



**EUROPEAN LANDSCAPE CONVENTION**  
**LANDSCAPE AWARD OF THE COUNCIL OF EUROPE**

*5<sup>th</sup> Session – 2016-2017*

**APPLICATION FORM**

## **Presentation**

*The European Landscape Convention aims to promote the protection, management and planning of landscapes and to bring together European co-operation in this field. It is the first international treaty exclusively devoted to all dimensions of European landscape. Taking into account the landscape, natural and cultural values of the territory, it contributes to promoting the quality of life and well-being of Europeans.*

*The Resolution on the Rules governing the Landscape Award of the Council of Europe, adopted by the Committee of Ministers on 20 February 2008 at the 1018<sup>th</sup> meeting of the Ministers' Deputies, draws attention to the fact that Article 11 of the Convention institutes the Landscape Award of the Council of Europe and that it is in keeping with the work carried out by the Council of Europe concerning human rights, democracy and sustainable development. It effectively promotes the territorial dimension of human rights and democracy by acknowledging the importance of measures taken to improve the landscape for people's living conditions.*

*Opened to the Parties to the Convention, the Award is intended to raise civil society's awareness of the value of landscapes, of their role and of changes to them. Its objective is to reward exemplary practical initiatives aimed at successful landscape quality objectives on the territories of the Parties to the Convention. The Award is conferred every two years and the files presenting applications must reach the Secretariat General of the Council of Europe.*

*At its meeting held in Strasbourg on 28-29 April 2008, the Steering Committee for Cultural Heritage and Landscape (CDPATEP) decided that applications should be submitted to the Council of Europe Secretariat through the Permanent Representations of the Parties to the Convention.*

*I would be very grateful if you could send no later than **30 January 2017** the following elements of the candidature file (10 pages maximum) established for your country on the basis of the proposals forwarded to you by the Ministries:*

- 1) by E-mail, the Application form completed to: [maguelonne.dejeant-pons@coe.int](mailto:maguelonne.dejeant-pons@coe.int) ;*
- 2) by post, a copy of the Application form completed together with a CD-Rom or DVD containing the all the additional material to: Maguelonne Déjeant-Pons, Executive Secretary of the European Landscape Convention, Council of Europe, Agora (A3-32C), F- 67075 STRASBOURG Cedex.*

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- Participation to the Landscape Award of the Council of Europe is only open to local and regional authorities and their groupings and non-governmental organisations, as stated in the Resolution CM/Res (2008)3, Appendix, Article 2.*
- The application form must be completed in all its parts, in one of the two official languages of the Council of Europe (English or French).*
- The materials submitted must be copyright-free, for use by the Council of Europe in communications aimed at promoting the award or any other publications or activities relating to the Convention. The Council of Europe undertakes to cite the author's names.*
- Files that are incomplete or fail to comply with the rules will not be taken into consideration.*

*For further information please visit the Landscape Award section of the Council of Europe website: <http://www.coe.int/EuropeanLandscapeConvention>*

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## I. STATE CONCERNED AND APPLICANT

**1. State**

The Czech Republic

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**2. Applicant**

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## II. PRESENTATION OF THE PROJECT

