

### ENHANCING CROSS-CULTURAL COMPETENCE AMONG TEACHERS IN ADULT AND LIFELONG LEARNING IN SOUTHEAST ASIA

AA Panahon II Ateneo de Manila University Philippines

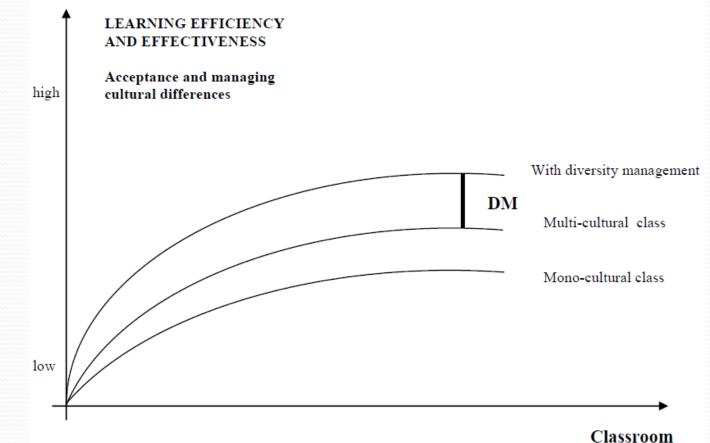
## **Presentation Agenda**

- Introduction
- Drivers Pushing Demand for Cross-Cultural Competence
- Need for Construct Clarity
- Formulating a Practical Model for Asia
- Developing a Multicultural Teaching Approach

## Introduction

- While business and higher education institutions (HEIs) have globalized, adult learning in southeast Asia remains parochial in methodology and content.
- Growing influence of globalization and greater mobility of people put cross-cultural competence of stakeholders in adult and lifelong learning at the forefront.
- CCC: exemplifies elements of meta-compentencies for adult and lifelong learning (e.g. DeSeCo's interact in heterogeneous groups).

### Diversity Management in a Multicultural Classroom Environment



Source: Sandberg & Vincze (2008)

## **CC** Drivers in the ASEAN Context

- Asian migration to overseas destination.
- Influx of businessmen, tourists and retirees to southeast Asia.
- The rise of multicultural social units.
- Burgeoning services sector.
- Growing influence of regional institutional network.

### **Cross-cultural Competence**

Cultural Competence

Intercultural Competence

Cross-cultural Competence

## Cross-cultural Competence: Definition

- In business: *the ability to function effectively in another culture* (Gertsen)
- In healthcare/education: a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in crosscultural situations (T. Cross et al, 1989).
- In adult learning: ? (FLAM: multicultural perspective)

## **Cross-cultural competence**

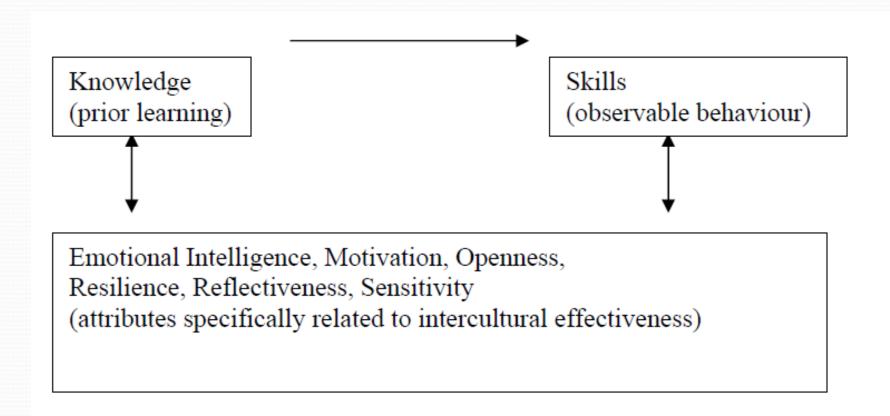
- Paraphrasing Wurzel definition of multicultural perspective with a FLAM element: *the capacity of adult educators and trainers to infuse practice with a critical* 
  - and reflective understanding of oneself and others in historical and cultural contexts, an
  - awareness of both differences and human similarities.

