19th European Conference on Developmental Psychology

S 59 – Intergenerational Value Transmission: The Role of Motives, Transitions and Context

S 59 – 4 Multicultural Societies – And the Disappearance of Culture?

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Multicultural Societies – and the Disappearance of Culture?

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Theoretical considerations and context

Study

Theoretical explorations
Era of Super-diversity (Vertovec, 2007)

- Heterogeneous population in terms of origin and migration status
- Globalisation, interconnectedness and transnationalism
- Complexification, acceleration of changes and increased fluidity of societies (Grzymala-Kazlowska, A. & Phillimore J., 2018)
- Exposure to multiple cultures is becoming the norm rather than the exception (p. 963, West et al. 2017)

Learning from Luxembourg (Murdock, 2017)

Foreign population percentage **47.5%** (Statec, 2019)

Learning from Luxembourg (Murdock, 2017)

- Foreign population percentage 47.5% (Statec, 2019)
- Luxembourg has experienced different immigration waves
- Diverse population (length of stay, generation status, socio-occupational roles…)
- Luxembourg is trilingual (LU, FR, DE) with EN and PT widely spoken
- Mixed national families – children growing up with more than one cultural point of reference
- Opportunity for (direct) culture contact - omnipresent
- Older more homogeneous cohort vs. younger heterogeneous cohort
Living within a plurally composed society:
- Boundaries between minority and majority become blurred.
- Norms, values and symbols may be negotiated dependent on context.

- Increased fluidity

- Increasingly fluid and boundary crossing world (Hermans, Konopka, Oosterwegel, & Zomber, 2017)
  - People are on the move across borders and
  - Within themselves.
Enculturation

Daily exchange between members of a group: joint play, conversation and joint activities.

- Culture is transmitted *incidentally* and in an *unsystematic* way
- Goal: Become a member of a society (*Vergesellschaftung*)
- Transfer of necessary skills to become a competent member of a society

Socialization

- Individual: Achievement of developmental tasks
- Society: Transmission of values and knowledge that are important for the continuity of a society.

Acculturation

Contact with *other* cultures, such as members of another cultural group (direct contact) or through the media

- Acquiring competencies to function in *another* culture
- Migration context —> adapt to host society
Transmission

Vertical transmission by parents
General Enculturation
Specific Socialization

Oblique Transmission by adults from own group
General Enculturation
Specific Socialization

Oblique Transmission by adults from other groups
General Acculturation
Specific Resocialization

Horizontal Transmission by peers
General Enculturation
Specific Acculturation

Individual Development

Multicultural society: Growing up with diverse cultures

- affects both host and immigrant children

**Co-Culturation** (Reinders, 2006)

- Majority and minority are fluid
- Navigation of this diverse context requires cultural competence by *all*
- Context-specific acculturation: Symmetric interactions among peers
- Interactions on voluntary basis based on reciprocity and symmetry (equality)

**Alternation Model** of cultural acquisition (LaFromboise, Coleman & Gerton, 1993)

- non-hierarchical and bidirectional
- Effective *functioning* bicultural context – *bicultural competence*

Transmission in the multicultural context:

- **Vertical transmission**
  - Father
  - Mother

- **Oblique transmission**
  - by adults from **own** group
  - by adults from **other** groups

- **Horizontal transmission**
  - by peers

- **General Enculturation**
- **Specific Acculturation**

- **Co-Culturation**
  - Symmetric, based on reciprocity

- **Composition?**
Participants: Students attending a Secondary School in the South of Luxembourg

- \( N = 86 \), attending 4 different classes
- \( n = 46 \) (54%) male
- \( M_{\text{AGE}} = 16.45, \ SD = 1.09 \) (min = 14, max = 18)
- \( n = 68 \) (80%) born in Luxembourg
  - Country of births others: 12 in Portugal, rest in France, Albania, Serbia
Ethnic Composition:

- First nationalities ($n = 86$):
  - PT 28%
  - LUX 51%
  - Montenegro 5%
  - FR 4%
  - IT 6%
  - UK 1%
  - NL 1%
  - SWE 1%
  - Kosovo 1%
  - Albania 1%
  - Bosnia 1%

- Second nationalities ($n = 24$):
  - PT 12
    - Montenegro 3
    - FR 2
    - LUX 1
    - IT 1
    - PL 1
    - NL 1
    - Kosovo 1
    - Serbia 1
    - Uruguay 1
Origins Parents:

Countries of Origin - Parents:

- Blue bars represent Mother's countries of origin.
- Red bars represent Father's countries of origin.

