Sustainable Development on Regional Level –
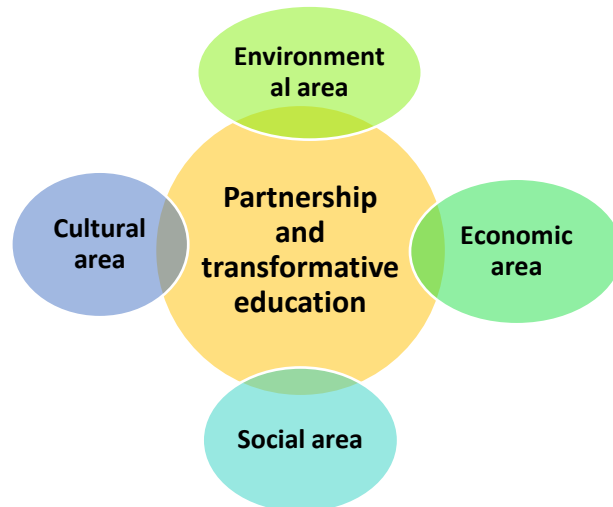## Combination of Theory and Practice
Applied Research project

Project to address SD in Czech regions (2019–2021, TA CR)
→ Capacities for Regional Sustainable development developed by RCE stakeholders in cooperation with local actors:
- Charles University Environment Centre
- Economic Faculty University of South Bohemia, Department of Regional Management
- National Network of Local Action Groups in CR

IMPACT ON PRACTICE:
- 2 academic years of lifelong learning – series of seminars for Local Action Groups
- Networking: universtieis / LAGs + local governments / NGOs
- Building social capital
- Long term aim – lifelong learning system for local actors

Environmental area

Cultural area

Partnership and transformative education

Economic area

Social area

Regional Centre of Expertise Czechia
What can do university for regions?

RCE Czechia • CHARLES UNIVERSITY • NNLAG CZECH REPUBLIC

LOCAL ACTION GROUPS IN THE CZECH REPUBLIC

179 LAGS IN THE TERRITORY OF THE CZECH REPUBLIC
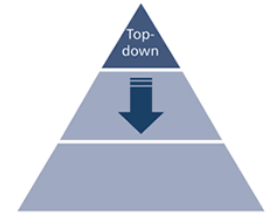
90 % OF THE TERRITORY IS SUPPORTED FROM CLLD

The LAG territory is constituted by administrative territories of municipalities with less than 25 000 inhabitants. **10 000 to 100 000 inhabitants live in the territory of each LAG.**

CLLD follows the principles of **LEADER** approach which ensures the development of the European rural areas since 1991.

The approved CLLD strategies are published on the websites of individual LAGs and in the **Database of Strategies** (www.databaze-strategie.cz).

CLLD is coordinated by the Regional Policy Department of the **Ministry of Regional Development** which cooperates with Managing Authorities of respective programmes (Integrated Regional Operational Programme, Rural Development Programme, Operational Programme Employment, Operational Programme Environment) and with the National Network of LAGs CR, a voluntary association of LAGs.

Geographical data source: © ČÚZK
Data source: National Network of LAGs CR
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RESEARCH:
How do megatrends influence regions ?

Top-down

What are local opportunities to meet national Agenda 2030 strategy Framework (bottom-up approach) ?

Bottom-up
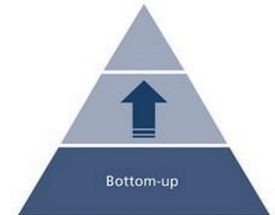
The main roles of Local Actions Groups:
- Building an enlightenment
- Mapping the territory and searching for a solution in the context of its priority
- Spreading the idea - activate mayors & motivate citizens
- Publishing, promoting and monitoring system of urgent issues
- Promoting the SDG concept; pilot projects; excursions; good practice.

Qualitative research within Local Action Groups – *LAGs' role in circular economy*

Responsible consumption – basis for sustainable lifestyle education

Partners:
- Charles University Environment Centre
- TEREZA educational centre + Eco-school network (> 400 schools)
- Pedagogical Faculty Ústí nad Labem + Pedagogical Faculty Prague

METHODS
- Development of the educational materials
- Testing in 9 Eco-schools (kindergarden, primary, secondary)
- Applying transformative education concept
- Receiving formative feedback, improving, finalizing

RESULTS
Program for kindegadens, primary and secondary schools running in the Ecoschool network:
- theories, methods, practical toolkits

Transformative learning on primary school level – **continuum of competences for Sustainable consumption** (not yet published)

Transformative learning
1. Having experience
2. Making assumptions
3. Challenging Perspectives
4. Experiencing tranformation

Table 1.2.12. Learning objectives for SDG 12 "Responsible Consumption and Production"

