

Narrative report on the Hungarian National Seminar

Prospects of Global Education in the Hungarian Education System

30 September 2010, Budapest

1. Executive summary

Hungary's accession to the European Union and OECD created the urgent need to develop institutions, structures and mechanisms necessary for an effective international development co-operation policy. While the Hungarian Ministry of Foreign Affairs has won cabinet approval for a concept paper to develop an ODA mechanism (Official Development Assistance), Hungarian NGOs engaged with humanitarian and development issues abroad have founded a Hungarian platform, the HAND Association. The Association aims to become a co-operating partner of Hungarian governmental bodies.

In January 2007, the Global Education Working Group (GEWG) was established within HAND with the participation of 12 HAND member organisations. GEWG activity is based on global needs, working with an open, dialogue based and participative method involving young people, NDGOs, teachers, educational institutes, the Hungarian Ministry of Education, other governmental bodies, the business sector and the media.

In 2008, a nation-wide research was conducted for the HAND Association with the aim of mapping the actual situation in Hungary and laying out the possibilities of integrating global education in school curricula.

Based on the conclusion of the research, HAND GEWG has formulated recommendations for both professionals and decision makers to reinforce a common understanding of how global education could be integrated into the Hungarian education system and also organized a national roundtable for key actors in February 2009. The recommendations generated by the roundtable were ultimately not realized, primarily out of coordination difficulties, lack of sources and insufficient lobbying. The realm of global education remains to be characterized by isolated civil initiatives. Following the 2010 elections, a new government was formed in Hungary. The structure of the Ministries is under transformation. The focus of the new government's strategy appears to shift toward regional approach. These circumstances and the lack of a National Global Education Strategy and related action plan increases the importance for an open dialogue between governmental bodies and other key actors on the field.

In order to give new impetus to the dialogue about Global Education in Hungary, the European Centre for Global Interdependence and Solidarity, known as the North-South Centre of the Council of Europe, in cooperation with HAND Association and Anthropolis Association called together a national seminar with the representatives of the relevant institutions of education, state and local authorities, parliamentarians, independent experts and civil society organisations.

The event was part of a series of national seminars on global education in the framework of the Joint Management Agreement between the North-South Centre and the European Commission, which outlines a common action to strengthen public understanding and support for development cooperation and the achievement of the Millennium Development Goals. The action gives special importance to the new EU member states where seminars on global education are co-organised with local partners.

The seminar in Hungary was organised by Anthropolis Association as a member of HAND and took place on the 30th September 2010 in Budapest attracting approx. 70 participants from various sectors of education, state management, civil society and politics.

The main aim of the event - as a follow-up of the work of the previous seminar in 2009 – was to further develop the process initiated in 2008 aiming at strengthening global education prospects in Hungary and in its education system. This overall goal the organisers hoped to achieve by

providing space for the key stakeholders to gain better knowledge, share good practices and relevant information on development issues, global education topics and its European institutional background and by enhancing co-operation among the different key actors.

2. Introduction to the conference and report, aims and methodology of the process

The event was meant to be an important milestone in the process of promoting GE in Hungary bearing such immediate results which would eventually lead to concrete steps in future for formalizing and integrating the already existing forms of cooperation among the different actors and for developing a common policy framework be it a common set of recommendations, national strategy or action plan.

The seminar program included plenary presentations, a roundtable discussion and free space for debate among the participants, for which a study had been prepared as well describing the present situation of GE in Hungary¹. Educational materials and Dancing Waters project (see further details at 8.) were on exhibition and examples of good practices of global education were introduced. During the actual program of the event the invited speakers presented the current state of global education in Hungary highlighting its prospects and possible pitfalls from various viewpoints. The international guests gave insight into the education system of their country in relation to the presence of the global perspective in it and the participants were also introduced to the essence of the European consensus on development education. One presentation and one workshop gave illustrations of GE work in school practice in Hungary.

This comprehensive report wishes to give a short overview of the Hungarian context of global education through the findings of the background study of the seminar and through summarising the event and its outcomes.

¹ Globális Nevelés, A globális nevelés helyzete és lehetőségei Magyarországon 2010 (Global Education, The current state and prospects of Global Education in Hungary, 2010), only in Hungarian (attached with report, co-financed by EuropeAid)

3. National context of global education/development education (introduction, political context and support for GE/DE; development cooperation context; educational context; public opinion context; key GE/DE stakeholders: ministries, agencies, civil society, local authorities)

The results of the latest Eurobarometer survey on development cooperation² has shown that Hungary belongs to those countries where according to the level of personal commitment for the cause of development cooperation the public is ‘supportive but not really involved’. As the study interprets this attitude: it is morally right to help people in need and therefore it is a valuable goal *per se* but this does not imply concrete actions at a personal level. This is in line with the answers given by Hungarians to the question: which actors are in the best position to help developing countries. Most of them think that the World Bank, the UN and the USA should help; the EU is positioned only 4th in this regard and none of the Hungarian respondents think that Hungary has a role to play here. In this context it is not surprising that even most of the decision makers, educators and such actors like local authorities, which take active part in global education in other European countries don’t attribute importance to development cooperation and global education and are not engaged in them in any way. In this situation the prospects of awareness raising and GE has great significance.

Context of Hungarian Official Development Assistance (ODA)

In Hungary activities aimed at general awareness raising and initiatives of formal and informal education specifically related to international development cannot be dated back than 2002-2003, which dates designate the beginning of the Hungarian Official Development Assistance program as well. This was the time when the Hungarian institutions and regulatory system for ODA

² Special Eurobarometer 352, *Europeans, development aid and the Millennium Development Goals*, 2010, http://ec.europa.eu/public_opinion/archives/ebs/ebs_352_en.pdf

activities were put in place. Later, as other donor countries, Hungary has made commitments too for increasing its ODA contribution and for widening the social support for development cooperation by initiating and supporting awareness raising and GE activities.

