



NorQuest | CENTRE FOR EXCELLENCE IN
COLLEGE **INTERCULTURAL EDUCATION**

innovative intercultural solutions



Assessing and Developing Intercultural Sensitivity in your Municipality

A success strategy for Alberta's Welcoming Communities
Sarah Apedaile

December 1, 2011



Today

1. Two-Pronged Approach
2. Findings from 2 projects
3. Good practices





innovative intercultural solutions

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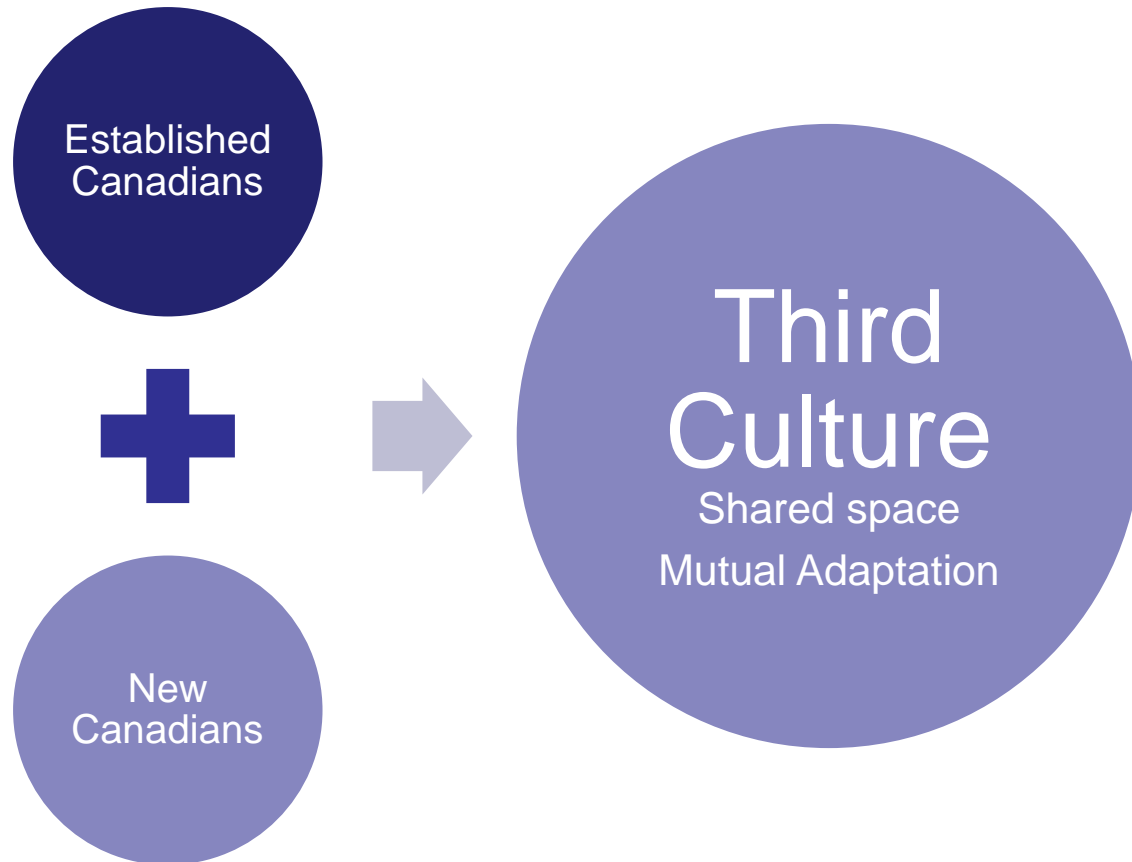
Diversity is the mix

Inclusion is making the mix
work TM

- Tapia “The Inclusion Paradox”



