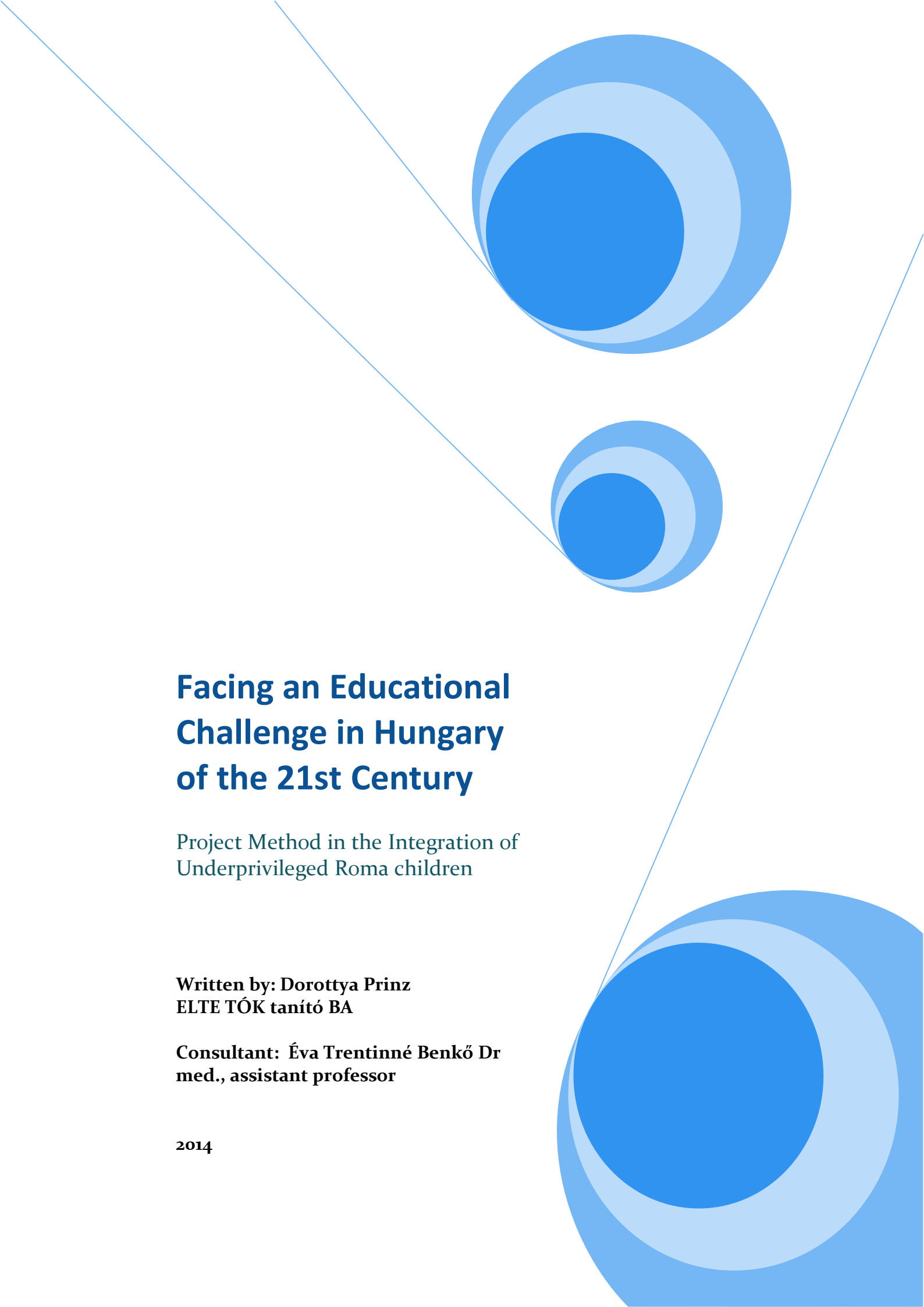


A decorative graphic on the right side of the page. It features three sets of concentric circles in shades of blue. The top set is the largest, the middle set is medium-sized, and the bottom set is the smallest. Two thin blue lines originate from the top left and extend diagonally towards the middle and bottom sets of circles. A large, solid blue circle is partially visible at the bottom right corner.

Facing an Educational Challenge in Hungary of the 21st Century

Project Method in the Integration of Underprivileged Roma children

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My personal motivation

Why did I choose this topic? My motivation to study primary school education comes from my determination to change the situation of underprivileged Roma people in Hungary who I have been working with for years. It is said that real change can be made through education. However, I think it is quite sure that traditional methods do not work generally in their case. That is why I am interested in alternative, modern methods in education, such as the Waldorf method or the project method which will be the focus of this extended essay.

Introduction

When I asked people around me if they knew what project method was, usually they answered no but the word evoked some ideas in everyone. Project has been a very popular word recently, used even in everyday life in order to sound professional. Companies, organisations, institutions have started to plan in projects and the so-called project manager has been a very fashionable job. Nevertheless, very few people could define what a project was in the field of education.

The reason for this is the fact that the project method was not present while we attended primary and secondary schools. Nowadays, it is better known by teachers but it is still not as widely used as in Western countries.

In my opinion, the Hungarian education system needs to be reformed because it does not give answers either to the challenges of 21st century either or to the special problems of Hungarian society. It clings to old, traditional methods: lecture-style instructions, swotting up unnecessary information etc. These are generalizations but unfortunately, there are not many positive examples. In my essay, I will try to answer the following question: what advantages could the project method have in solving one of the biggest problems of Hungarian society, namely the education of underprivileged Roma children?

After summarising the different definitions, types and advantages of the project method, I will introduce my own point of view. In the research part of my essay, I will present the results of a questionnaire and an interview as well as my case study of a project realised with underprivileged, Roma teenagers.

I. Theoretical background

I.1. The short history of the project method

According to *Knoll* (1997), the history of the project method goes back to the 16th-18th century when it was started to be used in European architecture schools. Until the end of the 19th century, the project was a regular teaching method and spread in America. From that time, projects were used in manual training and in public schools until 1915 when it was redefined and brought back to Europe. From 1965, the project idea was rediscovered.

Molnár (2001) considers the middle of the 19th century as the beginning of the project education when engineering colleges using this method were opened in Paris and Zürich. Around 1935, the method was brought back from America to Europe as an American invention.

Hegedűs claims in his article summarizing the history of project method in Hungary that according to the history of education, the project method was born at the University of Chicago, Laboratory Schools. The three most important names to mention are John Dewey, Charles R. Richards and William H. Kilpatrick. (URL1) 'The Project Method' of Kilpatrick (1918) summarises the theory of project work and it serves as a base of educational projects of nowadays.

In any case, the project method is an almost 200-hundred-year old possibility in education while in Hungary, it was introduced only a few decades ago. Although, the expression, 'project pedagogy' was first used in Hungary by Zoltán Poór in 2000 (*Radnóti*, 2008), according to *Hegedűs* traces of project method can be found even in the education of socialism and already around the end of socialism, the project method started to spread in Hungary, for example thanks to the Projekt Kézikönyv written by Katalin Hortobágyi in 1991.

