpretations of ESD. According to the first ESD is a new approach to education, which has certain specific features. These are: emphasis on active solving of sustainable development problems, community access, social learning, participatory - emancipatory approach where the objectives and content of the program shaped to its participants' needs. This approach corresponds several programs, e.g. Eco-Schools (TEREZA Association) or School for Sustainable Development (SEVER Association). To both programs are involved hundreds of schools. The second interpretation is the area of global development education. Programs of organizations such as NaZemi, People in Need, ARPOK acquainted students with global problems in their socio-economic and environmental context and the concept of sustainable development, with emphasis on the theme of poverty and their implications. The programs are intended mainly for shaping students' attitudes to given problems and inform them about possible solutions. A third group are programs that explicitly report to the concept of ESD, but its focus corresponds to only one of its areas (e.g. Environmental education). The challenge is therefore in ongoing professional dialogue to clarify concepts of ESD and communication principles and sense of ESD all around.</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> We still need to clarify the concept of ESD as a new approach to education and training, which on the one hand is intertwined with established educational areas, but on the other hand, assumes specific procedures. The means is to encourage professional dialogue on the academic level, and specification of requirements for programs supported by various funds.</p>
--	---

Issue 2. Promote SD through formal, non-formal and informal learning													
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.</i></p> <p>For the III. period of implementation the Czech Republic focused mostly on this key SD issues: 1. The development of civic participation and volunteering, 2. The place-based education, 3. The sustainable consumption and production, 4. The reducing of social tensions. The given themes are included in the majority of the ISCED levels in the curricula.</p> <p>The Framework Educational Program for vocational training mention key issues for ESD that are listed in various educational areas and cross-cutting themes (e.g. Scientific and social education and cross-cutting themes called Citizen in a democratic society and Man and the environment).</p> <p><i>Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <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> </tbody> </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 ¹⁰ /programme of study at various levels of formal education?												

⁸ For details, see paragraph 15 of the UNECE Strategy for ESD.

⁹ For the State or federal level, where relevant.

¹⁰ Idem.

Yes No

Please specify what competences as learning outcomes are important in your country.

Learning outcomes (skills, attitudes and values) are in the curricula included partially; there is a problem with using them in educational practice.

For example. The Framework educational program in the range of vocational training there are the general goals of vocational education, which are based on the UNESCO report "Education for the 21st Century." Accordingly, they are given a further concretized four objectives there:

- learn to understand;
- learn to work and act;
- learning to be;
- learn to live together.

In general, in these plans are explicitly expressed some competencies listed in Annex 1 (b) of this report, but some are not given exactly. Other competencies are listed in the key competencies of graduates.

Czech education was traditionally focused on the transfer of knowledge from expert authorities to pupils. Unfortunately process of Curricular Reform (ongoing last decade), whose aim was, among other things, to encourage schools emphasis on the development of competencies (including knowledge, attitudes, values and skills) and take into account the needs of the local context, teaching - was mostly rejected by the public and there is more in rhetoric than real practice.

Attitudes and values are in the national curriculum documents included primarily as part of the so-called cross-cutting themes that schools have an obligation to cover. In recent years, there were elaborated a number of educational supports and supporting materials teaching of cross-cutting themes. The NGO's played an important role, in the area of cross-cutting themes they are preparing for school educational materials, programs and methodological support for teachers.

Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹¹ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</i></p> <p>In the Framework educational program does not appear any learning methods. It includes learning outcomes and curriculum framework. Using a variety of methods work is the question of the teacher. It includes cross-cutting themes that should not be overlooked and that go across disciplines and have different contexts. They can be implemented differently:</p> <ul style="list-style-type: none"> • comprehensively - in a separate organic teaching subject (module) or in a coherent block of ecological curriculum • diffusely - in the context of logic in individual subjects (modules) general education and vocational training components, practical education; • interdisciplinary - in school projects. <p>Schools can implement cross-cutting themes using of project teaching methods or integrated thematic approach. Because both of these methods have many demands on the professional competence of teachers, schools often cooperate with specialized NGO's that offer them participation in developed and validated programs.</p> <p><i>Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="974 802 1574 906"> <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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Indicator 2.2 Strategies to implement ESD are clearly identified													
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project ¹³ ; (e) other approaches?												

¹¹ Idem.

¹² E.g., geography or biology. For higher education, “subject” means “course”.

¹³ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

(a) Yes <input type="checkbox"/> No <input checked="" 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 type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</i>																																																																
	<table border="1"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>1. Primary education</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>						ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	Yes	Yes	Yes	Yes	Yes	0. Early childhood education			✓	✓		1. Primary education		✓		✓	✓	2. Lower secondary education		✓		✓	✓	3. Upper secondary education	✓	✓		✓	✓	4. Post-secondary non-tertiary education	✓	✓	✓	✓		5. Short-cycle tertiary education						6. Bachelor's or equivalent level			✓	✓		7. Master's or equivalent level			✓		
	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)																																																											
		Yes	Yes	Yes	Yes	Yes																																																											
	0. Early childhood education			✓	✓																																																												
	1. Primary education		✓		✓	✓																																																											
	2. Lower secondary education		✓		✓	✓																																																											
	3. Upper secondary education	✓	✓		✓	✓																																																											
4. Post-secondary non-tertiary education	✓	✓	✓	✓																																																													
5. Short-cycle tertiary education																																																																	
6. Bachelor's or equivalent level			✓	✓																																																													
7. Master's or equivalent level			✓																																																														
<i>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</i>																																																																	
To reinforce points (c) and (d) Ministry of Environment and the Ministry of Education coordinate financial frameworks (national or European), through which they motivate school and NGO's to implement projects directly aimed at ESD and relatives topics.																																																																	
Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted																																																																	
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?																																																																

¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the 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).

¹⁵ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

Yes No

The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.

There are school programmes (especially for elementary schools) that involve a whole-institution approach – for example there are 300 Eco-Schools in Czech Republic that implement whole-institutional approach . Also school parliaments are established at some elementary schools. However, this does not prevail. Vocational schools – there is a number of secondary schools with such orientation but considerable room for improvement still remain in this area.

