



- T EACHERS
- I NTERCULTURAL
- C OMPETENCES as
- K EYSTONES to
- L EARNING in
- E UROPE

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Education and Culture DG

Lifelong Learning Programme

134317-2007-DE-Comenius-CMP

TICKLE tools from Eger

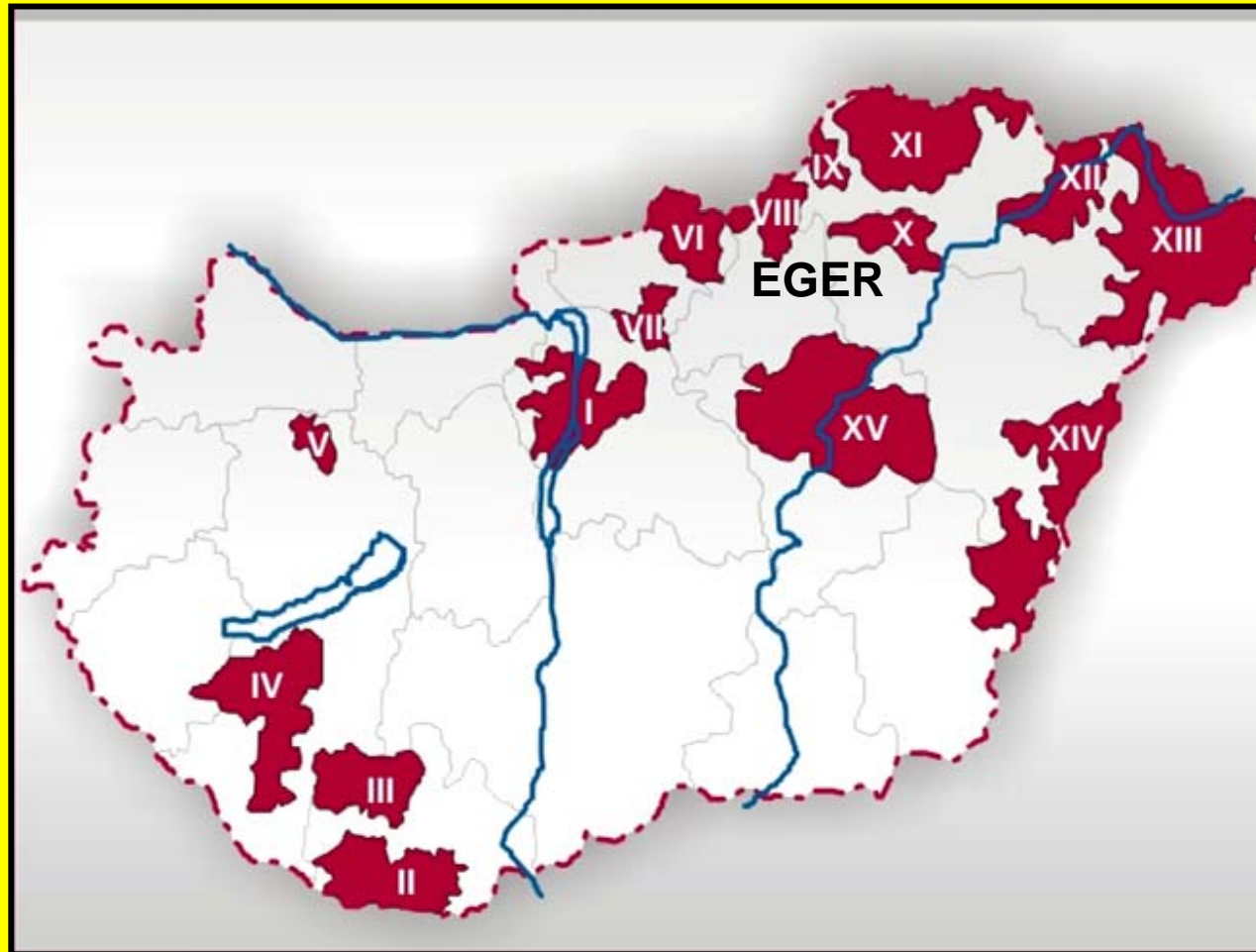
7th Project meeting
Lulea, 5.06.2009

Presentation of Eszterházy Károly
College Tickle Team, Eger by:
M. Nagy, György Meszaros; Zsolt
Mogyorosi

