



Local Immigration Partnership  
Partenariat local pour l'immigration  
LANARK & RENFREW



# Understanding and Supporting International Students: A Comprehensive Guide for Educators

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## What are Hofstede insights?

Hofstede Insights refers to the cultural dimensions framework developed by Geert Hofstede, a Dutch social psychologist, in the 1970s and expanded upon in subsequent years. Hofstede conducted one of the most comprehensive studies of how culture influences workplace values and behaviours across different countries. His research led to the identification of several cultural dimensions that can be used to compare and contrast cultures. These dimensions provide insights into how cultures differ regarding their values, beliefs, and behaviours.

**Power Distance Index (PDI):** This dimension reflects the extent to which less powerful members of a society accept and expect power to be distributed unequally. In high power distance cultures, there is a greater acceptance of hierarchical structures and authority, whereas, in low power distance cultures, there is a preference for equality and a more egalitarian society.

**Individualism vs. Collectivism (IDV):** This dimension refers to the degree to which individuals in a society prioritize their own interests over the interests of the group. Individualistic cultures emphasize personal freedom, autonomy, and individual achievement, whereas collectivistic cultures emphasize group harmony, cooperation, and loyalty.

**Motivation Towards Achievement and Success (Decisive vs consensus-orientated) :** This dimension compares societies driven by competition and success with societies that place value in caring for others and quality of life. Decisive cultures emphasize competition, assertiveness, and material success, while consensus-orientated cultures prioritize cooperation, quality of life, and caring for others.

[www.hofstede-insights.com](http://www.hofstede-insights.com)





It's important to note that cultures are complex and dynamic, and individuals within a culture may exhibit variations and not conform to the average tendencies suggested by these dimensions.

**Everybody is an individual.  
Treat them that way.**



**Uncertainty Avoidance Index (UAI):** This dimension measures how individuals in a society feel threatened by ambiguous situations and try to avoid them. Cultures with high uncertainty avoidance tend to have a strong need for rules, structure, and certainty. In contrast, cultures with low uncertainty avoidance are more open to change, risk-taking, and ambiguity.

**Long-Term Orientation vs. Short-Term Orientation (LTO):** This dimension reflects the degree to which a culture values long-term virtues such as persistence, thrift, and perseverance versus short-term virtues such as immediate gratification and tradition.

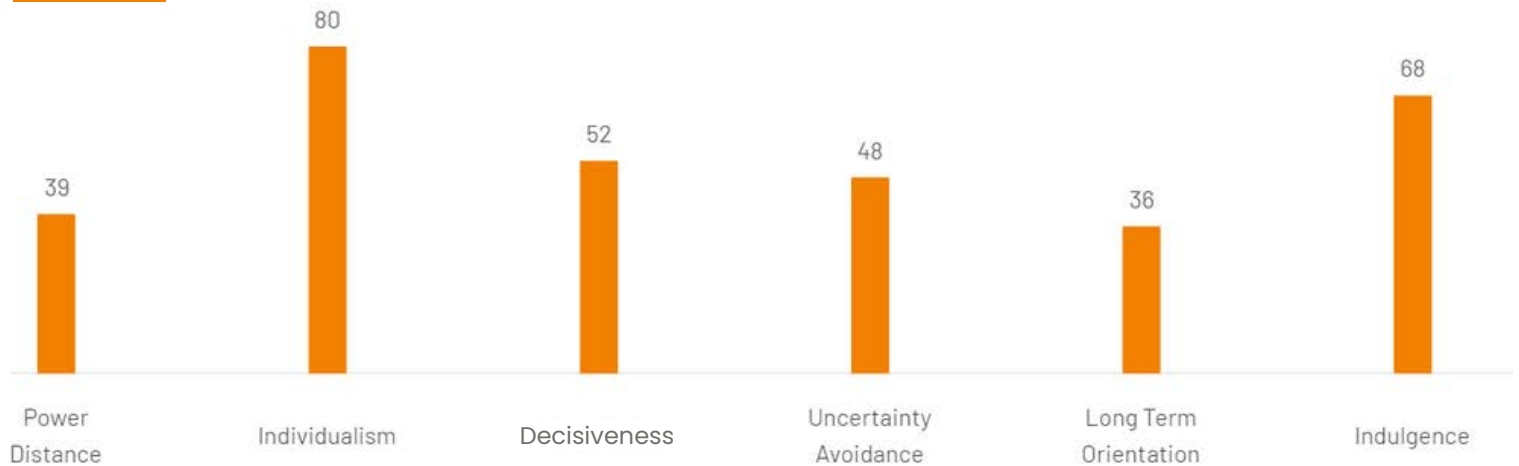
**Indulgence vs. Restraint (IND):** This dimension describes the extent to which a society allows gratification of basic human desires related to enjoying life and having fun versus suppressing such desires through strict social norms.

Hofstede's cultural dimensions framework has been widely used in cross-cultural research and management studies to understand cultural differences, improve intercultural communication, and guide multinational organizations in adapting their strategies to different cultural contexts.

# Canada – Country



Canada



## POWER DISTANCE: 39

With a score of 39 on this dimension, Canadian culture is marked by interdependence among its inhabitants, and there is value placed on egalitarianism.

This is also reflected by the lack of overt status and/or class distinctions in society. Typical of other cultures with a low score on this dimension, hierarchy in Canadian organizations is established for convenience, superiors are always accessible, and managers rely on individual employees and teams for their expertise.

It is customary for managers and staff members to consult one another and to share information freely.

**Communication:** Canadians value clear and concise communication, avoiding overly formal language and unnecessary jargon. While politeness and respect are important, communication is generally more informal and egalitarian.

**Body Language:** In Canadian culture, body language is relatively restrained compared to more emotionally expressive cultures. Canadians maintain personal space during conversations, respecting the comfort zone of others.

**Social Interactions:** People interact as equals regardless of their positions. This encourages open discussions and collaboration, even between superiors and subordinates. Canadians generally respect diverse opinions and cultural backgrounds, promoting inclusivity and multiculturalism. Friendliness, approachability, politeness and a sense of humour are valued traits that help to establish rapport and build relationships.

## INDIVIDUALISM: 80

Canada scores 80 on this dimension (its highest dimension score) and can be characterized as an Individualist culture.

Similar to its American neighbour to the south, this translates into a loosely-knit society in which the expectation is that people look after themselves and their immediate families.

Similarly, in the business world, employees are expected to be self-reliant and display initiative. Also, within the exchange-based world of work, hiring and promotion decisions are based on merit or evidence of what one has done or can do.



## DECISIVENESS: 52

Canada scores 52 on this dimension and can be characterized as a moderately “Decisive” society. While Canadians strive to attain high-performance standards in both work and play (sports), the overall cultural tone is more subdued for achievement, success and winning than the US.

Similarly, Canadians also tend to have a work-life balance and are likely to take time to enjoy personal pursuits, family gatherings and life in general. This is not to say that Canadians are not hard workers.

Generally, Canadians strive to attain high-performance standards in all endeavours.



## UNCERTAINTY AVOIDANCE: 48

The Canadian score on this dimension is 48, and Canadian culture is more “uncertainty accepting.” This indicates the easy acceptance of new ideas, innovative products, and a willingness to try something new or different, whether it pertains to technology, business practices, or consumer products. Canadians also tolerate ideas or opinions from anyone and allow the freedom of expression.

At the same time, Canadian culture is not rules-oriented, and Canadians tend to be less emotionally expressive than cultures scoring higher on this dimension.

## INDULGENCE: 68

The high score of 68 in this dimension means that Canadian culture is classified as Indulgent. People in societies classified by a high score in Indulgence generally exhibit a willingness to realize their impulses and desires about enjoying life and having fun. Canadians possess a positive attitude and tend towards optimism. In addition, they place a higher degree of importance on leisure time, act as they please and spend money as they wish.

While the above descriptions apply to Canadian culture overall, one will likely find subtle differences between anglophone Canadians and francophone Canadians (the province of Quebec.) compared with their anglophone counterparts. French Canadians can be more formal, hierarchical, moderately relationship-focused, and emotionally expressive. The scores for Quebec are as follows: Power Distance 54; Individuality 73; Decisiveness 45; Uncertainty Avoidance 60.

## LONG-TERM ORIENTATION: 36

Canada scores 36 in this dimension, marking it as a normative society. People in such societies have a strong concern with establishing the absolute Truth; and are normative in their thinking.

Canadians exhibit great respect for traditions, a relatively small propensity to save for the future, and a focus on achieving quick results.

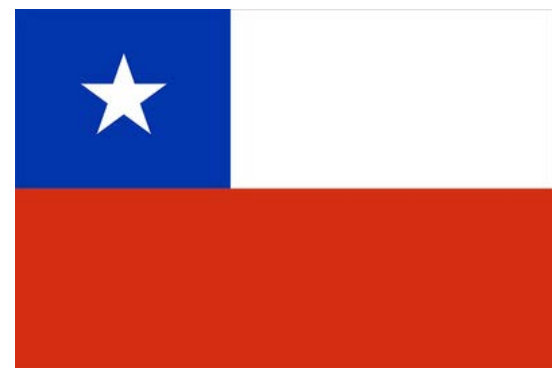
# Chile



National language: Spanish (Chilean or Andean)

Population: 19.49 million

Capital city: Santiago



**Communication:** Chileans often use indirect communication styles and rely on contextual cues.

**Body Language:** Personal contact is common during conversations, and close proximity is more accepted. Touching forearms or shoulders is a gesture of familiarity and warmth.

**Social Interactions:** Chileans value family and social connections. Invitations to homes are considered warm gestures, and punctuality can be flexible in social settings.



## POWER DISTANCE: 63 (39)

Chile has a moderate to high acceptance of unequal power distribution, influenced by the country's past authoritarian regime. This is evident in hierarchical social structures, limited delegation of authority, and the use of status symbols to emphasize power differences.

As a result, a Chilean student studying in Canada may initially exhibit deferential behaviour towards their teachers and authorities. Learners might hesitate to question or challenge their instructors openly out of respect for their positions. This behaviour could manifest as shyness or reticence in engaging with teachers, especially in a more individualistic and egalitarian educational environment like Canada's.

## INDIVIDUALISM: 23 (80)

Like many other Latin American countries, Chile scores low on individualism, indicating a collective mindset where people belong to groups that care for them in exchange for loyalty. However, Chile's economic development likely influenced a growing trend towards autonomy and assertiveness in the workforce.

The collectivistic nature of Chilean society implies that individuals prioritize group harmony and loyalty. This might translate into a student's inclination to collaborate with their peers, seeking support and assistance from their classmates rather than directly approaching the teacher. Learners may feel more comfortable working in groups or participating in team-based projects.



## DECISIVENESS: 28 (52)

Chile scores relatively low on this dimension, suggesting a focus on caring for others and quality of life. Society in Chile demonstrates modest behaviour and prioritizes the well-being of their social groups. Conflict resolution involves compromise and negotiation, emphasizing workplace equality, solidarity, and quality.

The student may prioritize caring for others and seek to maintain a good quality of life. Learners are likely to display modest behaviour and place importance on the well-being of their social groups. Conflict resolution for the Chilean student would involve seeking compromise and negotiation, focusing on equality and solidarity, and ensuring high quality in the workplace or academic setting.

## UNCERTAINTY AVOIDANCE: 86 (48)

Chile scores high on uncertainty avoidance, similar to other Latin American countries with a historical connection to the Spanish kingdom. These societies strongly prefer rules and legal systems to structure life. Chile also exhibits low corruption indices and relies on experts and authorities, particularly among non-managerial employees.

A Chilean student studying in Canada may initially need help with the more flexible and open-ended learning approaches often adopted in Canadian classrooms. They may find adapting to a less structured environment that encourages critical thinking, independent research, and active participation challenging.

## INDULGENCE: 68 (68)

Chile scores relatively high on indulgence, indicating a willingness to enjoy life and have fun. People in indulgent societies value leisure time, act according to their preferences, and freely spend money. They also tend to have a positive attitude and exhibit optimism.

