**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 Hungary 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 Rural Development, Ministry of National Resources, Hungarian Institute for Educational Research and Development, Hungarian National Commission for UNESCO

Stakeholders:

☐ NGOs *(please specify)* Protect the Future (civil organization), Hungarian Association of Environmentalist Teachers, Hungarian Association on Environmental Education, other green NGOs

☐ Academia *(please specify)* _____

☐ Business *(please specify)* _____

☐ Other *(please specify)* _____individual experts_____

The report has been prepared by experts coordinating some governmental ESD programs and researches and being involved in higher education and NGO ESD programs. The report is based on our voluntary report in 2006, on former researches on ESD, governmental reports on environment and sustainability policies, and experiences of ESD programs. Therefore this report could not precisely present the situation of ESD in Hungary: there might be programs or initiatives on ESD that are not reflected in this report. As there is neither central co-ordination nor continuous monitoring of ESD programs yet, there would be

significant research on ESD needed in order to develop a more comprehensive report. The draft report was circulated for consultation in for relevant ministries and stakeholders.

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.)

Hungary is a country with central government, but the educational system is decentralized. The central government determines broad frameworks for education and the educational institutions have the right and duty to develop their own pedagogical program, they have professional autonomy. Higher education institutions
Due to financial constraints there is no governmental institution with clear responsibility and resources for developing and/or monitoring ESD processes in Hungary. ESD is among the tasks of some educational, environmental and cultural departments of the government. Hungary receives significant financial resources from the European Union, and according to EU rules sustainable development should be a horizontal priority in the development programs financed with EU assistance. ESD is part of the educational programs financed by EU, but central co-ordination is lacking, therefore even EU sponsored programs concerning ESD are uneven in quality and do not capitalize the possibility of co-operation of different programs.

The Hungarian **National Strategy on Sustainable Development** that has been approved by the Government in June 2007 contains a horizontal priority area on education with emphasis on ESD. It states that themes and values of sustainability must be presented more prominently in the contents and different forms of education. Sustainability must become a fundamental requirement. Spreading and developing knowledge concerning all aspects of sustainability is a crucial requirement in preschool education, in the school system, in post-gradual education and in-service training and also in education outside the school system. The Strategy proposes concrete measures to achieve these goals through education (holistic and practice-oriented approach, global education, non-formal and informal activities of learning, culture education, education for sustainable consumption).

The post of the Parliamentary Commissioner (**ombudsman) for future generations** was established by the Hungarian National Assembly in 2007. Since then a dedicated team of lawyers and scientist has been active in promoting institutional safeguarding of the needs of coming generations through the investigation of citizen complaints and the development of policy initiatives in environmental and sustainability matters.

