

O1.5_Report on the Mapping of the current situation in the matter of multiculturalism in adult education in Spain

INTRODUCTION

Abstract of the Report

Spanish classrooms have been reflecting during the last years the population change that has been occurring in the country: student groups are increasingly diverse in origin; different nationalities, cultures and religions are mixed in the classes; and the educational system, with teachers at the forefront, has been adapting to the new reality. This situation is also experienced in the rest of the world. Migratory phenomena have been producing multicultural societies and in each of them assimilation occurs with different types of traits. This is why this report focuses on the mapping of the current situation in multiculturalism in adult education in Spain, through analyzing the responses of the participating adult educators and adult learners regarding education in multicultural settings. There is also information about predominant cultures, national policies and strategies, best practices and useful links.

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FINDINGS OF THE THEORETICAL RESEARCH:

1. The current situation at national level on predominant cultures (statistics).

	Culture	Percentage	Number of population	Any other comments relevant	
				Language spoken	Location
1.	Latin America	2,29%	1.077.000	Spanish	Cataluña, Madrid, Andalucia
2.	Morocco	1,73%	814.000	Arabic	Barcelona, Murcia, Madrid
3.	Roma	1,54%	725.000	Caló	Andalucia, Cataluña, Comunidad Valenciana
4.	Romania	1,43%	672.000	Romanian	Madrid, Valencia, Castellón
5.	United Kingdom	0,53%	250.000	English	Alicante, Malaga, Almeria



2. The current situation on the National Policies and Strategies to support multiculturalism.

2.1 The existent national policies and strategies

2.2 The alignment of national policies at European level

During the last three decades of the 20th century, Spain changed from being a country of emigration to a destination for immigrants. In the first decade of the 21st century, the country experienced one of the largest increases of immigration in world, increasing its foreign-born population from 2% of the total population in 2000 to 11% in 2007. The 2008 economic crisis slowed down this trend, as the percentage of the foreign-born population remained somewhat stable since then, ranging between 12% and 13%. In 2015, the country registered a positive net migration rate again, and the migration rate has grown since then.

By the end of 2018, Spain had registered about 2.95 million third-country nationals (TCNs) residing in the country. They represented about the 6.3% of the total population, according to the National Statistics Institute.

Integration Strategy

To foster the social inclusion of these populations, Spanish policymakers have so far set up two integration strategies. The first Strategic Plan for Citizenship and Integration (PECI I) covered the period 2007-2010. It aimed to adapt public policies in the fields of education, employment, social services, health and housing to the needs of the immigrant population; together with nine other objectives. A 2011 update (PECI II) identified six specific and five cross-cutting areas of action. A comprehensive strategy against racism, racial discrimination, xenophobia and intolerance also came out the same year. The integration strategy was not updated in 2015, at the end of the period covered by PECI II. The inclusion of migrants in the workplace, non-discrimination principles and cultural diversity nevertheless continue to be the main pillars of the Spanish integration policy.

Strategic Plan for Citizenship and Integration Objectives

1. To ensure the full exercising of immigrants' civil, social, economic, cultural and political rights.
2. To adapt public policies, particularly in education, employment, social services, health, and housing, to the new needs generated by the immigrant population. This process must be both quantitative, responding to the increase in new citizens and users that must be attended to by public services, and qualitative, properly managing the diversity of new demand and including any intercultural elements that may be required.
3. To ensure the immigrant population's access to public services, particularly education, employment, social services, health, and housing, in equal conditions to those of the autochthonous population.
4. To establish a reception system for recently arriving immigrants, as well as those in particularly vulnerable situations, until they can access general public services.
5. To foster knowledge among immigrant men and women of the European Union's basic values, the rights and obligations of persons living in Spain, the official languages in the country's different Comunidades Autónomas, and the social norms and habits in Spanish society.
6. To combat different manifestations of discrimination, racism and xenophobia in all areas of social life, both in the public and private spheres.
7. To introduce the gender perspective both when drawing up immigrant integration policies and when applying them.