I.2. What is a project in education?

The word 'project' can be traced back to the latin 'projectum', 'projicere' which means 'to say something in advance'. It referred to the planning of something and not to its realisation. There are several different definitions for 'project'. It can be defined as an idea, as instruction, as learning, as a method, as a strategy of education, as a form of organizing the learning process, as a paradigm or as an approach. (*Radnóti, 2008*)

The term of project tends to lose its original meaning; nowadays projects can be any activities that are not classes; all the forms can be called projects, where students create a final product together with active participation. (*Hortobágyi, 2002*)

According to the definition of *Kilpatrick* so the one which is the base of all others: the project is about collecting experience determined by an aim, it is a purposeful activity where the main intention as an internal motive power determines the goal, the process and gives motivation. (URL2)

More precisely, the definition of *Hegedűs* (URL2) says that the project education is a strategy of learning and teaching, the treatment of a topic individually or in groups by making a final product outside traditional class and lesson setting. Figure 1 shows the steps of a project.

According to *Byre* (1987), project work always means some kind of research (reading, interviewing etc.) and the production of a document (report, poster, magazine etc.).

Fried-Booth (1986) first distinguishes two things: full-scale projects and bridging or motivating activities. The latter takes place in the classroom while projects go beyond it. Full-scale projects have three steps: classroom planning, carrying out the project and reviewing and monitoring the work.



Figure 1: The steps of a project based on Hegedűs's definition

A very important point concerning the essence of project work is that it is not only the final products that are important but the work process itself as well. (Radnóti, 2008)

Hortobágyi (2002) defines two conditions that need to be fulfilled to realise a project. On one hand, the project has to be realistic. Children have to learn from their own activities to have their own experiences so the task is to determine the object and the aim to these activities. This is why the focus of a project always has to be a problem or a task that we solve in order to have real results. As a consequence, projects have educational and non-educational advantages as well. Non-educational advantages are the conditions of educational advantages because they give aim and meaning to the activities, to the sources of experience.

On the other hand, projects always have to be complex. Projects are endless and individual because problems do not appear on an abstract level but in a concrete

way. Concrete always means complex as well. This complexity means not only the variety of topics but also the variety of skills that can help to solve a problem. In project work, verbal skills are not above others as in traditional methods. Complexity requires the cooperation of students and teachers as well and this cooperation changes the roles of the students and the teachers.

The educational project has two objects: the final product and the participant. The latter, the development of their skills, their personality is more important.

I.3. The categorization of projects

Projects can be categorized from many points of view as Figure 2 shows. There are so many different kind of projects that we can see that ‘project’ is only a collective term.

orientation	• process-orientated • result-orientated • mixed
topic	• art • science etc. • mixed
integration	• sciences • humanities • mixed
content	• based on curriculum • beyond curriculum • mixed
interdisciplinarity	• "narrow-content" projects • multidisciplinary
location	• school • outside the school • mixed
participants	• a whole school • a grade/ a class • a small group • individual
duration	• continuous/non-continuous • less than an hour or few hours • one or several day • on week or more
choosing the goal	• by the teacher(s) • by the children • together
product	• object • modell • writing etc.

Figure 2: Categorization of projects (*Radnóti, 2008*)

I.4. Advantages of project work

Working on a project develops a large scale of skills. *“It educates the whole child.”* (Phillips et al., 1999., p. 6). Figure 3 (mind map) shows which skills can be improved by project work based on the Introduction of Projects with Young Learners (Phillips et al., 1999.) and completed with some others (communication, creativity) .

Radnóti (2008) completes this collection of advantages with some others such as the knowledge of quality that we get from projects, the development of divergent mentality and of aesthetic sense. Thanks to the presentation at the end of the projects, students learn how to talk in front of people without stage fright. It also helps to see the complexity of the world and to be opened to it. Some other different tasks: reading a newspaper, dealing with information teaches critical thinking. Projects are also good to ‘learn to learn’ and to promote life-long learning. Finally, working on a project is a way to recognize your own roles, possibilities, limits and to have a realistic picture of yourself.

The project works better than other methods because students are personally more involved. The project is their own. It is student-centred, the participants have more independence than in other exercises. *„The motivation comes from within and not from without.”* (Fried-Booth, 1986, 5.) *“It is the students who find and assimilate information for brief that preferably they have generated for themselves.”* (Dudley-Evans et al., 1998, 195-196.)

During the projects, students may have to move out from the classroom, they meet with real-life situations; they can use their knowledge to solve real problems. (Fried-Booth [1986] talks about this advantage from the point of view of the language.)