TEMPLATE FOR REPORTING

<table>
<tr>
<td colspan="2">ISSUE[1] 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD</td>
</tr>
<tr>
<td colspan="2">The Hungarian Government approved the National Sustainable Development Strategy in 2007. The Hungarian Parliament established the National Council for Sustainable Development to facilitate the formulation of the national sustainable development guiding principles, policy objectives and overarching tasks; to coordinate related planning and consultative work; and to enhance participation of the public sector and society at large. The Council is intended as a forum for the organizations participating in the ongoing renewal and implementation of the sustainable development strategy. In order to help the work of the Council in the field of ESD, a Public Awareness Committee was established which prepared resolutions for the Ministry of Education and Culture and planned media programs.
In 2004, the Act on public education was amended, making it mandatory for all schools to prepare a local environmental and health education program. National-level qualification framework systems have been established, which are currently operational (Green Kindergarten, Eco-school, Forest Kindergarten, and Forest School programs) as well as other development and talent education programs (e.g. GLOBE, BISEL, school competitions). For the domestic members of the international Eco-School Network, environmental education has a more emphasized manifestation in everyday education and the operation of the school is also performed with regard to environmental considerations.</td>
</tr>
<tr>
<td colspan="2">Indicator 1.1   Prerequisite measures are taken to support the promotion of ESD</td>
</tr>
<tr>
<td>Sub-indicator 1.1.1</td>
<td>Is the UNECE Strategy for ESD available in your national[2] language(s)?</td>
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<tr>
<td>Yes ☒ No ☐</td>
<td>In Hungarian</td>
</tr>
<tr>
<td>Sub-indicator 1.1.2</td>
<td>Have you appointed a national focal point to deal with the UNECE Strategy for ESD?</td>
</tr>
<tr>
<td>Yes ☒ No ☐</td>
<td>As the whole governmental structure has changed recently, there might be changes regarding the focal point too.</td>
</tr>
<tr>
<td>Sub-indicator 1.1.3</td>
<td>Do you have a coordinating body for implementation of ESD?</td>
</tr>
<tr>
<td>Yes ☐ No ☒</td>
<td>There was a decision in Ministry of Education in 2007 that a coordinating body should be established but it has not been realized due to financial constraints. There is an informal network of representatives of ministries, the National Committee to UNESCO and civil organizations; it works rather as a consultative body.</td>
</tr>
<tr>
<td>Sub-indicator 1.1.4</td>
<td>Do you have a national implementation plan for ESD?</td>
</tr>
<tr>
<td>Yes ☐ No ☒</td>
<td>There was a decision in Ministry of Education in 2007 that an implementation plan should be developed but it has not been realized due to financial constraints. The revised National Environmental Education Program could be the basis of the ESD implementation. ESD is part of the National Sustainable Development Strategy and of the 3rd National Environmental Program too.</td>
</tr>
<tr>
<td>Sub-indicator 1.1.5</td>
<td>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?</td>
</tr>
<tr>
<td>Yes ☒ No ☐</td>
<td>There is one single process; there are no different processes for UNECE ESD and UNESCO DESD in Hungary.</td>
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</table>

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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.

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 ☐	National Sustainable Development Strategy, New Hungary Development Plan, Public Education Act, National Core Curriculum, Higher Education Act, Environmental Act, National Environmental Program, Act on Vocational Education, Act on Adult Education
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]

If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.

(a) Yes ☒ No ☐
(b) Yes ☒ No ☐

ISCED levels [6]	(a) Yes	(b)[7] Yes
0	✓	✓
1	✓	✓
2	✓	✓
3	✓	✓
4	✓	✓
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 ☐	Non-formal and informal ESD is addressed in the National Sustainable Development Strategy as well as in the Environmental Awareness Thematic Action Program of the 3rd National Environmental Program
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes ☒ No ☐	Public awareness in relation to ESD is addressed in the National Sustainable Development Strategy as well as in the Environmental Awareness Thematic Action Program of the 3rd National Environmental Program
Sub-indicator 1.2.5	Does a formal structure for interdepartmental[9] cooperation relevant to ESD exist in your Government?
Yes ☒ No ☐	There is an Agreement on Cooperation between Ministry of Education and Ministry of Environment on environmental education and it covers partially ESD.

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

Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government?[10]
Yes ☐ No ☒	There are just some initiatives like the Public Awareness Committee of the National Council for Sustainable Development with participation of different stakeholders but not a mechanism. MP's are more involved than the Government. There is an informal network of representatives of ministries, the National Committee to UNESCO and civil organizations; it works as a consultative body.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes ☒ No ☐	There are public budget and economic incentives which could be used to support ESD, in particular environmental education, but there are no resources dedicated especially for ESD or for complex inter-sectoral programs. In the higher education : The enhancement of ESD as a goal has been integrated into several tenders launched as part of Hungary's National Development Plans (projects within the framework of the Human Resources Development Operative Program and the Social Renewal Operative Program, respectively; aimed at the development of the national education system e.g. via curriculum development, the renewal of teacher training and in-service training for trainers in higher education).

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?
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Yes ☒ No ☐	ESD is part of the National Sustainable Development Strategy.

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

The new government plans to transform the regulatory background of formal education. Note that information below reflects the regulation in force in 2010.

