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

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

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

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

☒ Governmental institutions *(please specify)* Ministry of Environment of the Czech Republic (www.mzp.cz), Ministry of Education, Youth and Sports of the Czech Republic (www.msmt.cz)

   Stakeholders:

☒ NGOs *(please specify):* Society for Sustainable Living (www.stuz.cz), TEREZA Association (www.terezanet.cz), United Nation Information Centre Prague (www.osn.cz), Green Circle (www.zelenykruh.cz), Association of Centres for Environmental Education - Pavučina (www.pavucina-sev.cz)

☒ Academia *(please specify):* National Institute of Technical and Vocational Education (www.nuov.cz)*,* Research Institute of Education in Prague (www.vuppraha.cz)*,* Charles University Environment Center (www.czp.cuni.cz), Technical University of Liberec (www.tul.cz)

☐ Business *(please specify)* _____

☐ Other *(please specify)* _____

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), but they did not get any comment. 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.)

TEMPLATE FOR REPORTING

ISSUE[1] 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
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 ☒ No ☐	Czech language.
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes ☒ No ☐	The Ministry of Environment has (currently Miroslav Novák), the Ministry of Education Youth and Sports not yet.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes ☒ No ☐	*Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.* There is a Working Group for ESD within the Government Council for Sustainable Development (composed of representatives of the individual resorts), which is supposed to be the main implementation body of the ESD Strategy in the Czech Republic. Further, there is an Expert Working Group for ESD, which prepared the Action Plan for 2011-2012 and will remain an advisory board for the implementation. The Ministry of Education Youth and Sports coordinate both groups.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes ☐ No ☒	*Please specify whether this plan includes implementation of the UNECE Strategy for ESD.* The ESD Strategy of the Czech Republic for 2008-2015 was approved and should be implemented through action plans. The Action Plan for 2011-2012 has been prepared and is waiting for being approved by the government (probably in November 2010, but the restricted version).
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD,[3] and other policy processes relevant to ESD?
Yes ☐ No ☒	*Please specify.* 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.
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 ☒ No ☐	*Please specify and list major document(s).* In the Strategy of Lifelong Learning, in the White Paper – the National Programme for the Development of Education of the Czech Republic, in the ESD Strategy of the Czech Republic, in the Strategic Framework of Sustainable Development of the Czech Republic, in the State Programme of Environmental Education and Training of the Czech Republic, in the programme document of the Education for Competitiveness Operational Programme - the ECOP (support from the European Social Fund in the programme period 2007-2013).

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[1] Issues 1 to 6 are in accordance with the objectives of the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1).
[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.
[4] Policy documents may include national strategies, plans, programmes, guidelines and the like.

Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements; at all levels of formal education, as understood by your education system in accordance with ISCED?[5]

(a) Yes ☒ No ☐
(b) Yes ☒ No ☐
	If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.
	  a) YES – in the Environment Act, the Education Act and the State Programme of Environmental Education and Training of the Czech Republic
	  b) YES – ESD is partially integrated in the FEP (Framework Education Programme) of the initial vocational education; it makes part of:
	      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 supplementing of the ESD issue during inspections.
	
	See table below

ISCED levels [6]	(a) Yes	(b)[7] Yes
0	V	
1	V	
2	V	
3	V	
4	V	
5[8]		
6		
Teacher education		

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 ☒ No ☐	*Please specify.* Partially. The Action Plan of ESD Strategy of the Czech Republic (2011-2012) has been drawn up and is in the approval procedure by the government (the approval is expected in November 2010).
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☒ No ☐	*Please specify.* The same as Item 1.2.3.
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[9] cooperation relevant to ESD exist in your Government?

[5] International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).
[6] Education level in accordance with ISCED.
[7] National curricula and/or national standards/ordinances/requirements.
[8] For higher education institutions when answering: (1) regarding national legislation: this objective is focusing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts**, **national strategies of Research and Development**, **university organization and studies acts**, or **general laws of higher educations**; (2) regarding national
and/or subnational standards/ordinances/requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process; see http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians_en.asp for information) for higher education institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.
[9] Between State bodies.

Yes ☒ No ☐	*Please specify.* YES – the most involved resorts: the Ministry of Education Youth and Sports, the Ministry of Environment, the Ministry for Regional Development
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[10]
Yes ☒ No ☐	*Please specify.* YES – the Government Council for Sustainable Development within which also a Working Group for ESD has been established is composed of representatives of the resorts, NGO, state as well as municipal representatives etc.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☐ No ☒	*Please specify.* Partially. ESD-oriented projects were supported *ad hoc* in the past within the Education for Competitiveness Operational Programme – the ECOP (the settings indicated that all the projects had to integrate the horizontal theme – sustainable development). Currently (2010), financial restriction takes place in the resorts, and therefore financing of the ESD activities in the following period is not guaranteed.