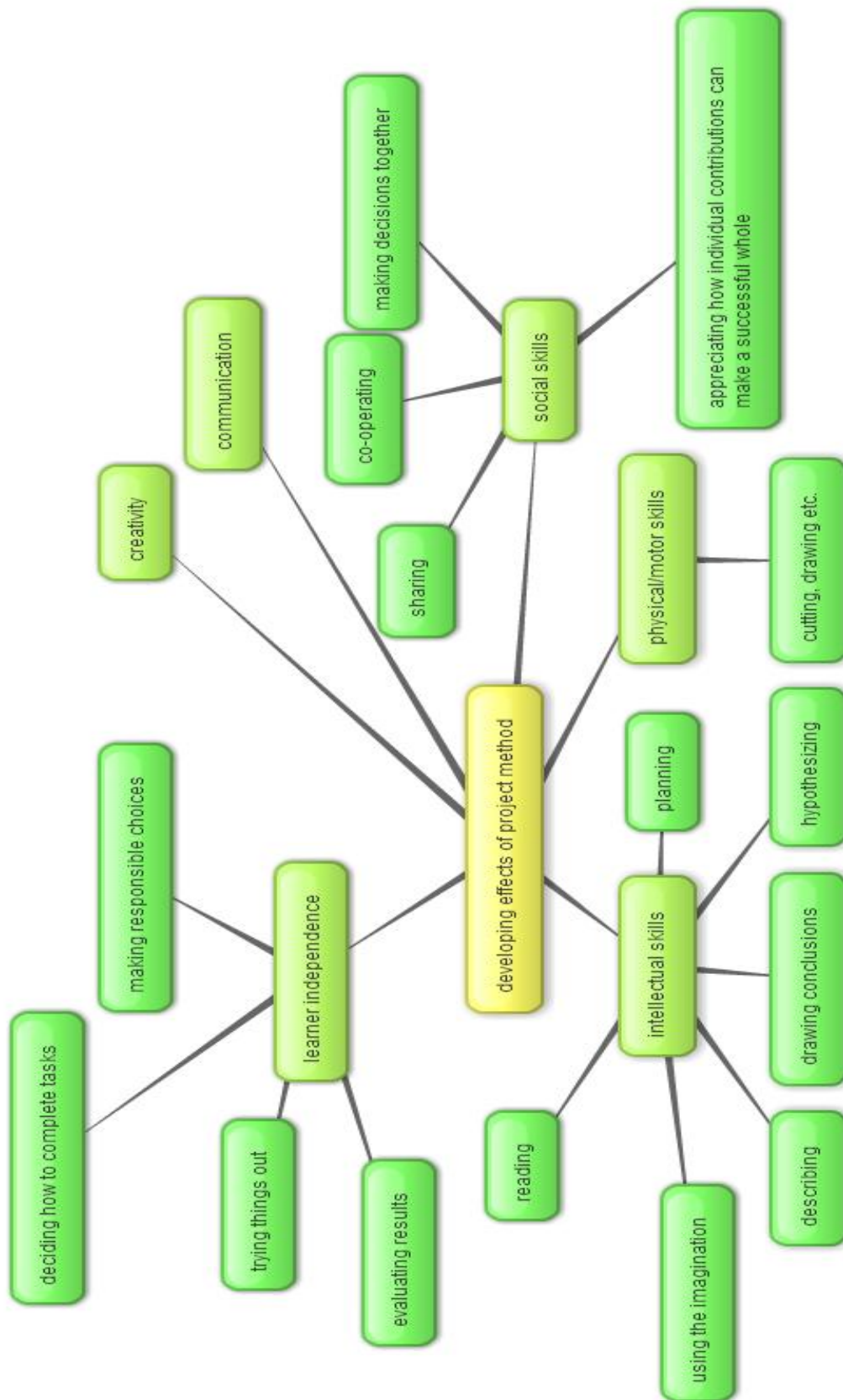


Figure 3: Developing effects of project method

The end-product of projects gives a sense of achievement. Teachers, children and parents can be proud of it. It shows the progress they have made. (*Phillips et al.*, 1999)

The project is also a perfect tool for differentiation where children find themselves the task that fits their skills and interests. Therefore children from different cultures and with different skills can perfectly work together and improve themselves in the project work. (*Hortobágyi*, 2002)

We can see that it is very easy to find the advantages of project work. Meanwhile, books and articles speak very little about disadvantages. They speak more about risks, for example: project work can take up a lot of time. (*Dudley-Evans et al.*, 1998) I think we can say that a risk can be if all the things mentioned in this literature review part are not planned consciously enough.

I.5. An example of the project method realised with underprivileged children

Before introducing my research, I present one of the successful projects realised with underprivileged children. This project took place in Berettyóújfalu where the NGO called Igazgyöngy Alapítvány has been working with underprivileged Roma people for years. The leader of this association is L. Ritók Nóra who has written a report about this so-called Europe project which was really successful from several points of view.

The project had two goals. One was to give knowledge about Europe to children, to make them feel that Roma and non-Roma people are both part of the European culture and that everyone has the possibility to influence the future.

The other aim was to develop a large scale of competences of the children. They learnt to learn, to get and transfer information (for example from the internet). The heterogeneous groups required tolerance. While cooperating, the participants' individual success became the success of the community and they learnt to help each other. Taking responsibilities and keeping them for several months was a big challenge for everyone. It was helped with contracts, identity cards and other rituals. Both visual and verbal communication skills were improved. Children learnt how to communicate in different situations: among themselves and in front of guests. It is a skill that is not taught in the traditional question-answer education system. Project work was also a great opportunity to learn to see things as a whole and in parts, to compare ideas and reality, to feel that community is stronger than just one person. The latter is especially important for underprivileged children who give up easily. Evaluation and self-evaluation helped to be independent and to have more self-confidence. During the project, all the work made the children happy. This happiness multiplied the developmental effect of the project. (*L. Ritók, 2008*)

II. Research

II.1. Description of the research

During my research, I applied three different methods in order to study on one hand, the beneficial effects of the project method and on the other hand, its advantages while working with underprivileged Roma children and socially mixed groups.

The first method was an online questionnaire spread on community pages and e-mail lists. This way of spreading meant that basically only young people were reached. My primary intention with the questionnaire was to know what experiences the respondents have in connection with project work. As some questions concerned the school they attended, this questionnaire studies the relation between the use of project method and the type of schools as well but I will not concentrate on this aspect in this essay.

I also made an interview with a volunteer of BAGázs Non-profit Association who works with Roma children therefore has lots of experience about the difficulties of these children. As the volunteer is a future teacher, I asked her about what are the disadvantages of traditional, frontal method while teaching these children. The other interview in my research was made with a future psychologist, who participated in the project I present my case study about. She shares her experience about the way how project work can influence the development of underprivileged children.

The third method I will present in the research part is a case study. The online questionnaire studies the advantages in a larger perspective, the interview and the case study focus on my real interest, how project work can help the integration of underprivileged children in a middle-class community. This case study is about a project outside the school which changes a large scale of factors. The next step of my research will be to study project method inside a socially mixed school.

II.2. Hypotheses

My hypotheses are the following: project method would be a useful tool in schools where a large part of the students are underprivileged Roma children in order to reduce their learning difficulties and to integrate them. Moreover, the skills that are developed during the process of a project are crucial to be successful later in life.

II.3. Questionnaire

The online questionnaire was filled in by 98 people. Approximately, the two third of the respondents were between 22 and 26. The majority of them attended good secondary schools, mostly in Budapest (70%). Only 10% of the respondents went to so-called alternative schools which are known to apply project method more often than “traditional schools”.

