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Economic Commission for Europe

Committee on Environmental Policy

United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development**Thirteenth meeting**

Geneva, 3 and 4 May 2018

Item 6 of the provisional agenda

Preparations for the next (2017–2019) mandatory reporting cycle under the Strategy**Format for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (2017–2019)***Summary*

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring progress in the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/BATUMI.CONF/2016/11, annex II, para. 4 (d)).

On 1 November 2018, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect the progress made in the implementation of the Strategy at the national or State level during the next implementation phase (2017–2019). The present document sets out the format for reporting (annex I). The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators for Education for Sustainable Development. The reporting format has been updated by the secretariat in consultation with the Bureau to meet the reporting needs of the current phase.

Based on national reports submitted, the secretariat will prepare a synthesis report in 2019, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital for monitoring the progress made since the previous implementation phases and setting future priorities for implementing the Strategy and is expected to be presented at the fourteenth meeting of the Steering Committee in 2019.

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Introduction

1. The present document presents a format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development for the next implementation phase (2017–2019). It was developed based on the procedure for the review of implementation of the Strategy contained in the draft workplan for 2017–2019 (ECE/CEP/AC.13/2018/3). The reporting format also takes into account the two previous reporting exercises in 2010 and 2014, the related reporting templates (ECE/CEP/AC.13/2009/10 and ECE/CEP/AC.13/2014/5, respectively) and the feedback from countries following those exercises on the workability and feasibility of the indicators and the requested information for reporting.

2. In addition, the workplan for implementation of the current phase of the Strategy sets out the timeline for the reporting exercise in 2018 (*ibid.*, para. 46).

3. The set of indicators was developed by the ECE Expert Group on Indicators for Education for Sustainable Development set up by the High-level Meeting of Environment and Education Ministries (Vilnius, 17–18 March 2005). Three complementary progress reports provide information on the development of the indicators (see CEP/AC.13/2005/9, ECE/CEP/AC.13/2006/5 and ECE/CEP/AC.13/2008/4).

4. In 2014, to reflect the requirements the third phase (2011–2015) of the Strategy's initial implementation period (2005–2015), in consultation with the Expert Group on Indicators the secretariat introduced the following changes to the reporting template developed by the Group:

(a) The reporting template was updated to use the revised International Standard Classification of Education (ISCED), as adopted by United Nations Educational, Scientific and Cultural Organization (UNESCO) member States in 2011;

(b) To gather important analytical information for the implementation of education for sustainable development (ESD) after the third phase of implementation came to an end, countries were given the possibility to add concluding remarks, i.e., on the main successes, challenges and implications for future implementation for each of the Strategy's objectives;

(c) Where appropriate, references to educator competences in ESD as developed by the ECE Expert Group on Competences were added (indicator 3.1);

(d) Where appropriate, references to the priority action areas as adopted by the Steering Committee at its seventh meeting (Geneva, 1–2 March 2012) (ECE/CEP/AC.13/2012/2, para. 48) were included (indicator 2.3);

(e) Descriptive remarks on indicators that referred only to phases I and II of the first implementation period were revised to reflect the requirements of phase III, i.e., focusing on an analysis of implementation and implementation outcomes;

(f) Issue 9 of the 2010 reporting template ("Describe any assistance needed to improve implementation") was revised to read "Future implementation of education for sustainable development", focusing on priorities for the future ESD implementation framework.

5. In 2018, to reflect the requirements and priorities of the 2017–2019 implementation phase, outlined in the framework for the future implementation of the Strategy (ECE/BATUMI.CONF/2016/11), in consultation with the Bureau, the secretariat has introduced the following changes to the 2014 reporting template developed by the Expert Group:

(a) The tables with ISCED levels provided in the “yes/no” part of indicators 1.2.2, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1 and 4.2.2 have been updated to reflect the growing interest in technical and vocational education and training by adding the relevant ISCED programme orientation category for vocational education, as follows: 25. Lower secondary vocational education; 35. Upper secondary vocational education; 45. Post-secondary non-tertiary vocational education; 55. Short-cycle tertiary vocational education. Similarly, the tables containing a breakdown by ISCED levels provided in appendixes I (a), (b) and (c) and appendix III have been also updated with the inclusion of these additional levels 25, 35, 45 and 55 for vocational education. Countries are invited to assess these levels if they have relevant information and data. Additional change was proposed during the thirteenth meeting of the Steering Committee (3-4 May 2018): where appropriate, the tables with ISCED levels have been updated by adding one option for the answer “9. No information available”;

(b) The title of indicator 1.3 “National policies support synergies between processes related to sustainable development (SD) and ESD” has been revised to read “National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD”;

(c) A new sub-indicator 1.3.1 “Does your country have a stand-alone ‘sustainable development’, ‘global understanding’, ‘international understanding’ policy, plan or law in place, in each case using ‘sustainable development’ language?” has been added;

(d) Former sub-indicator 1.3.1 “Is ESD part of SD policy(ies) if these exist in your country?” has been renamed as sub-indicator 1.3.2;

(e) A new sub-indicator 2.4.2 “Which of the following dimensions of learning is your country planning to reinforce in student assessment or examinations in the next five years, in relation to ESD?” has been added, which includes the following options for an answer: (a) Knowledge; (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; and (f) No information available;

(f) Issue 9 of the 2014 reporting template (“Future implementation of education for sustainable development”) has been revised to read “Describe any assistance needed in implementing the Strategy in your countries”, as the political mandate for the future implementation of the Strategy has since been agreed at the High-level Meeting of Education and Environment Ministries in 2016;

(g) Appendix I (a) has been revised and several new themes have been added to the listing of proposed themes, as follows: “Sustainable lifestyles”; “Gender equality”; “Oceans and sea”; “Renewable energy”; “Sustainable cities and communities”; and “Culture’s contribution to sustainable development”. Also, several themes have been revised as follows: “Ethics and philosophy” has been revised to read “Environmental ethics and philosophy”; “Citizenship, democracy and governance” has been revised to read “Global citizenship, democracy and governance”; “Environmental protection (waste management, etc.)” has been revised to read “Environmental protection (waste management, environmental monitoring, risk assessment, etc.)”; “Climate change” has been revised to read “Climate change and desertification”; and “Economics” has been revised to read “Economic growth and good jobs”.

6. The main elements of the reporting procedure are as follows:

(a) ECE member States should prepare reports through a transparent consultative process involving all relevant stakeholders at the national or State level;

(b) Although the “yes/no” part of sub-indicators was required to be reported on in the initial phase I (2007) and the “descriptive” part in phase II (by 2010) and phase III

(by 2015), countries are encouraged to report on the full set of indicators at the end of each phase, to the extent possible, in line with a country's progress in implementing the Strategy for ESD;

(c) Thirty-eight member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Batumi in 2016. Thirty-six member States submitted national implementation reports for the Environment for Europe Ministerial Conference in Belgrade in 2007, and 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of their most recent report for 2018;

(d) Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Member States are also encouraged to provide the text in the two other official languages of ECE, French and Russian. Reports will be made available in the languages in which they are received. No editing will be provided;

(e) The deadline for submission of reports to the secretariat, taking into account United Nations document management procedures, is 1 November 2018;

(f) The ECE secretariat will post the reports on its website;

(g) The ECE secretariat will prepare a synthesis report for 2019, highlighting achievements, identifying challenges and drawing conclusions regarding future ESD implementation. It is expected that the reporting results will be presented at the fourteenth meeting of the Steering Committee in 2019;

(h) Key stakeholders are encouraged to provide the secretariat with their reports on programmes or activities that support the implementation of the Strategy.

7. The key documents for the preparation of the 2018 national implementation reports include the following:

(a) The UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/3/Rev.1);

(b) The format for reporting presented in annex I to the present document;

(c) The guidance for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2009/5);

(d) The first progress report on the implementation of the Strategy (2005–2007), “Learning from each other: achievements, challenges and the way forward” (ECE/BELGRADE.CONF/2007/INF/3-ECE/CEP/AC.13/2007/2 and Add.1 and Corr.1);

(e) The second evaluation report on the implementation of the Strategy (2008–2010), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2012/3);

(f) The third evaluation report on the implementation of the Strategy (2011–2015), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2016/3);

(g) The publication: *Ten Years of the UNECE Strategy for Education for Development — Evaluation Report on the Implementation of the UNECE Strategy for Education for Sustainable Development from 2005 to 2015* (ECE/CEP/179).

