

2023

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Intercultural Synergies: Navigating Adaptability, Accountability, and Access in Global Education

THE SWISS JOURNAL OF
INTERCULTURAL EDUCATION, TRAINING
AND RESEARCH

WINTER 2023 VOLUME 1 ISSUE 1



SIETAR SWITZERLAND
SCHWEIZ SUISSE SVIZZERA SVIZRA

Society for Intercultural Education Training and Research

**First published in 2021 in Geneva,
Switzerland by SIETAR Switzerland**
<https://sietar.ch/>

ISSN 2674-0370 (Online)

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The Swiss Journal of Intercultural Education, Training and Research is a double-blind peer reviewed, scholarly journal.

VOLUME 1 ISSUE 1

2023

THE SWISS JOURNAL OF INTERCULTURAL EDUCATION, TRAINING AND RESEARCH

[HTTPS://SIETAR.CH/JOURNAL/](https://sietar.ch/journal/)

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Editorial

The Swiss Journal of Intercultural Education, Training and Research highlights authentic responses from intercultural researchers and practitioners that discuss important intercultural matters in a meaningful and diverse way. Explorations of culture, inclusion, language, pedagogy, autoethnography, home, humor, and intercultural leadership pave the way to a collective intellect and intercultural action. In this way, we build our knowledge around the diverse aspects of intercultural competencies spanning local and global contexts. Contributors to this edition bring research data as well as rich experiences in their interpretation of intercultural education, training, and research now and in the future. Included are a diverse selection of very meaningful intercultural contributions.

“Turning Inclusion Inside Out: Social Adaptability, the Missing Piece for Inclusion” is a pivotal piece which sheds light on the nuanced dynamics of inclusion, advocating for a more comprehensive understanding of social adaptability as a critical component in the mosaic of inclusive practices.

Moreover, "Accountability and Inclusivity in International Student Recruitment: How to humanize practices with stakeholder engagement and a tutoring approach" offers an inclusive look at the ethics and methods of international student recruitment, urging a shift towards more accountable practices through enhanced stakeholder engagement and a nurturing tutoring approach.

In addition, this issue delves deep into theoretical frameworks with "Taking Stock of Self-Determination Theory as a Framework for Intercultural Education: A Systematic Review". This article systematically reviews and critiques the application of Self-Determination Theory in the context of intercultural education, providing readers with a comprehensive understanding of its efficacy and areas for future research.

Lastly, "Cracking the Mystery Behind Social Capital – Make a Joke? Social capital and informal networks - how can migrants access them in their host countries?" takes a lighter, yet insightful, look into the complexities of social capital and the informal networks migrants encounter. This piece explores the often-underappreciated role of humor and informal social interactions as gateways to understanding and accessing these vital networks.

As we venture through these thought-provoking articles, we invite readers to engage actively with the ideas and research presented, reflecting on how these insights might shape the future of intercultural education, training, and research. Together, we continue to build a foundation of knowledge that is as diverse and complex as the world we aim to understand and serve.

Eugenia Arvanitis, Editor, University of Patras

Jillaine Farrar, Associate Editor, Lucerne University of Applied Sciences and Arts - Business

The Swiss Journal of Intercultural Education, Training and Research
Volume 1, Issue 1, 2023, www.sietar.ch/journal

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ISSN: 2674-0370 (Online)

Turning Inclusion Inside Out: Social Adaptability, the Missing Piece for Inclusion

Cornelia Choe¹, The Leaders Alliance, Switzerland

Abstract: Corporate Diversity, Equity and Inclusion initiatives have traditionally followed an outside-in approach focused on hiring practices to create a diverse workforce. Paradoxically, our research has found that as diversity grows, inclusion becomes harder to achieve. Organizations need to adopt an active and intentional process of creating inclusion and belonging for all employees by fostering social adaptability. This can be defined as an invaluable capacity to create trust and partnership with a wide variety of people, including those who have perspectives and lived experiences different from our own, to get past this 'paradox of diversity'.

Keywords: Inclusion, Paradox of Diversity, Social Adaptability, DEI Connection Meetings, Whole Diversity, Belonging, Mentoring, Executive Education

The Paradox of Diversity

The value of diversity in organizations has been well-established (Hunt, Layton, & Prince, 2015). However, corporate Diversity, Equity and Inclusion (DEI) initiatives have traditionally followed an outside-in approach, focusing on hiring practices to create a diverse workforce. While this is an important first step, as the workforce becomes more diverse, inclusion becomes harder to achieve.

Passive efforts to create inclusion are falling short. In 2020, a study of hundreds of large companies showed that “while overall sentiment on diversity was 52 percent positive and 31 percent negative, sentiment on inclusion was markedly worse, at only 29 percent positive and 61 percent negative.” (Dixon-Fyle, Dolan, Hunt, & Prince, 2020.) Without a sense of inclusion and belonging, teamwork and collaboration suffer. Loyalty vanishes. Talented workers who feel excluded soon seek more welcoming employers. People want to know that their employers respect them (and their individual needs) as whole persons and appreciate their unique contributions as full members of the organizational community. People want to be genuinely accepted and included. They want this **deep inclusion**.

Deep Inclusion Happens from the Inside Out

The task of inclusion is big. Among my more than 100 interviews with business leaders on this topic, one female executive in biotech, despite being part of the leadership team, pointed out, “I’m not a Get Out of Jail Free card.” Echoing the comments of others, an accomplished African

¹

Choe, The Leaders Alliance, Nyon, 1260, Switzerland. corneliac@theleadersalliance.com

American CEO said he still struggles with getting colleagues to “check White privilege at the door.”

Organizations aren’t responding quickly enough. A 2021 study of corporate employers found that the third biggest driver of the Great Resignation, the lack of a sense of belonging, wasn’t even considered in the top 10 reasons employers attributed to their employees quitting. (De Smet, Dowling, Mugayar-Baldocchi, & Schaninger, 2021).

Inclusion and belonging are critical factors for Gen Z and Millennials, currently 38% of the global workforce and rising to 58% by 2030 (*Kabajwara, 2021*), deciding whether to stay with their employers. In 2022, 52% of Gen Zs and Millennials who weren’t satisfied at all with their employer’s progress in creating a diverse and inclusive environment left within two years (“Striving for Balance”, 2022). One Millennial female CEO we interviewed stated that it is her priority to work *only* with people who have demonstrated a dedication to respecting diversity and inclusion and that she is uncompromising in these standards. Existing employees aren’t the only ones looking for inclusion and belonging at work. Seventy-six percent of job seekers consider a diverse workforce an important factor when looking for their next employer (“Diversity & Inclusion Workplace Survey”, 2020).

Although companies have tried, inclusion can’t be achieved with technical solutions such as publishing new rules of workplace engagement or requiring mandatory diversity training.

Employee-wide diversity and harassment training programs, then, often antagonize trainees and have been shown not to change minds or reduce misbehavior. They don’t seem to remedy the problems of bias and harassment and, not surprisingly, as our own data show, neither do they increase management diversity. (Dobbin & Kalev, 2022, p.18)

Deep inclusion demands a more profound adaptation. In their book, *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*, authors Ronald Heifetz, Alexander Grashow, and Marty Linsky (2009) discuss the approach we need to resolve adaptive challenges such as creating an organization that is deeply inclusive. “Adaptive challenges can only be addressed through changes in people’s priorities, beliefs, habits, and loyalties. Making progress requires going beyond any authoritative expertise to mobilize discovery” (Heifetz, Grashow, & Linsky, 2009, p. 19). Deep inclusion happens from the inside out. It’s a process that requires individuals to ‘discover’ more about the people they perceive as being outside their natural clusters and to examine their own values, choices, and actions.

Why social adaptability is critical

As someone with a profound professional and personal interest in leadership and DEI, I set out to understand the barriers to creating truly inclusive organizations by interviewing more than 100 prominent business leaders in North America and Europe; they were diverse in age, gender, race, neurodiversity, religion, disability, industry, company size and organizational type (**whole diversity**) on the issue.

What became evident is that demand for inclusion reaches the top levels of leadership. Over 95% of the people I spoke with preferred to actively create an alliance with a diverse group of

leaders instead of people similar to themselves because it was more “reflective of the real world”, “balanced” and “authentic”. As one well-regarded White male CEO put it, “If I only wanted people just like me, I would stay home and do everything myself.” What I concluded from my conversations is that in order to create the inclusiveness we’re striving for, we need to develop our **social adaptability**, an invaluable capacity to create trust and partnership with a wide variety of people, including those who have perspectives and lived experiences different from our own.

“Bonding capital” is how Robert Putnam (2020), in his book *Bowling Alone*, describes the benefit of relationships we have with people who share notable common factors. It tends to reinforce exclusive identities and homogeneous groups. “Bridging capital”, on the other hand, generates broader identities and includes relationships with people who are different, with whom we have fewer previous links (Putnam, 2020). Whereas bonding capital comes more easily, we need social adaptability to increase our bridging capital.

Diverse workforces have greater social distance between employees who’ve grown up with different cultures, socio-economic conditions, and life situations. To bridge this distance, employees need to be socially adaptable. Only when employees have this skill can they work together within organizations to benefit from each other’s diverse voices.

Social adaptability is one of the most important skills needed in the diverse, global workplace of today. It’s what enables people to move beyond their clusters and connect with others they see as different from themselves. It creates the foundation for deep inclusion. But how do we achieve it?

Cultivating social adaptability

By understanding other people’s lived experiences, we gain empathy, helping us connect with them. Even one positive interaction, or just hearing a second-hand account or learning about another person’s perspective through television (Schiappa, Gregg, & Hewes, 2006) can help us relate to people we see as different from ourselves. However, it’s through continuous contact and longer-term relationships that we become socially adaptable, gaining the knowledge needed to reduce unconscious bias, break down fear, build trust, and bridge social distance. Social adaptability shares many of intergroup contact theory’s (Allport, 1954) benefits of positive contact between two or more parties, especially unfamiliar ones, including increasing knowledge, decreasing anxiety and growing empathy (Pettigrew & Tropp, 2008). The more varied and socially distant the people we can connect with, the more socially adaptable we become.

Although we may have more business interactions with people in distant locations via video link post-Covid, these work conversations don’t provide the right forum or mindset to really learn about each other’s lives. Even when we meet in person for business meetings, there’s little opportunity to create inclusion amidst updates, business objectives and negotiations. However, intentionally bringing socially distant people together to listen and learn about each other’s lived experiences and perspectives in a trusting environment enables them to build their social adaptability by facilitating an *extreme humanization* of the unknown, whether that be a gender, culture, religion, or socio-economic situation different to their own. In a world where our reactions are often reduced to emojis and acronyms, face-to-face meetings can foster a sensitivity to others’ perspectives and an awareness of different types of needs.

As we learn about people in an authentic manner, we start to move past our differences to connect through our *commonalities*: similar situations (such as the places we live, our professions or the companies we work in) and personal preferences (like our interests, hobbies, the sports we watch or play, the teams we support, or the places we love to go). Daryl Davis, an African American musician and renowned activist who befriends Ku Klux Klan members through repeated conversations, shares this approach:

If you spend five minutes with your worst enemy – it doesn't have to be about race, it could be about anything...you will find that you both have something in common. As you build upon those commonalities, you're forming a relationship and as you build about that relationship, you're forming a friendship. (Brown, 2017)

Inclusion is a process, and by building on our commonalities and cultivating our social adaptability within our organizations, we can start to appreciate people as *individuals* for their values and the choices they made in their lives that shape who they are. This extreme humanization allows us to see how an individual may be influenced by their gender or their culture while still seeing the *real person*, making it possible to connect with them. (You can't bond with a stereotype or an assumption.) Echoing the opinions of many of the executives I interviewed, one longstanding Fortune 500 CEO shared that when you establish a culture of learning and appreciate different people, "you're able to see the individuals for the individuals and not for their color or creed." This is what social adaptability enables.

Cultivating social adaptability in our organizations

Organizations can use the diversity in their workforce to benefit their employees in many ways, whether through pairing foreign managers with local staff, or providing short international assignments, or other multicultural experiences (Lee & Gyamfi, 2023). An important way in which organizations are creating opportunities for their employees to grow social adaptability is through **DEI connection meetings**. These meetings serve the explicit purpose of creating a safe space for people to learn about the lived experiences of those outside of their inner circles, allowing for a deeper understanding of others' struggles and successes and an appreciation for who they are. DEI connection meetings provide an opportunity for employees to connect with new people, grow their social adaptability and over time become more inclusive. They work best face to face, whether in person or online, or in pairs or larger groups. Ideally, DEI connection meetings would continue over several sessions to allow people the time to process and connect, although even one meeting can be helpful.

Some companies combine DEI connection meetings with a reverse mentoring program – pairing senior leaders of the organization with people from younger generations of diverse backgrounds who are disproportionately represented in junior roles. However, DEI connection meetings for senior leaders don't have to take place with significantly junior employees. They can be as effective with diverse senior employees who agree to share their stories, which is why I prefer the term **DEI mentoring** to reverse mentoring. Hopefully, in the future, with more diverse talent reaching senior positions, diversity won't be as clearly divided by hierarchy and age.

DEI connection meetings can be particularly helpful for senior leaders, who have a greater opportunity to influence organizational policies and culture. One White CEO I interviewed shared that he already had all the networks he needed for his job – except for when it came to diversity. Being able to honestly connect with people who are very different, he emphasized, is a great value-add.

Indeed, for inclusion to be sustainable, we need to address employees not only from minority groups but also from dominant majority groups who are widely represented in senior management today. Although non-dominant minority group members have traditionally been expected to adapt to majority group values and customs, members of dominant majority groups can also benefit from learning about and adapting to the values and customs of other groups, gaining a greater intercultural sensitivity and reducing their culture-related stress. (Lefringhausen & Marshall, 2016).