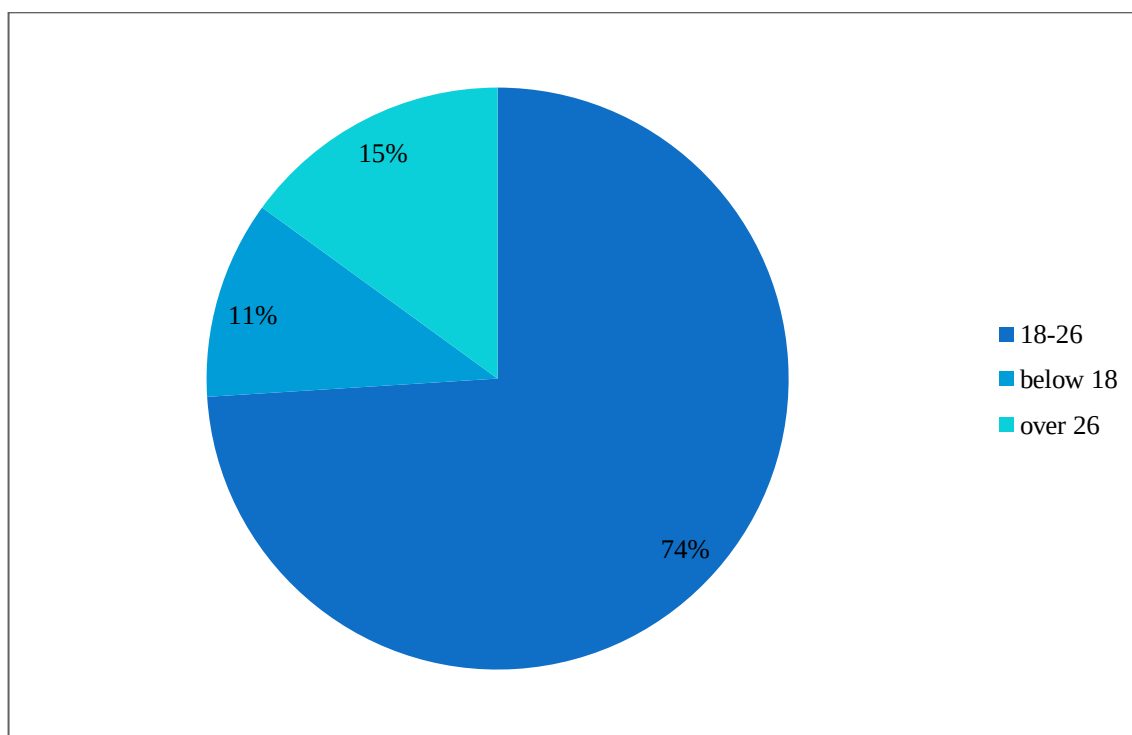


Figure 4: The age of the respondents

More than 60 % of them participated in projects during their studies. Although, I gave a short definition¹ of project at this question, the respondents considered very different things as project when they were asked about the type of it. 13 of the respondents took part in a project week about very different topics (disabled people, Roma culture, gastronomy etc.). 11 people mentioned subject specified projects. Certain respondents considered paper collection, simple short presentations or sports day as project. It is true that they include some elements of project work but not all of them. In a wider sense, we can regard them as projects.

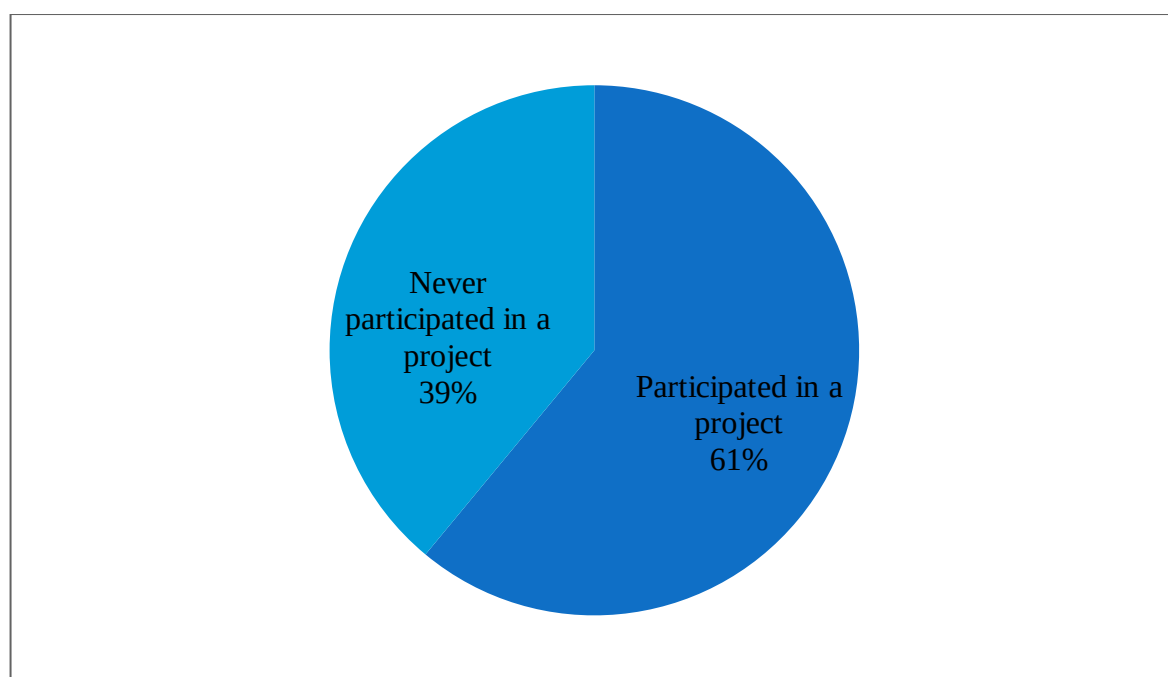


Figure 5: Repartition of participation in projects

With this questionnaire I would be able to study the connection between the type of school and the frequency of use of project method but now I am going to concentrate on the experience, feelings and opinion of the respondents in connection with project work.

¹ A person or a group of students work on a topic individually (planning, research, realisation) in order to have a product at the end. (for example: project week, project on a lesson, class project etc.)

If you have ever taken part in a project, write down the first three words, it makes you think of.	If you have never participated in a project, write down what the word 'project' makes you think of.
	planning, team, 21st century
-	continuous work, getting to know something more profoundly, interactive
fantastic, brilliant	
team work, ecstasy of research, persistence	
creativity, interaction, autonomy	
it needs creativity, it moves you out of traditional setting, different approach to a topic as usual in schools	
	group, research, report
	creative, result-focused, avant-garde
	team work, creativity, research
brainstorming, gatherings, communication, realisation	
	cooperation, harmony, division of labour
colourful, scattered, interesting	
useful, interesting, funny	
	projector, money, team
	team, collaboration, teacher
-	overall, interesting, autonomy
autonomy, work, motivation	
	team, exercise, result
team work, tolerance, laughing	
team work, joy, help	
cooperation, extending horizon, work	
	team, creative, long
funny, unequal, funny	
control, acquisition, rush	
team work, creativity, presentation	
	presentation
newspaper, money, excursion	
team work, idea, enthusiasm	
group, work	

Table 1: Extract from the table including the answers

From those who have already participated in projects, I asked three words that project makes them think of. The most frequent answers were 'team' or 'cooperation' (21 out of 59) and creativity (14 out of 59). Many participants wrote words connected to the world of work: deadline, communication, responsibility. The majority of the respondents mentioned positive adjectives such as good, successful, interesting, inspiring, useful, funny. Only one respondent expressed a negative opinion: "the project was boring, not interesting and it could have been better".

Some of the respondents had very strong positive opinion about the projects. A few of them worth mentioning:

- "I may remember more than if it was only a normal lesson."
- "It takes you out of the habitual setting, it has a very different approach to the topic from the normal scholastic one."
- "Everything is a sort of project in my life."

If I regard the answers from the point of view of the skills developed during the project work, the following ones were mentioned by the respondents: tolerance, creativity, independence, cooperation, concentration, persistence.

Those who have never participated in any projects associated very similar words to projects: cooperation, creativity, time, aim, deadline, planning were the most frequent ones. It shows that project work is quite frequently used in work and life, outside the school as well.

You can find all the diagrams in the Appendices part.

