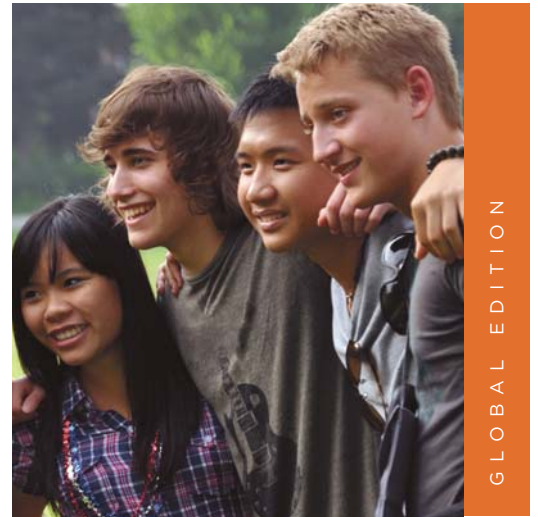
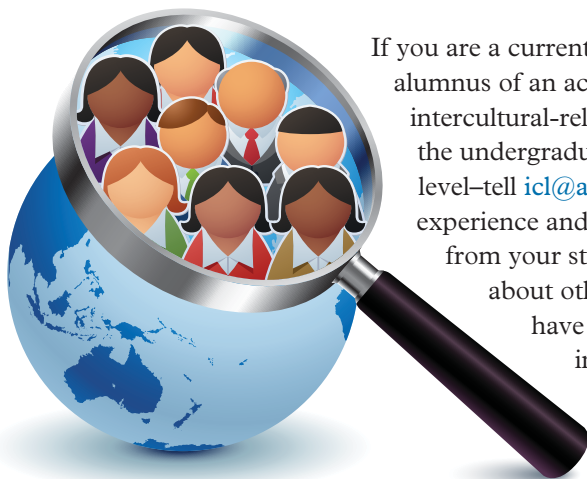


Intercultural LINK



YOUR SOURCE FOR INTERCULTURAL LEARNING IN THE AFS NETWORK VOLUME 2 - ISSUE 4 - OCTOBER/NOVEMBER/DECEMBER 2011

Are you studying ICL? Tell us about it!



If you are a current student or alumnus of an academic intercultural-related program—at the undergraduate or graduate level—tell icl@afs.org about your experience and what you gained from your studies! To read about others in AFS who have an academic interest in the intercultural field, see page 5.

Intercultural Learning: The Heart and Soul of AFS

MELISSA LILES,
DIRECTOR OF INSTITUTIONAL INTELLIGENCE,
AFS INTERNATIONAL

The topic of *relevance* is one that many of us within the AFS global network have been discussing lately: the relevance of our organization and the work we do, the value intercultural learning (ICL) more generally beyond AFS, and the link between the two. When it comes to the world at large, we know that the very terms “intercultural

Continued on page 2

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learning” or “intercultural communications” do not immediately translate into other languages. In some, such as Turkish, these word combinations do not exist at all. But few today would dispute that the notion of **being able to communicate and co-exist not only effectively but also appropriately in environments outside of one’s own** familiar ones, or what we call

Intercultural Competence, is not only important, but vital in the 21st century, for business and politics as well as day-to-day life.

Indeed, when we see tragedies such as that of the rage-fueled rampage in Norway this past July, reflect 10 years after the awful events of September 11, 2001, or hear daily about hate crimes that happen as far away as Sudan or as nearby as our own neighborhoods, we are reminded of how difficult it is to succeed together in a world where our numbers and diversity expand,

yet many of our resources shrink disproportionately.

As terrible as they are, these events are clear calls and reminders that we must work – and let us openly acknowledge that **despite our best intentions, this is often very challenging work** – to learn more from and about each other in order to live together in respect and, if not peace, at least harmony.

In the case of the Norwegian violence, the very concept and policies of multiculturalism were suddenly thrust under a harsh spotlight and national debate. Our Norwegian AFS colleagues share their views on how this has impacted their daily work as volunteers and staff on page 9.

To do the hard work of interculturalism, we know that openness and dialogue are key – including when it comes to addressing things that we may not want to talk about, or are hard to face. **Dr. Adair Linn Nagata** reminds us on page 6 that mindfulness is not only an intellectual exercise, but also a sensory and emotional one. And in our Concepts & Theories column in

“If everyone demanded peace instead of another television set, then there’d be peace.”
John Lennon.

this issue we explore two very different ways of approaching information: **Separate Knowing and Connected Knowing**. These approaches are at the base of two very different world views. Knowing them can help us understand why our work is so complex.