**3. Name of the Project**

Educating Children in a Heavily Industrialized Landscape

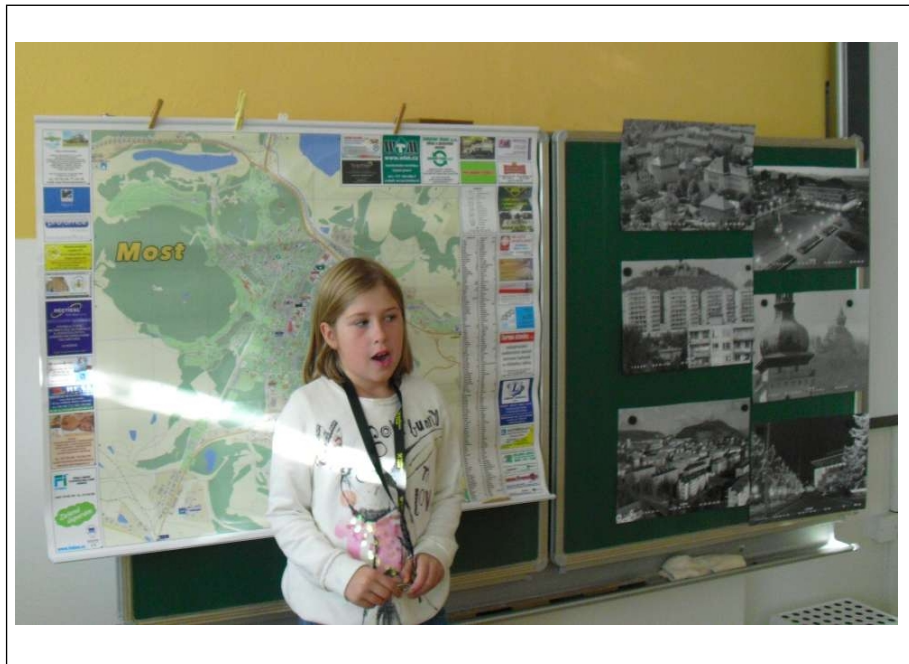
**4. Location of the Project**

Municipality of Most

**5. Summary of the Project (10 lines)**

This year's entry of the Czech Republic in the Landscape Award of the Council of Europe is the long-term comprehensive approach of a school to educating children in a heavily industrialized and completely transformed landscapes. The town of Most, where the school is situated, experienced a very difficult period in its history, when, following a Government Decision in 1964 on giving priority to coal surface mining, the town was, with the exception of a small part, entirely demolished. Its residents were relocated to the newly built town just a few hundred metres from the original municipality (for a brief history of the town of Most, see Annex No. 1). The immediate landscape has been badly affected by surface coal mining – most of the surrounding landscape is made up of large opencast mines and slag heaps (spoil tips), but also of reclaimed (recultivated) areas - the newly created landscapes, encompassing some of Most's pride and glory (Autodrome, Hippodrome, Aquadrome, Aerodrome as well as the Benedikt and Matylda recreational zones). The elementary school teaches children to understand and solve environmental issues as well as to comprehend the interrelationship of the sustainable use of natural resources, the landscape and a healthy environment, to see them in their historical context and to gain awareness of how they themselves can contribute to the development of the environment they live in.

**6. Photo representing the Project (high definition – JPEG 350 dpi) and name of the author of the photo please**



### III. CONTENT OF THE PROJECT

- 7. Start of the Project

September	month
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2007 (1953)	year
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*The project must have been completed three years previously*
- 8. Partners

Statutory City of Most Regional Authority of the Ústí Region Most Municipal Forest Administration Club of Environmental Education Secondary and Vocational School Hamr Vršanská uhelná, Inc. ( <i>coal mining company</i> ) Bílinská natural science company EIG Ing. Stanislav Štýs Regional Museum of Most Ekocentrum Most Schola Humanitas ( <i>an environmental secondary school in nearby Litvinov</i> ) Parents
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- 9. Financing bodies

Statutory City of Most – school governing body Most Municipal Forest Administration European Structural Funds Vršanská uhelná, a.s. ( <i>Coal Mining Company</i> ) Donations
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- 10. Central aims of the Project

The elementary school, Svážná, is the oldest and also the smallest in the city of Most. It was commissioned in 1953.

The school is the only one in the Usti Region, which is a proud bearer of the title "First Grade School for Sustainable Development", first time received back in 2005. The school is a member of the Club of Environmental Education (CEE) of the Czech Republic and also a pilot elementary school CEE as a center of modernization and education for sustainable development (the only one in the region). School pupils also participate in a global project, "The Globe Program", which focuses on environmental quality in the field of meteorology, hydrology, biometry, phenology, soil science and remote sensing. The school also have an intensive cooperation with the Charles University in Prague.

On a long term basis the elementary school has aimed at teaching children how to understand and deal with ecological problems as well as encouraging them to respect the exceptional history of the city of Most and the unique landscape strongly reflecting industrial activity.

The school's approach to the education of children is based on the teaching programmes for the first to fifth classes and the sixth to ninth classes of elementary schools as defined by the Ministry of Education, Youth and Sports, in particular the programmes "Man and His World, Man and Nature, Man and Society."

Education seeks to create and develop skills and steer elementary school pupils towards understanding and individual thinking about phenomena around them and their links. For example, various activities and tasks under the topic "*Place Where We Live*" naturally awake in pupils a positive relationship with their place of residence, municipality and region and gradually develop their national sentiment and respect for their country. The emphasis is placed on practical learning about local and regional facts and pupils gaining direct experience:

- observing and identifying things around them – home, school, phenomena and happenings, their mutual relationships and connections - vocabulary building with regards to the taught topics, correctly describing the phenomena observed and using these in their speech, ideas and creations;
- gaining and developing working skills in map reading and orientation outside;
- developing a permanent interest in exploring their own landscape and the region;
- encouraging and developing an interest in nature and history - forming a thoughtful attitude to nature and cultural sites and searching for opportunities for active involvement in their protection;
- exploring nature and the landscape as a system with interconnected components which interact and influence one another
- becoming oriented in the world of information and linking historical, geographical and cultural information in terms of time and place;
- naturally expressing one's personal relationship with the surrounding environment.

