

○ TEACHERS
○ INTERCULTURAL
○ COMPETENCES as
○ KEYSTONES to
○ LEARNING in
○ EUROPE

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Education and Culture DG

Lifelong Learning Programme

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Integration problems of Romani in West Hungary



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Historical view of the Romani in Hungary

- ◆ since the 15th century
- ◆ since 1993 – ethnic minority
- ◆ according to the 2001 census – 190.000
- ◆ in fact – 600-700.000
- ◆ Romania, Bulgaria, Spain, Hungary
- ◆ „countryless” people

Classification of Romani

◆ Hungarian

◆ Vhach

◆ Carpatian

◆ Sinto

◆ „Beás”

Social background

- ◆ scattered in Hungary
- ◆ discrimination
- ◆ unemployment
- ◆ segregation
- ◆ ghetto
- ◆ low life expectancy
- ◆ poverty

Romani in education

- ✦ too many of them have not completed primary or secondary education
- ✦ too many in classes with learning disabilities (special schools)
- ✦ segregation in schools
- ✦ less than 1% in higher education

Consequences

- ◆ non-useable qualifications
- ◆ high unemployment
- ◆ crime
- ◆ etc.



A Hopeless Fate?



A true story of a Romani boy
throughout his education at primary
and secondary level.



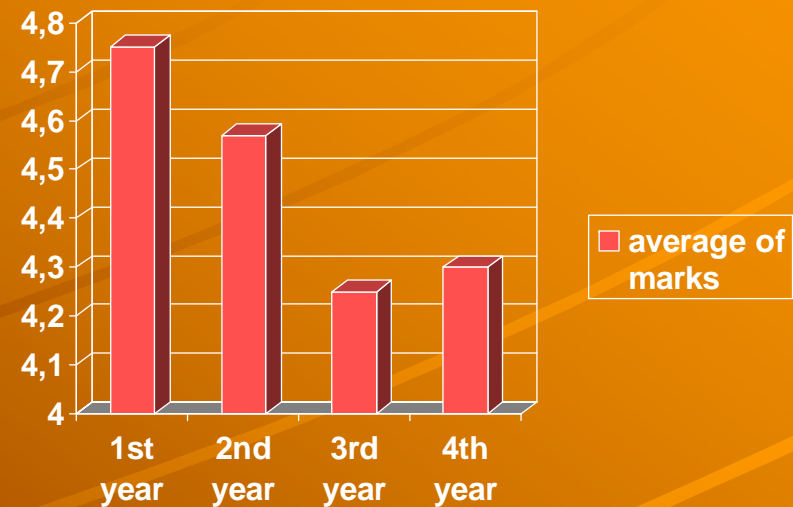
Family background

- ◆ loving, caring mother, taking care of her two sons alone
- ◆ violent father often in prison
- ◆ mentally weak smaller brother
- ◆ Romani community

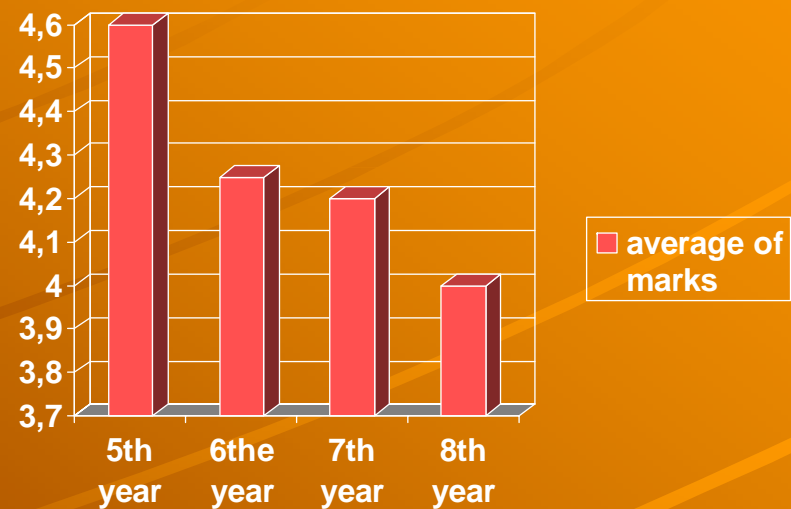


Primary school success

- 🏆 In lower primary classes – very good results



🏆 In upper primary classes – still among the good students



Status in the class

- ✦ wasn't the only Romani – 4 others
- ✦ wasn't different from the rest
- ✦ even better in some subjects
- ✦ was set as a model to the others
 - neat in his written works
 - a very talented sportsman
 - showing „iron diligence“
 - having clear goals - lawyer
 - extremely polite with teachers, girls



BUT

- ✦ very sensitive about his origin
- ✦ aggressive when meeting his father
- ✦ substitute for his father – „the man” at home
- ✦ mother's only hope



!!BIG BURDEN!!