When studying in Canada, a Chilean student may initially struggle to adapt to the potentially more rigorous and demanding academic expectations. Learners might find it challenging to balance their academic commitments with personal interests and leisure activities. However, with proper time management and adjustment, they can learn to integrate their cultural values of enjoyment and leisure with their academic pursuits.



## LONG-TERM ORIENTATION: 31 (36)

Chile has a normative culture, emphasizing established traditions and norms while being cautious of societal changes. There is a focus on achieving quick results and a relatively small emphasis on saving for the future.

Regarding long-term orientation, Chile's normative culture emphasizes quick results and places less emphasis on long-term planning. This mindset could influence a Chilean student's study style in Canada. Learners may focus more on immediate tasks and outcomes rather than investing significant effort in long-term academic goals. However, as they become accustomed to the Canadian educational system, they may learn to balance short-term achievements and long-term aspirations.





## Examples of how these cultural aspects might appear in the classroom:

- Chilean students may demonstrate high respect for their teachers, addressing them using formal titles such as "Professor" or "Teacher" followed by their last name. Learners may also maintain a respectful distance from their teachers, using appropriate language and tone during interactions.
- Chilean students may appreciate a structured learning environment with clear guidelines and expectations. Learners may expect teachers to provide detailed explanations and examples to facilitate their understanding of the material.
- Family commitments and events may occasionally require Chilean students to miss class or request extensions. College teachers can accommodate such requests by having a clear policy in place and an understanding of the importance of family obligations in Chilean culture.
- Chilean students may show strong pride in their cultural heritage and be eager to share aspects of Chilean history, traditions, or customs with their classmates. Teachers can provide opportunities for students to explore and present on Chilean culture to foster cross-cultural understanding.

## Cultural behaviours:

- "La Sobremesa": Chileans have a strong tradition of "la sobremesa," which refers to the time spent lingering at the table after a meal, engaging in conversations and building relationships. It is a valued practice demonstrating the importance of social connections and taking time for interpersonal interactions.
- Access to Higher Education: Chile has a highly competitive education system, and admission to prestigious universities is often based on entrance exams and academic performance.
- Student Activism: Student activism is prominent in Chile, with students frequently engaging in protests and demonstrations to advocate for educational reforms and social issues.
- Social Class Influence: Social class can play a significant role in higher education in Chile. Students from higher socioeconomic backgrounds often have greater access to resources and opportunities.
- Strong Focus on Professional Degrees: Chilean students often prioritize pursuing professional degrees, such as engineering or law, which are highly regarded in society and offer better employment prospects.
- Traditional Teaching Methods: Traditional lecture-based teaching methods are prevalent in Chilean higher education, with professors often playing a central role in delivering information.



# China



Official language: Mandarin (Putonghua)

Population: 1.412 billion

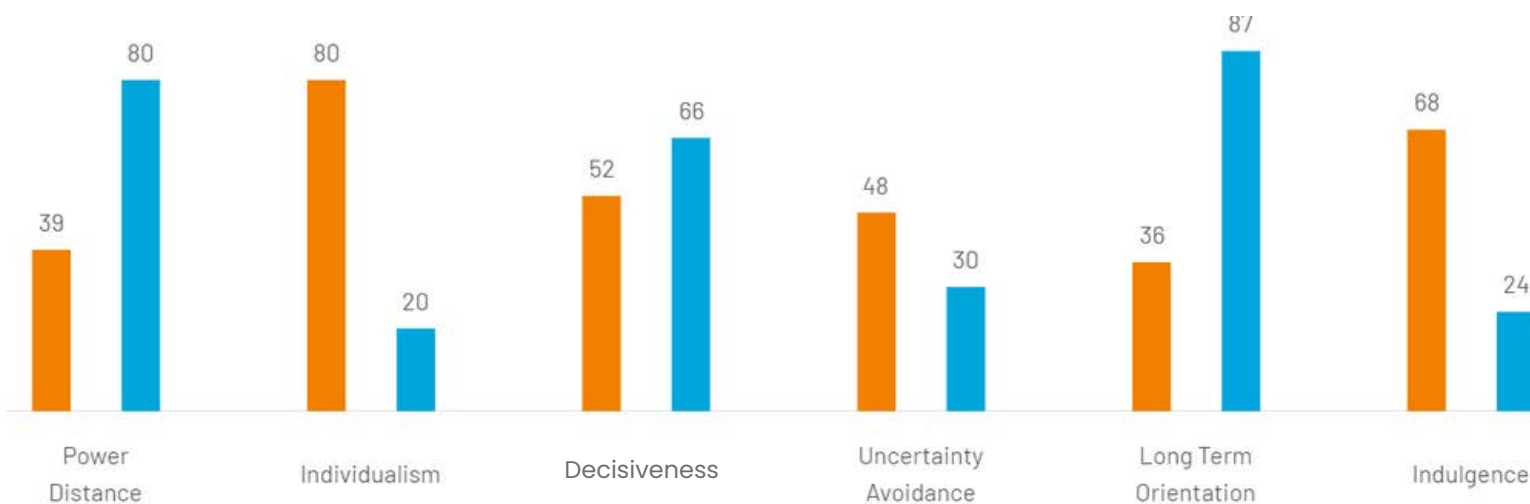
Capital city: Beijing



**Communication:** Chinese communication tends to be more indirect and context-dependent. Face-saving and maintaining harmony are important cultural values.

**Body Language:** Respect for personal space may vary, but touching is generally avoided.

**Social Interactions:** Hierarchical relationships are important, and deference to authority is common. Gift-giving is prevalent, and the concept of "guanxi" (building social connections) is highly valued.



## POWER DISTANCE: 80 (39)

China values and accepts inequalities among individuals. There is a clear distinction between those in power and those with less power, and people generally respect and follow the instructions of authority figures. Challenging or questioning those in power is uncommon, and individuals believe everyone should stay within their assigned roles and not aspire beyond them.

Chinese students in Canada may initially exhibit deference to authority figures, including teachers. Learners might be more hesitant to challenge or question their instructors openly due to a cultural inclination to show respect and deference to those in power. This behaviour can make them seem shy or reserved in their interactions.

## INDIVIDUALISM: 20 (80)

People prioritize the interests of the group over their personal goals. Family and in-groups receive preferential treatment, and loyalty to these groups is important. While commitment to the organization may be low, cooperation within in-groups is strong, while relationships with those outside the group may be more distant or hostile.

Chinese students may initially need help with the individualistic nature of the Canadian education system, which encourages students to take ownership of their learning and express their opinions freely. Coming from a collectivist culture, learners might value group harmony and cooperation more. Consequently, Chinese students may work well in groups, seeking peer support, and may find asserting their ideas or preferences challenging.



## DECISIVENESS: 66 (52)

Success, competition, and achievement are highly valued. Individuals may prioritize work over personal life and be willing to sacrifice for success.

Chinese students, with a focus on competition and success, may exhibit a strong work ethic and a drive to excel academically. Learners may prioritize academic achievements, striving for high grades and rankings. As a result, they may dedicate significant time and effort to their studies, even at the expense of leisure activities or personal pursuits. However, it's important to note that individual variations exist, and not all Chinese students will exhibit the same level of competitiveness.

## UNCERTAINTY AVOIDANCE: 30 (48)

While there is a concern for truth and adherence to rules within social circles, there is flexibility and adaptability in response to ambiguous situations. Pragmatism plays a significant role, and Chinese culture comfortably embraces ambiguity and entrepreneurial spirit.

Chinese students with a relatively low uncertainty avoidance score may display adaptability and flexibility in uncertain or ambiguous situations. Learners might be comfortable with open-ended tasks or assignments that require creative problem-solving. However, they may still seek clarity and guidance from teachers when necessary, as there is still respect for authority and rules within their cultural upbringing.

## INDULGENCE: 24 (68)

China is considered a restrained society. There is a tendency towards cynicism and pessimism, and the control of desires and impulses is valued. Leisure time is not a significant focus, and individuals believe indulging oneself is generally wrong. Social norms heavily influence behaviour, and gratification of desires is limited.

Chinese students from a restrained society may demonstrate self-discipline and self-control in their study habits and behaviour. They may prioritize academic responsibilities over leisure activities, dedicating significant time and effort to their studies. However, it's essential to recognize that individual preferences and inclinations can vary, and not all Chinese students will conform to this cultural tendency.



## LONG-TERM ORIENTATION: 87 (36)

Tradition is adaptable to changing circumstances, and there is a strong focus on thrift, investment, and perseverance. Modern education and preparation for the future are highly valued, and society places importance on achieving results and adapting to new conditions.

With a pragmatic approach to education, Chinese students often strongly focus on long-term goals and outcomes. Learners may exhibit perseverance and determination in their studies, valuing the importance of education to prepare for the future. Planning for the long term, such as career prospects or further education, may be central to their expectations and decision-making.



## Examples of how these cultural aspects might appear in the classroom:

- Chinese students may actively engage in group work and discussions, valuing collective decision-making and consensus-building. Learners may emphasize harmony within the group and prioritize maintaining positive relationships.
- Chinese students may demonstrate respect for authority by addressing their teachers using titles such as "Professor," "Teacher," or appropriate honorifics followed by the teacher's last name. Learners may exhibit attentive listening during class and avoid openly challenging or questioning their teachers.
- Chinese students may strongly commit to academic excellence, dedicating significant time and effort to their studies. They may be driven by a desire to meet high expectations set by their families, culture, or personal aspirations.
- Chinese students may exhibit a preference for structure and clear guidelines. Learners may appreciate detailed instructions, examples, and rubrics for assignments to ensure they meet expectations.

## Cultural behaviours:

- Face-saving: "Face" holds significant importance in Chinese culture. Chinese individuals avoid direct confrontation or embarrassment in public settings to maintain harmony and save face for themselves and others.
- Entrance Exams: China's higher education system heavily relies on standardized entrance exams, such as the National College Entrance Examination (Gaokao), which significantly impact students' chances of post-secondary admission.
- Respect for Authority: Chinese students typically demonstrate great respect for professors and adhere to hierarchical structures within the academic setting.
- Emphasis on Memorization: Chinese education places a strong emphasis on memorization and rote learning, with students often expected to memorize large amounts of information.
- Intense Competition: Competition among Chinese students can be intense as they strive for top academic rankings and prestigious placements.
- Confucian Values: Confucian values, such as respect for elders and authority, influence the student-teacher relationship and classroom dynamics in Chinese higher education.



# Dominican Republic



Official language: Spanish

Population: 11.12 million

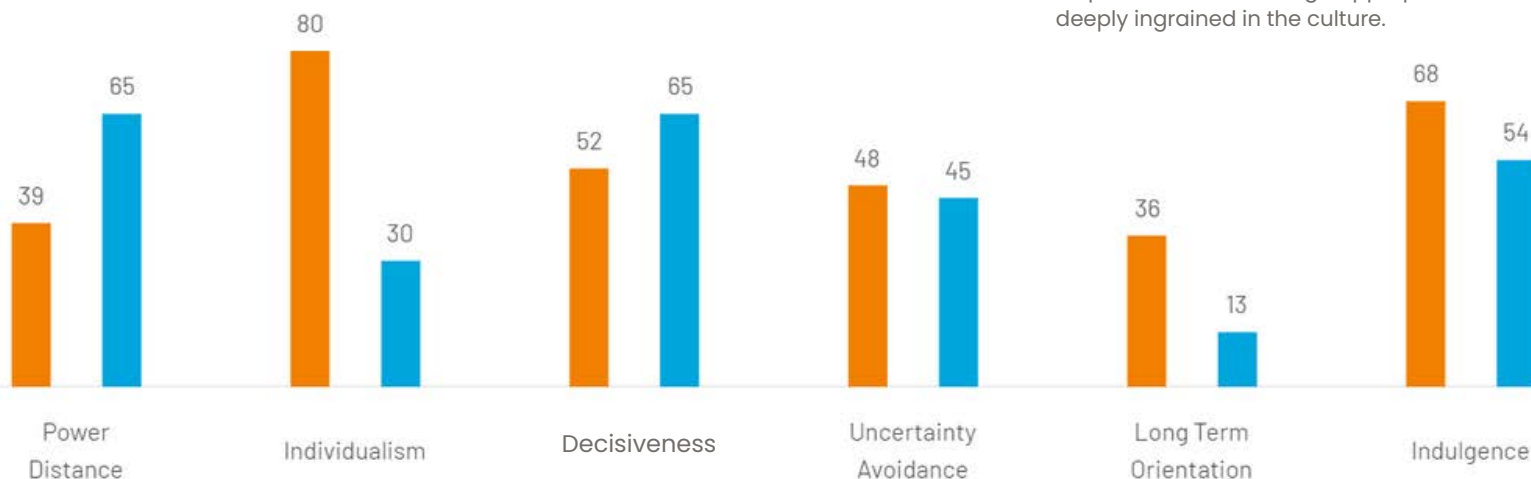
Capital city: Santo Domingo



**Communication:** Dominicans have a warm and expressive communication style, marked by lively gestures, frequent interruptions, small talk, well-being inquiries, and personal story sharing.

