

National Implementation Report

(As submitted by: Hungary)

Reporting on implementation of the UNECE Strategy for Education for Sustainable Development Phase III: 2011–2015

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:
Dr. Zita Gellér

Signature:



Date:
31 October, 2014

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(the same)

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 has been prepared by experts coordinating some governmental ESD programs and researches and being involved in higher education and NGO ESD programs. The report is based on our voluntary report in 2010, on former researches on ESD, governmental reports on environment and sustainability policies and experiences of ESD programs. As there is neither central co-ordination nor continuous monitoring of ESD programs, therefore this report may not precisely present the situation of ESD in Hungary: there might be programs or initiatives on ESD that are not reflected in this report. The draft report was circulated for consultation for relevant ministries and stakeholders (see below).

Governmental institutions (please specify) Ministry of Human Capacities & **Hungarian Institute for Educational Research and Development** (education), Ministry of Agriculture & National Institute for Environment (environment), Ministry of National Development (sustainable lifestyles and consumption), Ministry of National Economy (vocational and adult education)

Stakeholders: Hungarian Scout Association, Ecumenical Council of Churches in Hungary, Eco-Congregation Council

NGOs (please specify) Hungarian Association on Environmental Education, Ecological Institute for Sustainable Development, Eco-Service Foundation, Hungarian Network of Eco-counselling Offices (KÖTHÁLO), Regional Environmental Center for Central- and Eastern Europe (REC),

Academia (please specify) Szent István University, Doctoral School for Educational Sciences of Károly Eszterházy College, Eötvös University Planning Board for Higher Education

Business (please specify) SoL Institute

Other (please specify) National Council for 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 central government, and the educational system has been centralized in 2012 too. The government - Ministry of Human Capacities - determines the framework for education and the educational institutions have the right and duty to develop their own pedagogical program based on the central curricula. ESD is among the tasks of some educational, environmental and cultural departments of the government, but due to financial and organizational constraints there is no governmental institution with clear responsibility and resources for developing and/or monitoring ESD process in Hungary.

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

The first Hungarian National Strategy on Sustainable Development (approved by the Government in June 2007) was revised by the National Council for Sustainable Development and the National Strategic Framework for Sustainable Development (2012-2024) was adopted by the Parliament in March 2013.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<p>The new Fundamental Law (http://www.kormany.hu/download/e/02/00000/The%20New%20Fundamental%20Law%20of%20Hungary.pdf) contains some principles of sustainability, as well as the rights of future generations. Among the 17 Standing Committees of the Parliament, there is the Committee for Sustainable Development (http://www.parlament.hu/internet/plsql/ogy_biz.keret_frissit?p_ckl=39&p_biz=A345), and http://www.parlament.hu/web/fenntarthato-fejlodes-bizottsaga).</p> <p>The Hungarian Government approved the first National Sustainable Development Strategy in 2007.</p> <p>The Hungarian Parliament established the National Council for Sustainable Development in 2008 to facilitate the formulation of the national sustainable development guiding principles, policy objectives and overarching tasks; to coordinate the review of the Strategy and related planning and consultative work and to enhance participation of the public sector and society at large. The Parliament adopted the National Strategic Framework for Sustainable Development in 2013 for the period until 2024. The Strategy in force is available at http://nfft.hu/assets/NFFT-HUN-web.pdf (in Hungarian) and http://www.stakeholderforum.org/fileadmin/files/National%20Framework%20Strategy%20on%20Sustainable%20Development.pdf (in English).</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"/>	in Hungarian: http://www.unece.org/fileadmin/DAM/env/esd/strategytext/strategyHungarian.pdf
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"/>	Dr. Zita Gellér, Ministry of Agriculture (the former Ministry for Environment and Water was merged with Ministry of Agriculture)
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	There is only informal coordination (informal network), no formal body.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	There is no separate implementation plan for ESD, however the periodically revised National Strategy for Environmental Education (managed by NGOs - http://mkne.hu/NKNS_uj/layout/NKNS_layout.pdf - in Hungarian) or the National Environmental Programme in effect (NEP-3. until 2014, and NEP-4. from 2015) could serve as a kind of implementation plan.
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	There is only one single process: no differences between UNECE ESD and UNESCO DESD implementation in Hungary.