The Hungarian Ministry of Foreign Affairs (MFA) is the responsible body for development cooperation within the government and it is an important actor in GE as well by promoting GE and by providing funding. Both the MFA and the former Ministry of Education had expressed its support for GE and readiness for cooperation on several occasions. This openness on the government's side has not exceeded the level of principles since it has not lead to any actual policy formulation or action yet. The planned ODA law is still in draft and the intentions with it are not clear at the moment as well. In relation to GE the draft does not contain the recommendations of the NGOs about streamlining 3% of the Hungarian ODA budget to be spent on global education and awareness raising. The only tangible and of course very important sign of support was the financial contribution the MFA was providing over the years but this has diminished in the last two years as well thanks to cuts in the ODA budget. It is a question that in the new constellation of government offices (e.g. the Ministry of Education has been integrated into the Ministry of National Resources) and in the context of the deep financial crisis which Hungary is going through presently how GE could remain or rather could get again in the focus of government policy.

Political context

As for the general political context it is very important to mention that the focus of the new government's strategy shifts towards national and regional approach, attributing many times a negative connotation to 'global'. This tendency paralleled by the complete reorganisation of the ministries and recent examples for the lack of real consultation process in many cases of important reform steps has lead to the present situation in which intentions of government policy and prospects of funding regarding GE are unpredictable at the moment. All actors hope that this is only a transitory situation.

Educational context

You can find educational institutions at all level of the Hungarian education system open to GE or already practically incorporating the aspects of global education into their activities (even if

they call it different, e.g. multicultural education, environmental education, education for sustainable development etc.). But these examples in most of the cases stand alone and they don't form the part of any system. Most probably one very important obstacle in the process is that the efforts made by the different actors are too fragmented and parallel movements for promoting global or multicultural or other education are working practically for the same end.

Civil society organisations

Civil society organisations were taking active part in awareness raising from the very beginning and they were mostly the initiators of the first actions, projects, publications and cross-sector meetings in the field, now we generally call global education. International programs and organisations had considerable role in assisting them as well by providing professional and financial support, later one sometimes being the only source for funding GE activities.

Over the years in this diverse terrain of the various GE actors a focal point came into existence. The NGOs dealing with international development established an association in 2003 (HAND) and within the confines of the association a working group dedicated specifically to Global Education started working in 2007. In 2009 the Working Group outlined the recommended foundations for a future strategy of global education in Hungary based on a comprehensive study and that served as a background material for the discussions during the first national GE seminar held in the same year.³

Summary

To summarize the situation one could tell that the questions, conclusions and recommendations of the 2009 strategic document are still valid since no real improvement has taken place since then due to various factors. This situation is described in detail in the study written as background material for the seminar. The study states that the most important problems in 2010, as they were also in 2009, are that

- the stakeholders don't have consensus and a common strategy, which would lead the process and that the occasions for further dialogue have not concluded with results fostering the cooperation,

³ For further details (in Hungarian) visit: www.hand.org.hu

- the previous level of commitment of the government has decreased, there is lack of explicit will on the side of the decision makers, since they still don't regard GE important to be integrated either in formal or in informal education,
- aspects of global education are present only rarely and randomly in the curricula at any level of education and in teacher training,
- and there is no opportunity for long term and predictable financing.

As the study points out global education at the moment in Hungary is dependent solely on the personal commitment of educators and NGO workers. The positive side of the situation is that thanked exactly to this personal commitment the level of activity of teachers and NGOs has remained almost as high as it was previously though the level of funding has considerably decreased.

4. Global Education in the formal education system (curricula, primary and secondary levels as well as universities and teacher training institutes, the role of authorities and key stakeholders in this regard)

The last seven years witnessed in Hungary efforts in the realm of global education that led to palpable results. Striking remains nevertheless the low level of durable and substantive cooperation among the sectors, the low number of sustainable projects with predictable funding and the lack of communication between successful initiatives.

While serious advances have been made in terms of awareness raising concerning sustainable development and environmental awareness within the framework of primary and secondary formal education (see for example the eco-school and forest school movement, or the reports, strategic documents and curricula compiled by environmental educators), there has been little progress in terms of democracy education and active citizenship competencies.

Following recent elections in Hungary, the central governing bodies of education are in a state of transition. It cannot yet be seen what room the new education strategy will provide for implementing a global education approach in formal education, although it seems likely that this will not receive a central position in the new National Curriculum planned for the next year. The

National Basic Curriculum (NAT) still in force is nevertheless openly dedicated to the basic principles of global education.

The opportunity is thus given, yet it is not realized on the national level. What is missing most is the openness, which is a precondition for the issues and methods of global education to appear in school subjects. There exist a number of high-standard and well functioning examples, run almost exclusively by the determination and dedication of a number of enthusiastic pedagogues, as it is basically up to the individual decision of a teacher, whether he or she integrates these contents and methods into class work and whether the global approach permeates the teaching-learning process or not.

In Hungarian formal education, the global education projects are always realized in cooperation with civil associations, in most cases the pedagogue is him or herself an activist in an NGO, or has at least participated at some point at their trainings or in their actions.

Their teaching methods are characterized by the application of interactive, problem oriented methods, whether it is about teaching English language, biology, Hungarian literature and grammar, mathematics or arts.

Despite the presence of a number of progressive and innovative initiatives (eg. Multicultural Education Teacher Master's Program started in 2009 by the ELTE Centre of Intercultural Psychology and Pedagogy), the comprehensive education of the issues of global education does not yet play a significant role in the higher education, including teacher training. Certain themes of global education nevertheless do get integrated into the profile of a number of departments, like in the case of the Department of Social Geography and Urban Studies at the Institute of Geography at the University of Pécs's Faculty of Science, where sustainability education and cultural geography belong to the central themes of education and social scientific research.