**Body Language:** Physical touch, such as handshakes, hugs, and cheek kisses, is common among friends and even in some professional settings.

**Social Interactions:** Family and community hold high value, leading to frequent, lively gatherings with sharing meals, music, and dance. Showing respect for elders through appropriate titles is deeply ingrained in the culture.



## POWER DISTANCE: 65 (39)

The Dominican Republic values a hierarchical society where people accept and respect unequal power distribution. There is a clear distinction between those in power and those with less power; authority figures are expected to make decisions without question.

Coming from a society that values hierarchical structures, Dominican students in Canada may exhibit respect for authority figures, including their teachers. Learners might be more hesitant to question or challenge their instructors openly, as they are accustomed to a culture where power is accepted without questioning. This behaviour may make them appear shy or reserved in their interactions.

## INDIVIDUALISM: 30 (80)

People prioritize the interests of their close-knit groups, such as family or extended relationships, and loyalty to the group is highly valued. Personal relationships take precedence over rules and regulations.

Dominican students may initially need help with the individualistic nature of the Canadian education system, which emphasizes personal responsibility and self-expression. Coming from a collectivist culture, learners may prioritize group harmony and cooperation. They might prefer working in teams or seeking peer support rather than asserting their ideas or preferences.



## DECISIVENESS: 65 (52)

The Dominican Republic is considered a "Decisive" society that places importance on competition, achievement, and success. People strive to be the best and take pride in their accomplishments. Conflicts are resolved individually, and winning is seen as a desirable outcome.

Influenced by a culture that values competition and success, Dominican students may exhibit a strong work ethic and a drive to excel academically. Learners may prioritize achieving high grades and recognition for their accomplishments. Their behaviour may reflect a desire to be the best and a focus on individual achievement.



## UNCERTAINTY AVOIDANCE: 65 (48)

The Dominican Republic has a fairly pragmatic culture when it comes to dealing with uncertainty. People are adaptable and willing to try new ideas or approaches. Planning is important, but plans can be altered as needed. Emotions are not prominently displayed, and individuals are generally relaxed and open to taking risks.

With a fairly pragmatic culture, Dominican students may adapt well to uncertain or ambiguous situations in the Canadian education system. They may be comfortable with open-ended tasks and be adaptable in finding solutions. Learners may exhibit a flexible mindset and be willing to take risks, demonstrating resilience in the face of uncertainty.

## INDULGENCE: 54 (68)

The Dominican Republic demonstrates an intermediate level of control over desires and impulses. While there is some degree of self-discipline, indulgence is not strictly restrained. People may enjoy a certain level of freedom in pursuing their desires and pleasures.

Dominican students, with intermediate control over desires and impulses, may exhibit a balanced approach to their study habits. While learners value self-discipline and focus on their academic responsibilities, they may also allow themselves some degree of indulgence in leisure activities or personal pursuits.

## LONG-TERM ORIENTATION: 13 (36)

The Dominican Republic has a normative culture that values traditions and focuses on achieving quick results. There is less emphasis on saving for the future and more on established norms and practices.

Influenced by a normative culture, Dominican students may focus on achieving quick results rather than long-term planning. They may value established traditions and norms while viewing societal change with caution. Their study style may prioritize immediate outcomes and practical applications rather than long-term goals.



## Examples of how these cultural aspects might appear in the classroom:

- Dominican students may actively engage in group activities, often contributing with a friendly and cooperative attitude. Learners may readily share their ideas and perspectives while respecting the opinions of others.
- Dominican students may take pride in their cultural heritage and traditions. Learners may participate eagerly in discussions or presentations about Dominican history, music, cuisine, or festivals, providing valuable insights to their classmates and teachers.
- Dominicans may value personal connections and may show interest in developing relationships with their teachers and classmates. Learners may seek opportunities to interact outside the classroom, such as participating in extracurricular activities or casual conversations.
- Dominican students may exhibit respect and politeness towards their teachers and classmates. Learners may use appropriate language and maintain a friendly and respectful tone during interactions.

## Cultural behaviours:

- Macha (Bragging): Dominicans may engage in "macha," a form of friendly boasting or bragging to establish rapport and camaraderie within social interactions.
- Personal Space: Dominicans typically have a closer sense of personal space than some Western cultures, reflecting their comfort with physical proximity.
- Nonverbal Agreement: Nodding and smiling may be used to convey agreement or understanding in conversations.
- Respect for Religion: Religion, primarily Catholicism, is important in Dominican culture and may influence students' values and behaviours.
- "Dominican Time": Time in the Dominican Republic is often perceived as more fluid, focusing on personal interactions rather than strict punctuality. There is a more relaxed attitude towards schedules.
- Flexibility: Dominican students might prioritize interpersonal connections and interactions in the classroom over rigid schedule adherence. Learners may value building relationships with peers and teachers and appreciate flexible approaches to assignments and discussions.



# Ghana



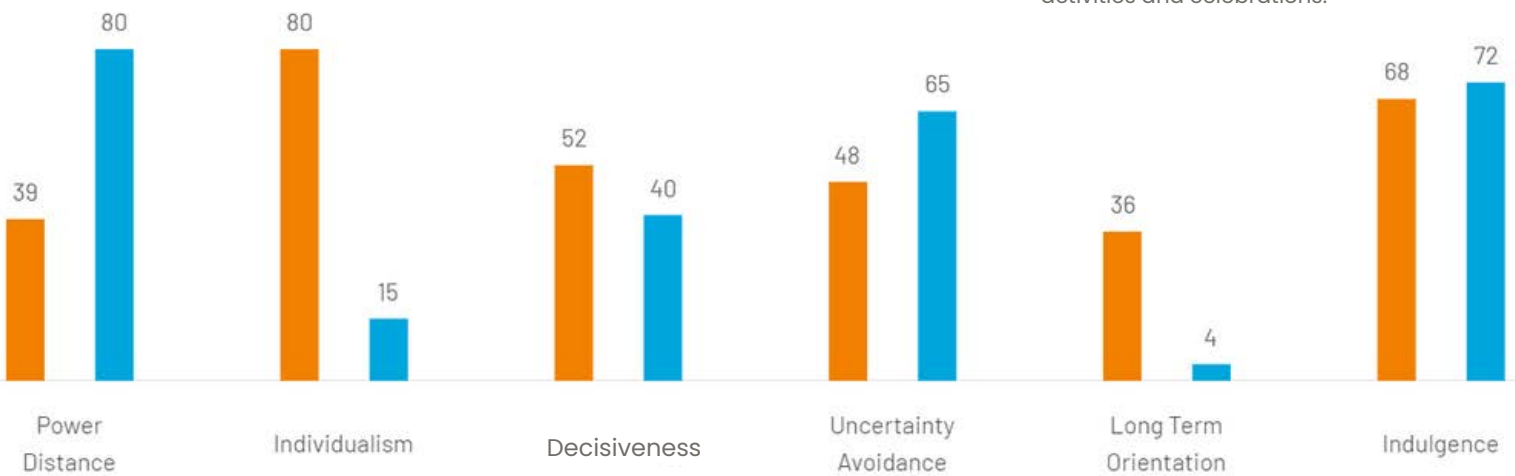
Official language: English  
Population: 32.83 million  
Capital city: Accra



**Communication:** Ghanaians often emphasize politeness and use indirect communication. Nonverbal cues and storytelling play important roles in communication.

**Body Language:** Handshakes are common greetings, and maintaining eye contact is seen as a sign of respect. Physical contact among friends and family is more common.

**Social Interactions:** Hospitality is highly valued, and building personal relationships is important. Ghanaians appreciate communal living and often engage in communal activities and celebrations.



## POWER DISTANCE: 80 (39)

Ghana values a hierarchical society where people accept unequal power distribution without question. There is a clear distinction between those in power and those with less power; authority figures are expected to make decisions without explanation. Subordinates follow instructions with little input.

Coming from a society that values hierarchical structures, Ghanaian students in Canada may display respect for authority figures, including their teachers. Learners might be more inclined to follow instructions without questioning or challenging the teacher's authority. This behaviour may make them appear respectful and less likely to engage in open debates or discussions with their teachers.

## INDIVIDUALISM: 15 (80)

People prioritize the interests of their close-knit groups, such as family or extended relationships. Loyalty to the group is highly valued, and relationships precede rules and regulations. People are expected to care for their group members and prioritize their needs.

Ghanaian students may find the individualistic nature of the Canadian education system initially challenging. Coming from a collectivist culture that prioritizes group harmony, they may value collaboration and teamwork. Learners might prefer working with peers and seeking support from their classmates rather than asserting their ideas or preferences. This emphasis on collective effort may influence their study groups and project collaborations.



## DECISIVENESS: 40:40 (52)

Ghana is considered a relatively Consensus-orientated society. The focus is on caring for others and valuing quality of life. Consensus and equality are important in the workplace, and conflicts are resolved through compromise and negotiation. Flexibility and well-being are favoured, and status is not emphasized.

Ghanaian students may place value on caring for others and quality of life. Learners may prioritize building supportive relationships with their classmates and teachers. Rather than solely focusing on individual achievement, they emphasize cooperation, consensus, and equal opportunities for success. Learners may be more inclined to resolve conflicts through compromise and seek a harmonious learning environment.

## UNCERTAINTY AVOIDANCE: 65 (48)

Ghana exhibits a preference for avoiding uncertainty. Rigid rules and behaviours are maintained, and unorthodox ideas or behaviours may be frowned upon. Precision, punctuality, and hard work are valued, and there is a need for security and stability.

Ghanaian students may exhibit a preference for avoiding uncertainty. They may appreciate clear expectations, structured assignments, and well-defined goals. Learners may feel more comfortable in environments that provide stability and security. As a result, they might prefer having organized study schedules, clear guidelines, and consistent assessment methods.

## INDULGENCE: 72 (68)

People have a willingness to fulfill their desires and enjoy life. Leisure time, personal freedoms, and spending money as desired are important aspects of their culture.

Ghanaian students may tend to pursue personal enjoyment and leisure activities. Learners may seek a balance between academic responsibilities and personal fulfillment. Learners might appreciate a learning environment allowing self-expression, creativity, and diverse interests.



## LONG-TERM ORIENTATION: 4 (36)

Ghana places a strong emphasis on maintaining traditions and norms. Quick results are prioritized over long-term planning, focusing on established truths and time-honoured practices.

Ghanaian students may prioritize immediate outcomes and quick results in their study approach. Learners may have a strong respect for traditions and established practices. While adapting to the Canadian education system, they may need support in understanding the long-term benefits of education and future-oriented planning.