Cisco's successful DEI connection program, called the Proximity Initiative, allows leaders to meet with members of underrepresented groups within the company to understand their challenges, perspectives and lived experiences and has conducted over 2,500 connection meetings since 2019. Cisco found that "this exposure provides the leaders with more 'data' to formulate new opinions, perspectives, and a comfort level with talent who are different from them" (Allen, 2020b). They found that this exposure, or "proximity" which cultivates understanding and social adaptability, "would end up possibly being the single most impactful leadership behavior we would drive" (Allen, 2020a).

But it's not just senior management who can benefit. These relationships are mutually empowering. People who are underrepresented in senior management gain support, visibility, and validation by having their perspectives and concerns heard and understood by top decision-makers. Ultimately, these programs can extend beyond senior managers and underrepresented groups. Connecting all employees with people outside of their inner circles through these types of meetings will deepen inclusion throughout the organization.

What Do We Need to Make DEI Connection Meetings Work?

1. Have an Extremely Accessible and Supportive Organizing Team

DEI connection meetings need to be part of an official program coordinated through a unified team within the organization. Having an official program clarifies the intent and purpose of these meetings: to confidentially learn about and appreciate perspectives that were previously unfamiliar or not well understood by participants. Linklaters, an international law firm, clearly defined its successful 2018 reverse-mentoring pilot around three aspects of diversity: Black, Asian, and minority ethnic (BAME), lesbian, gay, bisexual, and transgender (LGBT), and social mobility. They sought mentors from junior employees, including lawyers but also business teams, and paired them with their mentees, senior partners.

The team organizing and leading the DEI mentoring efforts has a large role to play. All participants need to feel reassured that they can reach out for help at any point in the mentoring journey and that they have the emotional space and support to digest their learnings. The organizing team should be available to discuss all mentor and mentee worries concerning the program before the first meeting, and provide independent matching of pairs, ideally from

different teams. They can set pairs off on a good footing by helping them to agree on subjects which are off-limits, reinforcing that all participants can decline to answer sensitive questions without having to justify these decisions.

When mentoring programs launch, the organizing team should follow up with both mentors and mentees after each of the first three meetings. Allowing participants to stop at any point without judgment and addressing concerns along the way help create a reliable framework for participants. Virgin Atlantic's successful DEI mentoring program, running since 2018, has a trusted coordinator who is available to discuss any concerns within the program. Every two months, the mentors come together in a trusted space to share their own experiences, and while respecting confidentiality, create a supportive community among the mentors themselves. These gatherings reinforce a feeling of support, but also normalize the DEI mentoring experience (Brown, 2020-2022).

By recruiting only volunteers who are willing to participate, whether as mentors or mentees, participants will be those who show curiosity and a willingness to learn. These qualities make successful participants in the 'work' of learning about and sharing our lives, perspectives, challenges, and successes.

2. Ensure Visible Senior Support for the Initiative

Senior-level participation is invaluable for DEI mentoring programs. At Virgin Atlantic, then CEO Craig Kreeger participated in the first test run in 2018 before their official reverse mentoring pilot even started. Richard Branson, Group CEO, participated subsequently.

When senior leaders participate in DEI connection meetings themselves, they demonstrate vulnerability, commit their time and energy to becoming more socially aware, and signal that they value these programs, encouraging others to participate. They also make better decisions. Only when decision-makers truly listen and understand can they take the right actions to create deep inclusion and belonging across their organizations. This requires change in two areas: official policies and practices, and organizational culture and norms – both areas where senior decision-makers can lead change.

At Linklaters, then firmwide managing partner Gideon Moore participated in the reverse mentoring pilot and continued on afterwards. Nick Marshall, a mentor in Linklaters' 2019 reverse mentoring scheme, shares a key dynamic for creating successful meetings:

For me, the success of the scheme was in providing an invaluable link between those in senior positions who might have the power to act but lack the knowledge of issues being faced by particular minority groups, with those who have the knowledge of the issues but lack any power to do something about them. (Marshall, 2019)

However, participation in these programs is not the only way senior leadership can signal their support for DEI mentoring or its purpose, inclusion. Senior leaders can promote a culture of inclusion through their own example. In the case of Cisco, their Proximity Initiative was inspired in 2019 by the CEO, Chuck Robbins, hosting Bryan Stevenson, Founder and Executive Director of the Equal Justice Initiative in a courageous conversation on racial injustice during an all-employee meeting (Allen, 2021). The CEOs I interviewed had similar experiences. One Fortune 500 CEO operating in the financial services sector saw that when leaders demonstrate inclusion,

it frees employees to be more accepting of other views and cultures. “If you’re told to only think one way, you will probably end up thinking only that way.”

3. Create a bedrock of safety and trust

Organizations need to establish a culture of trust and psychological safety, free from judgment, for participants in DEI connection meetings to feel safe enough to share their honest experiences, learn and connect. The DEI mentoring journey should provide both mentors and mentees not only confidentiality, but also the assurance that they’ll be given the benefit of the doubt – that mentors won’t be judged as incompetent or complaining and that mentees won’t be judged as ignorant or arrogant. Rather, participants have a need to feel respected for embarking on a meaningful learning journey together. Patience and trust are important because amidst what’s shared, there’s a lot that goes unsaid, and we need to trust that what’s unsaid is not necessarily negative. When discussing opportunities to gain self-awareness, one longstanding senior female executive of a Fortune 100 company I interviewed stated, “We need to press pause and examine how we show up and affect others ... We also need to feel comfortable and safe enough to let our guards down.”

Sharing honest lived experiences and personal perspectives takes courage, so showing appreciation for whatever is shared, no matter how big or small, and listening without judgment will encourage more honest sharing. In Cisco’s example, the more trusting and non-judgmental the atmosphere, the more underrepresented participants opened up. Steve Cox (2021), a participant of Cisco’s Proximity Initiative shared, “I realized that when I was transparent and said, ‘Look, this is what I’m trying to learn. You can be as open as you want – or not,’ people began to see that I genuinely care, and more of them began to open up.” Encouraging mentees to share their stories and their lived experiences first, can also facilitate honest sharing and connection with their mentors. In addition to feeling psychologically safe, the more mentors and mentees trust that they’ll be heard and respected and their input valued, the more incentivized they are to open up to meaningful contact and create bridging capital with each other.

Trust and safety are conveyed through both verbal and non-verbal cues, which can be interpreted differently, especially by socially distant people, since the assumptions we use to interpret these cues are influenced by our diverse lived experiences. Examining these cues helps us both communicate more clearly and create the trusting rapport necessary to bridge social distance and grow our social adaptability. For example, being more attuned to others’ eye contact and body language helps us both better understand others’ messages and generate more awareness of how we’re coming across to others (Spencer-Oatey & Franklin, 2009). Equally as important as our communication and rapport is our management of the stress that adapting to new cultures (Franklin & Spencer-Oatey, 2018), people and lived experiences can bring, something that a safe and trusting environment supports in the process of growing our social adaptability.

Progress on Deep Inclusion and Belonging

DEI mentoring programs help foster inclusion amongst their participants. But they can also create a more inclusive overall company culture, as participants share lessons they learned with others beyond their mentoring groups. Linklaters found that their reverse mentoring program increased openness within the organization, well beyond its DEI connection groups. Claire Geraghty (n.d.),

a mentor in Linklaters' program, found that "having an ally in senior management, the ear of someone that's not your direct boss has been invaluable... I think in general, people at work are talking more and being more open since the reverse mentoring programme started."

If we are to create deeply inclusive organizations, companies need to move from an outside-in perspective, which assumes that assembling a diverse team is sufficient, to an inside-out approach of cultivating social adaptability by actively creating opportunities to bring different people together to share their experiences in trusting and comfortable environments. By growing our social adaptability, we can reduce our social distance from a wider range of people and multiply our social capital. As we connect with more people, we establish a rich support system of diverse perspectives that benefits both employees and organizations, helping us create lasting progress on our journey towards deep inclusion and belonging.

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ABOUT THE AUTHOR

Cornelia Choe: CEO, The Leaders Alliance, Nyon, Vaud, Switzerland.

Accountability and Inclusivity in International Student Recruitment: How to humanize practices with stakeholder engagement and a tutoring approach.

Vincent Morvan², Middlesex University, Mauritius

Abstract: Higher education institutions (HEIs) are at different stages of development when it comes to international student recruitment. This article argues that the recruitment of international students must be linked with other strategic priorities and implemented with specific social responsibility practices. It explains why (HEIs) have a responsibility to interact with international students in a holistic way from the recruitment phase. Staff members involved in recruitment can develop a tutoring mindset with international students to set up the conditions for a successful process. Humanizing recruitment activities – such as negotiation and digitalisation of follow-up processes - anchors accountability and inclusivity. It tends to empower international students by offering them the conditions for full ownership. Staff members responsible for recruitment and retention will be able to deal with change and ongoing challenges in emerging markets thanks to relevant up-skilling.

Keywords: International students, Recruitment, Higher Education, Social Responsibility, Stakeholder Engagement, Tutoring, Accountability, Inclusivity, Humanization, Digitalization, Dialogue, Negotiation, Change.

Building lasting relationships with stakeholders thanks to accountability and inclusivity

When higher education institutions (HEI) hold themselves fully accountable, they seek to involve their key stakeholders in addressing their concerns and be responsive to them regarding their performance. One of the overarching standards directed at helping businesses and organizations integrate social responsibility practices is ISO 26000 (ISO Standards, 2010). It was developed before the UN 2030 Agenda / UN Sustainable Development Goals, and it offers many helpful and practical recommendations at an organizational level. At its core, we find ways to improve

² Corresponding Author: Vincent Morvan, Middlesex University, Mauritius, va.morvan@gmail.com

accountability portrayed as the state of assuming responsibility for and being transparent about the impacts of an organization's policies, decisions, actions, products, and services.

Moreover, ISO 26000 focuses on the improvement of Stakeholder Engagement (SE). On this topic, organizations are also called to comply with the AA1000 SE standard, where "inclusivity" is seen as the practical action of identifying key stakeholders and enabling their participation in developing a strategic response to them (AccountAbility, 2015). Inclusivity also involves internal collaboration at all levels of an organization, across governance, strategy, management, and operations, to achieve continual improvement (Bosschaert, 2017). Consequently, social responsibility is crucial for the continuity of HEIs because it provides a way for these institutions to be part of the sustainability of wider systems and lasting networks. For instance, one of the universities' pain points is to ensure accountability to international students on whom they have an impact and to those who also have an impact on HEIs.

In this regard, the question of accountability starts here: Are HEIs transparent with international students from the start in their marketing and communications during the entire recruitment phase? Indeed, HEIs are at different stages of development when it comes to international student recruitment. On the one hand, HEIs that are working on it with a short-term vision may make the mistake of assuming that genuine transparency and inclusivity can hinder their financial performance. Their work, sooner or later, will prove to be on a foundation of sand. On the other hand, HEIs that are keen to implement University Social Responsibility to influence all areas of their operations know that this effort will result in a lasting good reputation among international student communities and increase the institutions' ability to attract and retain international students thanks to practices of transparency and inclusivity.

We know that a successful international student recruitment plan is built on strategic goals based on a vision of trust-building and on long-term relationships. Nevertheless, some institutions may have reached a plateau in enrolment and feel they need to adopt a more strategic approach to take them to the next level. So, what does need to be in place for international student recruitment to ensure the growth and continuity of HEIs? One could argue that there is often a lack of internal synergy. International student recruitment strategy must be linked with other strategic priorities and implemented with specific social responsibility practices.

Questioning practices to be inclusive and accountable to international students

Mapping the gaps with institutional practices and specific challenges of international students is a crucial exercise.

Table 1: Complexity of challenges from the perspective of international students

Academic Challenges	Cultural Challenges	Psychological Challenges	Social Challenges
<ul style="list-style-type: none"> - Language barriers/Accepting knowledge. - New methods/ Adapting to a new academic system. - Coping with competitiveness and pressure. - Difficulties in finding internships and jobs locally. - Focusing on studies while dealing with uncomfortable housing. 	<ul style="list-style-type: none"> - Cultural adaptation to new contexts. - Interaction with local people. - Communicating with diverse/international staff on campus. - Working efficiently within diverse student groups. - Learning new group dynamics - Discrimination. 	<ul style="list-style-type: none"> - Isolation/Homesickness - Lack of practical assistance and holistic support. - Dealing with anxiety about the future. - Stress due to the cost of studies. - Access to healthcare and mental health support. 	<ul style="list-style-type: none"> - Building friendships and lasting relations. - Loneliness due to exclusion. - Lack of recognition of diplomas /experience . - Troubles dealing with official procedures/ Administration. - Facing social gaps with former community.

When the gaps between current practices and the needs of international students are acknowledged, HEIs gain the opportunity to provide another learning process (OECD, 2018). Indeed, another exercise would be mapping the links between main institutional strategies in order to review them and improve them by reaching a genuine synergy. For instance, when it comes to HEIs and international students, it is helpful to see the differences in expectations from various key stakeholders and yet discern complementary challenges that could be tackled together.

In order to be successful, institutions will need to become sophisticated and professional in their international student recruitment activities. This means ensuring that a strategic marketing approach underpins those activities. International Relations and Admissions

functions should work hand-in-hand with marketing and communications, and other key organisational functions, looking holistically at the whole student lifecycle – from first point of contact right through to alumni engagement (Lewis, 2016).

In the table below, we can see a list of important challenges faced by staff members within HEIs and by international students; the two groups' responsibilities and interdependencies echo each other.

Table 2: Complexity of challenges that could be tackled together within a new strategic synergy.

