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Dear readers of Envigogika,

let us start on a positive note this time: last week there was a [global summit in New York](#) that passed a total of [17 goals for sustainable development](#), which is meant to be the world's common agenda until 2030. They sum up the fundamental preconditions for dignified living, which are obviously not accessible for everyone on this planet; representatives of 160 countries, including the Czech Republic (represented by Deputy Prime Minister Bělobrádek), have now committed themselves to improving that situation. As shown by [Glopolis](#), the majority out of the 169 sub-goals passed are also relevant for the Czech Republic (163); the greatest number of „assignments“ rests with the MoE (34), and Education warrants 10 of them (others have to be handled inter-departmentally). The starting position of different countries in this process is analysed [globally](#): we can thus compare the [Czech Republic's standing](#) in different areas. It turns out that we are top of the class in education, because 92.8% of us have completed at least secondary school. However, according to statistical sources ([Global Education Digest, 2011](#), page 144), this indicator (achieved „lower secondary education“, ISCED 2) relates to children aged 11 to 15, meaning that it refers to primary school in our system, and it is thus our achievement that we have the most children completing it (after Japan). So, we may only hope that the Czech Republic will not see this (near-miss) primacy as a model for its work in other areas and that, towards 2030, we will move on to actual quality and (let's say it) progress in accordance with our international commitments.

The current debate of „transforming the education system towards sustainability“, which is the relatively elaborate title for the process in our domain, is an opportunity to us for a new deliberation about the meaning and objective of education in the present „performance-oriented“ time. This issue of Envigogika looks at the opportunities that open up at various levels in this area, and how they can be grasped in actual practice. Thus, we bring you papers such as a report on the current situation of [„greening“ of universities in Serbia](#) (by Vesna Nikolić, Jelena Ranitović and Slobodan Milutinović, who show primarily how the term „sustainable development“ is variously (mis)understood in their university policy and practice). A similar topic is handled methodologically by Jana Ružičková, Marta Nevřelová and Blanka Lehotská for the Slovakian setting: they analyse [programmes of the Faculty of Sciences of the UK in Bratislava](#) (concluding that some important topics are missing despite all creditable efforts and shifts). Finally, we also see how [tertiary education in Armenia](#) is focusing in the current period of general transformation on competencies in nature protection and supports additional abilities relating to participation in decision-making: Gayane Poghosyan and her colleagues write about that. All these news of (often isolated) efforts to change the logic and functioning of the entire education system have

one thing in common: the understanding of the main argument for this change – the term „sustainable development“ – differs across cultures and depending on historic contexts, which has many diverse manifestations and impacts in practice.

Now, let us shift in our musings to the primary school level, where Jan Bartoš and Tomáš Matějček describe their [research focused on the issue of environmental attitudes](#); among other things, they looked at how teachers think about them and work with them in teaching and whether there is an attitude transfer between pupils and their parents. On the other hand, the assessment of [extra-curricular education under the long-term programme „Two Are More Than One“](#) shows which methods contribute to inclusion in education, whether from the point of view of personality/social education, environmental education, or handicrafts (by Lenka Broukalová, Václav Broukal, Jan Činčera and Zdeňka Sopůšková, who document that handicrafts are clearly the most suitable). To conclude this (incomplete) picture of the ongoing shifts in pedagogical approaches and practice, we also touch on the pre-school level: the authors Viera Novanska, Jana Škvarková and Bohumila Barková offer [a set of sustainable development indicators](#) that can be used in internal auditing, thus for the purpose of internal transformation of kindergartens. Pre-school education is also the topic of two information papers describing the [outcome of a trip to Berlin](#) to see five forest kindergartens and a centre for children’s research (Tereza Valkounová), as well as the far more [thrilling story](#) about how the forest alternative was eventually saved (following long efforts of several good people) in the Czech Republic: this is reported by Vendula Soběslavská.

Please also pay attention to the inspirational paper translated for you from the Science journal. It deals with [connecting scientific and environmental education](#): the authors (Arjen Wals and his colleagues) promote a broad cooperation among scientists, teachers and the public, based for instance on a systematic widening of the disciplinary understanding with interdisciplinary connections, and establishment of links among scientific information and conventional knowledge (indigenous experience and locally embedded findings). This means that although scientific education has long evolved separately from environmental education, current research and development in the two areas points out the necessity to reinforce the links between them, and the lay public can also be involved. The so-called civic science aims at this: it denotes a process where local citizens can themselves monitor environmental changes using various technologies and submit their data to scientists for processing.

That is it for this issue, but you can also read papers that are incoming for the next issues of Envigogika in the editing process; one of them will be brought out by the end of the year.

Wishing you beautiful autumn days with interesting reading,

Jana Dlouhá

On behalf of the Envigogika editorial team