## Examples of how these cultural aspects might appear in the classroom:

- Ghanaian students may readily engage in group discussions or collaborative activities. They may actively seek consensus and work towards collective decision-making.
- Ghanaian students may address their teachers using titles such as "Mr.," "Miss," or "Madam," followed by the teacher's last name. Learners may maintain a respectful distance and show deference during teacher-led discussions or lectures.
- Ghanaian students may demonstrate strong loyalty and support for their classmates. Learners may volunteer to help their peers or actively engage in group activities, fostering a sense of unity within the classroom.
- Ghanaian students may respect elders by listening attentively when others speak, allowing them to express their thoughts and opinions before sharing their own.

## Cultural behaviours:

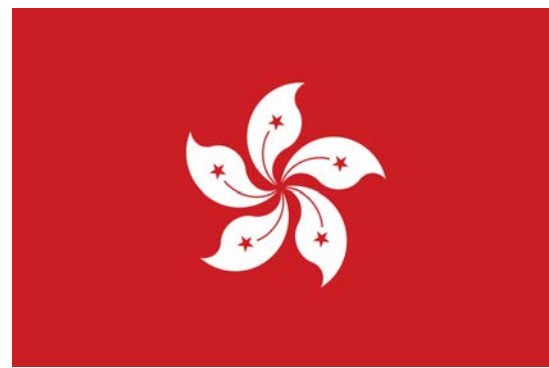
- Naming Traditions: Ghanaians often have traditional naming practices that reflect cultural and familial significance. These names are often chosen based on factors like the day of the week or events surrounding the birth.
- Respect for Elders: Ghanaian students generally display a high level of respect for their professors and adhere to hierarchical structures within the academic environment.
- Strong Sense of Community: Ghanaian higher education institutions foster a strong sense of community.
- Emphasis on Oral Communication: Ghanaian education emphasizes oral communication skills, with students often engaging in discussions, presentations, and debates.
- Extended Family Support: Ghanaian students may receive support from their extended family network, as family members often play a role in financing and encouraging higher education pursuits.
- Influence of Traditional Values: Traditional Ghanaian values, such as communal living and respect for authority, may shape student behaviour and classroom dynamics within higher education institutions.



# Hong Kong

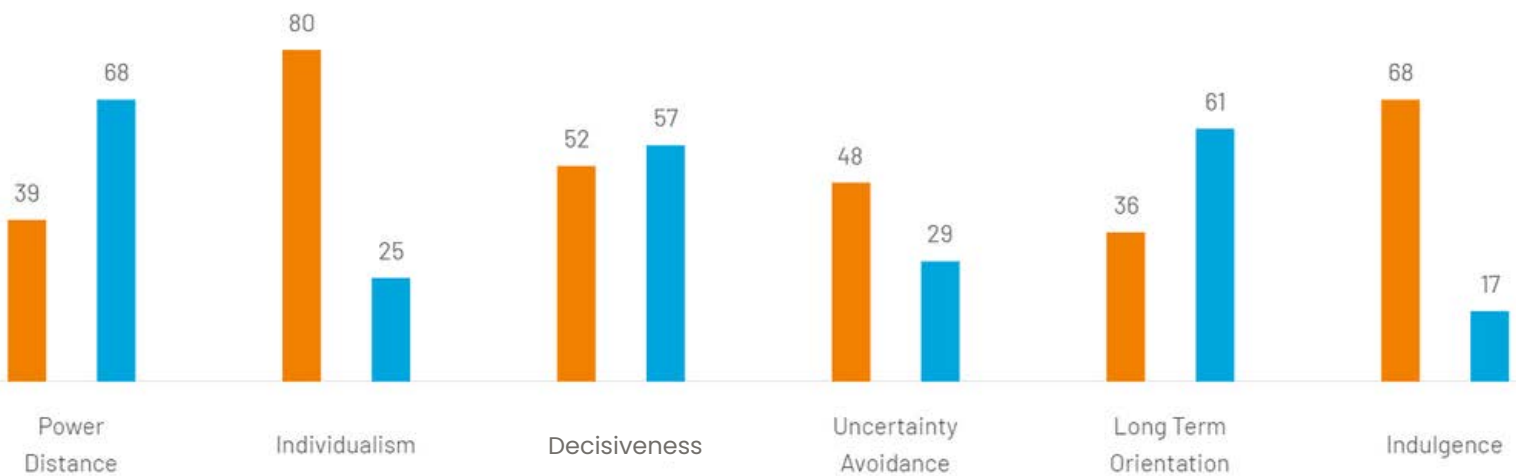


Official language: English  
Population: 32.83 million  
Capital city: Accra



**Communication:** Hong Kong's communication style is direct and efficient, influenced by Western culture. Saving face and maintaining harmony is also significant.  
**Body Language:** Personal space is important, and handshakes are customary greetings. Maintaining eye contact shows attentiveness and respect.  
**Social Interactions:** Hierarchical relationships and respect for authority are significant. Business and social life often intertwine, and networking is crucial.

Canada Hong Kong



## POWER DISTANCE: 68 (39)

In Hong Kong, there is a recognition and acceptance of inequalities within society. The belief is that some people have more power and authority than others, which is normal. Subordinates generally follow the instructions of their superiors without questioning them. The formal authority holds influence, and individuals tend to be optimistic about leadership and taking initiative.

A Hong Kong student may have respect for authority figures, including teachers. Learners might expect clear instructions and guidance from their teachers and hesitate to question or challenge their authority. This could lead to a more hierarchical relationship with teachers, where students are less likely to engage in open discussions or express opposing opinions.

## INDIVIDUALISM: 25 (80)

Hong Kong is a collectivist society where the group's interests are prioritized over individual needs. People focus on maintaining harmony within the group, and conflicts are often avoided. Communication can be indirect, emphasizing the importance of personal relationships over tasks or company goals.

As Hong Kong is a collectivist society, a Hong Kong student in Canada may prioritize group harmony and cooperation. Learners might prefer collaborative learning environments and enjoy group projects where they can contribute to the team's success. The student may value strong relationships with classmates and rely on them for support and assistance in their studies. However, this emphasis on group dynamics could lead to less individual assertiveness or independent thinking.



## DECISIVENESS: 57 (52)

Hong Kong leans towards a more success-oriented and competitive society. The pursuit of achievement and being the best in various fields is valued. Many individuals dedicate long hours to work and academic performance.

Hong Kong's orientation towards Decisiveness suggests that a Hong Kong student may have a strong drive for achievement and success. Learners might set high academic expectations and work diligently to excel in their studies. The student may focus on achieving top grades and seek recognition for their accomplishments. This drive for success may result in a more competitive study style and a willingness to invest long hours in academic pursuits.



## UNCERTAINTY AVOIDANCE: 29 (48)

Society is comfortable with ambiguity and adaptable to changing situations. Flexibility in adhering to rules and laws based on the specific context is common. The people of Hong Kong are pragmatic and entrepreneurial, embracing uncertainty rather than trying to control or avoid it.

A Hong Kong student in Canada might be adaptable and comfortable with ambiguity. Learners may embrace new experiences and be open to different approaches to learning. This adaptability could make them more willing to explore alternative study methods and adapt to different teaching styles. Learners might be less resistant to change and more inclined to take risks in their academic endeavours.

## INDULGENCE: 17 (68)

Hong Kong's culture tends to be more restrained, with a low score on indulgence. There is a focus on controlling desires and impulses, and leisure time is unimportant. Social norms play a significant role in guiding behaviour, and indulging oneself is often considered wrong or discouraged.

A Hong Kong student may exercise self-restraint and control over their desires and impulses. Learners might prioritize their studies and academic responsibilities over leisure activities. This could result in a more disciplined study style focusing on completing assignments and meeting deadlines.

## LONG-TERM ORIENTATION: 61 (36)

Hong Kong exhibits a pragmatic approach towards maintaining links with the past while preparing for the future. Tradition and modern education efforts are balanced, emphasizing thrift, savings, and perseverance in achieving desired outcomes. Adapting traditions to changing circumstances is valued.

Regarding Long Term Orientation, a Hong Kong student may have a strong focus on achieving long-term goals and may be motivated to work hard and save resources for future success. They might prioritize education and view it as securing a prosperous future. This long-term orientation could contribute to their diligent study habits and dedication to their academic pursuits.



## Examples of how these cultural aspects might appear in the classroom:

- Hong Kong students may demonstrate a strong personal ambition and drive to succeed. They may actively participate in class discussions, share their perspectives, and seek academic opportunities.
- Hong Kong students may address their teachers using appropriate titles, such as "Professor" or "Teacher," followed by their last name. Learners may show attentive listening and respect for authority figures during classroom interactions.
- Hong Kong students may exhibit high self-discipline and time management skills. Learners may come prepared for class, complete assignments on time, and actively engage in individual study or research.
- Hong Kong students may appreciate a structured and organized learning environment. Learners may value clear guidelines and expectations for assignments and assessments.

## Cultural behaviours:

- Gift-giving: In Hong Kong, customs and etiquette are associated with gift-giving. For example, gifts are often exchanged during festivals and special occasions, and it is customary to present gifts with both hands and receive them graciously.
- Competitive Admission Process: Hong Kong universities have highly competitive admission processes, with students often required to achieve high academic scores to secure a place.
- Strong Work Ethic: Hong Kong students are known for their strong work ethic and commitment to academic excellence, dedicating significant time and effort to their studies.
- Respect for Authority: Hong Kong students typically demonstrate great respect for professors and adhere to hierarchical structures within the academic setting.
- Bilingual Education: Hong Kong's higher education system often incorporates English and Chinese in instructional materials and coursework.
- Emphasis on Critical Thinking: Hong Kong universities emphasize developing critical thinking skills, encouraging students to analyze and evaluate information independently.



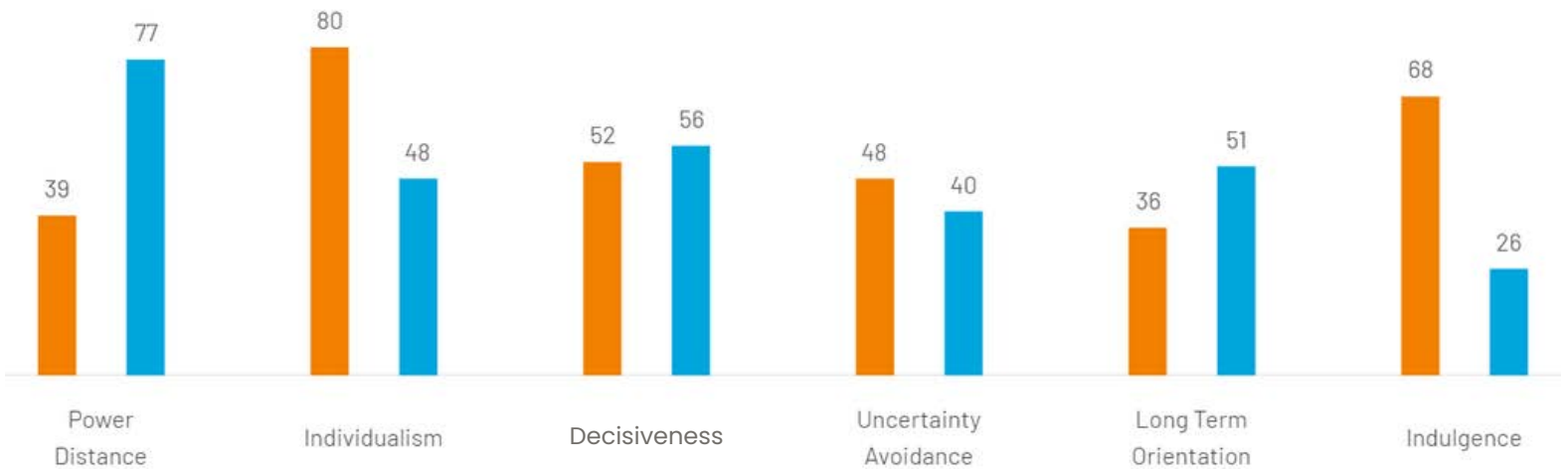
# India



Official language: English and Hindi

Population: 1.408 billion

Capital city: New Delhi



## POWER DISTANCE: 77 (39)

There is a strong belief in a hierarchical order where everyone has a designated place. People tend to respect authority figures and follow their directions without question. The relationship between superiors and subordinates is seen as unequal, and individuals rely on those in higher positions for guidance and decision-making.

