

# DEAR in Hungary 2019: contexts and project observations

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[www.capacity4dev.eu/dear](http://www.capacity4dev.eu/dear)

*This report is based on documentation reviews, a one-day workshop/roundtable discussion with staff involved in some of the EU grant funded DEAR projects in Hungary, and interviews with individual DEAR stakeholders. The study was carried out during September and October 2019. Reviews, the workshop/roundtable discussion and interviews aimed to gather information, examples, perspectives, opinions and experiences of the context and work of DEAR projects in the country.*

## **Is the national context conducive to DEAR?**

The current socio-political context in Hungary, with increasing state control, prescriptive national policies over educational institutions, civil society, media are not genuinely conducive to the success of development education. However, the actors currently running DEAR programs seem to find opportunities to introduce their thematic.

### **Legal background**

Starting with the legislation, two recent laws are interfering with the free functioning of the civil sector in the country. On 13 June 2017, Parliament adopted Act LXXVI of 2017 on the “Transparency of Organisations Supported from Abroad”. This Act obliges associations and foundations that receive at least 7.2 million HUF (approx. €23,500) annually from foreign sources to register with the court as an organisation receiving foreign funding, to annually report about it, and to indicate the label “organisation receiving foreign funding” on their website and publications. The list of foreign funded NGOs is also published on a government website<sup>1</sup>. CSOs are burdened with additional reporting requirements on their foreign resources. Failure to comply with the law can result in high fines and possibly termination of activities.

The law is part of a series of measures that began in 2013 designed to restrict civil society organisations in certain activities. These measures, although they are primarily directed against foreign funding and the support to migration, are burdening the work of these CSOs and in general the enacting of fundamental rights, democracy and the rule of law in the country.<sup>2</sup> Such an environment also makes the labelled CSOs vulnerable to further restrictive legal measures.

As an additional step, in May 2018, a legislation was presented by the government, called the “Stop Soros package” containing further far-reaching restrictions against civil society. The government tabled two entirely different drafts within a period of four months. The initial version used administrative measures to restrict the work of organisations, namely a licensing procedure for organisations working on migration and a 25% tax on foreign funding.

On June 20 the Hungarian Parliament adopted a law that criminalizes the work of lawyers and NGO workers assisting migrants and aims to prevent people from seeking asylum. The new

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<sup>1</sup> The list of such NGOs is published on the [electronic portal](#) of the Ministry of Human Capacities. Accessed on 9 September, there were 147 civil organisations registered of a very varied interest, starting from the car club and the sex workers association to Jewish educational institutions and several NGOs currently or in the past involved in DEAR.

<sup>2</sup> See the recent article on the backlashes of teaching human rights in schools (in Hungarian): <https://abcug.hu/ferde-szemmel-neznezek-rajuk-ha-az-emberi-jogokrol-tanitanak/>

criminal law “On support and promotion of asylum and residence applications” entered into force on July 1, 2018. It amends section 353/A (S353/A) of the Hungarian Criminal Code<sup>3</sup>.

Despite such restrictions, we can observe two trends that are in favor of enacting development education in the country.

Firstly, there seems to be an **increased interest of some actors relating to human rights initiatives**. A human rights roundtable, organised by the Human Rights Educators’ Network, supported by the European Council and with the collaboration of the Amnesty International, for instance, received applications for attendance that were four times higher than the actual capacity. Such interest was not noted in previous years.<sup>4</sup>

Also, we can observe that other topics which are not directly related to migration or human rights are coming to the fore in the work of CSOs, for example topics relating to **environmental protection, healthy living, ecotourism, small farmers’ production, consumer rights or sport related activities are encouraged by the governmental policies**.

This tendency was also confirmed by a key expert in the Ministry of Foreign Affairs interviewed for this report. She confirmed that ‘global education’ is not to be used as a term since the Ministry of Foreign Affairs is operating with sectorial policies which do not identify ‘global education’ as sector. However, and despite this, she also pointed out that Hungary will soon join the GENE network. The new strategy of the Ministry will use the term ‘development education’, which aims to educate the entire society in the non-formal education. This sector already includes obligatory trainings, with an exam, for the diplomats of the Ministry to be sent abroad.