8. A proposed timeline for reporting is provided in annex II to the present document.

Annex I

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development

Implementation phase: 2017–2019

The following report is submitted on behalf of the Government of Hungary in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible for submitting the report:

Mónika Réti
policy officer

Signature:



Date:

29/10/2018

Full name of the institution:

Ministry of Human Capacities, State Secretariat for Education

Postal address:

10-14 Szalay Street, H-1055 Budapest, Hungary

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<http://www.kormany.hu/en/ministry-of-human-resources>

Contact officer for national report (if different from above):

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, 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.

The report is a result of a consultation process involving governmental institutions, academic and research institutes, civil organisations and other stakeholder groups and experts. Contributors were invited to provide input on specific issues electronically while they were also offered the opportunity to share their knowledge and experience relevant to any other part of the UNECE questionnaire. In some cases, the electronic report was complemented or followed by phone interviews (in cases where further information or clarification was needed). During the consultation process, most stakeholders (35 experts) were responsive except the business sector, the answers of which could not be included in the report due to this reason. The emerging snapshots from educational organisations and expert contributions enriched the general remarks received from governmental institutions. This way, the report provides more than a kaleidoscope view of the state-of-the-art ESD in Hungary. As there are no central coordination nor continuous monitoring of ESD programs in Hungary, the report has a special relevance for indicating the present situation in ESD. The reporting process was a good opportunity for inviting a diversity of authorities and other stakeholders for a discourse on the situation in ESD in Hungary and sharing the main findings will hopefully generate more thoughts, reflections and synergic actions in the field.

Governmental institutions (please specify) Ministry of Agriculture, Ministry of Foreign Affairs and Trade, Ministry of Human Capacities, Ministry for Innovation and Technology, Office of the Commissioner for Fundamental Rights Ombudsman for Future Generations, Klebelsberg Institution Maintenance Centre, Educational Authority of Hungary, Hungarian Institute for Educational Research and Development,

Stakeholders: Eco-Congregation Council, Hungarian Waste Association, Hungarian National College of Teachers

NGOs (please specify) BirdLife Hungary, Göncöl Association, Hungarian Association for Environmental Education, Ecological Institute for Sustainable Development, Hungarian Research Teachers' Association, National Association of Training Centres of Environmental and Nature Protection

Academia (please specify) Corvinus University, Eötvös Loránd University of Budapest, Eszterházy University of Eger, National University of Public Service, Szent István University, Széchenyi István University, University of Debrecen, University of Pécs, University of Szeged

Business (please specify) _____

Other (please specify) Mobilis Interactive Exhibition Centre, National Council on Sustainable Development

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 a central government, and (as a response to an oversophisticated diversity emerging from a two-decade-long decentralisation process) the educational system was centralized in 2012. The Ministry of Human Capacities prepares the policy framework for education and the educational institutions have the right and the duty to develop their own pedagogical program based on the central curricula. ESD is among the

tasks of certain educational, environmental and cultural departments of the government, and is represented in some interdepartmental collaboration too. However, there is no specific governmental institution with clear responsibility and resources for developing and/or monitoring ESD process in Hungary. Therefore, implementing ESD is a shared responsibility of central authorities, educational institutions and civil organisations.

Hungary receives significant financial resources from the European Union, and - according to EU regulations - sustainable development should be a horizontal priority in these development programs. ESD is a part of the educational programs financed by the EU, but due to the lack of central co-ordination even EU sponsored ESD programs are uneven in quality and do not necessarily capitalize the possibility of linking different programs.

More resources would be needed for research on and related to ESD as well as for developing a monitoring program with a clear set of quality criteria to learn more about the state-of-the art and the further opportunities for development in ESD.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<p><i>The Hungarian Government approved the first 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 adopted the National Framework Strategy for Sustainable Development 2012-2024 and coordinates its implementation. In order to assist the Council in the field of ESD, a Public Awareness Committee was established which prepared and planned media programs. The amendment of the public education act in 2004 made mandatory for all schools the preparation of local environmental and health education program. National-level qualification framework systems have been established as well as other development and talent education programs For the members of the Eco-School Network ESD is a self-monitored and centrally revised priority process. The Act on Public Education was amended in 2011; the renewal of the National Core Curriculum is in progress right now. In both cases, ESD is getting more emphasis than earlier. ESD has already been a crosscutting priority in the National Core Curriculum in Hungary, and the new curriculum will further strengthen this. An amendment to the Government Decree 326/2013. (VIII. 30.) into force from 2017 includes ESD competences in the competence portfolio of teachers. This means that for teachers' qualification and advancement processes ESD competences need to be proven. This is only the first step towards integrating teachers' ESD competences in teachers' pre- and in-service training as well.</i></p>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In Hungarian: https://www.unece.org/fileadmin/DAM/env/esd/strategytext/strategyHungarian.pdf</i>
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>There are three ministries involved in the implementation: the Ministry of Agriculture, the Ministry of Human Capacities and the Ministry for Innovation and Technology. The Ministry of Human Capacities is responsible for coordinating the efforts taken in ESD, in strong collaboration with the other ministry departments.</i>
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>There is no formal coordinating body for the implementation of ESD in Hungary, however, governmental institutions work in strong collaboration and also civil as well as academic networks share efforts in coordination. Besides, in September 2018 a new unit (sub-department) on environmental education and ESD was established in the Ministry of Agriculture, which plans to set up an inter-ministerial working group on ESD involving relevant ministries and stakeholders.</i>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?

¹ Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

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.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Although the titles of the policy documents refer to environmental education, their content covers the ESD topics: the fourth National Strategy for Environmental Education serves as an implementation plan for ESD: it is prepared and periodically revised by NGOs. The National Environmental Program also serves as an implementation plan. The term 'environmental education' is often used in a wider context, referring to ESD in Hungary (due to translation and historical reasons, see: Réti et al (2015): The Challenge of Mainstreaming ESD in Hungary, In: Jucker, Mathar: Schooling for Sustainable Development in Europe Concepts, Policies and Educational Experiences at the End of the UN Decade of Education for Sustainable Development. Springer, Switzerland, https://doi.org/10.1007/978-3-319-09549-3).</i>
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>These policies translate to the same implementation process in practice due to very strong synergies and in many cases personal correspondences of practitioners and educators. In many cases, the same organisations and institutions take part in these processes. Most policy documents and supportive educational materials refer to all of these at the same time. At the strategic levels, relevant strategies share the same vision on sustainability and ESD.</i>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>The most relevant policy documents are as follows:</i></p> <p><i>The National Sustainable Development Frame Strategy:</i> http://www.nfft.hu/documents/1238941/1240162/Nemzeti+Fenntarthat%C3%B3+Fejleszt%C5%91d%C3%A9si+Keretstrat%C3%A9gia</p> <p><i>The National Sustainable Development Strategy:</i> http://www.nefmi.gov.hu/letolt/felsoo/fejlesztes/4_3_1_nemz_fenntfejl_strat_080402.pdf</p> <p><i>National Sustainable Development Strategy Second Progress Report (2015/2016, prepared in 2017):</i> http://www.nfft.hu/elorehaladasi-jelentes</p> <p><i>Hungarian National Lifelong learning Strategy:</i> http://www.nefmi.gov.hu/download.php?docID=592</p> <p><i>Hungarian National Youth Strategy:</i> http://www.youthpolicy.org/national/Hungary_2009_National_Youth_Strategy.pdf</p> <p><i>Hungarian Higher Education medium-term Strategy: "A Change of Pace in Higher Education"</i></p>

³ See A/69/76.