An Indian student may strongly respect authority figures, including teachers. Learners may be accustomed to a hierarchical structure where teachers are seen as knowledgeable and authoritative. As a result, the student may be more inclined to listen and follow instructions from teachers without questioning them extensively.

## INDIVIDUALISM: 48 (80)

India falls somewhere in the middle, displaying characteristics of both individualistic and collectivist cultures. While individuals are expected to prioritize their immediate family, learners also feel a strong sense of belonging to wider social groups. Loyalty to these groups, such as family or work colleagues, is highly valued, and the opinions and expectations of these in-groups often influence decisions and actions.

An Indian student may still exhibit collectivist tendencies. Learners may prioritize their immediate family and seek belonging within social groups, such as classmates or Indian student associations. These in-groups can provide support and a sense of identity, and the student may have expectations of loyalty and cooperation within these circles.



## DECISIVENESS: 56 (52)

Success and material gains are highly valued, and individuals strive to excel in their work and personal endeavours. However, India's spiritual and cultural traditions also emphasize humility and modesty, which can temper the drive for individual success.

A desire for success and achievement may drive an Indian student. Learners may be highly motivated to excel academically and pursue opportunities for personal growth. The student may be competitive, striving to stand out and be recognized for their accomplishments. At the same time, they may also value teamwork and collaboration, as the collectivist aspect of their culture influences their interactions with peers.



## UNCERTAINTY AVOIDANCE: 40 (48)

While there is some acceptance of uncertainty, Indians generally prefer established routines and traditions. Learners are patient and adaptable, often finding innovative ways to navigate challenges and "adjust" to unexpected circumstances.

An Indian student may display a certain level of adaptability and comfort in uncertain situations. Learners may be more open to change and willing to take calculated risks. This can manifest in their study style, as they may be more inclined to explore different approaches and solutions rather than strictly adhering to predefined methods.

## INDULGENCE: 26 (68)

This suggests a culture of restraint, where individuals control their desires and impulses. Leisure time is not highly emphasized, and social norms guide behaviour. There is a sense that indulging oneself is perceived as somewhat wrong, and individuals strive to adhere to social norms and expectations.

An Indian student may demonstrate self-restraint and discipline in their study habits. They may prioritize their academic responsibilities over leisure activities and social engagements. The student may be highly motivated to achieve academic excellence and exhibit a strong work ethic, valuing delayed gratification and long-term rewards.

## LONG-TERM ORIENTATION: 51 (36)

Hong Kong exhibits a pragmatic approach towards karma, and the belief in multiple truths shapes the Indian perspective. The focus is not solely on planning for the future but also on embracing the present and allowing life to unfold. Pragmatism and tolerance for diverse religious views are prominent features in Indian society.

An Indian student may balance valuing tradition and embracing modern education. Learners may have a strong appreciation for their cultural heritage and exhibit perseverance and determination in their academic pursuits. The student may set long-term goals and prioritize efforts that contribute to their future success.



## Examples of how these cultural aspects might appear in the classroom:

- Indian students may address their teachers using respectful titles such as "Professor" or "Teacher," followed by their last name. Learners may exhibit attentive listening and show respect for authority figures during classroom interactions.
- Indian students may have a strong commitment to their studies and academic achievement. Learners may devote significant time and effort to their assignments and actively participate in class discussions.
- Indian students may value personal relationships and may seek opportunities to interact with their classmates outside the classroom. Learners may engage in group activities, form study groups or participate in extracurricular clubs or organizations.
- Indian students may appreciate clear instructions and guidelines for assignments and assessments. Learners may benefit from structured learning environments that provide clarity and enable them to meet expectations.

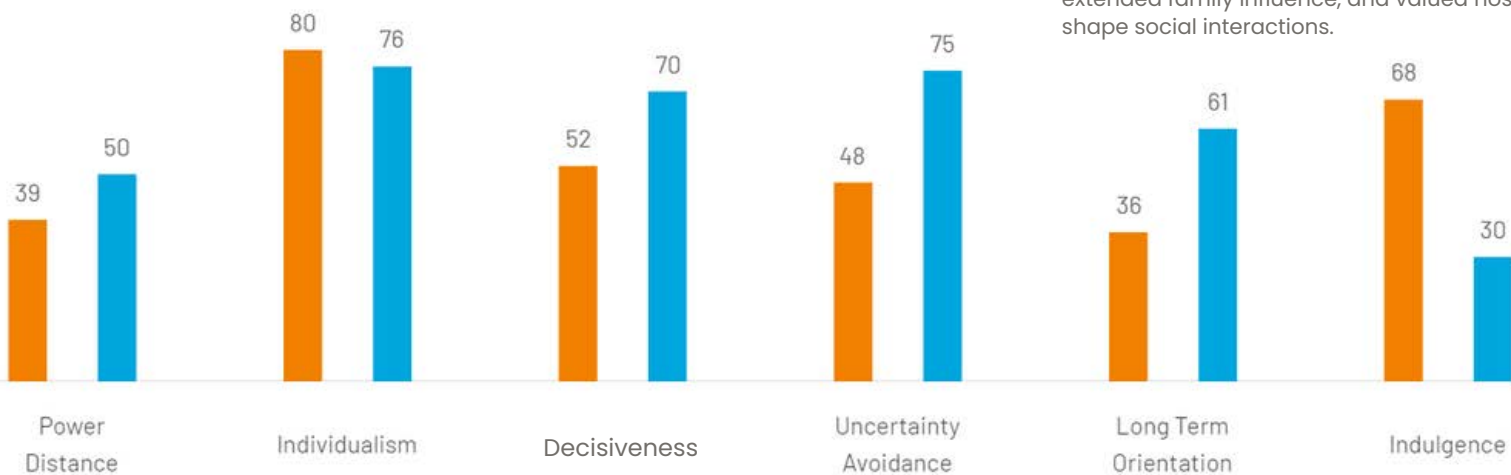




# Italy



Official language: Italian  
Population: 59.11 million  
Capital city: Rome



**Communication:** Italian communication is often expressive and can be characterized as high context, where meaning is derived not only from words but also from tone, gestures, and context. Nonverbal cues and body language play a significant role.

**Body Language:** Personal space in Italy varies by region and context, but Italians tend to be more comfortable with close physical proximity, especially among friends and family. Touching is common.

**Social Interactions:** In Italy, hierarchical relationships, respect for age-based status, extended family influence, and valued hospitality shape social interactions.

## POWER DISTANCE: 50 (39)

With a score of 50, Northern Italy prefers equality and decentralization of power and decision-making. Control and formal supervision are generally disliked among the younger generation, who prefer teamwork and an open management style. Bear in mind that the high score on Individualism accentuates the aversion to being controlled and told what to do.

Northern Italy prefers equality, decentralized power, teamwork, and an open management style in college classrooms. In contrast, Southern Italy tends to exhibit higher power distance, more prominently respecting hierarchical relationships and authority figures.

## INDIVIDUALISM: 76 (80)

Italy leans toward individualism, particularly pronounced in the urban North where, even amidst bustling crowds, individuals can experience isolation. Family and friends serve as a vital remedy for this sentiment, though the term "friend" can hold a distinct business connotation, implying utility in introductions to influential individuals. Italian motivation centers on personal ideas and goals, driving happiness through self-fulfillment.

This dynamic varies in Southern Italy, where a less individualist trend is observed, emphasizing familial networks and communal ties. Customs like family gatherings and weddings are essential, and those relocating from the South to the North often note a perceived emotional chill due to less warmth in relationships.



## DECISIVENESS: 70 (52)

At 70, Italy is a Decisive society – highly success-oriented and driven. Children are taught early on that competition is good and to be a winner is important in one's life. Italians show their success by acquiring status symbols such as a beautiful car, a big house, a yacht and travel to exotic countries. As the working environment is where every Italian can reach his/her success, competition among colleagues for making a career can be very strong.

This success-oriented approach influences Italian students' strong work ethic, competitiveness, and pursuit of personal goals.



## UNCERTAINTY AVOIDANCE: 75 (48)

Italians display discomfort with ambiguity. Formality is significant, and despite complex norms, Italians sometimes deviate, discerning crucial rules to navigate the bureaucracy. High Uncertainty Avoidance leads to extensive planning in work contexts, while low Uncertainty Avoidance can stress Italians unaccustomed to flexible planning.

Combining high Decisiveness and Uncertainty Avoidance, Italy presents challenges, fostering stress. Italians counter this with relaxing moments, like leisurely meals and coffee breaks. Passionate and expressive, Italians channel intense emotions through body language due to their elevated score in this dimension.

## INDULGENCE: 30 (68)

According to Hofstede, Italy is a culture characterized by restraint in desires and impulses; individuals tend to approach life with discipline and self-control. This cultural inclination toward restraint can influence how Italian students engage with various aspects of college life in Canada. Italian students may exhibit a strong sense of discipline and responsibility in their academic pursuits. Learners will likely be diligent in their studies, adhering to schedules and focusing on their educational goals. Their restrained approach to desires might lead them to prioritize academic commitments over leisure activities, ensuring learners maintain a diligent work ethic and dedication to their studies.

## LONG-TERM ORIENTATION: 61 (36)

Italy's high score of 61 on this dimension shows that Italian culture is pragmatic. In societies with a pragmatic orientation, people believe that truth depends very much on situation, context and time. Learners show an ability to adapt traditions easily to changed conditions, a strong propensity to save and invest, thriftiness, and perseverance in achieving results.

Due to their practical mindset, Italian students are well-equipped to quickly adjust and get ready for their future endeavours while they are in college.



## Examples of how these cultural aspects might appear in the classroom:

- Italian students may greet their professors and peers with a warm handshake and direct eye contact, accompanied by a friendly smile.
- Italian students may use enthusiastic gestures and expressive facial expressions in classroom discussions to emphasize their viewpoints. Learners might stand close to their peers to demonstrate engagement and active conversation participation.
- The importance of family in Italian culture could be reflected in classroom interactions as Italian students may frequently reference their family experiences or anecdotes in discussions. Learners might also take the initiative to form study groups or collaborate on projects with classmates, mirroring the strong value placed on personal relationships.
- Expressive communication might be evident when Italian students passionately contribute to class discussions. Their enthusiasm could enhance the dynamism of the classroom environment.
- To achieve a work-life balance, Italian students may emphasize the importance of leisure activities and breaks, encouraging their peers to relax and engage in social interactions as essential to their overall well-being.

## Cultural behaviours:

- **Greeting with Warmth:** Italians are known for their warm and expressive greetings. A firm handshake, accompanied by direct eye contact and a friendly smile, is common when meeting someone for the first time.
- **Importance of Family:** Family holds a central role in Italian culture. Italian students often maintain close ties with their families and may share strong emotional connections with relatives. Family gatherings and celebrations are highly valued.
- **Passion for Arts and Culture:** Italy has a rich cultural heritage, and Italian students might have a strong appreciation for art, literature, music, and history. Learners may discuss these topics and bring their cultural insights to classroom conversations.
- **Sociability:** Italians are known for their sociable nature. Italian students might actively participate in group activities, engage in discussions, and seek opportunities to interact with their peers and professors outside the classroom.
- **Cuisine and Food Sharing:** Italian cuisine is famous worldwide, and Italian students might take pride in sharing their culinary traditions. Learners may participate in food-related events or potlucks and view meals as occasions for bonding and socializing.