Two Pronged approach



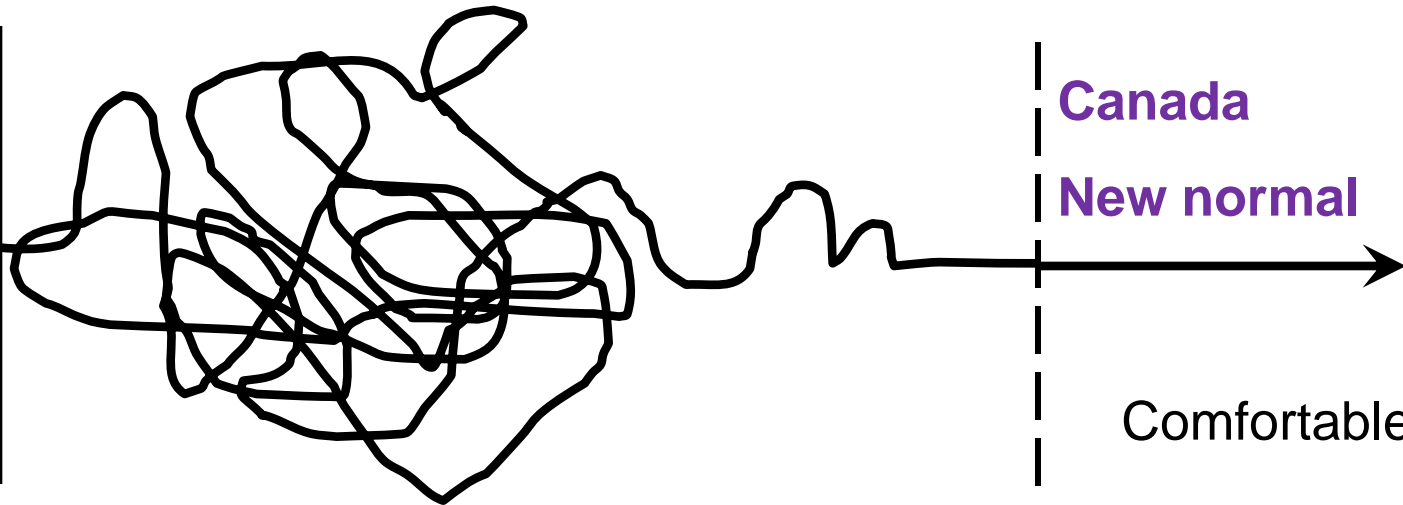
Change and Adapt: Old Normal to New Normal

Change
Storm

First country
Old normal

Comfortable

Happy
Excited



Canada
New normal

Comfortable

Uncomfortable

It's not
so bad



Linear Time/ Flexible Time

- A. I like to be on time and expect the same of others.

- B. What happens is more important than when it starts and ends.