Challenges for higher education staff members	Challenges for international students
<ul style="list-style-type: none"> - Developing attractiveness in a context of international competitiveness - Recruiting international students and ensuring the retention of staff members. - Managing the complexity of quality assurance and global partnerships. 	<ul style="list-style-type: none"> - Facing language barriers in learning and engagement. - Dealing with different academic systems and management. - Growing in intercultural competence. - Interacting with local people and adapting to a new environment.
<ul style="list-style-type: none"> - Improving the efficiency and impact of learning methods. - Humanising learning to include a larger diversity of students. - Developing the digital literacy of staff and students. 	<ul style="list-style-type: none"> - Communicating better with staff members thanks to technology. - Having digital tools adapted to their diversities and contexts.
<ul style="list-style-type: none"> - Implementing systemic approaches in problem-solving within the international higher education context. - Integrating social responsibility practices in all layers of the institution. 	<ul style="list-style-type: none"> - Learning to apply relevant social responsibility solutions for their own context. - Integrating key soft skills into their learning experience.
<ul style="list-style-type: none"> - Aligning courses' contents to the expectations of employers and other stakeholders. - Enhancing long-term cooperation and envisioning new partnerships. 	<ul style="list-style-type: none"> - Being genuinely trained to be employed and develop a thriving career. - Integrating the relevant competencies into their lifelong learning journeys.

Hence, there is a clear distinction to be made by HEIs between being ‘international’ and becoming ‘inclusive’. In fact, greater quality in education comes from the appropriate use of practical assistance, inclusive learning spaces, specific skills development, student engagement, etc. Here are some questions that could then nurture focus groups’ discussions:

- In what ways can international student support on campus fulfil its promise and meet the expectations of students and their families who invest their financial resources in education?
- How do HEIs review services and support for international students?
- What are HEIs efforts toward international students to build trust, accountability, and inclusivity?
- How do HEIs gather diverse communities of influencers (current international students, alumni, parents, teachers, advisors, government departments, etc) and build the capacity to involve them in a process of continual improvement?

Moreover, significant growth in international student numbers will require HEIs to effectively plan, implement and monitor specific services on campus for this population and facilitate their participation (EHEA,2021). In order to reach excellency in providing services for international students, here are other questions for continual improvement:

- How do HEIs train existing staff and recruit specialised staff while expanding their campus with a larger international student community?
- How do HEIs design and implement their core processes related to recruitment (lead management, admissions, practical assistance, etc)?
- How do HEIs ensure transparency and integrity in communication?
- How do HEIs leverage inclusivity in order to improve engagement in remote activities and face-to-face promotion?

Improving International Student Recruitment thanks to a tutoring mindset

Integration of humanizing processes in education will be the result of meeting the converging expectations of all educational actors. In fact, higher education has more than ever great potential to foster social responsibility as well as personal fulfilment. But what does “education” mean? Education is being able to bring people together in a process of developing competencies through shared knowledge and integrated experience, enabling them to know how to apply these competencies in their specific contexts of life and action.

However, factors that can affect higher education are still widely present and can be classified into four groups: physical (health, cognitive abilities, etc.), psychological (motivation, confidence, etc.), social (family and peer support, etc.), and educational (relevance, difficulty, environment, etc.). It is undeniable that HEIs have a responsibility to interact with international students in a holistic way from the recruitment phase on. They must also ensure that their own

competitiveness does not lead them to interact with students as if they were standard products, nor to neglect them, isolate them, or confront them with non-humanizing practices. Therefore, international students need to be treated by staff members in such a way that their singularities are considered.

In response to the factors affecting education, the science of tutoring has been able to distinguish four specific levels: cognitive, socio-emotional, motivational, and metacognitive (Rodet, 2016). We can define the shape of a tutoring approach by considering the human dimensions that have an essential impact on the success of any process run by HEIs. The idea is to enable staff members involved in any tutoring and relationship with international students to set up the conditions for a successful process.

What is the set of prerequisites that must be identified, measured, and mapped in order to be able to set up tutorial support from the recruitment phase? The following table shows a framework for the tutoring mindset that can be integrated into international student recruitment and retention strategies.

Table 3: Overview of a contextualized tutoring plan for international student recruitment activities

	Cognitive Plan	Socio-emotional Plan	Motivational Plan	Metacognitive Plan
Welcome and Orientation	Inform about the process with transparency	Initiate the construction of a lasting relationship	Bring out the student's personal objectives	Encourage the student to develop a greater vision of his/her studies
Organisation	Explain the relevant way to prepare and validate each step	Build trust by answering all questions with integrity and take actions to help	Support the student in the process of writing a professional plan	Facilitate discussions with key stakeholders linked with the students

Pedagogy	Trigger analysis of the appropriate degree/program's contents	Facilitate connections with other students and alumni	Propose meaningful tools to help the student discern his/her own path	Encourage critical thinking and expression
Socio-emotional Motivation	Personalise support	Break the isolation of the student / Provide help making connections	Fight against causes of discouragement in the process	Make students aware of their abilities
Technique	Help master the digital tools and processes	Encourage mutual assistance among students	Make sure to provide the right tools and adapt them to the student's context	Encourage other key stakeholders to support the student during the process
Metacognition	Raise awareness about cognitive preferences	Facilitate awareness of emotional states	Identify the motivations and how to develop them	Feed the "learning how to learn" approach with insights
Evaluation	Announce clearly the criteria involved in any assessment	Produce and implement a feedback loop	Encourage / congratulate when it is appropriate	Guide the assessment of the recruitment phase

While it is a given that the massification of higher education institutions is not a guarantee of quality, tutoring makes it possible to move away from the collective norms of exclusion induced by competitive tendencies. Humanization in recruitment activities anchors accountability and inclusivity. It tends to empower international students by offering them the conditions for full ownership.

Dialogue and negotiation with key stakeholders involved in recruitment actions

Dialogue is understood here as the intellectual, humble, and hospitable process where people as well as disciplines meet, investing time in learning and working together to foster applied wisdom. Moreover, diversity should be understood at all levels as a tremendous source of knowledge to build the capacity to face global challenges.

The reality of diversity embraces changing cultural differences within societies and workplaces, evolving disciplinary and educational frameworks and cognitive diversity and influencing interests amid geographical and historical diversity. In dialogue, the communication process occurs in the form of a conversation between two or more people. Dialogue can be formal or informal, structured or unstructured. By extension, negotiation is a communication process where two or more interdependent parties are usually able to resolve a challenge or a problem. Genuine dialogue can be defined as a two-way street in which all parties are capable of learning. This capability is a key factor in attaining accountability and, in particular, a bridge to achieving inclusivity. This is the basis of a climate of trust.

HEIs can foster a more inclusive space and dialogue for international students by:

- Being open to external practices: Understanding that dialogue can benefit from other points of view. Western practices and English-speaking documents do not necessarily have to be at the centre of internationalization.
- Being mindful of people's values: People's socioeconomic, linguistic, and cultural backgrounds will greatly affect the way they act and perceive higher education. For this reason, HEIs should be mindful that there is no "one size fits all" practice.
- Avoiding stereotypes: HEIs should not place international students in a box, isolating them from local students. Instead of stereotyping them, we need to be open to learning from the differences they can bring. By being open and accepting of what they have to offer, we will be able to foster truly inclusive dialogue.

Consequently, it is essential to explore how HEIs might successfully create conditions that allow for a just and equitable recognition of traditional and indigenous learning systems as valuable. Moreover, building trust is at the core of negotiation ethics (Duzert, 2020). Here are key elements when it comes to fostering and leading ethical negotiations:

- Learning about the interests of other parties, focusing on interests and not on positions, and communicating interests strategically.
- Inclusive negotiators welcome the position of their interlocutors, their beliefs, motivations, and interests. This ability is directly related to humility and empathy.

- When integrity and interdependency are guaranteed, relationships grow in trust, and the parties share information more freely and creatively.
- Agreements become more valuable where there is greater care for all parties.

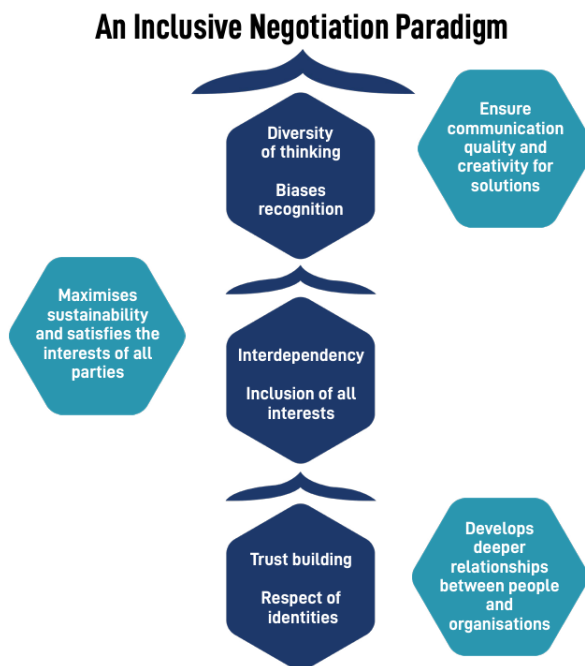


Figure 1: Process and advantages of an inclusive negotiation paradigm

*Source: “Actioning inclusion – Handbook for a Socially Responsible Higher Education”,
by Vincent Morvan, 2021, Diversity Intelligences.*

In order to create value for all parties, the first phase of learning and preparing before the negotiation process is crucial. Empathy and equity need to be combined with high-level professional skills so that the complexity of the challenge and its systems will be clearly understood.

An inclusive negotiation paradigm will follow three stages:

- First, trust building should always be associated with the respect of identities involved in order to develop lasting relationships with a long-term vision.

- Second, the inclusion of interests comes at the centre of the process in order to maximise the sustainability of systems at stake and strengthen a positive interdependence between all parties.
- Finally, HEIs must discern the biases that could hinder both communication and relationships, making sure that diversity of thinking is embraced in order to generate creative solutions and appropriate implementation.

Training staff to ensure continual improvement in international student retention

Anticipating change when reviewing practices towards international students

In order to promote a culture of resilience and mental strength, university staff can design and deliver supportive strategies focused on helping international students develop resilient responses grounded in positive coping. A fundamental skill when building these interventions includes the capacity to have in-depth exploratory conversations with distressed students, where these positive coping responses can be properly introduced and grounded in narratives of personal growth. (Price, 2021).

At a personal level, identity is not the mere development of the information found on our official documents, curriculum vitae, or even the elements found on social media profiles. We are often aware of this first misperception: it is not possible to establish the identity of a person based on the aforesaid criteria. Moreover, even if we could integrate the complexity of someone's identity, it is important to consider that a personality is not fixed and stable, neither constant nor totally united. In a way, each personality is dynamic because it is in constant formation and evolution and struggles with inner negotiation (Kaufmann, 2008). Hence, the second misperception comes from suggesting that identity is always a unified reality. The self is a process in progress based on self-representation. At a personal level, the complexity of forces influencing a person's thoughts and behaviours is difficult to anticipate. Indeed, a person can be inspired by numerous influences and integrates them in a unique way.

Moreover, considering the knowledge sector, the reality of change within diversities embraces:

- Changing combinations of multiple diversities, mutations, and transitions in worldviews (all of them influencing individuals, societies, and workplaces).
- Evolving disciplinary trends and methods, with a variety of focuses and perceptions depending on fields of study and their specializations.
- Growing transdisciplinary approaches and a difference in capacity to integrate the complexity of human interactions, their environment, and wider systems.

- Existing gaps between a large range of educational frameworks and their level of relevance when it comes to adapting knowledge in a large variety of contexts.
- Evolving psychological mechanisms and uniqueness of personality.
- Challenging differences in ethics, interpretation of what is good in different contexts, and multiple priorities for reaching a suitable sustainable development.
- Cognitive diversity within teams with unique expressions of individual and collective potential, etc.

If international students and their relationships are to be apprehended in their complexity, and if staff are to grow in discernment and knowledge about managing diverse people, HEIs must develop training programs to embrace these types of change (Bourke, 2021). HEIs could provide their staff with the means to master the needed skills and competencies, such as:

- Develop intellectual humility with a balanced positioning within the surrounding environment.
- Welcome others within teams with all their differences to help them reach their full potential.
- Establish equality relationships in a context of dialogue and detached from any power relationship.
- Establish team cohesion in a position of constant dialogue and detached from any power relationship.
- Foster continuous improvement at a collective level thanks to a non-threatening awareness of fallibilities.
- Include cognitive diversity in problem-solving and decision-making.
- Lead and support inclusive teams in a context of continuous transformation by promoting psychological safety.
- Enhance current knowledge by embedding it in a diversity of contexts with appropriate skills.
- Study all stakeholders' interests linked to a social responsibility project in order to make decisions for the common good.
- Identify social, educational, and professional difficulties coming from diversity in order to respond to them in a targeted way.
- Increase the coherency between corporate identity, organisational management, and partnership relations.

Ensuring a digitalisation that serves humanization

The online international student information hub can be an efficient tool for the early management of expectations, which in turn can help prevent misunderstandings and thus minimise conflicts and mitigate risks. As a side-effect, the online information hub for

students might help other university stakeholders gain a clearer understanding of the scope of university services that are available to international students. (...)

While content is crucial, it is important to keep in mind that the interface of the hub should correspond to the needs and expectations of the students, as well. It is also vital that we find ways to let the students be not only the consumers of the information but also the co-creators of content, thus facilitating peer-to-peer connections between them and enhancing their active engagement at our institutions (Grinkevich, Sadykova, Shabanova 2019).

How can digitalisation contribute to humanization?