# Kenya



Official language: English and Swahili

Population: 53.01 million

Capital city: Nairobi

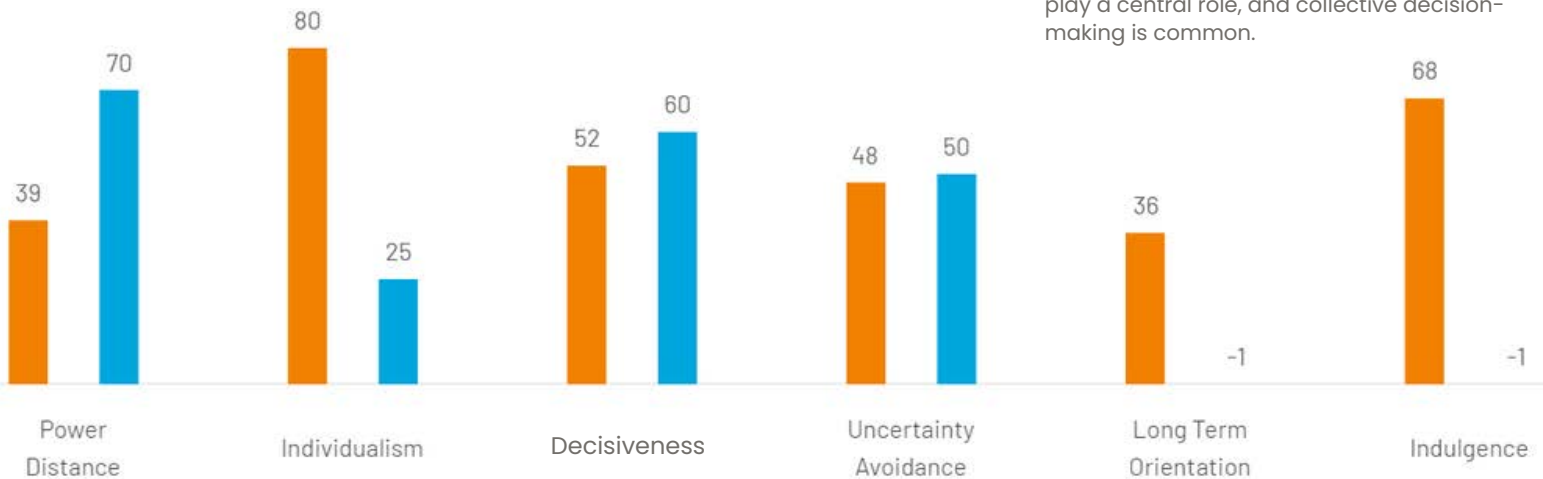


**Communication:** Kenyans tend to be polite and indirect in their communication styles.

Nonverbal cues, such as facial expressions and tone of voice, carry significance.

**Body Language:** Handshakes are common greetings, and physical contact among friends and family is more prevalent. Maintaining eye contact is seen as a sign of respect.

**Social Interactions:** Hospitality and communal living are important values. Extended families play a central role, and collective decision-making is common.



## POWER DISTANCE: 70 (39)

Kenya has a high Power Distance, meaning that people in Kenyan society accept the existence of hierarchy and unequal power distribution. In the context of education, Kenyan students may respect authority figures, such as teachers, and expect clear instructions and guidance from them.

Learners may expect clear instructions and guidance from their teachers and be less likely to question or challenge their authority. This student may demonstrate a more formal and deferential approach towards their teachers, showing politeness and avoiding direct confrontation or disagreement.

## INDIVIDUALISM: 25 (80)

Kenyans value their relationships with family, extended family, and close groups. Learners prioritize loyalty and take responsibility for their group members. In the classroom, learners may prefer working collaboratively with peers and consider the opinions and expectations of their family and community.

A Kenyan student in Canada may prioritize their relationships with family, extended family, and close-knit groups. Learners may value the opinions and expectations of their family and community, seeking their guidance and approval in decision-making. Learners may prefer collaborative work and group discussions in their study style, enjoying the sense of belonging and shared effort.



## DECISIVENESS: 60 (52)

Kenya is considered a relatively Decisive society. Kenyan students are driven by the desire to excel and be recognized for their achievements. Learners may exhibit a strong work ethic, strive to be the best, and view success as a significant aspect of their academic and professional lives.

The Kenyan student in Canada may have a strong drive for achievement and success. Learners may be highly motivated to excel academically, striving to be the best in their field of study. This student may exhibit a competitive nature and a willingness to put in extra effort to stand out among their peers. Their study style may involve setting ambitious goals, engaging in self-directed learning, and seeking recognition for accomplishments.



## UNCERTAINTY AVOIDANCE: 50 (48)

Kenya has an intermediate score of 50, indicating a moderate preference for managing uncertainty. Kenyan students may adapt well to change and be open to new approaches. They exhibit resilience and adaptability when faced with academic challenges.

A Kenyan student in Canada may display a moderate preference for managing uncertainty. They may adapt well to changing circumstances and be open to new approaches and ideas. This student may demonstrate resilience and adaptability in their study style, embracing challenges as learning opportunities and being comfortable with ambiguity.

## INDULGENCE: -1 (68)

Without a score available for this dimension, it is difficult to assess a Kenyan student's level of self-control and indulgence in Canada. However, Learners may exhibit discipline and self-restraint in their study habits, prioritizing academic responsibilities over leisure activities and demonstrating dedication to their studies.

## LONG-TERM ORIENTATION: -1 (36)

Without a score available for this dimension, it is challenging to draw specific conclusions about the behaviour and expectations of a Kenyan student in Canada. However, these students may respect their cultural heritage and traditions while embracing opportunities for personal and academic growth in their new environment.



## Examples of how these cultural aspects might appear in the classroom:

- Kenyan students may readily engage in group discussions or collaborative activities. Learners may value collective decision-making and seek consensus within their groups.
- Kenyan students may address their teachers using titles such as "Mr.," "Miss," or "Teacher," followed by the teacher's last name. Learners may maintain a respectful distance and show deference during teacher-led discussions or lectures.
- Kenyan students may exhibit strong loyalty and support for their classmates. Learners may volunteer to help their peers or actively engage in group activities, fostering a sense of unity within the classroom.
- Kenyan students may demonstrate respect for elders by listening attentively when others speak, allowing them to express their thoughts and opinions before sharing their own.

## Cultural behaviours:

- **Harambee:** Harambee is a Swahili term meaning "pulling together." It represents the spirit of community collaboration and working collectively towards a common goal.
- **Communal Learning:** Kenyan education values communal learning, with students often engaging in group discussions, cooperative projects, and peer support.
- **Respect for Authority:** Kenyan students generally display respect for their professors and adhere to hierarchical structures within the academic environment.
- **Multilingual Environment:** Kenya's higher education often takes place in a multilingual environment, with English and local languages used interchangeably.
- **Practical Skill Development:** Practical skills and vocational training are highly valued in Kenyan higher education to prepare students for the job market.
- **Emphasis on Research:** Kenyan universities increasingly focus on research and innovation, encouraging students to engage in research projects and contribute to knowledge creation.



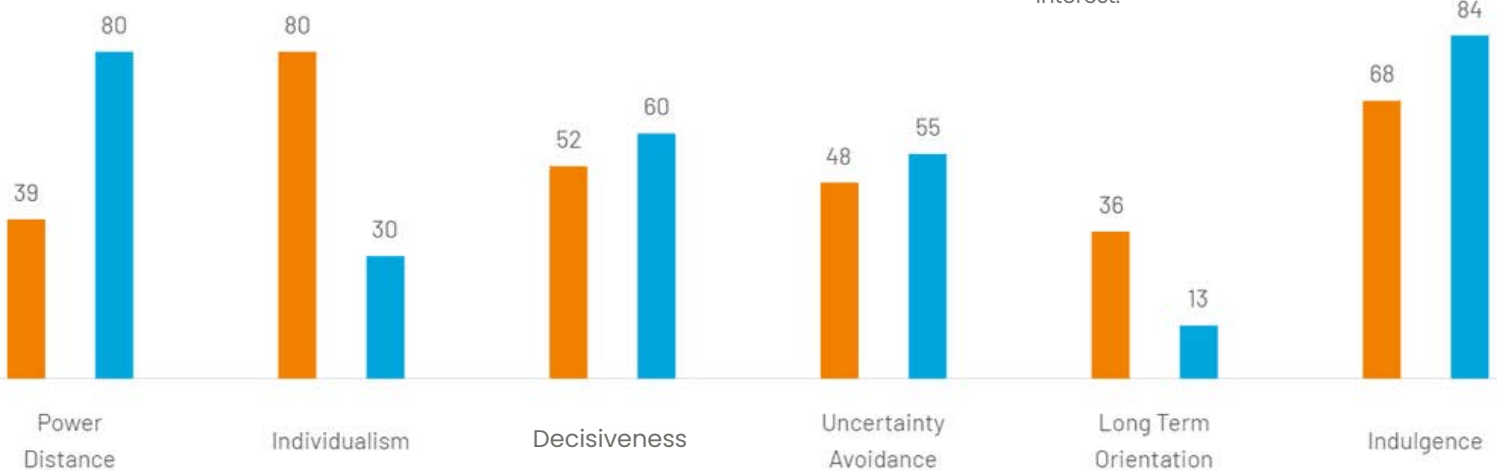
# Nigeria



Official language: English

Population: 213.4 million

Capital city: Abuja



## POWER DISTANCE: 80 (39)


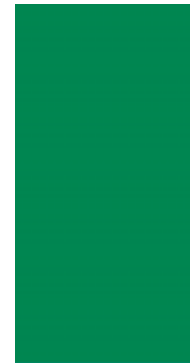
Nigeria scores high on this dimension (score of 80), meaning that people accept a hierarchical order in which everybody has a place and needs no further justification. Hierarchy in an organization is seen as reflecting inherent inequalities, and centralization is popular, subordinates expect to be told what to do, and the ideal boss is a benevolent autocrat.

Learners embrace authority and respect inherent inequalities, viewing hierarchy as a reflection of their culture's values. This perspective might influence their interactions with professors, as they may demonstrate strong deference to authority figures and expect clear guidance.

## INDIVIDUALISM: 30 (80)

Nigeria, with a score of 30, is considered a collectivistic society. This manifests in a close long-term commitment to the member 'group,' be that a family, extended family, or extended relationships. Loyalty in a collectivist culture is paramount and overrides most other societal rules and regulations. The Society fosters strong relationships where everyone takes responsibility for fellow members of their group. In collectivist societies, offence leads to shame and loss of face.

This collectivist mindset may manifest in their close collaborations with classmates and their emphasis on group responsibility. Nigerian students might approach classroom discussions with a communal perspective, striving to contribute positively to the group dynamic.



**Communication:** When expressing themselves, Nigerian students might use clear and direct language, showing consideration for the hierarchical structure within their conversations.

**Body Language:** Nigerian students' body language conveys respect and attentiveness, with subtle gestures like nodding, indicating agreement and maintaining appropriate eye contact as a sign of respect, occasionally becoming more animated when discussing their passions.

**Social Interactions:** Nigerian students are likely to engage in conversations that strengthen personal bonds and may inquire about classmates' well-being as a sign of genuine interest.



## DECISIVENESS: 60 (52)

Nigeria scores 60 on this dimension and is thus a Decisive society. In Decisive countries, people “live in order to work,” and managers are expected to be decisive and assertive. The emphasis is on equity, competition and performance and conflicts are resolved by fighting them out.

Nigerian students' Decisiveness score of 60 reveals their strong drive for success and achievement. Learners are motivated by competition and performance, aiming to stand out and excel. This competitive spirit might be seen in their approach to academic challenges and their desire to distinguish themselves in their studies.



## UNCERTAINTY AVOIDANCE: 55 (48)

Regarding Uncertainty Avoidance, Nigerian students receive an intermediate score of 55, indicating a balanced approach to ambiguity. Their adaptive nature might enable them to navigate uncertain situations with caution and flexibility, and Learners might be open to exploring various solutions in the classroom context.

## INDULGENCE: 84 (68)

With a high score of 84, Nigerian culture is considered one of Indulgence. People in societies classified by a high score in Indulgence generally exhibit a willingness to realize their impulses and desires concerning enjoying life and having fun. Learners possess a positive attitude and tend towards optimism. In addition, they place a higher degree of importance on leisure time, act as they please and spend money as they wish.