5. Global Education in the non-formal education system, civil society and youth organisations

Only a small number of actors of the civil sphere engage in Hungary systematically with popularizing global education and its integration into formal and informal education. It is them who try to converge the diverging threads, ensure information flow and cooperation, and mobilize international funding and connections. Their remarkable efforts nevertheless lack a common strategy and consensus both among the civil participants, and among them and the stakeholders in other sectors. The programs launched by civil initiatives can remain sustainable only if those involved manage to get access to the necessary funds (usually from international sources), succeed in keeping their most devoted colleagues and volunteers, and are able to ensure the flow of new recruits. The most common arena of informal education in Hungary is libraries and museums. The global education point of view nevertheless appears in the program of libraries and museum only incidentally, usually due to civil association initiatives and not as a result of a central will or strategy.

An example for this is a joint project between the Association of Green Youth and the Cellux Group, which aims to draw the young people's attention to global problems through an artistic interactive exhibition on human nature and the alternatives of sustainable living. The exhibition is accompanied by workshops and a toy collection. The exhibition was held at the Budapest Millenáris, the Museum of Applied Arts and in some larger cities. So far, it attracted almost 20 thousand visitors. For more, see <http://www.tukorbenavilag.hu/index/>

At the forefront of the most significant civil initiatives related to global education is the HAND Association's Global Education Working Group, established in 2007 with the support of the Presidency Fund. Its members undertook the following:

- They regularly inform each other on their programs and projects related to global education, as well as funding and cooperation possibilities
- They meet regularly in order to discuss professional issues and those related to internal training

- They will create a unified terminology
- The Working Group also functions as a professional and lobby forum

The working group provided the professional background for the preparation of the National Global Education Strategy, work on which began in 2009. Although the process has slowed down due to organizational problems, the National Global Education Roundtable, held on September 30, 2010, gave a new impetus to the development of the strategy and to its future realization.

6. Educational Resources and support services, good practices

In terms of methodology and curricula, Hungarian pedagogues have to rely on informal resources. In almost every case, they develop their own teaching materials or do so in cooperation with an NGO. There is little available teaching material in Hungarian language, and even those that exist (like the half a dozen project handbooks or toy collections that were created by civil initiatives) are hard to access. Currently there is no government supported portal that would provide those interested with an overview of relevant literature or with a cost-free and simple access to materials in either electronic or another form. Although English language materials are in the abundance on the World Wide Web, the adaptation of these teaching aids into Hungarian and their distribution are in most cases beyond the capacities of the usually isolated pedagogues.

The teaching aids related to global education are also produced in the framework of civil initiatives. There is a shortage of freely accessible Hungarian language material, such as, for example the publication elaborated by András Viktor, which focuses on the issue of environment protection and is available at the website of the Association of Environmental Educators.⁴ At this point we have to mention the *Globalization Survival guide for middle schools – a global education teaching aid*,⁵ published by the Anthropolis Association in 2007, as well as the *Global Education – Teaching package for the school and extra-school education of young people*,⁶

⁴ http://www.mkne.hu/modszerkosar_foglterv_globnev.php .

⁵ Ed. Géza Barta and Györgyi Blahó

⁶ Ed. Ági Berecz

which is a practical aid compiled by the Green-Bridge Foundation in Pécs and meant primarily for facilitators organizing global education courses. A further example is the 2008 publication by the Artemisszió Association titled *Why does it concern you? Being young in a globalized world*,⁷ which contains material for playful activities with an educational content.

The most comprehensive service in this respect is provided by the Anthropolis Association, which, with the support of RPP (Regional Partnership Programme) and LLG (Lifelong Learning Programme), created in 2008 the first Global Education Knowledge Centre. Since 2010, this centre is located at the Library of the ELTE Faculty of Education and Psychology. The Knowledge Centre offers the following services:

1. Reference library: The majority of the collection consists of teaching aids that help teachers, multipliers, NGO representatives working in both formal and informal education as well as students to learn about global education issues.
2. Helpdesk service, offering assistance in teaching methodology: professional experts inform those interested about the themes of global education and help them to access the international database of global education experts.
3. Provides space for professional exchanges and writer-readers meetings. In order to publicize the Knowledge Centre, in October 2010 a programme series has been started that would last up to May 2011. As the first event of these series, an exhibition centring on responsible consumption behaviour was opened on October 12, 2010.

Two more examples from the most recent projects of the Hungarian NGOs:

Babel intercultural pedagogy project

In the academic year 2010/2011, the Artemisszió Foundation and the Mérei Ferenc Institute of Pedagogy, in cooperation with the Dob Street Hungarian-English Bilingual Primary School realized a European Union project named “BABEL – Migrant students in Hungarian public education.” The project provides opportunity for applying global education to both class work

⁷ Compiled by Judit Koppány, Gabriella Nagy, Kriszta Papp, Diana Szántó and Edina Tarján

and extra-class activities, for the training of teachers, for establishing a closer contact with parents and for the pedagogical assessment and screening of the school itself.

The main objectives of the BABEL project are the following:

- The presentation of learning and acceptance as values through the process of learning about the cultures of other countries and traditions,
- elaboration of a student evaluation system that is expected to improve the chances of migrant students for further education,
- elaboration of a complex art programme, the promotion of artistic self-expression through music, performance and visual arts,
- strengthening the parents – school – civil association cooperation (mentor programme, multicultural events)

Global generation – global education

Training program for people over the age of 50, organized by the Bocs Foundation, the Brücke/Most-Stiftung from Germany and the Austrian Südwind. Through the help of global education, the project enables those in their fifties and sixties to share their life-experience with the younger generations in the context of the changed world. The primary goal of the training is to provide a knowledge that enables the participants to effectively support those living in their immediate vicinity as well as in the developing countries.