The role of the non-governmental development organisations and civil actors is and has been very significant since the country’s accession to the EU (2004) in advancing the issue of global education and development policies. They have advised ministries, have written concept papers and recommendations based on international standards, developed educational materials, organized teacher training, and extra-curricular activities. **This successful advocacy activity is best demonstrated by the Governmental Regulation 1784/2016 on the “Education to Global Responsibility in Formal and Non-Formal Education in Hungary”**.<sup>5</sup> This regulation adopts in full a concept worked out by the NGO HAND<sup>6</sup> and asks the Minister of Foreign Affairs and the Minister of Human Capacities to publish the concept and to initiate the propagation of the international development education in the country. It also asks the ministers to make use

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<sup>3</sup> The new provision criminalises any ‘organisational activities’ to assist asylum-seekers, already in Hungary or at Hungary’s border, to exercise their legal rights to submit an asylum procedure or to obtain a residence permit. Provides that such offences may be committed by a person directly assisting an individual migrant, but also by preparing, or distributing informational materials or by creating or operating a network to carry out these activities.

<sup>4</sup> Article on teaching human rights (expanded version of the article of footnote 2) appeared in portal 444.  
<https://444.hu/2019/09/12/ferde-szemmel-neztek-rajuk-ha-az-emberi-jogokrol-tanitanak>

<sup>5</sup> Governmental Regulation 1784/2016 on the “Education to Global responsibility in the formal and non-formal education in Hungary <https://net.jogtar.hu/jogszabaly?docid=A16H1784.KOR&txtreferer=00000001.txt>

<sup>6</sup> Recommendations for Developing a National Concept for Global Responsibility Education, HAND Alliance, Budapest, 2015 (in Hungarian) <http://hand.org.hu/media/files/1488224424.pdf>

of the best practices already developed, to cooperate with the professional and civic organisations, to organize thematic weeks regarding international development cooperation and humanitarian affairs. The paper draws a direct line between the SDGs and the global education/development education.

In this context it should be noted that the governmental institution refers to NGOs as playing “a pioneer, central and highly effective role in the promotion of GE in Hungary.”

In general terms, the **promotion of global education in Hungary is largely linked with the 2030s commitment to Sustainable Development Goals.**

Regarding the national context, there are disparities between the policies: the restrictive laws on the one hand and the regulation to implement the global education/development education programmes on the other hand. The reason of these contradictions is in the difference of the internal policies, interests, potential of the sectorial policies and the campaigns of the different Ministries, like the MFA and the Office of the Prime Minister.

### **Implementation of the Global Education concept**

Based on the roundtable discussions and interviews conducted within the framework of the country study, activists think that even though in 2016 a GE concept was approved by the government, there is no commonly agreed procedure to implement and promote it. According to the DEAR working group of the CoE<sup>7</sup>, “despite the fact that there is openness in the MoE to discuss about the topic, there is a lack of resources for implementation.” There is an ongoing discussion about the terms and words used around GE, since aspects of GE do feature in the curriculum, even if not under this particular name. Resources could be better available if they are labelled differently, for example, as resources for environmental education, education for sustainability or energy efficiency. Participants of the roundtable have **unanimously stated that there is no financing for any global education project from governmental sources.**

Another but related perspective that was given by the general manager of HAND Alliance<sup>8</sup> is that in 2016 it was still possible to talk about global education, to break through the legislation, but since then things have further changed, and the word “global” is for instance, no longer accepted in the official vocabulary. Global education, critical thinking, polemic have become blind spots in current nationalistic policies. These policies are introducing “ethics” and “morals” classes into the formal education sector rather than subjects referring to the international processes and the globe as such. As she said in the interview, “the concept [of Global Education] as such has no future in this manner.”

**Global education enthusiasts in Hungary these days therefore have to reinvent the vocabulary and the approach as well,** in a way that is not conflicting with the central direction. The main goals of the development education, as formulated by the European Commission, such as engaging critically with the global development issues, fostering policy change, cannot fly.

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<sup>7</sup> Report on Visegrád Global Development Education Seminar, Follow-up meeting, Budapest, Hungary, 23 May 2019.