8. To foster co-development policies and experiences in immigrants' countries of origin.
9. To favour the understanding by Spanish society as a whole of migration, to improve the sense of community between cultures while valuing diversity and fostering the values of tolerance and respect, and to support the conservation and knowledge of immigrants' cultures of origin.
10. To stimulate public policies and measures fostering immigrant integration and cooperation both at different levels of government and among civil society.

SOCIAL SERVICES

Objective 1: To suit the public social service system to the needs of a more diverse society in order to guarantee access in equal conditions for all citizens

Fostering of social service plans including factors affecting the immigrant population in particularly vulnerable situations.

Training of social service personnel to be able to handle new social and cultural situations.

Encouragement of intercultural community programmes or actions.

Objective 2: To bolster social services in order to ensure access of all citizens in equal conditions

Reinforcement of human resources working on social and cultural factors affecting immigrants, and particularly those in vulnerable situations.

Reinforcement of material resources allocated to addressing social and cultural factors affecting immigrants, and particularly those in vulnerable situations.

Inclusion of the immigrant population in particularly vulnerable situations in aid programmes.

Objective 3: To develop institutional coordination and management of available information at different levels of government and in entities providing social services

Harmonisation of the Public Social Services System in order to attend to immigrants in vulnerable situations.

Identification and transfer of best practices in intervention on social and cultural factors affecting the immigrant population.

Evaluation of actions, programmes and services as well as immigration's impact on social services.

EMPLOYMENT

Objective 1: To adapt legislation on employment and the Social Security system in order to ensure equality in rights and duties

Revision of labour and Social Security legislation.

Promotion of the signing of Bi-lateral Social Security agreements with various countries for recognition of pensions and other benefits.

Signing of ILO Convention 143 (Convention on Migrant Workers. Complementary provisions, 1975).

Objective 2: To improve the management of migratory flows on an ongoing basis

Impact assessment of the contribution made by the Catalogue of Difficult to Cover Occupations and by other migration management mechanisms to the functioning of the labour market in Spain.

Improvement and modernisation of migratory flow management both in Spain and abroad.



Objective 3: To promote job maintenance, career paths and training, and suit immigrant workers' skills to the Spanish labour market's needs and opportunities

Improvement of immigrants' access to active employment policies and of their suitability to employment needs.

Development and improvement of integrated itineraries for insertion in social and working life.

Promotion of professionals in care services.

Support for business, self-employment, and micro-credit initiatives.

Information and training about occupational safety standards.

Objective 4: To improve labour market intermediation services

Revision of intermediation protocols involving immigrants.

Training of employment management professionals in the field of immigration.

Coordination of farming seasons with and among the Comunidades Autónomas.

Research support, innovation promotion, and transfer of best practices in the field of immigration, the labour market, and occupational structures in both Spain and immigrants' major countries of origin.

Objective 5: To combat irregular hiring of immigrant workers on the underground labour market

Fight against labour exploitation of both immigrant and other groups.

Objective 6: To fight against discrimination and for equal opportunities for immigrants on the labour market and in businesses

Information and training for immigrants and other groups on equal treatment and job opportunities.

Prevention of on the job harassment due to racial or ethnic origin.

Objective 7: To promote diversity management in companies

Support for innovative action and exchange of best practices in diversity management in business.

EDUCATION

Objective 1: To ensure immigrant pupils' student access to obligatory education in equal conditions

Adaptation of the admissions processes of schools supported by public funding in order to avoid segregation in schools.

Prevention of truancy in school.

Information, orientation and accompanying the migrant population in the Spanish educational system.

Implementation of educational reception and integration programmes in schools.

Objective 2: To guarantee quality obligatory education for pupils regardless of their social condition or origin

Educational support.

Learning of host society languages.

Objective 3: To suit the educational system to pupils' diversity by properly managing diversity and fostering intercultural knowledge and skills

Promotion of intercultural civic education.

Support for initial training and life-long-learning for teachers in diversity management.

Identification and transfer of best practices in educational strategies that integrate cultural diversity management.



Conservation of languages and cultures of origin.
Support for transition from school to work.

