

ANALYSIS OF PILOT RESEARCH DATA OF THE FIRST PROJECT'S PHASE

Conceptualization – the aims of the pilot research

The task is, on a general level, to inquire needs and problems of professionals working within adult education with members of groups with different cultural background. The term “trainers” and “teachers” can cover then a various types of professions – language teachers, social workers, free-time “animators”, teachers of certain subjects [e. g. teachers of Civic Education].

The more concrete aim is to get trainers' information about expectation, suggestions for modules [product] – outputs of the projects. Their help is important for constriction of the focus in the case of [pedagogical] methodological approaches – in finding and solving the proper topic.

A connection with the subject of European citizenship is mediated through surveying questions about Europe, European identity and national identity, citizenship and trainers' point of view of immigrants' problems.

Methodology of the pilot survey

In the pilot survey a combination of methods is used and as the base for data gathering a questionnaire technique is applied. The first part of questionnaire includes standardized questions, while second one consists of rather opened [more free-to-answer] questions.

Sample technique: because of more practical than a scientific sight of the project and of possibilities in regions of T.E.C. partners – a random non-stratified sample technique was chosen. It plainly means, that there is just few conditions determining to whom will be the questionnaire distributed and who is to be included in a sample.

Questionnaires were distributed in eight European countries concerned in the T.E.C. project and then more concretely in a certain region where a given partner lives and works in his organization. Respondents were then found among willing colleagues and partners of co-operating organizations [schools, adult-education institutes, refugee camps].

The chosen sample technique and just a pilot size of sample,¹ they both mean that the aim is not to cover structure of trainers in “our” regions², but to look for ideas and for contents trainers and teachers give to studied topics [Europe, immigrants, citizenship].

Chart 1. T. E. C. project team

Country	Country	City	Organization
BE	Belgium	Antwerpen	Karel de Grote-Hogeschool
CZ	Czech Republic	Ostrava	Athena and University of O.
DE	Germany	Bremen	VEB
ES	Spain	Peñafiel	DEPENA
FR	France	Clermont-Ferrand	Groupement d'Interet Public de L'Academie de Clermont-Ferrand
GR	Greece	Kalamata	KEK DIMOU
LT	Lithuania	Vilnius	Modern Didactic Centre
SE	Sweden	Borlänge	

¹ A number of interviewed respondents varied from 3 to 9 persons per region.

² By the familiar word “our”, all the partners’ regions are meant.

Research questions

Every attempt to study some problem must start with defining a problem – with articulating of research questions. An important issue is to give proper questions to find out what we really need. But still we can state afterwards that some question could be put better or it could be more extensive and going deeper.

1. *What is the base topic and partial topics in the trainers' opinion for forthcoming modules [especially Product 3 and 4]?*
2. *What kind of problems must immigrants face - in the trainers' perception?*
3. *What is a content the trainers give to the notion of "citizenship"?*
4. *What is a content of the idea of being a part of Europe?*
5. *What is the position between national identity and European identity in the trainers' point of view?*

MAIN RESULTS

Suggestions Of Modules' Content And Problems Of Immigrants

Analysis of the data of the first research question has divided the answers in a few categories and subcategories.

First group of suggestions can be named **methodological/pedagogical**. It consist of calls for *unification of methodology, adaptation of teaching material specially for the needs of immigrants, reports of training courses, basics of psychology for developing of communication skills [especially language competencies]*.

A common denominator in this case is a need for better **communication** between trainers and their immigrant clients. As understood by contemporary pedagogy communication is culture and vice versa [Hall 1973]. Because we communicate through words and gestures the most important agent of communication is language and symbols of so-called body language. "Language, that is, communicative competence..., reflects and reinforces a particular view we hold of the world" [Fantini 1997: 11].

The calls for adaptation of teaching material for members of different cultures might sound strange for the ears of West-European trainer – this demand was most often articulated by respondents from the Czech Republic and Lithuania. On the other hand German and Swedish professionals used the same materials for all the students too, and here we must differ curriculum of classic subject and materials for teaching intercultural communication (they teach second generation, and partly even third one, of immigrants and do not feel lack of intercultural teaching material). In the cases of Greece, France, Belgium the use of special material for immigrants was dominant. Two Belgian respondents did interesting complains to the lack of such a material and pointed out qualities of Dutch teaching materials. Trainers in Spain used to work both with special materials and adapted ones by concrete worker. A special group of responded

trainers was formed by those who kept on trying to adapt country's home material for the needs of immigrants – Lithuanian teacher were typical in this honourable endeavour.