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

	<i>Besides these strategic documents, other relevant policy documents are: Public Education Act, National Core Curriculum (renewal is in progress), Higher Education Act, Environmental Protection Act, National Environmental Program, Act on Vocational Education, Act on Adult Education.</i>
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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 or requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>The National Core Curriculum (Decree 110/2012 of the Government) defines sustainability and environmental awareness as common development areas (educational objectives) for all literacy subjects.</i></p> <p><i>The amendment of the public education Act in 2004 made mandatory for all schools the preparation of 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. The §1 of the new Act on National Public Education (http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1100190.TV&celpara=#xcelparam) 2011 states that public education is based on knowledge, justice, law, liberty, fairness, moral and spiritual values of solidarity, equality and the education for sustainable development and for a healthy lifestyle. The §78 (5) specifies environmental education as a development area for which the responsibility belongs to the Minister responsible for education.</i></p> <p><i>The implementing regulations of the new Act on National Higher Education (2011) enable the introduction of sustainability issues for any course, training and courses at any level of higher education. All HE institutions may start new programmes and courses dealing with (at least partly) SD. Implementation belongs to higher education institutes. An analysis of Output Criteria shows that many disciplinary and interdisciplinary courses deal with SD and ESD. More than 50 MSc courses demonstrate a strong SD component; mostly among the competence goals, less among educational aims (of the Output Criteria).</i></p> <p><i>The new Act on National Higher Education (Act CCIV of 2011) renewed the quality management system of HE institutes. Now a medium term Institutional Development Plan is required, in which SD is to be included (see Quality Development Portal of Higher Education http://www.femip.hu - in Hungarian only). Besides, the Government Decree No 285/2013 on Stipendium Hungaricum has a special relevance. Stipendium Hungaricum is a scholarship programme financed from state budget, providing scholarships for foreign students in higher education, based on bilateral agreements between Hungary and sending countries. Currently more than 50 Sending Partners are engaged in the programme throughout 4 different continents. In the academic year 2018/19 more than 7000 students began their studies in Hungary in the framework of the Stipendium Hungaricum Programme.</i></p> <p><i>A Government Decree No 1785/2016 on the adoption of “A Change of Pace in Higher Education medium-term policy 2016” addresses various targets under Goal 4 of SDG, with special regard to improving access to higher quality higher education, improving the quality of higher education, and increasing the percentage of women in the STEM fields of education and among researchers, where they are currently underrepresented in Hungary. The Decree No 18/2016 of the Minister of Human Capacities on the programme and outcome requirements of tertiary vocational, bachelor and master programmes in its Section 2 stipulates, that “The professional competences to be acquired in bachelor, master and tertiary vocational programmes shall include adequate IT literacy and knowledge of digital training content, as required for the given bachelor, master or tertiary vocational programme, as well as basic knowledge in health promotion and sustainable development, including basic knowledge in environmental protection, accident prevention, labour safety and consumer protection.” Programme and outcome requirements of all tertiary</i></p>

⁵ See <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>.

programmes at ISCED levels 5 through 7 in Hungary shall include the above.

Please also fill in the table by ticking (✓) as appropriate.

ISCED levels 2011	(a)	(b)
	Yes	Yes
0. Early childhood education	✓	✓
1. Primary education	✓	✓
2. Lower secondary education	✓	✓
25. Lower secondary vocational education	✓	✓
3. Upper secondary education	✓	✓
35. Upper secondary vocational education	✓	✓
4. Post secondary non-tertiary education	✓	
45. Post-secondary non-tertiary vocational education	✓	
5. Short-cycle tertiary education	✓	
55. Short-cycle tertiary vocational education	✓	
6. Bachelor's or equivalent level	✓	
7. Master's or equivalent level	✓	
8. Doctoral or equivalent level		
9. No information available		

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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Non-formal and informal ESD is addressed in the National Framework Strategy on Sustainable Development and in the 4th National Environmental Program (6.1 chapter) as well as in the National Environmental Education Strategy, 2010 (http://mkne.hu/NKNS_ui/layout/NKNS_layout.pdf) (in Hungarian only).</i>
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Public awareness in relation to ESD is addressed in the National Sustainable Development Strategy as well as in the 6.1 chapter of the 4th National Environmental Program.</i>
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>There is no overarching formal interdepartmental structure for ESD but cooperation exists between ministries, since ESD is among the tasks of some ministries dealing with education, environment, energy and culture. The Green Kindergarten and Eco-school programs are joint programs of the ministries responsible for education and for environment. The Ministry of Agriculture plans strengthening the formal cooperation between relevant ministries by setting up an inter-ministerial working group on EE/ESD.</i>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>There are certain initiatives such as the Public Awareness Committee of the National Council for Sustainable Development with participation of different stakeholders but there is no specific mechanism for multi-stakeholder cooperation. There is an informal network of representatives of ministries, the National Committee to UNESCO and civil organizations; it works as a consultative body.</i>
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>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. As for 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).</i>
Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable	

⁶ Between State bodies.

⁷ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

development (SD) and ESD	
Sub-indicator 1.3.1	Does your country have a stand- alone “sustainable development”, “global understanding”, “international understanding” policy, plan or law in place, in each case using “sustainable development” language?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>The National Council for Sustainable Development prepared the sustainable development strategy through a wide range of public consultation processes from 2009 to 2012. In March 2013, the Hungarian Parliament adopted the National Framework Strategy on Sustainable Development (NFSSD) for 2012–2024, which defines the tasks of the national Government and municipalities, putting the sustainability goals into a Hungarian context. According to the Strategy, the main task for the development of a sustainable society is the preservation and enhancement of national resources, which can be categorized as human, social, environmental, and economic.</i></p> <p><i>Every two years, a progress report is prepared on the implementation of the NFSSD. Two biennial reports were made in 2015 and in 2017 with the involvement of several participants (NCSD, the Ministry of Agriculture, NGOs, and other stakeholders). The systematic analysis of the Strategy carried out after the adoption of the 2030 Agenda set out in a monitoring report that the four priorities of the Framework Strategy, i.e. the human, social, environmental, and economic resources, were in compliance with the 17 SDGs.</i></p> <p><i>Since Global Education (Global Responsibility Education, GRE) has been an integral part of Hungarian IDC for over a decade, the Government strengthened the concept of GRE in 2016, in the spirit of the 2030 Agenda both within formal and non-formal education.</i></p>
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>The NFSSD focuses on the preservation and the enhancement of national resources as a basic task towards developing a sustainable society. Accordingly, it concentrates on human, social, environmental and social resources (i.e. it has four main areas of concern), setting out goals and targets to be achieved in various time horizons.</i></p> <p><i>ESD is represented in the NFSSD not only as part of the targets related to human resources but as part of each of the four main areas of concern. The main objective of NFSSD is to achieve knowledge needed towards transition to SD, in order to ensure “the creation of an education-training-development system (and cultural institutions), which enhances values, moral standards, social quality, emotions, community attachment, ability for systematic approach, as well as ensures knowledge, skills and competences required on the labour market, the involvement of new forms of social learning and the need for lifelong learning. The institutional system aims to provide equal rights for access in order to reduce social inequalities. Knowledge transfer related to everyday life strategies (simple agricultural, horticultural and housekeeping) serving sustainable development, also has great significance. Quality education is facilitated by increasing the time spent with education and by reducing the selectivity of the educational system. An additional goal is to render knowledge and innovation the main source of socio-economic development and to increase the number of employable people.”</i></p> <p><i>The goals and targets of Agenda 2030 are integrated to the NFSSD. The 2nd Annex of the biennial Progress</i></p>

	<p>reports of the NFSSD (2015) analyses the linkages between SDG's and national goals envisaged in NFSSD. The latter is also outlined in detail in the Voluntary National Review of Hungary on the Sustainable Development Goals of the 2030 Agenda, reporting also on SDG 4. (Quality education).</p> <p>Specific dimensions of ESD are apparent in the various national strategies in the field of environmental protection, climate change or water management, such as the 4th National Environmental Programme, National Development 2030 – National Development and Territorial Development Concept, National Strategy for the Conservation of Biodiversity in 2015-2020, Second Climate Change Strategy of Hungary for 2014-2025 with an outlook to 2050 (approval is underway), National Nature Conservation Master Plan, National Rural Development Strategy 2012-2020, National Water Strategy National Forestry Strategy 2016-2030, National Landscape Strategy (2017-2026).</p>
<p>Concluding remarks on issue 1</p>	<p>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</p>
	<p>To allow for a consistent and ambitious realization of ESD policies, the area of ESD ought to be rendered a priority in the national implementation of the SDGs. For this reason, it would be beneficial and highly welcome if the government handled this issue as a key area in drawing up the Hungarian National SDG Action Programme, which is to be determined in the near future. It is essential that adequate funding is secured in the National Action Program for making holistic and interactive ESD methods and programs available across all sectors of elementary and higher education in all geographic regions.</p> <p>The policy, regulatory and operational frameworks supporting ESD are given in Hungary, also public funds and incentives for ESD programs are available. There are many programs and initiatives on ESD without central coordination. The Green Kindergarten and Eco-school Programs are particularly successful; they have reached more than 25% of kindergartens and schools in Hungary. About 29% of students aged 6-18 study in an eco-school (having a strong, whole-school focus on ESD).</p> <p>After the adoption of Agenda 2030 a coordination mechanism was set up involving of all the line ministries; the Ministry of Foreign Affairs and Trade is responsible for the coordination of the national implementation. In the first phase of the national implementation, the coordination process was performed in the framework of the already existing IDC Inter-ministerial Coordinative Committee. The government decision to submit Hungary's Voluntary National Review in 2018 created a multi-stakeholder platform in 2017, which greatly enhanced both policy coherence for sustainable development and the national implementation of the 2030 Agenda. The platform incorporates the Hungarian Central Statistical Office (HCSO) and other consultative stakeholders, e.g. CSOs, the academia and the business sector.</p> <p>See the Voluntary National Review of Hungary submitted in 2018 here: https://sustainabledevelopment.un.org/content/documents/20137Voluntary_National_Review_of_Hungary_v2.pdf</p>
<p>Issue 2. Promote SD through formal, non-formal and informal learning</p>	
<p><i>In Hungary, from the early 1990s, there is an ongoing tradition for collaboration between organisations providing formal ,informal and non-formal</i></p>	

learning for ESD. This is represented in the active role of NGOs in ESD and also a well-established collaboration between civil organisations and formal educational institutions. This applies to all levels of education, from early childhood to higher education.