For more information, see <http://www.global-generation.org/ug/>

7. Key observations and recommendations

Suggestions to improve the situation of GE in Hungary taking into consideration the recommendations of the Strategic Discussion Paper by the WGGE in 2009:

1. **Establish a GE network** gathering representatives of the relevant sectors (government, education, civil society, business). This network should be coordinated by one of the civil society organizations that are currently active in this field. The goals of this network should include continued exchange of information, sharing of professional materials, joint projects and programs, coordination of lobby activities, establishing and maintaining a GE website, creating and maintaining an online newsletter, etc.
2. **Rethink the system of final exams** (baccalauréat). In other words, have an impact on how written and oral exams are designed so that they include GE themes. Likewise, have an impact on how learning objectives are set in order to make sure that certain skills and competencies necessary for the students' understanding and analysis of global issues and challenges (such as critical thinking, data analysis, understanding local, regional and global interdependencies, etc.) are developed at all levels of the education system including adult education.
3. Establish and strengthen a **supportive approach towards GE** in the areas of teacher training, in-service training and adult education.
4. When developing the frameworks of **government grants**, the aspects and priorities of GE should be taken into account, in accordance with the international agreements signed by the respective governments of the Republic of Hungary.
5. Develop adequate **digital and paper-based teaching materials** based on already adopted international materials and methodologies, and make them available as democratically as possible.
6. It is critically important that **the central governing body of education (formerly the Ministry of Education, now incorporated into the Ministry of National Resources)** **cooperate** with professional and civil society organizations which have already shown expertise and success in the fields of global, civic and sustainable development education.
7. **Increased funding** on the national level should be made available to support and make sustainable GE and international development projects on a competitive bases.

8. **The business sector** should be actively involved in the process not only by the sharing of relevant information, but also by inviting them to fund such projects as part of their CSR activity.

8. Appendices (participants lists, minutes of the National Seminar and attached supporting document: Global Education, The current state and prospects of Global Education in Hungary, 2010, only in Hungarian)

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I. Welcoming remarks, opening speech, plenary session

Balázs Sátor, president, HAND Association

In his welcoming remarks he points to the fact that though there has been already a similar national seminar, due to the lack of strategic approach even on the side of HAND the cooperation is still in its initial phase. The member organisations of HAND have been working in GE for quite long so they have the necessary expertise. Even then Hand itself adopted GE in its strategy as a priority only last year. The outcome of that in 2009 were the study and the document outlining the strategic foundations of GE in Hungary.

It is visible that it is no longer an NGO issue only, even in Hungary. In the EU it has not only a great tradition but it has considerable funding as well, and the sources are available to the Hungarian actors of global education too.

The topic of global aspects in education is becoming more and more popular at international level. He wishes that the participants of the seminar find the linkages to this important trend.

dr. Sándor Fülöp, Parliamentary Commissioner for Future Generations

Natural disasters and the way we tackle them have drawn the attention to the need for finding systemic solutions to these problems. In this regard one of the key questions is the relation between the global North and South, which is at the moment based on the power balance in which the North is dictating the terms, which is naturally not acceptable to the South.

Mankind has to change his attitude as a reaction to the new prospects and challenges of the changing world (e.g. globalisation, internet). For this end it is inevitable first to revive the relation of real life and school education. The emphasis should be on presenting the operation of the real life of a society. Secondly interdependencies of systems of every kind should be introduced to the pupils. The traditional Hungarian education is not capable of this at the moment. Thirdly we should recognise that the world consists of numerous networks. The question is not that how Hungarians could do something about global problems but what network we are the part of or which one we should be the part of to deal with those problems.

The Office of the Parliamentary Commissioner for Future Generations is a catalyst institution. It collects and distributes information, it deals with issues of legislation, it has research projects and on a small scale it is involved in awareness raising as well. For the sake of the last two tasks it has established the Strategy and Science Department. They are ready to network with the actors of GE and he wishes many successful acts of cooperation in GE for the future.

Miguel Silva, Global Education programme manager, North-South Centre (NSC)

While celebrating its 20th anniversary, the North-South Centre has been developing global education activities within the Council of Europe Member States. During its 20 years' work, the NSC introduced and gave visibility to a pedagogy which strives for an active global citizenship, aware of and responsive to contemporary world issues. However, introducing new pedagogies means facing educational and institutional challenges.

Within the sphere of pedagogy, the first step was to conceptualise GE. The GE Charter published in 1997 served that purpose. Then a network was established so that educators, experts and NGOs could share their expertise and experiences. This networking mechanism first concentrated on GE awareness raising and the sharing of good practices through specific activities such as the Global Education Week, the World Aware Education Awards and through the means of tools such as the Global Education newsletter and a specific Global Education website. Gradually the purpose of the networking mechanism was to transfer non-formal education methods into the formal education as well. This approach has been reinforced with the introduction of a capacity-building strategy offering educators a Global Education Guidelines and a Global Education on-line training course.

The institutional challenge was to make the various European institutions understand and recognise the significance of GE. In that regard, the first very important milestone was the Maastricht Congress in 2002, which issued a Declaration on the promotion of GE containing the

principles of global education and giving guidelines for implementing national plans of action or strategies for the support of GE.

Based on these principles NSC launched their pilot project in the Visegrád countries, and later started working with a wider range of countries, through a Peer Review process. This format was later used for the Joint Management Agreement signed in 2009 between the NSC and the European Commission for the promotion of GE in new EU Member States and which resulted in national and regional seminars.

In parallel, a process leading to a Global Education recommendation was initiated in 2008 and it should be adopted in 2011 by the Committee of Ministers of the Council of Europe, giving an official recognition to global education practice.

In Hungary there have been promising first steps (HAND's comprehensive mapping study and the 2009 roundtable and consequent recommendations) but Miguel Silva is aware of the fact that since then the process has slowed down. This is exactly why the participation of all stakeholders is very important because only together we could overcome the obstacles slowing the process.