Cognitive learning objectives	1. The learner understands how individual lifestyle choices influence social, economic and environmental development.
	2. The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (supply and demand, toxics, CO_2 emissions, waste generation, health, working conditions, poverty, etc.).
	3. The learner knows roles, rights and duties of different actors in production and consumption (media and advertising, enterprises, municipalities, legislation, consumers, etc.).
	4. The learner knows about strategies and practices of sustainable production and consumption.
	5. The learner understands dilemmas/trade-offs related to and system changes necessary for achieving sustainable consumption and production.
Socio-emotional learning objectives	1. The learner is able to communicate the need for sustainable practices in production and consumption.
	2. The learner is able to encourage others to engage in sustainable practices in consumption and production.
	3. The learner is able to differentiate between needs and wants and to reflect on their own individual consumer behaviour in light of the needs of the natural world, other people, cultures and countries, and future generations.
	4. The learner is able to envision sustainable lifestyles.
	5. The learner is able to feel responsible for the environmental and social impacts of their own individual behaviour as a producer or consumer.
Behavioural learning objectives	1. The learner is able to plan, implement and evaluate consumption-related activities using existing sustainability criteria.
	2. The learner is able to evaluate, participate in and influence decision-making processes about acquisitions in the public sector.
	3. The learner is able to promote sustainable production patterns.
	4. The learner is able to act critically in their role as an active stakeholder in the market.
	5. The learner is able to challenge cultural and societal orientations in consumption and production.

Online platform for summarizing information www.enviwiki.cz
Portal of sustaibnable consumption

Dlouhá, J., Henderson, L., et al. (2020). Udržitelná spotřeba a životní styl jako vzdělávací téma: Jaké vzdělávací cíle si stanovit, když chceme předjímat společenské změny? *Envigogika*, *15*(1). https://doi.org/10.14712/18023061.608

Opportunities offered by creative learning for developing sustainability

By disregarding the affective domain, Czech education denies pupils the chance to fully develop sustainability competences. "Education for the Future" activates imagination and the affective learning domain through creative learning and supports pupils' self perception as agents of change, making the future here and now!

METHODS
- Participatory: Lundy Model of Participation
- Interdisciplinary: Creative Partnerships methodology (external artists work with classroom teachers and pupils)
- SDGs as a tool for analysis of local sustainability challenges.

RESULTS
Observation of key competencies for sustainability (Reickmann 2017) and Creative Habits of Mind (Lucas et al 2013) to support action competence in practice (Jensen and Schack 1997).

Action competence	Sustainability competence	Creative habits of mind
knowledge and insight	systems and critical thinking	making connections, challenging assumptions, reflecting critically, inquisitive
commitment and vision	normative and anticipatory	imaginative, playing with possibilities, tolerate uncertainty
action experience	self awareness and collaboration	persistent, dares to be different, collaborative, sticks with difficulty

Creative sustainability learning supports **envisioning, experiencing, embodying and reflecting change**.
Analysis of intrinsic motivation [1] and self-efficacy [2] uncovers the psychology of the **transformative learning process**.

Pupils identifying the challenges of city living, who is most negatively impacted, and what needs to change in order to meet the needs of all residents.

https://rce.czp.cuni.cz/index.php/en/projects

[1] (Ryan, 1982) and others

[2] (Smetáčková et al., 2017)

Lundy (2007) model of Participation
Conceptualising the UN Convention on the Rights of the Child, Article 12:

Program aims at:
- cultivating the **voice of the child** informed by Sustainability values
- providing **space for expression** - Creative Habits of Mind model (Lucas, Claxton, Spencer, 2013)

- increasing opportunities for independent **actions** in a safe environment
- and exploring **internal transformation** for social change

frontiers in Sustainability

Role of actors in sustainable development on regional level

Proposal for a **RCE driven special issue**
within the Sustainable Organizations section
of the Frontiers in Sustainability

While sustainability *within* organizations is an issue with its own principles and procedures that make possible to achieve specific goals (this *internal* sustainability is measurable), the *external role* of these organizations is much more complex research topic. This point of view provides an opportunity to compare very diverse organizations – as all of them may be considered to be actors in some ongoing (sustainability oriented) processes.

Concept of *actor* thus provides a common ground for reflecting the role of organizations in specific social environment – community, or region. To analyse this external role of organizations (perceived as actors), attention is paid to the relationships with other actors, activities that are performed within these networks of social relationships, and the social capital that results from these relationships/activities.

Journal:
Sustainable Organizations is aimed at publishing innovative and challenging papers on how organizations (civil society, businesses, and public sector ones) are implementing sustainability into their activities, their relation to other organisations, and their contribution to sustainability. The journal takes a holistic (focussing inside and outside the organisation), transdisciplinary (going beyond disciplinary silos), and systemic (looking into the system elements and how they inter-relate, e.g. operations, management, human resources, and change management) approaches.

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Specialty Chief Editor
Sustainable Organizations