The multicultural situation in Hungary, in our region

- Relatively homogeneous country since 1920. In 1990: 98.5% of the population (around 10 million) is native Hungarian. About 3 million Hungarians in neighbouring countries (previous Austro-Hungarian Monarchy), 2 million more elsewhere in the world.
- National minorities: Germans (~200,000); Slovaks (~100,000); Croats (~80,000); Roumanians (~25,000); Serbians (~5,000); Slovenians (~5,000); Polish (~10,000); Greeks (~3,000); Armenians (~1,500); Bulgarians (~3,000); Roussins (~6,000); Ukrainens (~2,000)
- Ethnic minorities: Romani (~4-600,000)

Regional location of the Roma population and the place of our institution



Who are our students? (Training dimensions)

Before 2006

- Typically students finishing secondary schools (18/19 year old students)
- Future teachers in upper grades, elementary schools (10-14 year old pupils), lower secondary grades (14-16 year old pupils)
- Studying in concurrent training for 4 years

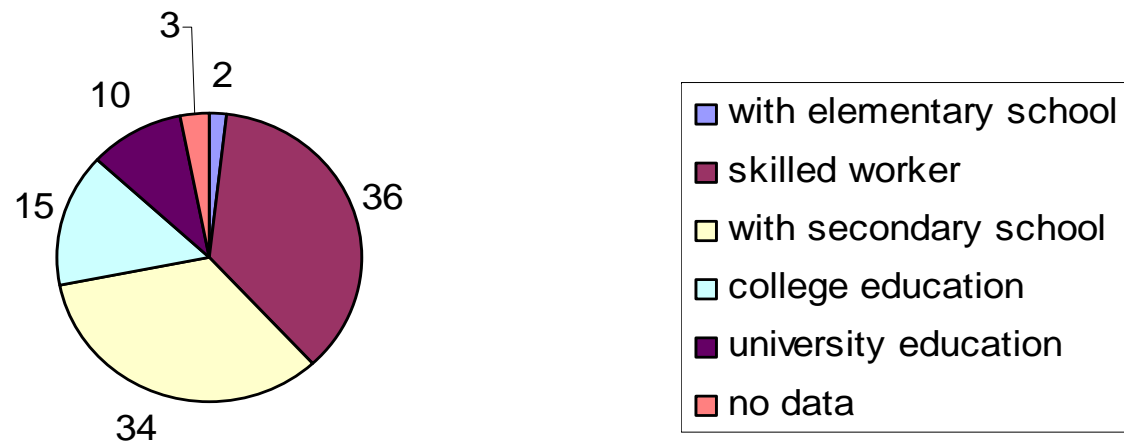
After 2006/2009

- Typically students finishing BA, BCs courses (21/22 year old students)
- Future teachers in upper elementary grades and secondary schools (10-18 year old pupils)
- Studying after finishing BA, BSc courses (in their subject), studying 2,5 years in MA training

Who are our students? (Geographical and social dimensions)

- According to 2005 research data on our former students, almost 60% of respondents work in schools in the region (and even more come from the region).
- Family background

The schooling background of the fathers of our students, 2006



Who are our students? (Attitudes)

Some typical remarks:

„Fortunately, there are no Romani people in our village.”

„I’m afraid of them.”

„They know their rights and don’t know their duties.”

„They are responsible for what happens to them.”

„They don’t want to work.” etc.

Theoretical background of our tools

- Historical and ethnographic literature on Gipsy (Romani) population
- Statistical data analysis and sociological surveys on the living conditions and on the education of the Romani population
- Social psychology literature on prejudices (G. Allport), and related questionnaires, surveys
- Pedagogical literature on instructional practices (direct transmission model vs. constructivists model), and their use with different pupil population

The place of our tools in the TICKLE tool box and in our training

- Elements in special courses (e.g. sociology of education, education policy etc.). Aims: raising awareness, shifts of self-concepts.
- An individual course (e.g. multicultural education).
- Curriculum designed for teachers teaching in multicultural schools (Multicultural teacher training MA – not used yet). Aim: Help teachers in schools with high Romani pupil population.

A short description how to use the tools

- An individual course: Multicultural education (Zsolt)