Peter Davis, independent consultant of development education, UK

He's been working in development education (DE) for 30 years. He describes how DE has become the integral part of formal education in Great Britain and how it has come to the sight of legislators.

In Great Britain they use the name *development education* instead of global education since at first the aim was to draw the attention of British people to the questions raised by global development.

The goal of DE is a more just and sustainable world through a kind of education that develops learners' values and attitudes, skills and competences, knowledge and understanding.

How?

- The various tasks of DE, the elaboration of school materials are carried out by teachers, youth helpers and volunteers having returned from foreign missions who are familiar with the needs and rights of young people; in addition government and other institutions' officials retaining their independence are involved as well.
- Changes in policy, practice, communications and networks all have their influence on the work in DE. Networking is very important since we don't have all the knowledge individually therefore it is inevitable to share our own experiences with others.
- The most active actors of policy making in DE are NGOs in Great Britain. They invest the most time and energy in it, they collect the sources and integrate their own field experiences into their materials as a good practice. These materials based on firsthand experience are sent to as many schools, teachers and decision makers as possible. They reflect on the materials and in this way it is a mutual process of developing materials. School curriculum is never perfect and complete. There should be a continuous and open debate about it in order to have quality education.

- DE is a general concept which consists of several interdependent fields of education e.g. peace education, multiethnic education, education for sustainable development etc.
- There should be long term and predictable funding secured for DE activities.

The process of developing DE practice started in the 1970-80's. It is still an ongoing process of building a body of professionally respected practice: with a focus on direct youth/pupil contact, teachers' classroom skills and knowledge, training, up to date inter-active learning materials, and an ongoing debate on ethical, political and philosophical base for development education.

Milestones of the process:

- **1993:** Formation of DEA (Development Education Association): membership organisation to support local practice, advocate and coordinate nationally in UK
- **1997:** the new Labour Party government establish DfID (Department for International Development), which means institutional and financial support for DE. Cooperation with Ministry of Education.
- **1997:** Publication of Oxfam GB's *Curriculum for Global Citizenship* (updated 2006)
- **1999:** Ministries of Education and Development co-publication: *The global dimension in the school curriculum* (updated 2005)
- **2000:** citizenship education becomes core part of secondary curriculum
- **2003:** DfID initiative of *Enabling Effective Support*: a strategic approach to support provision of DE/GE in schools
- **2004:** Ministries of Education and Employment co-publication: *Putting the world into world class education*
- **2007:** National Curriculum Review: global dimension recognised as cross curricular, relevant for inclusion in all subjects
- The *Every Child Matters* policy is a radical reform programme. The aim is for every child, whatever their background or circumstances are, to give the support they need since they learn and thrive when they are healthy, safe and engaged; and the evidence shows clearly that educational achievement is the most effective route out of poverty.
- Success story from Wales: the Welsh umbrella organisation (Cyfanfyd) managed to persuade the Welsh Assembly Government to integrate education for sustainable development and global citizenship as cross-subject into the national curriculum.⁸

⁸ Further information:

- Website for recommended quality global education materials for classroom practice, many materials are copyright free: www.globaldimension.org.uk
- Oxfam GB's *Teachers' Guide to Education for Global Citizenship*. <http://www.oxfam.org.uk/education>
- Ministries of Education and Development co-publication :*The global dimension in the school curriculum* (2005 updated from 1999). www.dfid.gov.uk/Documents/publications/dev-global-dim.pdf
- *The global dimension in action : A curriculum planning guide for schools* (Qualifications and Curriculum Authority 2007) www.qca.org.uk
- Welsh Assembly Government ACCAC (Qualifications, Curriculum and Assessment Authority for Wales) <http://new.wales.gov.uk/topics/education>

Urszula Markowska-Manista, PhD, Maria Grzegorzewska Academy of Special Education, Poland

In her presentation she gives an introduction to global education in Polish teacher education and training. Similar to the UK NGOs are the most active in GE. Besides the individual NGOs their umbrella organisation (Grupa Zagranica) and its working group on global education are among the most important initiators in the field.

On the government's side the MFA's Dept. of Development Education, the Ministry of Education and centres of educational development are the main actors and supporters.

Global Education holds an important position in the new national curriculum. It was introduced in 2009, however, this does not guarantee the presence of GE neither in school practice nor in teacher education at the moment. Till now there have been only short term courses, happening usually only once, and these too few in number though the demand is constantly increasing for them. Teachers hardly have the access to the necessary information and useful documents. The interchanging terms of Global Education and Development Education creates ambiguity, especially in calls for proposals. In spite of all this the positive development is that the educational offer is becoming increasingly interesting and covers an ever-growing number of areas.

Examples:

- „*Knowledge – Understanding – Action: Developmental Education in Polish schools*” project: website (www.edukacjaglobalna-codn.p), e-learning training course and trainings for teachers, educational materials, lesson plans (organisers: Institute for Teacher Training and Grupa Zagranica)
- *E-learning Global Education course for teachers*: definitions, prospects of GE in the curriculum, feature films and documentaries in GE, lesson plans, useful links etc. (organisers: Centre for Civic Education, Centre for Education Development)
- „*Watch and change*” project: aspects of global education through films (organiser: Centre for Civic Education)
- „*Increasing the importance of global education in the formal education system*” project: seminars for teachers, experts, textbook publishers (organiser: Centre for Civic Education, supporter: MFA)
- ‘*An introduction to Global Education*’ – Global Education for students of pedagogical and teaching faculties

Katalin Czippán, deputy head of Strategy and Science Department, Office of the Parliamentary Commissioner for Future Generations

She wishes to show the possible points for breakthrough in GE in relation to the central government's and other official (international and Hungarian) institutions' work and initiatives.