II.4. Interview

When asked about her experiences, the interviewee, a future teacher who works with underprivileged Roma children in the segregated settlement of Bag, a village near Budapest, finds the basic skills as the source of the problems. Their speaking skills and vocabulary (especially the one used in schools), their executive function (concentration, following the rules etc.), their social skills (cooperation, empathy) etc. are developed in the project of BAGázs Non-profit Association where she volunteers.

According to her, the frontal education is not suitable to develop all these skills as it does not adapt to individual needs. Though, we can have better results with differentiation and group work. Project work can help to improve their social and speaking skills and during the planning part the metacognitive awareness develops as well.

II.5. Case study

II.5.1. About the project

‘Theatre for inclusion’ was a Youth in Action project organised by Színműhely Alapítvány in cooperation with a Romanian association called Nevo Parudimos for 30 Hungarian and 30 Romanian teenagers in Ceglédfürdő, Hungary. Most of the participants came from underprivileged Roma families but in the Hungarian team there were middle-class students as well.

The aims of the project were the following: getting to know the culture of each other (Romanian, Hungarian, Roma), talking about important social questions (hate speech, prejudices, discrimination) and realising a theatre piece.



Picture 1: Presentation about social issues

It was a project outside school settings; therefore most of the participants were motivated from the beginning, they did not consider it as something related to the school. Moreover, they stayed together for ten days day and night, which also changed the outcome of the project. These are important differences compared to school projects but the most important elements were the same: after the collective planning participants realise something themselves independently while using all the different skills of each participant. The project can show what effects has this type of collective work has on underprivileged children.

I took part in this project as a volunteer responsible for 5 participants from the Roma settlement I work permanently.

II.5.2. The schedule of the project

Day 1:

- getting to know each other
- evening programme organised by the participants themselves

Day 2:

- getting to know each other
- teambuilding
- expectations, needs, fears related to the project
- how one can contribute to the project?

Day 3:

- fashion show: everyone gets dressed
- getting to know each other's culture and Roma history
- Roma culture evening

Day 4:

- love story scene making about prejudices
- poem writing with Hungarian and Romanian words
- visiting a theatre in Cegléd
- sports evening organised by the participants themselves

Day 5:

- forum theatre about violence
- talking about parties
- party scene making about love and danger
- Romanian culture evening

Day 6:

- talking about prejudices in groups
- scene making

Day 7:

- talking about hate speech
- scene making
- Hungarian culture evening

Day 8:

- scene making

Day 9:

- rehearsal
- performance

Day 10:

- evaluation in reference groups
- planning for the future
- organising the party
- farewell party: watching the film about the performance



Picture 2: Hungarian national evening

II.5.3. How did project method work?

The process. After a few days of team building, the planning part of the project started. The topic of the theatre piece was chosen by the participants themselves but they were also working on the topics that they were talking about in the mornings: hate speech, prejudices etc. The small scenes of the final performance

were all made up by the teenagers. Meanwhile, the work was helped by a professional drama teacher.



Picture 3: Team building

Those who did not want to participate in the project as actors, could find the right task for them. The marketing team made flyers and distributed them on the local beach as well as “tattooed” their own body to raise the attention. The decoration team made settings for the performance. The movement team came up with a dance show. It meant that everyone had the opportunity to show their skills, their talent.

The final product, which was a performance in this case, was shown on the local beach in front of a big audience. After the performance, the self-evaluation was realised in small groups while every evening as well the reference groups got together to evaluate the happenings of that day.



Picture 4: Decoration team

Difficulties. Most of the difficulties came from the fact that there was no common language between the participants. The translation was continuous from English to Romanian, to Hungarian and vice versa.

As the participants had very different background, they had different skills as well. Some of them could not concentrate for as long as others who were used to sitting in one place for hours. Their speaking skills and vocabulary were also very different. A few participants had never spoken in front of such a big group.

A few participants did not keep the rules but it was a great opportunity to learn how to behave in a community.

Development of the participants. As the time was very short, the teenagers had to cooperate very hardly. They had a big responsibility as they had to perform something at the end of the project in front of a big audience.

They learnt how to overcome communication problems and how to work with someone who has very different skills. It made them more tolerant.

They had to use their creativity. They were independent, they discovered their skills, their borders. They learnt to ask for help if needed. Finally they got to know the opinion of each other about very important social questions: violence, hate speech etc. They became more sensitive to these questions.

Through continuous interaction, own discoveries and real, interesting challenges, the participants stayed motivated. The source of the knowledge was not a teacher but they learnt from each other. Those who seemed to have more of the skills that schools require could see what other skills can people have which are never showed in classroom settings.

After the performance, the participants could experience what real success was, which they created themselves.

The participants also learnt to self-evaluate. It helps to form a realistic self image. First they talked about how they could contribute to the project, at the end they evaluate their final contribution.

To sum it up, during the project the teenagers learnt about very important social issues, which should happen in the school as well, but the more important result is that they developed holistically.

Summary and conclusion

After summarising what literature says about project method: short history, different definitions, categorisation and advantages, in the research part of my essay, I focused on two main points. On the one hand, I was interested in the experiences of young people about projects during their studies, on the other hand, I examined the use of project method with underprivileged, Roma children through a case study. Moreover I made an interview with a future teacher who already has had experience with children living in a segregated Roma settlement.

The online questionnaire proves that the project method develops a wide range of skills that traditional methods do not such as cooperation, creativity, responsibility etc. These are skills that are absolutely essential in one's later studies and professional life. A student from a middle class family might obtain these skills outside the school as well but not underprivileged children.

The case study and the interview show that several points of the project method fit the demands of underprivileged children's development and integration. It requires cooperation between the students with different skills and different social background. The participants can show their talent. Not only verbal communication is important but speaking skills are improved as well, there is an achievable task for everyone and the participants learn to appreciate each other's talents. Moreover, students stay more motivated than in traditional class setting, which means that they may learn a lot more than while listening to frontal teaching. They also learn to be responsible and to ask for help if needed.

As my case study examines a project outside school setting, it does not prove perfectly how the project method works in real school circumstances, that changes many factors, for example the motivation of the participants. In consequence, my research has to be completed by a case study and interviews (with teachers, students and parents) related to a project realised in a socially mixed school to prove my hypothesis and reach final conclusions. My further plan is to examine how other alternative methods can be used in traditional schools in order to facilitate the integration and education of underprivileged Roma children.

Magyar nyelvű összefoglaló

Négy éve dolgozom hátrányos helyzetű roma gyerekekkel egy Budapest közeli faluban, Bagon. Az ott szerzett tapasztalataim mondatják velem azt, hogy a mai magyar oktatásban használt hagyományos módszerek (pl. frontális tanítás) nem alkalmasak a hátrányos helyzetűek integrációjára, és hátrányaik leküzdésére. Azt gondolom, hogy ezzel szemben az alternatív módszerek (pl. Waldorf-módszer) közül számos alkalmazható lenne ezen problémák megoldásához. Dolgozatom témájául ezért választottam a projektmódszert, mint egy lehetséges eszközt a HH-s, HHH-s roma gyerekek sikeres tanításához, integrációjához. A magyar oktatási rendszernek megújulásra van szüksége ahhoz, hogy szembe tudjon nézni az említett kihívásokkal.