<sup>8</sup> Most of the global education NGOs are members of the HAND - International Humanitarian and Development NGO, which works as an umbrella organisation for awareness raising and policy advocacy.

The need to transform the messages is a must with regard to the projects that would have involved the topic of migration, which topic has polarized the society since 2015.

A DEAR project partner organisation, participating at the roundtable, has been using the term “global population movements” instead of “migration”, in a DEAR programme financed project. Teachers or the school management would immediately sabotage any project related to “migrants”, since it could endanger the very status and operation of the school. When these topics arose in the schools, the roundtable participants stated, the teachers would give black and white statements, lacking or not wishing to use more nuanced resources and positions.

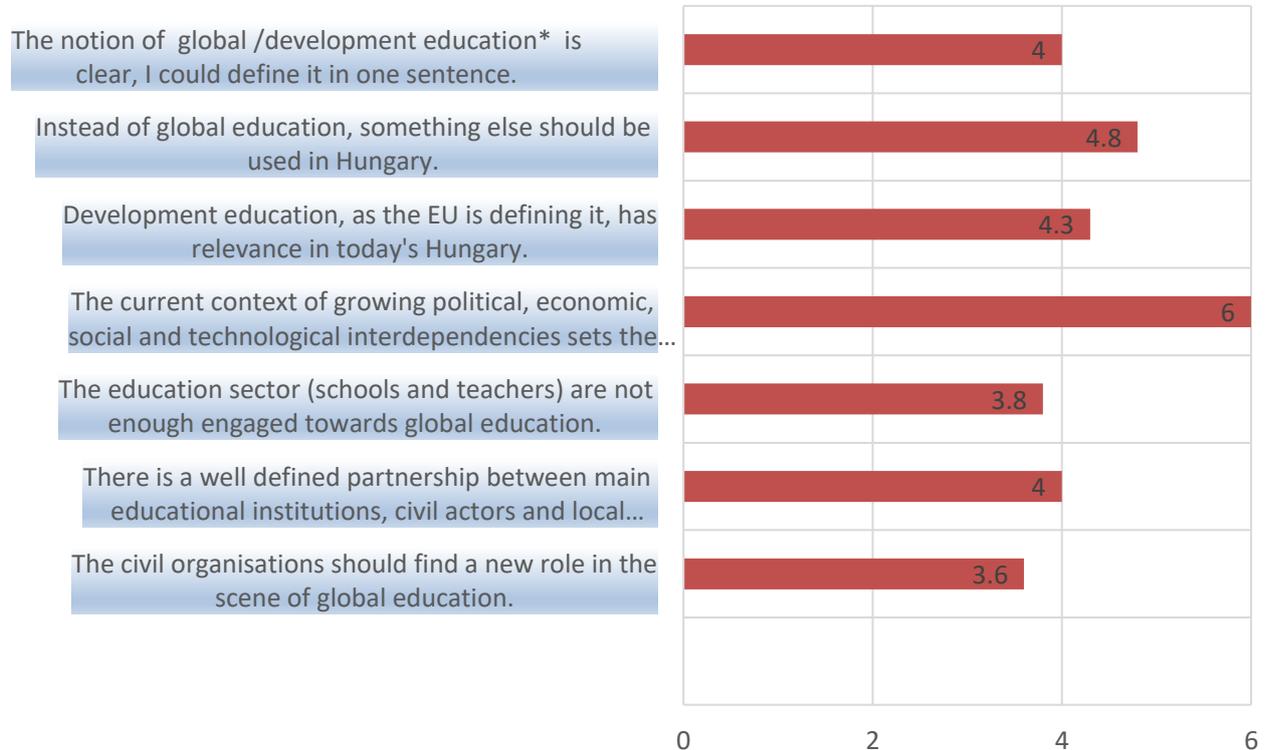
*“Things that are not going against the governmental communication can pass,”* one of the participants said.

As sustainability, environmental conservation, eco-diversity, energy efficiency are still acceptable notions, global issues have to start from those concepts. There is an approved Climate Strategy and an Environmental Conservation strategy for instance: topics that can be discussed in schools and that can be useful in advocacy actions as well.

