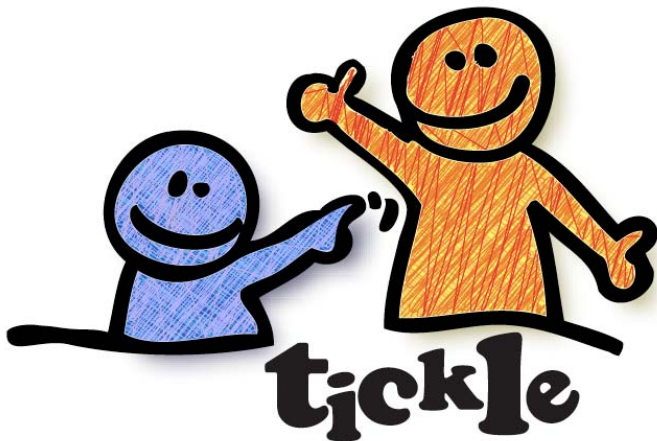


Intercultural school groups and the education



Hungary
2007

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TICKLE- Teachers Intercultural Competences as Keystones for Learning in Europe

Migration

- Source countries
 - Hungarian nationalities
 - Ukraine
 - Romania
 - Serbia
 - Slovakia
 - Slovenia
 - Croatia

- Non-Hungarians

- EU countries

mainly West-Europeans and Italians

- Non-EU countries

mainly Chinese, Afghans, Arabs and North-Africans (more than 90% of the refugees are from these countries)

Education (between ages 6-18)

- since 2001 education has been compulsory for everybody even foreigners staying in Hungary
- everyone has the same rights and obligations in the field of education

Main figures of education (2006)

Headcount in public education: 1.847.000

Status	total	primary school
<u>Foreigners</u>	<u>12.067</u>	<u>4.515</u>
Native Hungarians	7.811	2.679
Other nations	4.256	1.836

Children in educational institutes

- VERY POLARIZED
- 1200 primary schools have foreign pupils (average: 3,16/school)
- but we have found a school where 240 foreign children learn

- GEOGRAPHICALLY

(the situation is about the same)

- neighbour countries' citizens are dispersed in Hungary
- others live in Budapest and in bigger towns West of the Danube

■ OTHER POINTS

- West-European and Chinese pupils are concentrated to their own schools
- other non-Hungarians have no choice, they must use the normal institutes
- typical, that nations which have minorities in Hungary use the local national schools

Possibilities and the typical Hungarian reaction

Relation to their own culture	Relation to the culture of the new community	
	accept	refuse
save	integration	segregation
lose	assimilation	marginalization

The problem

- The average Hungarian wants them to become a Hungarian and he thinks that is integration.
- The usual sentence:

If you want to live here, you must do the same that we do.

Teachers

- The new pupil arrived. That was an unusual situation and I tried to solve it.
- We put them into the first class to learn Latin letters and Hungarian language.
- I'm very flexible, but he should follow our culture if he wants to live here.

The „aliens“

- I was afraid of the whole thing, but my new teacher was friendly and helped me.
- I'm Afghan, but children called me Arab. I was angry first, but when I had better Hungarian they understood the difference.
- I didn't speak Hungarian at all, but some friendly children played with me.

Conclusions

- Now the problem is not as big as in West-Europe, but migration rises in Hungary, too.
- The cases are multiple.
- There are a lot of different schools and each needs different ways and methods.
- It's clear that Hungarian teachers are untrained. Everybody works on his own way and tries to find out the best solution.

Final conclusion

TICKLE

must be useful for us