A „projekt” rendkívül népszerű fogalomná vált az elmúlt években pl. az üzleti életben, de mint oktatási módszer kevésbé ismert, hiszen csak a közelmúltban kezdtek el használni szélesebb körben, még a most egyetemista fiatalok is a frontális oktatás által dominált iskolában nőttek fel.

Dolgozatom a szakirodalom feldolgozása (a projektmódszer rövid története, definíciók, csoportosítás, előnyök) utána egy három eszközt alkalmazó kutatást mutat be. Az online kérdőív a megkérdezettek projektmódszerrel kapcsolatos élményeit vizsgálja. Az interjúban egy leendő tanár roma gyerekekkel szerzett tapasztalatit osztja meg. Az esettanulmány pedig egy szociális és kulturális háttér tekintetében vegyes tinédzser csoport projektjét írja le.

A projektmódszer története egyes kutatók szerint a 16-18. századra is visszanyúlik, amikor európai építészeti iskolákban kezdték használni azt (*Knoll*, 1997) Mások a 19. századi közepét tekintik a projektmódszer történetének kezdeteként. (*Molnár*, 2001) Ezzel szembe Magyarországon csak néhány évtizedre nyúlik vissza a projektmódszer használata.

A projekt fogalmát számos szempontból definiálták a különböző külföldi és hazai szerzők. Léteznek tágabb és szűkebb értelmezések is. A témában, *Kilpatrick*

(1918) tollából született alapvető mű szerint, a projekt lényege egy valamilyen cél által meghatározott tapasztalatgyűjtés, belső motiváció által vezérelt céltudatos tevékenység.

Hortobágyi (2002) tágon értelmezett projektfogalma szerint, projektnek nevezhetünk bármilyen olyan tevékenységet, amely nem hagyományos óra és ahol a tanulók aktív részvétellel egy közös végterméket hoznak létre.

Dolgozatom tartalmazza *Hegedűs* meghatározását is folyamatábraként, amelynek elemei a következők: a téma megválasztása, tervek készítése, szervezés, információk gyűjtése, a téma kidolgozása, a termék megvalósítása, a termék bemutatása és a projekt utáni tevékenységek.

Radnóti (2008) egyik fontos megállapítása, hogy nem csak a végső termékek a fontosak, hanem maga a folyamat is. A dolgozat további definíciókat tartalmaz.

Számtalan féle projekt létezik, és mindegyik egyedülálló. Sokféle szempontból csoportosíthatjuk őket. Ezt a csoportosítást is egy ábra mutatja be a dolgozatban (*Radnóti*, 2008). A csoportosítás lehetséges szempontjai a következők: orientáció (folyamat- vagy eredményorientált vagy mindkettő), téma, tantárgyi integráció, tartalom (tanterv szerint, tanterven kívüli vagy mindkettő), interdiszciplinaritás, helyszín, résztvevők, időtartam, a cél megválasztója (tanár, diák vagy együtt), termék.

A projektmódszer, a projektmunka készségek, képességek széles skáláját fejleszti. „A gyerek egészét neveli.” (*Phillips és tsai*, 1999, 6.) Ezeket a képességeket, készségeket egy gondolattérképen ábrázoltam dolgozatomban, amely a következő nagy csoportokat mutatja: szociális készségek, motoros/fizikai képességek, intellektuális képességek, önállóság valamint kreativitás és kommunikáció.

A projektmódszer nagy előnye továbbá, hogy a tanulók sokkal inkább bevonódnak, magukénak érzik. A projekt tanuló-központú, és a résztvevők nagyobb önállóságot kapnak. Motivációjuk belülről fakad. (*Fried-Booth*, 1986). A projekt által a tanulók életközeli tapasztalatokat szereznek.

Hortobágyi (2002) emel ki egy az én dolgozatomban is fontos váló szempontot: a projekt tökéletes eszköz a differenciálásra, a gyerekek megtalálják a saját képességeiknek és érdeklődésüknek megfelelő feladatot. Ebből következik, hogy különböző kultúrákból jövő és különböző képességű gyerekek együtt tudnak a projektben dolgozni és fejlődni.

A szakirodalom a projekt hátrányait kevésbé említi, inkább kockázatokról beszél, mint pl. a projekthez szükséges sok idő. (*Dudley-Evans és tsai*, 1998)

Dolgozatom ezen része bemutat még egy már megvalósított projektet, amely Berettyóújfaluhoz és az Igazgyöngy Alapítványhoz kötődik. A projekt célja a gyerekek Európáról meglévő tudásának bővítése mellett annak megmutatása volt, hogy a romák és nem-romák egyaránt az európai kultúrához tartoznak. A projekt *L. Ritók Nóra* beszámolója szerint a gyerekek kompetenciájának széles skáláját fejlesztette.

Kutatásom során két hipotézist kívántam bizonyítani: a projekt számos olyan készséget, képességet fejleszt, amelyek elengedhetetlenül fontosak a későbbi tanulmányok és munka során, és ezeket a hagyományos módszerek nem fejlesztik, valamint a projekt hasznos eszköz a hátrányos helyzetű roma gyerekek integrációjában és tanulási nehézségeik leküzdésében.

Az online kérdőívet 98 válaszadó töltötte ki, körülbelül kétharmaduk 22 és 26 év közötti. Többségük budapesti lakos, és kiemelkedően jó budapesti középiskolát látogatott. A válaszadók mindösszesen 10 %-a járt úgynevezett alternatív iskolába, ahol a projektmódszert sokkal inkább alkalmazzák.

A megkérdezettek 60 %-a vett már részt valamilyen projektben tanulmányai során. A projektet (a megadott definíció ellenére) sokféleképpen értelmezték. Arra a kérdésre, hogy melyik az első három szó, amely a projektről eszébe jut a kérdezőnek, a legtöbben az együttműködés vagy csapat (59-ből 21 válaszadó), illetve a kreativitás (59-ből 14 válaszadó) szavakat írták. Számos megkérdezett munkával kapcsolatos fogalmakat adott meg: határidő, munka, felelősség. A

többség pozitív melléknevekkel jellemezte a megtapasztalt projekteket, pl. jó, sikeres, érdekes, inspiráló, hasznos, vicces. A következő képességeket, készségeket említették meg: tolerancia, kreativitás, önállóság, együttműködés, koncentráció, kitartás. Ezek mind olyan fogalmak, amelyekre hipotézisemben utaltam.