Indicator 2.1 SD key themes are addressed in formal education

Sub-indicator 2.1.1 Are key themes of SD⁸ addressed explicitly in the curriculum/programme of study at various levels⁹ of formal education?

Yes
No

SD themes are integrated in the National Core Curriculum for primary and secondary education. In higher education, it is the institutions' autonomy to establish ways to address these.

Key themes are: poverty, citizenship, peace, ethics, local and global responsibility, democracy and governance, justice, safety, human rights, health, gender parity, cultural diversity, developing cities and rural areas, wealth, production and consumption, companies responsibility, environmental protection, using natural resources, biological and landscape diversity.

Please update the table in appendix I (a) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Sub-indicator 2.1.2 Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum¹⁰/programme of study at various levels of formal education?

Yes
No

Learning outcomes are addressed as “development tasks” in the National Core Curriculum and the Early Childhood Educational Program. Universities enjoy autonomy in establishing their priorities, hence there is a diversity of approaches and competence priorities in higher education in Hungary.

Please update the table in appendix I (b) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

⁸ For details, see paragraph 15 of the UNECE Strategy for ESD.

⁹ For the State or federal level, where relevant.

¹⁰ Idem.

Sub-indicator 2.1.3	Are teaching and learning methods that support ESD addressed explicitly in the curriculum ¹¹ or programme of study at various levels of formal education?																													
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In the early childhood education, there are recommendations for formal education. It is a usual practice for kindergartens to collaborate with other stakeholders for better ESD implementation.</i></p> <p><i>The National Core Curriculum describes priorities and general principles. The subject-related frame curricula provide recommendations on teaching and learning methods supporting ESD for primary and secondary education. At the primary level, outdoor education is embedded in the school's program as forest schools. The non-formal learning is present by thematic learning weeks such as the sustainability thematic week program. This program is coordinated by the Ministry of Human Capacities but implemented by independent organisations.</i></p> <p><i>Please also update the table in appendix I (c) that was used to report on implementation phases II and III, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="1133 647 1733 759"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																	
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																									
Indicator 2.2 Strategies to implement ESD are clearly identified																														
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project? ¹³ ; (e) other approaches?																													
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="954 1010 1917 1270"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	Yes	Yes	Yes	Yes	Yes	0. Early childhood education		✓	✓	✓	✓	1. Primary education		✓	✓	✓		2. Lower secondary education		✓	✓	✓	
ISCED levels 2011	(a)		(b)	(c)	(d)	(e)																								
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0. Early childhood education		✓	✓	✓	✓																									
1. Primary education		✓	✓	✓																										
2. Lower secondary education		✓	✓	✓																										

¹¹ Idem.

¹² E.g., geography or biology. For higher education, “subject” means “course”.

¹³ A project is interpreted as a discrete activity with its own time allocation rather than a teaching or learning method.

25. Lower secondary vocational education		✓	✓	✓	✓
3. Upper secondary education		✓	✓	✓	
35. Upper secondary vocational education		✓	✓	✓	✓
4. Post-secondary non-tertiary education		✓	✓	✓	✓
45. Post-secondary non-tertiary vocational education	✓		✓	✓	✓
5. Short-cycle tertiary education	✓		✓	✓	✓
55. Short-cycle tertiary vocational education	✓		✓	✓	✓
6. Bachelor's or equivalent level	✓	✓	✓	✓	✓
7. Master's or equivalent level	✓	✓	✓	✓	✓
8. Doctoral or equivalent level	✓	✓	✓	✓	✓
9. No information available					

ESD is a cross-cutting priority of the National Core Curriculum, and also an integral part of the most relevant strategic policy documents.

However, at a higher educational level and also in the vocational education, it is the institutions' autonomy to establish the approach through which it is implemented, therefore there is a diversity of approaches.

Main incentives are:

(b): Sustainability is defined as a compulsory cross-curricular area in the National Core Curriculum (ISCED 0-3 levels)

(c): There are optional subjects or courses available for ESD especially in vocational and higher education.

(d): Various ESD projects aiming educational institutions from NGOs or from CSR activities from governmental agencies, institutions are encouraged to collaborate with these projects.

(e): A whole institute approach is promoted by the ministries (especially in the Green Kindergarten and the Eco-School Networks). Besides, forest schools and kindergarten are integrated into the local program of most ISCED 0-2 level institutions providing outdoor learning opportunities with usually a whole week complex ESD program covering all subject areas. These involve civil networks too.

Indicator 2.3 A whole-institution approach ¹⁴ to SD/ESD is promoted	
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.¹⁶ ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p><i>In Hungary, the Green Kindergarten Network and the Eco-School Network with their respective self-assessment and award systems are efficient representatives of the whole-school approach. Every third child is educated in these institutions and more than 20% of the overall population of Hungarian teachers and kindergarten teachers are involved into this challenging task. 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).</i></p> <p><i>The Eco-School network has school members from primary and secondary (including vocational) level. Recent discussions are facilitated by UNESCO Hungary and the Hungarian Institute for Educational Research and Development on coordinating ESD effort in higher education, and as a part of this process, criteria for whole-school approach in higher education was raised as a topic.</i></p> <p><i>There are also some good practices to a whole-institution approach in higher education. For example, in the Ludovica Campus of the National University of Public Service, an integrated research intended to examine infrastructure and use of resources, based on which recommendations were formulated and these approaches were integrated in the operational and educational model of the university. In 2017, a conference was organised with the title “Greening the University and the Community it Serves” to foster collaboration within the university as a community and to open to other stakeholder groups and to involve possible collaborators.</i></p> <p><i>Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.</i></p>

¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the 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).

¹⁵ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

¹⁶ See paragraph 20 of the framework for the future implementation of the UNECE Strategy for Education for Sustainable Development.

		ISCED levels 2011	Yes
		0. Early childhood education	✓
		1. Primary education	✓
		2. Lower secondary education	✓
		25. Lower secondary vocational education	✓
		3. Upper secondary education	✓
		35. Upper secondary vocational education	✓
		4. Post secondary non-tertiary education	✓
		45. Post-secondary non-tertiary vocational education	✓
		5. Short-cycle tertiary education	✓
		55. Short-cycle tertiary vocational education	✓
		6. Bachelor's or equivalent level	✓
		7. Master's or equivalent level	
		8. Doctoral or equivalent level	
		9. No information available	
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>The Hungarian Government has launched the Sustainability Thematic Week initiative for schools. It was organized in 2016 for the first time. In 2017 almost 1500 schools participated in the different competitions, selective waste collection programs and lessons using the educational materials provided for them. 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.</i></p> <p><i>New free handbooks are available for the applicants of the Green Kindergarten and the Eco-school network: see 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.</i></p> <p><i>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</i></p>		

	<p><i>learning for sustainability: ethics, theory and a lot of classroom and outdoor practices and methods.</i></p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="1070 309 1800 1094"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td>✓</td></tr> <tr><td>1. Primary education</td><td>✓</td></tr> <tr><td>2. Lower secondary education</td><td>✓</td></tr> <tr><td>25. Lower secondary vocational education</td><td>✓</td></tr> <tr><td>3. Upper secondary education</td><td>✓</td></tr> <tr><td>35. Upper secondary vocational education</td><td>✓</td></tr> <tr><td>4. Post secondary non-tertiary education</td><td>✓</td></tr> <tr><td>45. Post-secondary non-tertiary vocational education</td><td>✓</td></tr> <tr><td>5. Short-cycle tertiary education</td><td>✓</td></tr> <tr><td>55. Short-cycle tertiary vocational education</td><td>✓</td></tr> <tr><td>6. Bachelor's or equivalent level</td><td></td></tr> <tr><td>7. Master's or equivalent level</td><td></td></tr> <tr><td>8. Doctoral or equivalent level</td><td></td></tr> <tr><td>9. No information available</td><td></td></tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).</i></p>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	25. Lower secondary vocational education	✓	3. Upper secondary education	✓	35. Upper secondary vocational education	✓	4. Post secondary non-tertiary education	✓	45. Post-secondary non-tertiary vocational education	✓	5. Short-cycle tertiary education	✓	55. Short-cycle tertiary vocational education	✓	6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		9. No information available	
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9. No information available																															
Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i></p> <p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p><i>(a) For formal institutions:</i></p>																														