Countries listed include:
- Pt
- Lux
- Mont
- It
- Fr
- Hol
- Kos
- Albania
- Be
- Cap-Vert
- D
- Dominica
- Lux/D
- Senegal
- Serbia
- Uruguay
- URT
- Bosnia
- Eg
- Guinea
- Hol
- Pol
- PuFr

The graph illustrates the distribution of origins among parents.
## Migration Status by Nationality

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Lux</th>
<th>PT</th>
<th>IT</th>
<th>FR</th>
<th>Monten.</th>
<th>UK</th>
<th>NL</th>
<th>Kosovo</th>
<th>SWE</th>
<th>Albania</th>
<th>Bosnia</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>1st Generation</td>
<td>2</td>
<td>12</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>2nd Generation</td>
<td>24</td>
<td>12</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>24</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>86</td>
</tr>
<tr>
<td>Total in %</td>
<td>50</td>
<td>27.9</td>
<td>5.8</td>
<td>4.7</td>
<td>4.7</td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
<td></td>
</tr>
</tbody>
</table>
Migration Status – Mono vs. Mixed Parents

Fluidity:

<table>
<thead>
<tr>
<th>Migration Status</th>
<th>Native</th>
<th>2nd Generation</th>
<th>1st Generation</th>
<th>1 Parent Lux</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mono Lux</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Mono</td>
<td>0</td>
<td>32</td>
<td>13</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>Mixed</td>
<td>0</td>
<td>9</td>
<td>2</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>41</td>
<td>15</td>
<td>6</td>
<td>79</td>
</tr>
</tbody>
</table>
Mother tongue(s):

Luxembourg Language Competence

- Very poor: 1%
- Poor: 21%
- Good: 33%
- Very good: 45%
Language spoken with best friend

- Lux only: 64% (n = 54)
- Lux plus 1 other: 25%
- Lux plus 2 other: 5%
- non-Lux: 6% (n = 5)
Basis for friendship

Categories provided

- Multiple answers possible

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Character</td>
<td>83</td>
<td>76.1%</td>
</tr>
<tr>
<td>2. Language</td>
<td>8</td>
<td>7.3%</td>
</tr>
<tr>
<td>3. Interests</td>
<td>6</td>
<td>5.5%</td>
</tr>
<tr>
<td>4. Look</td>
<td>5</td>
<td>4.6%</td>
</tr>
<tr>
<td>5. Nationality</td>
<td>4</td>
<td>3.7%</td>
</tr>
<tr>
<td>6. Dress/Style</td>
<td>2</td>
<td>1.8%</td>
</tr>
<tr>
<td>7. Popularity</td>
<td>1</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

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- Majority (80%) – friendships formed at school/in class
- Just over half (53%) state that their best friend has a different cultural background to themselves.
Measures:

- Multigroup Ethnic Identity Measure (MEIM) – Phinney & Ong, 2007
  - Translated into Luxembourgish – adapted to Luxembourg
- Satisfaction with Life (SWLS) – Pavot & Diener, 1993
- Self-Efficacy – ASKU short Scale – Hinz et al., 2006
- Financial situation – n.s.

- ANOVA – Natives, 1st and 2nd Generation – all n.s.

Has culture disappeared?
Evidence for Co-Culturation:

- Multicultural context – *experiential* reality for adolescents growing up in Luxembourg
- Minority – Majority – *fluid*. Natives in the minority
- Unifying role of Luxembourg language – dominates peer context
- Friendship - Individual rather than group membership in the foreground.

- Display of skills required for functioning in a plural society:
  - Dimensions of Cultural Competence (LaFromboise, Coleman & Gerton, 1993)
    - **Communication** ability
    - Switching of languages (except natives)
Mutual making of people and societies (Cole, 2007).

- Prolepsis:
  Parents represent and enact the future in the present.
  (1) Parents recall their (ideal) past
  (2) Project/ imagine the child’s future
  (3) Determines behaviour towards the child in the present.

Different spheres of experience
Ethnic Composition:

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  - IT: 1
  - PL: 1
  - NL: 1
  - Kosovo: 1
  - Serbia: 1
  - Uruguay: 1

Natives, 1st and 2nd generation
Culture as “Container” vs. Culture as “Process of relating” (Valsiner, 2014, p.40)

Culture as a Container:
- A person “belongs” to a culture
- Boundary of the “culture” is assumed to be rigid and defined.
Culture as a process of relating
- Culture is semiotically mediated.
- Culture is not transmitted, but co-constructed (Valsiner, 2014, p. 38)

“Culture is reconstructed in new forms between generations and cohorts of persons of the same age through a process of bi-directional communicative acts”

Culture is in the individual and lived through the other.

(Valsiner, 2014 p. 40)
Concluding remarks

- Complex meaning making processes in a multicultural society
- Evidence for Co-Culturation

- Cultural Psychology - theoretical explanation for the *co-construction processes*.
  - Culture is *in* the individual and lived through the *other*
  - *Disappearance of culture*.

**Challenge:**

Develop appropriate tools to access *experiential realities* of young people growing up in diverse societies

- *how* the negotiation takes place in the present.
- requirements for effective *functioning* in a multicultural society
- build inclusive societies.
References

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