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.

3 The United Nations General Assembly in its resolution 57/254 of 20 December 2002 proclaimed the 10-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development.

Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	National Strategic Framework for Sustainable Development, 2012-2024 (http://nfft.hu/assets/NFFT-HUN-web.pdf ; http://www.stakeholderforum.org/fileadmin/files/National%20Framework%20Strategy%20on%20Sustainable%20Development.pdf) National Environmental Education Strategy, 2010 (http://mkne.hu/NKNS_uj/layout/NKNS_layout.pdf) of the non-governmental sector 3 rd National Environmental Programme 2009-2014 (http://eionet.kormany.hu/admin/download/4/64/b0000/96_2009%20OGY%20hat%C3%A1rozat%20NKP-3.doc - only in Hungarian)
Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	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. In 2004, the Act on public education was amended, making it mandatory for all schools to prepare a local environmental and health education program. National-level qualification framework systems have been established, which are currently operational (Green Kindergarten, Eco-school, Forest Kindergarten, and Forest School programs) as well as other development and talent education programs (e.g. GLOBE, BISEL, school competitions). For the domestic members of the international Eco-School Network, environmental education has a more emphasized manifestation in everyday education and the operation of the school is also performed with regard to environmental considerations. 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). 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). 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).

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

⁵ See <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>

		ISCED levels	(a)	(b)	
			Yes	Yes	
		0. Early childhood education	✓	✓	
		1. Primary education	✓	✓	
		2. Lower secondary education	✓	✓	
		3. Upper secondary education	✓	✓	
		4. Post secondary non-tertiary education	✓		
		5. Short-cycle tertiary education	✓		
		6. Bachelor's or equivalent level	✓		
		7. Master's or equivalent level	✓		
		8. Doctoral or equivalent level			
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"/>	<p>New Széchenyi Development Plan (2007-2013) (National Strategic Reference Framework) http://palyazat.gov.hu/doc/2670 (in Hungarian only)</p> <p>National Environmental Program - ESD (together with its non-formal and informal educational aims) is part of the 2nd, 3rd and 4th NEP (http://eionet.kormany.hu/admin/download/4/64/b0000/96_2009%20OGY%20hat%C3%A1rozat%20NKP-3.doc) (in Hungarian only)</p> <p>National Environmental Education Strategy, 2010 (http://mkne.hu/NKNS_uj/layout/NKNS_layout.pdf) (in Hungarian only)</p>				
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"/>	New Széchenyi Development Plan (2007-2013) (National Strategic Reference Framework) http://palyazat.gov.hu/doc/2670 (in Hungarian only)				

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"/>	There is no governmental institution with clear responsibility and resources for developing and/or monitoring ESD processes in Hungary. ESD is among the tasks of some departments of the government dealing with education, environment, energy and culture. There is cooperation between ministries but no formal structure for ESD cooperation.
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"/>	There is informal (ad hoc) cooperation with stakeholders, no mechanism.
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"/>	The New Széchenyi Development Plan (2007-2013) allocated 21.72 Md HUF (cca 1.7 Md Euros) for this priority, and has helped the successful implementation of about 800 projects (14 Md HUF, 50 M Euros) until Dec 2012.
Indicator 1.3 National policies support synergies between processes related to sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	6 th chapter of National Strategic Framework for Sustainable Development (http://www.stakeholderforum.org/fileadmin/files/National%20Framework%20Strategy%20on%20Sustainable%20Development.pdf)
<i>Concluding remarks on issue 1</i>	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.
	<i>Please address in particular the following questions:</i> — Which actions/initiatives have been particularly successful and why? — What challenges did your country encounter when implementing this objective? — Which other considerations have to be taken into account in future ESD implementation concerning this objective?

⁶ Between State bodies.