Therefore, the Czech Republic didn't adopt the priority action of adopting an ESD school plan at every school by 2015.

Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.

ISCED levels 2011	Yes
0. Early childhood education	✓
1. Primary education	
2. Lower secondary education	
3. Upper secondary education	
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p>There are several programmes for schools, usually coordinated by NGO, which involve the whole-institution approach. The programmes are irregularly supported from funds of the Ministry of Environment or the Ministry of Education Youth and Sports. These programmes are namely Eco-Schools program, School of Sustainable Life program, Towards Green program etc.</p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="981 512 1563 930"> <thead> <tr> <th data-bbox="981 512 1464 587">ISCED levels 2011</th> <th data-bbox="1464 512 1563 587">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 587 1464 627">0. Early childhood education</td> <td data-bbox="1464 587 1563 627">✓</td> </tr> <tr> <td data-bbox="981 627 1464 667">1. Primary education</td> <td data-bbox="1464 627 1563 667"></td> </tr> <tr> <td data-bbox="981 667 1464 707">2. Lower secondary education</td> <td data-bbox="1464 667 1563 707"></td> </tr> <tr> <td data-bbox="981 707 1464 746">3. Upper secondary education</td> <td data-bbox="1464 707 1563 746"></td> </tr> <tr> <td data-bbox="981 746 1464 786">4. Post-secondary non-tertiary education</td> <td data-bbox="1464 746 1563 786"></td> </tr> <tr> <td data-bbox="981 786 1464 826">5. Short-cycle tertiary education</td> <td data-bbox="1464 786 1563 826"></td> </tr> <tr> <td data-bbox="981 826 1464 866">6. Bachelor's or equivalent level</td> <td data-bbox="1464 826 1563 866"></td> </tr> <tr> <td data-bbox="981 866 1464 906">7. Master's or equivalent level</td> <td data-bbox="1464 866 1563 906"></td> </tr> <tr> <td data-bbox="981 906 1464 930">8. Doctoral or equivalent level</td> <td data-bbox="1464 906 1563 930"></td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).</i></p>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
ISCED levels 2011	Yes																				
0. Early childhood education	✓																				
1. Primary education																					
2. Lower secondary education																					
3. Upper secondary education																					
4. Post-secondary non-tertiary education																					
5. Short-cycle tertiary education																					
6. Bachelor's or equivalent level																					
7. Master's or equivalent level																					
8. Doctoral or equivalent level																					

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																								
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i></p> <p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p><i>(a) For formal institutions:</i></p> <table border="1" data-bbox="981 443 1563 863"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> <tr><td>1. Primary education</td><td></td></tr> <tr><td>2. Lower secondary education</td><td></td></tr> <tr><td>3. Upper secondary education</td><td></td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td></td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td></tr> <tr><td>6. Bachelor's or equivalent level</td><td></td></tr> <tr><td>7. Master's or equivalent level</td><td></td></tr> <tr><td>8. Doctoral or equivalent level</td><td></td></tr> </tbody> </table> <p><i>(b) For non-formal institutions:</i></p> <table border="1" data-bbox="981 954 1563 1374"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> <tr><td>1. Primary education</td><td></td></tr> <tr><td>2. Lower secondary education</td><td></td></tr> <tr><td>3. Upper secondary education</td><td></td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td></td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td></tr> <tr><td>6. Bachelor's or equivalent level</td><td></td></tr> <tr><td>7. Master's or equivalent level</td><td></td></tr> <tr><td>8. Doctoral or equivalent level</td><td></td></tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
ISCED levels 2011	Yes																																								
0. Early childhood education																																									
1. Primary education																																									
2. Lower secondary education																																									
3. Upper secondary education																																									
4. Post-secondary non-tertiary education																																									
5. Short-cycle tertiary education																																									
6. Bachelor's or equivalent level																																									
7. Master's or equivalent level																																									
8. Doctoral or equivalent level																																									
ISCED levels 2011	Yes																																								
0. Early childhood education																																									
1. Primary education																																									
2. Lower secondary education																																									
3. Upper secondary education																																									
4. Post-secondary non-tertiary education																																									
5. Short-cycle tertiary education																																									
6. Bachelor's or equivalent level																																									
7. Master's or equivalent level																																									
8. Doctoral or equivalent level																																									

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																												
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: ¹⁶ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																											
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please elaborate.</i>																																											
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																																												
(c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i>																																											
	<table border="1"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	(c)	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	0. Early childhood education				1. Primary education				2. Lower secondary education				3. Upper secondary education				4. Post-secondary non-tertiary education				5. Short-cycle tertiary education				6. Bachelor's or equivalent level				7. Master's or equivalent level				8. Doctoral or equivalent level			
ISCED levels 2011	(a)		(b)	(c)																																								
	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>																																									
0. Early childhood education																																												
1. Primary education																																												
2. Lower secondary education																																												
3. Upper secondary education																																												
4. Post-secondary non-tertiary education																																												
5. Short-cycle tertiary education																																												
6. Bachelor's or equivalent level																																												
7. Master's or equivalent level																																												
8. Doctoral or equivalent level																																												
	<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>																																											
Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice																																												
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?																																											

¹⁶ 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).

Yes No

Please specify and provide information on new developments and good practice examples.

There are activities in the charge of the state or public administration involving this theme (e.g. Ekofilm, Week of Sustainable Development etc., activities of towns in the area of Local Agenda 21), and further, a number of NGO organize informal and public awareness-raising activities with the SD theme.

Sophisticated methodology for teaching values, attitudes and skills related to ESD has mainly Czech scouting movement, the largest Czech leisure organization for youth. Environmental education is also important for several other organizations involved in non-formal education, for example nationwide associations of Brontosaurus, Pioneer, Woodcraft League or Rainbow.

Informal education related to ESD is usually implemented by the organizations responsible for the management of protected areas (eg. nature trails, interpretive exhibitions). In the Czech Republic have started last approximately five years discussion on new approaches to interpretation of natural and cultural heritage, which should reflect proven methodologies from abroad (thematic interpretation). However their implementation is still marginal.

Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>Partially. There is support of education within implementation of the LA21 Programme in municipalities, education of the corporate sphere in respect of the EMAS issues, partially also awareness of corporate social responsibility (CSR). Business associations themselves organize training with SD dimension (e.g. Business Leaders Forum realizes training for students called "Shadowing")</p>
Sub-indicator 2.5.3	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?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/informal learning.</i></p> <p>Social learning indicator survey developed by the Charles University Environment Centre – it assesses university outreach and collaboration with local stakeholders.</p> <p>Indicators developed for LA 21 (by the Charles University Environment Centre) – informal learning takes place at the municipal level.</p> <p>To evaluate the effectiveness of environmental education programs have been published and certified the 4 methodologies that summarize procedures for evaluating various types of programs. There have been published studies analysing the evaluation strategy used by Czech NGOs active in the field of environmental education. The domestic and foreign journals were published more than twenty studies presenting the results of evaluations of domestic environmental education program and global development education.</p> <p>In the field of informal education the specific assessment tools use the Scout Movement (system of indicators for leading a self-assessment tool for children). NGOs engaged in environmental education in the Network Pavučina use their own system of quality indicators for different types of programs, including the methodology prepared for certification of educational programs, recommendations for different types of programs and evaluation tool for the observation of specific programs (Scoreboard).</p> <p>Another systems of indicators is currently occurring within the network of organizations dealing with global development education or organizations involved in international networks RWL - Real World Learning.</p>
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁷	

¹⁷ 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).

Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i></p> <p>The implementation of the Strategy in the Czech Republic participated in these particular Stakeholders:</p> <p>Government: Ministry of Education (coordination of strategy), Ministry of Environment (EE coordination of strategic activities), Institute of State Administration (consultation on options for ESD training modules for public administration), the National Institute of Education (ESD implementation of the principles in vocational education)</p> <p>Regions: Moravian–Silesian Region - consultation on the role of the regions in implementation of ESD</p> <p>Universities and research institutes: Charles University Environment Center, Technical University of Liberec - ensuring professional platform, reaching professionals in the field of education, training methodologies, etc..</p> <p>NGOs: in particular, environmental education centres, implementing programs for schools and other target groups</p>
Concluding remarks on issue 2	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning</i></p> <p>Good quality environmental education system has been developed on almost all levels of education in recent decades – newly emerging themes such as climate change fit well into this system. However implementation of the SD oriented themes which is oriented on societal transition is rather complicated especially on higher education levels (ISCED 5-8) due to the fact that interdisciplinary principles do not work sufficiently to support really holistic programs on SD; those institutions that apply them are ranked relatively low according to the quality criteria on these levels. At lower levels of education (ISCED 0-4) there is a Framework educational programs that promote some principles of ESD. ESD is partially implemented in the external programs for schools (Eco-School, School for Life, School of Sustainable Development).</p> <p>To better application of the principles of ESD through formal, non-formal and informal learning could help some popular material for a broad spectrum of the public (eg. proceedings of good practice), which shows by attractive form principles, contents and good practice of ESD.</p>

	<p><i>Please address in particular the following questions:</i></p> <p>– <i>Which actions/initiatives have been particularly successful and why?</i> Successful publication media – electronic peer-reviewed journal Envigogika (http://www.envigogika.cuni.cz – open access journal), which has now its English version. This publication media is recognized in the national research database and is also read by teachers in practice (its outline is published in printed journal Bedrník which is distributed through the ESD network). Between successful activities we can count also some NGO programs for schools focused on environmental education (ie. Eco-Schools program), human rights etc.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i> The lack of clarity in the description of ESD. As the ESD has not been fully understood and accepted in the Czech educational context (as a concept requiring intense social and democratic dialogue), there is a lack of relevant educational methods supporting development of SD approaches focused e.g. on stakeholder cooperation and communication, strategic thinking etc.</p> <p>The relative weakness of the academic community working in this field causes the domestic initiatives in the area of ESD are often linked to abroad and do not rely on the current state of knowledge in the field. On the other hand, this academic community is well grounded in the local and cultural context and is developing evolutionarily.</p> <p>Challenge is also maintaining of stability of political support and interest of key ministries (Ministry of Education and Ministry of the Environment) to the area of ESD.</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> There is an ultimate need for continuous reflection and dialogue on the ESD which would include professional expertise and involvement of the whole range of stakeholders.</p>
<p>Issue 3. Equip educators with the competence to include SD in their teaching</p>	
<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>Indicator 3.1 ESD is included in the training¹⁸ of educators</p>	
<p>Sub-indicator 3.1.1</p>	<p>Is ESD a part of educators' initial training?¹⁹</p>

¹⁸ ESD is addressed by content and/or by methodology.

¹⁹ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>In particular specify what ESD competences²⁰ are explicitly included in the study programmes.</i></p> <p>Rather not. ESD is a part of education only within the optional subject of environmental education at selected pedagogical schools, or possibly at branches of study with pedagogical teaching qualification.</p> <p>The issue of ESD is not part of curriculum in most pedagogical colleges. Part of the undergraduate teacher training courses tend to reflect global problems, in which students become familiar with the concept of sustainable development or environmental, multicultural and global education.</p> <p>Although the students of teacher programs usually within didactic training learn various activating methods, in teaching courses prevails teaching instrumental techniques that are typical for the Czech education system.</p>
---	--

²⁰ For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from <http://www.unece.org/education-for-sustainable-development-esd/publications.html.html>.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²¹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i></p> <p>ESD is a part of in-service training of the environmental education coordinators at schools (250 teaching lessons for course). These training programs are optional. It is not working yet, but the aim is to give advantage to those who pass the exam (increase in salary or reduce of teaching lessons in schools) On higher education level in-service training doesn't exist.</p> <p><i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i></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>Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i></p> <p>Part of Standard for training of environmental education coordinators at schools is dedicated to school directors. On higher education level in-service training doesn't exist.</p>
Indicator 3.2	Opportunities exist for educators to cooperate on ESD
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?

