

# **Questionnaire for 2017 informal country<sup>1</sup> reporting on the implementation of the three “vertical” priority action areas<sup>2</sup>**

**Advances made and challenges encountered since the tenth Steering Committee meeting in June 2015**

## ***Priority action area (a)***

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*Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019*

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1. Has the number of schools adopting a “whole-institution approach” to sustainable development (SD)/ESD increased?

Yes  No

- Between 2014 and 2016 December, the number of Green Kindergartens increased from 633 to 931; the number of Eco-Schools increased from 700 to 947. Every fifth child is educated in these institutions and more than 20% of all the Hungarian teachers and kindergarten teachers are involved into this challenging task.
- The Hungarian Institute for Educational Research and Development (responsible for Eco-school Network management) is ready to present the results in any fora. See an example at  
<http://ofi.hu/en/news/international-afternoon-tea-15th-november-2016>

2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?

Yes  No

- The Hungarian Government has launched the [Sustainability Thematic Week](#) initiative for schools. It was organized in 2016 for the first time. Almost 700 schools joined and more than 60.000 students participated in the different competitions, selective waste collection programs and lessons using the educational materials provided for them. In 2017 almost 1500 schools have indicated so far (March) that they would like join the program in April 2017.
- In 2016 the Hungarian Government adopted the “[Conception of education for global responsibility in the formal and non-formal education](#)”, which document will serve as a basis for strengthening the global aspect of education throughout the whole Hungarian educational system.
- Guidelines are updated every year, and available as Awarding Scheme (in Hungarian, see at <http://zoldovoda.hu/hu/palyazat/palyazati-felhivas-zold-ovoda-es-orokos-zold-ovoda-cim-elnyeresere> for kindergartens to-be-green, and at <http://ofi.hu/node/172218> for schools).

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<sup>1</sup> Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

<sup>2</sup> See framework for the future implementation of the UNECE Strategy for Education for Sustainable Development (ECE/BATUMI.CONF/2016/11), subparas. 20 (a)-(c). Available from <http://www.unece.org/environmental-policy/environment-for-europe/efe-conferences/batumiconference/documents-and-materials.html>.

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New handbooks are available for free for the applicants: see [http://ofi.hu/sites/default/files/attachments/zoldovodahyperlink\\_0.pdf](http://ofi.hu/sites/default/files/attachments/zoldovodahyperlink_0.pdf) and <http://ofi.hu/node/170963> for kindergartens and school teacher groups, respectively. All the teacher training universities and institutions received a set of these handbooks at the end of 2016.

After having 42 trainers prepared in 2014 and 2015, 385 kindergarten teachers plus 431 teachers attended and completed the 40 in-service training courses. A course is 30 hours long, and intensively deals with learning for sustainability: ethics, theory and a lot of classroom and outdoor practices and methods.

As a service supported by a Swiss-Hungarian co-founded project, 1822 public educational institutions (to-be eco-institutions) received mentoring assistance from a new network of whole-institution experts. This network was led by the Educational Research Institute, members were an educational SME and many regional environmental NGOs.

- In Hungary, a new “Traces of Life” outdoor action and award for children groups of eco-institutions was founded in May 2016, see the results in <http://ofi.hu/en/news/project-aiming-widening-green-kindergarten-and-ecoschool-programmes-completed> and at the bottom of this site: <http://ofi.hu/hir/eletjelek-akcio-felhivas>. The Educational Research Institute is committed to organize this event every year with the professional assistance of national park directorates.

A brand new set of auxiliary materials help to understand the importance of school-community collaboration through the European landscape and nature protection system: digital and paper-based teaching aids, mobile application (e.g. N2K’Land), teacher training and assistance are available under the name of Go Natura!

All schools and kindergartens can reach the digital learning modules at <https://portal.nkp.hu/> where about 40 ESD modules are available at present (development is continuous).

- An obligatory community service was introduced in the Hungarian educational system in 2012, and 2016 was the first year when every student was obliged to fulfil 50 hours of community service before taking the school-leaving exam in secondary schools. In many schools community services are used for ESD purposes.

3. Are staff and students in schools with ESD plans more environmentally and ecologically aware than staff and students in schools without ESD plans?

Yes  No

- Only sparse data demonstrate that eco-school pupils know more environmental actions and groups than non-eco school pupils. (BSc and MSc theses). A nationwide data set was collected in Spring, 2016; analysis is on-going.

4. Are there any recently produced materials/resources that are accessible to a wider audience (e.g., online)?

Yes  No

- <http://ofi.hu/letoltheto-dokumentumok> - all new teaching aids are

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freely available. Mainly in Hungarian, and some in English as well.

- Please specify and, if applicable, indicate the language and website address

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes  No

- The annual green kindergarten award questionnaire and ecoschool award questionnaire, together with their monitoring scheme helps the responsible ministries (Ministry of Human Capacities, Ministry of Agriculture) assessing and evaluating the two programmes. ESD researchers usually evaluate the use and usefulness of the new educational products.
- The Hungarian Institute for Educational Research and Development (responsible for Ecoschool Network management) is ready to present the results in any fora.

6. Additional comments on implementing the UNECE Strategy for ESD in your country (please specify, if any):

## *II. Priority action area (b)*

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*Promoting the extension of education for sustainable development in teacher education and in the training of all educators*

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1. Has there been any significant advancement made with regard introducing or extending ESD as a part of educators' initial training?

Yes  No  Please specify: University students find interdisciplinary programmes and courses on sustainable development (SD) in many HE institutions. SD courses held, and intensity or focus of these courses depend merely on the commitment of professors. The situation is more consistent among teacher training universities. Among the compliance (output) criteria of higher education (15/2006 (I. 30) Ministerial Decree and parallelly for teacher training (8/2013 (I. 30) EMMI R.), SD/sustainability is mentioned for 5 bachelor and for more than 50 master programmes (more often within the educational aims & competencies and less frequently within the content requirements). Instead of „SD/Sustainability”, some programmes name „Holistic approach” or „Human ecology” which both seem to be equally important for ESD purposes.

2. Have there been any significant advances made with regard to introducing or extending ESD as a part of educators' in-service training?

Yes  No  • All the teacher training universities and institutions received a set of the new handbooks of the Educational Research Institute at the end of 2016.  
After having 42 trainers prepared in 2014 and 2015, 385 kindergarten teachers plus 431 teachers attended and completed the 40 in-service

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training courses. A course is 30 hours long, and intensively deals with learning for sustainability: ethics, theory and a lot of classroom and outdoor practices and methods.

- The Hungarian Institute for Educational Research and Development (responsible for Ecoschool Network management) is ready to present the results in any fora.
3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?

Yes  No      ● There are no evidence available on this topic.

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes  No      ● All new teaching aids of the Hungarian Institute for Educational Research and Development are freely available in Hungarian, and some in English as well. <http://ofi.hu/letoltheto-dokumentumok>

● The lesson plans for the Sustainability Thematic Week are also available: [https://www.fenntarhatosagi.temahet.hu/letoltheto-oratervezek](https://www.fenntarthatosagi.temahet.hu/letoltheto-oratervezek)

● The Hungarian Sustainability University Network is open for every teacher training institute in Hungary:  
<https://www.facebook.com/sunetworkhungary/>

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes  No      ● There are no available data yet, but there are some on-going doctoral researches in this area.

6. Additional comments on implementing UNECE Strategy for ESD in your country (*please specify, if any*):
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*III. Priority action area (c)*

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*Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy*

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1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?

Yes  No      ● A new complex science subject with a strong sustainability focus

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*Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy*

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was introduced into the first year of TVET education in the upper-secondary level, and a program for developing teaching materials for this new subject was started. <http://ofi.hu/hir-kategoria/fejlesszunk-egyutt>

2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards sustainable development?

Yes  No  • The ministries responsible for vocational education are encouraging vocational schools to join the Eco-school system. There are more than one hundred vocational schools having the Eco-school title.

3. Are students who have been in TVET oriented to sustainable development finding jobs related to sustainable development?

Yes  No  • There are no data available on this topic.

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes  No  • Teaching materials for the new complex science subject in TVET was started. <http://ofi.hu/hir-kategoria/fejlesszunk-egyutt> (in Hungarian).

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes  No  • *Please specify*  
• *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

6. Additional comments on implementing UNECE Strategy for ESD in your country (*please specify, if any*):
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