When we take an insight into a second group of statements we got to more practical, we can say, real-life problems to solve which more likely touch grounds of social policy.

A line from more manifest forms to latent problems can be drawn. Among problematic spheres we can easily perceive belong such a maladies of modern societies as lack of interest of home [so-called dominant] populations, racial attacks and other forms of discrimination. But more latent faultiness can be found in practical approach toward members and families of immigrant groups. Belgian respondent criticised bureaucratic system and problems of housing and financial sources of livelihood. Those problems can't be solved by trainers – it is clear for everyone...

Trainers give simple but important idea on the other hand that can help make situation better – to put “real” emphasis on integration and participation, on words that everyone knows and hates “their guts”. The very start in process of possible participation trainers see in cultivation of language skills and in familiarization with different cultures. Czech social worker pointed out a need for encouraging settled immigrants in practical [if not citizen] activities to build up social nets and fully working community. German teachers did specify it more concretely when they mentioned the importance of *professional orientation* [helping with job hunting] and security [provision] of *basic rights of immigrants* [permanent right of residence].

Citizenship

The question of citizenship opened up many interesting ideas and opinions. Belgian and Swedish respondents connect this notion with a motive of *belonging* to a certain community and one of Belgian respondents changes the question

and correct it with answer: "You are not becoming a citizen, you are a citizen!". Alike, French and Spanish trainers talk about citizenship in way of being a part of society – about integration. We can find some similarities in comprehension of citizenship between Lithuanians and Czechs again – there is residuum of connection to the nation state still present [patriotism, nation] and very important is honouring the law [adhering to the rules] – this characteristic is common with Greek respondents. German build their famous "Ordnung" [order] through awareness of the right and of the duties too. They extend political-legal notion of citizenship [together with some of Lithuanians] with cultural level when they describe it with sharing of common linguistic and cultural identity.

European Identity and National Sentiment

For those who tell the end of national state and fear of the loss of national identity is forthcoming information quite surprising. But the others, who do not believe it, will not be stunned. Respondent's answers evidence that national identity is still stronger than a European one, even among cosmopolitan people as trainers and teachers are. We will not deal with strength of such a feeling, because sample is small and it is not the aim. Interesting is textual content of statements about relation to home country and to Europe [European Union].

The causes of certain indeterminateness and even disinterest of European identity can be sketched. Critical voices talk about incompleteness of construction of Europe [FR] and a lot of articles about crisis of European Union can be found in various kind of magazines [from popular to scientific]. For example a Swedish respondent connects the notion of European Union only with corrupted bureaucracy and huge wasting of taxes and serves as an example of critics.

The special case form countries not belonging to the Union yet – Lithuania and Czech Republic.³ Respondents try to handle this new discourse, some of them

³ Lithuania did a succesfull referendum on May 10-11th when almost 90% of voters agreed with joining the EU. Czech Republic stands in the gate of EU too, 77 % of participants in Czech referendum [which was held on

see no problem in being members of a nation and of the Union at a time. Others consider the differences and inequalities caused due to historical events too big – many people from “Europe” but not from EU never forget passing through special corridor at border checkpoint [for non-members of EU].

Conclusion

Ascertained information should help us in building of Product 3 and 4, but we can keep on gathering important information. As we can see every day, not only we are standing in front of a big task but also European Union must face many problems.

The question still remains in *training of citizens*? How can we make somebody a citizen, if he has no will to do it and country is not about to give him/her equal rights to share them with natives? Is there an answer? No. The question is incorrect maybe. The only way for the people “in practice” seem to be hidden in a treasury of intercultural communication and in developing of unstinted human [and multiple] identities. The question of right must be solved by all the citizens and especially by their representatives in governmental organisations.

Literature:

Fantini, Alvino E. [1997]. Language: Its Cultural and Intercultural Dimensions. In: Fantini, Alvino E. (ed.). *New Ways In Teaching Culture*. Alexandria, VA: TESOL. pp. 3-15.

Hall, Edward T. [1973]. *The Silent language*. New York: Doubleday.

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June 13-14th 2003] said “Yes” to the agreement with a treaty of European Union with new member countries.