



# Stand Up for Europe

Argumentation training against undemocratic slogans:  
European extension and updating

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## Exchange and Best Practices

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### Hungarian National Report



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## 1. Current State of Argumentation Training in Hungary

Since the change of regime, Hungary has had a two-pole curriculum management system (previously centralized management was the typical). This means that both central and local decisions prevail in matters of planning (objectives, content selection, curriculum design). This system regulates the education of students in primary and secondary school up to the age of 18. After the change of regime, the Hungarian curriculum regulation became three-tiered (Perjés & Vass, 2008).

The top-level regulation is the National Core Curriculum, which was issued by the Hungarian Government in 2012 and last modified in 2020. The basic curriculum defines the mandatory common objectives of the educational work in the framework of general education, interprets the so-called key competences adopted in the European Union for public education in Hungary, lays the foundation for the quality management tasks related to the basic curriculum, and includes in particular the development tasks to be implemented in the individual content phases, which form the basis of the educational work. The second level is the framework curriculum, which has a mediating role between the local curriculum and the National Core Curriculum. The local curriculum is the third level. It is selected and drawn up in accordance with the objectives and principles of a school's pedagogical programme. Its local character is due to the fact that it is legitimized by the agreement of the local stakeholders, the acceptance of the board of governors, the supportive opinion of the various users and partners, and the approval of the maintainer. A secondary but not insignificant feature is that it incorporates elements of local culture to an acceptable extent. By local culture we mean both the traditions and the vision of local society (Venkovits & Makay, 2022).

In 2002, Hunya examined the National Core Curriculum, the framework curriculum and the available textbooks to see to what extent they offered opportunities for the use/teaching of debate and argumentation in Hungarian schools. In the study Hunya concluded that these key documents require the development of debate and argumentation skills at several points. He also argued that debates help to implement the core values and principles of the curriculum and to meet the requirements (Hunya, 2002a, 2002b).

In 2017, Tibor Oláh also examined this issue and concluded that the National Core Curriculum considers the use and teaching of debate and argumentation important, while at the same time drawing attention to the difficulties of implementing the principles of the National Core Curriculum and the Framework Curriculum. With few textbooks, manuals and trainings available to help teachers acquire the necessary skills to conduct classroom debates, teachers are left to deal with the issue alone. It was felt that teachers would either learn argumentation techniques and debate formats on their own, or they would not be able to adequately develop the relevant skills of students (Olah, 2017).

According to Venkovits and Makay's analysis, the National Curriculum and the framework curricula explicitly recommend the use of debates in a number of subjects, such as foreign languages, history, civic studies, biology and geography. The research concludes that the Hungarian regulatory system provides a sufficient basis for debate-based education and for the acquisition of good reasoning skills. However, the research finds that the regulatory system does not provide methodological support to teachers, which prevents them from effectively integrating debates into everyday teaching. The surveys presented in this study show that few practicing teachers and teacher trainees are aware of how to apply debate and argumentation-based teaching in their daily work. However, the researchers suggest that this can be overcome with appropriate training and methodological support for the teachers and teacher trainees. They find that during the secondary school years, students involved in debates feel the benefits of argumentation-based education. They believe it has contributed to the development of their skills, which is in line with international surveys. This means that the policy framework supports and even expects a wider use of debates and arguments in education (Venkovits & Makay, 2022).

We could not find a single comprehensive study on the state of argumentation education in Hungarian higher education. While one study mentions that debate and argumentation play a much more prominent role in Hungarian higher education than in secondary schools, it is not clear on what information this is based on (Deli, 2014).

The CCIV of 2011 Act on National Higher Education states that higher education institutions provide education based on a curriculum. As part of the programme, the curriculum for higher education vocational training, bachelor's and master's programmes are based on the training and outcome requirements published by the Minister. The higher education institution is free to draw up its own

training programme for joint training, part-time training and continuing vocational training in the context of programmes funded by the European Union, the Visegrad Fund and the Central European Higher Education Exchange Programme. The curricula shall be reviewed every five years. New or revised study and examination requirements may be introduced in an ascending order (Jogtár, 2011).