Indicator 1.3	**National policies support synergies between processes related to SD and ESD**
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?
Yes ☒ No ☐	*Please specify.* Yes. ESD is part of the Strategic Framework of Sustainable Development of the Czech Republic.

Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING	

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

Indicator 2.1	**SD key themes are addressed in formal education**
Sub-indicator 2.1.1	Are key themes of SD[11] addressed explicitly in the curriculum[12]/programme of study at various levels of formal education?
Yes ☒ No ☐	*Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.* The given themes are included in the majority of the ISCED levels in the curricula. Reserves remain in the effectiveness of transfer to pupils and students (educational methods etc.) in their competences, and a problem is also in the support of teachers for transfer of expected outcomes in the realised curriculum. A ☐ B ☐ C ☐ D ☐ E ☐ F ☒
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum[13]/programme of study at various levels of formal education?

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[10] For explanation see paragraph 46 of the UNECE Strategy for ESD.
[11] For explanation see paragraph 15 of the UNECE Strategy for ESD.
[12] At the State level, where relevant.
[13] See footnote 12.

Yes ☒ No ☐	*Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.* Learning outcomes (skills, attitudes and values) are in the curricula included partially; there is a problem in respect of their transfer in educational practice (only some of the entities on different ISCED levels). A ☐ B ☐ C ☐ D ☒ E ☐ F ☐
Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum[14]/programme of study at various levels of formal education?
Yes ☒ No ☐	*Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.* Teaching methods suitable for ESD are included in the curricula partially. A ☐ B ☐ C ☐ D ☒ E ☐ F ☐ *Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).*

Indicator 2.2   Strategies to implement ESD are clearly identified

Sub-indicator 2.2.1	Is ESD addressed through:[15] (a) existing subjects[16] only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?[17] (e) other approaches?

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

(a) Yes ☐ No ☒
(b) Yes ☒ No ☐
(c) Yes ☒ No ☐
(d) Yes ☐ No ☒
(e) Yes ☐ No ☒

ISCED levels	(a) *Yes*	(b) *Yes*	(c) *Yes*	(d) *Yes*	(e) *Yes*
0		V		V	
1			V		
2			V		
3		V	V		
4		V	V		
5		V	V		
6			V		
Teacher education			V		

If you ticked (e), please specify the approaches.

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[14] See footnote 12.
[15] For higher education institutions: These distinctions would be equal to: (a) **courses and disciplines**; (b) **interdisciplinary courses**; (c) **separate, specified SD courses or seminars**; and (d) **stand-alone projects** implemented by the department, faculty or inter-faculty structures.
[16] E.g. geography or biology. For higher education, "subject" means "course".
[17] A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

Indicator 2.3	A whole-institution approach[18] to SD/ESD is promoted
Sub-indicator 2.3.1	Do educational institutions[19] adopt a "whole-institution approach" to SD/ESD?

Yes ☐ No ☒

Phase II: If yes, please specify for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.
Partially; there are school programmes (elementary schools) that involve a whole-institution approach, and 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 reserves still remain in this area.

ISCED levels	Yes
0	
1	V
2	V
3	V
4	V
5	
6	
Teacher education	

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

Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support "a whole institution approach to SD/ESD"?

Yes ☐ No ☒

Phase II: If yes, please specify what schemes are available for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.
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, or possibly the ECOP. These programmes are namely Ekoškola (Eco-school), Škola udržitelného života (School of Sustainable Life), Na zelenou (Towards Green) etc.

ISCED levels	Yes
0	
1	
2	
3	
4	
5	
6	
Teacher education	

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

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[18] A "whole institution approach" means that all aspects of an institution's internal operations and external relationships are reviewed and revised in light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).
[19] For higher education institutions: **whole university**, **whole college** or **whole faculty approach** (including inter-faculty approaches).

Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?
Yes ☐ No ☒	*Phase II: If yes, please specify for all levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate:* *(a) For formal institutions.* **ISCED levels** / *Yes* **0** **1** **2** **3** **4** **5** **6** **Teacher education** *(b) For non-formal institutions for non-formal and informal education.* **ISCED levels** / *Yes* **0** **1** **2** **3** **4** **5** **6** **Teacher education** *If relevant data are available, please also specify (i.e. provide examples on how it is done).*

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? (b) Do they address ESD[20]? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

(a) Yes ☒ No ☐
(b) Yes ☐ No ☒
(c) Yes ☐ No ☒

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

ISCED levels	(a) Yes	(b) Yes	(c) Yes
0	V		
1	V		
2	V		
3	V		
4	V		
5	V		
6	V		
Teacher education	V		

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).