²¹ 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.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>There are networks of elementary schools with orientation to environmental education and sustainable development (names: Mrkvička, Eco-Schools, School for Sustainable Development); Forum of University Teachers of SD and agreement of Prague universities on cooperation on the university level; network Pavučina - uniting centres of ecological education, Ecological Education Club (KEV) – a professional association concentrating individual pedagogical workers and those interested in ecological education and training (elementary schools, secondary schools, vocational schools), Association of secondary schools and vocational schools – Enersol on the level of NGO; Association Pavučina was in the past the administrator of the Environmental Education National Network Programme, which unites approx. 80 organisations in the Czech Republic.</p> <p>Further, there is a network of the environmental advice bureaus – STEP a network of organizations dealing with development education FoRS - Czech Forum for Development Cooperation.</p> <p>Forum of University Teachers initiated by the Charles University Environment Centre (CUEC) is an association of teachers interested in SD and discussing up-to-date problems of university teaching at its annual conferences and other occasions. Especially the 2002 conference was devoted to innovations in HE teaching – its focus was on curricula and teaching methods and approaches (the outcome was published). CUEC is also organizing other conferences and producing publications for expert dialogue and awareness raising in the field of ESD.</p> <p>Example of the externally funded project of cooperation is the MOSUR project, http://mosur.czp.cuni.cz/index.php/en/ focused on interdisciplinary cooperation of diverse institutions.</p> <p>Other examples of CUEC international cooperation are ISPoS project http://www.czp.cuni.cz/ispos/, VCSE network http://www2.leuphana.de/vcse/ and other form of international cooperation in teaching.</p> <p>There is also network of towns and municipalities applying the LA21 programme (the National Network of Healthy Towns) on the level of municipalities.</p>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²²

²² Including assistance through direct funding, in-kind help, political and institutional support.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>The Ministry of Environment and the Ministry of Education Youth and Sports financed the Environmental Education National Network Programme in the total amount of USD 50 thousand a year in period 2008-2010, and USD 10 thousand a year in period of 2011-2014. The MRKEV (a network of schools interested in environmental education) and MRKVIČKA (a network of nursery schools interested in environmental education) networks and publishing of methodical materials and journals for the members of the network were also supported. Representatives of the resorts are the gestures of these activities.</p> <p>E.g. the MOSUR project, http://mosur.czp.cuni.cz/index.php/en/ focused on networking was supported by the European Social Fund (OPVK).</p>
<i>Concluding remarks issue 3</i>	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching</i></p> <p>Currently, the Ministry of Education is preparing an update of Standards for the EE coordinators at schools. A total of 38 courses of specialized study for EE coordinators at schools were held during 2005-2011, which has passed the 858 graduates. Specialisation studies are primarily intended for teachers of primary and secondary schools and was supported within Operational Program Education for Competitiveness (through ESF).</p>

	<p><i>Please address in particular the following questions:</i></p> <p>– <i>Which actions/initiatives have been particularly successful and why?</i></p> <p>International courses held together with German partner (Leuphana university Luneburg) – new methodological materials were created and the program was reflected in numerous articles.</p> <p>Research program of the Ministry of Environment under which 4 methodologies have been developed in cooperation of several HE institutions. These methodologies were consequently recommended by the Ministry of Youth and Sports to the deans of HEIs for exploitation in their teacher education programs.</p> <p>The research project supported by the Technology Agency of the Czech Republic, in which were three certified methodology for evaluating environmental education programs and two studies of effective practices in environmental education.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p>On HE level there is still persisting great autonomy of HE institutions and academic personnel together with underdeveloped strategies for teaching and management of these institutions, their social roles etc. Old model of science is being widespread and sustainability science not promoted.</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <p>HEIs independence and almost unrestricted autonomy was necessary in past years to overcome historical burden. Recently, more socially responsible institutions are needed. HEIs at the same moment determine educational approaches on lower education levels as these are sometimes understood as preparatory for university admission.</p>
<p>Issue 4. Ensure that adequate tools and materials for ESD are accessible</p>	
<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>Indicator 4.1 Teaching tools and materials for ESD are produced</p>	
<p>Sub-indicator 4.1.1</p>	<p>Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?</p>

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p>Within encouragement of production of environmental education tools and materials, which is, for instance, laid down, on a long-term basis, in the grant support programme of the Ministry of Environment for NGO, also development and production of ESD tools may be supported permanently. Also the Ministry of Education Youth and Sports supported development and production of environmental and ESD tools through the Development Programme for schools and NGO from 2008 until 2009. From national operational programs for ESF there were supported reasonable amount of projects concerning ESD in 2010-2013. In 2013 was from ERDF (through national operational program) were supported about 300 projects focused on creating gardens and playgrounds in natural style at kindergartens.</p> <p>Concept of the Open Education Resources has been gradually developed under relevant research and application projects (Ministry of Environment, Technological agency). In result, many education materials are available online and being continuously updated.</p>
---	---

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"/>	<p>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</p> <p>So far it is so. Grants of the Ministry of Environment and the Ministry of Education Youth and Sports, regional authorities as well. The amount cannot be exactly specified but it ranges from USD 50 to 100 thousand a year.</p>																				
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist																				
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 type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p>Please specify.</p> <p>The Ministry of Education Youth and Sports generally accredits school books and tools but, for the time being, it has no specific criteria for ESD materials.</p> <p>Peer review process is being applied for Open Education Resources which in that case receive proof of quality.</p>																				
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"/>	<p>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</p> <p>Materials relevant for the Czech educational context are being developed. In consequence, there are not many exclusively ESD tools but usually they are in Czech. There are many environmental education or global development education tools.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>ISCED levels 2011²³</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>✓</td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> </tr> <tr> <td>8 Doctoral or equivalent level</td> <td>✓</td> </tr> </tbody> </table>	ISCED levels 2011 ²³	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education	✓	5. Short-cycle tertiary education	✓	6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8 Doctoral or equivalent level	✓
ISCED levels 2011 ²³	Yes																				
0. Early childhood education	✓																				
1. Primary education	✓																				
2. Lower secondary education	✓																				
3. Upper secondary education	✓																				
4. Post-secondary non-tertiary education	✓																				
5. Short-cycle tertiary education	✓																				
6. Bachelor's or equivalent level	✓																				
7. Master's or equivalent level	✓																				
8 Doctoral or equivalent level	✓																				

²³ Education level in accordance with ISCED.