The educational issues are reflected in subjects taught in the first to fifth classes of the elementary school – World around Us, Nature and Us, The Earth and Us, which are followed up by more academically conceived subjects of higher classes (Natural History, Geography, Health Education, Civic Studies). Regular lessons are enhanced with subsequent project days - such as Water Day, Earth Day and Health Day along with excursions and walks in the Most region focusing on specific topics.

## 11. Outcome

Every year the school prepares a Plan for Environmental Education and Awareness Raising, within which four topics are chosen, which are discussed in almost all subjects, in the first to ninth grade. Each topic is discussed about two months. The integrated educational system concentrates on both historical and present day issues aiming at working towards the development of practical life skills. Pupils learn to observe events and things, their mutual relations and connections, they are taught to identify them, express their ideas, findings and impressions, respond to opinions and suggestions of others and perceive the advantages and problems of the contemporary way of life. At the same time children learn a proactive approach to shaping the environment they live in and making active decisions about it.

#### Ressler - Suburban Recreational Forest

The elementary school is located in the immediate proximity of Ressler Forest, which provides a relaxation area for the whole city of Most. For over 20 years the school has been consulting and coordinating all of its activities in the wood with the local administrator – forester. This concerns for example, excursions into the forest with informative talks, help with planting new trees in the woods, collecting litter or organising one-day events such as those held on the occasion of "International Earth Day". For carrying out its own "research activities" in the forest and its surroundings, for example, the evaluation of the health condition of the spruce trees, identification of small invertebrates and small vertebrates in the area and for various other phenological and zoological observations, the school gained its "own" piece of woodland. In the academic year of 2007/2008, the school became actively involved in the global event - "The Billion Tree Campaign" launched by the UN, and its pupils planted 300 trees in Ressler Forest. In 2013 in cooperation with the Most Municipal Forest Administration, the children planted even more trees and this part of the wood was subsequently named Resslerík. Since then, the children have been regularly checking and maintaining Resslerík as a part of their lessons. In addition, the pupils frequently help with collecting litter in the forest (e.g. on the occasion of the Clean up the Czech Republic campaign or during project days - Water Day and Earth Day). By arrangement the children have had the opportunity to observe the day-to-day duties of forest workers on several occasions. Other school activities include research around the local forest lake.

#### School "Geopark"

An outdoor exhibition was set up in the grounds of the school, displaying large-format carefully selected samples of rock from around the city of Most. The collection presents typical local rocks mined for further industrial use or processing and for construction activities. Such a collection does not only enhance the teaching options of the school, but also serves the general public in learning about local products of nature. At the same time it is used as a depository, because the sites, where the exhibits were extracted, will in time be flooded or reclaimed (recultivated). Mining areas, slag heaps (spoil tips) and the subsequently rehabilitated land are the primary phenomena shaping the local landscape. Visitors have the opportunity to obtain work sheets at our school to check their knowledge acquired by visiting our "Geopark". Children also have the chance to play at being geologists and examine the fragments of the individual exhibits really close up.

#### Mini-arboretum

Our school began its activity in 1953. During the following years various types of species of trees and shrubs were planted in the school grounds. In addition to manifold herbs and tree species, there is a small pond with aquatic plants and a weather station.

#### Educational Trail

The Mini-arboretum is included on the Educational Trail route leading through the school area. Visitors to the Educational Trail can find wooden panels located near individual specimens giving a detailed description of a particular type of tree or shrub. Furthermore, they can also fill in the work sheets freely available to visitors to the trail.

### Fair Trade Events

Since 2013, always on the second Saturday in May, our school has been organizing the Fair Breakfast in the outdoor teaching area for anyone who is interested. At the same time we hold our own events promoting the idea of Fair Trade – such as Fair Trade Markets, Fair Trade Project Days, presentation of Fair Trade during the Natural Science Fair, organised by the Charles University in Prague and the "Five-crown Flea Market" (the proceeds of this event were used for the Adoption of UNICEF Dolls).