Roundtable participants stated that the goals of DEAR projects should strictly arise from the localities where the projects are being implemented. In other words, the local actors, in order to implement their goals related to the global education have to choose a wise solution, based on compromise.

**According to HAND, the rethinking of DEAR in Hungary has to primarily involve the young people from grass route level in the name of sustainability and climate.**

**7 statements on development education**  
 Based on the answers of project managers, in a scale of 0-6  
 (0- strongly disagree, 6-strongly agree)



■ Survey at the DEAR Roundtable, 17 Sept 2019

## Are education policy and practice (incl. the curriculum) supportive of Global Learning?

The current National Core Curriculum (in Hungarian: NAT) is in operation since 2012. In August 2018, the Ministry of Human Resources released a draft of a new curriculum. This new curriculum was to enter into force as 1 September 2019, but the Minister of Human Resources has said at the beginning of the school year that the document, which is “representing classical values, but with the newest methods” will be introduced only from next year.

It contains several chapters that can relate to global education, like the Chapters 1.1.7. ABOUT THE ENGAGEMENT TOWARDS THE SUSTAINABLE PRESENT AND FUTURE and the Chapter 1.1.6. EDUCATION ON NATIONAL AND EUROPEAN IDENTITY, PATRIOTISM AND ACTIVE CITIZENSHIP AND DEMOCRACY.

Regarding the active curriculum, HAND has pointed out already in 2015 that although it mentions the importance of preparing for global challenges and linking it to different areas, global education does not appear systematically in education. It provides a kind of recommendation to show the skills, value orientations and attitudes needed for active citizenship in different key competences. However, awareness raising, and global responsibility education can only be effective in an open, secure and democratic environment where participants can express their views courageously, without retaliation, where their creativity and creativity are built. The everyday operation of the school, its atmosphere and its hidden curriculum itself convey values and attitudes.<sup>9</sup>

### Excerpts from the draft National Core Curriculum 2018, Chapters 1.1.6. and 1.1.7

The student will learn about the history, traditions and culture of Hungary and the Hungarian nation, as well as Europe and the world outside Europe; the Hungarians and the Hungarian achievements; achievements in science, the arts, sport and other areas of life.

Understands Hungary's place in the World and in the European Union; it develops and deepens the emotional attachment to the homeland, the feeling of love for the homeland. Understands the importance and role of the democratic state and its institutional systems, acquires knowledge of fundamental human rights principles and thinking, learns the rules governing citizenship rights and responsibilities, and is committed to the practice of active citizenship.

The school community regulates in its basic documents its tasks regarding sustainability and environmental awareness. It addresses the local specificities of developing social, cultural, global and environmental responsibility. Schools accomplish these goals through organisation of project days and thematic weeks at the institutional level, requiring student collaboration and activity, and involvement in regional, national, and international programs, hence supporting students in their sense of responsibility for the natural and built environment and the future of our communities. Students learn about the conditions that are essential to preserving the values of the past and the present, about processes shaping the future and the role they can play in them. Students will gain knowledge and experience of issues affecting the planet as a whole and the challenges facing our country in the area of sustainable development. This will enable them to recognize how they can contribute individually to the preservation and development of the natural and built environment.

<sup>9</sup> Recommendations for Developing a National Concept for Global Responsibility Education, HAND Alliance, Budapest, 2015, <http://hand.org.hu/media/files/1488224424.pdf>

As mentioned in the previous chapter, everybody agrees that it is a dead end to advocate using the notion of “global education” with governmental institutions or with the public, since it goes against the massively propagated state vision and rules. Yet the contents of global education can be repackaged into environmental and social policies and practices. **Important investments were made in the last decade on behalf of NGOs to work out teaching methodologies<sup>10</sup>** that are being used by some schools who participated in DEAR projects.

The success of the systemic introduction of the development education teaching methodologies is yet to come. “One-two NGOs has given the flag to one-two teachers, who became engaged, but on systemic level there was no breakthrough yet. Nurses in the kindergarten know and apply the most of these contents, the general schoolteachers less, and in universities even less”, a roundtable participant noted.

However, as our informant from the Ministry pointed out, at the university of Corvinus (University of Economics), a development education course is currently under formal accreditation, and has been taught in the past decade although not as an accredited course.