Indicator 4.3 Teaching tools and materials for ESD are accessible	
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>Please describe and in particular highlight what measures are the most efficient for dissemination.</i></p> <p>In the Czech Republic, dissemination is done for example through the Pavucina network of NGOs, which includes some 30 organizations that share educational products, and which produces the journal Bedrník to support teachers in the field of environmental pedagogy.</p> <p>There are also several websites with environmental education tools – united is for instance internet portal www.ekokatalog.cz that describes tools published by Centres of environmental education. On state portal for educational transition www.rvp.cz you can find also some materials and tips for teaching ESD.</p> <p>In higher education and experts public, concept of Open Education Resources is being gradually developed so that many materials are presented online (sometimes with certified quality – see above).</p> <p>Other materials produced for global and development education are published within the network FoRS and are continuously disseminated to the public.</p>

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i> At present time there aren't reasonable public authority money invested in dissemination of ESD tools in Czech Republic.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please describe and name in particular official Internet sites.</i> The portal www.vur.cz has been developed by the initiative of the Ministry of Environment. Currently, it is also possible to use www.ekokatalog.cz (particularly environmental education tools) and www.rvp.cz (the tools generally for education that are in accordance with the new curriculum); http://envigogika.cuni.cz/ is then a specialised server for ESD designed for university teachers. However, these materials are not accredited by the state (the Ministry of Education Youth and Sports). Other materials are available on the website of non-profit organizations Pavučina, FoRS, Veronica etc.
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"/>	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i> The overview is accessible on the website www.ekokatalog.cz , and further, it is provided by the individual centres of ecological education. The overview includes, without limitation, tools for ecological education and partially also tools suitable for ESD.
Concluding remarks issue 4	<i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible</i> A number of tools were created thanks to Operational Program Education for Competitiveness, but we don't have a list of them, the database does not exist. A number of tools is in environmental education centres.

	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> Operational Program Education for Competitiveness brought number of internet apps on ESD and EE topics – <i>What challenges did your country encounter when implementing this objective?</i> Missing of key publication, which would present practical examples of ESD. It would serve as a springboard for the creation other more specialised materials. <p>ESD is very rapidly developing issue and educational materials have to follow available expertise and methodological know-how in the field. To this end, efficient interface between research (in relevant fields including pedagogy and theory of science) and practice of education and awareness raising is needed. Also acceptable processes of translation between expert knowledge and more practically oriented knowledge for educators, policy-makers and for other social actors is needed. On this basis, communication between different social actors has to be developed.</p> <ul style="list-style-type: none"> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> Requirements of the European Union concerning outcomes from the projects financed by EU to be published as open access resources should be implemented also on the national level. This will support exchange of information and reduce double financing of the same or similar activities.
Issue 5.	Promote research on and development 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 5.1	Research²⁴ on ESD is promoted
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁵ supported?

²⁴ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁵ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology ;and means of evaluation, including socioeconomic impacts.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular the most important outcomes of supported research.</i></p> <p>Areas of research in the Czech Republic include the development of active learning methods, analysis of educational goals within different branches of education for sustainability, evaluation of effectiveness of the ESD and research in the field of philosophy of education. SD is a research priority of the Czech National Policy of the Research and Development; however, this theme does not cover ESD sufficiently. For allocation of finances the responsible body is the Governmental Council for Research and Innovation, an institution for research coordination and information management.</p> <p>ESD relevant research themes are occasionally supported by national research grant agencies (Grant Agency CR and the Technology Agency CR). However applicants have to prove their scientific qualities and compete with other research projects developed in traditional disciplinary areas. Specifically ESD oriented research thematic frameworks also appear from time to time (i.e. Jan Činčera: „Hodnocení efektivity nástrojů EVVO“, BEZK, Agentura Koniklec and Masaryk University, 2013). Special Volume Journal of Cleaner Production, Volume 49, Pages 1-144 (June 2013) Learning for sustainable development in regional networks edited by Jana Dlouhá, Andrew Barton, Donald Huisingh and Maik Adomssent was produced in 2013 without any specific financing (5 articles written by Czech authors included in the issue).</p> <p>In recent years, the number of published results of the evaluation research programs in the field of environmental education and global and development education is increasing. They are usually carried out in cooperation of NGOs and universities (Technical University of Liberec, Masaryk University Brno), other independent evaluators or other specialized NGOs (eg. BEZK, Spora).</p> <p>Examples of published evaluations relevant to ESD are evaluations of Eco-Schools program, Week of sustainable development and World Supermarket program.</p>
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 subjects were investigated and list major reports.</i>
Sub-indicator 5.1.3	<p>Are post-graduate programmes available:</p> <p>(1) on ESD:²⁶ (a) for the master's level?; (b) for the doctorate level?;</p> <p>(2) addressing ESD: (a) for the master's level?; (b) for the doctorate level?</p>

²⁶ ESD is addressed by substance and/or by approach.