A jövődöbeli tanár, akivel az interjút készítettem, roma gyerekekkel dolgozik a bagi romatelepen. Úgy látja, az alapvető készségek (beszéd, végrehajtó funkciók, szociális készségek) hiányossága okozza a problémákat. Szerinte a frontális oktatás nem adaptálható a személyes igényekhez. Differenciálással és csoportmunkával jobb eredményeket érhetünk el. A projektmódszer fejleszti a szociális és beszédképességet, valamint a metakognitív tudatosságot.

A dolgozatomban szereplő esettanulmány tárgya egy „Színházzal az integrációért” nevű „Fiatalok lendületben” projekt volt, amelyet a Színműhely Alapítvány szervezett egy romániai partnerrel közösen. A projektben 30 magyar és 30 román fiatal vett részt Ceglédfürdőn. A résztvevők többsége hátrányos helyzetű roma családokból érkezett, de a magyar csapatban voltak középosztálybeli tinédzserek is.

A projekt célja egymás kultúrájának (román, magyar, roma) megismerése, fontos szociális kérdésekről (gyűlöletbeszéd, előítéletek, diszkrimináció) való gondolkodás és egy színdarab létrehozása volt. A projekt iskolai kereteken kívül jött létre, így szinte az összes résztvevő motiváltan vett részt. 10 napot töltöttek folyamatosan együtt. Ezek a tényezők nagyban befolyásolták az eredményt, és iskolai körülmények között nem megvalósíthatók.

A projekt csapaépítéssel kezdődött, majd délelőttönként kerültek terítékre a társadalmi kérdések különböző csoportos feladatokon keresztül. A projekt második felében kezdődött a színdarab megvalósítása, amelyben részben reflektált a délelőtt témákra. A darab fókuszát, címét a fiatalok választották, és a saját maguk által rendezett jelenetekből állt végül össze, egy professzionális drámatanár segítségével. A darabot a helyi strandon mutatták be. A 10 nap során három este a különböző kultúrák mutatkoztak be.

A projektben megvalósult, amit a szakirodalmi részben is említettem, mindenki megtalálhatta a saját magához leginkább illő feladatot, aki nem szeretett volna színpadra lépni, a hirdető illetve díszletező csoportban mutathatta meg tehetségét. A 10 nap végén megvalósultak a projekt utáni tevékenységek is: kiscsoportos illetve önértékelés.

A legnagyobb nehézséget a közös nyelv hiánya jelentette, folyamatos tolmácsolásra volt szükség, de egy idő után ezeket az akadályokat is áthidalták kreatív módon. A különböző kulturális, szociális háttér, illetve az eltérő képességek jelenléte elfogadásra tanította a résztvevőket. A felelősség nagy volt mindenki vállán, hiszen csak néhány nap állt rendelkezésre a darab elkészítéséhez: kreatívnak kellett lenniük, meg kellett tanulniuk segítséget kérni. Megismerték továbbá egymás véleményét fontos szociális kérdésekről, érzékenyebbé váltak.

A projektmódszerre jellemző módon motiváltak maradtak. A tudás forrása nem a tanár volt, egymástól tanultak. Nem csak az iskolában előtérbe kerülő készségek és képességek mutatkoztak meg. A résztvevők az önértékelés módszerébe is beletanultak.

Azt mondhatjuk, hogy amellet, hogy született egy kézzel fogható termék (színdarab), és fontos társadalmi problémákról tanultak a résztvevők, az elsődleges az, hogy holisztikusan fejlődtek.

A kutatás alapján elmondható, hogy a projektmódszer valóban számos olyan készséget, képességet fejleszt, amelyet a hagyományos módszerek nem. Ezek pedig rendkívül fontosak a későbbi tanulmányok és a munka során. Az interjúból és az esettanulmányból látható, hogy a projektmódszer előnyös a hátrányos helyzetű, roma gyerekek számára is mind integráció, mint tanulási nehézségek leküzdésének szempontjából. Ahhoz, hogy hipotéziseimre tovább bizonyítékokat találjak, kulturálisan és szociálisan vegyes iskolában kívánok projektet megvalósítani, és vizsgálni, hogy a fellebb említett pozitívan ható faktorokat (pl. motiváció) esetlegesen kizárjam.

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Webography

URL1: http://www.rmpsz.ro/web/images/magiszter/2007_osztel/03.pdf

Last download: 7th May 2014

URL2:http://www.kefo.hu/maskepptudomany/files/017-hegedus_g_gyermekkozpontu_iskola.pdf

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Appendices

Appendix A

Plan of another case study

About the target group

I will test a project only with Roma children living in a segregated settlement in a small village near Budapest where I have been volunteering for four years as a member of an NGO called BAGázs Non-profit Association. The participants of this project will be six girls who all play in the football team organised by some youngsters from the settlement and volunteers from our association. The team has been founded in March 2014 and has trainings once a week. We would like to develop their social skills, their persistence and teach how to struggle and deal with occasional failures but the main goal is to create a community.

The girls are 10-12 years old. They all go to the so-called “normal” school, they are quite successful in their studies compared to other children from the settlement. It seems that they have the chance to live a different life from the majority of the girls in the settlement. They have the possibility to continue their studies in a secondary school. However, their life is quite uncertain that is why it is very important to have a supporting community around them and to develop a large scale of social and cognitive skills that a project can help with.

The aim of the project

The aim of this project is to create all the things that a professional football team has such as jerseys, a march, a flag etc. while building a real team of the girls who can co-operate not only on the football pitch but also in everyday life. I hope that all the skills that will be developed during the project work can be useful to succeed in school and later in professional life. This project can also be a

preparation to other co-operative tasks, even projects realised with non-Roma children.

The structure of the project

Apart from trainings once a week, meetings will be organised regularly in the “community container house” of our association. The major part of the project can be realised only during the summer in absence of free time and place to get together and also because of the fact that the participants are not ready to work on a project together.

Step 1: Preparation to start the project

Until the end of school year, the aim is to motivate them to take part in all the trainings, to play co-operative games in order to prepare for the collective work. We will also start to talk about their ideas about teams, how they imagine the working of a professional football team. Finally, we will always talk about the current conflicts in the team as they are not rare. This part will take 4-5 occasions.

Step 2: Planning the project

After discussing the topics mentioned above, we will start planning our project. The task will be to collect ideas: what to do, how to do and what materials we need. In this part of the project, I will still have quite an important role in leading the group to be able to make decisions and start the next step. This part will take one occasion although it might be not enough, it is very difficult to restart the planning part a week later because their concentration skills are also not developed enough according to my experience.

Step 3: Realising the project

Based on the plans, the children will start to work on the tasks individually, in pairs or together. During this process, I will observe their working and help only if they are stuck at some point. I will be responsible for having all the materials they need. It might take three or four weeks to finish completely.

Step 4: Evaluating the project

If the children have finished all the products of the project, we will hold an evaluating session where we will look back on the whole process and give feedback to each other. As a part of the closing occasion, we will write a short report about the project that we can also share on the Internet. This step will be only one occasion.

What results do I expect?

First of all, thanks to the project work, the permanent tension among the girls will ease. They will learn to co-operate better: listen to others, take into consideration not only their own ideas but those of others' as well, share the tasks etc.

