

INTERCULTURAL AND MULTICULTURAL CHALLENGES AND OPPORTUNITIES FOR STUDENTS OF THE FACULTY OF REGIONAL DEVELOPMENT AND INTERNATIONAL STUDIES

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Abstract: *This article aims to analyze the impact of implementation of projects in developing countries in the context of teaching students majoring in International Studies at increasing knowledge and competencies. With regards to increasing the level of understanding of intercultural and multicultural approaches in the process of refinement of the content of courses focused on regional development and sustainability and furthermore with focus on their theses. Development of the study program International Territorial Studies and knowledge of students is developed through a process of theses as well as by implemented projects in international internships. Students and supervising teachers participated on international travels within the projects NIKAZAM a SID in the years 2008 - 2014. The proposals that emerged from the analysis clearly demonstrated the positive impact on the expertise of students, not only in professional issues, but also in language training and skills preparation and implementation of various development projects. At the same time predictions about the need to increase the number of hours of courses leading to intercultural communication competence were confirmed. The total number of 96 students participated in the implementation of projects in the framework of international internships, specifically with 48 projects in 8 countries. The discovery of knowledge development test was used for humanitarian and developmental skills (HAT), which was aimed at testing expertise, project management knowledge and language skills.*

Keywords: *intercultural, multicultural, development project*

1. INTRODUCTION

International organizations operating in developing countries or countries affected by extraordinary events, address the security issue of distribution of essential commodities and then address the issue of humanitarian aid and development programs that require increasing levels of knowledge and skills that must follow the changes in educational programs and curriculum subjects so to allow to implement the defined objectives and to help exploit all available processes and technologies in the short term so that the burden for local resource constraints (Stiglitz 1999; Ivan ík *et al.*, 2014).

Solving the problem also requires the ability to analyze the economic level of an incident, the impact on future economic development and local participation in the aftermath. The ability to understand the differences in the political and economic development should be based on the knowledge and ability to implement theoretical approaches to practical implementation of projects and policies (Korecki, Pomazalová 2010).

Understanding the processes of humanitarian aid and development projects must be based on expanding knowledge of these areas and understanding of competencies and responsibilities of civilian and military actors in the development process of the region. Students of FRDIS should, due to its focus, gain greater knowledge of the activities of humanitarian and development assistance in the short term as well as in the intermediate term. The main problematic areas were identified as: low ability of graduate students to effectively use military and commercial capabilities in the humanitarian and development assistance in developing-country environments, feasibility of support plan for key competencies in development of graduate students, assessment of key activities for integrated knowledge of minimum needs and distribution process.

The problem of harmony of student knowledge, performed function, needed knowledge and realization of humanitarian assistance, was solved with the method of allocation of resources (Jurák, Ivan ík 2014; Buška, Stehlíková 2014). The problem of resources allocation was conceived

as a problem among contesting alternatives so that total costs of humanitarian assistance (Korecki *et al.*, 2010) and educational process were minimized. Identified issues had diverse components, which include set of resources and its availability, set of activities to be performed, consumption of resources and a set of costs and profits for each activity and resource.

Based on the development of knowledge of humanitarian capabilities and resources distribution the authors tested knowledge in several areas via the Humanitarian Assessment Test (HAT). The purpose of the Humanitarian Assessment Test (HAT) was to compare knowledge requested and knowledge achieved through the implementation of projects in developing countries for innovation needs of study programs. Based on testing and assessing of students who participated in internships abroad an innovation was proposed, with regards to the capability and preparedness of students to work in international environment, was made. Assumption on how to innovate curricula to knowledge student possible to identify local community problems and propose development projects and the current process of evaluation subjects suggest directions for further development of the curriculum.

The divergence in the interpretation of theoretical interpretation and practical implications of the knowledge and skill competencies is often a serious disproportion that creates an unbalanced relationship between the need for theoretical basis and practical skills. This situation is in the discrepancy with recent concept of humanitarian and development assistance. There are weak bindings in the structure of social networks created for sharing formal and informal knowledge by students and qualified and experienced members of members of UN and others NGO and IO members. Results of HAT pointed to the fact that the participation of foreign trips allow students to understand the issues of selected regions of developing countries in detail and it allows them to assess the needs of individual communities to develop the capacity for sustainable development. Clearly identified was a need for extension of development programs and internships abroad, including practical training of students (Korecki, Draghici 2012). These additional costs will be reflected in improved analytical capabilities of students and should contribute to understanding the process of implementation of humanitarian and development assistance and their reflection in the proposed projects of students in internships abroad.