In AFS, ICL looks not only at knowing and feeling, but also behavior. Indeed, our roots are those of experiential learning: where we learn by doing, yet with ample preparation, reflection, and vocabulary supporting our actions. Experiential Learning – what it is and, just as importantly, what it is not – is just one of the topics covered in our new **ICL...for Friends of AFSers** series available online via <http://icl.afs.org>.

On the topic of making changes, what have you done recently to reflect AFS ideals? We asked Michael Rosak, an AFS International consultant and member of the European Federation of Intercultural Learning (EFIL) board, to share with us details about a life changing event that he experienced earlier this year – and was informed in part by his intercultural training. See page 8 for Michael’s amazing story.

In closing, I challenge you to further consider the issue of relevance by answering these two questions: In your busy life, how high a priority is intercultural learning for you—and how do you demonstrate this?

Warmly,



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CONCEPT & THEORIES

Doubting Versus Believing

MANON PRÉVOST-MULLANE,
INTERCULTURAL LEARNING INTERN,
AFS INTERNATIONAL



Interacting with long-term sojourners on a daily basis can be challenging in the best of times and confusing and frustrating at other times. Looking at a situation from a different perspective can help you understand and work through these with fresh eyes and new ideas. Actively considering different viewpoints is the basis of Intercultural Learning.

How do you approach life? Do you need facts before you are ready to believe something is true or are you simply able to accept it as so? In other words, do you engage in the doubting game or in the believing game?

If you tend to need proof or facts to believe something is real or true, you are playing the doubting game. This is also referred to as a **separate way of knowing** because you are concerned with validity and use objective techniques to analyze and

evaluate, rather than using emotions and intuition. In essence, the doubting approach requires one to remove all personal bias and take on the role of examiner. It can mean taking a position you do not necessarily agree with, which in some cultures is known as “playing devil’s advocate.”

On the other hand, if you are able to accept something is true without first determining factually or analytically if it is true or false, then you are engaged in the believing game. This is also known as **connected knowing**, since you are concerned with needing to learn and understanding meaning, not judging or analyzing. For example, separate knowers are of the opinion that the primary purpose of university studies is to prepare you for a career, whereas connected knowers believe that university is an opportunity to train and broaden the mind.

Separate knowers, or doubters, typically use logical analysis to work out a challenge or difference of opinion. They will be objective and argue their views debate-style. They believe logic and reason will help them understand personal situations that might arise, such as with an AFS sojourner or volunteer, for example. Facts are gathered and analyzed, at which point decisions are made on how to proceed with the situation. The desired result is what is best based on information gathered.

Conversely, it is common for those who play the believing game to approach a new situation or interaction with strong trust. This trust often transforms into empathy for another’s experience, and eventually reaches a point at which one’s own thinking changes to include a new point of view that is reached through understanding and personal experience. The opinions of others are never seen as wrong because they are based on that person’s experience. Connected

knowers do not judge but merely seek to understand. The key to the believing game is waiting and patience.

Working in a group of connected knowers, or believers, one engages in collaborative exploration. The personality of each member adds to the group and their vision is then modified to include the other members’ visions. As a result, the sum of the whole vision is richer than that from each individual.

Why are separate and connected knowing important? To answer this question for yourself, we invite you to participate in a personal application activity: Challenge yourself to view a situation through the **other way of knowing**, the one you typically do not use when approaching a new situation. If you tend to rely on the doubting game, try to ask yourself, “What does this mean?”, and if you naturally use the believing method, ask yourself, “What facts demonstrate that this is true?”

By exploring and learning how to develop ideas in both manners, you can discover different ways of interpreting and being connected with AFS sojourners, families and volunteers, helping them figure out what they want and need rather than telling them what you believe they need.



EDUCATIONAL RELATIONS AT THE INSTITUTIONAL LEVEL **Stereotypes in Us: Learning for Tolerance**

KAROLÍNA KOUSLOVÁ,
EDUCATIONAL PROGRAM COORDINATOR,
AFS CZECH REPUBLIC



AFS wanted to engage a different group of young people other than the participants and volunteers than typically attend secondary school. We were aware that Czech vocational high schools do not offer a great deal of ICL and their students tend to develop stereotypes and prejudice around other cultures. The main aim of the project is to prevent xenophobia and racism among students through ICL, using various interactive methods. We offer different activities for students as well as for their teachers.