There is a strong belief that in these circumstances **SDGs should be the focus of teaching materials**, since they are widely accepted, and they therefore still have “prestige” with the teachers. Furthermore, Hungary has signed up for the propagation of those goals by law, they can therefore function as solid reference points. This view is also prevalent in the previously referred to HAND concept paper on *Propositions for the development of the national concept on education for global responsibility*, which states: “Responsibility for the future presupposes that conscious Hungarian citizens, as active citizens, enacting their identities, preserve the values of humanity and be ready to embrace the Sustainable Development Goals, understanding the spirit of the time.”<sup>11</sup> To develop and support implementation of this, the Civic Roundtable for the Sustainable Development Goals has been active since 2017 with the involvement of the main development actors in the country<sup>12</sup>.

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*“The biggest challenges are the administrative and psychological walls caused by the closed society, the current political context and governmental endeavors.”*

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Roundtable participants agreed on that political messages have firmly contributed to the closure of debate on certain issues in and by society since 2015. The centralization in all parts of the political life is engendering less and less alternative projects and the official Curriculum is not

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<sup>10</sup> The website Globnev.hu was developed in order to collect the methodological materials.

<sup>11</sup> HAND, idem (see footnote n.o. 10)

<sup>12</sup> Website of the Civil Roundtable for the Sustainable Development Goals can be accessed <http://ffcelok.hu/rolunk/>

stimulating school projects. As one of the participants mentioned, “the system does not take in other content, as we cannot put the oil filter in the car if the motor has been transformed”.

Teachers are usually directed towards officially accredited materials. However, some schools do allow some civil society organisations to organize thematic days with the condition that all details of the thematic day is run by the organisation. In other words, the school and teachers are not participating in the preparation of the materials but are bringing the students to the site). Follow-on from such interventions, through the curriculum in the classroom will most probably not take place. Nevertheless, DEAR project could include 500 pupils a day in this way, have set up full exhibitions in a school and have been also able to help students to digest the material.

This type of “guerilla” actions, if successful, can be repeated and further developed with new schools included if its director is convinced about the learning achievements of such days. The “Move for the climate” campaign was such a project which involved 10,000 pupils, and follow-on programs in summer camps.

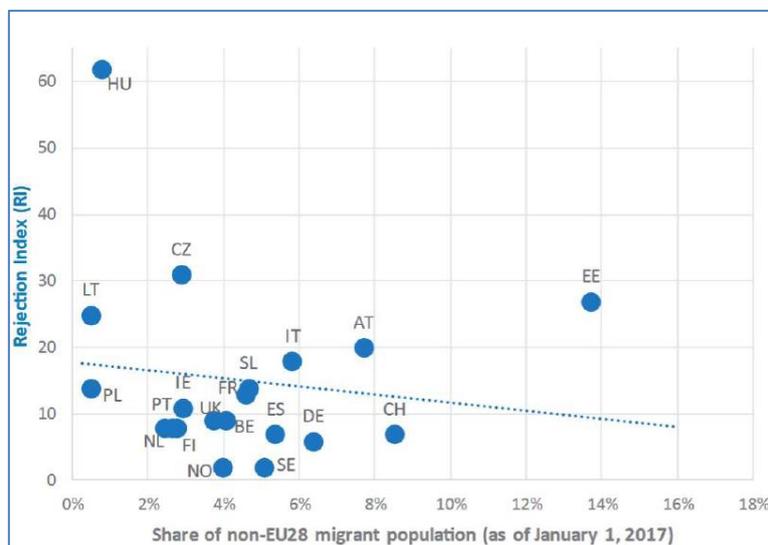
However, educative materials that previously were developed with the help of the EU cannot be used any more. The repackaging of the development education in the formal education sector needs a lot of aptitude and transformation on behalf of the GE actors. **The EU financing can encourage these processes if the projects are flexibly allowing them to work in small projects, adapt their work to the national circumstances in the best possible way, keeping their merits from the past successes and avoiding the operational risks** (stemming from the restrictive national context).

