



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

AA Panahon II
Ateneo de Manila University
Philippines

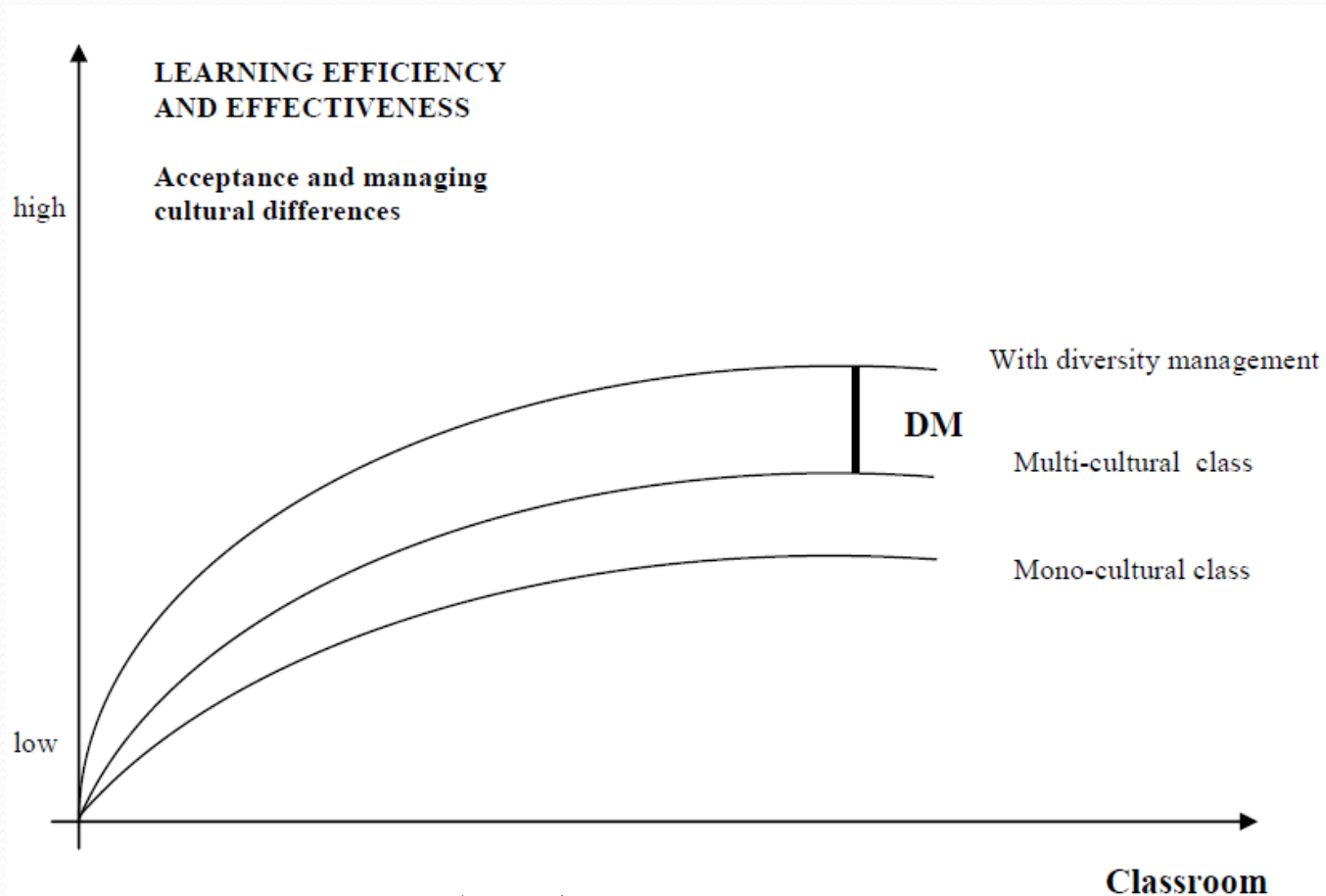
Presentation Agenda

- 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-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