### ZOO in Usti nad Labem

The school also cooperates with the ZOO in Usti nad Labem, by sponsoring a barn owl or continuously monitoring the fate of female cheetah Jane, which has a total endoprosthesis. Pupils also participate in the project to save the rhino or the project "Save Madagascar". As part of Earth Day, children also attend very popular lectures of zoo workers Mrs. Vrabcova and Mr. Nesetril. Children at these events always learn something new and interesting about the zoo and its inhabitants. Within the framework of the visit pupils perfectly represent the school as well.

### Excursions to Nearby Locations

The school regularly organizes outdoor educational excursions (study trips) for its pupils. They are tailored to suit individual age groups and interconnect the theoretical and practical issues of the lessons taking into account the different levels of cognition and perception of the environment and the interacting phenomena by elementary school pupils. Municipality of Most organizes annual excursions to the reclaimed (recultivated) areas on the territory of our town for the oldest pupils. The most interesting and most popular excursions among the pupils are the guided tours of Reszl Forest, events held at the Matylda water area, Most Lake at the Church of the Assumption, Coal Safari in the CSA and Vršany Mines, in Most Hippodrome or visits to the reclaimed (recultivated) land.

### Permanent Exhibitions

Fair Trade – posters focusing on the topics related to the promotion of the Fair Trade movement are displayed throughout the school. The Pupils' Fair Trade Team looks after its own notice board. For several years the pupils have been supporting the education of an Indian boy, Puttetupadavil Jilson Joseph.

Furthermore, with the educational needs of children in mind as well as focusing on the general public, the school premises are home to a permanent exhibition of photographs by Mr. Stanislav Štys, zooming in on the topic of landscape transformation in North Bohemia. Presenting images comparing the same locations of the town of Most and its environs 40 and 20 years ago, the exhibition has gained immense popularity and recognition. In recent years it has been staged for example in Prague Castle, in the premises of the University of Finance and Administration in Most, Brussels and other venues.

### Student Conference on Environment

Since 2008 the elementary school has been cooperating with the Club of Environmental Education in organizing the regional round of the Student Conference on Environment for elementary and secondary schools of the Ústí Region. Thanks to the very helpful attitude of the municipal authorities of the city of Most, this conference is held in the large meeting room of the Most Town Hall. The Student Conference on Environment is an opportunity for pupils of elementary and secondary schools to present their individual work dedicated to the issues of nature conservation, environmental protection and steps towards sustainable development. It represents a chance to build closer relationships with other schools of the region and create a space for mutual cooperation. It's not a competition! It is about the exchange of information, about cooperation and representation of schools in education for sustainable development. The best presentations are subsequently recommended for the final round of the Student Conference on Environment,



regularly held at the Ministry of Education, Youth and Sports in Prague.

#### Local Action Plan and Regional Action Plan

The school management actively participates in the preparation and implementation of the Local Action Plan and Regional Action Plan.

#### Long-term Activities

Among other long-term projects we can enumerate: How do spruces live? Water for the municipality and The Globe Program. The projects are aimed at monitoring the environment in our immediate area.

## IV. RESPECT OF THE CRITERIA OF THE ATTRIBUTION OF THE AWARD

### 12. Sustainable territorial development

*Is the project part of a sustainable development policy?*

*Does it contribute to the enhancement of environmental, social, economic, cultural or aesthetic values of the landscape? How?*

*Has it successfully countered or posed a remedy to any pre-existing environmental damage or urban blight? How?*

The school's approach to educating its pupils in the sustainable development of the land and an overall sustainable way of life has already been recognized three times by it receiving "The School of Sustainable Development of the 1<sup>st</sup> Degree Award".

In addition to specific small examples of improving the overall situation including caring for Resslerík and "research" work carried out by the pupils of the school as well as expanding public awareness of the importance of the suburban forest, the teaching staff of the school see the main achievement in their children, who grow up and live in such a heavily industrialized landscape, as being able to understand the significance of the sustainable use of the landscape in its complexity and adopt a practical and individual approach and responsibility for the environment around them, its appearance and function. In the context of theoretical and practical education they point out not only the benefits of planting a tree in Resslerík, but also understanding the various phenomena shaping the contemporary look and features of the surrounding landscape – starting with the natural environment, following with the historical development of the town, use of natural resources, coal mining and ending with the land reclamation (recultivation) and the total transformation of the landscape, including the search for its new functions and use.