- It facilitates access to training by considering the different availabilities and the reality of geographical distance and social constraints.
- It allows the methods, content, and objectives of training to be rethought and developed and therefore reimagines the acquisition of skills.
- It allows different professional, cultural, and social activities to be combined in a continuous training process.
- It can offer technical solutions to people with disabilities.
- It widens the learning community and increases the possibilities of meetings around common educational goals.
- It can collect data on the engagement of the learning community aiming at the continuous improvement of the digitised training pathway and at personalised support through targeted tutoring actions.

Nevertheless, digitalisation also be an obstacle to humanisation when it is misused? This occurs when:

- The educational content has not been studied in its complexity or singularity considering the specific processes of digitisation.
- The educational content does not meet the educational objectives and does not reach the targeted learning community.
- Digitalisation is seen as a self-serving end, as a business or communication opportunity.
- Ethical concerns are raised regarding data collection and when technology/AI themselves perpetuate biases.
- It causes a feeling of loneliness underpinned by the uniformity of its pedagogical formats that do not sufficiently consider the cognitive specificities of each student.

Digitalising means translating an educational need to a learning community in all its diversity in order to make skills development achievable in a synchronous or asynchronous way.

“Africa needs to benefit from the use of digital technologies, often described as the most rapid paradigm shift ever seen in education. There is an urgent need to invest and modernize the digital infrastructure (...). Exorbitant costs, a lack of skills and awareness, and cultural acceptance are also key barriers that need to be addressed. Institutions need to embed digital transformation in their strategic planning, organizational structures, and operational processes. Without a change in policy, practice, and perspective, it will not be possible to address the impending challenges of digitalization.” (Wondwosen 2023, p.25)

Facing the challenge to reach excellency in African international student recruitment.

Sub-Saharan Africa is a demographically dynamic and young region: In 2020, it had nearly 92 million people at the age for post-secondary education. However, fewer than 9 million sub-Saharanans are currently in higher education. Demographic forecasts estimate that the youth population will considerably increase by 2050. Higher education challenges are therefore taking on a major dimension (Campus France, 2022).

How do HEIs develop a lasting relationship with key stakeholders—for instance, educational staff in targeted countries—so that they can assist with navigating local educational institutions, regulations, and expectations? What can HEIs offer African international students that other competitors cannot?

Much is needed for an alumni-oriented culture at African universities. The starting point is to ensure timeous data collection and storage from current students who would form the future alumni of their universities. Secondly, African universities would need to design effective recruitment and retention strategies, recognizing alumni as potential assets and good ambassadors. This sense needs to be fostered by effective, routine communication between university alumni or students’ affairs departments and alumni themselves. (Nwedu 2019, p.5)

HEIs could implement recruitment and inclusivity as a tremendous source of knowledge to build capacity to face global challenges. Relevant models imply that international student recruitment and retention should be addressed within specific educational and social contexts. HEIs, in attempting to realize their own educational objectives, will need to ensure the long-term academic

and professional success of students and alumni by their integration into a system that recognizes student backgrounds and demographics.

Consequently, with this new understanding of the social responsibility of HEIs, we realise that there are several types of engagement that HEIs could master within a newly defined synergy:

- Developing their institutions' ability to welcome and integrate the complexity of diversity among learners and staff members.
- Enhancing educational methods and learning contexts to improve access and quality of education for all.
- Ensuring that educational programs generate genuine social change and positive impact.
- Building future leaders of change among staff members and learners with the essential skills to lead and implement inclusivity and social responsibility within and beyond the institutions.
- Managing the diversity of partners/stakeholders' interests.
- Co-creating a system of support and relevant contextual assessments to align all dimensions of an institution towards UN SDGs.

Higher education institutions face many challenges in a continuously evolving landscape. No institution can function in isolation, and HEIs are now expected to bring knowledge and support and provide answers to solve global problems (UNESCO, 2015). Without including all their stakeholders and focusing on how they can have a positive impact on society, HEIs will have difficulties overcoming their challenges and fulfilling their responsibilities.

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ABOUT THE AUTHOR

Vincent Morvan: *Head of Marketing and Student Recruitment for Middlesex University Mauritius. Co-founder of Diversity Intelligences, France.*

Taking Stock of Self-Determination Theory as a Framework for Intercultural Education: A Systematic Review

Paula Nестea³, Graduate Institute of International and Development Studies, Switzerland

Abstract: This systematic literature review aims to take stock of the current state of the use of self-determination theory (SDT) as a theoretical framework for intercultural education (IE). The literature review allowed for the selection and retention of 35 full articles after examining 1463 abstract studies related to the topic. The review examines the areas of IE addressed in the studies, the use of multiple theoretical frameworks, the SDT components used, the populations studied, the research approaches used, and the geographical distribution of the studies. The review finds that almost half of the studies focus on methods and strategies to improve IE using SDT, indicating a promising avenue of study. However, the review also identifies a gap in the literature regarding the importance of relationships in the context of IE, which could be addressed by incorporating the mini-theory of relationships motivation theory. The review also finds a need for a clear definition of IE in studies that consider SDT as a theoretical framework, as several authors use or define other terms to discuss IE. The review concludes that increasing IE is necessary to leverage diversity, promote inclusion, and cultivate mindful and responsible global citizens for the future.

Keywords: New Systematic Literature Review, Intercultural Education, Self-Determination Theory

Introduction

There has been an increase in intercultural interaction due to various factors, such as a rise in the number of students pursuing tertiary education abroad, an increase in cultural diversity in primary and secondary education classrooms due to migration, as well as global socioeconomic changes. This has presented intercultural teachers and experts at all levels of education with uncertainty in terms of how to handle these unprecedented challenges and promote cultural exchange and intercultural dialogue (Abu-Nimer & Smith, 2016).

In the 2021 SIETAR Switzerland Contribution to UNESCO'S Futures of Education Initiative, a collective of authors observes that notwithstanding the identification of crucial issues facing the education system and potential solutions, hindrances to the transformation and modification of the system persist. And that despite the recognition of the importance of preparing future generations to tackle the task of preserving the sustainability of our global environment, including issues related to Intercultural Education (IE), limited progress has been made. The same collective of authors notes that, in fact, instead of improvements, new challenges have arisen, highlighting the seeming ineffectiveness of education in addressing these issues (Arvanitis et al., 2021).

³ Corresponding Author: Paula Nестea, The TASC Platform, Maison de la Paix, Chemin Eugène-Rigot 2A, Case Postale 1672, Graduate Institute of International and Development Studies, Geneva, CH-1211, Switzerland, email: paula.nestea@gmail.com

By identifying similar obstacles that need to be overcome worldwide and that characterize educational systems, proponents of Self-Determination Theory (SDT) argue that, ironically, despite substantial evidence supporting the importance of satisfying psychological needs in learning contexts, many current educational policies and practices around the globe continue to be rooted in traditional motivational models that fail to support the needs of both students and teachers (Ryan & Deci, 2020). In many cases, teachers must work around, and even despite institutional obstacles, including mandated curricula, to support learners' psychological needs (Patall & Zambrano, 2019). This discrepancy between established SDT research and dominant educational policies and practices highlights important gaps that must be addressed in order to equip teachers and students with the necessary capabilities for the 21st century (Ryan & Deci, 2020).

At the same time, the scholars stress the importance of a comprehensive and structured approach to IE that integrates theory and practice, encourages student participation, and enhances their communication skills for intercultural interactions (Georgouli, 2022).

In this regard, considering the similarities in both observations and analysis of the two research currents, namely SDT and IE, both of which emphasize the need for changes in educational policies and practices, the question arises as to how these two currents can mutually support each other and to what extent IE research is linked to SDT in the academic literature. Therefore, this article aims to take stock of the current state of the use of SDT (Ryan & Deci, 2017) as a theoretical framework in the research on intercultural education. To do this, the paper will identify articles that have been conducted on the topic. It is noteworthy that even though a systematic literature review on the use of SDT mini-theories in second language learning has been recently published by Al-Hoorie et al. (2022), this article does not discover any review of SDT in the IE field specifically.

This demonstrates a knowledge gap regarding a review of SDT research. As a result, this new systematic review is needed to alleviate the identified research gap. The findings are organized into themes and highlight the main strengths but also the main gaps in research using SDT for IE and suggest directions for future research.

1. Literature Review

1.1. *What is the definition and purpose of SDT?*

The SDT was initially developed by Deci & Ryan (1985a) and has progressively evolved over the past four decades with the contribution of several researchers worldwide to become a major reference in the field of human motivation (Gagné & Deci, 2014; Ryan & Deci, 2000a; Ryan & Deci, 2020). It comprises six mini-theories, each developed to explain a set of motivational phenomena (Gagné & Deci, 2014), including:

- 1) Cognitive Evaluation Theory (CET);
- 2) Self-Determined Motivation Continuum - Organismic Integration Theory (OIT);
- 3) Causality Orientations Theory (COT);
- 4) Basic Psychological Needs Theory (BPNT);
- 5) Goal Contents Theory (GCT); and
- 6) Relationships Motivation Theory (RMT).

The SDT centers on understanding how social and cultural factors influence and support individuals' choices and efforts; the theory links the satisfaction of basic psychological needs to enhanced well-being, functioning, and intrinsic motivation, whereas the inability to satisfy these needs would be linked to ill-being, ill-functioning, and a lack of motivation or extrinsic motivation. SDT is the basis for interventions in many domains, including education and culture, as it become one of the most widely applied approaches to human motivation (Ryan et al., 2022).

One of the most widely used mini-theories of SDT as a theoretical framework in empirical studies is the Basic Psychological Needs Satisfaction Theory (BPNST). Moreover, research conducted by a team of fifteen researchers worldwide has shown that despite individual and cultural differences, the satisfaction of three psychological needs: autonomy, competence, and relatedness, is essential for the optimal functioning of individuals (Chen et al., 2015).

These three needs are considered universally necessary and sufficient for psychological flourishing and achieving a state of well-being (Deci & Ryan, 2008). In an environment that satisfies these three fundamental psychological needs, individuals can access well-being and self-determination, while in the absence of these needs, individuals cannot achieve their full development (Deci & Ryan, 1985a, 2000, 2008; Ryan & Deci, 2000a). The proponents of SDT (e.g., Deci & Ryan, 2008; Van den Broeck et al., 2010) define these three needs as follows: autonomy is the sense of acting according to one's own choices and desires; competence is the feeling of being effective in the environment and accessing valued outcomes; relatedness refers to the need for social relationships and the feeling of being supported and connected to others; the concept of relatedness is closely related to that of quality social relationships with others.

1.2. What is the definition and purpose of intercultural education?

IE is an approach that emphasizes the awareness of the dynamic relationship between culturally diverse groups rather than simply recognizing their existence, and it is promoted by scholars who argue that it is more active than multiculturalism (Zachos, 2022). As such, IE is an approach to education that acknowledges and respects the diversity of cultures within and across societies and seeks to foster sound and harmonious relationships and interactions between individuals and groups from different cultural backgrounds. It aims to promote intercultural competence, which includes the ability to understand and appreciate different cultural perspectives, communicate effectively across cultural boundaries, and engage in respectful and constructive interactions with people from diverse cultural backgrounds.

IE also seeks to address issues of social justice and equality and to challenge prejudice, discrimination, and inequalities based on cultural differences. It encompasses a wide range of practices and approaches, including curriculum design, pedagogy, teacher education, and policy development, and can be implemented at all levels of education. For an extensive review of the concept of IE, as well as its corollary, multicultural education, please refer to Zachos (2022). This last author also underlines that the scientific area and its practice in schools encompass a wide range of approaches, from teaching phrases in various languages to focusing on economic inequalities, oppression, and forms of resistance, and points out that IE is closely related to efforts to shift the "educational paradigm" and challenges the dominant monocultural character of education.

Various authors argue about the objectives and purposes of IE. In the opinion of Abu-Nimer & Smith (2016), intercultural and interreligious education is necessary to address the root causes of conflicts, which often arise along ethnic or religious lines. These conflicts can be exacerbated by fears of cultural or symbolic threats, which can be exploited by populist politicians and religious leaders. Strengthening self-awareness, empowering internal voices, and meeting different others are important steps in overcoming these fears. In that way, education plays a key role in developing the necessary skills to interact sensitively and competently across cultural contexts, which can enhance a society's immunity and resilience against exclusion, discrimination, and abuse of basic human rights (Abu-Nimer & Smith, 2016).

More recently, scholars have emphasized the essential role of IE in promoting effective collaborations in international affairs, intercultural management (e.g., Stalder, 2022), and global cooperation, as well as in developing effective global citizens and leaders (e.g., Farrar & Saudelli, 2022). According to Farrar & Saudelli (2022), in a world without boundaries, relationships are crucial, which is why IE is specifically important. Stalder (2022) also points out that we cannot be competent by ourselves or develop our competencies without interacting with others: the VUCA environment and the challenges we face, such as the COVID-19 pandemic, cannot be tackled by individuals alone, and global task forces with strong intercultural competencies are necessary to find and implement sustainable solutions that benefit everyone.

1.3. Why use SDT as a theoretical framework in intercultural education?

As previously mentioned, the purpose of this paper is to conduct a systematic literature review that could take stock of SDT use in IE contexts. To do so, we first developed a research question framework that aims to provide a comprehensive understanding of the area of IE and its relationship with SDT. Here are the questions of this framework:

1. What specific area of IE is addressed in the studies under review?
2. Is the SDT used as a standalone theoretical framework or in conjunction with other theories?
3. Which components of the SDT are utilized as a theoretical framework within research on IE?
4. What types of samples (e.g., student populations, teachers, etc.) are included in the studies?
5. What research approaches were employed in the studies?
6. Where were the studies conducted geographically?
7. Does the paper provide a clear definition of IE?
8. Does the paper provide a clear definition of SDT?
9. Is the research empirical or theoretical?
10. Has the research undergone peer review?
11. Is the paper accessible as open-source?
12. How many other studies have cited this paper?

