

# MANIFEST

## for an intercultural education of adults in Europe

European societies are increasingly multicultural. They are realities in which the encounter between cultures is a source of mutual enrichment, but in which situations of social inequality can also be reproduced.

The fight against these inequalities involves guaranteeing fundamental rights that make it possible to participate in society. Access to education and participation in culture, which are prioritized in the Universal Declaration of Human Rights, contribute to the real inclusion of the most disadvantaged people and groups in society.

Intercultural education must not only take into account different ways of life and adapt to their needs and interests but must also be designed and shaped with the equal participation of all those involved in educational processes. To this end, spaces must be created where immigrants and people from different cultures have the possibility to participate.

In this sense, the multicultural groups were created in the framework of the project *Who Speaks. The voices of immigrants on Adult Education* ("Who Speaks? The voices of immigrants on Adult Education" project, promoted by the Directorate General for Education and Culture of the European Commission. Multicultural groups have created spaces for the often silenced voices of people from different cultures (economic migrants, refugees or asylum seekers) to be heard.

From the equal dialogue between immigrants and people from different cultures, the **manifesto** has been generated, a tool to define what intercultural education should be like that responds to the needs, interests and motivations of the participants in adult education, with the common objective of contributing to overcoming social inequalities.

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## MULTICULTURAL GROUPS

- **FOF** multicultural group (Horsens - Denmark): Immigrants of different nationalities from 10 different countries (Pakistan, Turkey, Somalia, Yugoslavia, Portugal, Ukraine, Poland, etc.).
- **CNRR** multicultural group (Bucharest - Romania): Migrants seeking political asylum from Bangladesh, Iraq, Somalia, Yugoslavia, Sudan, Sierra Leone, Iran and Kuwait.
- **MENTOR** multicultural group (Bucharest - Romania): Economic migrants and asylum seekers from Iraq, Iran, former Yugoslavia, China, Sierra Leone, Moldova, Turkey, Armenia, Bulgaria, Sudan and Ukraine.
- Multicultural group of **FACEPA** (Barcelona - Spain): Economic migrants from Morocco, Algeria, Philippines, different Latin American countries, Ghana, Sudan and Pakistan. Spanish people involved in adult education associations also attend.

# **INTERCULTURAL EDUCATION – Promoting inclusion and Social Participation**

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## **EDUCATION AND PARTICIPATION**

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- a) Intercultural education must be based on the equality of differences, i.e. it must be based on respect for differences for the development of each culture and identity, but also on the promotion of equality to enable all cultures to have the same opportunities and the same chances of success. This contributes to overcoming social inequalities.
- b) Education must be free and for everyone. In line with the Universal Declaration of Human Rights, education is understood as a fundamental right to which all people of all ages, regardless of their administrative and legal status, should be entitled.
- c) In intercultural and democratic education, people who participate in educational processes have the right to contribute to defining the kind of education they want. For this, there must be spaces where equal participation is possible.
- d) The curriculum should have an intercultural approach, based on values of solidarity, equality and respect for diversity. In this sense, intercultural education should be the basis for combating racism.
- e) Intercultural education must recognise and accredit the previous knowledge of adult immigrants in order to facilitate their access to training courses or new jobs.
- f) Intercultural education must promote the social inclusion of immigrants in today's Knowledge Society. To this end, it is necessary to promote democratic access to Information and Communication Technologies (ICT).
- g) All host countries should promote social policies to facilitate immigrants' access to and active participation in education, training and the world of work, recognising their rights as citizens.

## **INTERCULTURAL DIALOGUE**

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- There should be more forums and discussion spaces to be able to share knowledge, feelings and experiences with other immigrants and people from different cultures. This should be done through equal dialogue, with the aim of finding shared values for coexistence and common solutions for overcoming social barriers.
- All contributions to this intercultural dialogue must be equally respected and valued based on arguments and respect for human rights, but not on the basis of power relations that may be generated by socio-economic status, nationality, etc.
- In Europe today, egalitarian dialogue between cultures is fundamental to the possibility for the coexistence. The fight against racism involves sharing spaces for relationships in which, through mutual knowledge, prejudices and barriers created by the fear of difference are broken down.
- Through this intercultural dialogue, new cultural manifestations are created that enrich the educational processes, producing also a collective and individual enrichment.

## **GUIDANCE AND INFORMATION**

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- It is necessary that not only the administration, but also cultural and educational associations and adult education centres offer information and guidance to immigrants on the different ways of participating in society.
- The information offered to immigrants should not only be about the host country, but also about educational and socio-occupational resources. Real inclusion in a new society is facilitated through access to and active involvement in education and training, language learning and leisure activities.

- It is important for the centres and associations to carry out a welcoming process, but also to offer a project that people can be part of, with immigrants and non-immigrants living together in the same classes and in the same daily activities.

- The implementation of reception, information and orientation processes should involve immigrants who are already part of the host community. This contributes to a better identification of the needs of immigrants.

## **LEARNING NEW LANGUAGES**

- Learning the language(s) of the country in which people from other countries start living together is a fundamental element in their social inclusion process.

- Education is a right for all people, therefore it must be free and of good quality. Therefore, language learning in adult education centres and associations must also be free of charge for all those who need it.

- Language learning courses must be adapted to the needs and interests of the participants (content, methodology, timetables), guaranteeing the fastest possible oral mastery of the language.

- Learning languages promotes understanding, solidarity and dialogue between different countries and cultures.

- One of the best ways to learn languages is through dialogue, in a welcoming environment that respects each person, promotes maximum learning and believes in the ability of all people to learn.

- It is important and necessary to facilitate equitable access to Information and Communication Technologies.

- Communication. Intercultural education should encourage the equal use of the various technological resources designed for language learning (computer-based language learning programmes, Internet, radio, television).