<p>(1)</p> <p>(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>(2)</p> <p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i></p> <p>Recently, relatively complex system of higher education in the environmental and SD sphere is available. In early 2014, it encompassed 40 accredited fields of study focusing on the environment, 59 specialisations with names containing the word “environmental” (a large number of them taught in the English language), 29 specialisations in applied ecology (both technical disciplines and social sciences, 22 in Czech and 7 in English), and 11 specialisations whose name includes an expression related to sustainable development; this totals 141 out of 8888 accredited specialisations at the universities and colleges in the Czech Republic. However, the number of specialisations taught at the faculties of various Czech universities and colleges may be much higher (AMOS, 2013).</p> <p>A study programme in CR is defined as a self-contained form of tertiary study, typically divided into study specialisations. A study specialisation is a specific focus of the study, accredited upon request by the school. Of course, the same specialisation may be accredited at various faculties or even universities.</p> <p>However there are no programs on ESD or addressing ESD recently in CR. Exceptionally some of the students choose ESD relevant theme for master or dissertation thesis</p> <p>Item 2 – (a) a number of teaching programmes, e.g. at the Faculty of Humanities of Charles University or Masaryk University Brno, Faculty of Social Science,</p> <p>Item 2 – (b) in 2007, a PhD programme (“Environmental Studies”, at Charles University’s Faculty of Humanities) was initiated that is a synthesis of different aspects of SD in an interdisciplinary framework and works through a system of tutors. However there are no tutors from the ESD field. The program is still ongoing. Ph.D. program in environmental studies is also being implemented at Masaryk University in Brno, Faculty of Environmental Studies.</p>
<p>Sub-indicator 5.1.4</p>	<p>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?</p>
<p>(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p><i>Please provide information on (a) and (b).</i></p>
<p>Indicator 5.2 Development of ESD is promoted</p>	
<p>Sub-indicator 5.2.1</p>	<p>Is there any support for innovation and capacity-building in ESD practice?²⁷</p>

²⁷ Activities may include projects, action research, social learning and multi-stakeholder teams.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what main projects were/are being implemented to that end.</i></p> <p>In 1999 there was established National network of Environmental Education program, that helps gradually about 100 EE centres in the Czech Republic. Participating NGOs ensure that the programme maintains controlled EE and ESD standards and grants access to methodological help for new NGOs, to further education for their workers, and to exchange of experience within the Czech Republic as well as abroad.</p> <p>The Czech Eco-Counselling Network (STEP) aims to introduce a more green/sustainable mode of operation including public procurement. STEP also provides education and methodological support for eco-counsellors and the offices of public institutions initiating green public procurement (GPP) and sustainable consumption activities.</p> <p>The creation of a common learning environment at university level (involving five Prague universities) has resulted in the increased mobility of students, interdisciplinary courses, new teaching methods and innovative teaching. This university network (mentioned above) encompasses universities from outside Prague and also involves cooperation with abroad which is a source of inspiration and innovative teaching/learning methods and approaches.</p>
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information about where published research and dissertations are accessible.</i></p> <p>There is a peer reviewed journal Envigogika (http://www.envigogika.cuni.cz/), which, however, has no systematic support (it is supported irregularly within various projects).</p> <p>The Czech Governmental Council for Research and Innovation provides a comprehensive system for the dissemination of research results; however, in common with many other such national systems, it has yet to include concrete information on ESD. On the other hand, ESD grants very often require dissemination mechanisms. Open access sources will hopefully meet this requirement in the future.</p>

²⁸ E.g., conferences, summer schools, journals, periodicals, networks.

²⁹ 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.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Činčera, Jan, <i>Environmentální výchova: Efektivní strategie</i>. Brno: BEZK, Agentura Koniklec a Masarykova univerzita, 2013</p> <p>Činčera, Jan, <i>Střediska ekologické výchovy mezi teorií a praxí</i>. Brno: BEZK, Agentura Koniklec a Masarykova univerzita, 2013</p> <p>Činčera, J., Stejskal, J., Mach, M., & Lupač, M. (2014). "Organic food is fertilised at night": Why people (do not) buy environmentally friendly products. <i>Envigogika: Charles University E-journal for Environmental Education</i>, 9(1). DOI: http://dx.doi.org/10.14712/18023061.416. Retrieved from http://envigogika.cuni.cz/index.php/Envigogika/article/view/416</p> <p>Činčera, J. (2013). Experiential Learning in Education for Sustainable Development. Experiences from a Czech-Kazakh Social Learning Programme. <i>Journal of Education for Sustainable Development</i>, 7(1), 23-37. doi:10.1177/0973408213495600</p> <p>Činčera, J., & Krajhanzl, J. (2013). Eco-Schools: What factors influence pupils' action competence for pro-environmental behavior? <i>Journal of Cleaner Production</i>, 61, 117-121. doi: http://dx.doi.org/10.1016/j.jclepro.2013.06.030</p> <p>Činčera, J. (2013). Evaluation of an educational exhibition on global issues and consumer responsibility: From involvement to hopelessness. <i>Envigogika: Charles University E-journal for Environmental Education</i>, 8(2). Retrieved from http://www.envigogika.cuni.cz/index.php/Envigogika/article/view/376/pdf_376</p> <p>Činčera, J. (2013). Managing cognitive dissonance: Experience from an environmental education teachers' training course in the Czech Republic. <i>Journal of Teacher Education for Sustainability</i>, 15(2), 42-51. DOI: 10.2478/jtes-2013-0010.</p> <p>Činčera, J., & Johnson, B. (2013). Earthkeepers in the Czech Republic: Experience from the implementation process of an earth education programme. <i>Envigogika: Charles University E-journal for Environmental Education</i>, 8(4)</p> <p>Činčera, J., Kováčiková, S., Mašková, V., Meda, R., & Medalová, K. (2012). The Green School: an Impact of Evaluation on Decision-Making about a Program. <i>The New Educational Review</i>, 30(4), 17-29.</p> <p>Činčera, J. (2012). Evaluace orientovaná na uživatele: zkušenost s pobytovým programem Člověk a prostředí. <i>Orbis Scholae</i>, 6(3), 119-134. Retrieved from http://www.orbisscholae.cz/archiv/2012/2012_3_06.pdf</p> <p>Vošahlíková, T. (2010, 2012) - Ekoškoly a lesní mateřské školy</p> <p>Dlouhá, J., Moldan, B. (2013). Sustainability in Higher Education: The Central and Eastern European Case. In Adomssent, A. <i>Higher Education for Sustainable Development in Central and Eastern Europe</i>. Verlag fur Akademische Schriften, Bad Homburg. ISBN 978-3-88864-513-6, pp. 13-32</p> <p>Dlouhá, J. (2013). Higher Education for Sustainable Development in Czech Republic, Slovakia and Slovenia. In Adomssent, A. <i>Higher Education for Sustainable Development in Central and Eastern Europe</i>. Verlag fur Akademische Schriften, Bad Homburg. ISBN 978-3-88864-513-6, pp. 56-91.</p> <p>Special Volume <i>Journal of Cleaner Production</i>, Volume 49, Pages 1-144 (June 2013) Learning for sustainable development in regional networks Edited by Jana Dlouhá, Andrew Barton, Donald Huisingsh and Maik Adomssent</p> <p>Dlouhá, J., Barton, A., Janoušková, S., & Dlouhý, J. (2013a). Social learning indicators in sustainability-oriented regional learning networks. <i>Journal of Cleaner Production</i>, Volume 49, June 2013, pp. 64-73, http://dx.doi.org/10.1016/j.jclepro.2012.07.023</p> <p>Dlouhá, J., Huisingsh, D., Barton, A. (2013b). Learning networks in higher education: Universities in search of making effective regional impacts. <i>Journal of Cleaner Production</i>, Volume 49, June 2013, pp. 5-10, http://dx.doi.org/10.1016/j.jclepro.2013.01.034</p> <p>Dlouhá, J., Macháčková-Henderson, L., & Dlouhý, J. (2013c). Learning networks with involvement of higher education institutions. <i>Journal of Cleaner Production</i>, Volume 49, June 2013, pp. 95-104, http://dx.doi.org/10.1016/j.jclepro.2012.06.009</p> <p>Dlouhá, J., Andrew Barton, Donald Huisingsh, Maik Adomssent (2013) Learning for sustainable development in regional networks, <i>Journal of Cleaner Production</i>, Volume 49, June 2013, pp. 1-4, http://dx.doi.org/10.1016/j.jclepro.2013.01.041</p>