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

Issue 2. Promote SD through formal, non-formal and informal learning													
see above, at 1.1.													
Indicator 2.1 SD key themes are addressed in formal education													
Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Important issues: citizenship, ethics, health, cultural diversity, rural and urban development, economy, production and consumption patterns, environmental protection, natural resource management and biological and landscape diversity etc., see App 1.a.</p> <p><i>Please update the table in appendix I (a) that was used for implementation phase II 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.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </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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Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁰ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what competences as learning outcomes are important in your country: see App 1.b.</i></p> <p><i>Please update the table in appendix I (b) that was used for implementation phase II 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.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </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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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/learning methods that support ESD addressed explicitly in the curriculum ¹¹ /programme of study at various levels of formal education?																																																											
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate. See App 1.c</p> <p>Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</p> <table border="1" data-bbox="974 379 1574 486"> <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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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 type="checkbox"/> No <input checked="" 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"/>	Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate. <table border="1" data-bbox="788 719 1751 1241"> <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> <tr> <td>3. Upper secondary education</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> </tr> <tr> <td>5. Short-cycle tertiary education</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> </tr> <tr> <td>7. Master's or equivalent level</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		✓	✓	✓	✓	3. Upper secondary education		✓	✓	✓	✓	4. Post-secondary non-tertiary education		✓	✓	✓	✓	5. Short-cycle tertiary education		✓	✓	✓	✓	6. Bachelor's or equivalent level		✓	✓	✓	✓	7. Master's or equivalent level		✓	✓	✓	✓
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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/learning method.

	<p>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</p> <p>(b): Sustainability is defined as a compulsory cross-curricular area in the National Core Curriculum</p> <p>(c): There are optional subjects or courses available for ESD</p> <p>(d): Various ESD projects aiming educational institutions from NGOs or from CSR activities from governmental agencies, institutions are encouraged to collaborate with these projects.</p> <p>(e): - whole institute approach (Green Kindergarten, Eco-School) - forest schools and kindergarten: meaning more days –whole week complex ESD programs outside the school covering all the subjects</p>																				
Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted																					
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. 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>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> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>3. Upper secondary education</td><td></td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td></td></tr> <tr><td>5. Short-cycle tertiary 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> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor’s or equivalent level		7. Master’s or equivalent level		8. Doctoral or equivalent level	
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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).

