

# INFORMAL COUNTRY REPORT

(Hungary)

## Questionnaire for 2014 informal country reporting on the implementation of the priority action areas

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*I. Priority action area (a) to promote the introduction of ESD into teacher education: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013*

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

Yes  No  There are 8 higher education institutions (6 universities and 2 teacher training colleges) having BSc programs on Environmental Sciences including also knowledge on SD. After 6 semesters students can choose the direction of teacher training for MSc degree. There is an initiative to introduce a compulsory SD module in every teacher training program but it has not been implemented yet.

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

Yes  No  The Hungarian Institute of Educational Research and Development (OFI) develops several (more than 25) in-service training courses; at least three of them focuses on ESD and the majority of them deals with it. Developments will be published by autumn 2014.

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

Yes  No  <http://ffkepzes.hu/fenntarthato-fejlodes-tananyagok> - Pannon University, Veszprém (teaching materials for sustainable development), in Hungarian

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*II. Priority action area (b) to ensure that there is an ESD school plan in every school by 2015: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013*

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

Yes  No  According to the Public Education Act (2011) elements of ESD (environmental education, health education) should be incorporated into the pedagogical program of each educational institute, and the National Core Curriculum (2012) declares sustainability and environmental awareness as developmental areas for all content area of education. The whole-institution approach has also been regulated by the Hungarian legislation. The Public Education Law declares the development of Green Kindergarten and Eco-

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School programs as a task for the ministers responsible for environment and education. The number of Green Kindergartens increased to 633 (17,6% of all); the number of Eco-Schools increased to cca. 700 (cca. 14,6% of all). There are 48 Kindergartens and 32 Schools of those alternative education systems (Waldorf education, Krishna community school) which rarely apply for the titles above but obviously adopted the “whole-institution approach” of ESD.

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

Yes  No  Focusing on the development of Eco-School Program in the years of DESD, OFI is developing a pedagogical package for the Eco-Schools, as well as 100 learning modules to be available through Internet later this year. The Institute is also developing two handbooks for Kindergartens: one about utilizing Natura 2000 values in their everyday activities, and another one about “How to become a Green Kindergarten or Eco-School”.

The announcement and guidelines for the Green Kindergarten Award is available at <http://www.zoldovoda.hu/index.php?page=news>; for the Eco School Award at <http://www.ofi.hu/okoiskola> (both websites in Hungarian only).

There are free conferences and training courses available for teachers of Eco Schools.

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

Yes  No  <http://www.halmisuli.hu/dok/okmt.pdf> –Work program of the Eco-school in Vecsés 2013-2014 (in Hungarian)  
[http://www.specialis-gyor.sulinet.hu/pdf/okoiskola\\_munkaterv\\_2013-2014.pdf](http://www.specialis-gyor.sulinet.hu/pdf/okoiskola_munkaterv_2013-2014.pdf) - Work program of the Eco-school in Győr 2013-2014 (in Hungarian)  
[http://erdligeti.erd.hu/index.php?option=com\\_content&view=article&id=21&Itemid=21](http://erdligeti.erd.hu/index.php?option=com_content&view=article&id=21&Itemid=21) – Work program of the Eco-school in Érdliget 2013-2014 (in Hungarian)  
<http://eotvoslorand.hu/munkaterv> - Work program of the Eötvös Loránd Eco-school in Balatonfüred, 2013-2014 (in Hungarian)  
[http://oko.vaiamim.hu/index.php?option=com\\_content&view=article&id=3&Itemid=4](http://oko.vaiamim.hu/index.php?option=com_content&view=article&id=3&Itemid=4) – Work program of the Eco-school in Mezőtúr, 2013-14 (in Hungarian)

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*III. Priority action area (c) to reorient technical and vocational education and training in support of sustainable development and the transition to a green economy: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013*

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Has there been advancement towards a structural reorientation of technical and vocational

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*III. Priority action area (c) to reorient technical and vocational education and training in support of sustainable development and the transition to a green economy: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013*

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education and training (TVET) towards ESD?

Yes  No  The structure of the National Training Registry (OKJ) has been modified; training programs should include a 6-hour module on environmental sustainability.

Have any incentives and assistance measures been made available that support the reorientation of TVET towards SD?

Yes  No  There is an ongoing reform in education system and especially in relation to teachers' career in order to give more respect, recognition and appreciation to teachers and educators. A new model of teachers' career is going to be introduced providing advantages (e.g. higher salary) to teachers with broader portfolio, more experience and better performance. Knowledge and practical experience in ESD could mean additional credit points (there are certain credit points necessary to reach a higher level of qualification).

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

Yes  No  n/a

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*IV. Implementing education for sustainable development beyond the United Nations Decade of ESD*

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1. Is there already a political commitment/indication that ESD implementation will continue to be supported after the United Nations Decade of ESD?

Yes  No  There is a legally binding condition, namely the Public Education Act (2011): elements of ESD should be incorporated into the pedagogical program of each educational institute, and the National Core Curriculum (2012) declares sustainability and environmental awareness as developmental areas for all content area of education.

2. Is there an indication of what will (continue to) be the priorities of your country for future ESD implementation?

Yes  No  The Public Education Act (2011) and the National Core Curriculum (2012) declare the importance of education for sustainability. The National Strategy for Sustainable Development (2012-2024) also put emphasis on the role of education for sustainability and the 4<sup>th</sup> National Environmental Program (2014-2019) stresses the need for awareness raising and attitude change towards more sustainable life styles and underlines the role of education in achieving it.

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