These questions seek to provide a comprehensive understanding of the area of IE using SDT as a theoretical framework, including the research methods and scope, the credibility and accessibility of the research, and its impact on the field.

2. Methodology

The methodological procedures followed here are those of PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), a guideline for systematic reviews across multiple disciplines (Moher et al., 2015; Page et al., 2021).

In order to identify the use of SDT as a theoretical framework in the context of IE, a search was conducted on the academic platform "Swisscovery" and on "Google Scholar" in late March 2023 and early April. Additionally, during the same period, a search was conducted on the outstanding website dedicated to SDT, which is exceptionally well-designed, maintained, and managed by researchers who are passionate about this theory. This site, "https://selfdeterminationtheory.org/applications/" contains over 3,200 references to academic publications in various fields, such as education, well-being, or culture, which use the theory of self-determination as a theoretical framework. Two sets of search terms were utilized on these three data sources in order to identify the use of SDT as a theoretical framework in the IE field. The two sets of search terms were "Intercultural Education," "Self-determination Theory," "SDT", and "Intercultural Competence," "Education," and "SDT." The searches were performed by combining all words from both sets of terms using the Boolean operator 'AND.'

As depicted in Figure 1, the procedures utilized in this study resulted in the identification of 1503 records. Of these records, 163 (36 Swisscovery, 127 Google Scholar) were obtained through academic databases, while 1340 were obtained from other sources (such as the website of SDT). After removing 29 duplicates, a total of 1474 records remained. Through an initial screening of titles and abstracts, 1463 records were excluded due to obvious irrelevancy or failure to meet the inclusion criteria specified below. The full text of the remaining 43 records was examined, with 11 being removed for not meeting the inclusion criteria. This left 32 eligible papers for inclusion in the systematic review.

While screening the 32 articles, three new papers were found through snowballing technique after the initial PRISMA search had been completed. This process is known as a "posthoc inclusion" and is justified by the relevance of the research questions for our review and the quality of the study. Although some researchers exclude theoretical studies from systematic literature reviews (e.g., Rosli et al., 2022), the decision to include theoretical papers was motivated by several reasons, the most important of which is the very limited number of studies on IE that used the SDT as a theoretical framework. Therefore, without the theoretical studies, this literature review would have focused on less than thirty studies, which is questionable from a quantitative research perspective.

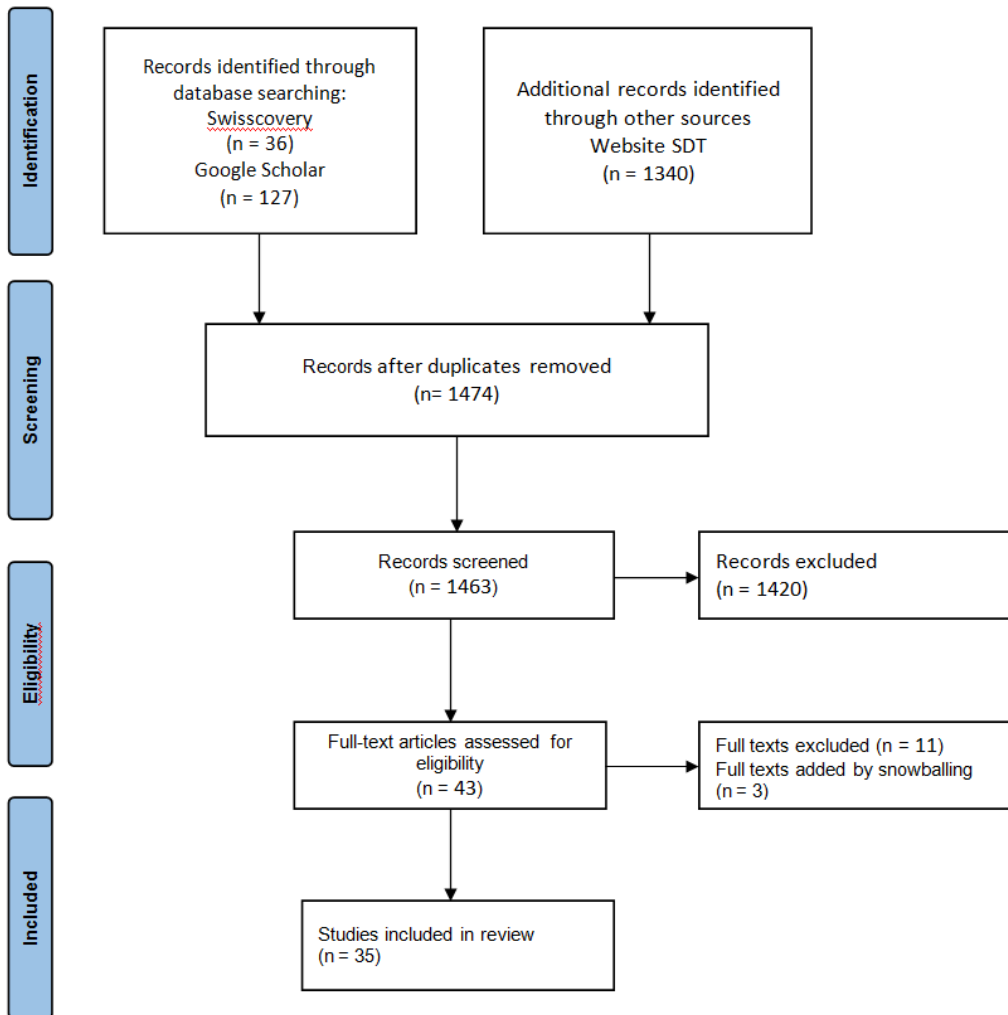


Figure 1: Research flow based on the guidelines and procedures of PRISMA (Moher et al., 2015; Page et al., 2021).

Based on the 10 research questions mentioned above, a set of inclusion and exclusion criteria were created and used to examine the articles, ensuring that the selected articles were relevant to the study's scope. Thus, this review focuses on articles that met the following inclusion criteria, which are presented in the following table.

Table 1. Inclusion and exclusion criteria.

<i>Inclusion Criteria</i>	<i>Exclusion Criteria</i>
Research about intercultural education	Research about education that does not include intercultural aspects
Includes a clear element of SDT in research	SDT elements not visible in research
Articles	Book chapters
Written in English	Studies not written in English

Source: Nestea

3. Results

To answer the formulated research questions, the 35 articles that had undergone the identification, screening, and inclusion processes as recommended by PRISMA (Page et al., 2021) were subsequently analyzed critically and analytically for the trends and direction of SDT in IE. Appendix A contains the articles being reviewed and included in this systematic review.

3.1. What specific area of intercultural education is addressed in the studies under review?

This first question aims to identify which domain of IE is addressed in the articles. Given both the multitude of areas studied and the observed similarities and connections, a gathering of these connections was carried out to facilitate reading. Thus, four main classes of areas were identified in the articles, namely:

- Methods/ Designs to improve Intercultural Education (17 articles out of 35);
- Optimal psychological learning environment for students from different cultural backgrounds (8 articles out of 35);
- Intercultural Education self-awareness (6 articles out of 35);
- Foreign language studies and cross-cultural awareness (4 articles out of 35).

This classification brought together topics such as: "The Roles of Teaching Methods, Teachers' Self-Efficacy, and Intrinsic Motivation in the Teaching Of English Culture In EFL Classrooms"; "Foreign language studies and cross-cultural awareness", or "Virtual Intercultural Education" for the "Foreign language studies and cross-cultural awareness" area.

For the "Intercultural Education self-awareness" area, topics such as: "High-school students' Awareness of Global Issues"; or "Intercultural Competencies of Coaches and Teachers" were used in the study. As an example, the "Methods/ Designs to improve IE" area included topics such as: "The intrinsic motivation and social interdependence of students enrolled in two universities, and "Participating in small-group intercultural computer-supported Collaborative Learning between the USA and China"; "Help Western teachers have better intercultural competence", or "Asynchronous discussions within an online professional community of 50 countries working to develop a democratic practice in education" were brought together.

Finally, for the "Optimal learning psychological environment for different cultural background students" area, topics such as "Fifth-grade students' Language Learning - Content and Language Integrated Learning (CLIL)"; "The role of self-determined motivation and goals for study abroad in the adaptation of international students"; "The first systematic review on predictors of international students seeking cross-border education and cross-cultural experiences adjustment" were brought together. Below is a chart with the results of the areas examined by the articles included in this literature review.

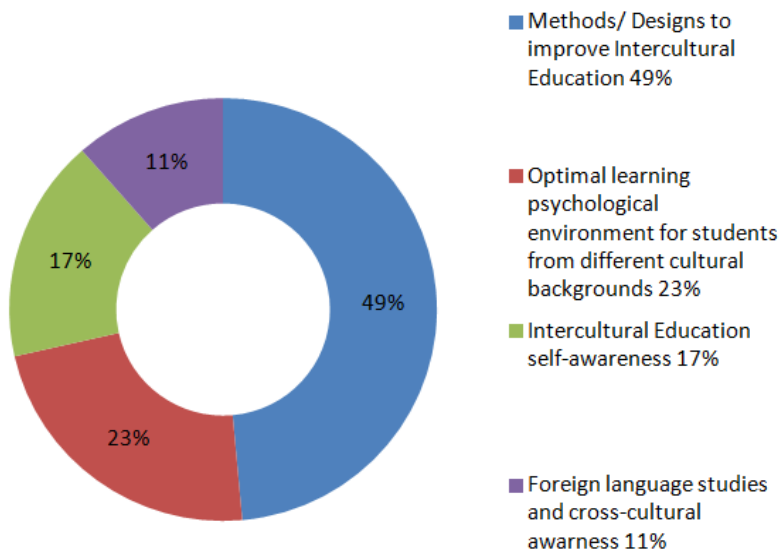


Figure 2: Specific area of intercultural education addressed in the studies under review

3.2. Multiple theoretical frameworks

The main idea here was to examine to what extent the use of SDT as a theoretical framework for IE is done in conjunction with other theories. The results show that contrary to expectations and the results of other systematic reviews (e.g., Rosli et al., 2022), when it comes to IE, almost half of the articles use other theoretical frameworks in conjunction with SDT. Thus, out of 35 articles, 18 use only SDT, which represents 51%. The other theoretical frameworks used can be:

- Dewey's (1938/2015) concept of a situation, Vygotsky's (1986) zone of proximal development, and Marton and Tsui's (2004) space of learning (In Piipponen et al., 2021);
- Attribution theory and its implications for task persistence and goal attainment as developed by Weiner (1985; 2005) and Graham (1994) (In Awad, 2014).
- Supra-local transfer (Dewey, 1938) (In Loima. (2020);
- Teachers' professional identity (Sachs, 2005) (In Pflingsthorst et al., 2019);
- Expected Value Theory (EVT) and Achievement Goal Theory (AGT) (In Gan, 2023);

- Theory of Planned Behaviour (TPB) (Armitage & Conner, 2001) / Standpoint Theory and Cultural Relativism (Ardill, 2013) (In Macdonald et al., 2016);
- Achievement Motivation Theory (Atkinson & Raynor, 1974) / Expectancy Value Theories (Brophy, 1999) / Success Attribution Theories/ Attribution Theory (Weiner, 1986, 1992)/ Self-worth theory (Covington 1992)/ Self-efficacy Theory (Bandura, 1996)/ Goal setting theory (Locke and Latham 1990)/Goal orientation theory (Ames 1992)/ Social motivation theory (Weiner 1994)/ Theory of planned behaviour (Ajzen 1988)/ (In Sisamakis, 2006);
- The socio-constructivist approach to writing (Murray & Hourigan, 2008)/ community sharing theory (Engeström, 2001)/ Innovation Diffusion Theory (IDT) (Rogers 1995: p.10) (In Awada & Diab, 2018).
- Socio-Cultural Theory/ Model of Educational Effectiveness/ Social Learning Theory/ Connectivism Theory (In Ryma, 2022)
- Bandura's Social Cognitive Learning Theory (SCL) (In Chobphon, 2020);
- Intercultural didactics, research on classroom management, and interest theory (In Vieluf & Göbel, 2019);
- Job Demand Ressources Model (In Cao & Meng, 2022);
- Motivational Self-System (Dornyei, 2009) (In Lamb, 2017);
- Socio-Cultural Contexts, Interpersonal Relations, Self-Dynamics, Actions, and Capitals in Language Learning Motivation Model (adapted from Noels et al., 2016) (In Firat et al., 2022);
- Social interdependence theory (Deutsch 1949; Johnson & Johnson, 1996) (In MacLeod et al., 2017).

Below is a graph displaying the results of the question regarding the use of other theoretical frameworks in addition to SDT in the articles included in this literature review.

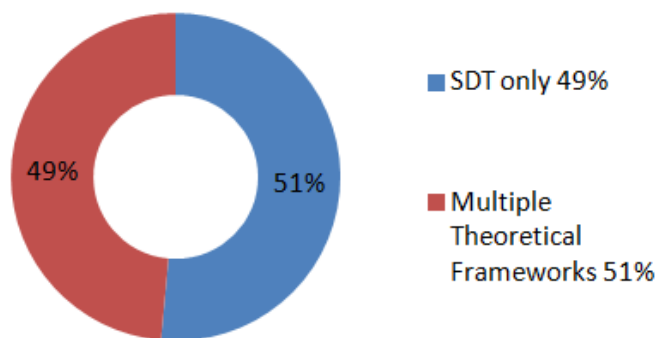


Figure 3: Use of SDT as a single theoretical framework vs. in conjunction with other theories.

3.3. SDT Components

As mentioned at the beginning of this article in section 1.1 regarding the definition of SDT, several mini-theories and factors of self-determination have been proposed by proponents of this theory. It would be relevant to know in the context of this literature review which SDT components are used in research on IE. Indeed, as illustrated in the following chart, studies are not limited solely to the analysis of satisfaction of basic psychological needs (5 articles out of 35) but rather use the Self-Determined Motivation Continuum (16 articles out of 35).