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>If yes, please specify what schemes are available for all levels of your education system. : Green Kindergarten Award for kindergartens, the Eco-school Award for primary and secondary education, the COPERNICUS program for higher education. All of these programs give appreciation and professional support but no extra funds for institutions.</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="981 411 1563 831"> <thead> <tr> <th data-bbox="981 411 1464 485">ISCED levels 2011</th> <th data-bbox="1464 411 1563 485">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 485 1464 528">0. Early childhood education</td> <td data-bbox="1464 485 1563 528">✓</td> </tr> <tr> <td data-bbox="981 528 1464 571">1. Primary education</td> <td data-bbox="1464 528 1563 571">✓</td> </tr> <tr> <td data-bbox="981 571 1464 614">2. Lower secondary education</td> <td data-bbox="1464 571 1563 614">✓</td> </tr> <tr> <td data-bbox="981 614 1464 657">3. Upper secondary education</td> <td data-bbox="1464 614 1563 657">✓</td> </tr> <tr> <td data-bbox="981 657 1464 700">4. Post-secondary non-tertiary education</td> <td data-bbox="1464 657 1563 700">✓</td> </tr> <tr> <td data-bbox="981 700 1464 743">5. Short-cycle tertiary education</td> <td data-bbox="1464 700 1563 743">✓</td> </tr> <tr> <td data-bbox="981 743 1464 786">6. Bachelor's or equivalent level</td> <td data-bbox="1464 743 1563 786"></td> </tr> <tr> <td data-bbox="981 786 1464 829">7. Master's or equivalent level</td> <td data-bbox="1464 786 1563 829"></td> </tr> <tr> <td data-bbox="981 829 1464 831">8. Doctoral or equivalent level</td> <td data-bbox="1464 829 1563 831"></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	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education	✓	5. Short-cycle tertiary education	✓	6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																																								
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p data-bbox="562 209 1823 236"><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 data-bbox="562 272 1946 300"><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 data-bbox="562 336 851 363"><i>(a) For formal institutions:</i></p> <table border="1" data-bbox="981 395 1561 815"> <thead> <tr> <th data-bbox="981 395 1464 467">ISCED levels 2011</th> <th data-bbox="1464 395 1561 467">Yes</th> </tr> </thead> <tbody> <tr><td data-bbox="981 467 1464 507">0. Early childhood education</td><td data-bbox="1464 467 1561 507"></td></tr> <tr><td data-bbox="981 507 1464 547">1. Primary education</td><td data-bbox="1464 507 1561 547"></td></tr> <tr><td data-bbox="981 547 1464 587">2. Lower secondary education</td><td data-bbox="1464 547 1561 587"></td></tr> <tr><td data-bbox="981 587 1464 627">3. Upper secondary education</td><td data-bbox="1464 587 1561 627"></td></tr> <tr><td data-bbox="981 627 1464 667">4. Post-secondary non-tertiary education</td><td data-bbox="1464 627 1561 667"></td></tr> <tr><td data-bbox="981 667 1464 707">5. Short-cycle tertiary education</td><td data-bbox="1464 667 1561 707"></td></tr> <tr><td data-bbox="981 707 1464 746">6. Bachelor's or equivalent level</td><td data-bbox="1464 707 1561 746"></td></tr> <tr><td data-bbox="981 746 1464 786">7. Master's or equivalent level</td><td data-bbox="1464 746 1561 786"></td></tr> <tr><td data-bbox="981 786 1464 815">8. Doctoral or equivalent level</td><td data-bbox="1464 786 1561 815"></td></tr> </tbody> </table> <p data-bbox="562 847 898 874"><i>(b) For non-formal institutions:</i></p> <table border="1" data-bbox="981 906 1561 1323"> <thead> <tr> <th data-bbox="981 906 1464 978">ISCED levels 2011</th> <th data-bbox="1464 906 1561 978">Yes</th> </tr> </thead> <tbody> <tr><td data-bbox="981 978 1464 1018">0. Early childhood education</td><td data-bbox="1464 978 1561 1018"></td></tr> <tr><td data-bbox="981 1018 1464 1058">1. Primary education</td><td data-bbox="1464 1018 1561 1058"></td></tr> <tr><td data-bbox="981 1058 1464 1098">2. Lower secondary education</td><td data-bbox="1464 1058 1561 1098"></td></tr> <tr><td data-bbox="981 1098 1464 1137">3. Upper secondary education</td><td data-bbox="1464 1098 1561 1137"></td></tr> <tr><td data-bbox="981 1137 1464 1177">4. Post-secondary non-tertiary education</td><td data-bbox="1464 1137 1561 1177"></td></tr> <tr><td data-bbox="981 1177 1464 1217">5. Short-cycle tertiary education</td><td data-bbox="1464 1177 1561 1217"></td></tr> <tr><td data-bbox="981 1217 1464 1257">6. Bachelor's or equivalent level</td><td data-bbox="1464 1217 1561 1257"></td></tr> <tr><td data-bbox="981 1257 1464 1297">7. Master's or equivalent level</td><td data-bbox="1464 1257 1561 1297"></td></tr> <tr><td data-bbox="981 1297 1464 1323">8. Doctoral or equivalent level</td><td data-bbox="1464 1297 1561 1323"></td></tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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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? ¹⁶ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																											
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p>The Green Kindergarten and Eco-school (voluntary) award systems are functioning as education quality assessment/enhancement systems. Students' excellence program and the annual competitions show students' interest in SD/sustainability. For example at the 2011 Students' National Scientific Competition we had 22 accepted presentations dealing with SD/sustainability. The new Higher Education Act (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.</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" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <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> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</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)	Yes	Yes	Yes	0. Early childhood education	✓	✓		1. Primary education	✓	✓		2. Lower secondary education	✓	✓		3. Upper secondary education	✓	✓		4. Post-secondary non-tertiary education	✓	✓		5. Short-cycle tertiary education	✓			6. Bachelor's or equivalent level	✓	✓		7. Master's or equivalent level	✓	✓		8. Doctoral or equivalent level	✓		
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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"/>	<p>Within the New Hungary Development Plan there was a special call for tenders for public awareness-raising on SD themes every year. http://palyazat.gov.hu/download/doc/2741/A-fenntarthato-eletmodot-es-az-ehhez-kapcsolodo-viselkedesmintak.zip (in Hungarian)</p>																																											