It is a recurrent question that which of the various fields of education incorporates all the others or how they relate to each other (e.g. education for sustainable development, global education or citizenship education etc.). In her view they want to develop 99% the same competencies. The

different approaches and paradigms are originated in the professional background of the various experts looking at the problem even though the different aspects of the globalised world cannot be treated separately. The sum of the different aspects approximates the education for sustainable development and if we look at it from a global perspective then global education could be the right frame.

Central initiatives, possibilities for engagement internationally:

- *UN Decade for Education for Sustainable Development 2005-2014*: coordinated by the UNESCO, based on an action plan. Not binding. It has not brought real novelty but makes the already existing initiatives visible. Regular reports. Halfway it was evaluated by a conference in Bonn (Bonn Declaration, 2009).
- *United Nations Economic Commission for Europe (UNECE) strategy for education for sustainable development*: no time limit, it had to be signed (2005) so it is more binding and means greater chance for civil engagement. It contains global and environmental education. Currently the competencies are elaborated. Ministry of Rural Development as national focal point. Report in every 2 years, due to be made now!
- *European Parliament Committee on Culture & Education Motion 5/5/2010*: it contains the actual terms of Global Education and Development Education, which it recommends to be integrated in all sort of education activities.
- *Commission Conclusion on Education for Sustainable Development*: it is being elaborated at the moment. It has a focus on practice and mostly on environmental education. It is expected to be ready in November and hopefully this issue could be carried along the Hungarian presidency. It will be a good reference point.

Hungary

- *Ministry of National Resources*
 - The review of the *National Curriculum* is under way now: we could input informally that education for sustainability should be the part of it. Till now education for environmental sustainability was a cross-cutting aspect in it. She hopes that it remains in the new curriculum as well.
 - Review of the *Public Education Act*: it is rather a formal regulation than related to content. Till now there has been a recommendation in it about environmental and health education. It might remain in the new version as well gaining some global dimension too.
 - The preamble of the *Higher Education Act* refers to sustainable development. This too is a formal regulation not referring to content but it is under review as well.
 - 2011 is the *international year of volunteering* and the *Hungarian EU presidency*, focusing on active citizenship; these could be filled with global dimension too.

- The previous ministries of environment, education and culture had cooperation agreements on how to introduce the environmental dimension into education. Now there is search for place and partners in the new ministries, they could be contacted.
- There was a strategy elaborated for the same purpose in the *Ministry of Rural Development* as well.
- The *MFA* has been supporting global education projects for many years now. There have been initiatives in the higher education as well but these somehow failed. Teachers and experts are easily approached mostly through their universities. They should be involved in the process.
- In the *Parliament* the National Council for Sustainable Development including members from MPs, NGOs, the private sector, political parties was established in 2008. It has a subcommittee on awareness raising.
The previous Environment Committee has become the Committee for Sustainable Development. This clearly shows a new approach.

The possible contacts and points for breakthrough for integrating the global dimension into education should be mapped and the current and future decision makers should be provided with relevant background materials. Global education won't be given a separate subject but could be introduced in education only as a horizontal, cross curricular concept.

The Office of the Parliamentary Commissioner for Future Generations as a catalyst is ready to cooperate but implementation is not among its tasks.

II. Roundtable, debate

Rita Galambos, director of strategy and development, Foundation for Democratic Youth

She reflects upon the fact that this is the second roundtable of this kind but, as she has also described in her study, even if almost every condition is given from government openness to the abundance of relevant experts in Hungary, there is still no real breakthrough in any of the professional areas of global education. Somehow the process gets always stuck. One of the most important goals of the event would be to find some way out of this, may be through the formation of a network.

Beáta Szentvári, Dept. of International Development Cooperation, MFA

The 2000 Millennium Declaration gave new impetus to international development cooperation. It is the moral duty for every country to take part in the elimination of global problems but at the same time it is our own interest too. Global problems can be viewed from security aspect as well if we take for example international terrorism into account. We can keep away from global problems neither at personal nor at state level.

Skills and competencies organised around the core values of solidarity and tolerance should be integrated in the education system from early childhood since today's children have to live and thrive in a global world.

Hungary takes part in multilateral and bilateral international development cooperation. As the other members of the EU we have made a commitment on increasing the funding for ODA. In bilateral cooperation we are present in the West Balkan and various Asian countries with for example education development and school building projects. In future we plan to turn towards Africa.

The last document outlining a strategy for Hungarian ODA is dated back 2001. A new strategy is being elaborated at present. In spite of the previous positive history the cooperation with civil society needs to be further strengthened. They plan to work on that and on awareness raising. Funding for the later is still in question at the moment.

Benedek Jávör, chairman of the Committee for Sustainable Development of the Parliament, LMP (Politics Can be Different)

As a start for the debate he points out questions, problems related global education. Though there are many definitions for GE it means basically educating people to be able to reflect upon global problems. For this end we have to first understand these problems. The various crises are closely interlinked and they cannot be solved separately. This complex set of issues needs to be addressed by a complex educational approach. But unfortunately there's problem with the basic conditions for GE in Hungary:

- According to surveys the Hungarian society is one among those that show the least solidarity even in local context, not to mention the global.
- In many cases there is no solution for local problems, in this situation it is difficult to draw the attention of the public to global issues.
- In GE it is necessary to introduce the dimension of systemic interdependencies but most of the Hungarian teachers are not in the possession of competencies for such an approach
- The whole public education is in crisis. It is not global education what is missing but a total structural renewal of the system.

Beyond education it is also a question what we understand under development, what interests are served by international development. Few projects are proved to be really useful from the point of view of the locals.

Reacting to the question Rita Galambos rose about the reasons why the process of the promotion of GE gets stuck though mainly there are favourable conditions, he points out that in Hungary strategy writing and implementation of the strategy/decision making completely diverge.