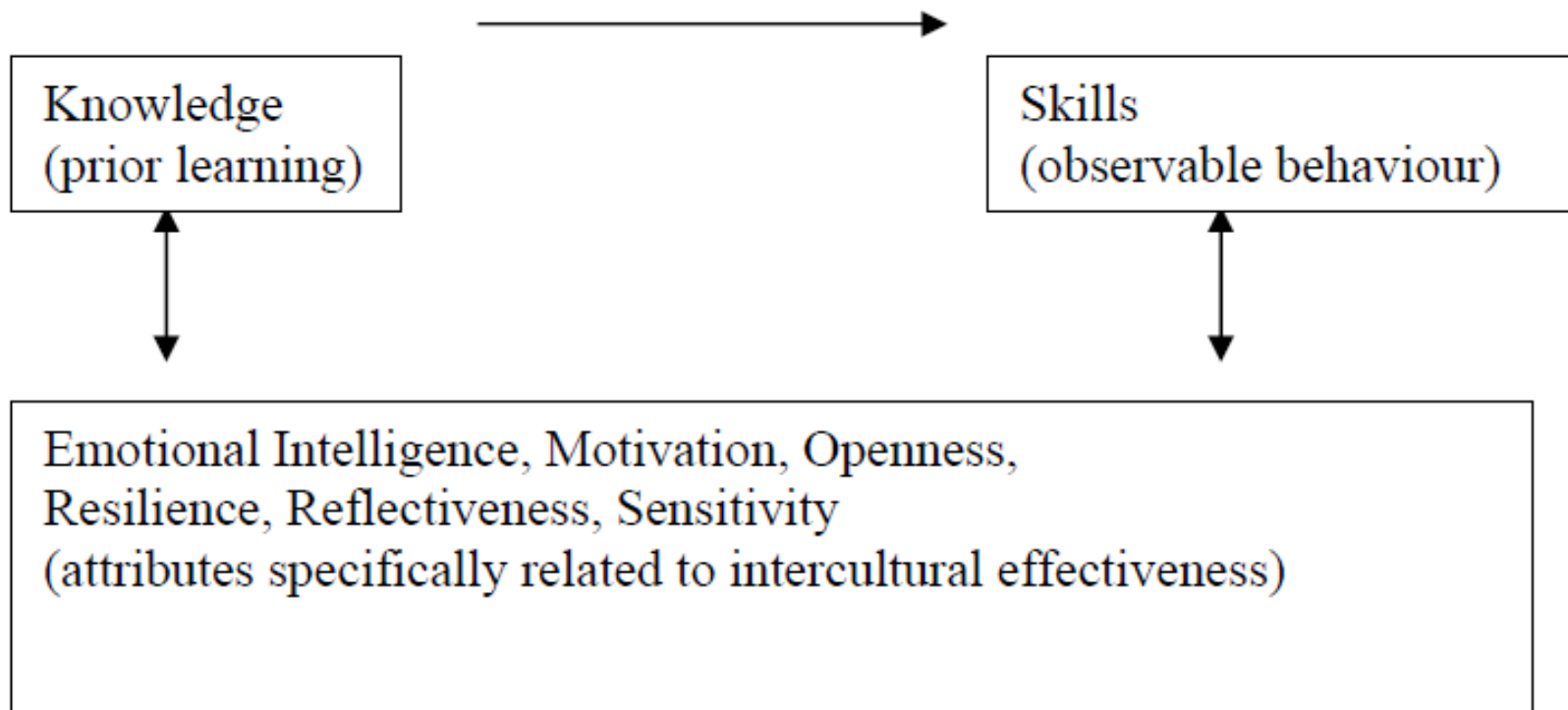
- Paraphrasing Wurzel definition of multicultural perspective with a FLAM element: *the capacity of adult educators and trainers to infuse practice with a critical and reflective understanding of oneself and others in historical and cultural contexts, an awareness of both differences and human similarities.*