The main offerings include a 90 minute Intercultural Workshop and three 90 minute Intercultural Workshop Classes where the students talk about differences among cultures, think about their own personal values, or discuss the role of media in our lives. The project also offers out-of-school activities: a 3-day Mini-Workcamp and an Experience Course. The Mini-Workcamp is voluntary work on a local project for 10 hours

together with different intercultural activities, whereas the Experience course focuses on team-building games to make the participants think about themselves and their role in a multicultural group. All these activities are led by experienced trainers, including AFS volunteers, and accompanied by foreigners living in the Czech Republic, which brings the students face to face with different cultures. We occasionally invite our hosted AFS students too so that they can experience and learn something new as well. Finally, we also offer a Teacher's Workshop which is a one-day event with time built in for sharing best practices and presenting ICL topics within this project.

The project, begun in June 2010, will continue until May 2013. It is funded through the Education for Competitiveness Operational Programme of the Czech Ministry of Education, Youth and Sports. The

AFS Czech Republic is broadening its horizons with a new ICL project or a special group of young people: students of vocational high schools.

**Stereotypes in Us:
Intercultural and Experiential
Learning for Tolerance**
<http://stereotýpek.mkc.cz/>

programme mediates funding from the European Social Fund, one of the structural funds of the European Union, in the programming period 2007-2013. The total funding was over half a million euros, covering all project-related expenses.

Stereotypes in Us was developed in conjunction with two other Czech non-governmental organizations: Multicultural Centre Prague (<http://www.mkc.cz/en>) and INEX - Association for Voluntary Activities (<http://inexsda.cz/en>).



Marcela Soares, Lucy Linhares, President of SIETAR Brasil, and Marcia Hodson

CONFERENCE UPDATE

SIETAR Brasil's 1st Annual Conference

SIETAR (Society for Intercultural Education, Training and Research) Brasil had its 1st Annual National Conference on 15 and 16 September 2011, in São Paulo, Brazil. The main theme of the conference was Globalization and its intercultural challenges and opportunities. Session topics included understanding diversity in Brazil, the purpose of an intercultural professional, and how globalization specifically affects Brazil. **AFS Brazil presented a session on AFS History and the organization's use of the Developmental Model of Intercultural Sensitivity (DMIS).**

NEWS YOU CAN USE

Our Formal ICL Expertise

ANNA COLLIER,
MANAGER OF INTERCULTURAL LEARNING SERVICES,
AFS INTERNATIONAL

The need for formal intercultural training and studies is becoming more recognized (and required!) around the world. In the case of AFS, we find that thorough academic grounding supports our vast practical knowledge and experience.

Responding to this, a growing number of AFS volunteers and staff are pursuing master's and doctorate degrees in intercultural-related topics. We are proud to feature just a few such AFSers here:

Myriam Bérubé, AFS Canada's Interim Director of Volunteer Development, completed an undergraduate degree in Latin American and Caribbean Studies with a Minor concentration in International Development Studies at McGill University, Montreal, Canada. She studied intercultural communication in Spain, and then attained a master's degree in Migration and Ethnic Studies at the University of Amsterdam. She says that the master's program gave her a solid theoretical background in the field of intercultural relations in the context of global migration.

Marie Bøttcher Christensen, an AFS Denmark volunteer, has a degree in Anthropology from the University of Copenhagen, Denmark. As an anthropologist, she has worked with intercultural learning related to social

and cultural knowledge, specifically how we learn not only about our own behavior, but also about those of others.

Jane Neugebauer, an AFS Germany volunteer, studied English and Geography at the University of Tübingen, Germany. During her studies, she concentrated on broader sociolinguistic theory, second language acquisition, and theories about English as a Lingua Franca (ELF). Her thesis was titled "Intercultural Communication Strategies in the CLIL – Classroom", for which she developed a unit on Global Studies that introduces students to basic theories of intercultural learning and communication for the purpose of applying those to an English as a Lingua Franca setting.

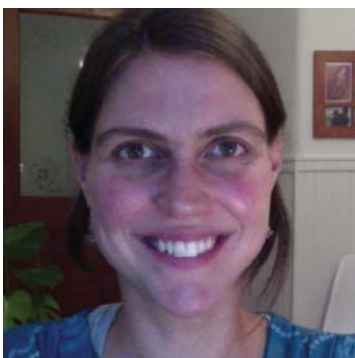
Jana Hollá, an AFS Egypt volunteer and member of the European Federation for Intercultural Learning's pool of trainers, studied Cultural Anthropology for her undergraduate degree; however, Anthropology was not able to satisfy her curiosity regarding what happens when we meet the Other. She began adding intercultural literature to her Anthropology readings for her master's studies and continued her involvement in academia with PhD studies focusing on the perception of

the Other, or more concretely, contemporary Egyptian perceptions of the "West" within the broader context of the "Arab East-West" dialogue processes.