<p>Concluding remarks on issue 5</p>	<p>Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.</p> <p>Research provides essential feedback for innovation in the ESD field – it provides opportunity to embed practical results into educational theories and thus make them part of educational practice in long term. However importance of the research is not sufficiently understood due to the fact that ESD is mostly NGO driven in the Czech Republic</p>
	<p>– Which actions/initiatives have been particularly successful and why? Successful publication media – electronic peer-reviewed journal <i>Envigogika</i> (http://www.envigogika.cuni.cz – open access journal), which has been published since 2006 and now has also its English version. This publication media is recognized in the national research database and is also read by teachers in practice.</p> <p>– What challenges did your country encounter when implementing this objective? Not established framework for interdisciplinary teaching and research (missing evaluation panels in most of the grant agencies which prevents researchers from submitting other than disciplinary oriented projects).</p> <p>– Which other considerations have to be taken into account in future ESD implementation concerning this objective?</p>
<p>Issue 6. Strengthen cooperation on ESD at all levels within the ECE region</p>	
<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>Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond</p>	
<p>Sub-indicator 6.1.1</p>	<p>Do your public authorities cooperate in/support international³⁰ networks on ESD?</p>
<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p>Please specify concrete networks and explain who supports these networks.</p> <p>An agreement between the Ministry of the Environment of the Czech Republic and the Ministry of the Environment of the Slovak Republic was under preparation, which should include also cooperation in the area of ESD – the change of Government in 2010 stopped this process.</p>
<p>Sub-indicator 6.1.2</p>	<p>Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?</p>

³⁰ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. List major networks.</i></p> <p>Virtual Campus for Sustainable Europe (www.vcse.eu), LENSUS (www.3-lensus.eu), ISPoS program (http://www.czp.cuni.cz/ispos/), UE4SD project (http://www.ue4sd.eu/), FEE – Foundation for Environmental Education, GLOBE Program.</p> <p>A number of Czech environmental education centres are part of international networks. For example, CEA Sluňákov is part of the RWL, Association Tereza is a member of FEE - Foundation for Environmental Education (international Eco-Schools program and LEAF - Learning about Forests and network components GLOBE program), Environmental Center Czech Paradise is on Earth network education, etc.</p> <p>Since 2012, TEREZA Association is so-called "Regional Office Help Desk" in the GLOBE program for the Eurasia region – it manages a network of organizations implementing the GLOBE program in about 40 countries.</p>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify and list the major ones.</i></p> <p>New COPERNICUS Alliance is a network of higher education institutions aimed at enforcement of sustainability within higher education institutions. Despite relatively high membership fee, Charles University Environment Centre is a member of this network.</p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please list and describe.</i>
<i>Concluding remarks on issue 6</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions/ initiatives have been particularly successful and for which reason?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 7.	Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.

It is not really relevant in the Czech Republic. As for renewal of traditions, a number of environmental organisations have projects focused on this theme (e.g. projects of the Veronica, Kosenka, Lipka associations and many others).

What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.

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 2,000 characters with spaces). Please be as specific as possible.

The following challenges stated in the last reporting still remain: wider all-society adoption of the SD concept (it is related to generally sceptical nature of the inhabitants of the Czech Republic and their distrust to ethically based conceptions); vagueness about the term ESD and its difference from environmental education; resulting low implementation of inter- and transdisciplinary approaches on higher ISCED levels; institutional confusions related with competences within ESD; wider adoption of ESD within institutions of formal education; non-systematic finance support; low international cooperation on lower ISCED levels.

Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).

The ESD concept is perceived by some of the decision makers as burdening the national budget and unnecessary, and this slows the implementation process of the national strategy and adoption of the Action Plan for 2011-2012 (especially visible through the financial crisis). The ESD principles are still little known among teachers, which results from lack of opportunities to get acquainted with this concept. Generally, related areas and approaches (directions) in education – e.g. critical thinking or lifelong learning – do not enjoy the interest from the part of expert public either. Also the accreditation mechanism for ESD materials and institutions and the dissemination mechanism for publications of various expert levels make a great reserve.

As a whole, the implementation of ESD in the Czech Republic takes place with a very limited source of funds and provision of system funds for the following period fails.

Issue 9. Future implementation of Education for Sustainable Development

Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?