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

Dimensions of Cross-Cultural Competence

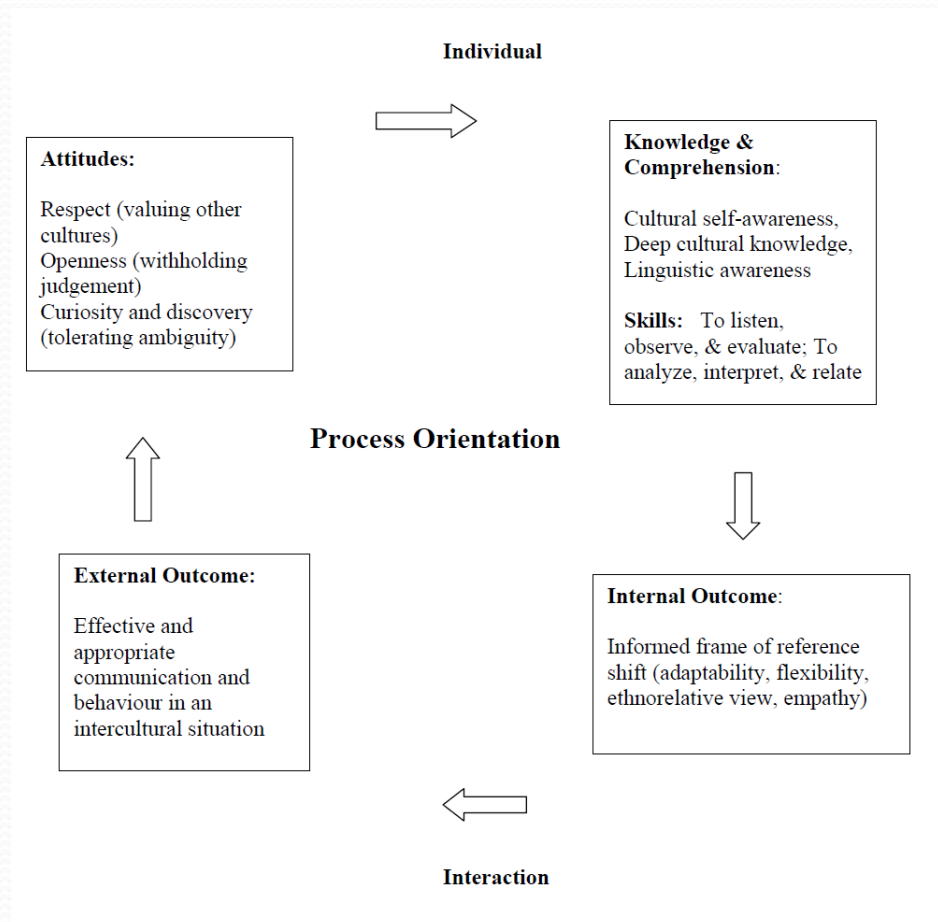
- An *affective* dimension (personality traits and attitudes).
- A *cognitive* dimension (how individuals acquire and categorize cultural knowledge). and
- A *behavioral* dimension (how a person communicates or relates himself in a multicultural environment).