Objective 4: To transform schools into areas of communication, community and integration

Expansion and optimisation of the range of extracurricular educational activities.
Fostering of coordinated action between schools and their environment.
Promotion of detection mechanisms and intervention protocols in the event of racist, xenophobic or discriminatory outbreaks.

Objective 5: To facilitate immigrant pupils' access to non-obligatory education

Promotion of immigrant pupils' access to early childhood education.
Promotion of pupils' access to post-obligatory education and of their continuation there in order to favour equal opportunities.

Objective 6: To improve immigrants' access to adult training

Improvement in the range of vocational training, adapting it to the needs of adult immigrants.

Objective 7: To improve procedures for recognition of academic degrees

Improvement of procedures to recognize and validate academic degrees.

HEALTH

Objective 1: To guarantee immigrants' right to health protection

Guarantee of effective access to the health system.
Adaptation of health information systems.
Normalisation of social determining factors in health.
Health promotion, prevention and care for the specific needs of immigrants.

Objective 2: To improve identification of immigrant's socially related health needs

Studies on social factors determining the health of the immigrant population.
Specific studies on determining factors for health among the immigrant population.
Studies on the rates and prevalence of certain diseases among the immigrant population.
Identification and transfer of best practices.

Objective 3: To improve the training of health personnel in health management techniques for the immigrant population

Training programmes in immigrant health management.
Adaptation of health professionals' post-graduate curricula.
Fostering of training programmes for health care personnel.

PUBLIC SERVICES

The principles and main objectives of the Strategic Plan for Citizenship and Integration are materialised in 12 areas of action. Each one of these areas contains a diagnosis section that analyses the situation and pinpoints needs for action, followed by a series of specific objectives, programmes and measures. Overall, the measures provided for are oriented towards: bolstering public services, complementing those areas where the greatest need for intervention has been perceived; enhancing diversity management capacities; raising the awareness of the population as a whole; transferring knowledge and best practice; and to bolstering the third sector and its operative capacity.



The alignment of Spanish national policies at European level

While the competence on integration lies primarily with the Member States, the EU may establish measures to provide incentives and support for Member States to promote the integration of third-country nationals residing legally in their territories.

Many Member States are currently facing similar challenges, and the EU has an important role in supporting, stimulating and coordinating Member States' actions and policies on integration.

The [Action Plan on the Integration of Third Country Nationals](#), adopted by the Commission in 2016, provides the framework for the EU's structural support - see [EWSI's interactive tool tracking the progress on the plan](#).

The EU's actions are inspired by a 'multi-stakeholder' approach involving all relevant partners. The Commission is committed to working not only with national authorities but also with local and regional authorities on integration. Municipalities and regions have an extremely important role in integration, as they implement policies on the ground and provide basic, indispensable services such as housing and education.

The role of the EU is to coordinate actions in order to help Member States respond effectively to the various challenges of integration, bringing together national- and local-level policymakers on healthcare, housing and education to share experiences and foster mutual learning.

Spanish policies at national level are closely aligned with the EU policies.

3. The current situation in the matter of multiculturalism in adult education at national level.

3.1 In the formal education

3.2 In the non-formal education

Countries use different approaches to address diversity in education systems: assimilation, multiculturalism / integration and interculturalism / inclusion. Assimilation can be detrimental to migrant identity. Interculturalism, by contrast, helps students learn not only about other cultures but about structural barriers in host countries that perpetuate inequality. But only a few countries have specific policies on multicultural or intercultural education.

Political influences can undermine intercultural education policies.

Teachers often feel they lack support and are ill-prepared to teach in diverse, multilingual, multicultural classrooms and to provide psychosocial support. In Spain, 52% of teachers feel they have insufficient support for managing diversity.

In Spain there is a clear lack of training offer about multiculturalism in adult education. Universities have an important role. Here are some examples.