Based on our non-representative analysis, the teaching of debate and argumentation in Hungarian higher education is rather mixed. In law, social sciences or communication studies, we more often find courses that focus specifically on the techniques of debate and argumentation. This is less the case in other disciplines, such as science or engineering. However, subjects related to argumentation are available as optional courses in most study programs. For example, at the University of Economics and Business (Budapest), an optional course (Debate and Argumentation Techniques course) is available, which aims to familiarise students with the importance and the possibilities for representing their own opinions and positions in a conscious and effective manner, and to learn the techniques of persuading the other side in a cultured manner. They are practicing methods of representing their views in a credible way, regardless of their emotional commitment. For example, at the Faculty of Law and Political Sciences of the Pázmány Péter Catholic University, students can take a course in legal argumentation, legal rhetoric, which aims to familiarise them with the basic concepts of argumentation theory, including the study of legal argumentation.

In 2020, the Talent Management Council of Eötvös Loránd University (ELTE) has expanded its range of training courses with communication training. Within this framework, 2 training sessions in Argumentation Techniques were organised in the spring semester, lasting 5-5 hours. The training sessions were independent of each other, the curriculum and the structure of the lessons were the same for both dates. During the training, the participants were introduced to the most important argumentation skills, the tools of persuasive argumentation and their application, which they learned through role-playing exercises in an interactive class. At the same time, an organisation on debating, ELTE Debate, was established at ELTE in 2013. The aim of the organisation was to develop critical thinking and analytical skills through formal debate, to encourage participants to deepen their understanding of current public policy dilemmas, and to improve their argumentation techniques and public speaking skills. The last available information on the existence of ELTE Debate is from 2018 (ELTE, 2018).

The Budapest Debate Union is also an organisation dedicated to British parliamentary debate, primarily at ELTE and Corvinus universities in Budapest. They organise team debates for students, mainly in English. The two sides have to argue for and against a specific thesis (ELTE, 2022).

Law students can attend the International Academy of Human Rights and Debate as a paid summer school at the University of Pécs for €2,500. The summer school focuses on some of the most typical issues of international human rights, including the protection of human rights in armed conflicts, the EU's accession to the European Convention on Human Rights, the relationship between asylum and national security, the human rights implications of artificial intelligence systems and algorithmic decision-making. The debate course will provide students with an introduction to argumentation theory, rhetoric and practical skill-building exercises in debate and public speaking (Compostela, 2024).

## 2. European Values in the Hungarian National Context

### Democracy, human rights, equality

Hungary's constitution states that " Hungary shall be an independent, democratic rule-of-law State." According to the Fundamental Law of Hungary, "We date the restoration of our country's self-determination, lost on the nineteenth day of March, 1944, from the second day of May 1990, when the first freely elected organ of popular representation was formed. We shall consider this date to be the beginning of our country's new democracy and constitutional order." According to the Fundamental Law of Hungary, " Everyone shall be equal before the law. Every human being has legal capacity. (2) Hungary shall guarantee fundamental rights to everyone without discrimination and without discrimination on the grounds of race, colour, sex, disability, language, religion, political or other opinion, national or social origin, property, birth or any other status. (3) Women and men shall have equal rights. (4) By means of separate measures, Hungary shall help to achieve equality of opportunity and social inclusion. (5) By means of separate measures, Hungary shall protect families, children, women, the elderly and those living with disabilities." (Jogtár, 2011).

Researches have shown that democracies in post-communist transition mostly fail to meet liberal expectations (Gallai, 2020). On 26th July 2014, Viktor Orbán (Prime Minister of Hungary) gave a speech at the 25th Bálványos Summer Free University and Student Camp in Tusnádfürdő, in which he gave a new political programme for Hungarian society after the regime change. The speech went beyond the national framework and outlined a grand vision - in contrast to the ideal of liberal democracy - of the creation of an alternative social order and value system. The building of the new system is/was necessary because of the changed international order, because - according to Orbán's discourse - the interests of the Hungarian nation and the survival of its existence are better ensured by an illiberal social order instead of liberal democracy (Szűcs, 2022).

