

HUNGARY

I. Priority action area (a)

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

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

Yes No

- The Hungarian whole-institution ESD systems are the Green Kindergarten Programme and the Eco-school Programme (www.zoldovoda.hu, www.okoiskola.hu). Between 2014 and 2016 December, the number of Green Kindergartens increased from 633 to 931; the number of Eco-Schools increased from 700 to 947. 24¹ kindergartens and 29 eco-schools joined to the networks in 2017. Every fourth child is educated in these institutions and more than 27% of all the Hungarian teachers and kindergarten teachers are involved into this challenging task.
- *The Hungarian delegation is ready to present the impressively fast growing voluntary participation of kindergartens and schools, and the support system of the Hungarian Government what is providing for them governmental support.*

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

Yes No

The voluntary whole institution award schemes' (Green Kindergarten Award and Eco-school Award) guidelines are updated every year, and available as Awarding Scheme (in Hungarian, see at <http://www.zoldovoda.hu/hu/palyazat/palyazati-felhivas-zold-ovoda-es-orokos-zold-ovoda-cim-elnyeresere-for-kindergartens-to-be-green>, and at <http://www.kormany.hu/download/d/5e/41000/Honlap.zip#!DocumentBrowse-for-schools>). UN SDGs are integrated into the Eco-school Scheme since 2016. From 2017 onwards, the Ministry for Human Capacities manages the Eco-school Award Scheme, which fact itself shows the higher acknowledgement of the “whole school ESD”.

In 2016 the Hungarian Government adopted the “Conception of education for global responsibility in the formal and non-formal education”, which document serves as a basis for strengthening the global aspect of education throughout the whole Hungarian educational system. In 2017, 33% of eco-schools integrated this topic into their annual school plans by their own will. (see Könczey, Saly, 2018, http://ofi.hu/sites/default/files/attachments/gyorsjelentes_okosikola-halozat_2017.pdf)

Schools may include the organization of SD-Thematic Week into their school plans. Helping this voluntary process, the Hungarian Government launched the “Sustainability Thematic Week initiative” for primary and secondary schools, vocational schools included, in 2016. In 2017 almost 1909 schools (38% of the Hungarian schools) joined and more than 350.000 students participated in the different competitions (2500 primary school students, 950 secondary school students); selective waste collection programs (battery and mobile phones) and lessons (in different

¹ For an introduction of the Hungarian education system see

<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Special:Pdfprint&page=Hungary:Legislation>

topics, like nature conservation, conscious consumption, animal protection, ecological footprint, climate change) using the special educational materials provided for teachers. In 2018 almost 1200 schools with 200 000 students have indicated (by March) that they would like join the central program on 23-27 April 2018, or organize their own programs on sustainable development.

There are some other programs schools can join to, for instance the European Week for Waste Reduction or TeSzedd! ("Pick up yourself!"). Vadonleső ("Wilderness Watcher" since 2014) and BISEL (Biotic Index at Secondary Education Level, since 2001, renewed in 2016) and others. These programs are coordinated by the Ministry of Agriculture, responsible for environmental protection and natureconservation.

The "Traces of Life" outdoor action weeks and award system for children groups of eco-institutions founded in May 2016 has increased its reach in 2017, see the action call and results in <http://ofi.hu/hir/eletjelek-akciofelhivas-2017>. The Hungarian Institute for Educational Research and Development of the Eszterhazy Karoly University is committed to organize this event every year with the professional assistance of national park directorates.

An obligatory community service was introduced in the Hungarian educational system in 2012, and 2016 was the first year when every student leaving ISCED3 level was obliged to fulfil 50 hours of community service before taking the final secondary school exam. Many students serve SD and ESD aims as community service.

The Ministry of Human Resources, the Ministry of Agriculture and Hungarian Institute for Educational Research s and Development of the Eszterhazy Karoly University, which is participating in the professional support of ESD is ready to present the Hungarian results in any fora.

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

Yes No

Only sparse data demonstrate that eco-school pupils know more environmental actions and groups than non-eco school pupils. (BSc and MSc theses).

Among the participants of the SD Thematic Week, pupils from schools belong to the Eco-school Programme were four times more likely to be involved than pupils from schools without Eco-school Title in 2017.