## Is the general ambience in the country enabling Campaigning-Advocacy?

Campaigning projects directed to the general public could be suitable in this specific socio-political context only after thoughtful transformations. Since the national directives are overwhelmingly anti-immigration and anti-globalization, civil society organisations believe that the campaigning against those directives, even on the level of the vocabulary, will bring no results, but would backfire. Explicit reference to ‘solidarity’, ‘empathy’, ‘eradication of poverty’ and ‘humanitarian values’ cannot be made in the present-day Hungary.

As a fresh study of Friedrich Ebert Stiftung, entitled *Still divided but more open* shows that overall, the perception of migration in European countries remains neutral and stable after the 2015 migration crises. Yet, in contrast to long-term democracies, in Hungary, Czech Republic, Estonia, and Lithuania negative attitudes are more likely to be turned into negative behavioural or policy statements. Among all countries surveyed there is only one in which the share of those who reject migrants unconditionally has increased significantly. This is Hungary, where rejection was by far the highest even before 2015 (48%). Uniquely in Europe, almost two thirds of the population would reject without further consideration the settling of all migrants from poorer countries outside Europe.<sup>13</sup>

Table 1: Rejection index vs. share of non-eu28 Migrant population as of January 2017<sup>14</sup>



<sup>13</sup> Messing, Vera; Ságvári, Bence: “Still divided but more open”, Friedrich Ebert Stiftung, 2019. <http://library.fes.de/pdf-files/bueros/budapest/15322-20190505.pdf>

<sup>14</sup> Idem, p.15

Good project communication is not only dependent on the message but also on the public, the participants agreed. Therefore, **the Hungarian partners find it very difficult to adjust to big consortia in the ongoing DEAR campaigning projects** run by the EC, which are mostly led by Western European stakeholders, whenever the messages are pre-designed. They say that the nature of these large-scale campaigning projects is such that as partners they cannot shape the content of the projects. As one of the interviewees mentioned:

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*“It’s completely different to setup a global education project in a country where there are migrants, from the one, where there are none, yet we are afraid of them.”*

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Topics related to environment and climate are still able to bring together people, like in the case of Püspökerdő, a forestry region near the western city of Győr, out of which the mayor wanted to chip out 30 HA land in 2015 to build a kayaking course. After protests of two civil society organisations, amongst them a roundtable participant, and the signing of a petition by the citizens, the mayor has withdrawn the project of building a kayaking course that would negatively affect the environment. (Although the municipality later on presented new building projects that would also require the cutting of the trees). Despite such success, a participant thinks that environmental messages are hardly getting through to the decision makers. To reach them, scrupulous advocacy methodologies have to be carefully designed using neutral language, since vigorous activism and a protest culture no longer works. The approach should be strategic, using several communication channels. This is a painstaking work, and in order to succeed in it, a full communication crew would be needed, which is not currently available.

As another example of public messaging, a roundtable participant knowledgeable about the municipality of Nagykanizsa (a city in South Hungary, close to the Croatian border, with very high emigration rate amongst the young people) has reported about the indifference of the people with regard to some global topics. Local entrepreneurs would line-up behind some politically flagged topics and also behind the evergreen favorites, such as dog shelters and foundation for sick children. But, they typically would not line-up behind global topics, like emigration or immigration, even if they are significantly affected by the emigration of their own children.

In both of the above cases, project communication and advocacy require local adaptation and customization.

There are some exceptions to the general trend, where the civil organisations were invited by local authorities to hold thematic days, with regard to local development issues, as for example relating to the planned construction of a motorway next to a forestry region in the North of Budapest (Pilisvörösvár). A participant organisation was invited to present about the possible environmental damages of such a road construction.

The roundtable also brought up some doubts about the consortium management and project management capacities with regard to the large scale campaigning projects. As far as Hungary is concerned, where CSOs are involved in EU DEAR projects they are involved as partners but not as lead organisations. **They feel that the conditions imposed by the tenders, especially those launched in 2018, are not supporting them in aiming for a leading role in DEAR projects.** They also feel that the winners of the large *campaigning* projects, although they are able to manage big consortia and are professional in campaigning and publicity, are giving insufficient attention to the professionals of development *education*. “We are not capable to manage large scale campaigning projects, which is shown by the tendering results also. We are simply not winning”, said an interviewee. **They are therefore urging the EC to secure the funds for grass root level development education work also in the case of campaigning and advocacy projects.** The possibility to manage small scale projects, to receive core costs for main global education networks or to manage more sub-grating could bring them closer to the expected results.

