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

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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-competencies 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 cross-cultural 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.*

Dimensions of Cross-Cultural Competence

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

Knowledge (prior learning)

Skills (observable behaviour)

Emotional Intelligence, Motivation, Openness, Resilience, Reflectiveness, Sensitivity (attributes specifically related to intercultural effectiveness)

Source: Stone (2006)
Deardorff’s Process Model of Intercultural Competence

Sandberg & Vincze Model of Classroom-based 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 work
- Individual attention to foreign students

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

Teacher Perspective

Knowledge

Mindfulness

CQ

Skills

Dynamic Sharing

Engaged Coaching

Empathy

Asian values and belief system

Adult Learner Perspective

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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