Help from teachers:

✦ permanent discussions with the form-teacher about his

- origin
- family
- aims



Obvious cultural differences

- ✦ dominant status of men → much influence of his father and pals in the community
- ✦ women don't count → little influence of his mother, girlfriend
- ✦ early maturity – mainly physical, sexual
- ✦ demand on early independence

The staff's solution:

THE ONLY HELP TO SECURE
HIS FUTURE



Let's send him to a
boarding school.

ON THE SLOPE

- ✦ poor entrance test → wasn't accepted
- ✦ stayed at home – faced the same problems
- ✦ went to a secondary vocational school of economics and informatics
- ✦ one of the strongest academic schools in town – a great challenge



Secondary school = total failure

- ✦ 1st year – failed 4 subjects
- ✦ hated his class
 - too many immature girls
 - no masculine boys at all
- ✦ criticised everybody
- ✦ missed 130 lessons
- ✦ had to restart the school in another class

Complete change

- ✦ no diligence
- ✦ no further aims with his studies or sport
- ✦ new priorities
 - money
 - smart outfits
 - freedom
 - no restrictions



Help from the class, teachers

- ◆ admissive class in the beginning
- ◆ very helpful form-teacher
- ◆ lots of discussions
 - in class
 - after school
- ◆ free coaching in weak subjects
- ◆ extra motivation from the PE teacher

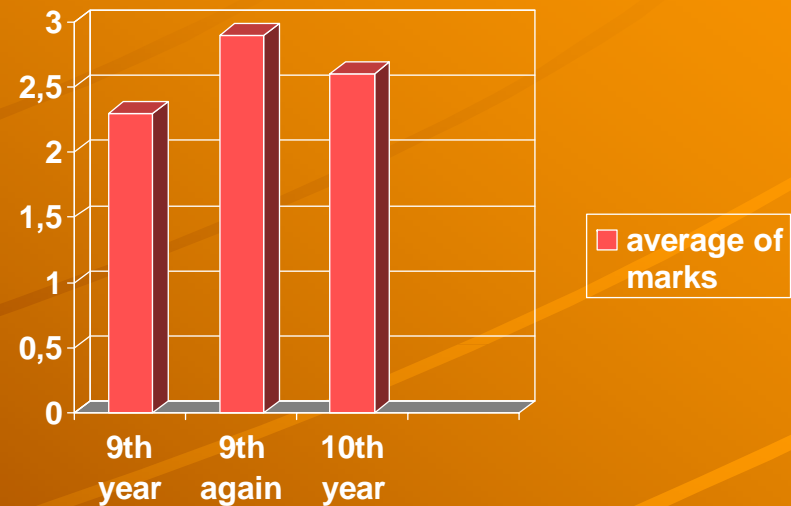
Help from his mother

- ✦ books about teenagers – to understand more
- ✦ frequent discussions with teachers
- ✦ extra money (social allowance)



In the new class

- a bit better marks – no fail
- some pals
- high number of missed lessons (168, 162)
- making use of his classmates (notes, homework)
- bullying his girlfriend
- verbally aggressive, sometimes frightening



Teachers' reactions

- ◆ he spoils the lessons
- ◆ no point of discussions – no influence
- ◆ no acceptance
- ◆ feeling of constant fight
- ◆ total lack of tools



The outcome

- ✦ quitted school in the 3rd year
- ✦ haven't got any qualifications
- ✦ was involved in lesser crimes



EVERYBODY IS REALLY SORRY FOR
HIM, BUT CAN'T HELP

WHY DID IT HAPPEN?

- ◆ his own personality
- ◆ bad models
- ◆ teen-age
- ◆ family background



WHAT ELSE COULD BE DONE
TO PREVENT THESE SAD
STORIES?

WE DO NOT KNOW