The quantity and quality of undergraduate and graduate programs around the world that offer intercultural-related degrees has increased enormously over the last decade. The following are but a few examples in addition to those cited above.

- European Master in Intercultural Communication (EMICC); [University of Jyväskylä](#); Jyväskylä, Finland
- European Master in Migration and Intercultural Relations (EMMIR); Erasmus Mundus; Europe and Africa
- Master in Arts in International Education; School of International Training (SIT); Brattleboro, Vermont, USA
- Master in Arts in Intercultural Relations (MAIR); University of the Pacific; Stockton, California, USA

If you have studied an intercultural-related topic, or you wish to learn more about the options regarding formal ICL qualifications and studies, please contact Anna Collier (anna.collier@afs.org).



Myriam Bérubé



Marie Bøttcher Christensen



Jane Neugebauer



Jana Hollá



BEYOND AFS ICL NEWS

Interview with Adair Linn Nagata

BASED ON AN INTERVIEW WITH MANON PRÉVOST-MULLANE,
INTERCULTURAL LEARNING INTERN, AFS INTERNATIONAL

Japanese language teachers at the orientation program. We began a relationship that led to our marriage the following June. A year later, we went to live in Japan where we raised two bilingual and biliterate sons and have lived there ever since.

If relevant, what academic field was your entry into intercultural studies? How do you see this link?

I had earned a Master of Arts in Teaching Social Studies (M.A.T.) in 1966. Then, in the late 90s I completed my Ph.D. studies in human development. My dissertation was a multidisciplinary attempt to understand how Japanese people communicated so much without words. It required integrating my lived experience of being a member of a Japanese family and working at the intercultural interface in international education and multinational corporate human resources with my studies of psychology

and communication. Once I finished my Ph.D., I began to teach intercultural communication at the university level.

Which aspect of intercultural learning or communication has your work focused on?

I have been most interested in the nonverbal aspects of intercultural communication competence because they were a mystery to me. As a member of a US American family of Northern European

heritage, I was a "low-context communicator," a person who unconsciously assumed that the most

important meaning of a message was carried in the words (Edward Hall, *Beyond Culture*). Although I could not have articulated this belief as I was growing up, I believed a "good communicator" was someone who was articulate, clear, and talked a lot. Through my doctoral studies, I developed the conviction that what we need in order to communicate skillfully is something I came to term "bodymindfulness," an integral approach to becoming aware of and adjusting our inner state. Bodymindfulness can improve communication by focusing our attention on how our somatic-emotional experience (bodily sensations of emotion) affects our verbal and nonverbal behavior of our momentary inner state and a recognition of how our communication arises from it.

What do you wish more people would understand about intercultural work?

The crucial issue for me about communicating across differences of all kinds is that "peace begins within." We need to cultivate awareness of the various types of information that our judgments, physical sensations, and emotions bring us and hold the intention to step back and consider them and what we do not yet know in relation to our vision of ourselves functioning at our highest and best. Then, we can choose how we can communicate in that particular situation as creatively and bodymindfully as possible to generate new possibilities for our relationships instead of reacting according to our cultural programming. This is the practice of Personal Leadership®, an inner technology that I am committed to both personally and professionally as a teacher, facilitator, and coach.

Based in Tokyo, Japan, Dr. Adair Linn Nagata is Lecturer at the University of the Pacific and the Intercultural Communication Institute, as well as a Facilitator at Personal Leadership. We had the opportunity to ask her about the concept of "bodymindfulness," and the role of our physiology within intercultural communications.

How did you get involved in the intercultural field?

Like many people who consider themselves interculturalists, my involvement began with the desire to understand the intense personal experience I was engaged in. In the summer of 1968, the high school in suburban Boston where I was teaching social studies sent me on the Experiment in International Living to a destination of my choice, which was Japan. The man who became my husband of 42 years was one of the

"We can choose how we can communicate in that particular situation as creatively and bodymindfully as possible to generate new possibilities for our relationships instead of reacting according to our cultural programming."

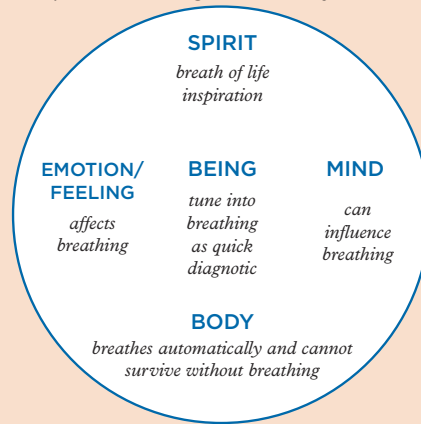
What would you suggest for people new to the ICL field to read as they get started?

