



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

Progress Report to the European Commission  
Public Part

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Hungary

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## Project information

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## Partner Summary

The group have participated in three workshops and organized one. The main focus of the group is how to help teacher trainers, and future teachers in their professional work within intercultural context. This context is the socio-cultural tensions among the mainstream culture of the majority (Hungarian) and the ethnic minority (Roma) population. Our aim is to develop and adopt (from partners) didactical tools for the target groups, that raise their awareness of intercultural diversity, develop their knowledge about minority and own culture, develop tolerance and acceptance in classroom situations. The group has developed and presented two tools that are parts 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: social status role play; and the use of films in reflections on own and others' biographies. In our approach we put great emphasis on the social aspects of differences (status, class, patterns of power, social processes, social interpretations). In the national setting we try to establish partnership with other colleagues involved in teacher training, and also with schools that enrol Roma pupils in great numbers, to get their involvement in the project and also build partnership with them to test the tools.

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# 1. Project Objectives in the participating country

The aim of the group is 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

## **2. Project Approach**

The approach of the group is 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 believes 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

### **3. Project Outcomes & Results by now**

The group have participated in three workshops and organized one. It has developed and presented two 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.

#### **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.

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

**Dr. Mária Nagy**, national co-ordinator, 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**, assistant professor at the Department of Education at EKF, PhD student. Responsibility: preparing and participating in the workshops.

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

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

**Tímea Füstösne Molnár**. Responsibility: financial administration.

## **6. Plans for the Future until end of project period**

The group plans to develop four more tools, and tries to arrange it in a systemic way in the process mentioned under point 10. We also plan to adopt some tools developed by partners in the project, test them in the Hungarian context, and give feedback of them.

## **7. Contribution to EU policies**

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 EKTF. 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 member of the staff of the Office of the Ombudsman for National Minorities, and an expert on educational policies), who got acquainted and became interested in the project.

## 10. Tools already developed

The group has developed two tools so far 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:

1. Social status role play shown at the Arnhem meeting (see description on TICKLE Homepage)
2. Use of films in reflections on own and others' biographies shown at the Tallin meeting (see description on TICKLE homepage)