¹⁶ 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).

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"/>	Within the New Széchenyi Development Plan (2007-2013) there were resources for SD themes for work based learning addressing ESD.
Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Within the grants/projects of http://palyazat.gov.hu/download/doc/2741/A-fenntarthato-eletmodot-es-az-ehhez-kapcsolodo-viselkedesmintak_.zip a common and compulsory assessment method was established.
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁷	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i> UNECE: category F; DESD: category E.
<i>Concluding remarks on issue 2</i>	<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>
	<i>Please address in particular the following questions:</i> – <i>Which actions/initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

¹⁷ 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).

Issue 3. Equip educators with the competence to include SD in their teaching	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 3.1 ESD is included in the training¹⁸ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ¹⁹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify what ESD competences²⁰ are explicitly included in the study programmes.</i></p> <p>It varies, because belongs to the universities' autonomy. Among the compliance (output) criteria for teacher training - 8/2013 (I. 30) Decree of the Minister of Human Capacities - SD/sustainability is mentioned in compliance criteria of teachers of History and Civics, Morals and Ethics, Community Education, Biology, Science, Environmental Sciences, Geography and Drama.</p> <p>As for the other courses, the compliance (output) criteria of higher education - 15/2006 (I. 30) Decree of the Minister of Human Capacities - SD/Sustainability mentioned within the compliance criteria of biology, chemistry, natural history, geography, environmental sciences MSc teacher training courses, and for agro-engineering pedagogy. Holistic approach is mentioned in teacher of ethnography and ethology. „Sustainable development or sustainability” does not, however „Holistic approach” appears in the following course's criteria: Infant and Early Childhood Education BA, Cultural Anthropology MSc, Special Needs Education MSc.</p>
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"/>	<p><i>In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i></p> <p><i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i></p>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i></p> <p>ESD is not a compulsory part of the training, however a mandatory in-service training for civil servants was introduced in 2014, where the training course on “Sustainable development, conscious use of resources” - provided by the National University of Civil Service - is an option, with high (16 credit) value. It is very successful among civil servants, much in demand.</p>

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

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

20 For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from <http://www.unecce.org/education-for-sustainable-development-esd/publications.html.html>

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.