## How do projects interpret Quality, Public awareness, Critical understanding?

There is a general opinion that conscious behavior and environmental awareness as per se, are still very far from the nature of Hungarian mentality. People do not necessarily stand up for “the cause”, but they stand up in order to avoid any disadvantages they might suffer in their own environment, as was the case of the planned highway construction in Pilisvörösvár. In the attitude of “it does not matter where the smoke goes, if it does not come this way” the essence of the cause of global education gets lost. If the causes close to them are not having the desired effect, it is truly understandable that the problem of the plastic waste in the sea will not touch the Hungarian public.

Hence, the “quality” criteria in the DEAR projects primarily refers to an evidence-based message getting through. For instance, if instead of sensationalist news coming from the center, for example about “whom the migrants raped today”, messages about the wider causes of migration can obtain attention.

However, opportunities for critical thinking, along the lines of that mentioned above, are getting scarce in the polarized societal discourse. Critical thinking should be inbuilt in the projects, in Hungary it would also mean that projects should by far avoid explicit politics, because this latter is immediately painting the statements in black and white. Speaking about atomic energy would automatically label the speaker as right winger, speaking about alternative energy sources would automatically label the speaker as left winger. There is no “in between.”

Critical thinking would mean that the person would be uncertain for a moment, that he/she could question himself, for example in consumer habits... when speaking about the “sustainable palm oil”, or whether the use of Indian soapnuts as laundry detergent is eco-friendly. The project would bring results if they motivate people to think before buying.

**Successful change, roundtable participants think, can only be achieved with developments based on needs.** Consequently, the successes are specific to the projects. A participant organisation thinks that the introduction of an air pollution meter in a public space is a success, while another participant thinks that the high number of people turning up in a conference on economic justice and taxation, to which they have not expected to raise wide interest, is a major development.

Another organisation thinks that serving drinking water from the local dwelling, at the conference organized within the framework of the DEAR program has been a major highlight, since local water was considered substandard by the local inhabitants. Working with bigger cities, as the example of Győr is also a very rewarding action and also, a desired future goal. Others think that the quantity of the pupils, schools involved in the former education projects is the indicator of the success.

A participant organisation, which has recently participated in two projects thinks that the success was found in having the possibility of shaping the perception of the people and the pupils. Altogether everybody agreed that the best thing to do if we want to change attitudes is to invest into the education.

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*“One thing we learnt for sure: if we are not present in the locality where we work, there will be no result. Without human interaction and trust, just forget about it!”*

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The DEAR related knowledge has been traditionally concentrated around the network of the HAND Alliance, a network of CSOs that is still active. However, new actors have emerged focused on climate actions, with organisations that are or were not traditional DEAR actors. Bringing together the results and learnings in the country would boost the sense of the success of the implementers. Although some initiatives do exist (for example, the online library Globnev.hu), this endeavor has to be further followed up. **The participants thought of the roundtable held as part of this country study as an excellent opportunity to be repeated** and as such they will look into their projects, if there is opportunity to organize it again.

With regard to measuring the satisfaction of these projects, big projects have the capacities to do so with surveys. In the smaller project, focus groups are used for measuring satisfaction. For instance, in case of school projects, the attitude change and the gained knowledge is also measurable. Social media however provides a great opportunity for measuring the outreach, but not the change of the attitudes.

## Given the national context: what is the added value of the EU DEAR Programme?

As shown in the '7 statements on development education' table, all roundtable participants agreed that in default of national financing, EU DEAR funding is currently the only financial instrument for them to implement global education projects. The funding also allows them to get involved and sustain their networks that further help them in operations and planning. To be part of such projects is a very valuable learning opportunity for them, enabling them too to strengthen cooperation between different sectors.