### 13. Exemplary value

*Can the project be considered of exemplary value? Why?*

*Which are the good practices that it implemented?*

A positive attitude to education and the upbringing of children in the elementary school, even in such a heavily industrialized landscape, which is still in use for this purpose, can be considered as exemplary. Apart from gaining a grasp of the complexity of the phenomena around them, children learn to adopt a practical approach and take their own share of responsibility for the condition of the environment they live in.

The school has linked theory and practice in teaching natural sciences and ensured the long-term cooperation of the school with the public on a wide range of activities, such as collaboration with the suburban forest administration and the forester, cooperation with pupils' parents, with the Municipality of Most and others. Thanks to opening the school grounds to the public anyone can pay a visit to the Educational Trail or "Geopark" at any time and observe plants, rocks and fossils from the close vicinity. At the same time the elementary school offers other teaching establishments an opportunity to visit the Educational Trail, "Geopark" and Resslerík with or without a guide, and also to "copy" the ideas and create something similar on their school grounds. The school grounds have been permanently changed thanks to the Mini-arboretum and outdoor teaching facilities, which are used not only for lessons or afternoon after-class activities organized by the school but also for times spent together with the public – for example during events such as the Fairy School before Christmas, Fair Trade Market, Fair Breakfast, etc.

For its activities the school has received "The School of Sustainable Development of the 1<sup>st</sup> Degree Award" from the Student Conference on Environment three times and also holds the title of "Fair Trade School".

Under the Vršanské uhelná, a.s. (*coal mining company*) grant programme "Clever Heads for the North" the school has won awards and support for the "Geopark" and "Modern Chemistry Laboratory" projects.

#### **14. Public participation**

*Does the project actively encourage the public's participation in the decision-making process? How?*

*Is the project in line with the wider policies implemented by national, regional or local authorities?*

The school promotes the active participation of the public in two ways. First, it teaches children to adopt a dynamic approach to caring for their environment and second, before embarking on the implementation of a major idea or activity, it consults details with all of the other parties – such as those already mentioned (we would not dare do anything in the wood without the consent of the forester) and others: Club of Environmental Education, Regional Authority of the Ústí Region, or Secondary and Vocational School Hamr, where the school consulted about the information boards for the Educational Trail, and whose students kindly made them for the school there. In this way, collaboration between the elementary school and the secondary school was established.

#### **15. Awareness-raising**

*Is the project effectively increasing the public's awareness of the importance of landscape in terms of human development, consolidation of European identity, or individual and collective well-being? How?*

On a long-term basis the school has been supporting the practical teaching of children, such as regular measurements of physical properties of water bodies in the flooded quarries or the forest lake in Ressler, minor "research" work in the forest and nearby – for example the evaluation of the health condition of the spruce trees, identification of small invertebrates and small vertebrates in the area, activities on the occasion of Earth Day, Water Day and the organisation of Fair Trade Markets (concerning support for third world countries and our small, local farmers) as well as Fair Breakfast, adoption of a barn owl, adaptation of the Ressler woodland and taking care of "their" Ressler. Furthermore, to service its own needs and those of the general public the school set up a Mini-arboretum, Educational Trail and a "Geopark". In addition, the school offers possibilities of visiting its grounds and provides project lessons with the output aimed at the public, but not only parents. The school strengthens its children's positive attitude to the locality by excursions into the surrounding areas, including visits to recultivated sites, historical sites or by permanent exhibitions installed. The school also supported a photo exhibition of Mr. Stanislav Štýs, depicting the development of the city of Most and its environs as they looked approx. 40 and 20 years ago.

As the head mistress said: *"In the context of active work with children and thanks to Mr. Štýs' exhibition, we can hold up a mirror to ourselves. Then all of those who live here have the chance to observe and make comparisons and may have reason to feel rightfully proud of our town and its neighbourhood. Even now it is possible to see how the "moonscape" of our town has changed into a place definitely worth living in!"*

## V. ADDITIONAL MATERIAL

- Additional text: *City of Most – A Brief History*
- Picture presentation
- Video: *Black and White in Colour* - Directed by Austrian Director Paul Rosdy, the film *Black and White in Colour* is used among other things as an educational documentary movie in project teaching of children at the elementary school. Applying a narrative structure in the film, Mr. Stanislav Štýs explains to his grandchildren the transformation of the local landscape. The film presents the fifty years of achievements of the Czech School of Land Reclamation/Recultivation, which promotes the idea of long-term rehabilitation of all landscape areas affected by mining, the creation of forest, agricultural and aquatic ecosystems, with regard to the connection between man and nature.

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