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"/>	<p>Electronic newsletters of:</p> <ul style="list-style-type: none"> • Hungarian Association for Environmental Education (www.mkne.hu), • Hungarian Educational Research Association, Section of Environmental Pedagogy (HERA Környezetpedagógiai Szakosztály) e.g. https://www.facebook.com/events/691542054231010/ • Eco-school Newsletter (Ökoiskola Hírlevél) - http://regi.ofi.hu/okoiskola/hirlevelarchivum • Green Kindergarten Newsletter (Zöld Óvoda Hírlevél) - http://www.zoldovoda.hu/ <p>There are training programs on ESD for educators organized by non-profit organizations, companies or universities; the participants of these trainings build a kind of network.</p>
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"/>	<p>The Ministry of Agriculture supports the Green Kindergarten Newsletter and the Ministry of Human Capacities supports Eco-school Newsletter (through the management costs of its background institutes).</p> <p>Main site: http://www.ofi.hu/tudastar/linktar/linktar-fenntarthatosag (in Hungarian)</p>
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>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – Which actions/initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – Which 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	
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?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p>There are resources available for ESD that could and often really used to produce ESD tools and materials, but there is no strategy or mechanism just some individual initiatives. 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/)</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"/>	Within the New Széchenyi Development Plan the renewal of the methodology and instruments of public education receives about 300 million USD nationally (average of years 2011 and 2012, allocation to programmes of Social Renewal Operational Programme - SROP 3.1.1.; SROP 3.1.2.; SROP 3.1.3.; SROP 3.2.1.). ESD is included in many of these projects, no estimation exist on the ratio.																				
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"/>	There is a central accreditation system for teaching tools and materials which includes the examination of ESD content of teaching tools and materials on the basis of curricula.																				
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?																				
(a) Yes <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"> <thead> <tr> <th>ISCED levels 2011²³</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>3. Upper secondary education</td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary 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> </tbody> </table>	ISCED levels 2011 ²³	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education	✓	5. Short-cycle tertiary education	✓	6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8 Doctoral or equivalent level	✓
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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"/>	There are some initiatives but no overarching strategy/mechanism. For ISCED 0-3 see: http://iskolataska.educatio.hu/index.php/intezmenyi_innovacio/jo_gyakorlatok_list see also: http://www.ofi.hu/tudastar/linktar/linktar-fenntarthatosag (in Hungarian only) http://documents.rec.org/publications/Green_Pack_Hungary_HU_FEB_03.pdf
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Support system for dissemination of teaching tools and materials is usually open for ESD related issues, but there are no specific data available about the amount especially used for materials on ESD.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	There are some materials available through the Internet, provided by ministries, background institutions, NGOs see collection at http://iskolataska.educatio.hu/index.php/intezmenyi_innovacio/jo_gyakorlatok_list (in Hungarian only) Green Pack: http://documents.rec.org/publications/Green_Pack_Hungary_HU_FEB_03.pdf (Hungarian version) - see the description in English at http://education.rec.org/
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 type="checkbox"/> No <input checked="" type="checkbox"/>	(a) An NGO (Ökoszolgálat Alapítvány, Eco-Service) 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 http://www.mme.hu/letoltheto_anyagok (Hungarian Ornithological Society). 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.
Concluding remarks issue 4	<i>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</i>
	<i>Please address in particular the following questions:</i> – Which actions/initiatives have been particularly successful and why? According to surveys among teachers the “Green Pack” education kit proved very useful. The reason is that this method takes into full consideration the national curriculum and adapts the contents to it. In this way teachers of all subjects can find references to sustainability that are easy to include into their own lesson plans. The assistance for the involvement of pupils is adequate (dilemma games, films), pupils like it. Finally, the examples and illustrations are not of a general nature but all coming from country-specific cases. – What challenges did your country encounter when implementing this objective? – Which other considerations have to be taken into account in future ESD implementation concerning this objective?

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 Research²⁴ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁵ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	ESD related researches are focusing on institutional ESD and providing more and more elaborated information on those aspects of ESD that are less developed (e.g. vocational education, collaboration with local communities, educational about the built – urban - environment)
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁶ (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"/>	The MSC programme Human Ecology (Eötvös University) can be considered as ESD programme. More and more environmental, marketing and other disciplines doctoral schools are open for ESD related themes, and there doctoral programs dedicated to ESD eg. on the University of West Hungary (Sopron), on the Eszterházy Károly College, Eger etc. Most important dissertations are: Angéla Somogyi Perényi: The Ecological, Pedagogical, and Psychological Aspects of Sustainability http://ilex.efe.hu/PhD/emk/perenyinesomogyi/angol.pdf Attila Miklós: Environmental approach and anthropocentrism in environmental studies of Hungarian higher education http://nevelestudomany.phd.elte.hu/wp-content/uploads/2013/09/Miklos_Attila_tezisfuzet_angol.pdf Anna Márfoldi: The Pedagogical Methodology of the Environmental Measuring in the Profession Education http://ilex.efe.hu/PhD/emk/marfoldi/angol.pdf
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"/>	no specific grants exclusively for ESD themes
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? ²⁷

²⁴ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁵ 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.

²⁶ ESD is addressed by substance and/or by approach.