The founders of Personal Leadership®, Barbara Schaetti, Sheila Ramsey, and Gordon Watanabe, have articulated this approach in a fascinating and inspiring manual: *Making a World of Difference. Personal Leadership: A Methodology of Two Principles and Six Practices* (available from www.plseminars.com or online booksellers).

What are the hot topics in ICL these days?

The role of the body and of emotion have both been increasingly explored in anthropology, neurology, philosophy, psychology, and sociology since the

Breathing as the connector of the aspects of being of the bodymind.



1980s. Not surprisingly, they are both hot topics in ICL now.

Another area that is receiving more attention is the personal practice of interpersonal communication, what Personal Leadership has drawn attention

to as a third realm beyond culture-specific and cultural-general knowledge and skills.

A third-area in communication studies in general is the description of and theorizing about Afrocentric and Asiatic communication in contrast to Eurocentric/Western patterns, which have dominated the field since its beginning.

Finally, how has the ICL field changed since you entered it?

As mentioned, there is more interest in the importance of emotional and bodily experience, more emphasis on personal practice, and more awareness of cultural bias in communication studies. My work bridges and attempts to integrate aspects of all of these.

Summer Academy on Intercultural Experience

MANUEL SCHWINN, DIRECTOR HUMAN RESOURCES AND ORGANIZATIONAL DEVELOPMENT, AFS GERMANY

The second Summer Academy on Intercultural Experience took place from August 1st to 12th in Karlsruhe, Germany, run cooperatively by AFS Germany and Karlshochschule International University. As was the case last year, in a unique, hands-on environment, university level academic programming was offered, tackling both theoretical and practical issues by academic staff and AFS-trainers respectively

Courses offered this year included Intercultural Communication, Intercultural Conflict Management, Multicultural Teamwork, and Culture and Society. Academic evening lectures and excursions added value to the program and enabled participants to get further insights into intercultural issues and understanding German and European culture.

What makes the Summer Academy in Karlsruhe special? As one participant said, "I was amazed by the international composition of the group – I did not just talk about intercultural issues, but also experienced them in class, during dinner and extracurricular activities."

In addition to a program where practice complements theory, the Academy is culturally diverse, enriched by participants from all over the world. This year there were 54 students, 12 trainers and six faculty members who came from 28 countries on five continents: Argentina, Armenia, Belarus, Belgium, Brazil, Bulgaria, Chile, China, Costa Rica, Croatia, Czech Republic, Egypt, France, Germany, Hungary, India, Iran, Italy, Malaysia, Mexico, Romania, Serbia, Slovakia, South Korea, Spain, Turkey, Ukraine, and the USA.

In addition to increasing their intercultural knowledge and awareness, Academy attendees also had the option of earning credit toward their undergraduate studies, and most took advantage of this opportunity. AFS Germany plans to offer the Summer Academy again in 2012, this time with three distinct program tracks.

Courses use a mixture of formal and non-formal methods

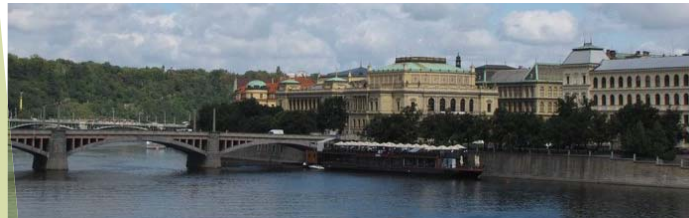


Summer Academy class of 2011



The Real-Life Impact of an AFS-SIIC Scholarship

BASED ON AN INTERVIEW BY ELIS MOTTA,
INTERCULTURAL LEARNING INTERN, AFS INTERNATIONAL



Michael Rosak, Consultant for Program Development at AFS International, attended the Summer Institute for Intercultural Communication (SIIC) in 2010 and 2011. Prior to joining AFS, Michael worked as a consultant with major corporations that facilitate intercultural business relations and has been in charge of training as a Board Member of the European Federation of Intercultural Learning (EFIL). In the past, Michael was member of the European Pool of Trainers. He shares reflections on how SIIC has not only shaped his work, but had a profound personal impact on him and a stranger.

What SIIC workshop did you take in 2010? Can you tell us about it?

I took a course by Janet Bennett and Michael Paige titled 'Training Design for Intercultural Learning' which focused on bringing the Developmental Model of Intercultural Sensitivity (DMIS) to life in a training setting. The many helpful suggestions on how to guide people from one stage of the DMIS to another, such as from Denial to Minimization and beyond, were amazing. The learning was not only theoretical; these experienced professionals also demonstrated practical applications.