Draft of curricula innovation stems from the need to deepen students' knowledge in the field of intercultural and multicultural knowledge and to upgrade curriculum of hard and soft skills in communication and negotiation.

In recent years, the question of how to educate humanitarian and development professionals gaining interest among educational institutions and experts at international level arose, due to the fact that the number of incidents of military and non-military permanently increased (Korecki, Cempřek 2014). Research has shown to be necessary not only to expand knowledge of the issue of distribution of channels and bottlenecks, but also in the use of sophisticated software distribution, the UN process to ensure the sustainability of humanitarian aid (Hondlová, Cabicarová 2013) and process analysis of transport networks of regions. The researchers noted that students have a fairly good knowledge of economic and statistical matters, but lack the knowledge of project management and implementation of projects in real life. Experience of 5 years of practical internships and curriculum development enabled to analyze and upgrade objectives and complement teaching with the necessary theoretical and practical knowledge, which are directed towards the implementation of sustainable development projects (Rejzek 2005; Ivaník *et al.*, 2014).

Despite considerable interest to determine what working positions were occupied by graduates and what skills are required the most in the field of development and humanitarian positions, due to the fact that most graduates began their careers at other positions, requirements of humanitarian organizations and the United Nations need to be considered. Based on this fact implementation of refinement and innovation of study programs needs to be done.

Faculty benefited from a survey completed in all subjects, but in several cases student participation was minimal and it was not possible to evaluate a relevant subject and propose innovative solutions. On the other hand, this result forced researchers to use robust lesson learned from the missions of humanitarian organizations, which served as a guide to change. The proposed changes are therefore curricula mix results obtained from the survey of students in dialogue with implementing the humanitarian and development aid and study the information available by the UN and other international and national bodies. Due to the efforts of the Czech

Republic to be more involved in UN missions it can be assumed that the need for humanitarian educated professionals will grow and will be closely monitored by their training in the context of the changing humanitarian situation and needs (Pecina, Kvapilová 2011).

Humanitarian and development aid is wide in both the content as well as in a wide range of activities and entrance requirements of members of

humanitarian organizations are very different. Still, the team evaluated the processors entry requirements and assumptions, and in this respect conducting research. The paper deals with graduates of International Area Studies who are mastering and benefiting of subjects, including their evaluation and processing implemented projects in developing countries.

Table 1: Total figures of students in academic year

	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015
Regional development Bachelor's degree program	343	542	719	610	528	486	421
Regional development English language Bachelor's degree program	15	31	45	51	51	63	39
Master's degree program				101	170	183	169
English language Master's degree program				10	28	42	33
International territorial studies Bachelor's degree program		52	98	182	234	288	240
International territorial studies English language Bachelor's degree program		18	26	42	54	70	84
Master's degree program					31	81	87
English language Master's degree program					14	34	56
Total	358	643	888	996	1110	1247	1129

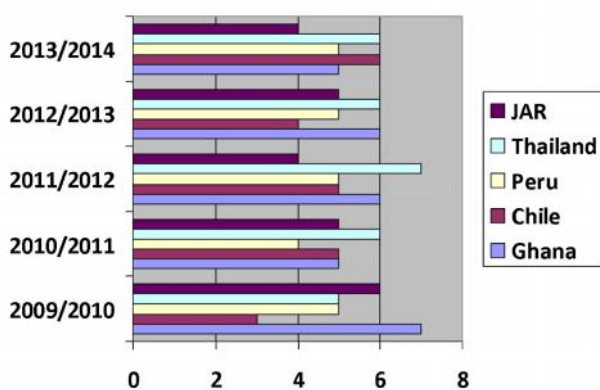


Fig.1 The number of projects in different countries

2. RELATION TO EXISTING THEORIES AND WORK

The purpose of the educational theory in general sense is to develop a theory of learning and to encourage a broad and effective discussion on theoretical problems in the educational process

(Engel, Gallagher, Lyle 2010). Educational Theory by Piaget (1972) based on multivariate analysis, in which he tried to find an answer to the following question: How knowledge grows and how it can be measured. Then he came up with the idea that intelligence is a general term that determines the level of customization capabilities, assimilation and accommodation. On the basis of published results Mezirow (1990) level of knowledge is not only influenced by the level of education, but its influence is also working environment, which are obtained by the knowledge that cannot be obtained in the course of training. When used and applied theory of transformative learning (Mezirow 1990), we assume that the psychological approach to adult learning is based on changes in self-perception and understanding of adults, their role in society. Mezirow theory has been used to express the reflection of education, skills development and the need to increase knowledge in the context of the requirements of practice.