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?
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Yes ☒ No ☐	*Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.* 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?
Yes ☒ No ☐	*Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.* A ☐ B ☐ C ☐ D ☐ E ☐ F ☒

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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.

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.* 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?

(a) Yes ☐ No ☒ (b) Yes ☒ No ☐ (c) Yes ☒ No ☐ (d) Yes ☒ No ☐ (e) Yes ☒ No ☐	*Phase II: If yes, please specify for different levels of education system in accordance with ISCED by ticking (V) in the table as appropriate.*

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

If you ticked (e), please specify the approaches.
- whole institute approach
- forest schools and kindergarten: meaning more days –whole week complex ESD programs outside the school covering all the subjects,

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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 ☒	There are programs for whole institution approach (such as the eco-school, or green kindergarten programs or higher education institutions signing the Copernicus Charter) but these are applied just by the minority of educational institutions.

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.

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).

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.

The most important programs are: Green Kindergarten Award for kindergartens, the Eco-school Award for primary and secondary education, the COPERNICUS program for higher education. All of these programs give appreciation and professional support but no extra funds for institutions.

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

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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).

	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 2.3.3	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:* Some of those institutions which are involved in the above mentioned programs develop their own SD indicators, but this is a little minority of Hungarian institutions. *(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	✓	✓	
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 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]* Within the New Hungary Development Plan there is a special call for tenders for SD themes for public awareness-raising every year.
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.* Within the New Hungary Development Plan there are resources for SD themes for work based learning that addresses ESD.
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.*

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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 (b) According to the UN DESD (a) A ☐ B ☐ C ☐ D ☐ E ☐ F ☒ (b) 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.*
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.*
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.*

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).*
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.*

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).

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[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.

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

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 ☒	There is no strategy or mechanism just some independent initiatives.
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.* There is approximately USD 12 million available for public awareness raising concerning ESD but there are no available data about to what extent is this money used for ESD tools and materials. The section for public education and the section for higher education within the Ministry responsible for education (formerly: Ministry of Education and Culture, at present: Ministry of National Resources) have adopted a common conception and goals with regard to education and training in the field of natural sciences which included the improved methodological training of the teachers concerned. In November 2009, the Ministry has launched an open tender for the provision of teaching materials contributing to the development of the teaching of natural sciences in public education. The preparatory work of the National Development Plan project entitled "The renewal of the methodology and instruments of education in natural sciences" took place in 2009.
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.* Competence-based educational packages for different educational areas *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.* There is a central accreditation system for teaching tools and materials which includes the examination of ESD content of teaching tools and materials on the basis of curricula.
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.*

<table>
<tr><td colspan="2">Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.

ISCED levels	(b) *Yes*
0	✓
1	✓
2	✓
3	✓
4	✓
5	✓
6	✓
Teacher education	✓
</td></tr>
</table>

**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 materials are available for everyone; everyone can join to the programs. Many of them are available through the Internet.
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.* Support system for dissemination of teaching tools and materials is usually open for ESD related issues, but there are no special data available about the amount used for especially on ESD related materials.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes ☒ No ☐	*Please describe.* There are some materials available through the Internet, provided by ministries, background institutions and NGOs.
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.* (a) An NGO (Eco-Service) made database of ESD – mainly environmental education – tools and materials: http://www.machina.hu/okosz/