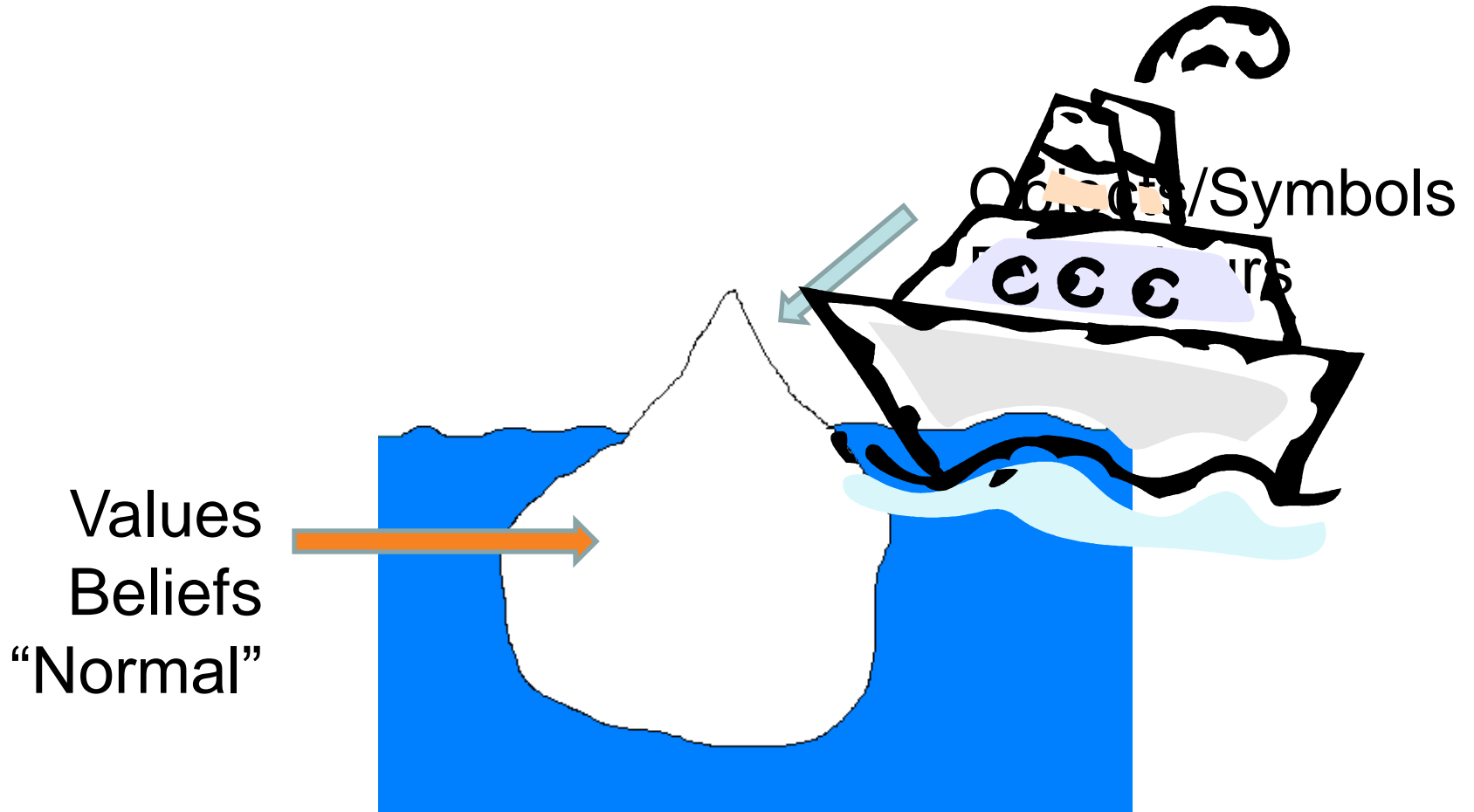


Story A and K

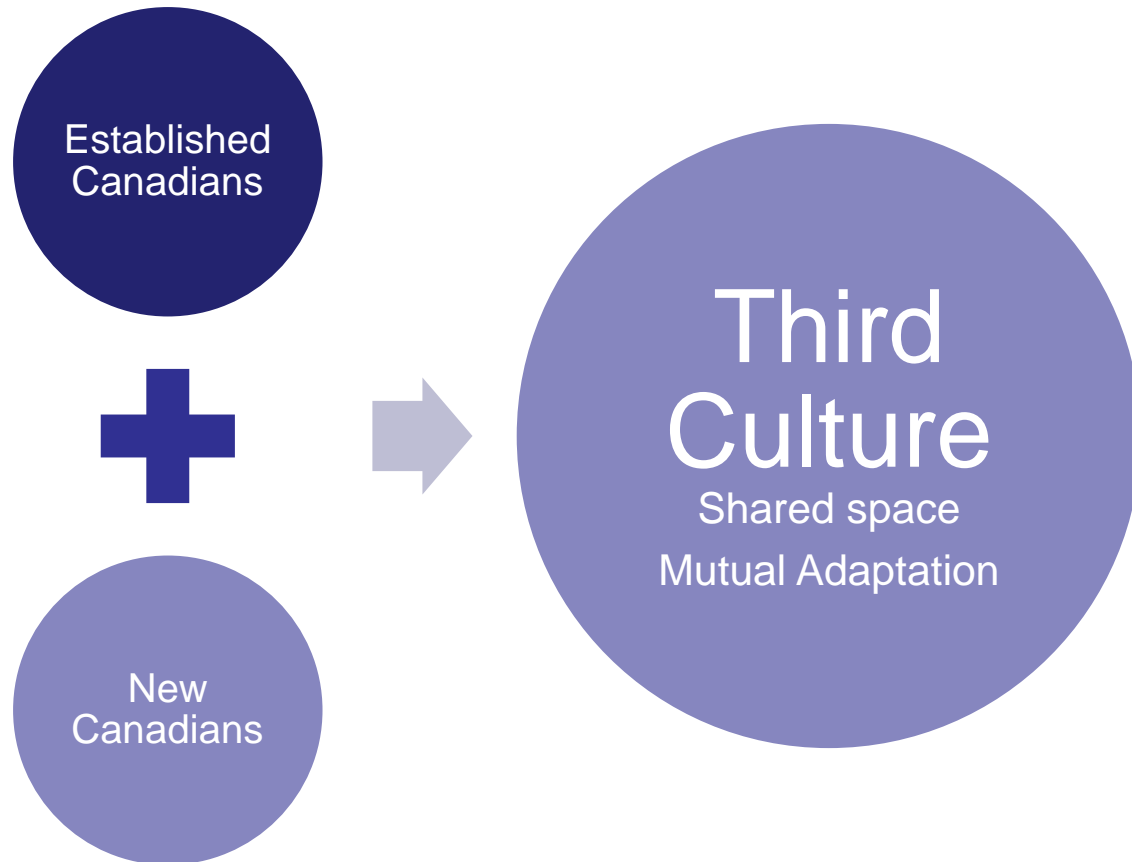
I (**A**) have one coworker (**K**) who loves to chat and gossip. **K** usually takes twice as long to do his rounds as anyone else. **K** tells me, and even patients, things that I would only tell close friends; I sometimes feel uncomfortable with how expressive and really loud **K** always seems to get. I imagine clients do too. Sometimes **K** even talks to me across or down the hall in different rooms.