Source: Wurzel (1984); FLAM Handbook (2010)

### **Dimensions of Cross-Cultural Competence**

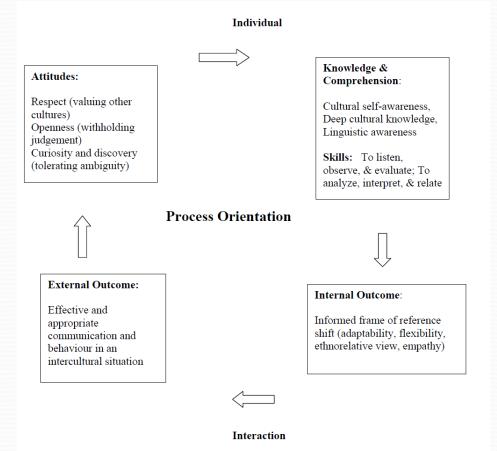
- An *affective* dimension (personality traits and attitudes).
- A *cognitive* dimension (how individuals acquire and categorize cultural knowledge). and
- A *behavioral* dimension (how a person communicates or relates himself in a multicultural environment).

### Stone's Model of Intercultural Effectiveness



Source: Stone (2006)

### Deardorff's Process Model of Intercultural Competence



Source: *Deardorff*, *D*. (2006)

### Sandberg & Vincze Model of Classroombased Intercultural Competence

#### Multicultural classroom:

- Cultural diversity
- Different learning styles
- Different communication styles
- Language skills

#### Teacher's characteristics:

- Intercultural competence (awareness, sensitivity, behaviour)
- Language skills (intelligibility & interpretability)
- Conflict management skills & tolerance for ambiguity
- Positive atmosphere creator

#### Support from the University:

- Commitment to implement internationalisation strategies
- Cultural diversity in the Faculty
- Institutional links with foreign universities
- University-wide policies for ethical assessment
- Supporting extracurricular activities

#### Teacher's tasks:

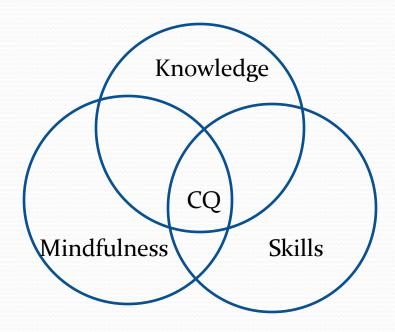
- Information about classroom diversity beforehand
- Encouraging intercultural interaction
- Utilising various teaching approaches
- Making the cultural diversity explicit
- Clarifying the roles of teacher and students
- Encouraging, forcing and facilitating multicultural group works
- Individual attention to foreign students

#### VINTER-CULTURAL COMPETENCES: Ability to understand and interact interculturally and to adopt one's

behaviour 7 efficiently

Source: Sandberg & Vincze (2008)

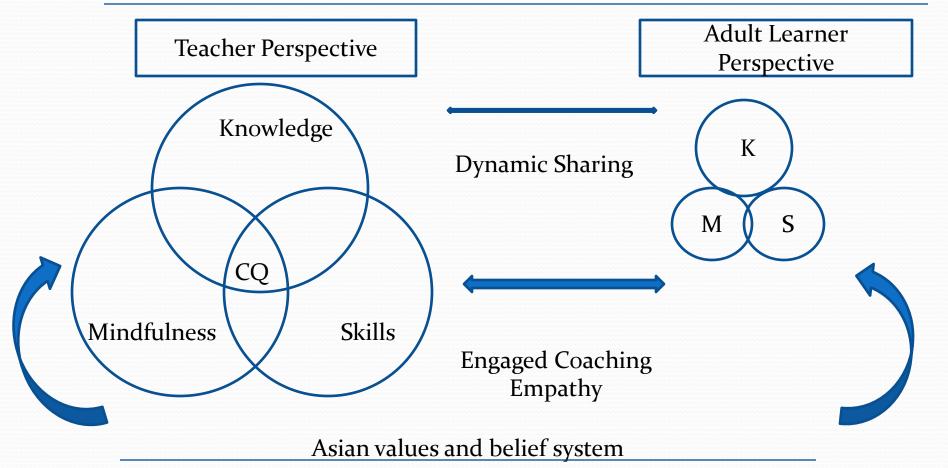
### Thomas & Inkson's Model of Cultural Intelligence



Source: Thomas & Inkson (2009)

### Proposed Model of Cross-cultural Competence (Contextualized to adult and lifelong learning in southeast Asian setting)

Regional/National Policy Framework



## Cross-cultural competence, in sum

The capacity to learn and understand in a reflective manner a culture and provide an appropriate response thereto.

Knowledge = learning Mindfulness = reflective understanding Skills = behavioral response

### Towards the Development of Multicultural Teaching Approach

- The proposed model to serve as a platform.
- Benchmarking and best practices to be drawn from other developed countries.
- In particular, the European FLAM ("Feel Like A Migrant") project. Its handbook provides materials for multicultural teaching approach, dealing on theory, curriculum, and teaching materials.



# Thank you