In recent years, researchers have devoted much attention to characterising the illiberal political system that has emerged in Hungary. Analyses have generally described the changes in the democratic establishment at the level of the political system and have paid much less attention to whether people's perceptions of democracy have changed in parallel with these changes. In Hungary, the average and the variance of satisfaction with democracy has been increasing since 2008, i.e. although people are on average more satisfied, the polarisation of opinions on democracy has increased substantially in recent years. Compared with European and regional data, the average level of satisfaction with democracy in Hungary is broadly in line with the average in Eastern European countries, but the dispersion of satisfaction is much higher than in either the Eastern or Western European regions. In Hungary, citizens are increasingly divided in their perception of the political system. There are social groups who are increasingly satisfied and those who are increasingly dissatisfied with the functioning of democracy. By 2018, economic and material aspects such as prosperity, money, work and development have been lost from the primary associations of democracy and have been significantly overshadowed. This does not mean, however, that Hungarian society does not take economic performance into account when considering satisfaction with democracy. According to a multivariate regression model, a positive perception of economic performance showed a clear correlation with satisfaction with democracy. Satisfaction with democracy is also a function of political preference, in line with partisan polarisation theories: pro-government voters are much more satisfied with democracy than opposition voters (Susánszky et al., 2021).

### Rule of law, solidarity

Hungary was subject to Article 7 proceedings in the European Union in 2018 and has not been closed since. In December 2022, the European Commission approved all Hungary's programmes under the Common Provisions Regulation for the period 2021-2027. However, it has expressed concerns about the horizontal eligibility criterion related to the Charter of Fundamental Rights, because of four aspects related to judicial independence in Hungary (European Commission, 2022).

On 13th December 2023, the European Commission adopted two decisions on Hungary and the rule of law in the country. One related to the horizontal conditionality on judicial reform in Hungary and the other to the budgetary conditionality. In its communication, the Commission said: Following a thorough examination and several exchanges of views with the Hungarian government, the Commission considers that Hungary has taken the measures it has undertaken to take in order to enable the Commission to conclude that the horizontal condition of the EU Charter of Fundamental Rights concerning the independence of the judiciary is fulfilled. (European Commission, 2023).

In his speech on 14th January 2024, the President of the European Commission said that Hungary has adopted judicial reforms, also on the basis of the Commission's proposals. Von der Leyen said Hungary had limited political influence in the judiciary. The Commission had demanded this, and the Hungarian government had done so. Twenty billion euros remain frozen, linked to LGBTQ issues, migration deal, says Commission chief (European Commission, 2024).

After the speech, the Hungarian government communicated that the European Commission is withholding EU funds from Hungary because of Hungary's child protection law and the detention of migrants from the Middle East and Africa at the border (Magyarország Kormánya, 2024).

It is important to note that the Hungarian government previously held referendums on both issues. The 2016 referendum in Hungary was a national referendum held on 2nd October 2016, in which Hungarian citizens with the right to vote could express their opinion on whether the European Union should be allowed to impose the compulsory resettlement of non-Hungarian citizens in Hungary without the consent of the Parliament. More than 98% of valid voters (3 362 224 people) answered "no" to the question (Nemzeti Választási Iroda, 2016).

The 2022 referendum in Hungary (regularly referred to as a child protection referendum in the pro-government press and regularly referred to as a homophobic referendum in some opposition and non-government press) was a national referendum held in Hungary on 3rd April 2022. The four questions were initiated by the government after years of tension on the issue between the conservative Hungarian government and progressive Western European political and civil society organisations. The non-response rate for the four questions on the ballot paper ranged from 92-95%, i.e. 3.6-3.7 million people agreed with the questions asked by the government, but an average of 21% of the ballots cast, or 1.7 million votes, were not valid (Nemzeti Választási Iroda, 2022).

Péter Szijjártó, Hungary's Foreign Minister, said in December 2023 that under international law that if someone is forced to refuge, they have the right to stay temporarily in the first safe country, but they do not have the right to pass through dozens of safe countries until they reach the place of their choice. This is the basis on which Hungary has defined its migration policy and acted in relation to Ukrainian refugees (Magyarország Kormánya, 2023).

After the invasion on the 24th of February the wave of refugees that immediately followed demanded an immediate response, which was most quickly felt in the work of various humanitarian organisations in the settlements along the Hungarian Ukrainian border - Záhony, Beregsurány, Barabás, Lónya and Tiszabecs - and in Budapest. Among the smaller NGOs, the Budapest Bike Mafia or the Menedék - Association for the Support of Migrants deserve a mention. The Catholic Charity, the Hungarian Reformed Charity, the Hungarian Maltese Charity, the Ecumenical Relief Organisation, the Baptist Relief Service and the Hungarian Red Cross enjoy greater government support and are also members of the Charity Council, established in 2000. In addition, on 2nd March, the government set up the National Humanitarian Coordination Council, which brings together representatives of these organisations and other sectors (education, health, transport, etc.) vital to the situation, to ensure proper crisis management. Among the public organisations, the work of the civil protection, the national defence and the police also deserves a mention, as they have greatly helped coordination. Four days after the war broke out, the police developed a new IT system to facilitate the registration of refugees. This allowed the registration of people at the crossing across the border from the end of March, replacing the previous practice of transporting them to various transit points. Public involvement in financial support for crisis management is also crucial, especially for large humanitarian organisations. Smaller organisations have also benefited from central funding, but their contribution has been more characterised by civil society and institutional contributions. It is worth mentioning the financial support of EUR 300 million provided by the European Union from the REACT-EU Recovery Fund, which in the current situation is aimed at supporting the refugee situation - although through the Recovery Fund it is also essentially intended to repair the damage caused by the coronavirus epidemic and was thus aimed at compensating economic victims in Hungary. At the beginning of October, the Interior Ministry announced the arrival of a further €21.1 million, but Hungary was no longer eligible for the €100 million funding announced at the end of that month by the European Commission for countries hosting refugees from Ukraine (Tóth, 2023).

The European Commission published its Rule of Law Report 2024 on 24th July 2024, which looked at the situation in the EU as a whole and in the Member States in separate chapters. In the case of Hungary, the Commission concluded, among other things, that Hungary should take a series of measures to comply with EU standards on the rule of law. Again, the Panel assessed Member States

in four areas and on the basis of the implementation of the recommendations of the 2023 Report: the functioning of the judiciary, the fight against corruption, media pluralism and the system of checks and balances. In a separate report on Hungary, the four areas are further elaborated. As regards the judiciary, they note that the judicial reform introduced in 2023 has made progress, for example in clarifying when Hungarian courts can refer cases to the Court of Justice of the European Union, and in increasing the transparency of the case allocation system of the Curia. However, the Commission still has concerns about the case allocation system for the lower courts. In the area of judicial reform, they also note that the powers of the National Council of the Judiciary have been strengthened, which balances the powers of the presidents of the National Office of the Judiciary. In the second area, in connection with the fight against corruption, it is written that Hungary has adopted a new anti-corruption strategy for 2024-2025, in connection with which they plan to pass legislation related to lobbying and the already mentioned revolving door phenomenon, but also in connection with the fight against corruption there are problems. The obstacles to the operation of the Integrity Authority and the practical impact of the Anti-Corruption Working Group cannot yet be examined. On a positive note, they note that some high-level corruption cases have reached the point of indictment (European Commission, 2024).

### **Current situation and status of upholding each value**

According to the National Core Curriculum, the task of public education is education for citizenship and democracy. According to this, the basis of the operation of a democratic state of law, of public life based on the rule of law, is citizen participation, which strengthens national self-awareness and cohesion, and creates harmony between individual goals and the common good. This active citizen behavior is characterized by respect for the law, compliance with the rules of coexistence, respect for human dignity and human rights, non-violence, and fairness. The task of the National Core Curriculum is also to educate media awareness. The goal is for students to become responsible participants in the mediated, global public: they understand the language of new and traditional media. Through the development of an interpretive and critical attitude and its activity-centeredness, media awareness education prepares you for the participatory culture of democracy and for the meaningful and valuable organization and conscious shaping of everyday life, which is also influenced by the media. The students get to know the functioning and mechanisms of the media, the mutual relations between the media and society, the way of distinguishing between real and virtual, public and confidential contact, as well as the legal and ethical significance of these differences and the mentioned media characteristics.

Realization in practice: The topics and activities of the civics subject, which are organically based on the acquired historical knowledge - at the end of primary and secondary studies in the 8th and 12th grades - provide the student with important and useful knowledge about the functioning of the state and its institutions, as well as the family and the economic role of the state. The subject conveys knowledge, culture and norms and helps the student to become a loving, independent and responsible, democratically minded citizen of his country, a value-creating member of small and large communities, as well as to know and be able to practice active and responsible citizenship behavior. In addition, the purpose of the history subject is for the student to learn about the functioning of the democratic state organization, the principles of the rule of law, human rights, and to be aware of his or her citizenship rights and duties. Among other things, the task of the subject of film culture and media knowledge for 12th graders is to develop the student's critical thinking, to choose consciously and based on values from the individual media contents, to be able to examine the information appearing in the digital space in a systematic manner from multiple points of view (Magyar Közlöny, 2012).

According to the Equilibrium Institute, there are at least five comprehensive problems with the current model of civics education: the low number of hours, the lack of properly trained teachers, the lack of methodological preparation, the hierarchical and authoritarian functioning of schools, and the lack of institutional and teacher autonomy (Egyensúly Intézet, 2021).

In university education, international studies, political science, communication and media studies, and sociology offer compulsory and optional courses that deal a lot with the above concepts.

In 2023, Amnesty International Hungary launched the online course on the Rule of Law in Common Sense. During the 20-minute e-learning, registrants can learn the basics that will help them navigate issues related to the rule of law. In the course "About the rule of law in a common sense", in addition to the basic pillars and values of the rule of law, participants can learn about what tools the European Union uses when a threat to legal security arises in a member state (Amnesty International, 2023).

The Hungarian Helsinki Committee and the Society for Freedom Rights, with the support of the European Union, held training in 2023 for domestic civil organizations, including interest representatives and trade unions, on fundamental rights and the Charter of Fundamental Rights of the European Union. Háttér Társaság developed a "Q-learning" project in order to reduce the degree of discrimination suffered by LGBTQI people in the country. In cooperation with the stakeholders (LMBTIQ people) and experts, they developed workshops for the following two groups: on the one hand, for those who, due to their profession, meet the members of the affected group - including primarily those working in the helping professions. On the other hand, they wanted to convey the message of acceptance of LGBTQI people to people who do not meet or are not aware that they interact with members of the group in their daily lives. The project lasted from December 2022 to May 2024 (Magyar Helsinki Bizottság, 2023).

### **Relevant populist slogans in Hungary**

#### **1. *"Egy vérből valók vagyunk"s"***

"We are of one blood"

The slogan "We are of one blood" comes from the song *Nélküled* („Without You“) by the Hungarian band *Ismerős Arcok*. The song is often played on national holidays, sport events and other community events, and is thus closely associated with social experiences. From time to time, the song has also been used in political discourse, which has increased its popularity. Politicians often quote the lyrics of the song, emphasizing the importance of national unity. The lyrics of the song strongly express the identity of Hungarians and cross-border solidarity. Both Hungarians living in Hungary and in the diaspora, as well as Hungarians living in Hungary's neighbouring countries - who were forced to live outside the Hungarian borders as a consequence of the 1920 Trianon Peace Treaty - see their common historical and cultural heritage and their sense of belonging reflected in the song and its slogan. It is also important to note that since 2010 Hungarians living beyond the borders of Hungary can also have Hungarian citizenship and the right to vote, so strengthening cross-border national identity and cohesion can be an important basis for building a democratic society.

#### **2. *"NER lovag"***

"NER knight"

According to the Prime Minister Viktor Orbán and his second government, a new social contract was concluded in the 2010 parliamentary election, with which they decided to establish a new system. The name of this system is the National Cooperation System (NER). The epithet "NER knight" is usually used by citizens with opposition sentiments to refer to pro-government voters. The term often portrays political opponents as corrupt, blindly serving power, bribed people, which is considered a personal attack and undermines democratic political culture, contributing to the polarization of society. This kind of thinking limits political and democratic debate. In a democratic political culture, debate with political opponents should ideally be conducted with arguments and personal attacks and derogatory epithets should be avoided. Unfortunately, the term "NER knight" does not meet this expectation

#### **3. *"Hazaáruló dollárbaloldali"***

"Traitorous dollar left"

The term "dollar left" identifies an entire political trend and its supporters with a single, negative feature (foreign, mainly American, financing). The term often portrays political opponents as corrupt individuals at the mercy of foreign interests, which constitutes a personal attack and undermines democratic political culture. The term "dollar left" makes it appear that there is only one correct political ideology and that all other ideologies are under foreign influence. This kind of thinking limits political and democratic debate. The term is used to delegitimize political opponents and prevent them from participating in political life.

### 3. Gaps and Limitations

In the analysis, it's presented the results of several research, all which state that the Hungarian education regulatory system (from the point of view of the study: valid up to the age of 18) provides a sufficient basis for argumentative education and the acquisition of appropriate reasoning. According to the latest survey, however, the regulatory system does not offer methodological support to teachers, so they cannot integrate the discussions into everyday education. Few of the practicing pedagogues and those participating in teacher training know how to use discussion and argumentation-based education in everyday life (Venkovits & Makay, 2022).

Although the study examines the age group between 13 and 30 years old, there was not any comprehensive research about argumentation training in Hungarian higher education. In order to gain accurate knowledge of the area, it may be justified to prepare such research. At the same time, courses related to argumentation and European values are available as optional courses for interested university students. In addition, there are many training courses on the subject, which interested parties can access in paid or free form related to European values.

According to the National Core Curriculum, the subject of civics conveys knowledge, culture and norms, and helps the student to become a loving, independent and responsible, democratically minded citizen, a value-creating member of small and large communities, and to know and practice active and responsible citizen behavior. According to the Equilibrium Institute, there are at least five comprehensive problems with the current model of civics education: the low number of hours, the lack of properly trained teachers, the lack of methodological preparation, the hierarchical and authoritarian functioning of schools, and the lack of institutional and teacher autonomy.

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## 5. Best Practices from Hungary

### Best Practice 1: Mathias Corvinus Collegium (MCC) Vitaakadémia

|   |   |
|---|---|
| <b>Logo</b>   |   |
| <b>Topic / Area</b>                                     | <ul style="list-style-type: none"> <li>• Youth Activity</li> <li>• National/International Project Implementation</li> <li>• Social/Cultural Activity</li> </ul>   |
| <b>Title</b>  | Mathias Corvinus Collegium (MCC) Vitaakadémia   |
| <b>Target group</b>                                     | Students from upper secondary school (14-19 years old).   |
| <b>Type</b>   | <ul style="list-style-type: none"> <li>• Game/Simulation</li> </ul>   |
| <b>Publication date</b>                                 | 2019  |
| <b>Partners / Network</b>                               | MCC's regional network has grown significantly by 2023. MCC was present in 23 locations in the Carpathian Basin - 15 cities in Hungary and 9 cities abroad. MCC opened its first Western European center in Brussels in 2022. The year 2023 began with the start of the second training level of the University Program in rural university centers with a student population of 7,000. In 2023, MCC acquired a 90% ownership share in Vienna's Modul University.   |
| <b>Level</b>  | Regional  |
| <b>Description of the method / approach, the theory</b> | In 2019, MCC also launched the Debate Academy as an independent training program to develop and pass on the knowledge and experience accumulated within the walls of the institution. The MCC Debating Clubs were established and operated under the Debating Academy throughout the Carpathian Basin, which has now become a network and welcomes those who wish to debate in eight centers. It provides individual mentoring assistance to the best debaters, conducts competition preparations in English for the Debate Academy's own British Parliamentary debate team and participates in international debate competitions. In addition, it provides uniform, high-quality logic education for all participants of the Junior program. In addition to skill-building training, education and mentoring, continuous professional workshops take place within the walls of the Debate Academy: follow-up of the latest scientific trends and methodology, curriculum development, writing manuals for debate leaders. The Polemia blog of the Corvinák website features analytical essays related to the world of debating, and the Polemia podcast promotes rational debate through various talk and debate programs. |
| <b>Purpose / Goal</b>                                   | During its more than 25-year career, MCC has always paid special attention to the formation and development of the basic skills of logic, reasoning and rhetoric, as well as the ability to debate in all programs of its complex training range. Rational debate as a method serves as an essential tool in MCC's two main endeavors: talent nurturing and community building.   |

|   |  |
|---|--|
| <b>Overview of the relevant aspects that are important for this project</b> | Networking<br>Development of communication and argumentation skills<br>Language learning<br>Talent management<br>Community building<br>Preparation for competition<br>Improvisation  |
| <b>Weblink</b>  | <a href="https://vitaakademia.mcc.hu/kepzesek">https://vitaakademia.mcc.hu/kepzesek</a>  |
| <b>References, online sources</b>   | <a href="https://real.mtak.hu/72830/1/genezys_02.pdf">https://real.mtak.hu/72830/1/genezys_02.pdf</a><br><a href="https://vitaakademia.mcc.hu/index.php/vitaklub-halozat">https://vitaakademia.mcc.hu/index.php/vitaklub-halozat</a> |

### Best Practice 2: Elte vita

|   |  |
|---|--|
| <b>Logo</b>   |    |
| <b>Topic / Area</b>   | <ul style="list-style-type: none"> <li>• Youth Activity</li> <li>• Lesson Plan/Activity</li> <li>• National/International Project Implementation</li> <li>• Social/Cultural Activity</li> </ul>  |
| <b>Title</b>  | Elte vitaklub  |
| <b>Target group</b>   | University students  |
| <b>Type</b>   | <ul style="list-style-type: none"> <li>• Game/Simulation</li> </ul>  |
| <b>Publication date</b>   | 2013   |
| <b>Partners / Network</b>   | Central European University (CEU), Budapesti Corvinus Egyetem, Eötvös Loránd Tudományegyetem   |
| <b>Level</b>  | International  |
| <b>Description of the method / approach, the theory</b>                     | The Elte debate is modeled on the British parliamentary debate, but at the same time trainings and public debates are also organized. During the public debate, a group discussion is built on the presentation of an invited specialist. The ELTE Debate Club together with the Corvinus Debate Club organized speech and debate skills development training for university students and high school graduates. |
| <b>Purpose / Goal</b>   | The purpose of the Elte debate is to increase the level of dialogue, to develop the debate culture and communication skills of university students. The purpose of the ELTE debate is also to develop students' critical thinking and to shed light on social problems.  |
| <b>Overview of the relevant aspects that are important for this project</b> | <ul style="list-style-type: none"> <li>• Networking</li> <li>• Development of communication and argumentation skills</li> <li>• Language learning</li> <li>• Talent management</li> </ul>  |

|                |  |
|----------------|--|
|                | <ul style="list-style-type: none"><li>• Community building</li><li>• Preparation for competition</li><li>• Improvisation</li><li>• Exploring social problems, broadening horizons</li></ul>  |
| <b>Weblink</b> | <a href="https://www.elte.hu/content/tanulj-vitazni.e.12090">https://www.elte.hu/content/tanulj-vitazni.e.12090</a><br><a href="https://alumni.uni-corvinus.hu/topics/32825/feed">https://alumni.uni-corvinus.hu/topics/32825/feed</a> |