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

Yes No

<http://ofi.hu/letoltheto-dokumentumok> - all new teaching aids are freely available. Mainly in Hungarian, and some in English as well.

All schools and kindergartens and their teachers can reach the digital learning modules at <https://portal.nkp.hu/> where another 80 new ESD modules were uploaded in 2017, and the development is continuous.

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

Yes No

The annual green kindergarten award questionnaire and eco-school award questionnaire, together with their monitoring scheme helps the responsible ministries (Ministry of Human Capacities, Ministry of Agriculture) assessing and evaluating the two programmes.

ESD researchers usually evaluate the use and usefulness of the new educational products.
Among others the Hungarian Institute for Educational Research and Development at the Eszterhazy Karoly University and the Educational Authority collect and analyse data on ESD. The National Statistical Office uses the data of these institutions. Last report about Eco-school Programme is available in Hungarian at:
http://ofi.hu/sites/default/files/attachments/gyorsjelentes_okosikola-halozat_2017.pdf

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

II. Priority action area (b)

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

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

Yes No

No progress in 2017. University students find interdisciplinary programmes and courses on sustainable development (SD) in many HE teacher training institutions. Among the compliance (output) criteria of teacher training (8/2013 (I. 30) EMMI R.), SD/sustainability is mentioned for 5 bachelor and for more than 50 master programmes (more often within the educational aims & competencies and less frequently within the content requirements). Instead of „SD/Sustainability”, some programmes name „Holistic approach” or „Human ecology” which both seem to be equally important for ESD purposes.

Teacher PhD Programmes show a small step backward in 2017: the formerly separate Environmental Education Field of PhD programme at the Eszterházy University now belongs to the School Pedagogy Field, as Environmental Pedagogy Module. No other Teacher PhD Programmes have named environmental or sustainability education as an independent PhD programme.

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

Yes No

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. No data available about their reach or success.

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?

Yes No

There are no evidence available on this topic.

4. Are there any recently produced materials or resources that are accessible to a wider

audience (e.g., online)?

Yes No

The UNESCO: Educating for Sustainable Development Goals <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf> is translated, freely available and widely known and used by education officers, teachers and university teachers, even those speaking Hungarian in the neighbouring countries (http://ofi.hu/sites/default/files/attachments/fenntarthato_fejlodesi_celok_oktatasa_unesco_2017.pdf).

All teaching aids of the Hungarian Institute for Educational Research and Development of the Eszterhazy Karoly University are freely available in Hungarian, and some in English as well. <http://ofi.hu/letoltheto-dokumentumok>

The lesson plans for the Sustainability Thematic Week are also available: <https://www.fenntarthatosagi.temahet.hu/letoltheto-oratervek>

All schools and kindergartens and their teachers can reach the digital learning modules at <https://portal.nkp.hu/>, where another 80 new ESD modules were uploaded in 2017, and the development is continuous.

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

Since the end of 2016 (!), more and more universities and research institutions focus on SDG-s; some of them are open to teachers as well.

The new generation of textbooks published by the government for primary and secondary schools are also available on-line for free with significant ESD content specially in science subject.

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

Yes No

There are no available data yet, but there are some on-going doctoral researches in this area. Hungary does not participate in the Global Competencies' PISA 2018 test.

This informal UNECE annual report itself is the main platform for collating the Hungarian results.

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

III. Priority action area (c)

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

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

Yes No

A new subject, Complex Science with a strong sustainability focus was introduced into the first year of TVET education in the upper-secondary level, and teaching materials and evaluation supports for this new subject are available at <http://ofi.hu/hir-kategoria/fejlesszunk-egyutt>

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

Yes No

The ministries responsible for vocational education are encouraging vocational schools to join the Eco-school system; there are more than one

hundred vocational schools having the Eco-school title. Among the TVET schools, all but one agrarian and environmental vocational schools now are members of the Eco-school Programme, meanwhile 15% of vocational schools of the Ministry of National Economy (the biggest TVET school operator of the country) holds the Eco-school Title.