3. RESEARCH APPROACH

The paper has direct relevance to the current debate on the impact and innovation of study programs at the level of theoretical knowledge and practical experience of students participating in internships abroad and changes in the level of interoperability in curriculum innovation in order to meet the expectations of the beneficiaries in third world countries. Secondly, the data set used in this document represents the first comprehensive analysis reflecting the accreditation process and the educational needs of students in the design and implementation of projects. Consequently, this paper is the first output of assessing students' expertise in contact with the realities of the developing world during the five academic years. These findings are consistent understanding of how to permanently adapt curricula to meet the needs of governmental and non-governmental organizations, which represent a potential employer for students of FRDIS. Furthermore, the research point to several new dimensions in the study program changes based on the new development of humanitarian and development aid. Research including 96 students participating in the implementation of projects NIKAZAM and SID represented a set of information for departmental advice when applying changes to the program. Through test questionnaire answered by 96 students who completed courses and internships during 2009–2014.

To achieve efficient use of skills and abilities in humanitarian and development aid in a hostile environment at strategic distances metrics and methods of quantification assessing performance

were formulated. At the same time, however, due to the changing conditions of the international environment, especially the difference in attitudes towards the suffering of victims was very difficult to define the zero option, since that was to be done to compare. Defining and identifying key actors, their activities and uncontrolled variables were used as a basis for finding the best criteria for the optimal solution. Decision-making criterion was defined as the deciding factor of students' abilities. Achievements of academic knowledge and practical skills are indicative of the fact that the increasing demands on students are good preparation for the implementation of practical projects in the real world. It is likely that academics can predict future market requirements and the needs of graduates, but without analysis of practical experience will make adjustments study programs at random and uncoordinated manner, without sufficiently filled with knowledge.

4. FINDINGS

The authors found that students of the international territorial studies achieved the following results in the past year expertise; in subjects Security Problems in Developing Countries ranging from 45 to 73 points, Tourism in regional development ranging from 42 to 78 points, Economic geography ranging from 43 to 76 points, Global and Regional Aspects of the labor market in the range of 28 to 60, International Trade between 30 to 63, Development problems of Africa ranging from 32 to 83, Preparation and project management between 42 to 90 (see Figure 2).

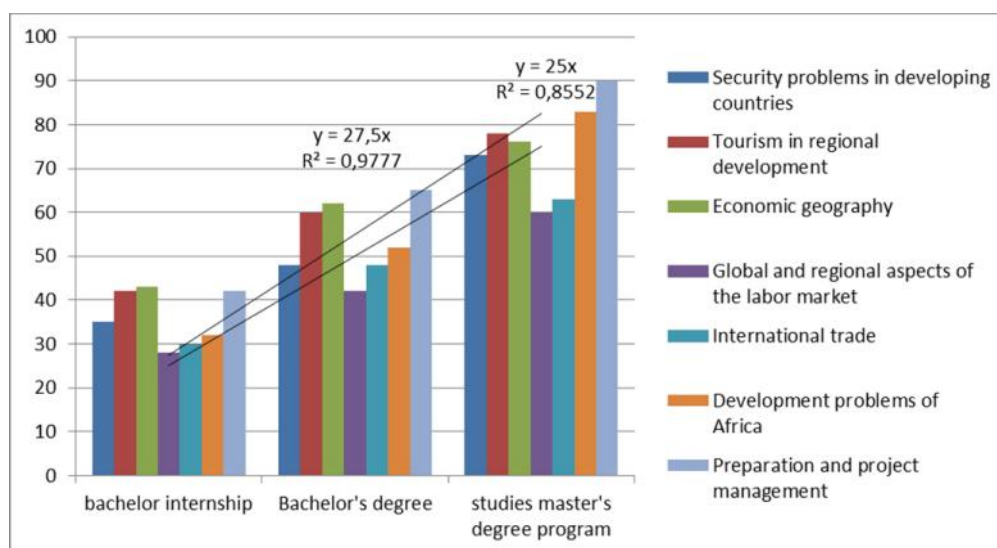


Fig.2 Master degree students - growth (level) of knowledge in certain periods of interest