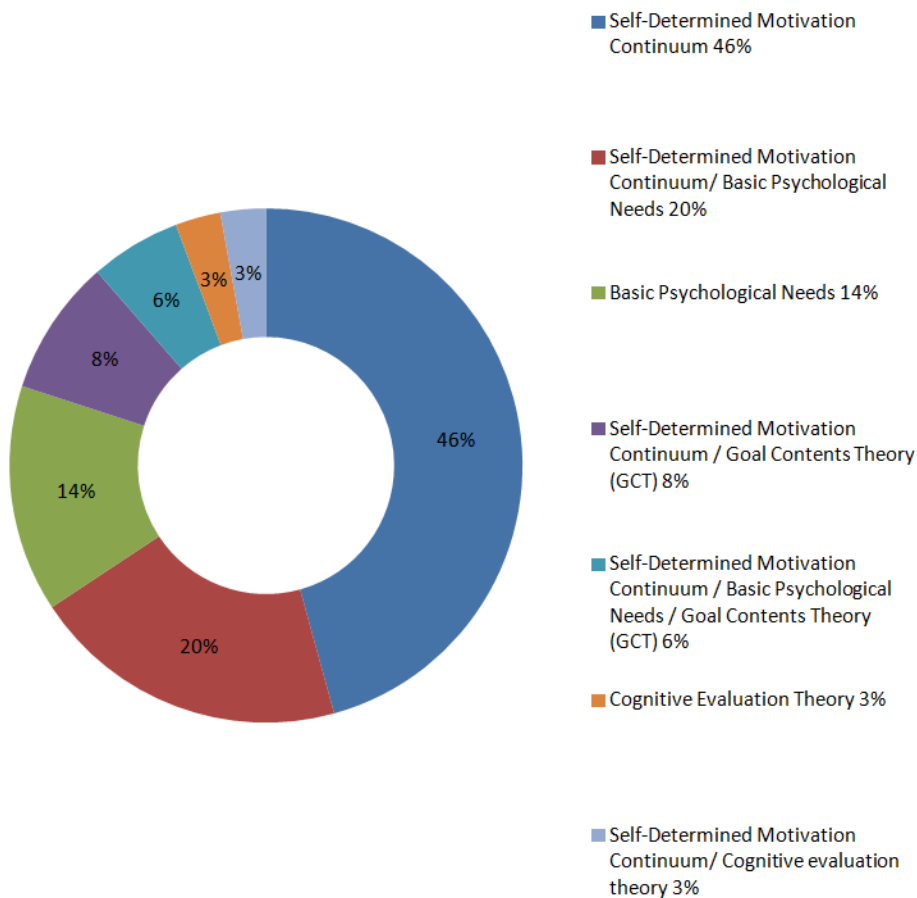


Figure 4: Components of SDT used as a theoretical framework in Intercultural Education research.

3.4. Type of Sample

In terms of the studied population, while MacLeod et al. (2017) observed a focus on students rather than teachers when investigating the psychological conditions and strategies necessary to maintain healthy motivation, as can be seen in the following graph, student populations are indeed taken into account in research on IE grounded in SDT as a theoretical framework.

However, several subgroups can be distinguished in this regard. Out of the 35 articles examined, international students at different universities are included in 10 articles; foreign language students at different levels are included in 4 articles; while migrant students at the primary and high school levels are also included in 4 articles. Furthermore, a significant proportion of articles focus on the population of teachers across various topics, accounting for 13 out of 35 articles.

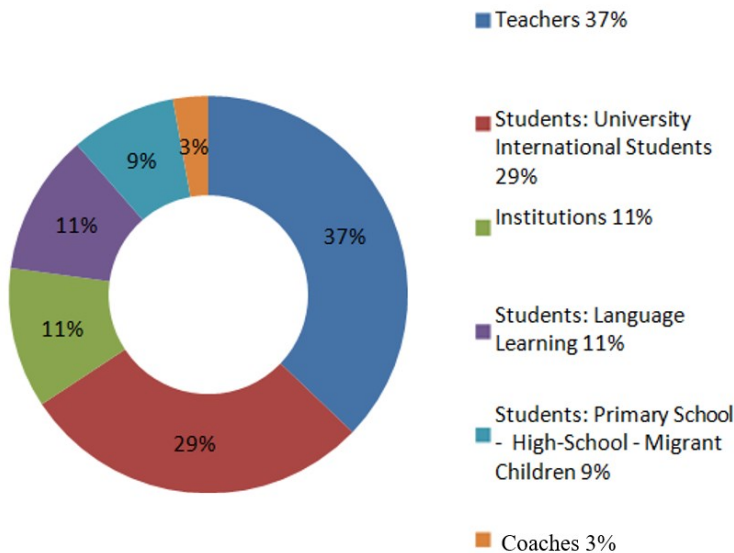


Figure 5: Type of population (sample)

3.5. Research Approaches

In terms of research methodology, as can be seen in the following graph, 12 out of 35 articles are quantitative, while 10 out of 35 studies adopt qualitative approaches. It was found that only 5 out of 35 studies use mixed methods, while 5 have a purely theoretical approach and 3 are systematic reviews.

Nevertheless, these last studies do not specifically examine the use of SDT in relation to IE, although some of the articles considered do mention these two elements as accessory areas for further investigation.

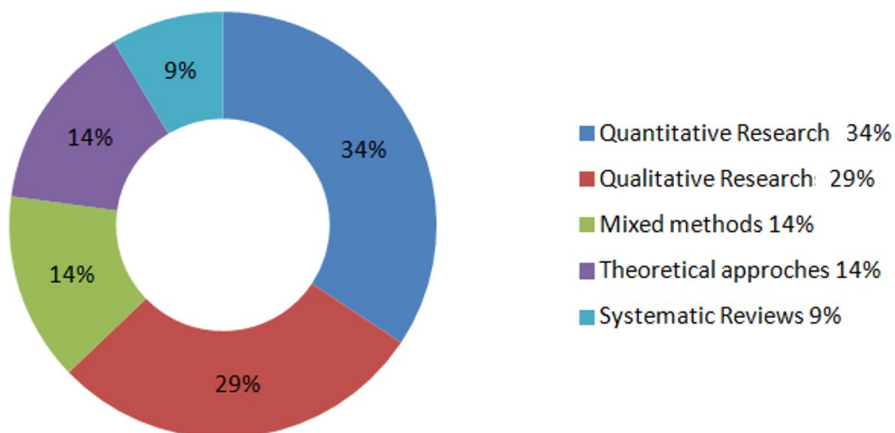


Figure 6: Research Approaches.

3.6. Geographical Location

The question of geographical location was raised here for several reasons, the main one being that the origin of SDT is in the United States. However, the results show that even though 8 out of 35 studies examine populations based in the United States, the geographical distribution is quite homogeneous. Some studies, particularly systematic literature reviews or theoretical ones, take into account several countries or even the entire world, as illustrated in the following graph.

For the studies conducted across multiple countries, the following are the locations where the studies took place: Scotland, Finland, and Belgium (Piipponen et al., 2021); Germany, Poland, and Czech Republic (Pfungsthorh et al., 2019); United States and South Korea (Lee & Baird, 2021); 50 European countries (Mompoin-Gaillard, 2021); Belgium and China (Chirkov et al., 2007).

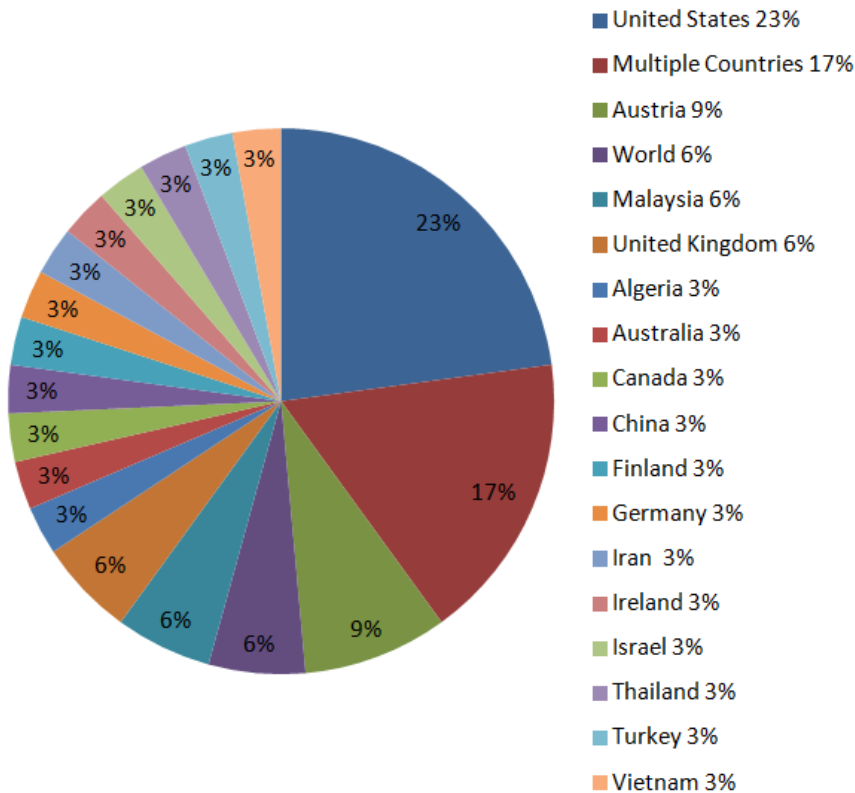


Figure 7: Geographical Location.

3.7. Definition of intercultural education

One of the most striking results of this review is the absence of a clear definition of intercultural education in the studies examined. The papers we used were selected based on the mention of the use of SDT as a theoretical framework in intercultural education contexts.

Nonetheless, as shown in the following graph, a clear mention of even an elusive definition of intercultural education is absent in the majority of studies. Often, authors use or define other terms to discuss intercultural education, such as:

- "intercultural competence, dialogue, and learning among students of different cultures" (Günay, 2016; Günay & Partner, 2016);
- "intercultural transition and intercultural perspective" (Kaplan, 2018);
- "cultural learning" (Awad, 2014);

- teaching "intercultural competence" (Loima, 2020; Rodriguez, 2022);
- "telecollaboration for intercultural speakers" (Pfungsthorn et al., 2019);
- "intercultural experience/training" (Dong et al., 2018);
- "counter cultural dissonance/awareness of impact of social and cultural norms" (Macdonald et al., 2016);
- teaching "intercultural communication" (Sisamakias, 2006);
- encourage "language and culture of minority students" (Vu & Nguyen, 2022);
- encourage "cultural awareness / cultural norms and regulation" (Saaty, 2022);
- "global awareness" (Windorf, 2020);
- "cultural adaptation/ acculturation motivation" (Chirkov et al., 2007);
- "intercultural transformation (basic and advanced) to adjustment" (Cao & Meng, 2022);
- "culture shock" (Yang et al., 2018).

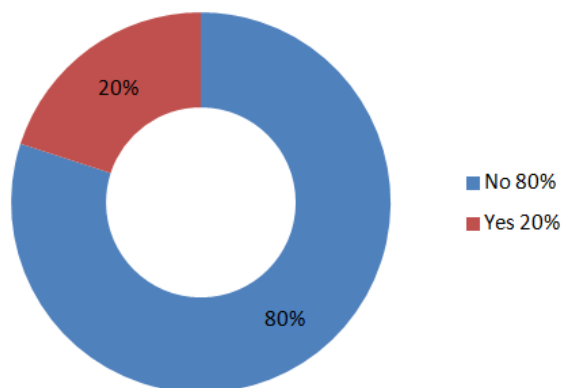


Figure 8: Includes a clear definition of intercultural education?

3.8. Definition of SDT

On the other hand, as shown in the following graph, the vast majority of studies included a clear definition of the SDT, or at least of the factors or mini-theories of the SDT that were used in the respective study.

Out of the 35 articles examined, 31 clearly mentioned either the factors of the SDT used in the study, the theory as a whole, or both. Only 4 out of the 35 articles did not provide a clear definition of the SDT or its components, even though these concepts were taken into account in their analyses and mentioned the term "SDT".

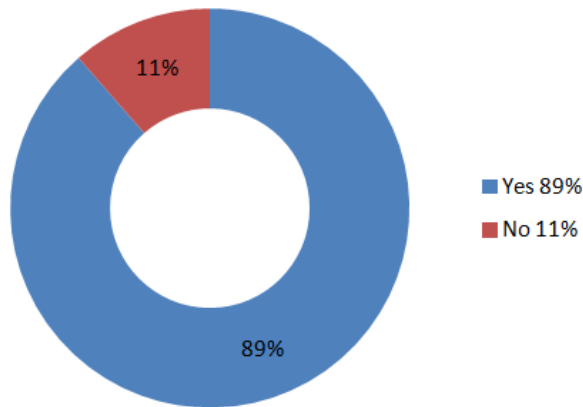


Figure 9: The studies include a clear definition of the components of SDT?

3.9. *The study is empirical or theoretical?*

The majority of the examined studies—26 out of 35—are empirical, while only 9 are theoretical. As mentioned previously, some researchers exclude theoretical studies from systematic literature reviews, for example, Rosli et al. (2022). However, another reason for including theoretical papers was the rarity of a clear definition of IE in the selected studies.

In fact, it turned out that one of the few papers that provided both a clear definition of IE and of the SDT was not an empirical study but rather an introductory article for papers on IE. This article is authored by Abu-Nimer & Smith (2016). Thus, it appears that theoretical studies tend to mention a definition of SDT and, notably, of IE more often, whereas empirical studies, in particular, tend to omit the mention of IE.