Involvement of the Czech Republic in the expert teams within UNECE, e.g. Expert Working Group for Indicators in ESD; international increasing of prestige of the ESD idea; challenge to politicians to assume responsibility for ESD; putting the ESD themes in the related international negotiations for increase of motivation to implement the concept; translations and publishing of our publications intended for decision makers and teachers and better accessibility of these information sources; international meetings of teachers for development of cooperation in ESD; international research focused on the benefits of the ESD implementation in the curriculum (with the involvement of the Czech Republic) but also on further issues, e.g. assessment etc.

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 (✓) 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.)

Also, could you specify which specific themes are of critical importance in your country and why?

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	1	2	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)				✓	✓	✓			
Ethics and philosophy				✓	✓			✓	✓
Citizenship, democracy and governance				✓	✓				
Human rights (e.g., gender and racial and intergenerational equity)				✓	✓				
Poverty alleviation				✓	✓				
Cultural diversity				✓	✓	✓	✓	✓	
Biological and landscape diversity				✓	✓	✓	✓	✓	✓
Environmental protection (waste management, etc.)				✓	✓	✓	✓	✓	✓
Ecological principles/ecosystem approach				✓	✓	✓	✓	✓	✓
Natural resource management (e.g., water, soil, mineral, fossil fuels)			✓	✓	✓	✓	✓	✓	✓
Climate change				✓	✓	✓	✓	✓	✓
Personal and family health (e.g., HIV/AIDS, drug abuse)				✓	✓	✓			
Environmental health (e.g., food and drinking; water quality; pollution)		✓	✓	✓	✓	✓	✓	✓	✓
Corporate social responsibility				✓	✓	✓	✓		
Production and/or consumption patterns			✓	✓	✓	✓			
Economics				✓	✓	✓	✓	✓	
Rural/urban development				✓	✓	✓			
Total		1	3	17	17	13	9	9	7
Other (countries to add as many as needed)									

Note: 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 (maximum 153 ticks; “other” categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
Scale	A	B	C	D	E	F

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 curriculum³¹/programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) 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	6	7	8
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?				✓	✓				
	- understanding complexity/systemic thinking?				✓	✓				
	- overcoming obstacles/problem-solving?				✓	✓				
	- managing change/problem-setting?									
	- creative thinking/future-oriented thinking?		✓	✓	✓	✓				
	- understanding interrelationships across disciplines/holistic approach?	✓	✓	✓	✓	✓				
	Total		1	2	2	5	5			
- other (countries to add as many as needed)?										
-										
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?									
	- decision-making, including in situations of uncertainty?				✓	✓				
	- dealing with crises and risks?									
	- acting responsibly?				✓	✓				
	- acting with self-respect?				✓	✓				
	- acting with determination?				✓	✓				
	Total				4	4				
- other (countries to add as many as needed)?										

³¹ At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?				✓	✓				
	- self-expression and communication?				✓	✓				
	- coping under stress?									
	- ability to identify and clarify values (<i>for phase III</i>)?				✓	✓				
	Total				2	2				
- other (<i>countries to add as many as needed</i>)?										
-										
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?				✓	✓				
	- acting with respect for others?	✓	✓	✓	✓	✓				
	- identifying stakeholders and their interests?									
	- collaboration/team working?	✓	✓	✓	✓	✓				
	- participation in democratic decision-making?				✓	✓				
	- negotiation and consensus-building?				✓	✓				
	- distributing responsibilities (subsidiarity)?									
	Total	2	2	2	5	5				
- other (<i>countries to add as many as needed</i>)?										
-										

Note: 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 (maximum 207 ticks; "other" not counted) is:

No. of ticks	0–11	12–21	22–53	54–105	106–156	157–207
Scale	A	B	C	D	E	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 (✓) 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 ^a	ISCED Levels								
	0	1	2	3	4	5	6	7	8
Discussions				✓	✓	✓	✓	✓	
Conceptual and perceptual mapping		✓	✓	✓	✓	✓	✓	✓	
Philosophical inquiry							✓	✓	
Value clarification				✓	✓	✓	✓	✓	
Simulations; role playing; games				✓	✓	✓	✓	✓	
Scenarios; modelling					✓	✓	✓	✓	
Information and communication technology (ICT)		✓	✓	✓	✓	✓	✓	✓	
Surveys							✓	✓	
Case studies					✓	✓	✓	✓	
Excursions and outdoor learning	✓	✓	✓	✓	✓	✓	✓	✓	
Learner-driven projects					✓	✓			
Good practice analyses							✓	✓	
Workplace experience							✓	✓	
Problem-solving					✓	✓	✓	✓	
Total	1	3	3	6	10	10	13	13	
Other (countries to add as many as needed)									

Note: 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.

^a Please refer to paragraph 33(e) of the UNECE Strategy for ESD.

The scoring key for this table (maximum 126 ticks; “other” not counted) is:

No. of ticks	0–8	9–42	43–53	54–76	77–98	99–126
Scale	A	B	C	D	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. (Please tick (✓) 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	✓	✓	✓
Local government	✓	✓	✓
Organized labour			
Private sector			
Community-based		✓	✓
Faith-based		✓	✓
Media			
Total	2	4	4
Other (countries to add as many as needed)			

The scoring key for this table (maximum 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	E	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	✓	✓	✓	✓	✓
Local government	✓				
Organized labour					
Private sector					
Community-based	✓				✓
Faith-based	✓				✓
Media					
Total	4	1	1	1	3
Other (<i>countries to add as many as needed</i>)					

The scoring key for this table (maximum 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	D	E	F

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	Educators												Leaders/administrators ^b					
	Initial ^c						In service ^d						In service ^e					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0.																		
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
Non-formal																		
Informal																		

^a Training is understood to include at least one day (a minimum of five contact hours).

^b See paras. 54 and 55 of the UNECE Strategy for ESD.

^c 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.

^d 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.

^e 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.

The scoring key for this table (maximum 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

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

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.

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
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
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
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
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
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
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
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
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
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed