



Teachers **I**ntercultural **C**ompetences
as **K**eystone to **L**earning in **E**urope
(TICKLE)

Final Report to the European Commission
Public Part
Reporting Period: 31.10. 2008 – 31. 10. 2009

Partner Institution: Eszterházy Károly College, Eger,
Hungary

Author(s) of partner report:

Mária Nagy

Project information

Project acronym: TICKLE

Project title: Teachers Intercultural Competences
as Keystone to Learning in Europe

Project number: 134317-LLP-1-2007-1-DE-COMENIUS-CMP

Sub-programme or KA: COMENIUS

Project website: www.tickle-project.eu

Reporting period: From 31.10.08
To 31.10.2009

Report version: Final Report

Date of preparation: 15.10. 2009

Beneficiary organisation: Staatliches Seminar für Didaktik und Lehrerbildung
GHS- OFFENBURG

Project coordinator: Dr. Bernd Hainmüller

Project coordinator organisation: Staatliches Seminar für Didaktik und Lehrerbildung
GHS- OFFENBURG

Project coordinator telephone number: 0049 – 781 – 92389-34

Project coordinator email address: Bernd.Hainmueller@seminar-ghs-og.kv.bwl.de

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Partner Summary of the TICKLE project

1. Project Objectives in the participating country

The aim of the group was to develop didactical tools for teacher trainers, and future teachers that help them in their professional work within intercultural context. The tools – together with those developed in partner countries and usable in the Hungarian schooling and cultural context – serve several purposes:

- To raise awareness of cultural diversity (in the Hungarian context it mainly refers to the socio-cultural differences among the mainstream culture of the majority /Hungarian/ and the ethnic minority /Roma/ population)
- To develop the knowledge base of teacher trainers and trainees about their own and the others' socio-cultural background
- To develop understanding, tolerance and supportiveness
- To offer contribution to a pool of tools developed by other participating countries
- To learn from the experiences of other participating countries and borrow tools usable in the Hungarian schooling and cultural context
- To build these tools and competences in the general profile of the teaching profession
- To strengthen relationship with international partner institutions and colleagues

2. Project Approach

The approach of the group was highly socio-cultural. It is commonly shared in the literature dealing with the public acceptance/refusal of Roma ethnic minority that the special (very low) social status of the majority of the Roma population, and the low understanding of their cultural background are basic factors of the hostility between the majority and minority population. So the group believed that raising awareness of our social-cultural position and learning how to confront it with the stories and interpretations of the others is a basic target in initiating changes in attitudes. It is not enough to consider the different cultural backgrounds, there are social matters (status, class, patterns of power, social processes, social interpretations) that should be taken into consideration when developing tools for helping understanding and acceptance. This initial approach was fruitfully complemented by other approaches within the international team, especially with the biographical approach of the Dutch team and the ecological pedagogy approach. This process was stimulated by the intensive work of the group to describe the theoretical framework of our developing activities, initiated by György Mészáros.

3. National Project Outcomes & Results

The group has participated in eight workshops and organized one. It has developed and presented six tools (see point 10), and got acquainted with several other tools of the partners. The project also served as a learning process for the group, it helped to be more aware of our specialities and also similarities. The cultural programmes offered by the host countries also provided a lot of new knowledge about cultural diversity, conflicts and ways of living together with conflicts. The tools the national group has developed also become part of our training, we use them. The project got publicity within the institution, and there is interest in the outcomes. The group members have develop a lot during the project (see Point 11).

4. Partnerships established within the participating country

The group is working together with the film studio of the Eszterházy Károly College (EKF), when finding milieus, stories and people to produce teaching material for discussion, reflection and also for transmitting knowledge. The group is also collaborating with colleagues at the college and at secondary schools to develop teaching material, methods and modules in intercultural education in teacher training. We have developed a professional co-operation with Budapest University (ELTE) in the field of multicultural education.

5. Names and roles of Staff involved in the partner country

Dr. Mária Nagy, national co-ordinator, Professor, head of Department of Education at EKF. Responsibility: co-ordinating the work of the group, preparing and participating in the workshops, member of the executive committee.

Zsolt Mogyorósi, associate professor at the Department of Education at EKF, PhD student. Responsibility: preparing and participating in the workshops.

Dr. György Mészáros, assistant lecturer at Budapest University, part-time worker at EKF. Responsibility: preparing and participating in the workshops.

Magdolna Keller, associate professor at the Department of Education at EKF, PhD student. Responsibility: preparing and participating in the workshops.

Tímea Füstösné Molnár. Responsibility: financial administration

6. Plans for the Future after the end of project period

The group has developed an MA course in Multicultural Education. We plan to start this course in the near future, and use several of the TICKLE tools in the course. We also plan to give more emphasize to intercultural issues in teacher training and in-service training, and use the approaches of the TICKLE group. We also plan to go on with our developing work on our own and keeping contacts with TICKLE partners.

7. Contribution to EU policies

We offer tools for teacher trainers and teachers working in intercultural classrooms, especially with ethnic minorities of low social status and considerable cultural differences.

8. Contribution to national policies

The integration of Roma children in mainstream education is a main policy aim and expectation in present day Hungarian education policies. However, the system is short of methods, approaches and – especially – didactic tools for this task. The project offers such tools for teacher training and continuous professional development, and also tests these tools. A wider message of the whole project for national public may be the realization how common intercultural diversity is throughout Europe, and how wide range of approaches, aims and methods dealing with it can be found.

9. Dissemination activities

The project receives publicity in the life of Eszterházy Károly College, Eger. Short introduction of the project and short summaries of the workshops have appeared in the monthly newsletter published by the Rector of the college, which is distributed electronically, and appears on the homepage of EKF. Two newsreels have been introduced on Liceum Television (run by EKF, received by the staff of the college, and also by the public in Eger), one at the start of the project, when the national co-ordinator was asked in an interview to show the project, and one at the Eger meeting, when the international co-ordinator, Dr. Bernd Hainmuller gave an interview of the project, and some scenes from the workshops have been introduced as well. The Eger meeting also served as a place for national dissemination, as two keynote speakers were invited (a fellow worker from the Office of the Ombudsman for National Minorities in Hungary, and an expert on educational policies), who got acquainted and became interested in the project. At the Annual Conference of ATEE (Association of Teacher Education in Europe) in 2009, Mallorca, Dr. György Mészáros gave a brief presentation of the TICKLE work.

10. Tools developed

The group has developed six tools that are part of a longer process from raising awareness of future teachers to arrive at proficiency in using these tools themselves in intercultural context. These two tools are:

- “What if you were a” A social status roleplay
- “My life – his life” Enhancing socio-cultural awareness via biographies (film)
- A Game about stereotypes
- “Find a title!” A game raising awareness of national stereotypes
- A project about different (Gipsy) cultures
- “Train with TICKLE tools!” Adopting Tickle-tools in a multicultural teacher training course

11. The learning process of our group within the Tickle project

The members of the group have developed during the project, in knowledge, skills and attitudes, through not only the workshop and home activities, but largely by the cultural programmes each country has organized. We got acquainted with different systems of public education and teacher training, and also with different cultures of training in the participating countries. We learned about different methods, policies and attitudes how to manage intercultural differences, both at present time and also in historic contexts. We learned about different national and ethnic minorities (e.g. like the Samis). We got acquainted with different approaches in intercultural issues. We have learned how to work together in an international team, how to present our cultural traditions, conflicts, situation and attitudes. We also learned how to develop new methods in inter/multicultural education. We have also developed in facing our own stereotypes, we gained deeper understanding of others' multicultural situations.