²⁷ Activities may include projects, action research, social learning and multi-stakeholder teams.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Mainly in the framework of the New Széchenyi Development Plan, within the general resources for development of education. SROP 3.1.1. ESD projects: at least 100.000 Euros/2013; Swiss-Hungarian projects (partly ESD projects): at least 350.000 Euros/2013
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
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"/>	<i>Please name the major publications for (a) and (b).</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>There are more than a hundred scientific publications on ESD in the last four years according to the Repertory of Hungarian Scientific Publication: https://vm.mtmt.hu/www/index.php#. The most important ones:</p> <ul style="list-style-type: none"> • Hajnal, K: Knowledge Distribution in Paradigm Shift <i>In: Noszkay, Erzsébet (ed.) The Capital of Intelligence - the Intelligence of Capital, Budapest, Foundation for Information Society, 2009. pp. 41-64. (Alma Mater)</i> • Katona, V., Vukoszávlyey, Z.: ECO-SPIRIT: Sustainable development and environmental awareness in contemporary liturgical planning <i>A/Z ITU Journal of the Faculty of Architecture</i> 2013 • Kerekes, S., Szirmai, V., Székely, M. (ed) A fenntartható fogyasztás környezeti dimenziói (The environmental dimensions of sustainable consumption) http://korny.uni-corvinus.hu/publikaciok/2011/a-fenntarthato-fogyasztas-kornyezeti-dimenziok.pdf • Major, L.: A környezeti nevelés szerepe a környezettudatos magatartás formálásában <i>ISKOLAKULTÚRA</i> 22:(9) pp. 67-79. (2012) (The role of environmental education in the development of environmental awareness). http://epa.oszk.hu/00000/00011/00168/pdf/EPA00011_Iskolakultura_2012-9_067-079.pdf • Megyeriné Runyó, A: Sustainable development and its occurrence in sustainability pedagogy <i>Practice and Theory in Systems of Education</i> 2009 • Néder, K., Saly, E., Szentpétery, M.: Hazai és nemzetközi környezeti nevelési programok, projektek a közelmúltban (Recent national and international programs and projects on environmental education) study, 2014 http://nemkf.com/WEBRA/2013/06/Hazai_es_nemzetkozi_KN_tanulmany_vegleges.pdf • Ortmann-Ajkai, A.: Necessity and possibility of using up-to-date scientific results in sustainable development: GIS and community participation <i>World Futures - The Journal of General Evolution</i> 2009 • Varga, A., Kószó, M. F., Mayer, M., Sleurs, W.: Developing teacher competences for education for sustainable development through reflection: The Environment and School Initiatives approach <i>Journal of Education for Teaching</i> 2007 (IF 8)
Concluding remarks on issue 5	<i>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.</i>

²⁸ E.g., conferences, summer schools, journals, periodicals, networks.

²⁹ 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.

	<p>Which actions/initiatives have been particularly successful and why?</p> <p>What challenges did your country encounter when implementing this objective?</p> <p>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</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/support international ³⁰ networks on ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify concrete networks and explain who supports these networks.</i>
Sub-indicator 6.1.2	Do educational institutions/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>ENSI network - http://www.ensi.org;</p> <p>Globe network - http://www.globe.gov</p> <p>BISEL, Network of UNESCO Associated Schools - http://www.bisel.hu/ (in Hungarian)</p> <p>MME: bird counting programmes - http://madarszamlalok.mme.hu/blog-cimkek/madarszamlalas (in Hungarian)</p> <p>Carbon detectives - http://www.carbondetectiveseurope.org/</p> <p>Real World Learning (RWL) - http://www.rwlnetwork.org/</p> <p>Roots&Shoots - https://www.rootsandshoots.org/</p> <p>Lernraum Natur (LE-NA) - http://www.le-na.eu/welcome</p> <p>Sustainable Development Academy (REC) - http://sdacademy.rec.org/</p> <p>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</p>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list the major ones.</i></p> <p>Hungary is co-founder and Signatory to the Regional Environmental Center 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);.</p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<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>