A definition of culture



Two Pronged approach

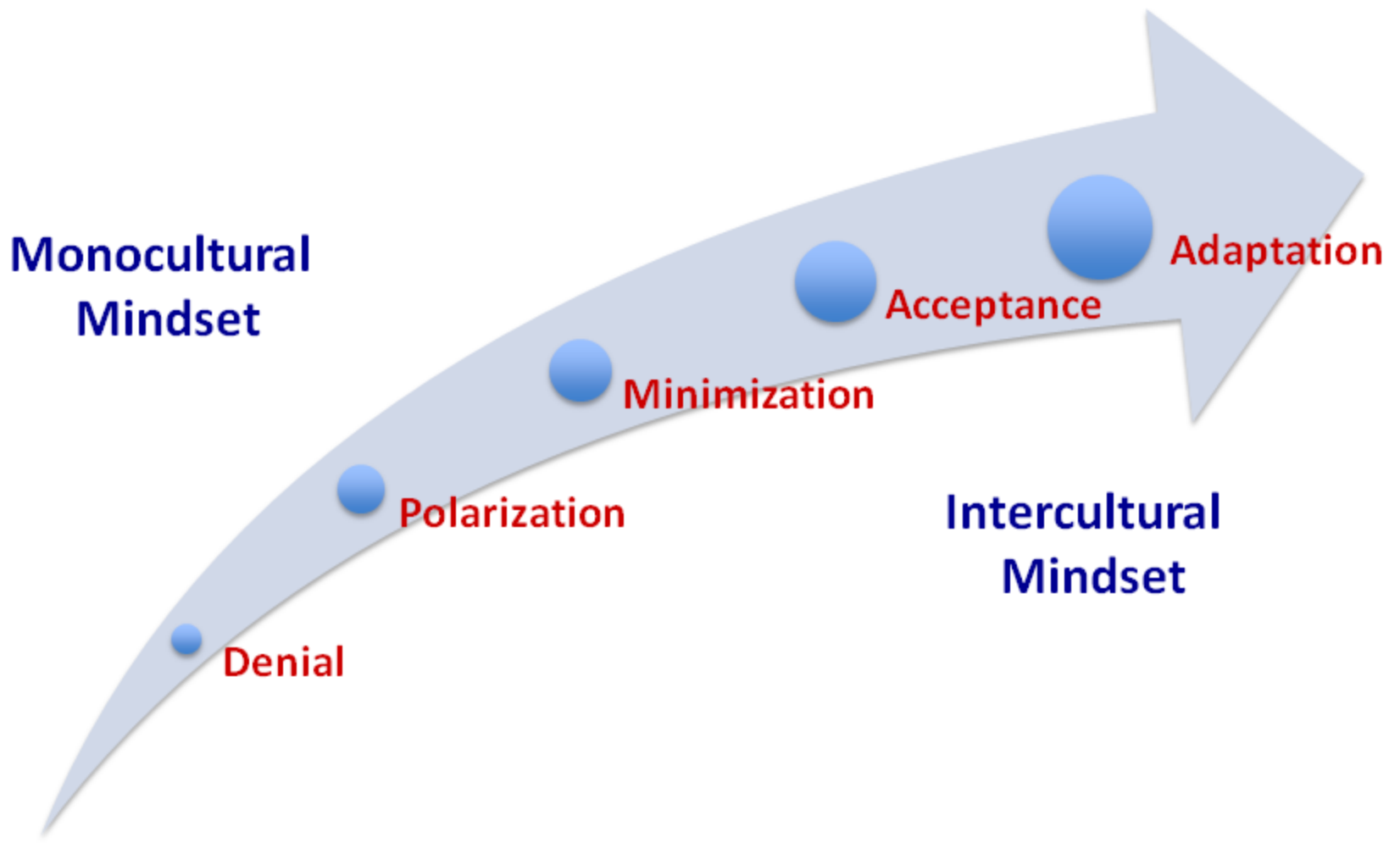


Intercultural competence is...