The project will strengthen the community not only because of the final products, the march that they can sing together or the jerseys which show that they belong together but also as a result of working collectively where besides the individual tasks they will feel that they need each other to succeed. Also, they will have the positive experience of realizing your own ideas.

The project work will also develop basically all the skills mentioned above in the mind map. I hope their motivation will remain for a long time and they will have success not only in the football team but in school and everyday life as well.

The realisation of the project

About the first occasion

The first occasion took place in the "community container house" on April 27th, 2014. Five of the girls were present.

To start the session, I asked them to draw and then tell one positive and one negative story from the week before our meeting. It was quite successful compared to my expectations because usually they speak with difficulty about their past experiences (and about future).

Secondly, I told them that I heard about some conflicts in the team from one of the trainers and I asked them if they could tell me what had happened. It was also

a big surprise that they listened to each other, they told me different versions of the story and finally, we got to a conclusion.

Then we played some games that they recommended. These games are good mainly to get rid of all the stress they have but I really wanted to try a game which needs a quite high level of co-operation. I told them to imagine that there was a dangerous river in the house that they had to get over. The rules were the following: they had only four stones (sheets of papers) that they could stand on, if not they fell into the water. If no one stood on one of the stones, the evil shark took it away. It was very interesting to see that they were not at all able to make up a strategy together. Everyone was working alone, standing on a paper and trying to move without the help of the others. That was the point when I realised that they are very far from working together on a project and that we need more time to prepare for it.

Finally, we finished by playing their own games again. The following is their favourite: one player leaves the room, those who stay change something in the room that the leaver has to find out. There was no round where they tried to discuss what to change; all of them changed something, not paying attention to the others. At this point, I felt that this occasion has to be finished.

Appendix B

Kérdőív a projektmódszerről

Harmadéves angol műveltségterületes hallgató vagyok az ELTE TÓK tanító szakán. Tavaly, évfolyamdolgozatomat a projektmódszerről írtam. Idén ezt szeretném kutatási eredményeimmel kiegészíteni.

Nagyon sokat segítesz, ha kitöltöd ezt a kb. 3 perces kérdőívet.

* Required

Hány éves vagy? *

Melyik felsőoktatási intézményben tanulsz/tanultál? *

Hova jártál/jársz általános iskolába? *

- ☐ Budapestre
- ☐ megyeszékhelyre
- ☐ nagyvárosba
- ☐ kisvárosba
- ☐ faluba

Milyen típusú középiskolába jártál/jársz? *

- ☐ hat- vagy nyolcosztályos gimnáziumba
- ☐ négyosztályos gimnáziumba
- ☐ szakközépiskolába
- ☐ szakiskolába
- ☐ egyéb

Alternatív vagy "hagyományos" iskolába jártál/jársz? *

- ☐ alternatív iskolába
- ☐ hagyományos iskolába

Részt vettél-e valaha tanulmányaid során valamilyen projektben? Ha igen, akkor írd erről néhány szót. *

A projekt lényege nagyon röviden, hogy egy adott témát egy csoport vagy egy egyén önállóan dolgoz fel (tervezés, gyűjtőmunka, kivitelezés), úgy

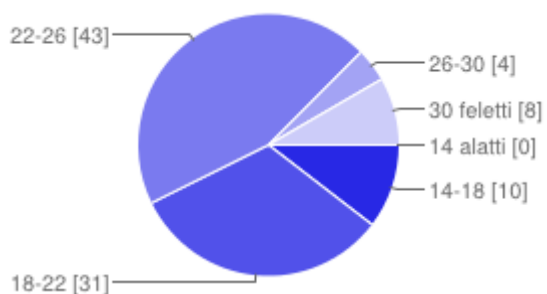
hogyan a projekt végén egy kézzel fogható alkotás születik. (pl.projekthét, tanórai projekt, osztályprojekt stb.)

Ha részt vettél már tanulmányaid során projektben, írd le három szót, ami eszedbe jut erről az élményről.

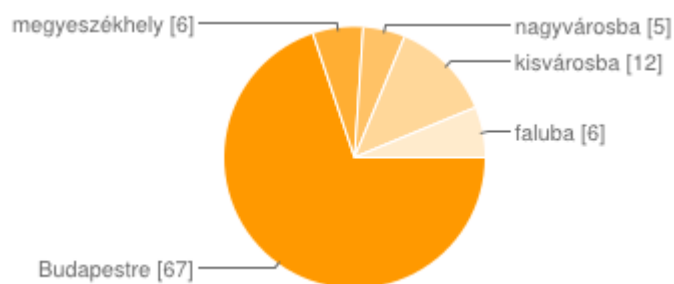
Ha nem vettél még részt tanulmányaid során projektben, írd le az első három szót, ami eszedbe jut a "projekt" szóról.

Appendix C

Hány éves vagy? / How old are you?

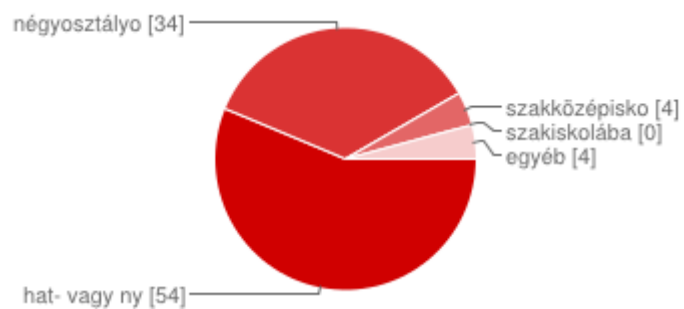


Hova jártál/jársz általános iskolába? / Where did you go to elementary school?



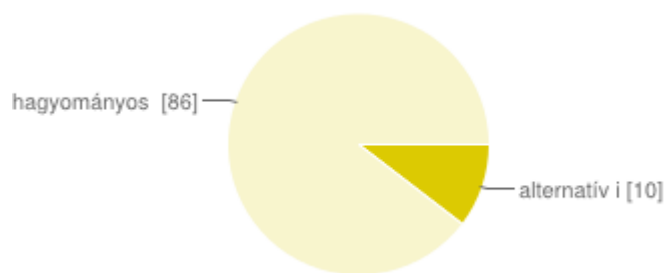
Budapestre	67	70%
megyeszékhelyre	6	6%
nagyvárosba	5	5%
kisvárosba	12	13%
faluba	6	6%

Milyen típusú középiskolába jártál/jársz? /What kind of secondary school did you attend?



hat- vagy nyolcosztályos gimnáziumba	54	56%
négyosztályos gimnáziumba	34	35%
szakközépiskolába	4	4%
szakiskolába	0	0%
egyéb	4	4%

Alternatív vagy "hagyományos" iskolába jártál/jársz? / Did you attend an alternative or a traditional school?



alternatív iskolába	10	10%
hagyományos iskolába	86	90%