UNIVERSIDAD COMPLUTENSE DE MADRID

Course EDUCATION AND INTERCULTURAL MEDIATION

Duration: one semester

Contents:

1. To know and understand the social, political, economic and cultural aspects and / or dimensions of migration, analyzing the phenomenon of globalization.
2. To analyze and assess the various responses that society and the world today give to the phenomenon of migration: Assimilationism, Cultural Relativism, Multiculturalism.
3. To know and value the so-called Interculturality paradigm, approaching the educational dimensions.
4. To study, know and recognize interculturalism and intercultural education as the emerging paradigm in today's society.
5. To start teaching staff (pedagogues in general and social educators in particular) in those educational intervention techniques that favor Intercultural Mediation, acquiring the intellectual skills and emotional attitudes that enable this Mediation.

<https://www.ucm.es/estudios/grado-educacionsocial-plan-800247>

UNIVERSITAT DE VALENCIA (FACULTAD DE ECONOMIA)

Course INTERCULTURAL COMPETENCES FOR JOB PLACEMENT: STRATEGIES FOR ADAPTATION

Duration: 20 hours

Contents:

The general purpose of the course is to know the intercultural competences that are important for establishing relationships with people of other cultures. In addition understand and know how to apply intercultural competences in different contexts such as the university, areas of work where there is cultural diversity and with the people of the different exchange programs.

1. Key concepts: culture, interculturality, multiculturalism and diversity.
2. Models of acculturation.
3. Intercultural competences.
4. Tools and resources.

http://www.fundaciouv.es/cursos/ver_curso.asp?id=9822&patronat=1&idioma=val



UNIVERSIDAD AUTONOMA DE MADRID

Course WORKSHOP ON INTERCULTURAL COMPETENCES IN THE COMPANY

Duration: 20 hours

Contents:

1. To know how to identify the most significant aspects of culture, both own and others.
2. Being able to understand and perceive the critical incidents that result from interaction with peers from other backgrounds and cultures.
3. Being able to manage the multicultural human factor.
4. To know how to value the participation of all existing socio-cultural baggage, considering them fundamental for cooperation and efficiency.

[https://www.uam.es/UAM/Taller-Competencias-Interculturales-en-la-Empresa/1446743237034.htm?language=es&pid=1242652866332&title=Taller%20sobre%20Competencias%20Interculturales%20en%20la%20Empresa%20\(1%C2%AA%20edici%C3%B3n\)](https://www.uam.es/UAM/Taller-Competencias-Interculturales-en-la-Empresa/1446743237034.htm?language=es&pid=1242652866332&title=Taller%20sobre%20Competencias%20Interculturales%20en%20la%20Empresa%20(1%C2%AA%20edici%C3%B3n))

UNIVERSIDAD ANTONIO DE NEBRIJA

Course INTERCULTURALITY FOR TEACHERS AND TRAINERS

Duration: 110 hours

Contents:

1. To conceptualize multiculturalism, interculturality and culture.
2. To promote inclusive education.
3. To know the guidelines to work interculturality in the classroom of children, primary and secondary.
4. To transmit the importance of intercultural teacher training.
5. To convince of the need for the participation of the family and the socio-educational community in the development of intercultural coexistence.

<https://www.rededuca.net/Interculturalidad-Maestros-Profesores>



UNIVERSIDAD DE EDUCACION A DISTANCIA (UNED)

Course **LITERARY EDUCATION AND INTERCULTURAL COMMUNICATION**

Duration: 150 hours

Contents:

1. Intercultural education and learning in modern societies.
2. Intercultural competencies in the school for all.
3. Cultural groups in contact and literature.
4. Literature as a bridge between cultures.
5. Communicative strategies based on literary texts.

https://formacionpermanente.uned.es/tp_actividad/idactividad/11253

Education and awareness-raising about migration and displacement issues also take place outside school walls. Non-formal education has many forms and purposes. In Spain community centres play a key role in non-formal education on migration. Here are some examples.

LIGA ESPAÑOLA DE LA EDUCACION

Course **INTERCULTURAL COMPETENCES**

Duration: 50 hours

Contents:

The Spanish League of Education believes that in a social situation as convulsive as the one we live in, it is important to continue betting on values based on the principle of diversity.

This is a formation free of stereotypes and cultural prejudices that contribute to the creation of an inclusive and cohesive society.

That is one of the reasons why it has launched the free online training course 'Intercultural Competencies', aimed at professionals who develop their work in direct contact with migrants: mediators, educators, social workers, psychologists, pedagogues, etc.