The National Vocational Qualification Committee members do not represent sustainable development or ESD until now, but representatives of environmental areas are there
(https://www.nive.hu/index.php?option=com_content&view=article&id=457:nemzeti-kepesitesi-bizottsag&catid=56:nemzeti-kepesitesi-bizottsag).

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

Yes No There are no data available on this topic.

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

Yes No Development of teaching materials for the new complex science subject in TVET was started. Many of the innovative, complex topics are related to SD. <http://ofi.hu/hir-kategoria/fejlesszunk-egyutt> (in Hungarian).

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

Yes No Data of TVET ecoschools: see earlier at III.2.
Sustainability education happens within the framework of professional subjects of TVETs.
Sustainability issues will be the part of the planned science competence measurement in public education.

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

IV. Monitoring SDG 4 (Targets 4.7 and 4.a)

SDG 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

Target 4.7: "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

Target 4.a: "Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all"

(Note: According the UNESCO methodology (see report "Historical efforts to implement the UNESCO 1974 Recommendation on Education in light of 3 SDGs Targets, <http://unesdoc.unesco.org/images/0024/002472/247275E.pdf>), the agreed global indicator measures the extent to which (i) global citizenship and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.)

1. Does your country have a stand- alone "sustainable development", "global understanding", "international understanding" policy/plan/law in place, all of them using "sustainable

development” language?

Yes No

The National Framework Strategy on SD of Hungary (NFSDS) is available in English at <http://www.nfft.hu/documents/127649/1361679/NFFT-ENG-web.pdf/f692c792-424d-4f5a-9f9d-9e6200303148> . NFSDS Report:

http://www.nfft.hu/documents/1238941/1261771/NFFS_2EHJ_vegso_20171207_HU.pdf/9e88dce0-bd15-1803-9675-68e35b028019 (in Hungarian).

The last SD report of the Central Statistical Office (2017) is the one about year 2016 (<http://www.ksh.hu/docs/hun/xftp/idoszaki/fenntartfejl/fenntartfejl16.pdf>)

The annual Good Governance Report uses the eco-school involvement as one of its 30 indicators (“The ratio of students and teachers as a percentage of total student numbers studying at institutions that have received the official eco-school title”). See Report 2016 at https://cmsadmin-pub.uni-nke.hu/document/en-uni-nke-hu/Good_State_and_Governance_Report_2016.pdf. See F.5.2. indicator in the Report 2017 at http://akfi-dl.uni-nke.hu/jo_allam_jelentes_2017/JoAllamJelentes_2017_web.pdf , p. 114 (in Hungarian).

The Educational and Training Monitor of Hungary does not name sustainable development, however several other SDG-4 (educational) aims are covered (see https://ec.europa.eu/education/sites/education/files/monitor2017-hu_en.pdf).

There is no inter-ministerial working group, nor any inter-sectoral conciliation body on ESD beside the Evaluation committee of the Eco-School network which has mandate on Eco-school related issues.

2. Is ESD reflected in your country’s current education policy/ies and frameworks?

Yes No

Within 1st paragraph of the Act 190 of 2011 on Public Education one can read: “The whole of public education is defined by the moral and intellectual values of knowledge, justice, order, freedom, equity, solidarity, equal treatment, *sustainable development* and healthy lifestyles.”

Government decree 363/2012. (XII. 17.) on the Core Programme for Kindergartens states that teachers “should support the child’s independent opinion, development of decision-making skills, contemporary relationships ... and for the sake of sustainable development, focus on the foundation and shaping of environmental conscious behaviour.”

3. Is ESD reflected in your country’s current school curricula?

Yes No

The highest level of regulation is the National Core Curriculum (NCC) defines sustainability among as one of the goals of public education: regi.ofi.hu/download.php?docID=5846

The Ministerial Decree no. 51/2012. (XII.21.) on the Granting and Approval of Framework Curricula states that “Sustainability and environmental consciousness” are among the twelve horizontal educational aims.

20/2012. (VIII. 31.) Min. D. on the operation of public education institutions and on the use of names of public education institutions orders for kindergartens and for all schools and dormitories except of music schools, that the (Local) Pedagogical Programme has to define the local health and environmental educational principles among many other principles.