ISCED levels 2011	<i>Yes</i>
0. Early childhood education	✓
1. Primary education	✓
2. Lower secondary education	✓
25. Lower secondary vocational education	✓
3. Upper secondary education	✓
35. Upper secondary vocational education	✓
4. Post secondary non-tertiary education	✓
45. Post-secondary non-tertiary vocational education	✓
5. Short-cycle tertiary education	✓
55. Short-cycle tertiary vocational education	✓
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	
9. No information available	

(b) For non-formal institutions:

ISCED levels 2011	<i>Yes</i>
0. Early childhood education	✓
1. Primary education	✓
2. Lower secondary education	✓
25. Lower secondary vocational education	✓
3. Upper secondary education	✓
35. Upper secondary vocational education	✓

	4. Post secondary non-tertiary education	✓
	45. Post-secondary non-tertiary vocational education	✓
	5. Short-cycle tertiary education	✓
	55. Short-cycle tertiary vocational education	✓
	6. Bachelor's or equivalent level	
	7. Master's or equivalent level	
	8. Doctoral or equivalent level	
	9. No information available	

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?: ¹⁷ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

¹⁷ 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).

- (a) Yes No
 (b) Yes No
 (c) Yes No

Please elaborate.

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a)	(b)	(c)
	Yes	Yes	Yes
0. Early childhood education	✓	✓	✓
1. Primary education	✓	✓	✓
2. Lower secondary education	✓	✓	✓
25. Lower secondary vocational education	✓	✓	✓
3. Upper secondary education	✓	✓	✓
35. Upper secondary vocational education	✓	✓	✓
4. Post-secondary non-tertiary education	✓	✓	
45. Post-secondary non-tertiary vocational education	✓	✓	
5. Short-cycle tertiary education	✓		
55. Short-cycle tertiary vocational education	✓		
6. Bachelor's or equivalent level	✓	✓	
7. Master's or equivalent level	✓	✓	
8. Doctoral or equivalent level	✓		
9. No information available			

(b) comments: Inter-institutional county-wide, regional and national competitions (including talent-focused, participatory, or topic-based competitions)

Eternal Green Kindergarten and Eternal Eco-School Title Systems (with no admission fees) for institutions with enduring and comprehensive eco-pedagogical results.

The master pedagogue and the research pedagogue degree in the Hungarian Pedagogical Carrier Model also allows ESD focus, and there are examples of such master teachers and research pedagogues.

2018: first ever governmental respect (diploma) to teachers having outstanding ESD achievement. Prior to that, there was only a random environmental education explanation among the teacher's honors.

Sub-indicator 2.4.2	Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; (f) No information available.																																																																																																															
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (f) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please elaborate.</i></p> <p><i>Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="784 430 1836 1292"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> <th>(f)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>9. No information available</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>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).</i></p>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	(f)	Yes	Yes	Yes	Yes	Yes	Yes	0. Early childhood education	✓	✓	✓	✓			1. Primary education	✓	✓	✓	✓			2. Lower secondary education	✓	✓	✓	✓			25. Lower secondary vocational education	✓	✓	✓	✓			3. Upper secondary education	✓	✓	✓	✓			35. Upper secondary vocational education	✓	✓	✓	✓			4. Post-secondary non-tertiary education	✓	✓	✓	✓			45. Post-secondary non-tertiary vocational education	✓	✓	✓	✓			5. Short-cycle tertiary education	✓	✓	✓	✓			55. Short-cycle tertiary vocational education	✓	✓	✓	✓			6. Bachelor's or equivalent level	✓	✓	✓	✓			7. Master's or equivalent level	✓	✓	✓	✓			8. Doctoral or equivalent level	✓	✓	✓	✓			9. No information available						
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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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>There are a number of examples. Some interactive centres, for instance the Mobilis Exhibition Centre designed learner activities introducing instruments using renewable energy, where learners design, build and examine such equipments. They also have programs on greenhouse gases and climate change.</i>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In the city of Győr, with the collaboration of small and major companies, the Széchenyi University and the Mobilis Centre organises activities where participants join a collaborative learning journey via work-based activities related to the profiles of enterprises.</i> <i>The Hungarian Association for Environmental Education as well as the Göncöl Association also hosts such activities.</i>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>The Hungarian Research Teachers' Association compiled a toolbox in their Urban Science project to assess ESD learning outcomes in various educational settings. It is going to be published at their website: www.kuttanar.hu</i> <i>Besides, it develops a gamificatied framework to assess teachers' competences as outcomes of ESD professional learning processes.</i>
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁸	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?

¹⁸ 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).

<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>The major teaching training colleges have practices for transdisciplinary approaches for ESD implementation. Besides, there are good practices for multi-stakeholder approach.</i></p> <p><i>At Mobilis Interactive Centre, programs are organised with the participation of primary and secondary school students, facilitated by or in collaborative learning settings with university students or representatives of local enterprises. They have a priority collaboration with Széchenyi István University in Győr in the areas of career orientation, ESD and raising environmental consciousness.</i></p> <p><i>Another exemplar case is that of the 11th district of Budapest, where the local government, the private sector and individual experts collaborate for making ESD as a priority for creches and kindergartens. They established a specific ESD program based on an environmental scan in 2006, with a revised strategy in 2016, now reaching 844 creche and 3450 kindergarten children. Besides improving infrastructural conditions, they established an award system for the institutions and the most committed educators, they established a multi-stakeholder advisory and monitoring committee, they run programs for involving families, they introduced bids available for ambitious institutes, and successfully established a network of local coordinators and ESD educators.</i></p>
<p><i>Concluding remarks on issue 2</i></p>	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning.</i></p>

	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> — <i>Which actions and/or initiatives have been particularly successful and why?</i> — <i>What challenges did your country encounter when implementing this objective?</i> — <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <p><i>As the aim of implementation is to achieve ESD goals and integrate priority content and methods to the educational system including identifying, analysing and providing necessary conditions to that, stakeholders group are the active agents as well as direct and indirect target groups and partners in the process. Active agents include international and national organisations and decision-makers establishing and justifying strategies and policies, and the social context in which implementation occurs. This way, governmental bodies, central authorities as well as business enterprises and civil organisation need to collaborate.</i></p> <p><i>Besides, the social context actively influences implementation especially with attitudes and behavioural patterns linked to sustainability and ESD in specific, the media providing platform to discussions and the way it presents these.</i></p> <p><i>Besides a wide social acceptance of SDGs in Hungary, the following factors may have taken a role in thie implementation:</i></p> <ul style="list-style-type: none"> • <i>networking approach spreading good examples (using horizontal learning), for example the Eco-school Network;</i> • <i>improving technical conditions and communication platforms for sharing knowledge and good practices and innovations;</i> • <i>a consequent transdisciplinary, complex approach and cross-curricular priority ESD had taken from the first national curricula after 1990;</i> • <i>a smooth transition from EE to ESD in the 1990s in the educational settings in Hungary with an accepted cooperation and coexistence of programs (not competing for priorities, recognition and resources);</i> • <i>a remarkable civil activity in the field of EE and ESD;</i> • <i>traditions for multi-stakeholder processes in environmental and sustainability issues including ESD from the 1990.</i>
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Issue 3. Equip educators with the competence to include SD in their teaching	
<i>An amendment to the Government Decree 326/2013. (VIII. 30.) into force from 2017 includes ESD competences in the competence portfolio of teachers. This means that for teachers' qualification and advancement processes ESD competences need to be proven. This is only the first step towards integrating teachers' ESD competences in teachers' pre- and in-service training as well.</i>	
Indicator 3.1 ESD is included in the training¹⁹ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²⁰
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Sustainable development is a general element to be reflected in all higher education output criteria, states the common requirements (paragraph 2 in 18/2016 legislative amendment to the Ministerial D. 8/2013 (I. 30.) applicable to degree courses in teaching and the outcome requirements specific to individual degree courses). Competences include: The basics of systems thinking ways in which natural, social and economic systems function and how they may be interrelated. Besides, transdisciplinarity, innovation, reflection, action and learner-centred approaches are also in the focus.</i>
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²¹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>The training programs are optional. The main features are:</i> <ul style="list-style-type: none"> • <i>The importance of scientific evidence in supporting sustainable development.</i> • <i>Their own thinking and action in relation to sustainable development.</i> • <i>Why there is a need to transform the way they educate/learn.</i> <i>Four new in-service trainings were accredited in 2017: http://pedakkred.oh.gov.hu/PedAkkred/Catalogue/CatalogueDetails.aspx?Id=6400 and http://pedakkred.oh.gov.hu/PedAkkred/Catalogue/CatalogueDetails.aspx?Id=6471 and the two Natura 2000 thematic training courses for green kindergarten and eco-school teachers. Two new trainings were accredited in 2018 (List No. 9/243/2018, 9/250/2018); and several are under construction in the Educational Authority, and within the project "Complex Instructional School Programmes". No data is available about their reach.</i>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?