<https://asociacionhesperidesandalucia.es/2016/12/21/curso-online-gratuito-competencia-intercultural/>



FUNDACION CIVES

Course IMPROVEMENT OF INTERCULTURAL COMPETENCES

Duration: 40 hours

Contents:

The CIVES Foundation has launched a new training course for the improvement of intercultural skills aimed at education professionals working in culturally diverse environments. The objective is to improve teaching practices in terms of interculturality based on the exchange of experiences.

The course has been designed following the indications of UNESCO (2006), in which it is conceived that intercultural education “should encompass the pedagogical environment as a whole, as well as other dimensions of educational processes, such as school life and decision-making, teacher education and training, study programs, languages of instruction, teaching methods and interactions among learners, as well as pedagogical materials”.

Likewise, this training aims to sensitize the educational community about the principle of interculturality, respecting and valuing diversity as part of our cultural heritage, knowledge of the human rights and duties of citizens and promoting real inclusion people migrants

<http://www.fundacioncives.org/rec/noticias/-quieres-formarte-en-competencias-interculturales-.html>

FUNDACIÓN PARA LA FORMACIÓN DE LA OMC (ORGANIZACIÓN MÉDICA COLEGIAL DE ESPAÑA)

Course INTERCULTURAL COMPETENCES IN THE FIELD OF HEALTH

Duration: 60 hours

Contents:

1. To achieve sufficient knowledge to allow a level of cognitive competence in the different areas related to intercultural interaction.
2. To have the necessary skills to achieve technical competence and thus be able to effectively treat users from different cultures.
3. To develop an attitudinal competence that is evident in an attitude and values congruent with the characteristics of the interaction (which makes possible the development of a functional care relationship).

https://www.ffomc.org/curso_competencialIntercultural



4. The current practical situation in the matter of multiculturalism in adult education at national level.

4.1 Public support institutions

Name	Department of Education, Culture and Sports of Regional Government Comunidad Valenciana
Website	http://www.ceice.gva.es/es/web/innovacion-calidad/programa-de-acogida-al-sistema-educativo-pase-
Target group	Immigrants
Services offered	It offers support to migrant students who don't know the language; providing personal and material resources

Name	Spanish Forum for the Social Integration of Immigrants
Website	http://www.foroinmigracion.es
Target group	Immigrants
Services offered	It proposes, informs and channels actions to promote the participation and integration of immigrants in Spanish society: 1) education and social awareness; 2) employment and equal opportunity; 3) multiculturalism and social cohesion

Name	Cervantes Institute with Ministry of Education
Website	https://cvc.cervantes.es/ensenanza/biblioteca_ele/inmigracion/
Target group	Immigrants and adult educators
Services offered	Teaching second languages to immigrants; Spanish didactics

4.2 Private support organizations

Name	General Union of Workers (UGT)
Website	https://www.ugt.es/migraci%C3%B3n
Target group	Immigrants and adult educators
Services offered	Training centers and socio-labor advice for immigrants; edition of training materials and support for the socio-labor insertion of foreign workers

Name	ACCEM
Website	https://www.accem.es/formacion/
Target group	Immigrants, counselors, volunteers, adult educators
Services offered	Linguistic and sociocultural training for immigrant families and with a special vocation to reconcile family, work and personal life; training space with the objective of contributing to the professional improvement of all persons interested in the care and reception of groups in socially vulnerable situations



Name	CEPAIM foundation
Website	http://www.cepaim.org/
Target group	Non-EU immigrant population
Services offered	Socio-labor guidance, information and advice; workshops to improve general aspects for employability; basic occupational training; collaboration with companies and promotion of job offers

4.3 Projects / Best practices

Name	ACTIVATE YOUR ENTREPRENEURSHIP Fundación Mujeres (a non-governmental, non-profit organization working in the implementation of intervention projects in the different fields of social, political, economic and cultural participation)
Link	www.fundacionmujeres.es
Target group	Migrant women from countries that are not members of the European Union that are in possession of a work and / or residence permit
Actions offered	Encourage the entrepreneurial spirit and promote the entrepreneurship of immigrant women, especially in the field of social economy. Advise immigrant entrepreneurs in order to achieve better results. Entrepreneurs provide such an education and training in management skills enabling them to develop, with maximum guarantees of success their business projects and these become sustainable enterprises. Encourage and support the creation of networks of women entrepreneurs that favor inter-company cooperation and their visibility. Promote financial education and access to finance for business projects promoted by immigrant women