*Table 2: Development education spending of 5 Hungarian civil organisation in 2015-2016<sup>15</sup> in HUF*

	2015	2016	Total
<i>Development cooperation and humanitarian expenses</i>	923 000 000	882 700 000	1 805 700 000
<i>Awareness raising</i>	82 100 000	41 500 000	123 600 000

The clear EU requirements have been mentioned as an utterly positive feature, even if they come along with an oversized administration of the sub-granting projects. One of the organisation noted with sadness that they had submitted, as Lead Partner a project application in 2018, which suffered a few minutes delay as a result of an IT technical error, however the application was entirely rejected by the EU IT experts.

In Hungary, global education has no solid ground in the national financing system; the national funding allocated for the awareness raising on development or global matters are below the critical limit. As the key expert of the MFA pointed out, there is no budgetary line for "global or development education as such", but the fund allocated for awareness raising are picked randomly from other budget lines. However, "The situation is better than it looks, we are doing something", she said, highlighting that in the new Development Cooperation strategy 2020-2025 one pillar is called development awareness raising and societal mobilization.

<sup>15</sup> Excerpt from the study of Réka Balogh: A civil szervezetek szerepe a nemzetközi fejlesztésben, in: Nemzetközi segélyezés a 21. század elején - Új irányok, új lehetőségek, szerk: Kiss Judit, NEMZETKÖZI GAZDASÁG SZAKKÖNYVTÁR, 2019.

DEAR funding, administered by the EC, can continue to be a success in Hungary, **if it allows needs-based, grass-root approaches and local developments that are embracing the interest of the people.** They are otherwise swamped by the simplistic, nationalistic messages of the central propaganda.

## Overall conclusions

In Hungary, the awareness of global education, or as the term is rather used, development education is still limited in the society and in professional circles too. Civil society actors have piloted the introduction of the topic in the country after its accession to the European Union (2004), have prepared methodologies and worked with the educational institutions and Ministries. This work was to a large extent made possible by the European funding. By now, decision makers as well as some schools and universities are aware of the notion of development education, its legal base exist in the legislation (although conflicting with other laws and values communicated by the government in the last years). Funding available for these types of activities is very limited and forms part of other sectorial policies (environmental education, sustainable development, climate adaptation, responsible citizenship, etc.)

Amongst the current project implementers, there is a unanimous opinion that the current restrictive national context and the growing political, economic, social and technological interdependencies, and the global scale challenges require an enhanced global/development education.

Since the national directives are overwhelmingly anti-immigration and anti-globalization, civil society organisations believe that the campaigning against those directives, even on the level of the vocabulary, will bring no results, and would actually backfire. Explicit reference to 'solidarity', 'empathy', 'eradication of poverty' and 'humanitarian values' cannot be made in the present-day Hungary. The messages of development education must be formulated carefully and introduced strategically in a way that is not going against the 'official vision'.

There is furthermore a consensus that without European funds, the same actors could not continue their global educational activities, let alone start new projects.

The Hungarian civil society organisations applying for the DEAR programme have furthermore expressed their concerns regarding the relevance of currently running the large-scale campaigning projects, managed in big consortia and a strong desire for small-scale funding that allows needs-based, grass-root approach for local action.

## ANNEX 1

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Available at <https://gene.eu/wp-content/uploads/State-of-Global-Education-2018-with-cover.pdf>

CONCORD: Global Citizenship Education in Europe: How much do we care?, 2018

Available at <https://concordeurope.org/blog/2018/03/07/gce-funding-report-2018/>

**ANNEX2****PROJECTS REPRESENTED AT THE ROUNDTABLE WORKSHOP**

<b>Project name</b>	<b>Website</b>
'There isn't a PLANet B!'	<a href="https://www.noplanetb.net/">https://www.noplanetb.net/</a>
GET UP AND GOALS!	<a href="https://www.getupandgoals.eu/">https://www.getupandgoals.eu/</a>
Citizens for Financial Justice	<a href="http://citizensforfinancialjustice.org/">http://citizensforfinancialjustice.org/</a>
Change the Power- (Em)Power to change: Local Authorities towards the SDGs and Climate Justice	<a href="http://overdeveloped.eu/en/background/dear-project-change-the-power.html">http://overdeveloped.eu/en/background/dear-project-change-the-power.html</a>
Build Solid Ground	<a href="http://solidgroundcampaign.org/blog/building-solid-ground-eu">http://solidgroundcampaign.org/blog/building-solid-ground-eu</a>