

How to deal with different cultures in education?

- Margot Heylen
- Ine Geerts

Program:

- Migration history of Belgium
- Migrants and our welfare system: special needs and difficulties
- Transcultural education
- Examples

Belgium



Migration history of Belgium

1920 – 1930: coalmine-workers Poland,
Czechia, Italy

1956: Greece, Spain, Portugal

1960: Turkey, Morocco

1974: migration – stop

After: family reunification

Migration history of Limburg

- **Top 10 non-Belgian people in Limburg (01.01.2007)**
- **Nationality:**
- Dutch 37.929 55,0%
- Italian 11.663 16,9%
- Turkish 4.901 7,1%
- Moroccan 1.926 2,8%
- German 1.855 2,7%
- Spain 1.648 2,4%
- Greece 1.101 1,6%
- Poland 785 1,1%
- Indian 588 0,9%
- United Kingdom 560 0,8%
- others 6.006 8,7%
- **Total 68.962 100,0%**

Migration history of Limburg

Nationality \neq Ethnicity

An estimate based on ethnicity:

- Dutch: 40.000
 - Italian: 25.000
 - Turkish: 30.000
 - Moroccan: 7.000
- = 14% of the population

Migrants and our welfare system: special needs and difficulties

- Less knowledge of our welfare system
- Language difficulties
- Less trust in our welfare system
- Other dynamics in their family structures
- Importance of friends
- Migrant families search solutions within the family
- The staff of an organization is not a good reflection of the clients

Transcultural education

Methodology Edwinn Hoffman

Is it possible for a social care worker to accept the strange culture and remove him/herself from a frame of references?

Transcultural education

Culture

= a social system as a world of the same experiences, words, symbols, practices and knowledge

≠ ethnicity

Transcultural education

Culture

= always continuing and changing

—————> Education: to have
attention for more than one
cultural dimension

Transcultural education

Methodology Edwinn Hoffman

Presence

Transcultural skill

Intervention

Methodology Communication and
Interaction

Transcultural education

Presence: Transcultural skill

= respectful

= attentive

to the differences of the client

Transcultural education

Intervention

Methodology =

1. *approach of the different habitats (school, work, financial possibilities, police, health, housing, ...)*

!! Client with an other ethnic background:

- relationship with the family
- relationship with the mother-country
- relationship with the religious community
- possibility of social exclusion
- future perspective

Transcultural education

Intervention

Methodology =

2. strengthening of competences

What are the possibilities of the client?

“ You are important, you have ideas, you can do it!”

= emancipation and empowerment

Transcultural education

Intervention

Methodology =

3. Participation of the client

The client and his environment are the directors of the counseling.

Transcultural education

Intervention

Communication and interaction
= intercultural communication

For example:

- Explaining feelings is very difficult in an other language
- Expressions can have different meanings
- The councilor often has some commonplaces
- Behind every behavior is a positive person
- ...

Example

Working in poor neighborhoods

Methodology Transcultural Education:

1. Approach of the different habitats:

- Integration service
- Neighborhood worker
- Street angle worker
- Youth

2. strengthening of competences:

Different projects: for example:

- speel-wij (play-field)
- Babel-ma (talk-mama)

Example

Speel-wij:(Play – field)

- Children often start too late in kindergarten
- Creates time and space for the parents to play with their children
- Parents can ask questions about education of their children
- Learning way: modelling
- Creates a network for the parents

Example

Babbel-ma: (Talk-mama)

- Mothers live most of the time isolated with their children
- Children have a lot of street-time and in puberty are placed by juvenile
- Parents don't have the skill to handle the bad behavior
- Low-educated mothers are educated to visit other others and have a talk about the education of their children

Example

Working in poor neighborhoods

Methodology Transcultural Education:

Communication and interaction:

In these projects is the presence of a Turkish or Moroccan mediator crucial:

- to translate
- to help to understand cultural-related issues

www.opvoedingswinkel.be

ine.geerts@saw.khlim.be

margot.heylen@saw.khlim.be