Name	INTERCULTURAL CLASSROOM FeSP UGT (the Federation of Public Services of the UGT is who has conceived intercultural classroom and who works to be one live Portal and at the service of all those people interested in interculturality)
Link	www.fespugt.es/
Target group	Primary, Secondary and Vocational Education Teachers
Actions offered	A comprehensive collection of Didactic materials, Management of intercultural centers documents, Research Studies and Intercultural experiences, are offered within this portal. The Portal also offers a library that contains texts on language, communication, gender, intercultural school, coexistence, migrations and good practices. For the updating and exchange of experiences and concerns among teachers, along with a section dedicated to news related to interculturality, a blog is presented. Finally, there is an excellent initiative aimed at training intercultural teachers: the Teacher Training Space, where online training courses on cross-cultural issues are offered. Based on the new challenges posed by inclusive and intercultural education (diverse groups in all senses, new methodologies, the flexibility of curriculum, organization in the classroom, content based on common standards and in the resolution of conflicts, etc.), that require teachers to renew their knowledge, skills and tools permanently



Name	PROMOTION AND ENCOUNTER CENTERS ASTI (Diocesan Delegation of Migrations of Madrid)
Link	www.astimadrid.es/asti/principal.aspx
Target group	Immigrants
Actions offered	Promotion and Encounter Centers aims to be: - Points of reference for immigrants arriving in our Autonomous Community of Madrid and need to discover the cultural codes that make up the life in our society. - Integration platforms in the neighborhood and in the society in general.

Name	MIGRANT LABOUR INTEGRATED SERVICES Spanish Red Cross (Cruz Roja Española)
Link	www.cruzroja.es
Target group	Migrants and vulnerable collectives in general / people working advising migrants
Actions offered	Employment has been consolidated as the basis of the social integration model of developed countries, since it not only allows access to income, goods and services, but facilitates social relations, integration, etc. Unemployment has become one of the main determinants of social exclusion, affecting especially young people and women. Aware of its importance, the Spanish Red Cross has set itself the challenge of developing, as of the year 2000, a set of integrated actions aimed at immigrants, in order to facilitate their access to employment and their insertion in the labor market. This set of actions has been called "Plan of Employment" of the Spanish Red Cross, financed by the European Union through the European Social Fund, aims to improve the working situation of this group, accompanying them in the search and maintenance of their work

Name	INTEGRA-T Asociación la RUECA
Link	www.larueca.info
Target group	Young people aged between 14 and 21, both migrants and children of migrants
Actions offered	The "INTEGRA-T" project is partially financed by the General Directorate of Immigration of the Community of Madrid. It tries to carry out actions aimed at the social integration of both young immigrants and second generation young people who live in our municipality. Through different actions, integration and social insertion are favored to promote an intercultural society in the reference districts and improve coexistence in the reference Districts. In addition, working with young people and their families, supporting them in the reception process and in the process of regrouping before, during and after. It is a project aimed at launching a bridge between that situation of loneliness, helplessness or "ignorance of the way", offering them the possibility of being supported in a path of social insertion that practice certain skills and techniques that must be fundamental in their integration and that reinforce important aspects of their personality that result in a greater autonomy and in the creation of healthy social