4. Is ESD reflected in the curriculum of pre-service and/or in-service teacher training?

Yes No

Sustainable development as general element to be reflected in all higher education output criteria is integrated into the common requirements in 2016 (paragraph 2 in 18/2016 legislative amendment to the Ministerial D. 8/2013 (I. 30.) on the common requirements

applicable to degree courses in teaching and the outcome requirements specific to individual degree courses).

5. 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? (please tick all that apply)

(a) Knowledge

Yes No

ISCED 3 Final Exam requirements (40/2012 Ministerial D.) mentions sustainable development and sustainability within the biology subject. Complex Science as a potential final exam in TVET schools will include sustainable development in two years.

Detailed final exam requirements for Geography, for Biology, for Ethics and for History and Civics names sustainable development and its constraints.

(b) Skills and competencies

Yes No

• Hungary does not take part in PISA Global Competencies Test.

(c) Values and attitudes

Yes No

• *Please specify*

(d) Behaviours

Yes No

• *Please specify*

(e) None

Yes No

National curricula renewed in 2012 is under revision.

Sustainability plays prominent role neither in the evaluation system nor in the teacher qualification process. (Source: Evaluation of eco-pedagogy in Hungary, 2016 Spring, repeated in 2017 Dec.)

(f) No information available

Yes No

• *Please specify*

6. Are the other core elements of the Target 4.7 part of education in your country?

– Sustainable lifestyles Yes No

– Human rights Yes No

– Gender equality Yes No

– Promotion of a culture of peace and non-violence Yes No

– Global citizenship Yes No

– Appreciation of cultural diversity and of culture's contribution to sustainable development Yes No

Yes No

The NGOs Artemisszió, and Anthropolis (members of HAND Association – Hungarian Association of NGOs for Development and Humanitarian Aid - <http://hand.org.hu/en>) are innovative in the global education (global responsibility education) fields, and supported by the Ministry of Foreign Affairs. See <http://anthropolis.hu/globalis-neveles/> for example.

1784/2016. (XII.16.) Government Decision on the “Conception of education for global responsibility in the formal and non-formal education” plans measures and efforts toward global citizenship education. The UNESCO’s Global Citizenship Education – Topics and Learning Objectives was translated for the Hungarian speaking teachers (<http://www.unesco.hu/nevelesugy/megjelent-unesco>).

See the 2014 Report to Beijing Declaration on gender issues:
https://www.unece.org/fileadmin/DAM/Gender/publication/Hungary_Report_Beijing20_Hungary_cover.pdf

After the success of the Adaptive-acceptive school concept
(<http://mek.oszk.hu/13000/13021/13021.pdf>), Hungary has joined to the KIVA
anti-bullying programme (<http://www.kivaprogram.net/>).

7. Additional comments on implementing SDG Goal 4.7 in your country (please specify, if any):

Many of the mid-term development plans of public educational districts drafted in 2017 strategically deal with eco-schooling.

Experts of the regional pedagogical educational service centers slowly started to prepare themselves to ESD in late 2017.

The settlement level climate strategy planning methodology encourages the involvement of schools into the joint planning process.

8. Is Target 4.a (see above) part of education policy in your country?

Yes No

General construction requirements (253/1997. (XII. 20.), OTÉK) as well as the special educational requirements (12th annex of Ministerial D. 20/2012) ensure the compliance with safety, accessibility and equality norms of educational buildings. Complex accessibility recommendations are to be used within all ERFA projects, including educational building establishments.

Per capita (household) energy consumption is constantly decreasing, this is likely to be the case for schools and school time. No data available. The energy-conscious renewal of public institutions – from ERFA and domestic sources - is not fast enough. It may be necessary to modify the OTÉK and 12th annex of Ministerial D. 20/2012 (energy and material saving aspects) with appropriate deadlines.

In the vast majority of the school's house rules, reflective and responsible behavioural norms, as well as standard environmental consciousness (waste prevention, selection, energy and water saving) are required, not only in eco-schools, but also in schools without Eco-school Title.

9. Is climate change education/environmental awareness mandatory at any level of education in your country?

Yes No

Environmental awareness: in kindergarten and in school level: see above at IV.2.

Climate change: in ISCED 2 and ISCED3 level.