The powers of the Committee he represents are limited but it tries to enforce its concepts and approach during consultations on legislation (e.g. public education act), it tries to network with ministries and they plan to establish a sub-committee on environmental education or education for sustainability.

Erzsébet Cs. Czachesz, Department of Intercultural Psychology and Education, Eötvös Loránd University of Sciences

There is crisis in the whole education system in Hungary from the elementary school to the university level. It is a question at the moment that the new administration responsible for education is willing to strengthen the global dimension in the education or not.

GE should be present already in nurseries. In elementary schools it is too late to start because the kind of sensitivity necessary for this appears in the personality development rather early.

For the success of GE the institutionalisation is inevitable. Criteria, requirements and related background documents, sources should appear from nursery up at every level of education. Even more important than this is the education of teachers. In this regard the situation is not so bad. Thanked to the Bologna process many university departments started courses with content of inter- and multicultural education reflecting upon globalisation, sustainability, tolerance etc.

The problem is that all the time new terms come up for describing almost the same content and approach (e.g. multicultural, intercultural, global education etc.). This is a real obstacle in institutionalisation and it would be better to use an already existing term and paradigm.

The aspect of the global is very important but if it isn't linked to a specific subject or area of erudition then it is lost. It can be the part of citizenship education and we should define exactly what and how should be taught within it. But first of all the professionals dealing with GE should be unified in order to outline the aims of global education, or whatever it may be called.

László Trencsényi, Eötvös Loránd University of Sciences

He is critical about the current policy line of the administration responsible for education. In his view the already enforced and the still planned measurements are indicative of the possibility that the global aspects will disappear from the whole Hungarian education system from the level of nursery to higher education. The appearance and explicit support of segregation in the new principles of education is a serious problem too. Furthermore the national curriculum might not contain competency development in future.

Katalin Falus, Educational Research and Development Institute

According to her global issues are included in the requirements of secondary level graduation at every level. Citizenship education is chosen by more and more students as a subject at graduation. The national strategy for active citizenship has been elaborated too, though the future of all these is a question at the moment.

Gyula Simonyi, president, BOCS Foundation

Beyond poverty it is a far more serious problem that the world is going completely in a wrong direction. GE should not address our solidarity since it results only in charity but should have to point out that it is in our own interest to change our attitude otherwise we would also fall prey to global poverty. There is a need for a much more radical communication about the problems, which politicians and the general public in this way would pay more attention to as well.

BOCS Foundation has a broad mailing list to which everyone is free to join through www.bocs.hu.

Ágnes Oszolykán, deputy chair of the Committee on Education of the Parliament, LMP (Politics Can be Different)

She points out two problems. First the government almost never consult the civil society and even among its own institutions there is real lack of cooperation. Till the situation is like this, real improvement cannot take place even in GE matters. LMP is keen on introducing civil approaches in the Parliament.

Secondly she doesn't see how the global dimension could be properly interpreted in schools of backward areas, where the kids face serious problems themselves.

András Nyíri, Tinta Tanácsadó Kft.

He calls the attention of the seminar participants to the possible role of private suppliers (serving the public education) could play in the promotion of GE. They could cooperate with NGOs, participate together in tenders, like what his company is already doing in rural areas.

Mircea Cernov, managing director, Haver Foundation

They work with elementary, secondary and university groups of students. As they observe young people lack the culture of debating, and the skills to be emphatic and sympathetic. First these attitudes and skills should be developed then it is possible to step further to encourage solidarity and participation.

At the same time there is a general crisis in authenticity (e.g. the issue of romas deported from France, a Hungarian political party sitting in the Parliament freely abuses a minority in his campaign). Till we are not authentic in the society itself the issues the public education pleads for cannot be either.

László Földi, Mobilitás

For the last 15 years they have initiated several programs about education for democracy or human rights education to get them integrated in public education. They are only partially successful. They like to work with NGOs since they are flexible, efficient and to the point. Mobilitás is partner in the promotion of GE offering its professional background to be used.

Benedek Jávor, LMP

The current political scene well reflects the closing-up of the Hungarian society and how it turns to the past. He hopes that it is only a temporary phase; global trends seem to work against it at least. At the same time in this actual social context global education is opposed to the present Hungarian social norms.

Dr. Klára Hajnal, Department of Human Geography and Urban Studies, University of Pécs

She's been teaching global education for 22 years under different names. There is crisis in the public education, the Bologna process had negative effects, certain things are taught multiple times. It is necessary to introduce the complexity of systems to the students but the teachers themselves don't have the time for real scientific research. In this way the students don't learn to think. The system of accreditation works badly as well.

She offers materials for free use on the webpage of her department under her name:

<http://foldrajz.ttk.pte.hu/index.php?d=tarsadalom/index.html>

Mónika Kovácsné Németh, University of West Hungary

Besides the negative aspects we should note the positive developments as well. There are courses dealing with global issues, we have renowned scientists and experts of the field.

Her university offers forest education program and from 2005 they have post gradual course on environment education.

They would welcome children with disadvantageous background for 5 days of forest school programs.

Péter Varga, Educational Research and Development Institute

We should mention the wide network of eco-schools, which is a positive example of good practice.

GE should be the part of adult education as well since they are in the position of decision makers today.

Erzsébet Kökény, secondary school teacher, Berzeviczy Gergely Technical College

As a teacher she feels that GE is a time consuming hobby but at least her school supports it. They hardly have the access to information and related materials. She cannot find a comprehensive webpage with a good selection of links and sources. GlobEdu is positive development but only few people know about it.

Bereczki Ágnes, Eötvös Loránd University of Sciences

We cannot have results without institutional development. There are many good initiatives but they are not part of any kind of system. The school system itself is diversified as well. Some of the schools enter into a kind of transnational level through exchange trips, language programs etc., which can be a good base.