**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**

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*

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

	feasible, as a percentage of the total research budget. Support system for research are usually open for ESD related issues, but there is no collected data available about the amount used especially for research on 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).* 1 a: No information about master program especially on ESD, but there are many master programs addressing it. 1 b: Environmental Pedagogy Doctoral program at the University of West Hungary, Sopron: http://www.nyme.hu/fileadmin/dokumentumok/emk/dekani_hivatal/doktori_iskola/EmkDoktoriIskolak.pdf 2 a : Mainly in teacher-education, environmental and natural sciences, but also in agricultural and economy studies a lot of master programs addresses ESD as part of their program. 2 b: Pedagogical and environmental science doctoral programs are open for ESD issues.
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).* Hungarian Fund for Innovations (an open tendering system)
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.* Mainly in the framework of the New Hungary Development Plant within the general resources for development of education. The amount could not be estimated without a specific data collection as according to subsidiarity approach the beneficiaries could decide to what extent they use the resources for ESD development among other issues.
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.* National Register System for Research
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes ☒ No ☐ (b) Yes ☒ No ☐	*Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.* There are approximately 10 articles in pedagogical periodicals specifically on ESD and recently a new periodical is started with a part dedicated to

ESD: Ars naturae. http://www.eletharmonia.hu/?q=arsnaturae

~~There are so~~me books on ESD but usually on a specific topic of it. The listed three ones deal with ESD in general:

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[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.

	Varga Attila (ed.) : Tanulás a fenntarthatóságért, (Learning for sustainability) OKI, Budapest, 2006 http://www.oki.hu/oldal.php?tipus=kiadvany&kod=TF Kovátsné dr. habil Németh Mária (ed):(Sustainability, pedagogy, research - NyME-ACSJK, Győr ,2007 Jakab György- Varga Attila: A fenntarthatóság pedagógiája, (Education for sustainability) L'Harmattan,& BOCS Foundation Budapest, 2007. Simonyi Gyula (ed.): Igazán szeretne egy gyermek nálunk és most megfoganni? (Does a child really wish to be conceived by us, and now?) BOCS Foundation, Székesfehérvár, 2008 Set of moduls for education for sustainable consumption (in Hungarian) - Magosfa Foundation, Vác Barta Géza - Blahó Györgyi (ed.): Survival set on globalizaton for youngsters (in Hungarian) – Anthropolis Association, Budapest
	Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones. ESD related themes like inclusion; competences are very often but not in ESD context.

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.*
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.* ENSI network www.ensi.org; Globe network www.globe.gov BISEL, Network of UNESCO Associated Schools, Network of Researcher Schools (for secondary schools)
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.*
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.*

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.
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.

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

Phase II: Please provide the updated information to indicate changes over time. There are two main challenges in the implantation: the lack of National Implementation Strategy, and lack of DESD coordination body.
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. There are a lot of initiatives, programs, and developments in the field of ESD in Hungary. Most educational programs are in line with ESD even if they do not address ESD literally. In spite of these favorable facts, ESD is not in the mainstream.
Phase II: Please provide the updated information to indicate changes over time. There are more resources available for ESD and stakeholders like business and civil society are more active on the field since Phase I, but the governmental coordination is still weak, so the implementation is fragmented and casual, and not monitored. With a strategic planning and continuous monitoring of the results a more effective system could be developed with the resources already available for the field.
Phase III: Please provide the updated information to indicate changes over time.

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)				✓	✓	✓
Ethics and philosophy			✓	✓	✓	✓
Citizenship, democracy and governance	✓	✓	✓	✓	✓	✓
Human rights (e.g. gender and racial and inter-generational equity)						✓
Poverty alleviation		✓	✓	✓	✓	✓
Cultural diversity	✓	✓	✓	✓	✓	✓
Biological and landscape diversity	✓	✓	✓	✓	✓	✓
Environmental protection (waste management, etc.)	✓	✓	✓	✓	✓	✓
Ecological principles/ecosystem approach		✓	✓	✓	✓	✓
Natural resource management (e.g. water, soil, mineral, fossil fuels)		✓	✓	✓	✓	✓
Climate change						✓
Personal and family health (e.g. HIV/AIDS, drug abuse)	✓	✓	✓	✓	✓	✓
Environmental health (e.g. food and drinking; water quality; pollution)	✓	✓	✓	✓	✓	✓
Corporate social responsibility						✓
Production and/or consumption patterns	✓	✓	✓	✓	✓	✓
Economics					✓	✓
Rural/urban development				✓	✓	✓
Total	7	10	11	13	14	17
Other (*countries to add as many as needed*)						
						71