In your view, does having AFS participants at SIIC contribute to the AFS Network? How?

The link to fellow practitioners and experts in intercultural research helps us all stay alert about developments in the field. What we learn at SIIC helps us strengthen our collective expertise that we then can disseminate within our AFS work. I know the ICL

team at AFS International is working on developing more channels for doing this.

A second way of looking at it is that for the last two years at SIIC, thanks to the generous scholarships that were available for our volunteers and staff, there has been an overwhelming presence of AFSers in the workshops and on Reed College campus (where SIIC took place). This demonstrates to fellow interculturalists that AFS is very serious about its educational approach and is willing to invest its resources for ongoing enhancement of intercultural know-how. It reinforces the entire AFS Network's credibility and savvy in the ICL field.

And this year you took a course called "Resolving Conflict Across Intercultural Boundaries"? What does that cover?

Yes. I was fortunate to have the opportunity to once again attend SIIC and participate in this workshop taught by Mitch Hammer. Within AFS's current program development plans, we are investigating how we might include more conflict resolution content. Dr. Hammer's course seemed like a great place to explore this further.

In addition to the Intercultural Conflict Style Inventory and ways of addressing different approaches in conflict situations, we covered areas I never thought I would use: Dr. Hammer is a professional who helps in the de-escalation of serious crisis situations such as hostage operations and suicide negotiations. While I came to learn about more general intercultural conflict management, I also became more comfortable in these very challenging areas as he had us do some hands-on practice here, too, working with concrete

case-studies that involved professional actors.

How have you used your newly acquired conflict resolution skills?

Honestly, I never thought I would have to apply the last piece I just mentioned – crisis intervention. But a month after the workshop, I found myself in a situation where I could actually help save a life using what I had just learned: While taking a walk in my home town of Prague I spotted a man who was trying to jump off a bridge. Thanks to the workshop I was not afraid to go to him and start a conversation, despite his agitation and upset state of mind. Before the professionals arrived, I knew what to do to keep him communicating.

When he finally stepped off the bridge after over an hour of negotiations, it was one of the strongest moments of my life. It made me realize that although we learn a lot of theory, the chance to use it may come quite unexpectedly.

Learning new things does have an impact, which is why we need to keep learning in AFS, and positively impacting the world around us.

I found myself in a situation where I could actually help save a life using what I had just learned



Violence in Norway Countered with a Call for More Multiculturalism

GUNHILD SOELVBERG,
PRESS & COMMUNICATIONS COORDINATOR,
AFS NORWAY



The 22nd of July 2011 will forever stand as a horrible date in Norwegian history. What we never imagined could happen in our country, did happen. A young man with a great deal of hate placed two bombs in Oslo City Centre and later drove to the small island of Utoya where youth were gathering for youth camp. Dressed in a fake police uniform, he invaded the island and started shooting. In total, the bombs and the shooting left 77 dead. 69 people were killed on the island, 55 of these were teenagers.

The whole nation was in a state of shock. Our feeling of security in our own country was damaged. The attack on a summer youth camp was an attack on democracy, on young hope, and on a belief that openness and shared knowledge is the way to move towards a better society – and a better world. The terrorist had written in his 1500- page manifesto that the violence was meant as a declaration of war on Norwegian multiculturalism. Norway has always been a small, open society and this made the attack even more damaging as it hit an important part of how we want to present ourselves to the world – a peaceful, open democracy.

Being an organization that works with youth and values the sharing of culture and intercultural learning, the terror stood as a gruesome example of how important it is to keep working on this. AFS Norway was in the middle of the host family recruitment process, and in the weeks following the attack, the office received several telephone calls from people who wanted to open up their homes as a result of what had happen. This made us realize that people all over the country also believe valuing multiculturalism and shared learning is worth fighting for.

Little by little, the nation's response to the attacks became clear. Our Prime Minister Jens Stoltenberg said it first: Our response is more democracy, more openness. At the same time he stated that we will not be naïve. The days that followed turned into a declaration of love: Cities became filled with roses, emphasizing the non-violent answer to the terror, and speeches were held supporting those who had lost their loved ones. Evangelic Christian priests and Muslim imams stood together; people did not look to differences, they were one, ethnic Norwegians and non-ethnic Norwegians. The attack had

affected us all equally and we responded as one.