Stone's Model of Intercultural Effectiveness



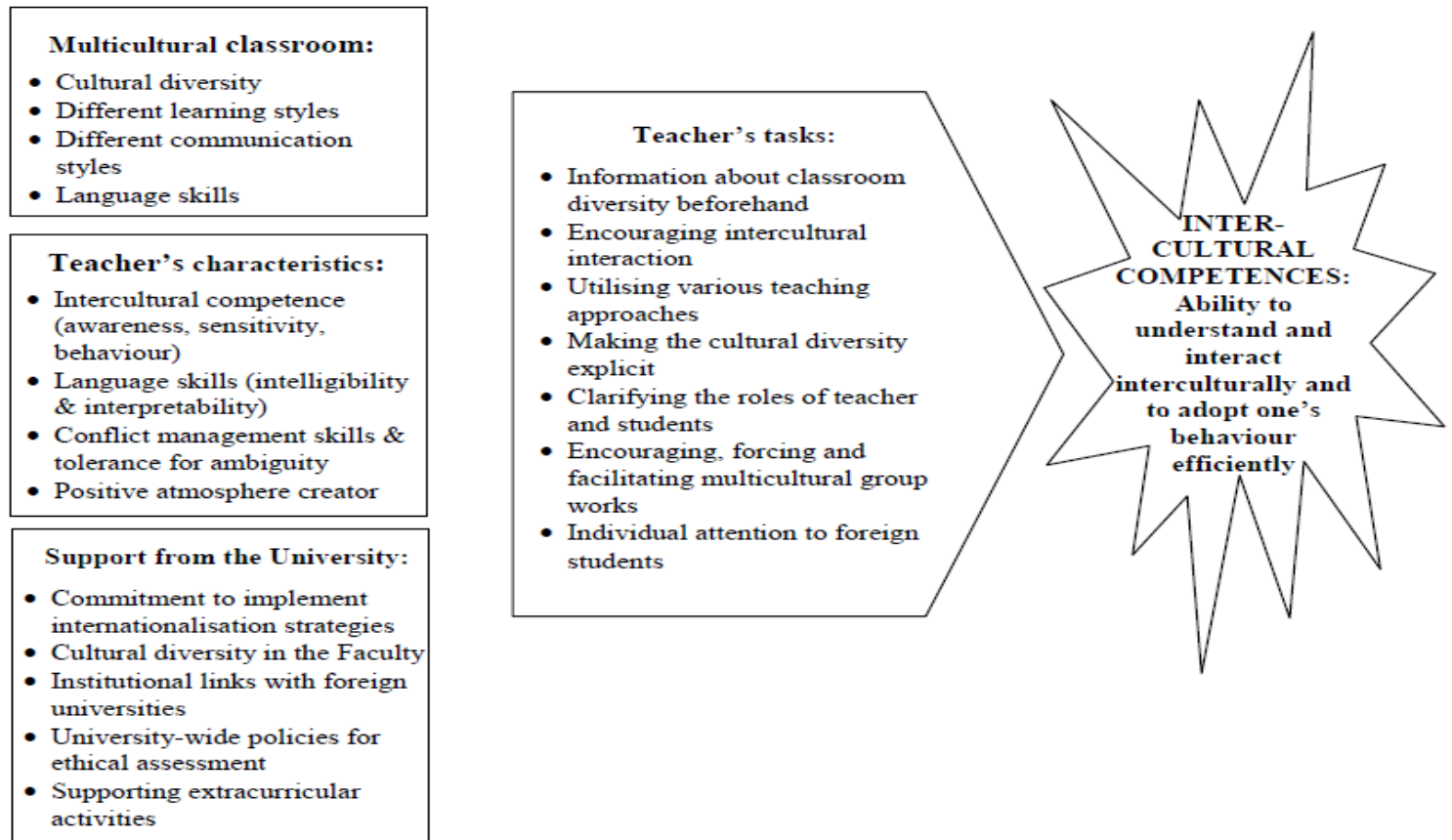
Source: *Stone (2006)*

Deardorff's Process Model of Intercultural Competence



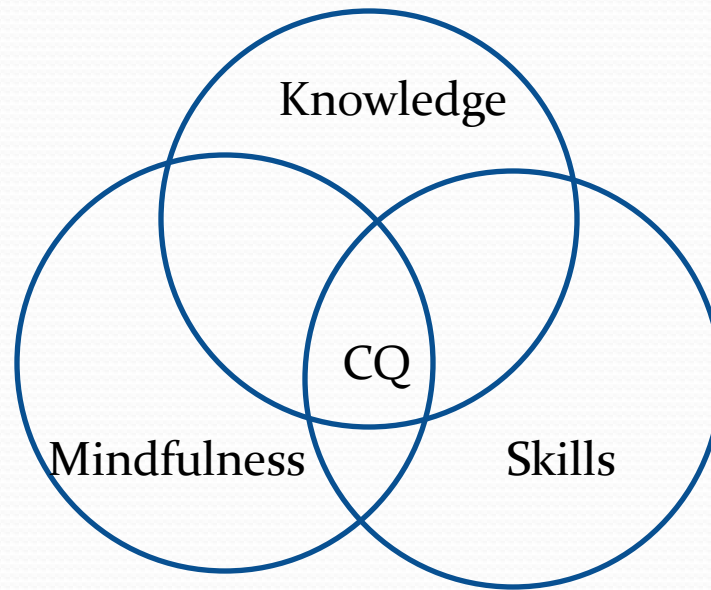
Source: Deardorff, D. (2006)

Sandberg & Vincze Model of Classroom-based Intercultural Competence



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

Adult Learner Perspective

Knowledge

Dynamic Sharing

K

CQ

Engaged Coaching
Empathy

M

S

Mindfulness

Skills

Asian values and belief system



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