Milestones for measuring knowledge were established in the period between the first and third year of internships and study periods for the state exam of master's degree. During testing there was a predictive knowledge, the current evaluation of subjects will not only improve the quality of teaching, but also help increase the expertise of students, not only in theory but also in practical skills, especially in the process of development and implementation of projects. Further analysis shows that statistical significance is the requirement for more comprehensive knowledge in the field of information technology and knowledge of logistic processes in multinational environment. Evidence also suggests that the study hours and a suitable study literature improves general knowledge and at the same time it shows to be a good tool in increasing of e-learning knowledge and a suitable study material, excluding presentations.

Measured periods of interest: 1...End of initial short-term attachment; 2...Bachelor's exam; 3...Master exam (only master degree students).

Linear trend line represents regular growth of Preparation and project management and Development problems of Africa. The reason linear increase of knowledge is that when students for internships abroad have created conditions for intensive processing project while meeting with reality allows them not only to understand the complex issues of development assistance, but can compare theoretical knowledge with practical implementation. Research on students' knowledge before leaving a bachelor's degree before the end proved well-adjusted trend because it allows students of master study program to choose the area of interest for further study. this selection is mostly positively influenced by dislocations internships.

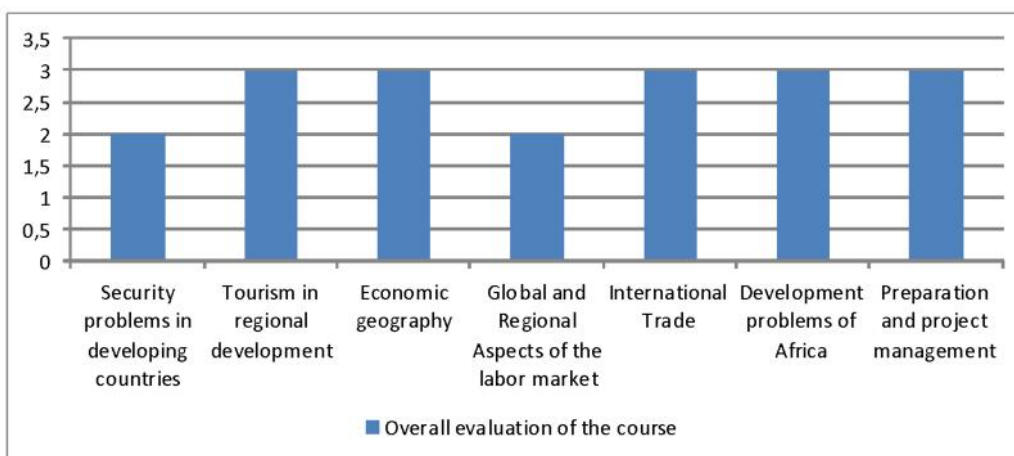


Fig.3 Evaluation of the course in terms of quality and skills

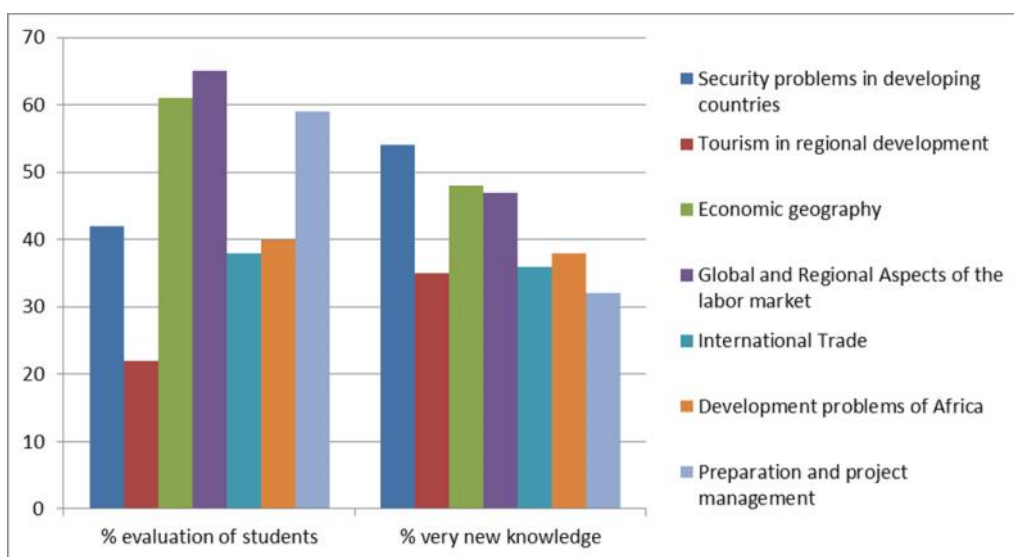


Fig.4 Evaluation of subjects

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A precondition for successful study Programmes Centre's ability to obtain adequate response from the students and lecturers from abroad. The data collection process has enabled Specialist Board study program to respond and provide the required areas of interest in education to prepare students for practical exits better. To illustrate the process Specialist Board are graphs 3 and 4 evaluation of selected items that most correlated to foreign internships and needs of students' knowledge.

Based on our findings, there are two main reasons for the differences in the level of knowledge before departure and on return, just as there are differences between students who did not participate in the internships. Based on the analysis, the students who participated in trips demonstrating the greater level of interest and implementation of foreign and defense projects have led to higher student interest in the issue of development aid and examining the results of this assistance to the standard of living of countries. This case demonstrates that students, graduates of foreign internships are not only more critical of the topics discussed, but are also actively involved in teaching projects. At the same time demonstrated the interdependence between language skills and the complexity of the problems (Lehtonen, Karjalainen 2008). Execution of the tasks of humanitarian and