Nigerian students have an optimistic outlook. Learners prioritize enjoyment, leisure, and expressing their desires. This orientation might translate into their participation in extracurricular activities, willingness to discuss diverse topics and enthusiasm for exploring various aspects of the college experience.

## LONG-TERM ORIENTATION: 13 (36)

Nigeria scores very low (13) on this dimension, meaning its culture is normative instead of pragmatic. People in such societies have a strong concern with establishing the absolute Truth; learners are normative in their thinking. They exhibit great respect for traditions, a relatively small propensity to save for the future, and a focus on achieving quick results.

Nigerian students might bring a normative mindset to the classroom, valuing established practices and norms. However, their willingness to engage in Canadian educational endeavours also showcases their openness to new experiences.





## Examples of how these cultural aspects might appear in the classroom:

- Nigerian students may readily engage in collaborative projects and discussions, valuing group consensus and collective decision-making.
- Nigerian students may use formal titles such as "Mr.," "Miss," or "Professor" when addressing their teachers, reflecting a respectful and hierarchical communication style.
- Nigerian students may prioritize building strong connections with classmates, offering assistance to peers and participating actively in group tasks to foster unity within the classroom.
- Nigerian students may respect authority figures and elders by actively listening during discussions and allowing others to express their views before sharing their perspectives.
- Nigerian students may enthusiastically share aspects of their rich cultural heritage, such as traditional stories, music, or food, during classroom discussions or cultural exchange events, promoting cross-cultural understanding among their peers.

## Cultural behaviours:

- **Ubuntu Spirit:** Nigerian students may bring their communal values and "Ubuntu" philosophy to Canadian colleges, fostering a sense of unity and cooperation within diverse student communities.
- **Collaborative Learning:** Nigerian students might actively participate in group discussions and collaborative projects in Canadian classrooms, embracing the cooperative learning environment.
- **Respectful Engagement:** Nigerian students are likely to exhibit respect for their professors and peers within the Canadian academic context, aligning with the culture of valuing authority figures.
- **Multiculturalism Dynamics:** In the multicultural environment of Canadian colleges, Nigerian students may contribute to linguistic diversity by navigating between English and their native languages. Nigerian students may excel in adapting to various cultural backgrounds in the diverse Canadian college environment, contributing to an inclusive learning atmosphere.
- **Respectful Communication:** Nigerian students will likely uphold respectful communication norms in Canadian college settings, demonstrating deference to professors and peers alike.



# Philippines



Official language: English and Filipino (based of Tagalog)

Population: 113.9 million

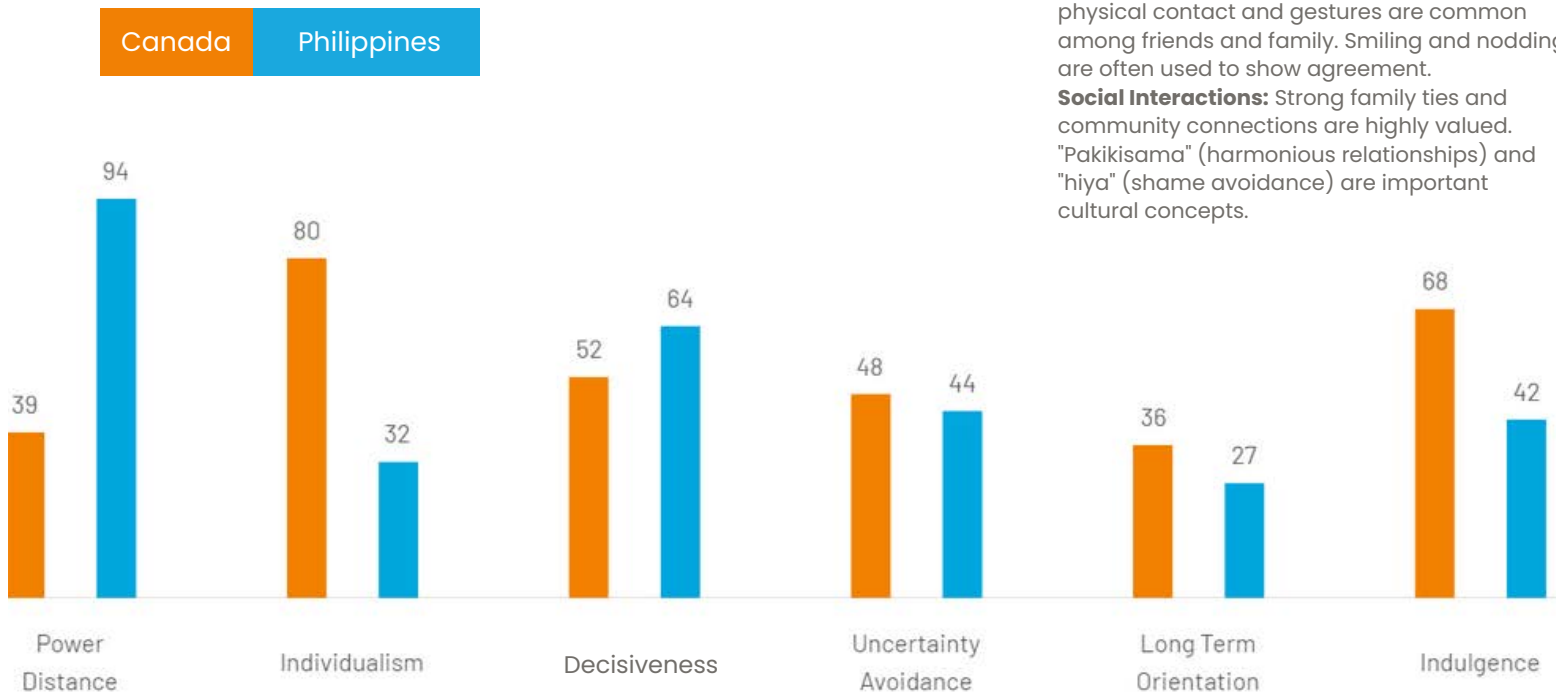
Capital city: Manila



**Communication:** Filipinos are generally friendly and indirect communicators. Politeness and respect are emphasized, and avoiding conflict is preferred.

**Body Language:** Personal space varies, but physical contact and gestures are common among friends and family. Smiling and nodding are often used to show agreement.

**Social Interactions:** Strong family ties and community connections are highly valued. "Pakikisama" (harmonious relationships) and "hiya" (shame avoidance) are important cultural concepts.



## POWER DISTANCE: 94 (39)

The Philippines is a hierarchical society where people accept and believe in a social order where everyone has a specific place. The hierarchy is seen as a natural part of life, and centralization is popular. Subordinates expect clear instructions from their superiors, and a benevolent autocratic leadership style is considered ideal.

Coming from a hierarchical society, Filipino students in Canada may initially exhibit respect and deference towards their teachers. Learners may expect clear instructions and guidance from their instructors as they are accustomed to a teacher-centred approach.

## INDIVIDUALISM: 32 (80)

Filipinos prioritize their long-term commitment to their family, extended family, or close relationships. Loyalty is highly valued, and individuals take responsibility for their group members' well-being.

Filipino students may prioritize group harmony and loyalty. Learners may initially hesitate to assert their opinions or ideas as they have been socialized to value the group's interests over their own. Learners may prefer to observe and listen to others in the classroom before actively participating in discussions. However, with time and exposure to the individualistic culture of Canada, they may become more comfortable expressing their viewpoints, engaging in independent thinking, and valuing their individual growth and success.



## DECISIVENESS: 64 (52)

There is a focus on competition, achievement, and success. Deci societies emphasize the importance of being the best and winning. Managers are expected to be decisive and assertive, and the emphasis is on equity, competition, and performance. Conflicts are often resolved through direct confrontation.

Growing up in a society with a moderate focus on competition and achievement, Filipino students may place a high value on academic performance. Learners might have a strong work ethic and a competitive drive to excel academically. This could result in their study style being diligent, disciplined, and focused on achieving success, often measured by grades and academic recognition.



## UNCERTAINTY AVOIDANCE: 44 (48)

People in the Philippines believe in adapting and changing rules when necessary, and flexibility is valued. Precision and punctuality are not highly emphasized, and innovation is not seen as threatening.

Coming from a society with a lower preference for uncertainty avoidance, Filipino students in Canada may exhibit a more relaxed attitude toward ambiguous situations. They may be more open to adapting and changing rules if ineffective or ambiguous. Learners may embrace flexibility and be comfortable with uncertain or changing circumstances in their academic pursuits.

## INDULGENCE: 68 (68)

The Society leans towards restraint. Individuals tend to have self-control and place less emphasis on leisure time and indulging their desires. Social norms play a significant role in guiding behaviour, and there is a sense that indulging oneself is somewhat wrong.

Growing up in a restrained society, Filipino students may exhibit a strong sense of self-control and restraint in their actions and desires. Learners may prioritize their studies and academic responsibilities over leisure activities. Their disciplined study approach may involve dedicating focused time and effort to their academic pursuits. Learners may be more inclined to adhere to rules and norms, valuing self-discipline and responsibility.

## LONG-TERM ORIENTATION: 27 (36)

The Philippines is more normative than pragmatic. The Society places a strong emphasis on maintaining traditions and norms. Change is viewed with suspicion, and quick results are prioritized over long-term planning. Establishing the absolute truth and respecting traditions are important cultural values.

Filipino students from a society that places importance on maintaining traditions and norms may initially prefer preserving time-honoured practices. They may view societal change with caution and skepticism. However, as learners integrate into the Canadian educational system, they may also embrace the pragmatic approach of preparing for the future through modern education and adapting to new ideas and approaches. Their long-term orientation may drive them to work diligently toward their academic goals.



## Examples of how these cultural aspects might appear in the classroom:

- Filipino students may readily engage in group discussions or collaborative activities. Learners may value collective decision-making and consensus-building, seeking harmony and cohesion within their groups.
- Filipino students may address their teachers using respectful titles such as "Professor," "Ma'am," or "Sir," followed by their last name. Learners may exhibit attentive listening and show respect for authority figures during classroom interactions.
- Filipino students may exhibit strong loyalty and support for their classmates. Learners may willingly assist their peers or actively engage in group activities, fostering a sense of unity and camaraderie within the classroom.
- Filipino students may demonstrate warmth and friendliness towards their classmates and teachers. They may actively seek opportunities to interact outside the classroom, forming study groups or participating in extracurricular activities.

## Cultural behaviours:

- "Mano Po": In Filipino culture, "Mano Po" is a gesture of respect where younger individuals take the elder's hand and place it on their forehead as a sign of reverence. It is customary when greeting or seeking blessings from older family members or authority figures.
- Strong Familial Support: Filipino students often receive strong support from their families, who actively participate in their educational journey, including financial assistance and guidance.
- Respect for Authority Figures: Filipino students generally exhibit respect for their professors and adhere to hierarchical structures within the academic environment.
- Collaborative Learning: Collaborative learning is valued in the Philippines, with group activities, discussions, and peer engagement common in higher education.
- English as the Medium of Instruction: English is widely used as the primary medium of instruction in Philippine higher education, reflecting the country's historical ties to the United States.
- Adaptability and Flexibility: Filipino students are often adaptable and flexible in their approach to education, readily adjusting to changes and finding innovative solutions to challenges.