1. the ability to recognize important similarities and differences
2. and act in informed ways
3. to achieve goals through mutual understanding and mutual adaptation



Intercultural Development Continuum



Bennett and Hammer

What do you see?



Intercultural Development Inventory

IDI



Intercultural Development Inventory (IDI)

- 50 item self-assessment
- Valid and reliable psychometric measure
- Culture general in focus
- Quantifies the subjective experience of cultural difference
- Most widely used currently
- Based on Milton Bennett's Developmental Model of Intercultural Sensitivity (constructivist stage model)



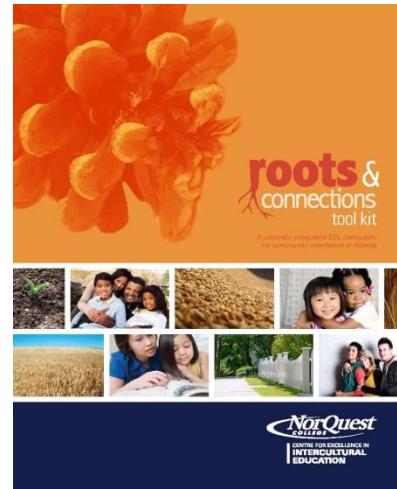
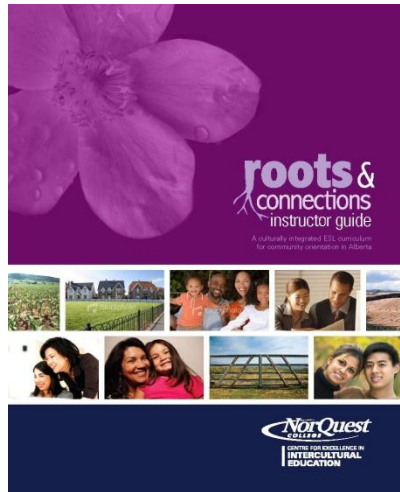
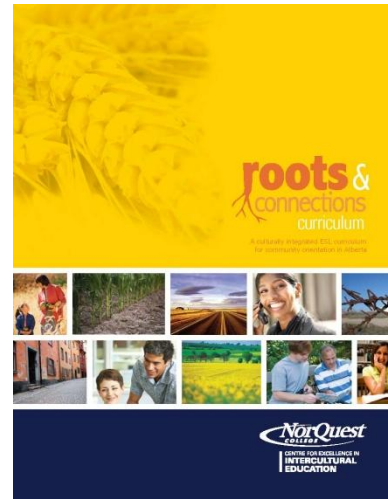
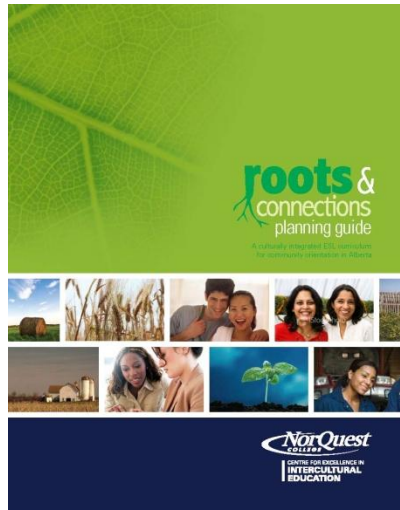
Example 1

ROOTS AND CONNECTIONS:

A CULTURALLY INTEGRATED ESL CURRICULUM FOR COMMUNITY ORIENTATION

Alberta Employment and Immigration





A response to Rural Immigration Challenges such as:

- Isolation
- Need for community cultural awareness
- Need and interest in building welcoming communities



What causes isolation?

- Physical separation
- Language barriers
- Social/cultural separation
- Lack of understanding or disconnect from the “system”
- Segregation
- Racism
- Overwhelming responsibility
- Loss
- Disorientation
- Feelings of not belonging
- Lack of access



Built on Certain Principles



- ✓ Newcomers as participating community members and partners
- ✓ Canadian Language Benchmarks (CLB) ESL
- ✓ Adult Learning
- ✓ Social Inclusion
- ✓ Social Capital
- ✓ Identity
- ✓ Intercultural Development

It brought more awareness for me, “ gives scaffold to notice things” and “what I think is good and what others think is not always the same.” “Discussions of what is appropriate now that they are here...not better or worse...it’s different”



Learners “now do stuff with their Canadian co-workers – the confidence and ability to ask for help and experience gained through going places in the program.”