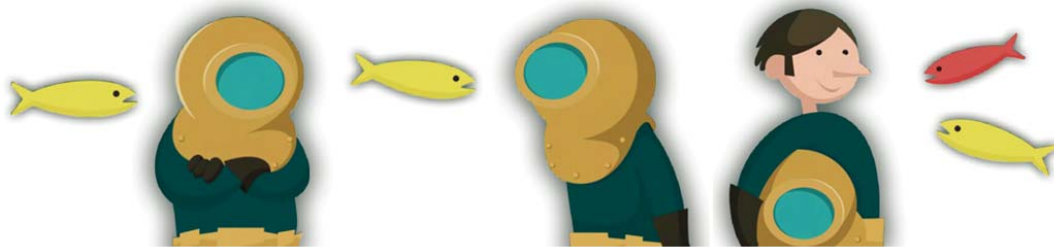
One can only wonder if the response would have been different had the attacker been a non-ethnic Norwegian. It is not our role to speculate, but those who do claim that it would have created a more hostile and more closed society –making more people move away from multiculturalism.

The immediate response Norway has experienced since the attack makes us believe that our nation is today actually stronger and more open to welcoming new cultures, new citizens. The terrorist did not succeed in destroying our multiculturalism. But, it remains to be seen if this first response of increased openness will continue to carry forward our nation. We are still a nation in shock, the ones that have lost loved ones are still mourning, and the youth that escaped the island will have to carry that fateful day for the rest of their lives.

AFS Norway will keep working for a society based on values we have seen Norwegians carefully treasure since late July: values of openness, sharing, support, and love. We hope to keep seeing these values, not only in Norway, but throughout the world.

Measuring Our Intercultural Sensitivity

ANNA COLLIER,
MANAGER OF INTERCULTURAL
LEARNING SERVICES,
AFS INTERNATIONAL



Artwork by Julien Peyre, AFS France

You may have heard of the **Intercultural Developmental Inventory**, or **IDI**, from its use in the AFS Educational Results Study (2005), or from its current use in AFS organizations, external educational institutions, corporations, and governments. We explain here what this social-science instrument is, how it works, and how you can use it for your Intercultural Learning efforts today.



One way to assess and quantify an abstract concept

Created by Mitch Hammer and Milton Bennett, the IDI is based on Dr. Bennett's Development Model of Intercultural

Sensitivity (DMIS). The IDI is a tool that can help individuals better understand themselves, including how sensitive they are to other cultures and in which areas they might best focus on as they work to become more interculturally competent.

The inventory was designed to measure cognitive structures rather than attitudes (like many self-assessments); thus, it is less prone to situational factors and is considered more stable and more "generalizable" than some of the other intercultural instruments currently in use. Used for



over nine years, it is viewed as statistically reliable and cross-culturally valid.

How it works

The IDI consists of a survey of 50 questions, typically administered to an individual in one sitting that lasts 20-30 minutes. Users may work in one of 11 languages: Bahasa Indonesian, Chinese, English, French, German, Italian, Korean, Japanese, Portuguese, Spanish, and Russian, and it is available both online and in paper format.

Once all responses are entered, the inventory calculates numeric values and generates a profile that indicates, in quantitative and qualitative terms, the level of sensitivity and primary orientation in a person's process of intercultural development as conceptualized in the Intercultural Development Continuum (adapted from the DMIS theory). There are five orientations in the continuum, advancing from a monocultural mindset to an intercultural one.

In the final, critical, step, the individual participates in a debriefing session with a Qualified IDI Administrator. Together, they discuss the Intercultural Development profile results, reflect on the primary developmental orientation toward cultural

differences in greater depth and create an action plan to further increase or sustain intercultural sensitivity.

What it means for AFS

Within the AFS context it is essential that volunteers and staff continue to work towards further developing their own intercultural sensitivity as a precursor for intercultural competence. Using the IDI as a learning tool is one way in which to do that.

It can be used for a wide variety of purposes, including (1) Individual assessment in coaching and counseling situations, (2) Organizational-wide needs assessment for training design, (3) Program evaluation to assess effectiveness of various interventions/educational approach/methodologies, and (4) Research.

Considerations

As with all assessment tools, one must analyze the needs, resources, and desired outcomes of using the IDI in order to confirm that the information provided is in-line with one's assessment plan and that the tool is the most appropriate one. In upcoming issues, we will be featuring other assessment tools, as the IDI is just one of several related to intercultural learning.



Connecting Lives, Sharing Cultures

Our Mission & Vision

AFS Intercultural Programs is an international, voluntary, non-governmental, non-profit organization that provides intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world.

We pursue our mission by providing quality intercultural learning opportunities for a growing number of young people, families, other stakeholders and wider audiences, thus developing an inclusive community of global citizens determined to build bridges between cultures.