¹⁹ ESD is addressed by content and/or by methodology.

²⁰ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

²¹ 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.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>There are optional training programs available, but it also depends on the educational institution providing the training. There is a special program available for managers of eco-schools with a strong ESD focus. Also, there are independent (NGO or private sector-based) trainings available. But there is no central, mandatory program.</i>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Collaboration of teacher education faculties in the topic of ESD. Green Kindergarten Network, and its website (www.zoldovoda.hu) Hungarian Ecoschool Network, its website (www.okoiskola.hu), its fortnightly electronic newsletter (Ökoiskola Hirlevél) and regional and national meetings (2+1 annually)</i>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way? ²²
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>The voluntary and free whole institution award schemes' (Green Kindergarten Award and Ecoschool Award) are managed by governmental bodies (Ministry for Human Capacities, Ministry for Agriculture). Green Kindergartens and Eco-Schools receive regular newsletters.</i>
Concluding remarks issue 3	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching.</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> – Which actions and/or initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – What other considerations have to be taken into account in future ESD implementation concerning this objective?
Issue 4. Ensure that adequate tools and materials for ESD are accessible	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?

²² Including assistance through direct funding, in-kind help, political and institutional support.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>There are resources available for ESD that could and often really used to produce ESD tools and materials, but there is no central strategy or mechanism. A point in case is the cooperation in the development and distribution of the Hungarian version of the “Green Pack”, the ESD multimedia educational kit of the Regional Environmental Center (http://education.rec.org/)</i></p> <p><i>The Eszterházy University Eger (EUE) HIERD project (No. EFOP-3.2.2-VEKOP-15-2016-00001) supports traditional and digital teaching material development. In 2017 and early 2018, several new ESD learning modules were published in the National Educational Portal, see: https://portal.nkp.hu/Search?keyword=fenntarthat%C3%B3.</i></p> <p><i>The EUE project No. EFOP-3.1.2-16-2016-00001 supports learning in diverse groups of pupils. Within this long project, a separate Lifestyle-based Learning Program shoulders the ESD competencies of about one-seventh of all (35.000) participating teachers.</i></p>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>As ESD is promoted as a part of complex educational development projects it would be very difficult to calculate the amount of money dedicated specially to ESD related tool and material production development within them. 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.</i></p> <p><i>The section for public education and the section for higher education within the Ministry responsible for education (Ministry of National Capacities) 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.</i></p> <p><i>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.</i></p> <p><i>The Széchenyi 2020 Program (2014-2020) “Environment and Energy Efficiency (Hungarian abbr. KEHOP)” sub-programs provide funds for awareness raising:</i></p> <ul style="list-style-type: none"> - <i>KEHOP 1.2.1 provides appr. USD 7,2 million for elaboration of climate strategies for settlements and awareness raising on climate;</i> - <i>KEHOP 3.1.3 provides appr. USD 3,5 million for awareness raising on waste reduction,;</i> - <i>KEHOP 5.4.1 provided appr. USD 3,5 million for awareness raising on energy-conscious and sustainable lifestyles,</i> - <i>KEHOP 5.4.2 provided appr. USD 3,5 million for complex awareness raising on environment and energy.</i>

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 <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>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. c) Within EUE HIERD, a quality control mechanism exist for publishing new teaching materials (indifferently of the ESD purpose or content of the new materials).</i>
Sub-indicator 4.2.2	Are ESD teaching tools and materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="1086 220 1780 1002"> <thead> <tr> <th data-bbox="1086 220 1713 268">ISCED levels 2011</th> <th data-bbox="1713 220 1780 268">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1086 268 1713 316">0. Early childhood education</td> <td data-bbox="1713 268 1780 316">✓</td> </tr> <tr> <td data-bbox="1086 316 1713 363">1. Primary education</td> <td data-bbox="1713 316 1780 363">✓</td> </tr> <tr> <td data-bbox="1086 363 1713 411">2. Lower secondary education</td> <td data-bbox="1713 363 1780 411">✓</td> </tr> <tr> <td data-bbox="1086 411 1713 459">25. Lower secondary vocational education</td> <td data-bbox="1713 411 1780 459">✓</td> </tr> <tr> <td data-bbox="1086 459 1713 507">3. Upper secondary education</td> <td data-bbox="1713 459 1780 507">✓</td> </tr> <tr> <td data-bbox="1086 507 1713 555">35. Upper secondary vocational education</td> <td data-bbox="1713 507 1780 555">✓</td> </tr> <tr> <td data-bbox="1086 555 1713 603">4. Post secondary non-tertiary education</td> <td data-bbox="1713 555 1780 603">✓</td> </tr> <tr> <td data-bbox="1086 603 1713 651">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1713 603 1780 651">✓</td> </tr> <tr> <td data-bbox="1086 651 1713 699">5. Short-cycle tertiary education</td> <td data-bbox="1713 651 1780 699">✓</td> </tr> <tr> <td data-bbox="1086 699 1713 746">55. Short-cycle tertiary vocational education</td> <td data-bbox="1713 699 1780 746">✓</td> </tr> <tr> <td data-bbox="1086 746 1713 794">6. Bachelor's or equivalent level</td> <td data-bbox="1713 746 1780 794">✓</td> </tr> <tr> <td data-bbox="1086 794 1713 842">7. Master's or equivalent level</td> <td data-bbox="1713 794 1780 842">✓</td> </tr> <tr> <td data-bbox="1086 842 1713 890">8. Doctoral or equivalent level</td> <td data-bbox="1713 842 1780 890">✓</td> </tr> <tr> <td data-bbox="1086 890 1713 938">9. No information available</td> <td data-bbox="1713 890 1780 938"></td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	25. Lower secondary vocational education	✓	3. Upper secondary education	✓	35. Upper secondary vocational education	✓	4. Post secondary non-tertiary education	✓	45. Post-secondary non-tertiary vocational education	✓	5. Short-cycle tertiary education	✓	55. Short-cycle tertiary vocational education	✓	6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8. Doctoral or equivalent level	✓	9. No information available	
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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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>The ESD networks have a strategy to disseminating good practices in Eco-schools and Green Kindergartens, however this is not a principal national strategy as it only applies to the specific network.</i>																														
Sub-indicator 4.3.2	Is public authority money invested in this activity?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Support system for dissemination of teaching tools and materials is open for ESD related issues, but there are no specific data available about the amount used for materials on ESD in particular.</i>																														

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>National portals:</i> https://portal.nkp.hu/Search?keyword=fenntarthat%C3%B3 http://ofi.hu/szakmai-anyagok http://ofi.hu/okoiskola-nevelesi-oktatasi-program</p> <p><i>Besides, there are materials available through the Internet, provided by relevant ministries, background institutions, NGOs; see collection at:</i> http://iskolataska.educatio.hu/index.php/intezmenyi_innovacio/jo_gyakorlatok_list (in Hungarian only) <i>Green Pack:</i> http://documents.rec.org/publications/Green_Pack_Hungary_HU_FEB_03.pdf (Hungarian version) - see the description in English at http://education.rec.org/</p>
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 <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>a) An NGO (Eco-Service Foundation) maintains a database of ESD – mainly environmental education – tools and materials at http://www.machina.hu/okosz/. Another NGO-based collection is the http://mkne.hu/modszerkosar.php maintained by the Hungarian EE Society. Many ornithological auxiliary materials are available at the website of the BirdLife Hungary: http://www.mme.hu/letoltheto_anyagok.</i></p> <p><i>The governmental Best Practice register (http://iskolataska.educatio.hu/index.php/intezmenyi_innovacio/jo_gyakorlatok_list) contains all kind of educational materials, modules (not only ESD), searchable for EE and ESD. (Please note that EE and ESD are referred in the Hungarian practice interchangeably.)</i></p> <p><i>All databases and knowledge stores are equipped with a search tool, thus interested teachers and learners can easily find the ESD content.</i></p>
Concluding remarks issue 4	Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible.