Coordinator: “It was huge for me, [it has] taken lots of stress and responsibility off of my shoulders,...., it’s taken it off of me because I’ve given them the tools to do it for themselves.”



“[Roots and Connections] helps me connect and engage the learner better.”



Example 2


INTERSECTIONS:

1. BUILDING INCLUSIVE VOLUNTARY ORGANIZATIONS
2. A GUIDE TO INCLUSIVE NOT FOR PROFIT BOARD GOVERNANCE







Intersections 2



Guide to Inclusive Non-profit Governance in Alberta



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 Human Rights
Education and
Multiculturalism
Fund

volunteer
Alberta
connecting the nonprofit/voluntary sector

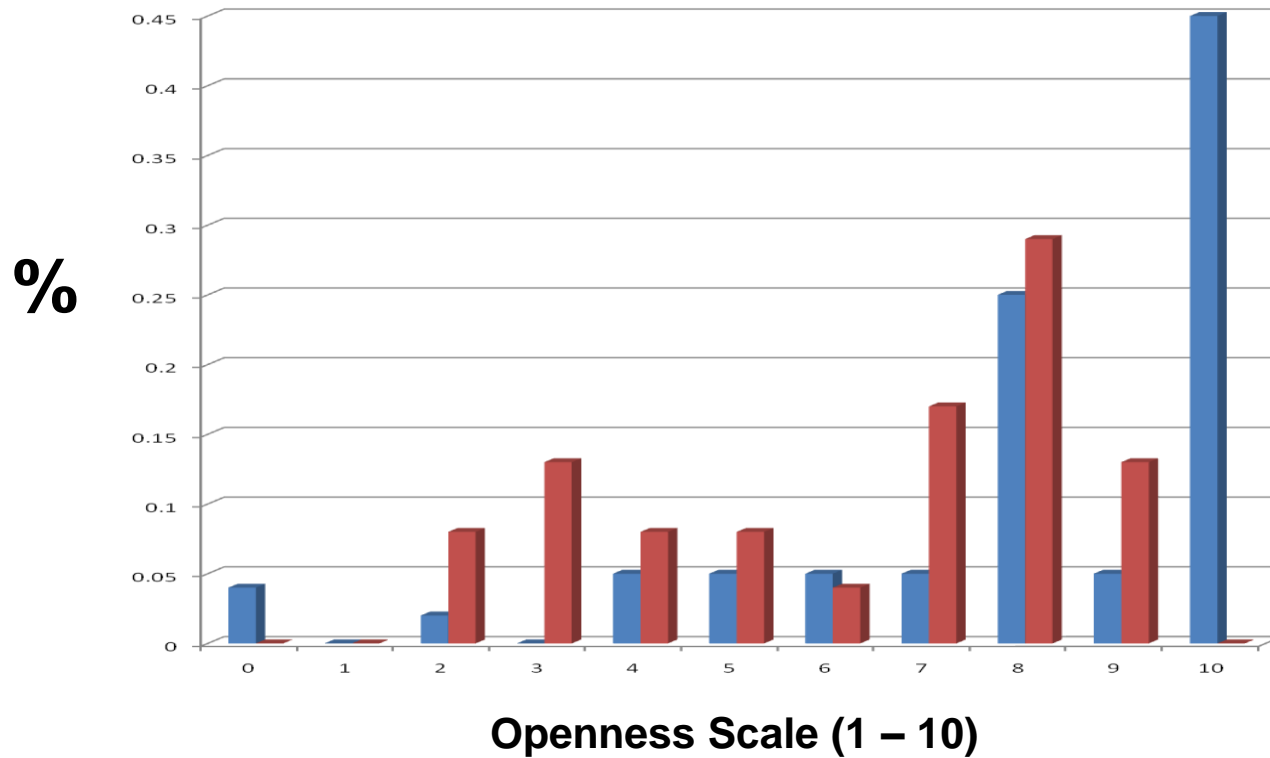


“The rapid increase in population due to immigration is a huge stressor and we don’t know how to deal with it.”