	networks that favor their social insertion. The project promotes a process of social insertion as a way for their social integration through actions that improve their personal development and favoring the social integration of young immigrants and / or second generations in the host society
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Name	INTEGRATE AND PARTICIPATE PORTAL Ayuntamiento de MURCIA (MURCIA MUNICIPALITY)
Link	http://www.informajoven.org
Target group	Young people of Murcia in general and young migrants in particular
Actions offered	The municipality of Murcia has developed over the past 20 years a process of population growth of the highest cities of our country, which have made Murcia the seventh city in Spain by the number of inhabitants with a total of 422,861 residents in her. An essential factor in this growth is the immigrant population that according to official data amounts to a total of 50,397 people, representing a percentage of 11,92% of the citizens of the municipality, of which a significant volume is young. Faced with this reality, for the future development of the municipality of Murcia, it is necessary to implement a Social and Community Intervention Project that, with an innovative and experimental nature, in its first phase, is intended, directly and comprehensively, to foster the integration of immigrant youth throughout the municipality of Murcia, which facilitates social inclusion and promotes citizen participation and coexistence, as a means to prevent risk situations, within the terms provided in art. 48 of the Spanish Constitution, whose text we recall: "The public powers will promote the conditions for the free and effective participation of youth in political, social, economic and cultural development"

4.4 Relevant articles

Name	What do Spaniards think of multiculturalism?
Link	https://www.quora.com/What-do-Spaniards-think-of-multiculturalism
Target group	Immigrants and Spaniards
Key words	Multiculturalism, Spanish ethnicity and people
Findings	Spain is a multicultural country full of people who once were poor, or had family who emigrated to Europe or the Americas, and even to Northern Africa. So there are people who truly understand and are understanding; people are friendly, open-minded and socialize easily

Name	A multicultural experience in Spain
Link	https://eadania.com/news-and-press/news/a-multicultural-experince-in-spain/
Target group	Immigrants and Spaniards
Key words	Skills, learn Spanish, internship
Findings	Sorin describes the three months in Spain as an invaluable personal and professional experience that has expanded his horizons as he has had the chance to work in a multicultural environment and to meet great people



Name	Education as a Mirror of Spanish Society: Challenges and Policies towards Multiple Diversity
Link	https://pdfs.semanticscholar.org/d881/ba4b5fb79d15152bb481eafea5ce3a4c0627.pdf
Target group	Spanish society
Key words	Education, Diversity, Immigration, Spain, Europe
Findings	This article analyzes Spanish challenges and policies approaches towards the management of immigration related diversity in education. The main finding is that there is not one approach, but several, due to both the decentralized character of the education system and the multiplicity of diversity that is at stake (i.e. language, religion, culture etc.)

Name	When the <i>Other</i> Arrives to the School
Link	https://link.springer.com/chapter/10.1007/978-3-319-61971-2_14
Target group	Immigrants and Spaniards
Key words	Acculturation, interculturalism, multiculturalism, inclusive education
Findings	In the last 40 years, Spain became from a country of emigrants to a destination for immigrants; they have arrived to school to remain, and that opens the possibility of promoting a more inclusive education for all in a more open and fair society

Name	Dealing with Multiculturalism in the Spanish Classroom
Link	https://link.springer.com/chapter/10.1007%2F978-3-531-93494-5_9
Target group	Immigrants and Spaniards
Key words	Extracurricular activity, minority language, legal text, immigrant background, multicultural society
Findings	Although multiculturalism is usually related to groups newly arrived into a previously homogeneous or cohesive community, the cultural and linguistic map of Spain shows a wide variety of communities

Name	Early Childhood and Primary Education Teachers' Collaborative Training in Interculturality
Link	https://revistas.isfodosu.edu.do/index.php/recie/article/download/207/192?inline=1
Target group	Primary Education Teachers
Key words	Collaborative learning, early childhood, primary education, interculturality, teacher training, novice teachers
Findings	The findings of the study ultimately contribute to the proposal of a model of professional learning for teachers to value the diversity present in classrooms



