



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

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Project information

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Partner Summary of the TICKLE project

We, the Győr team of TICKLE project think that the project was very successful. The biggest advantage is that the question of interculturality gets much more attention at our university. Besides we have learnt that in different European countries educators have similar situations. We have also seen that those countries which are main targets for immigrants have much more experience in dealing with interculturality.

In our region in Hungary we mostly have different local ethnic minorities and the rate of immigrants is relatively low. We are just starting to realise the importance and need of handling interculturality at schools and because of that we have to prepare our teachers and teacher trainees for the changing situation well in advance.

During the project we tried to participate actively and to inform the partnership teams about our present situation. We continuously compared our educational methods and practices with the other participants' methods and practices. During that process we have learnt good practices which can be used here and we hope that we could offer some good methods for other TICKLE groups as well.

To sum up we have to say that the experiences and knowledge we have gathered during our TICKLE workshops we have been integrating in our personal training process. We also have been informing colleagues at our faculty and the other two pedagogical institutions of our university.

1. Project Objectives in the participating country

Our team worked out three new tools in the mentioned period. Two of our new tools are suitable to collect and survey information about attitudes and prejudices against different social and ethnic groups among teachers and teacher trainees. Our aim was to develop a series of questionnaires that must be useful for questioning practicing teachers, teacher trainees and pupils/students.

Besides we realised that there was a hiatus on the field of “Knowledge” and we worked out a game which is suitable to get a wide range of information about other cultures and learn about our cultures as well.

2. Project Approach

Our finalized questionnaires are based on the scientific background of Emory Bogardus' Social Distance Scale but they are specialized for teacher training.

3. National Project Outcomes & Results

We managed to build up an enthusiastic and curious national TICKLE team. We were able to spread information about our work at our faculty and emphasise the importance of interculturality. During our work we could integrate many of our students and teacher trainers. More and more of them realised that our project is very important because we need new tools in the education as the situation had changed. The European Union is intercultural and our schools are intercultural, too. We worked out three new tools. We finalized our questionnaires. We tested them successfully at our university in September 2009. The data analysing will be ready in December.

We have started to organize a competition at our university's training school. We use our new tool, the Funny Intercultural Game for that. We try to develop it at the level of our home town, Győr.

4. Partnerships established within the participating country

We have built out relations to ethnically mixed primary schools in Győr (Eötvös József Primary School and Szabadhegyi Educational Centre) where we can test the tools with teachers and classes. Our university has other two pedagogical faculties in Sopron and Szombathely. We have involved them in our work and have established a workshop called Intercultural Education which is becoming very popular. We were in a lucky situation to have another participating team from Hungary, from Eger. During the project we have established very good professional and personal relationships with that team and we have decided to set up an institutional cooperation in the future.

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

Dr. Remsei Sándor	national coordinator, team leader
Dr. Gál Zoltán	teacher trainer, researcher
Varga Balázs	teacher trainer, sociologist
Makkos Anikó	teacher trainer, language teacher
Szalai Zsolt	teacher trainer, pedagogues
Szabó Orsolya	administrative works

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

We have a lot of tools which were worked out by our project. We want to adopt most of them. That is big work which we want to do together with our other two pedagogical faculties. Finally we will have a complete pedagogical toolbox based on the TICKLE toolbox.

We will continue the questionnaire testing at our faculty and at the partner schools. We already have a data base from the last two years. We can follow how our students, trainers and trainees think of other nations, minorities etc. from year to year. We will analyze the results and we will make the needed corrections in the curriculums.

After finishing our project we would like to keep in touch with the project teams for further cooperation, like exchanging teachers or students, visiting conferences etc.

7. Contribution to EU policies

Hopefully our tools would be useful in other European countries after the necessary adaptation to their local ethnic groups.

European policy is to help people with different ethnic backgrounds to get to know each other and live and study together peacefully. Our tools are made to aid this process.

8. Contribution to national policies

In the past minority problems were the biggest concerns in public education, but since 1989 the situation has changed. On one hand several multinational companies arrived in Hungary bringing their employees with families, on the other hand borders opened and immigrants and refugees settled down in Hungary. That created a new situation – mainly in bigger towns – which we have to prepare our teachers and future teachers for.

Now, after the international financial crisis racism and attacks against minorities are stronger again unfortunately. We think our work in TICKLE project is becoming more important.

9. Dissemination activities

We regularly informed our colleagues about TICKLE meetings and published reports with TRICKLE members in our university press.

Our national coordinator was interviewed several times in the local newspaper.

There is a link to the TICKLE site on our Faculty's website. TICKLE is presented on the EU display of the faculty where student can take our flyers, too.

We presented the results of our TICKLE research in Apáczai Days, which is our faculty's annual international conference.

Our TICKLE team is going to Vienna in October. We have the possibility to present our project with its results at Vienna University. We will lead a one-day-workshop and disseminate intercultural competences. That will be cooperation between TICKLE and EdTWIN projects.

10. Tools developed

- Modified Social Distance Scale (TICKLE MSDS)
- Questionnaire for practicing teachers
- Questionnaire for teacher trainees
- Funny International Game

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

Varga Balázs

This was my first project, but I hope not the last one. I tried to learn a lot about other countries and cultures. I met a lot of interesting and valuable people and some interesting ways of thinking, which I can use in my work, in teaching and in my life. It was a great pleasure to participate in this project.

Makkos Anikó

For me it was also my first international project and I enjoyed it very much. The main topic of the project is painfully getting more and more actual in Hungary these days, and learning about each others' present situations from a close perspective and other nations' good practices was very useful. This project has given me a new swing both in my work and life. Now I see it more that to be a citizen in our country and in Europe means learning that we are different through listening to each other and accepting those differences and making a good use of them.

Dr. Remsei Sándor

I've worked on the international stage for twenty years but that was my first European project. The theme of the project is very close to me. I have always been interested in intercultural affairs so the possibility of being a national coordinator in TICKLE was a kind of present to me. I do think that we must give tools to our students and practicing teachers. They must learn how to handle the differences in their classrooms. Hungary is still not the main target country for emigrants but we have felt that new situation since our joining the EU. We are in the beginning but that is important for our teachers to be supported by the newest methods or - as we called in TICKLE - tools in the teaching process of that kind of international/intercultural groups. We have learnt very much from each other. We have done the work we assumed with TICKLE. We have the tools.

Now we have not only a wider knowledge about the other countries' educational systems, problems, bad or good practices but we have personal contacts which we can term FRIENDSHIP and that is the essence of the TICKLE story to me.