Focus Group Participant



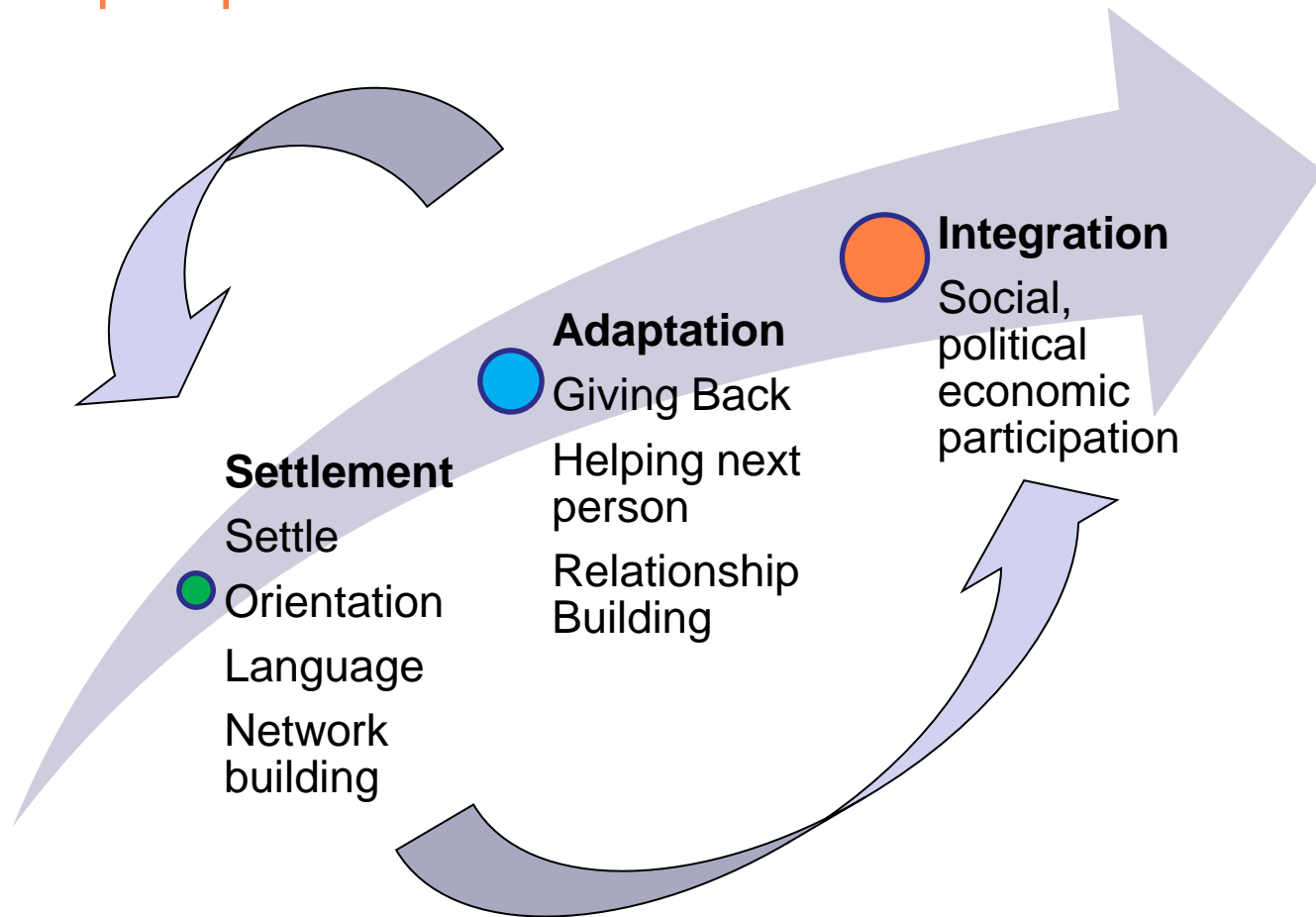
Intersections 1 Focus Group Question



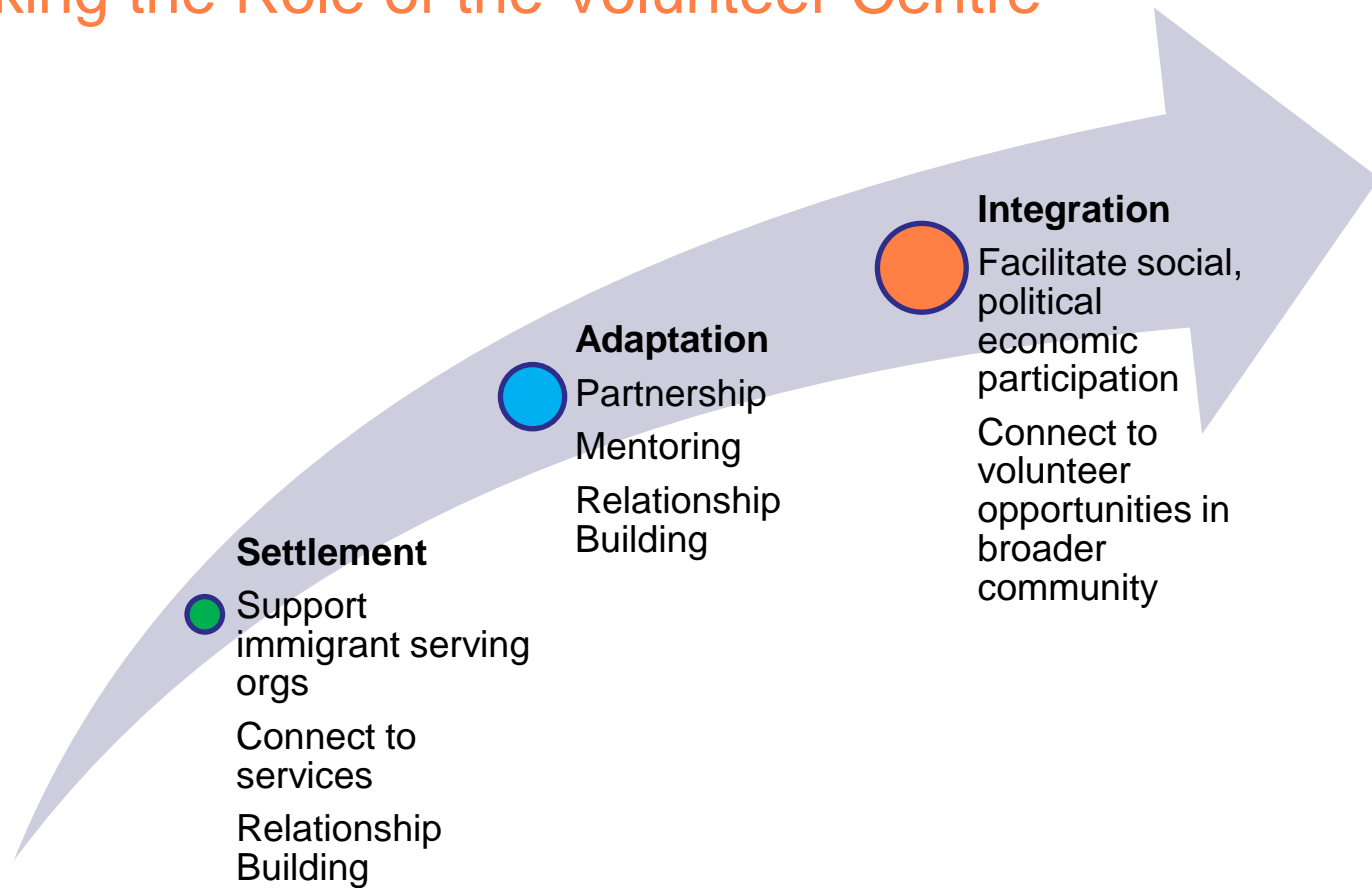
- Immigrants' perception of openness
- Organizations' perception of openness



A systems approach to engaging immigrants as volunteers: Immigrant perspective



A systems approach to engaging immigrants as volunteers: Rethinking the Role of the Volunteer Centre



Good Practices

individual and group level

Who I am

1. What would need to be developed in community members to make the initiative successful?

What I do

1. What would like to see people doing differently?
2. What steps will you take to achieve outcomes?

Who we are

1. What are the unwritten rules of this community?
2. What would a welcoming and inclusive community look like?

Our shared system

1. How does this initiative fit into your community big picture?
2. What systems are in place to make this work?



The Centre for Intercultural Education can...

- Deliver training
- Engage in partnerships
- Do applied research
- Develop practical resources and tools
- Host knowledge exchange events
- Facilitate community dialogues
- Be part of the strategy



Hvala

ARIGATO

Gracias

Vielen
Dank

Obrigado!

Thank you

Tak

شكرا

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www.norquest.ca/cfe/intercultural

Merci

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SHUKRAN

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