development assistance in the context of the objectives of the UN one of the most important problems and develop skills of students reflects the ability of the doctoral board of FRDIS not only analyze the data, but also their transfer into the curriculum of courses and educational literature. It turns out that regular participation of students on internships abroad, continuous evaluation of subjects and data collection on students' knowledge is the right way to maintain competitiveness of FRDIS graduates in the labor market in the Czech Republic, but also internationally.

5. CONCLUSIONS & ACKNOWLEDGMENT

Due to the fact that FRDIS in 2015 finished projects NIKAZAM and SID and held simultaneously study program evaluation, it was appropriate to implement innovation articles, while preparing other projects to support student internships abroad to destinations of interest in Africa, Latin America and Southeast Asia. Detection of knowledge has been demonstrated by test development and humanitarian knowledge.

The total number of students who passed the test in the academic year 2014/2015 was 112 HAT uses a set of testing tools used to test students' knowledge gained in the areas of security (Kelemen, Bu ka, Ne as 2010) regional development, labor market, trade and tourism and enable cross-sectionally gain a complete understanding of students' knowledge. The main reason for the preparation and implementation of the test was to examine students' abilities to implement development programs in Third World countries under limited conditions and in harsh environments. The proposed projects, their confrontation with the local conditions of the developing world, and comparison options to implement Czech and European experience in Third World countries are a good starting point for future employees of governmental and non-governmental organizations or managers of medium level. The authors analyzed the students' knowledge in several milestones that enable them to develop the comparison results. According to participatory paradigm HAT test was created to allow analyzing the theoretical basis in comparison with practical skills. A systematic approach is used in solving the given problem was the behavior of the entire system. It is believed that the interaction between these elements contributed to the progress of students' learning, requirements development and humanitarian organizations and to allow further innovation subjects.

Based on the findings, the authors recommend paying more attention to greater fulfillment of competencies, particularly in teamwork, awareness and respect for non-European cultures and strengthen the ability to organize and plan the work of the team members. It was also found that the students did not have sufficient analytical apparatus in assessing everyday needs of local residents and they were not experienced in standardized procedures and processes. Standing deficit of human resources and the complexity of forecasting requirements in meeting the humanitarian and development aid assumes constant innovation courses in international area studies so as to implement the requirements of the contemporary development of third world countries while allowing for ongoing education experts and voluntary employees of non-profit organizations involved in both, development and humanitarian programs.

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