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	Expected outcomes	ISCED Levels					
		0	**1**	**2**	**3**	**4**	**5**
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?			✓	✓	✓	✓
	- understanding complexity/systemic thinking?			✓	✓	✓	✓
	- overcoming obstacles/problem-solving?	✓	✓	✓	✓	✓	✓
	- managing change/problem-setting?	✓	✓	✓	✓	✓	✓
	- creative thinking/future-oriented thinking?			✓	✓	✓	✓
	- understanding interrelationships across disciplines/holistic approach?				✓	✓	✓
	Total	2	2	5	6	6	6
	- other (*countries to add as many as needed*)?						
	-						27
	Expected outcomes	**0**	**1**	**2**	**3**	**4**	**5**
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?	✓	✓	✓	✓	✓	✓
	- decision-making, including in situations of uncertainty?				✓	✓	✓
	- dealing with crises and risks?					✓	✓
	- acting responsibly?			✓	✓	✓	✓
	- acting with self-respect ?	✓	✓	✓	✓	✓	✓
	- acting with determination?				✓	✓	✓
	Total	2	2	3	5	6	6
	- other (*countries to add as many as needed*)?						
	-						24
	Expected outcomes	**0**	**1**	**2**	**3**	**4**	**5**
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?	✓	✓	✓	✓	✓	✓
	- self-expression and communication?	✓	✓	✓	✓	✓	✓
	- coping under stress?	✓	✓	✓	✓	✓	✓
	- ability to identify and clarify values (*for phase III)?*					✓	✓
	Total	3	3	3	3	4	4
	- other (*countries to add as many as needed*)?						
	-						20

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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)?	✓	✓	✓	✓	✓	✓
	- acting with respect for others?	✓	✓	✓	✓	✓	✓
	- identifying stakeholders and their interests?			✓	✓	✓	✓
	- collaboration/team working?	✓	✓	✓	✓	✓	✓
	- participation in democratic decision-making?		✓	✓	✓	✓	✓
	- negotiation and consensus-building?			✓	✓	✓	✓
	- distributing responsibilities (subsidiarity)?	✓	✓	✓	✓	✓	✓
	Total	4	5	7	7	7	7
	- other (*countries to add as many as needed*)?						
	-						37
	-						108

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

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	✓	✓	✓	✓	✓	✓
Conceptual and perceptual mapping	✓	✓	✓	✓	✓	✓
Philosophical inquiry					✓	✓
Value clarification	✓	✓	✓	✓	✓	✓
Simulations; role playing; games	✓	✓	✓	✓	✓	✓
Scenarios; modeling					✓	✓
Information and communication technology (ICT)		✓	✓	✓	✓	✓
Surveys			✓	✓	✓	✓
Case studies			✓	✓	✓	✓
Excursions and outdoor learning	✓	✓	✓	✓	✓	✓
Learner-driven projects			✓	✓	✓	✓
Good practice analyses			✓	✓	✓	✓
Workplace experience	✓	✓	✓	✓	✓	✓
Problem-solving	✓	✓	✓	✓	✓	✓
Total	7	8	12	12	14	14
Other (*countries to add as many as needed*)						
						67

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	✓	✓	✓
Local government	✓	✓	✓
Organized labour			
Private sector	✓	✓	✓
Community-based		✓	✓
Faith-based	✓	✓	✓
Media		✓	✓
Total	4	6	6
Other (*countries to add as many as needed*)			
			16

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	✓			✓	✓
Local government	✓	✓	✓	✓	✓
Organized labour				✓	
Private sector	✓	✓	✓	✓	✓
Community-based	✓				✓
Faith-based	✓		✓		✓
Media	✓				
Total	6	2	3	4	5
Other (*countries to add as many as needed*)					
					20

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						✓			✓				✓					
1						✓			✓				✓					
2						✓			✓					✓				
3			✓					✓						✓				
4			✓					✓						✓				
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.