Real life experiential learning, supported by structured reflection, is the core of our programs. We endeavor to link our intercultural learning opportunities to the defining global issues facing humanity. We

reach out to past, current and future participants, volunteers, and other stakeholders using the media and technology they use.

Volunteers and volunteerism are who we are. Our organization brings about changes in lives through and for our global community of volunteers.

We are recognized as an educational organization by schools and the appropriate authorities. We work to create a regulatory environment that supports our programs.

As a learning organization, we welcome change and critical thinking. We are innovative and entrepreneurial in advancing the strategic directions, working together with others whenever appropriate.

To learn more about our global network and get involved today, visit www.afs.org.

Meet an AFS ICL Responsible



Ruth Quiles works for **AFS USA** as the Intercultural Education & Quality Specialist, based in New York City.

Ruth's experience

in the field of Intercultural Learning has largely been practical. As an AFS returnee to Australia and a study abroad alumna of university programs to Spain and back to Australia, Ruth has lived intercultural learning (ICL) as well as studied it academically. It was her experience with AFS that prompted her to earn an undergraduate degree in anthropology and pursue a master's degree (currently in progress) in the field of International Education from the School for International Training (SIT) in Brattleboro, Vermont, USA .

At AFS USA, Ruth is responsible for reviewing and developing all publications distributed for orientations and is involved in developing online ICL training materials for volunteers. Ruth also oversees the organization's Hosting Orientation Workgroups (HOW's), which develop country and culture-specific materials bilaterally between AFS USA and AFS Thailand, AFS Turkey, AFS Egypt and others.

The USA team will be revisiting their national ICL strategy in order to strengthen their approach to education that is more in line with current AFS network-wide initiatives.

Ruth recently met several colleagues from around the world when she attended The Second Forum on Intercultural Learning and Exchange in Colle, Italy, where over 50 academics and practitioners met to discuss the learning that happens for host families during exchange programs.



How has your participation at SIIC 2011 helped you in your AFS activities?

"Attending the SIIC workshop Enhancing Intercultural Competence, we focused on a framework for understanding the stages people go through on their journey towards intercultural sensitivity. This gave me the opportunity to reflect on the stages our host families and volunteers journey through and experience while the

students are with them. It also helps to consider specific strategies we can apply to help guide them towards a positive intercultural experience."

Susan Adams Yamada, AFS Japan

ICL Field Conferences & Event Updates

October

LANCOMM International Conference 2011

19-20 October 2011: Putrajaya, Malaysia
Language and Communication
<https://sites.google.com/a/kliuc.edu.my/lancomm2011/home>

Intercultural Competence & Conflict Resolution

21 October 2011: Stockholm, Sweden
[AFS hosting.](#)

12th Young SIETAR Congress

26-30 October 2011:
Ljubljana & Planica, Slovenia
On Our Way to a Better World: How our ideas, experiences and skills can help to address challenges of today's and tomorrow's world.
<http://www.youngsietar.org>

2nd Forum on Intercultural Learning and Exchange

Adult Intercultural Learning
27-30 October 2011:
Colle di Val d'Elsa, Italy
<http://www.intercultura.it>
[AFS hosting.](#)

November

17th International Conference on Technology Supported Learning & Training

30 November - 2 December 2011:
Berlin, Germany
New Learning Cultures
<http://www.online-educa.com>



AFS Turkey - Spectrum of Education Conference

23 - 26 November 2011:
Istanbul, Turkey
Intercultural Learning in Schools
http://www.afs.org.tr/tur_tu/link/7685

Upcoming in 2012

IAIE International Conference 2012

15-17 February 2012: Xalapa, Veracruz, Mexico
Tapalewilis for Intercultural Education:
sharing experiences, building alternatives
<http://www.iaieveracruz.org>
AFS presenting.



If you are aware of upcoming conferences in the intercultural area, please advise us at icl@afs.org



YOUR SOURCE FOR INTERCULTURAL LEARNING IN THE AFS NETWORK



Connecting Lives, Sharing Cultures

Call for Submissions

AFS members are invited to submit proposals for articles, news items and intercultural activities with accompanying graphics or photos for consideration in future issues of *AFS Intercultural Link*. Submissions can be AFS-specific or part of the larger Intercultural Learning (ICL) field. Simply send your submissions to Manon Prévost-Mullane at AFS International: manon.prevost-mullane@afs.org.

Errata: In volume 2, issue 3 (global version) of this newsletter, we mistakenly listed Marcia Hodson's name under Eva Vitkova's picture in the 2011 AFS Network-SIIC Scholarship article on page 11. We regret the mix up.

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