# South Korea



Official language: Korean

Population: 51.74 million

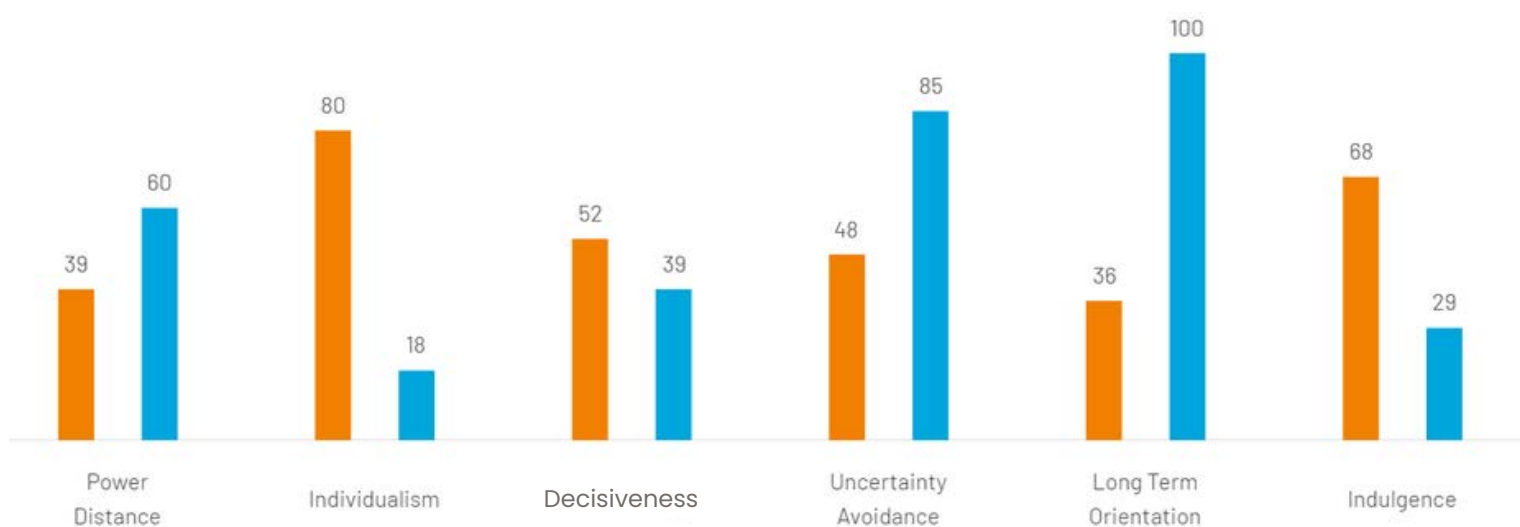
Capital city: Seoul



**Communication:** South Koreans tend to be indirect and maintain a level of formality. Respect for age and authority is crucial, and silence is often used to convey respect.

**Body Language:** Bowing is a common greeting, and maintaining personal space is important. Eye contact with seniors may be limited to show deference.

**Social Interactions:** Hierarchy and group harmony are significant. Confucian values of respect for elders and collectivism influence social interactions. Building personal relationships is important.



## POWER DISTANCE: 60 (39)

People generally accept and respect the existing hierarchy without needing further explanation. Hierarchy is seen as a reflection of inherent inequalities, and centralization of power is common. Subordinates typically expect clear instructions and guidance from authority figures, and an ideal boss is considered a benevolent autocrat.

A South Korean student in Canada may initially exhibit respect and deference towards their teachers. Learners might be accustomed to a teacher-centred approach where they expect clear instructions and guidance from their instructors. However, as they adapt to the more egalitarian environment of Canadian universities, they may gradually become more comfortable expressing their opinions and engaging in open discussions with teachers.

## INDIVIDUALISM: 18 (80)

South Koreans have a strong commitment to their family, extended family, or other close relationships. Loyalty to the group is highly valued and takes precedence over individual interests. The society fosters strong relationships where everyone feels responsible for their group members' well-being. In collectivist societies, offending or bringing shame to the group is considered serious.

South Korean students may prioritize group harmony and may be hesitant to assert their individual opinions or ideas. In a classroom setting, learners may initially prefer to observe and listen to others before actively participating in discussions. However, they may gradually become more comfortable expressing their viewpoints and engaging in independent thinking.



## DECISIVENESS: 39 (52)

The focus is on "working in order to live," and managers strive for consensus among their team members. Equality, solidarity, and quality of life are valued. Conflicts are resolved through compromise and negotiation.

Growing up in a society with a moderate focus on achievement and success, South Korean students may place a high value on academic performance. Learners might have a strong work ethic and a competitive drive to excel academically. This could result in their diligent and disciplined study style, dedicating long hours to studying and striving to achieve the best possible grades.



## UNCERTAINTY AVOIDANCE: 85 (48)

Society places great importance on rules and order, even if the rules are not always effective. People in such societies have an inner drive to be busy and work hard. Precision, punctuality, and following established protocols are considered the norm. Innovation may be met with resistance, and security is a significant motivation for individuals.

South Koreans may initially prefer structured learning environments and clear guidelines. They may seek clarity in assignments and instructions and may feel more comfortable with well-defined expectations.

## INDULGENCE: 68 (68)

South Korean society is considered restrained, meaning that individuals place a stronger emphasis on self-control and do not prioritize indulging in personal desires. Restraint-oriented societies may exhibit tendencies towards cynicism, pessimism, and a less pronounced focus on leisure time.

Growing up in a restrained society, South Korean students may exhibit a strong sense of self-control and may not prioritize leisure or personal indulgence. They might be highly disciplined in managing their time and prioritizing their studies over recreational activities. This could result in them dedicating extensive hours to their academic pursuits and demonstrating a serious and focused approach to their studies.

## LONG-TERM ORIENTATION: 100 (36)

South Korea is a highly pragmatic and future-oriented society. Traditional religious concepts of an almighty God are not as familiar in South Korea. Instead, people live their lives guided by virtues and practical examples. Corporate practices reflect a long-term orientation, focusing on steady growth, sustainability, and serving stakeholders and society for future generations.

South Korean students, accustomed to a society with a strong focus on long-term goals and perseverance, may bring a determined and persistent attitude to their studies in Canada. Learners may prioritize academic success and view their education as a stepping stone to future career prospects. Their dedication and commitment may lead them to take a proactive approach to their studies, seeking additional resources and assistance when needed.



## Examples of how these cultural aspects might appear in the classroom:

- South Korean students may demonstrate respect for authority by addressing their teachers using appropriate titles, such as "Professor," "Teacher," or honorifics followed by the teacher's last name. Learners may exhibit attentive listening and show deference during classroom interactions.
- South Korean students may actively engage in group work and discussions. Learners may emphasize collective decision-making and collaboration, seeking harmony within the group.
- South Korean students may have a strong commitment to academic achievement. Learners may participate eagerly in class discussions, share their perspectives, and strive for excellence in their individual pursuits.
- South Korean students may appreciate clear instructions and guidelines for assignments. They may benefit from structured learning environments.

## Cultural behaviours:

- Age Hierarchy: South Korean culture emphasizes age hierarchy and respect for elders. Younger individuals are expected to show deference and use appropriate honorifics when addressing or interacting with older individuals.
- Respect for Hierarchy: South Korean culture places significant emphasis on hierarchy and respect for authority, which is also reflected in the higher education system.
- Intense Academic Competition: South Korean students face intense academic competition, with a strong emphasis on high grades and university rankings.
- High Expectations: South Korean society places high expectations on educational achievements, putting immense pressure on students to succeed academically.
- Focus on STEM Fields: South Korean higher education often emphasizes STEM (Science, Technology, Engineering, and Mathematics) fields, which are highly valued in the job market.
- Study Groups: Study groups play a crucial role in South Korean education, with students often forming study groups to collaborate, discuss, and prepare for exams.





# Challenges and Solutions

## **Language Barrier:**

**Challenge:** Students may need help understanding lectures, participating in discussions, or completing assignments due to language differences.

**Solution:** Educators can make warm referrals to Student Support Services, provide language support through additional resources, language workshops, or English language conversation groups. They can also encourage peer collaboration and assign group work to facilitate language development.

## **Cultural Adjustment:**

**Challenge:** Students may experience culture shock, feeling overwhelmed or isolated due to unfamiliar customs, social norms, and academic expectations.

**Solution:** Teachers can organize orientation programs or cultural sensitivity workshops to help students understand and adapt to their new environment.

## **Academic Expectations:**

**Challenge:** International students may need help adjusting to different teaching styles, expectations, and assessment methods in Canadian classrooms.

**Solution:** Teachers can provide clear guidelines for assignments and assessments, offer additional academic support resources such as writing centers or tutoring services, and provide constructive feedback to help students understand the expectations and improve their academic performance.

## **Social Integration:**

**Challenge:** Students may struggle to establish social connections and friendships with local students.

**Solution:** Teachers can encourage student interaction through group activities, discussions, or collaborative projects. They can also promote diversity and inclusivity in the classroom, organizing events that celebrate cultural differences and foster a sense of community.



### **Homesickness:**

Challenge: Students may experience feelings of homesickness, missing their families, friends, and familiar environments.

Solution: Teachers can provide emotional support by showing empathy, providing resources for counselling services or student support groups, and fostering a supportive classroom environment where students feel comfortable discussing their experiences and challenges.

### **Financial Constraints:**

Challenge: International students may need help with financial difficulties, including managing tuition fees, living expenses, and limited job opportunities.

Solution: Teachers can provide information about scholarships, part-time job opportunities, and financial assistance programs. They can also encourage responsible financial management and refer students to relevant support services on campus.

### **Different Learning Styles:**

Challenge: Students may be accustomed to different learning styles and classroom dynamics, which may differ from the Canadian education system.

Solution: Teachers can adopt inclusive teaching strategies that cater to different learning styles, incorporate interactive and participatory activities, and clearly explain expectations and learning objectives.

### **Communication Styles:**

Challenge: Students may encounter differences in communication styles, such as directness, assertiveness, or non-verbal cues.

Solution: Teachers can promote open communication by encouraging students to ask questions, providing clarification when needed, and being attentive to non-verbal cues. They can also foster a respectful, inclusive classroom environment that values diverse communication styles.

### **Time Management:**

Challenge: Students may need help managing their time effectively balancing academic responsibilities, part-time work, and personal commitments.

Solution: Teachers can provide guidance on time management techniques, offer resources on effective study habits and organization skills, and emphasize the importance of prioritization and self-care.

### **Education System Differences:**

Challenge: Students may encounter differences in the education system, such as teaching methods, classroom dynamics, or evaluation criteria.

Solution: Teachers can explain the Canadian education system, including teaching philosophies, expectations, and grading systems. They can guide how to navigate these differences and offer resources for academic support.



## Strategies to encourage international students to participate and share their perspectives in the classroom:

- Provide opportunities for small group discussions or paired activities that encourage collaboration and interaction.
- Assign culturally relevant projects or assignments that allow international students to showcase their unique experiences and knowledge.
- Incorporate multicultural and diverse materials in the curriculum to foster a sense of representation and inclusion.
- Assign group projects that mix international and local students, promoting cross-cultural interactions and learning.
- Create a supportive and non-judgmental classroom atmosphere where international students feel comfortable speaking up and sharing their opinions.
- Assign language buddies or peer mentors to provide additional language support and facilitate integration.
- Encourage students to engage in cultural exchange activities, such as presentations or sharing traditional customs, to promote understanding and appreciation.



### Key Considerations for Fair and Effective Grading Practices

- Provide clear grading criteria and expectations to ensure effective assessment and student success.
- Outline specific criteria to offer students a clear understanding of expectations and evaluation methods.
- Help international students navigate their coursework and demonstrate knowledge by providing clarity in grading guidelines.
- Be aware of potential differences in evaluation methods across cultures and adjust the approach accordingly.
- Consider diverse perspectives and approaches to learning for fairness and consistency in grading practices.
- Ensure equal opportunities for all students to succeed and grow academically.



# Hofstede Insights



The cultural dimension information presented in this document has been sourced from Hofstede Insights.

Local Immigration Partnership - Lanark & Renfrew acknowledges using Hofstede Insights' research and data to provide insights into cultural dimensions. The content derived from Hofstede Insights is intended to enhance understanding and awareness of cultural differences and should only be used for informational purposes.

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## **We want to know what you think**

This guide is intended to be a dynamic document that grows and adapts based on your feedback, thoughts, and experiences. At any time, please scan the QR code below to complete our survey which will allow us to keep this document up to date.