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?

Yes ☒ No ☐

Phase II: Please specify.[21]
Yes, 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 LA21), and further, a number of NGO organise informal and public awareness-raising activities with the SD theme.

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 ☐ No ☒

Phase II: Please specify and provide examples.
Only 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).

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 ☐ No ☒

Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.
b) Act No. 179/2006 Sb., on verification and recognition of the results of further education enables to verify and recognise the results of non-formal and informal learning through the National Qualification System of the so-called Partial Qualifications, which, however, is not directly or primarily focused on ESD but partial qualifications for this area may arise as a demand on the labour market.

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[20] 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).
[21] Please describe how this is done, e.g. in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

Indicator 2.6	ESD implementation is a multi-stakeholder process[22]	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?	

Yes ☐ No ☒	*Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.* (a) According to the UNECE Strategy on ESD A ☐ B ☐ C ☐ D ☐ E ☒ F ☐ (b) According to the UN DESD A ☐ B ☒ C ☐ D ☐ E ☐ F ☐

Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

Indicator 3.1	ESD is included in the training[23] of educators
Sub-indicator 3.1.1	Is ESD a part of educators' initial training?[24]
Yes ☐ No ☒	*Phase II: Please specify by filling in the table in appendix III.* 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.
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training?[25]
Yes ☒ No ☐	*Phase II: Please specify by filling in the table in appendix III.* Yes, ESD is a part of in-service training of the environmental education coordinators at schools.
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes ☐ No ☒	*Phase II: Please specify by filling in the table in appendix III.* Nevertheless, in the past, environmental education was part of the entrance training of employers in some institutions – the Ministry of Environment, the Ministry of Education Youth and Sports, the Ministry of Agriculture etc.

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?
Yes ☒ No ☐	*Phase II: Please specify (provide examples on how this is done).* Yes, there are networks of elementary schools with orientation to environmental education and sustainable development (names: Mrkvička – Carrot, Eco-school, 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; a network of towns and municipalities applying the LA21 programme (the National Network of Healthy Towns) on the level of municipalities. Pavučina is, at the same time, the administrator of the Environmental Education National Network Programme, which unites approx. 100 organisations in the Czech Republic. Further, there is a network of the environmental advice bureaus - STEP.

[22] 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).
[23] ESD is addressed by content and/or by methodology.
[24] For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.
[25] 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.

Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way?[26]
Yes ☒ No ☐	*Please specify how, listing the major ones, and describing them as appropriate.* In 2008-2010, 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. The MRKEV (a network of schools interested in environmental education) and MRKVIČKA (a network of nursery schools interested in EVVO) networks and publishing of methodical materials and journals for the members of the network were also supported. The projects of municipalities focused on the development of LA21 are supported continuously (approx. USD 100 thousand a year). Representatives of the resorts are the gestors of these activities.
Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE	
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).	
Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of development and production of ESD tools and materials exist?
Yes ☒ No ☐	*Please describe.* 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. 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 in 2008 and 2009.
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes ☒ No ☐	*Phase II: Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in USD) for annual expenditures on ESD-related research and development.* So far it is so. Grants of the Ministry of Environment and the Ministry of Education Youth and Sports and support from the ECOP. The amount cannot be exactly specified but it ranges from USD 50 to 100 thousand.
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 ☐ No ☒ (b) Yes ☐ No ☒ (c) Yes ☐ No ☒	*Phase I: For (a) and (b), please describe.* *Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c), please also describe. Please also provide your own examples, as appropriate.* 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.
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 ☒ No ☐ (b) Yes ☒ No ☐	*Phase I: For (a) please specify.* There are not many exclusively ESD tools but usually they are in Czech. There are many environmental education tools.

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[26] Including assistance through direct funding, in-kind help, political and institutional support.

	Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.

ISCED levels	(b) *Yes*
0	
1	V
2	V
3	V
4	V
5	V
6	
Teacher education	

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 ☐ No ☒	*Phase II: Please describe.* The dissemination takes place especially within the networks but it is controlled by no state mechanism or tool.	
Sub-indicator 4.3.2	Is public authority money invested in this activity?	
Yes ☐ No ☒	*Please specify to what extent by providing an indication of the amount in USD, giving the annual expenditures for ESD-related research and development.*	
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?	
Yes ☐ No ☒	*Please describe.* Not yet; the portal www.vur.cz has been developed by the initiative of the Ministry of Environment (so far non-active, it is under preparation). Currently, it is 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).	
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 ☒ No ☐ (b) Yes ☒ No ☐	*For (a) and (b) please specify.* Yes. 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. The overview of specific ESD tools should be placed on the portal www.vur.cz in the future.	

Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

Indicator 5.1   Research[27] on ESD is promoted

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[27] These include support from various sources, such as State, local authorities, business and non-governmental sources.

Sub-indicator 5.1.1	Is research that addresses content and methods for ESD[28] supported?
Yes ☒ No ☐	*Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget.* The Research Institute of Education in Prague conducts a research in respect of the ESD competences; the ESD studies are published on http://www.envigogika.cuni.cz/ where especially Technical University in Liberec and the Charles University Environment Center publish about ESD.
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes ☐ No ☒	*Please specify what kind of research (content and methods).*
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD:[29] (a) for the master's level? (b) for the doctorate level? (2) addressing ESD: (a) for the master's level? (b) for the doctorate level?
(1) (a) Yes ☐ No ☒ (b) Yes ☐ No ☒ (2) (a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).* Item 2) – (a) a number of teaching programmes, e.g. at the Faculty of Humanities of Charles University, (b) the postgraduate programme Environmental Studies at Charles University
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes ☐ No ☒ (b) Yes ☐ No ☒	*Phase II: Please specify for (a) and (b).*
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice?[30]
Yes ☐ No ☒	*Phase II: Please specify and provide the total amount annually over the reporting period.* Partially supported *ad hoc* in the ECOP. Systematic support is planned in the so far not approved ESD Action Plan for 2011-2012.
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms[31] to share the results of research and examples of good practices in ESD[32] among authorities and stakeholders?
Yes ☐ No ☒	*Phase II: Please specify and provide the total amount annually over the reporting period.* There is a portal Envigogika (http://www.envigogika.cuni.cz/), which, however, has no systematic support (it is supported irregularly within various projects).

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

[29] ESD is addressed by substance and/or by approach.

[30] Activities may include pilot projects, action research, social learning and multi-stakeholder teams.

[31] E.g. conferences, summer schools, journals, periodicals, networks.

[32] 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?
	Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.
(a) Yes ☐ No ☒ (b) Yes ☒ No ☐	*Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.* Yes, in the given period, 15 articles concerning ESD were published on the Envigogika portal. The list of the ones published in English: Dlouhá, J., Dlouhý, J., Macháčková Henderson, L., Zahradník, M. Wiki Software and Educational Principles of Communicative Action. Case study of the Czech electronic environmental encyclopedia (EnviWiki). E-learning conference: Boundary Changes: Redefining Learning Spaces, April 23–24, 2009, University of Plymouth, GB, see http://www2.plymouth.ac.uk/e-learning/conference_programme_2009.pdf Dlouhá, J., Macháčková Henderson, L. E-learning as an opportunity for virtual mobility and competence development within European Universities. In: Williams R; Remenyi D. (ed.) *The Proceedings of the 7th European Conference on e-Learning (ECEL).* Reading: Academic Publishing Limited. November 2008, Book 1, pp. 297–307 ISBN: 978-1-906638-23-1 CD Kód UT-ISI: 000263192600038 Dlouhá, J. Networking European Universities through e-learning. *Envigogika,* 2008, roč. 3, č. 1 [Online] [Citováno 2008-08-29]. Dostupné z www <http://envigogika.cuni.cz> ISSN: 1802-3061 Dlouhá, J. (2008): EnviWiki – the Czech Multimedia Toolkit for Education for Sustainable Development (ESD). *Envigogika,* 2008, roč. 3, č. 1 [Online] [Citováno 2008-08-29]. Dostupné z www <http://envigogika.cuni.cz> ISSN: 1802-3061

Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION
If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

Indicator 6.1   International cooperation on ESD is strengthened within the UNECE region and beyond

Sub-indicator 6.1.1	Do your public authorities cooperate in/support international[33] networks on ESD?
Yes ☐ No ☒	*Phase II: Please specify for national, subnational and local levels and list major networks.* An agreement between the Ministry of the Environment of the Czech Republic and the Ministry of the Environment of the Slovak Republic is under preparation, which should include also cooperation in the area of ESD.
Sub-indicator 6.1.2	Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?
Yes ☒ No ☐	*Please specify. List major networks.* Virtual Campus for Sustainable Europe (www.vcse.eu) LENSUS (www.3-lensus.eu), FEE – foundation for environmental education, GLOBE program.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes ☐ No ☒	*Phase II: Please specify and list the major ones.* New COPERNICUS is under preparation, which represents membership in an interuniversity organisation.
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes ☐ No ☒	*Please list and describe.*

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

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.
Phase II: Please provide the updated information to indicate changes over time.   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).
Phase III: Please provide the 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 1,500 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; institutional confusions related with competences within ESD; wider adoption of ESD within institutions of formal education; non-systematic finance support; low international cooperation.
Phase II: Please provide the updated information to indicate changes over time.   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. 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.
Phase III: Please provide the updated information to indicate changes over time.

Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION
Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.
Phase II: Please provide the updated information to indicate changes over time.   Involvement of the Czech Republic in the expert teams within UNECE, e.g. Expert Working Group for Competences 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 (V) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)

Some key themes covered by sustainable development	ISCED Levels					
	0	*1*	*2*	*3*	*4*	*5*
Peace studies (e.g. international relations, security and conflict resolution, partnerships)	V	V	V	V	V	V
Ethics and philosophy	V	V	V	V	V	V
Citizenship, democracy and governance	V	V	V	V	V	V
Human rights (e.g. gender and racial and inter-generational equity)	V	V	V	V	V	V
Poverty alleviation				V	V	V
Cultural diversity	V	V	V	V	V	V
Biological and landscape diversity	V	V	V	V	V	V
Environmental protection (waste management, etc.)	V	V	V	V	V	V
Ecological principles/ecosystem approach	V	V	V	V	V	V
Natural resource management (e.g. water, soil, mineral, fossil fuels)	V	V	V	V	V	V
Climate change		V	V	V	V	V
Personal and family health (e.g. HIV/AIDS, drug abuse)	V	V	V	V	V	V
Environmental health (e.g. food and drinking; water quality; pollution)	V	V	V	V	V	V
Corporate social responsibility						V
Production and/or consumption patterns						
Economics						V
Rural/urban development						
Total						77
Other (*countries to add as many as needed*)						

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

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

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

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

Indicator 2.1, sub-indicator 2.1.2

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

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

Table of learning outcomes

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

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[34] At the State level, where relevant.

	Expected outcomes	0	1	2	3	4	5
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?	V	V	V	V	V	V
	- acting with respect for others?	V	V	V	V	V	V
	- identifying stakeholders and their interests?				V	V	V
	- collaboration/team working?	V	V		V		
	- participation in democratic decision-making?				V	V	V
	- negotiation and consensus-building?						
	- distributing responsibilities (subsidiarity)?						
	Total						54
	- other (*countries to add as many as needed*)?						
	-						

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

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

No. of ticks	0–7	8–14	15–35	36–70	71–104	105–138
Scale	A	B	C	D	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 (V) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy[35]	ISCED Levels					
	0	**1**	**2**	**3**	**4**	**5**
Discussions	V	V	V	V	V	V
Conceptual and perceptual mapping						
Philosophical inquiry						
Value clarification	V			V	V	
Simulations; role playing; games	V	V	V	V	V	
Scenarios; modeling				V	V	V
Information and communication technology (ICT)	V	V	V	V	V	V
Surveys		V	V	V	V	V
Case studies					V	V
Excursions and outdoor learning	V	V	V	V	V	V
Learner-driven projects	V					
Good practice analyses					V	
Workplace experience				V	V	V
Problem-solving	V	V	V	V	V	V
Total						49
Other (*countries to add as many as needed*)						

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

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

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

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[35] Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation a multi-stakeholder process by filling in the table below. Please provide examples of good practice.

(Please tick (V) in both (a) and (b) template-tables to indicate what types of education stakeholders are involved.)

Table (a) According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	Non-formal	Informal
NGOs	V	V	V
Local government	V	V	
Organized labour			
Private sector	V	V	
Community-based	V		
Faith-based	V	V	
Media			
Total			11
Other (*countries to add as many as needed*)			

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

No. of ticks	0–1	2	3–5	6–10	11–15	16–21
Scale	A	B	C	D	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	V	V	V	V	V
Local government	V				
Organized labour					
Private sector					
Community-based					
Faith-based		V	V	V	
Media					
Total					**9**
Other (*countries to add as many as needed*)					

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

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

Indicator 3.1, sub-indicator 3.1.3

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

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

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

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

* Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.

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

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

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[36] Training is understood to include at least one day (a minimum of five contact hours).
[37] See paragraphs 54 and 55 of the UNECE Strategy for ESD.

Appendix IV

Summary and self-assessment[38] by countries:

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

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[38] 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.