	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions and/or initiatives have been particularly successful and why?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <p><i>There are rich resources available in Hungarian for implementing ESD especially at ISCED 0-3 levels. Educational programs such as the eco-school complex educational program or the Green Pack educational kit has been reportedly useful and popular with teachers.</i></p> <p><i>Hungary faces challenges in providing quality ESD at all ISCED levels: the present practice results in better quality and more extensive ESD programs at ISCED 0-3 levels than at higher ISCED levels. A more concise monitoring would be needed for better implementation and quality control.</i></p> <p><i>A promoted collaboration in ESD between higher education institutions could foster implementing ESD and sharing resources at higher ISCED levels as well.</i></p> <p><i>A complex impact assessment of programs and materials (identifying learning outcomes and possible mechanisms) as well as a curriculum evaluation at all levels of education from ESD aspect would be necessary to better establish quality criteria for teaching and learning materials in Hungary.</i></p>
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Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²³ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁴ supported?

²³ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁴ E.g., concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; and means of evaluation, including socioeconomic impacts.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Key topics include: attitude change , education and sustainable life-style, sustainability-related knowledge, health literacy, equity in education, collaboration (living laboratories), teachers' competences.</i></p> <p><i>One small research supported by the Ministry for Human Capacities in 2017: Whole school sustainability education in the Hungarian public education (ISCED 1-5, vocational education included). However there are differences within the practices, awareness and reflectivity of eco-schools and non-eco-schools, some non-eco-schools demonstrate a deep understanding of ESD and sustainably wise school management and school life. Eco-schools reported ESD activities maintained or slightly increased during 2017 (see the report about annual online questionnaire of ecoschools below at "gyorsjelentés").</i></p> <p><i>Some publications (2017-2018)</i> <i>ENVIRONMENT AND SCHOOL INITIATIVES: Lessons from the ENSI Network – Past, Present and Future; Bécs; Budapest: Environment and School Initiatives – ENSI; Eszterházy Károly University Hungarian Institute for Educational Research and Development, 2018. 291 p. (ISBN:978-3-200-05834-7)</i> <i>Varga A., Könczey R., Saly E: Whole School Approach of ENSI Network for ESD in Hungary – Achievements and Challenges. ECER 2017 Copenhagen</i> <i>Mónus F., Kónya Gy., Saly E.: A fenntarthatóság és középiskoláink. In: TermészetBúvár folyóirat, 2018/3. https://matarka.hu/cikk_list.php?fusz=157010</i> <i>Saly Erika: Épített környezet és az ökoiskolák (2018), in: Tóth Eszter (ed.) (2018): Építész az iskolában. PTE Műszaki és Informatikai Kar, Pécs 2017. november 2-3. Pécs: kultúrAktív Egyesület. http://kulturaktiv.hu/wp-content/uploads/2018/10/%C3%89p%C3%ADt%C3%A9szek_az_iskol%C3%A1ban_konferenciak%C3%B6tet.pdf</i> <i>Könczey, R., Varga, A.: Teacher competencies for ESD – as Hungarian teachers see. ECER 2017, Copenhagen</i> <i>Könczey R., Saly E.: Gyorsjelentés a Magyar Ökoiskola hálózatról (EKE OFI, 2018)</i></p>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify which subjects were investigated and list major reports.</i> <i>Usually the UNECE processes (meetings, this report) serve as UNECE SEDS Hungarian monitoring. Universities have their own processes, for example at Eötvös University some key investigations covered health compartment, healthy life style, thinking about sustainable Earth.</i></p>

Sub-indicator 5.1.3	Are post-graduate programmes available: (1) On ESD: ²⁵ (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 <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>(1.a) The Human Ecology programme at Eötvös University (1.b.) Doctorate programs can be chosen in ESD topics at Eötvös University of Budapest, at the University of Pécs, at the University of Szeged. (2.a) Studies at Environmental Sciences at Pannon University address ESD at master's level. Forest- and Environmental Pedagogy post-graduate courses are available at various teacher training universities. (2.b.) EUE Doctoral School of Education offers a separate Program on Environmental Pedagogies (ESD included) within the School Pedagogy theme. See at https://ntdi.uni-eszterhazy.hu/hu/nevtuddoktoriiskola/doktori-programok/-doktori-programok. Similar programs are accessible at Eötvös University of Budapest, at the University of Debrecen. There is an Environmental Pedagogy Doctoral School at the University of Sopron.</i>
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 <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>There is no specific grant available for ESD studies or research.</i>
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? ²⁶
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>The Eco-School and Green Kindergarten Networks as well as the Copernicus Network serve as such. Besides, another relevant example of this is supporting the innovative pedagogical work in forest schools run by forestry and national parks by proposals or supports for creating study paths in outdoor education. Also see projects at sub-indicator 4.1.1.</i>
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁷ to share the results of research and examples of good practices in ESD ²⁸ among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Also see projects at sub-indicator 4.1.1.</i>

²⁵ ESD is addressed by substance and/or by approach.

²⁶ Activities may include projects, action research, social learning and multi-stakeholder teams.

²⁷ E.g., conferences, summer schools, journals, periodicals, networks.

²⁸ 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.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	(a) <i>Réti, M., Batár, L.(2017): Educator competences that serve ESD. Hungarian Conference on Educational Research, Budapest</i> <i>Varga A., Könczey R., Saly E: Whole School Approach of ENSI Network for ESD in Hungary – Achievements and Challenges. ECER 2017 Copenhagen</i> <i>Könczey, R., Varga, A.: Teacher competencies for ESD – as Hungarian teachers see. ECER 2017, Copenhagen</i> (b) <i>ENVIRONMENT AND SCHOOL INITIATIVES: Lessons from the ENSI Network – Past, Present and Future; Bécs; Budapest: Environment and School Initiatives – ENSI; Eszterházy Károly University Hungarian Institute for Educational Research and Development, 2018. 291 p. (ISBN:978-3-200-05834-7)</i>
Concluding remarks on issue 5	Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.
	<ul style="list-style-type: none"> – Which actions and/or initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – What other considerations have to be taken into account in future ESD implementation concerning this objective? <p><i>Most research activities had been linked to specific projects so far. More specific effort and resources would be needed to better understand how, why and what ESD works in Hungary, and to establish ways to further develop the successful networks in ESD.</i></p>
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in or support international ²⁹ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>The Ministry of Human Capacities supported collaboration within ENSI.</i> <i>The Educational Authority collaborates in international assessment frameworks.</i>

²⁹ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

Sub-indicator 6.1.2	Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>ENSI network - http://www.ensi.org (till 05/2018 when it closed down);</i></p> <p><i>Globe network - http://www.globe.gov</i></p> <p><i>BISEL, Network of UNESCO Associated Schools - http://www.bisel.hu/ (in Hungarian)</i></p> <p><i>BirdLife Hungary (MME): bird counting programmes - http://madarszamlalok.mme.hu/blog-cimkek/madarszamlalas (in Hungarian)</i></p> <p><i>Carbon detectives - http://www.carbondetectiveseurope.org/</i></p> <p><i>Real World Learning (RWL) - http://www.rwlnetwork.org/</i></p> <p><i>Roots&Shoots - https://www.rootsandshoots.org/</i></p> <p><i>Lernraum Natur (LE-NA) - http://www.le-na.eu/welcome</i></p> <p><i>Sustainable Development Academy (REC) - http://sdacademy.rec.org/</i></p> <p><i>A number of Hungarian NGOs take part in international projects (RRI, Erasmus+): for instance, the Hungarian Research Teachers' Association has finished the first cycle of an international project on teachers' ESD competences (A Rounder Sense of Purpose: https://www.aroundersenseofpurpose.eu/), the model of which serves as a starting point for national discussions on elaborating teachers' ESD competences included in the Government Decree, and in the second cycle (2018-2021) it develops a gamificated framework to promote those, while it also takes part in another project developing urban science learning modules responding to SDGs. It has also international cooperation for fostering school-community collaboration for sustainable development. Other NGOs, such as the Hungarian Association for Environmental Education also have a decade-long experience in international networking.</i></p> <p><i>see p.3 for a list of 20 programs (in Hungarian) at http://nemkf.com/WEBRA/2013/06/Hazai_es_nemzetkozi_KN__tanulmany_vegleges.pdf</i></p>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Hungary is co-founder and Signatory to the Regional Environmental Centre for Central and Eastern Europe. In the framework of the REC two important topic areas operate on ESD, one on the development of ESD tools and services, and the other in the delivery of ESD (http://www.rec.org/topicarea.php?id=12; http://www.rec.org/topicarea.php?id=6);.</i></p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Hungary is co-founder and Signatory to the Regional Environmental Centre for Central and Eastern Europe. In the framework of the REC two important topic areas operate on ESD, one on the development of ESD tools and services, and the other in the delivery of ESD (http://www.rec.org/topicarea.php?id=12; http://www.rec.org/topicarea.php?id=6);.</i></p>