Viktória Mihalkó, vice-president, Anthropolis Association

She introduces the GlobEdu program (www.globedu.hu) and its main development: the Global Education Centre in the library of the Eötvös Loránd University of Sciences. The centre can be used freely for everyone. Anthropolis provides personal consultation till April 2011.

III. The European context

Rilli Lappalainen, co-chair of the European Multi-Stakeholder Steering Group on Development Education

Related to the so called “European Consensus”⁹ she introduces how the national process could be strengthened. The national seminar is part of a series of events, which was initiated by the North-South Centre to examine the current state of global education in the various countries and to give opportunity for creating or deepening cooperation among the different sectors.

In Europe there is a complex system with many actors in place to support development education with guiding principles adapted from the UN. The actors are the EU, the Council of Europe, CONCORD, OECD, GENE, political foundations, local authorities and influencing from outside the media and the private sector.

According to the Eurobarometer survey 89% of the population of the EU thinks that Europe should have a role in solving the problem of global poverty.

The “*Consensus*”

It provides a framework for the development of strategy at local, regional, national and European level for the promotion of development education. It includes a number of policy recommendations towards the Member State governments, European Commission, European Parliament, media and civil society actors.

The process of the elaboration of the Consensus started in 2006 in Helsinki with a conference on DE. The various stakeholders formed a steering group for writing the text of the Consensus, which was finalised and accepted as a common European document in 2007.

The Consensus outlines a common understanding of DE, it gives clear reference points to the member states in their work, it promotes multistakeholder approach, it facilitates political discussions and provides frame for concrete cooperation (e.g. European Development Days).

A monitoring system has been established as well for reviewing the DE results of the member states. The first monitoring report was published in 2010 giving an overview and analysis of policies, practices and funding of DE in the 27 EU MS and Norway.¹⁰

The report shows that DE easily falls prey to the reduction of public spending. In several countries it is not easy to cooperate with ministries, DE gets little political support. In many cases DE is not recognised as tool for active citizenship and is considered less important than „South action”.

⁹ The European Consensus on Development: The contribution of Development Education & Awareness Raising, 2007, http://ec.europa.eu/development/icenter/publication/descript/pub99_fr.cfm

¹⁰ European Development Education Monitoring Report „DE Watch”, 2010, http://www.deeep.org/fileadmin/user_upload/downloads/MSH_group/DE_Watch.pdf

The most important tasks of the future are deepening the dialogue, the formation of an effective communication network, finding a permanent solution for financing, continuous exchange of good practice. It is very difficult to measure the effectiveness of DE. This will be the main topic of the 2011 Development Education Summer School.¹¹

IV. Global Education in school practice – two examples

Through Others' Doors

A school project called „*Through Others' Doors*” of Anthropolis Association was introduced by Ágnes Kökény trainer. The workshop instead of direct methods leads the student through creative exercises to critical thinking and empathy. The lesson introduces the differences in habitation and customs so that students get closer to the life of 5 children from completely different cultures.

Dancing Waters

Florian Amon (IKU) and Júlia Vincz (HVSF) presented a school exchange project called *Young Learners Discovering the World*. It involves three primary schools from three countries and the exchange takes place through a web platform. Students use their creativity to present to their partners certain topics that relate to their culture. Once they receive the partners' results they are invited to actively work with them. The project was started and is facilitated by multipliers of the Global Education Network of Young Europeans (GLEN). In autumn 2009, schools from Hungary, Ethiopia and Germany took part in the project. Under the title "Dancing Waters", the pupils exchanged about cultural representations of water. For further details visit: www.young-learners.org

V. Closing discussion

Peter Davis: He was glad to see that politicians did also participate in the seminar.

Balázs Nagy: Yes, but only from one of the opposition parties. The other parties and the government offices could hardly be contacted since we are in a transitional period thanked to the change of government and trends are still not clear.

Rita Galambos: Moreover in Hungary the field of education is very much political therefore a very sensitive issue.

Miguel Silva: After all today we could see the result of a work started in 2007. Till now the lack of constant communication has meant a problem, with today's event that obstacle has been removed as well and a new channel of communication has been created.

Galambos Rita: The possibility of such a channel has truly been created but HAND lacks at the moment the ability to operate that channel.

Peter Davis: Since 2011 is such a good moment to promote active citizenship this is crucial to be strong for the Association. The problem might be resolved by applying a rotating presidency in the network.

¹¹Ld. See for more details: <http://www.deeep.org/summerschool.html>

Miguel Silva: The regional seminars of the North-South Centre (starting from the end of 2010) could create good momentum as well for communicating your recommendations and questions towards the government. The work shouldn't finish here.

VI. General questions, observations

1. Several remarks pointed to the importance of multistakeholder approach. The need for creating a network is tangible but some other observations referred to the fact that without a focal point or initiator in the network the process will always have the chance of coming to a halt. At the moment this problem has not been resolved.
2. Another question is that what term, field of education and related paradigm could be in the centre of the lobby work and institutionalisation. Many comments were made about the counter effectiveness of the parallel initiatives (new and new terms with almost the same content and methodology). In this regard a broader consensus needs to be reached among the actors.
3. Several times it was stated that the public education system of Hungary is in deep crisis. This might not favour the integration of a new dimension of GE into the education. The intentions of the new administration responsible for education are also not clear at the moment.
4. Lack of sufficient funding is a general problem. Specifically that the previous sources have narrowed down as well.
5. Apparently the level of activity of individual teachers, certain institutions of education and NGOs is almost constant. The number of initiatives is increasing and the spectrum widening.
6. Several possibilities for policy and advocacy engagement have been introduced by the speakers. For this too it is inevitable to have a kind of unity and consensus among the stakeholders. 2011 offers good opportunity for lobby actions (Hungarian EU presidency, international year of volunteering) in the international context but the legislative and strategy development work of the Hungarian government provides good chances for involvement too.