**Intercultural Learning in Multicultural Europe**

*What Does it Mean to be a “Traditional” Destination?*

*Challenges and Opportunities for Education Abroad in Europe*

*Forum for Education Abroad 2nd European Conference, October 25, 2014, Barcelona*

Milton J. Bennett, Ph.D.    Ida Castiglioni, Ph.D.

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**Areas of Potential Alternative Experience for Exchange Students**

**Immigration and Multiculturality**

In 2011 estimated 1.7 million immigrants to the EU from countries outside the EU-27. In addition, 1.3 million people previously residing in an EU-27 member state migrated to another member state.

In absolute terms, the largest number of non nationals living in the EU on Jan 1st 2012 were found in Germany (7.4 million), Spain (5.5 million), Italy (4.8 million), UK (4.8 million), France (3.8 million). 77.1% of the total number of non EU nationals living in the EU-27 live in these countries.

**Recycling and waste management**

Europe n.1 in the world for paper recycling

**Ecology and alternative energy**

Organic producing and consumption/ nutrition/

**The European Federation (28 in 2014)**

American States/Federal historical parallels
Urban Life

Large cities tend to have experienced higher levels of inward migration. International migrants are highly concentrated in certain cities (in Spain, Italy and the Netherlands). The largest number of nationals from other EU countries can be found in cities in Germany, the Nordic countries and in Ireland. However in Germany (Eurostat) 6 of the major cities also rank among the top cities for the proportion of population of non EU nationals, together with Athens (Greece) and Tallin (Estonia).

Different relationship to space: 77% of city dwellers in Europe live in flats or apartments, and population is dense in relationship to services and transportation.

City dwellers are much better educated than other European citizens.

Areas of Potential Alternative Experience for Exchange Students

Urban transportation: difference between new and old member states (more public transportation comparatively in Bratislava and Budapest than in the UK where, outside London, 80% of journeys to and from work are made by car).

The variety of offer of urban and suburban transportation is a different concept of living the territory.

What are the resources that make the difference? Diversity? Events? Higher Proximity? More verticality? Pace?
The Experience of Culture

A person can be a witness to a tremendous parade of episodes and yet, if he fails to keep making something out of them, or if he waits until they have all occurred before he attempts to reconstrue them, he gains little in the way of experience from having been around when they happened. - George Kelly, *A Theory of Personality: The Psychology of Personal Constructs*. New York: W.W. Norton, 1963.

Paraphrase: Experience is not a function of being in the vicinity of events when they occur; rather it is a function of how one construes the events.

Example: A US American in France is not having a French experience simply by being there; to get that experience, she needs to construe events around her in a more French way.

Cross-Cultural Contact

- Contact (in conditions of equal power) increases tolerance and decreases prejudice: Gordon Allport *Nature of Prejudice*
  - Confirmed: Amir, 1969
  - Confirmed: Pettigrew, 2000
- Milton Bennett *DMIS*: Studies in AFS Intercultural Programs and other exchange programs at high school and college levels show the predominant outcome as a reduction of Defense (prejudice) and an increase of Minimization (tolerance based on “common humanity”)

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From Cross-Cultural to Intercultural

**Intercultural learning**: Acquiring increased awareness of subjective cultural context (worldview), including one’s own, and developing greater transferable ability to interact sensitively and competently across cultural contexts as both an immediate and long-term effect of exchange.

**Intercultural education**: The intentional and systematic effort to foster intercultural learning through curriculum design, including pre-departure, on-site, and re-entry activities, and/or course content emphasizing subjective culture and intercultural interaction.

Global Citizenship

Conducting one’s self in all matters with consciousness of cultural context, with respect for the equal complexity of every worldview, and with competence in enacting a wide range of culturally appropriate behavior.

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**The Developmental Model of Intercultural Sensitivity (DMIS)**

**Perceptual Experience of difference**

<table>
<thead>
<tr>
<th>Denial</th>
<th>Defense</th>
<th>Minimization</th>
<th>Acceptance</th>
<th>Adaptation</th>
<th>Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failing to perceive the existence or relevance of culture</td>
<td>Perceiving specific cultural groups in polarized and evaluative ways</td>
<td>Focusing on common human experience and universal values to reduce prejudice</td>
<td>Attributing equal human complexity to different cultural groups</td>
<td>Generating appropriate and authentic alternative behavior</td>
<td>Including cultural context in decision-making and acting with contextual ethical commitment</td>
</tr>
</tbody>
</table>

**Ethnocentrism** ➔ **Ethnorelativism**

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**DMIS: SOCIAL JUSTICE**

**Perceptual Experience of social justice**

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</thead>
<tbody>
<tr>
<td>Hierarchy of civilization: social Darwinism</td>
<td>Competition for special privilege: ethnic conflict, class exclusion</td>
<td>Equal treatment: tolerance and universal human rights</td>
<td>Equal complexity: respect (maybe not agreement) for difference</td>
<td>Mutual adaptation and learning: generating virtual 3rd cultures</td>
<td>Redefining identity: Cultural self-authorship</td>
</tr>
</tbody>
</table>

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INTERCULTURAL LEARNING IN EUROPE: DEVELOPMENTAL ACTIVITIES

Denial to Defense: Building Awareness

Defense to Minimization: Discovering Commonality

Minimization to Acceptance: Reestablishing Difference

Acceptance to Adaptation: Enacting Behavior

Adaptation to Integration: Constructing Identity

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