<i>Concluding remarks on issue 6</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> - Which actions and/or initiatives have been particularly successful and why? - What challenges did your country encounter when implementing this objective? - What other considerations have to be taken into account in future ESD implementation concerning this objective?
Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<p><i>What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i></p> <p><i>Traditional culture, local and national traditions are common developmental areas of pedagogy. Local knowledge is widely included in the school-life and learning modules. See http://www.ofi.hu/sites/default/files/attachments/postersalynedervargakonczy20140528.pdf as an example (attachments: http://www.ofi.hu/sites/default/files/attachments/erika_saly_-_katalin_neder_-_attila_varga_-_reka_konczy_collaboration_between_schools_and_communities_in_hungary_poszter_mellekletei.zip).</i></p> <p><i>There are a number of ESD programs building on integrating the traditional knowledge of indigenous people in Hungary: an ethnobotany program also involves intergenerational learning of plant use and it builds on a public science approach lead by a leading botanic garden in Hungary, while a school garden network uses similar approaches but with peer learning and service learning pedagogy.</i></p>	
Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
<p><i>Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).</i></p> <p><i>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 favourable facts, ESD is not in the mainstream. There are several non-formal and informal forms of education used for ESD in Hungary (forest schools & kindergartens, programs of visitor centres in national parks, museums, zoos etc.). Their role in ESD is not emphasized enough in the Strategy (and therefore they are not reflected in this questionnaire) although they are very important in shaping behaviour. One challenge is to monitor these initiatives establishing a set of quality criteria applicable to the diversity of the context. Another challenge is to continue research in ESD</i></p>	
Issue 9. Describe any assistance needed in implementing the Strategy in your countries	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	

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 (✓) 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.)*

Also, could you specify which specific themes are of critical importance in your country and why?

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental ethics and philosophy				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Global citizenship, democracy and governance					✓	✓	✓	✓	✓	✓	✓	✓	✓
Sustainable lifestyles		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Human rights (e.g., gender and racial and intergenerational equity)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Poverty alleviation		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cultural diversity		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Gender equality		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Biological and landscape diversity			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental protection (waste management, environmental monitoring, risk assessment, etc.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ecological principles/ecosystem approach	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Natural resource management (e.g., water, soil, mineral, fossil fuels)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Climate change and desertification				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Personal and family health (e.g., HIV/AIDS, drug abuse)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Corporate social responsibility									✓	✓	✓	✓	✓
Production and/or consumption patterns			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Economic growth and good jobs					✓	✓	✓	✓	✓	✓	✓	✓	✓
Rural/urban development			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Oceans and sea					✓	✓	✓	✓	✓	✓	✓	✓	✓
Renewable energy					✓	✓	✓	✓	✓	✓	✓	✓	✓
Sustainable cities and communities					✓	✓	✓	✓	✓	✓	✓	✓	✓
Culture's contribution to sustainable development	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Total													
Other (countries to add as many as needed)													

Note: 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 (maximum 153 ticks; "other" categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
Scale	A	B	C	D	E	F

Appendix I (b)

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 curriculum³⁰ or programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) 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	25	3	35	4	45	5	55	6	7	8
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		3	5	5	5	6	6	6	6	6	6	6	6
- other? (countries to add as many as needed)														
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		4	4	4	4	6	6	6	6	6	6	6	6
- other? (countries to add as many as needed)														

³⁰ At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
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?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Total	4	4	4	4	4	4	4	4	4	4	4	4	4
- other? (countries to add as many as needed)														
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	7	7	7	7	7	7	7
- other? (countries to add as many as needed)														

Note: 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 (maximum 207 ticks; "other" not counted) is:

No. of ticks	0–11	12–21	22–53	54–105	106–156	157–207
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. (Please tick (✓) relevant teaching or learning methods for each level. Use the blank rows to insert additional teaching or learning methods that are considered to be key methods in your country in teaching and learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Discussions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Conceptual and perceptual mapping	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Philosophical inquiry					✓		✓		✓		✓	✓	✓
Value clarification	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Simulations; role playing; games	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Scenarios; modelling			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Information and communication technology (ICT)			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Surveys			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Case studies			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Excursions and outdoor learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Learner-driven projects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Good practice analyses			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Workplace experience	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Problem-solving	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Total	8	8	13	13	14	13	14	13	14	13	14	14	13
Other (countries to add as many as needed)													

Note: 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.

^a Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

The scoring key for this table (maximum 126 ticks; “other” not counted) is:

No. of ticks	0–8	9–42	43–53	54–76	77–98	99–126
Scale	A	B	C	D	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✓) in both tables (a) and (b) 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		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs	✓	✓	✓
Local government	✓	✓	✓
Organized labour		✓	✓
Private sector	✓	✓	✓
Community-based		✓	✓
Faith-based	✓	✓	✓
Media		✓	✓
Total	4	7	7
Other <i>(countries to add as many as needed)</i>			

The scoring key for this table (maximum 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				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
NGOs	✓	✓	✓	✓	✓
Local government	✓	✓	✓	✓	✓
Organized labour		✓		✓	
Private sector	✓	✓	✓	✓	✓
Community-based	✓	✓	✓	✓	✓
Faith-based	✓	✓	✓	✓	✓
Media	✓				✓
Total	6	6	5	6	6
Other (<i>countries to add as many as needed</i>)					

The scoring key for this table (maximum 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

Appendix III

Indicator 3.1, sub-indicator 3.1.3

Please specify to what extent ESD is a part of the initial and/or in-service educator's training, by filling in the table below by ticking (✓) as appropriate.

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	Educators												Leaders/administrators ^b					
	Initial ^c						In service ^d						In service ^e					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0. Early childhood education						✓				✓			✓					
1. Primary education						✓				✓			✓					
2. Lower secondary education				✓				✓					✓					
25. Lower secondary vocational education				✓				✓					✓					
3. Upper secondary education				✓				✓					✓					
35. Upper secondary vocational education		✓		✓				✓					✓					
4. Post-secondary non-tertiary education		✓					✓						✓					
45. Post-secondary non-tertiary vocational education		✓					✓						✓					
5. Short-cycle tertiary education		✓					✓						✓					
55. Short-cycle tertiary vocational education		✓					✓						✓					

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	Educators												Leaders/administrators ^b					
	Initial ^c						In service ^d						In service ^e					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
6. Bachelor's or equivalent level		✓											✓					
7. Master's or equivalent level	✓												✓					
8. Doctoral or equivalent level	✓												✓					
9. No information available																		
Non-formal			✓						✓						✓			
Informal			✓							✓					✓			

^a Training is understood to include at least one day (a minimum of five contact hours).

^b See paras. 54 and 55 of the UNECE Strategy for ESD.

^c 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.

^d 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.

^e 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.

The scoring key for this table (maximum 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

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

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.

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed

Annex II

Proposed timeline for reporting

The proposed timeline for the preparation and submission of national implementation reports set out below aims to facilitate the reporting exercise at the national level. Member States are asked to respect the deadline of 1 November 2018 to ensure sufficient time for the preparation of the report on progress in implementation during the first post-2015 phase of implementation of the Strategy at the regional level, and the reflection of any review of implementation in the discussions on education for sustainable development within the framework of the Steering Committee.

<i>National preparation process</i>	<i>Time required</i>	<i>Tentative timing</i>
First draft of the report	1 month	June 2018
Multi-stakeholder consultation on the draft	1–3 months	July-September 2018
Final report preparation (including translation, where required)	1 month	October 2018
Deadline for submission of national implementation reports to ECE		1 November 2018