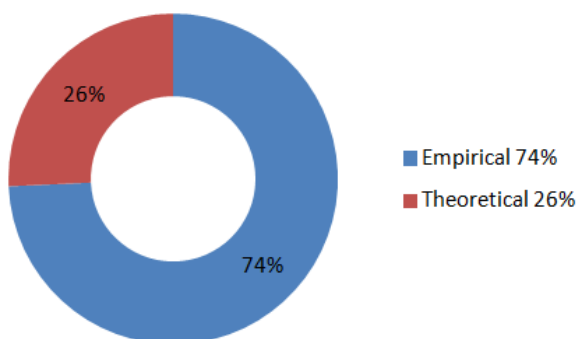


Figure 10: The study is empirical or theoretical?

3.10. Is the study peer-reviewed?

In the context of IE research utilizing SDT as a theoretical framework, it remains a pertinent question whether this area of study has advanced sufficiently to be considered worthy of peer-reviewed publication. The practice of peer review is widely recognized as a key element in the evaluation of the quality of scientific research. Reviewers assess the relevance, originality, methodology, analysis, and conclusions of the work before giving their approval for publication.

Therefore, utilizing peer-reviewed research can offer researchers reliable and valid data, as well as recognition of their work by the scientific community. As can be seen in the following graph, almost half of the examined studies are peer-reviewed, namely, 16 out of 35. However, of the studies for which peer review was not established, most were doctoral theses, which are usually reviewed by a committee of professors. Nevertheless, since the practice of peer review for doctoral theses varies depending on institutions and academic disciplines, it was decided to indicate "not known", which does not necessarily mean that their scientific quality is lower. Furthermore, only 3 out of 35 studies were clearly not peer-reviewed.

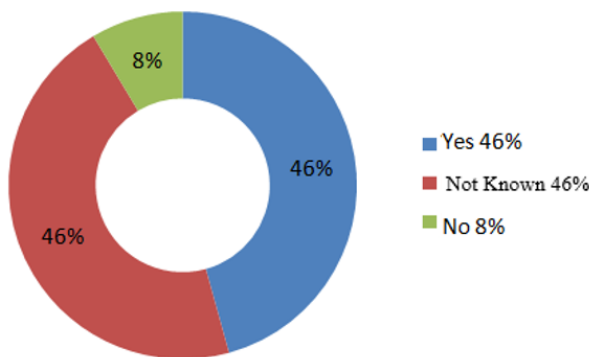


Figure 11: Is the study peer-reviewed?

3.11. Is the study open-source?

In the context of IE research grounded in the SDT framework, it seemed important to consider whether studies are open-source or not. Open-source studies provide access to their data and methods, which allows for replication and further exploration. This transparency and reproducibility are crucial elements of scientific research and contribute to the development of a strong knowledge base.

Additionally, open-source studies facilitate collaboration and data sharing across disciplines and geographic locations, which can enhance the quality and impact of the research. As shown in the following graph, the majority of studies examined here are open-source.

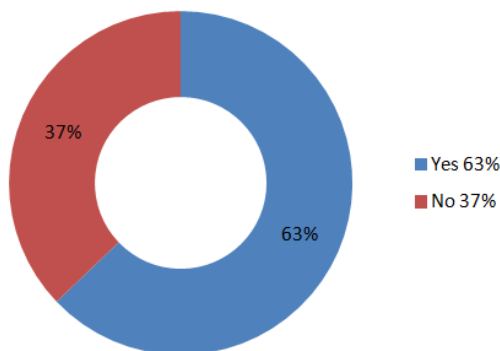


Figure 12: Are the studies open-source?

3.12. Frequency of citations

The frequency of citations of studies by other researchers can provide valuable insights into the impact and relevance of the research topic in the field. Examining citation counts can help researchers identify key studies that have made significant contributions to the field and ensure that their own work builds upon and advances the existing knowledge base.

Therefore, the last question of the analysis framework used in this study focused on the number of times that the selected studies had been cited. The goal was to identify the most highly regarded articles within the scientific community. Only the top 10 articles were mentioned in the following table, with the rest receiving fewer than 26 citations. However, these results must be interpreted with caution, as several of the reviewed studies were of high quality but may not have had enough time to be considered by other researchers due to their recent publication dates.

Table 2: Frequency of citations

N. Quotes	Reference
411	Chirkov et al. (2007)
366	Lamb (2017)
227	Chirkov et al. (2008)
105	Yang et al. (2018)
85	Kaplan (2018)
64	Awad (2014)
54	Abu-Nimer & Smith (2016)
34	Günay (2016)
28	Sisamakris (2006)
26	MacLeod et al. (2017)

4. Discussion

The purpose of this new systematic literature review is to comprehend the use of SDT as a theoretical framework for the IE. The findings highlight concerns related to the specific area of IE addressed in the studies under review, the use of multiple theoretical frameworks, the SDT components used in the research, the populations studied, and the research approaches used. The results also touch on the geographical distribution of the studies and the need for a clear definition of IE.

Firstly, the paper identifies four main areas of intercultural education that the studies under review address. Based on the results obtained, it can be noted that there are similarities and connections between the areas of IE adopted by the reviewed papers and that these connections

facilitated reading and understanding. These areas are methods/designs to improve intercultural education (49%), optimal learning psychological environments for students from different cultural backgrounds, intercultural education self-awareness, and foreign language studies and cross-cultural awareness. It is therefore encouraging to observe that almost half of the reviewed studies focus on methods and strategies to improve IE using SDT. This is a promising avenue of study that appears to have started with the work of Chirkov et al. (2007) and has gradually developed from different angles in various research centers around the world.

Secondly, the paper examines the use of SDT as a theoretical framework in conjunction with other theories. The results show that almost half of the articles use other theoretical frameworks in conjunction with SDT. The analysis framework also investigates the SDT components employed in the reviewed articles. The findings reveal that certain SDT components are absent, while others are overrepresented. For instance, none of the examined articles used the mini-theories of causality orientations theory or relationships motivation theory. In a similar vein, when examining the literature of empirical second language research on self-determination theory over a 30-year period, Al-Hoorie et al. (2022) noted that some components of SDT were well-represented while others were underrepresented or absent.

In this sense, it should be noted that there is a significant gap in the literature with regard to the importance of relationships in the context of IE, despite the fact that several scholars have noted their significance. For example, Farrar & Saudelli (2022) have researched the determinants of successful intercultural and international collaborations and have found that what matter the most in collaboration and co-leadership are relationships. Trust, honesty, intercultural awareness, and personal interactions are crucial in framing how these relationships develop. It is worth noting that three of the studies included in this review explicitly mention the importance of relationships in the following ways:

- to prevent student disenfranchisement from school and promote positive educational outcomes (Macedo, 2016).
- to allow teachers to support and feel connected to each other in their efforts to learn (Mompoin-Gaillard, 2021).
- to manage own cultural beliefs and be able to interact with others (Phingsthor, 2019).

Thus, the mini-theories of the causality orientations theory, and particularly the relationships motivation theory, would be a valuable addition to research on intercultural education. Nevertheless, the results indicate that the studies not only focused on the analysis of the satisfaction of basic psychological needs but also used the Self-Determined Motivation Continuum.

Thirdly, the literature review examines the populations studied in the selected studies. The results indicate that while previous research has focused on strategies to enhance teacher effectiveness (MacLeod et al., 2017), the analyzed articles also take into account students at different levels from an SDT perspective.

Fourthly, the paper examines the research approaches used. The results show that most studies are quantitative, while qualitative and mixed methods warrant further exploration. These results are consistent with those of Rosli et al. (2022), who observe that quantitative research is expected to take center stage, while qualitative and mixed methods will be areas for further investigation.

Finally, one of the most important findings of this review is the need for a clear definition of IE in studies that consider SDT as a theoretical framework since even an elusive definition of intercultural education is absent in the majority of studies. Several authors use or define other terms to discuss IE, such as "global awareness" (Windorf, 2020) or teaching "intercultural competence" (Loima, 2020; Rodriguez, 2022). Therefore, clear terminology and a definition of intercultural education are needed to facilitate future research in this area, particularly in empirical studies.

Conclusion

At the outset of this article, it was noted that both research streams considered here, namely IE and SDT, acknowledge the need to overcome obstacles to IE that are pervasive in educational systems worldwide. On the one hand, proponents of IE research, such as Arvanitis et al. (2021), argue that increasing IE is necessary to leverage diversity, promote inclusion, and cultivate mindful and responsible global citizens for the future. Stalder also argues that "a key aspect for re-imagining education, learning, and knowledge in anticipation of the year 2050 is global learning for living together in respect of the planet and its inhabitants. This includes policy-makers and practitioners alike" (Arvanitis et al., 2021, p. 7).

Beyond the classroom, Farrar (in Arvanitis et al., 2021) suggests embedding intercultural training into workplace diversity and inclusion transformation. Similarly, according to Georgouli (2022), increasing awareness of intercultural issues within society is crucial to fostering harmonious coexistence in intercultural environments, leading to a positive impact on society. Future and current teachers' intercultural competence and the implementation of IE require further research attention.

Advocates of the SDT contend that it provides a framework that offers a critical perspective on educational policies and practices (e.g., Ryan & Deci, 2017). Applying SDT principles emphasizes the need for a diversity of decision actors to facilitate the satisfaction of the basic psychological needs of individuals, respectively, in order to create a motivating learning environment. By adopting this theoretical framework, policymakers, school leaders, teachers, and managers can work together to create a culture of intrinsic or fully internalized extrinsic motivation.

The results of this literature review help identify the areas where efforts could be focused so that these two currents can reinforce each other to succeed in the mission of overcoming the obstacles encountered in IE. One of the first steps in this direction would be the use of a clear definition of IE in studies adopting SDT as a theoretical framework. Additionally, adopting mini-theories such as relationship motivation theory would also be relevant to strengthening research in IE and optimizing its application in practice.

Overall, the primary assistance that SDT offers to overcome education obstacles is that it provides a theoretical framework for conceiving methods, designs, and learning strategies to improve IE through a climate that allows intrinsic motivation and a state of well-being for participants. Additionally, SDT enables the identification of the optimal psychological environment of individuals in intercultural contexts.

At the same time, IE can help create a learning environment that fosters a state of self-determination and promotes the development of cultural competence and awareness of self and others. The knowledge and skills developed through IE can help individuals to navigate cultural differences, build relationships with individuals from different backgrounds, and develop a sense of belonging in multicultural settings.

Limitations and Future Directions

This review has several limitations, the first of which is that due to space constraints, the results and implications of the 35 examined articles were not included in the final results, despite being thoroughly analyzed. The "Future Work" section of the 35 articles was also excluded from the results due to space limitations. Furthermore, the results do not include the types of measurements and analyses carried out in the selected articles, even though they were analyzed.

For future research in IE having SDT as a theoretical framework, it would be relevant to include additional keywords such as "Intercultural Training" / "Teaching Intercultural Competence" during article selection and database searches, as the omission of such terms seems to bias research towards student education in school contexts rather than in business contexts where IE is not only needed and desirable, but also already practiced.

However, it is even more important for future research in IE to use a clear definition, even if not consensual. Finally, it would also be relevant to use the mini-theory of relationships motivation theory, as it appears to be a very promising area for harmonious intercultural interactions as well as a state of self-determination and well-being.

Acknowledgment

The author wishes to express a heartfelt appreciation for the invaluable support and encouragement provided by Professor Jillaine Farrar throughout the writing process of this paper. Professor Farrar's exceptional leadership skills and unwavering dedication have greatly contributed to the development of the author's confidence and passion for the topic at hand.

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- Windorf, R. J. (2020). *Global Citizens in the 21st-Century Classroom: A Mixed-Methods Study of Motivational Aspects of Global Awareness* (Doctoral dissertation, Molloy College).
- Yang, Y., Zhang, Y., & Sheldon, K. M. (2018). Self-determined motivation for studying abroad predicts lower culture shock and greater well-being among international students: The mediating role of basic psychological needs satisfaction. *International Journal of Intercultural Relations*, 63, 95-104.
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ABOUT THE AUTHOR

Paula NESTA: Researcher, TASC Platform, Graduate Institute of International and Development Studies, Geneva, Switzerland.

Appendix A: The 35 Articles Reviewed and Included in the Systematic Review.