³⁰ In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions/ initiatives have been particularly successful and for which reason?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
<p>Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD</p>	
<p><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> <p>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).</p>	
<p><i>What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i></p>	
<p>Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy</p>	
<p><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> <p>There are a lot of initiatives, programs, and developments in the field of ESD in Hungary. Most educational programs are in line with ESD even if they do not address ESD literally. In spite of these favorable facts, ESD is not in the mainstream.</p> <p>There are several non-formal and informal forms of education used for ESD in Hungary (forest schools & kindergartens, programs of visitor centers 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 behavior.</p> <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>Issue 9. Future implementation of Education for Sustainable Development</p>	
<p><i>Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?</i></p> <p>No accepted plans available so far.</p>	

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	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)				✓	✓	✓	✓	✓	✓
Ethics and philosophy		✓	✓	✓	✓	✓	✓	✓	✓
Citizenship, democracy and governance				✓	✓	✓	✓	✓	✓
Human rights (e.g., gender and racial and intergenerational equity)		✓	✓	✓	✓	✓	✓	✓	✓
Poverty alleviation			✓	✓	✓	✓	✓	✓	✓
Cultural diversity			✓	✓	✓	✓	✓	✓	✓
Biological and landscape diversity		✓	✓	✓	✓	✓	✓	✓	✓
Environmental protection (waste management, etc.)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ecological principles/ecosystem approach		✓	✓	✓	✓	✓	✓	✓	✓
Natural resource management (e.g., water, soil, mineral, fossil fuels)			✓	✓	✓	✓	✓	✓	✓
Climate change		✓	✓	✓		✓	✓	✓	✓
Personal and family health (e.g., HIV/AIDS, drug abuse)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Corporate social responsibility						✓	✓	✓	✓
Production and/or consumption patterns			✓	✓	✓	✓	✓	✓	✓
Economics			✓	✓	✓	✓	✓	✓	✓
Rural/urban development		✓	✓	✓	✓	✓	✓	✓	✓
Total	3	9	14	16	15	17	17	17	17
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

Among the specific themes of the curriculum/programs, poverty alleviation is being explicitly addressed due to poverty problems of the roma minority.

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 curriculum³¹/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	3	4	5	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		2	4	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	6	6	6	3	3
- other (countries to add as many as needed)?										

Competence	Expected outcomes	ISCED Levels									
		0	1	2	3	4	5	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 (<i>for phase III</i>)?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Total	4	4	4	4	4	4	4	4	4	4
	- other (<i>countries to add as many as needed</i>)?										
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	4	7	7	7	7	6	6	7	
	- other (<i>countries to add as many as needed</i>)?										
	-										

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/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels								
	0	1	2	3	4	5	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	9	9	13	14	13	13	13	13	13
Other: Community services				✓	✓	✓			

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 (a) and (b) template-tables to indicate what types of education stakeholders are involved.)

Table (a)

According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	Non-formal	Informal
NGOs	✓	✓	✓
Local government	✓ (Kindergartens)	✓	✓
Organized labour		✓	✓
Private sector	✓	✓	✓
Community-based		✓	✓
Faith-based	✓	✓	✓
Media		✓	✓
Total	4	7	7
Other (countries to add as many as needed)			

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

The recently introduced community service in upper secondary education could be concerned as a good practice of multi-stakeholder process, as it is organised in the co-operation of schools and NGO's, local governments, faith based and community based organizations. The system of Green Kindergarten and Eco-School awards also encourage developing multi-stakeholder solutions for ESD.

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	5	4	6	5
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.						✓			✓				✓					
1.						✓		✓					✓					
2.				✓				✓					✓					
3.				✓				✓					✓					
4.		✓					✓						✓					
5.		✓					✓						✓					
6.		✓					✓						✓					
7.	✓						✓						✓					
8.	✓						✓						✓					
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 checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input 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 checked="" type="checkbox"/> In progress	<input 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 checked="" type="checkbox"/> In progress	<input 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 checked="" type="checkbox"/> In progress	<input 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