References	Quotes	Clear definition of intercultural education?
Gan, N. (2023, March). The Role of Psychology Teacher's Motivation in Supporting Depression in College Students: Intercultural Perspectives. In 2nd International Conference on Education, Language and Art (ICELA 2022) (pp. 683-689). Atlantis Press.	0	Yes
Saaty, A. A. (2022). The Role of Motivation and Gender in English Language Learning for Saudi Students. <i>International Journal of English Linguistics</i> , 12(3).	0	No
Matterson, J. (2022). <i>International Teachers' Perceptions of Mandated Curriculum and Instructional Practices</i> (Doctoral dissertation, Walden University).	0	No

Rodriguez, T. A. (2022). <i>Development of Intercultural Competence in Business Education</i> (Doctoral dissertation, State University of New York at Buffalo).	0	Yes
Ryma, G. (2022). The roles of teaching methods, teachers' self-efficacy, ICT resources and intrinsic motivation in the teaching of English culture in EFL classrooms in Algeria. Doctoral thesis, University Utara Malaysia.	0	No
Cao, C., & Meng, Q. (2022). A systematic review of predictors of international students' cross-cultural adjustment in China: current knowledge and agenda for future research. <i>Asia Pacific Education Review</i> , 23(1), 45-67.	13	No
Firat, M., Noels, K. A., & Lou, N. M. (2022). Self-determined motivation in language learning beyond the classroom: Interpersonal, intergroup, and intercultural processes. Mynard, J.; Shelton-Strong, SJ (ed.), <i>Autonomy support beyond the language learning classroom: A self-determination theory perspective</i> , 133-148.	0	No
Piipponen, O., Karlsson, L., & Kantelinen, R. (2021). From ambivalent spaces to spaces of reciprocal encountering: developing classroom culture in an intercultural story exchange. <i>Journal of Multilingual and Multicultural Development</i> , 1-18.	3	Yes
Lee, E., & Baird, T. D. (2021). Roles of autonomous motivation, individualism, and instructor support in student-centered Learning in South Korea and the United States. <i>Educational Technology International</i> , 22(2), 285-309.	2	No
Mompoin-Gaillard, P. (2021). Conversation as an ecology of learning: An analysis of asynchronous discussions within an online professional community working to develop a democratic practice in education (Doctoral dissertation, Ph.D. dissertation, University of Iceland, Reykjavik, Iceland).	12	No
Loima, J. (2020). Innovation, recreation, interpretation? A case study on the origins and implementation of transversal core competencies in Finnish basic education core curriculum reform	6	No

2016. <i>International Journal of Education and Literacy Studies</i> , 8(1), 180-189.		
Vu, N. T., & Nguyen, D. A. (2022). "Minority Students' Experiences are Part of Our Life of Teaching": Hierarchical Multiple Regressions of Vietnamese Teacher Autonomous Motivation and Teacher Engagement. <i>Journal of Ethnic and Cultural Studies</i> , 9(2), 20-48.	0	No
Windorf, R. J. (2020). <i>Global Citizens in the 21st-Century Classroom: A Mixed-Methods Study of Motivational Aspects of Global Awareness</i> (Doctoral dissertation, Molloy College).	0	No
Chobphon, P. (2020). <i>Factors Influencing High Academic Achievement of Stateless Migrant Children in Tak Province, Thailand</i> (Doctoral dissertation, University of Leicester).	1	Yes
Pfingsthorn, J., Kramer, C., Czura, A., & Stefl, M. (2019). The formation of professional identity and motivation to engage in telecollaboration in foreign language education. <i>European Journal of Language Policy</i> , 11(2), 143-165.	1	No
Vieluf, S., & Göbel, K. (2019). Making intercultural learning in EFL lessons interesting—The role of teaching processes and individual learning prerequisites and their interactions. <i>Teaching and Teacher Education</i> , 79, 1-16.	22	Yes
Kaplan, H. (2018). Teachers' autonomy support, autonomy suppression and conditional negative regard as predictors of optimal learning experience among high-achieving Bedouin students. <i>Social Psychology of Education</i> , 21, 223-255.	85	No
Dong, S., Nestic, A., Colgary, C., Martinez, J., & Guerard, J. (2018). Mindfulness, motivation and intercultural competency among faculty and staff: Examining impacts of the global partner certificate workshops. <i>EJournal of Public Affairs</i> , 147-169.	0	No
Awada, G., & Diab, N. M. (2018). Blog and intercultural grouping effect on learners' perceptions of intercultural communication projects.	2	No

Yang, Y., Zhang, Y., & Sheldon, K. M. (2018). Self-determined motivation for studying abroad predicts lower culture shock and greater well-being among international students: The mediating role of basic psychological needs satisfaction. <i>International Journal of Intercultural Relations</i> , 63, 95-104.	105	No
Sri Ramalu, S., Subramaniam, C., & Nadarajah, G. (2018). Expanding the Horizons of Supply Chain in Higher Education Institution: Resources and Expatriate Academics (EAs) Outcomes. <i>International Journal of Supply Chain Management</i> , 7(1), 25-35.	5	Yes
Lamb, M. (2017). The motivational dimension of language teaching. <i>Language Teaching</i> , 50(3), 301-346.	366	No
MacLeod, Yang, H. H., & Xiang, Z. (2017). Understanding College Students' Intrinsic Motivation and Social Interdependence in Intercultural Computer-Supported Collaborative Learning Between USA and China. <i>The Asia-Pacific Education Researcher</i> , 26(3-4), 205–217.	26	No
Günay, O. (2016). Teachers and the foundations of intercultural interaction. <i>International Review of Education</i> , 62, 407-421.	34	No
Abu-Nimer, M., & Smith, R. K. (2016). Interreligious and intercultural education for dialogue, peace and social cohesion. <i>International Review of Education</i> , 62, 393-405.	54	Yes
Günay, O., & Partner, S. (2016). What Does It Take to Be a Global Coach? Acceptance of the Equality of Cultural Differences and its Internalization. In <i>PROCEEDINGS FOR: 2nd Bi-annual Columbia International Coaching Conference</i> (p. 12).	0	No
Macdonald, M., Gringart, E., & Gray, J. (2016). Creating shared norms in schools—A theoretical approach. <i>The Australian Journal of Indigenous Education</i> , 45(1), 56-69.	10	No
Talebinezhad, M. R., & Shahidi Pour, V. (2015). A critical look at CLIL on the basis of KARDS model. <i>International Journal of Language Learning and Applied Linguistics World</i> , 9(2), 254-271.	2	Yes

Badwan, K. M. (2015). <i>Negotiating rates of exchange: Arab academic sojourners' sociolinguistic trajectories in the UK</i> (Doctoral dissertation, University of Leeds).	14	No
Schartner, A., & Young, T. (2015). Culture shock or love at first sight? Exploring the 'Honeymoon' stage of the international student sojourn. <i>Transcultural interaction and linguistic diversity in higher education: The student experience</i> , 12-33.	8	No
Awad. (2014). Motivation, persistence, and cross-cultural awareness: a study of college students learning foreign languages. <i>Academy of Educational Leadership Journal</i> , 18(4), 97-.	64	No
Altinkamiş, T. (2009). A case study on the relation between content and language integrated learning (CLIL) and motivation in language learning.	12	No
Chirkov, V. I., Safdar, S., de Guzman, D. J., & Playford, K. (2008). Further examining the role motivation to study abroad plays in the adaptation of international students in Canada. <i>International journal of intercultural relations</i> , 32(5), 427-440.	227	No
Chirkov, V., Vansteenkiste, M., Tao, R., & Lynch, M. (2007). The role of self-determined motivation and goals for study abroad in the adaptation of international students. <i>International Journal of Intercultural Relations</i> , 31(2), 199-222.	411	No
Sisamakris, E. M. (2006). <i>The European language portfolio in Irish post-primary education: a longitudinal empirical evaluation</i> (Doctoral dissertation, Trinity College Dublin).	28	No

Cracking the Mystery Behind Social Capital – Make a Joke?

Social capital and informal networks -- how can migrants access them in their host countries?

Sibylle Ganz-Koechlin,⁴ Triple T trainingthetrainers, Bern, Switzerland
Annabelle Bee Baumann, communication trainer, Neckargemünd, Germany

Abstract: You are new to a region and don't know how things work, especially in those many spaces outside "official" or formal rules. Whom do you ask for guidance or help? How do you navigate the sometimes-tricky domain of social interaction; how do you access groups without being ingratiating? Can using humor help?

Keywords: Access to Informal Social Networks, Migrants, Comedy, Humor

A gentle nudge in the right direction – or simply fraud?

In a village near Basle, Switzerland, 10-year-old Viola had to take her exams for secondary school. Viola didn't enjoy school much, and her grades were not too good. So her father, let's call him Sepp (typically Swiss, short for Joseph), decided to help matters by procuring the exam papers in advance and spelling out all the solutions for his daughter. As a member of the school board, he had keys to the staffroom and access to where the exam papers were kept.

Viola excelled in the exam. Her teacher found this very surprising and started investigating. He was even more surprised to witness Sepp freely admitting his role in this outcome, saying "We have to look out for our children; I'm sure you would have done the same for your daughter" very matter-of-factly and without any sense of wrongdoing.

The teacher, feeling inadequate to cope with the situation and somehow responsible, didn't want to punish little Viola, but couldn't just let this go. So, he went to the president of the school board, asking for advice. Together they came up with a viable solution: Viola would retake the exam (with different examination tasks), while neither the teacher nor the president of the board would take matters further by pressing charges (exam fraud is an official offense, so the two of them risked facing charges by refraining from reporting the fraud).

Viola retook the exam and failed, so she finished school at the primary instead of secondary level. When she left school, the president of the board helped her find an apprenticeship in the company where he was CEO.

At the time this story occurred, I (SG-K) was a young trainee teacher, totally appalled that Sepp had gotten away so lightly. To my young self, this seemed borderline corrupt, a cover-up and immoral. In a way, I found the fact that the teacher and the president of the board had

⁴ Sibylle Ganz-Koechlin, Triple T trainingthetrainers, Stuerlerstr.14, 3006 Bern, Switzerland, info@trainingthetrainers

collaborated so calmly and effectively to make the best of this sticky situation for the child concerned quite admirable.

The president of the school board was my father. In hindsight, I recognize that his actions were actually in the best interest of (almost) all concerned, without causing unnecessary harm to Viola or her teacher, who were the innocent parties in this; if the story had come out at the time, it would have made Viola's life in the village very difficult.

Ambivalence and Making Sense

Over the years, I (SG-K) have often thought of this occurrence and all the instances and elements it was made up of: there is, though not actual corruption, still something of a "bad smell" surrounding Sepp and his expectation that he would be understood and immediately forgiven because he was only looking out for his kid, albeit breaking the rules without compunction. Then there are all the unwritten and complex rules of social interaction and the underlying values at play, the "ways of getting things done", not quite at the level of "backscratching" or granting mutual favors, as is common in what the Swiss call *Vetterliwirtschaft* (translates literally as 'the little cousins' economy) but still a case of taking advantage of a network of insiders not accessible to "others", in the sense of "it's not what you know, but whom you know".

The ambivalence in making sense of situations like these stayed with me during my years in the classroom. I kept trying to look out for the kids whose dads were not called Sepp, but maybe Magnus or Giovanni, who also wanted the best for their children but did not have this kind of social capital nor a sense of how the insiders' network worked in their new country.

Outside, looking in – how can you see better? Migration as a topic for comedy

How do migrants cope with such highly complex social interactions? How do they navigate these delicate situations without being seen as trying to bypass the rules or even worse?

In Athens, Greece, a group of people is doing comedy workshops with "migration as the uncharacteristically hilarious topic at the heart of this show", performed by refugees and asylum seekers. They are using comedy as a means to gain self-confidence, practice the local language, and send "strong messages" that are "easy to digest" (Al-Dujaili, Guardian 2022). This is comedy as a means of connecting.

Stand-up Comedy

As a popular form of entertainment throughout Europe, stand-up comedy has sought to question the relationship between migrants and the host country and to circumvent the otherness and solitude associated with migration. Marginalized groups have used stand-up comedy to combat institutional racism, subvert assumptions, and confront prejudice. Through holding the comic space and sharing their experiences, stand-up comedians bridge the gap between feeling helpless and becoming empowered. Comedy and social dialogue can be combined to create social justice activism, as well as bring audiences closer together. Humor allows migrants to form a united front in their host communities and speak out subversively against racism, harassment, loss of identity, and dehumanization. In this way, migrant stand-up comedians become advocates for people with

no voice and make connections where none previously existed. Comedy provides migrants with a “safe space” in which to share their understandings, question their host country, and build social capital, not to mention a safe way for everyone to let off steam.

Finding my way with humor to trust

I (ABB) found that humor helped me to cope with living in Germany and feel more comfortable with Germans. My limited German language skills made meeting people in my new village outside of Heidelberg, Germany, difficult. As a newcomer to the neighborhood, I noticed that people smiled at me and offered to assist me, which I found odd. I wasn't used to trusting strangers, and having no shared language made many encounters uncomfortable. It had never occurred to me that I had built up a reputation in my neighborhood, and people recognized me and thought I was friendly because of my smile.

I was thrust into the social system of the village when my partner and I were casually given the names of local people who could renovate my father-in-law's house, which had sat empty since his funeral. While the workers renovated the house, I insisted on being present so I could watch them, which was normal in my culture. To the workers, however, it was offensive since I was showing a lack of trust. When I realized this, I decided to leave them alone in the house, despite my nervousness. I couldn't explain to them what I was doing in words, but I communicated to them by gesturing, “I go, you stay.” In response to my humorous communication attempt, they laughed. Feeling better, I left them to independently finish the task at my in-law's home.

The fact that people in the community have deep roots and rarely take advantage of newcomers surprised me, but I realized that any false or unethical behavior on their part would result in losing all credibility or reputation in the small village. Two years later, when we planned to replace the balcony railing, I again practiced building a relationship with humor. Although unfamiliar with the workers, I made them laugh by commenting on the weather in broken German. Even though we had not discussed anything critical, I felt connected to them when they laughed. This time I had no objection to leaving them alone in the house.

Through a system of laughter, I felt instantly connected to the people in the village, and I used its systems of trust to my advantage. A person's social capital is composed of many factors and varies according to the context, but I have found that humor provides access to people and systems.

Acknowledgements

While not quoting directly from this work, we highly recommend “The Global Encyclopedia of Informality; Understanding Social and Cultural Complexity”, Volumes 1 and 2, edited by Alena Ledeneva, 2018, UCL Press. Many contributors from many regions give scientific insights into informal practices, and the many “ways of getting things done”.

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“Standing up for asylum seekers: refugees learn the art of comedy” Dalia Al Dujaili, The Guardian, 19 July 2022

ABOUT THE AUTHORS

Sibylle Ganz-Koechlin, MPhil, MEd: Founder and owner of Triple T trainingthetrainers, intercultural trainer specializing in education and the public sector, teacher trainer, linguist, and translator, Bern, Switzerland

Annabelle Bee Baumann: Humorist, motivational speaker, communication trainer, short story writer, Neckargemünd, Germany.

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