5. Useful links

- [ACCEM \(https://www.accem.es/\)](https://www.accem.es/)
- [Confederacion Sindical de Comisiones Obreras - CCOO \(http://www.ccoo.es/\)](http://www.ccoo.es/)
- [Confederacion Caritas Española \(https://www.caritas.es/\)](https://www.caritas.es/)
- [Comision Española de Ayuda al Refugiado - CEAR \(https://www.cear.es/\)](https://www.cear.es/)
- [Consortio Estatal de Entidades para la Accion Integral con Migrantes - CEPAIM \(http://cepaim.org/\)](http://cepaim.org/)
- [Cruz Roja Española \(http://www.cruzroja.es/\)](http://www.cruzroja.es/)
- [Federación de Asociaciones pro inmigrantes - Red Acoge \(http://www.redacoge.org/es/\)](http://www.redacoge.org/es/)
- [FEMP - Federacion Española de Municipios y Provincias / Spanish Federation of Municipalities and provinces \(http://www.femp.es/\)](http://www.femp.es/)
- [Foro para la Integracion Social de los Inmigrantes / Forum for the Social Integration of Immigrants \(http://www.foroinmigracion.es/\)](http://www.foroinmigracion.es/)
- [Fundacion Ibn BATUTA \(https://www.fundacioibnbattuta.org/\)](https://www.fundacioibnbattuta.org/)
- [Union General de Trabajadores - UGT / General Union of Workers \(http://www.ugt.es/\)](http://www.ugt.es/)
- [Fundacio Servei Solidari \(http://serveisolidari.org/ca/\)](http://serveisolidari.org/ca/)
- [Sevilla Acoge \(http://sevillaacoge.org/\)](http://sevillaacoge.org/)
- [Punt de Referencia \(http://www.puntdereferencia.org/es/\)](http://www.puntdereferencia.org/es/)
- [Casal dels Infants \(https://www.casaldelsinfants.org/es/\)](https://www.casaldelsinfants.org/es/)
- [Fundación Pere Tarres \(https://www.peretarres.org/es/\)](https://www.peretarres.org/es/)
- [Entreculturas \(https://www.entreculturas.org/\)](https://www.entreculturas.org/)
- [Fundacion Pascual Tomas \(https://www.fundacionpascualtomas.org/\)](https://www.fundacionpascualtomas.org/)
- [FEVECTA \(https://www.fevecta.coop/\)](https://www.fevecta.coop/)
- [TRADIGENIA \(http://www.tradigenia.com/\)](http://www.tradigenia.com/)
- [SOS Racisme \(http://www.sosracisme.org/\)](http://www.sosracisme.org/)
- [Movimiento por la Paz el Desarme y la Libertad – MPDL \(http://www.mpd.org/\)](http://www.mpd.org/)
- [Observatorio Permanente de la Inmigración / Permanent Observatory on Migration, General Directorate of Migrations \(http://extranjeros.empleo.gob.es/es/ObservatorioPermanenteInmigracion/\)](http://extranjeros.empleo.gob.es/es/ObservatorioPermanenteInmigracion/)
- [Observatorio Español del Racismo y la Xenofobia / Spanish Monitoring Centre on Racism and Xenophobia \(http://www.empleo.gob.es/oberaxe/es/index.htm\)](http://www.empleo.gob.es/oberaxe/es/index.htm)
- [Instituto Nacional de Estadística / National Institute of Statistics \(http://www.ine.es/\)](http://www.ine.es/)
- [Observatorio Social de La Caixa \(https://observatoriosociallacaixa.org/\)](https://observatoriosociallacaixa.org/)
- [Barcelona Center for International Affairs CIDOB \(https://www.cidob.org/\)](https://www.cidob.org/)
- [Portal Estadístico de la Generalitat de Valencia \(http://www.pegv.gva.es/es\)](http://www.pegv.gva.es/es)
- [América- España Solidaridad y Cooperación – AESCO \(http://ong-aesco.org/\)](http://ong-aesco.org/)
- [Spanish service for the internationalization of Education \(SEPIE\) \(http://sepie.es/\)](http://sepie.es/)



FINDINGS OF THE PRACTICAL RESEARCH:

Level 1 - Interviews & collection of audio/video/written testimonials from adult educators (10)

Type of product	Video
Name of the adult educator 1	EMILIO SAMPEDRO
Profession	TRAINER
Organization	IMPULSO COOPERATIVO
Country	Spain
Key words	
Short description of the interview/testimonial	He has been teaching business management for 25 years, specialized in accounting and finances. He has never had exclusively immigrant groups, but in many of his courses immigrant adults have participated along with Spanish adults. Practically all the immigrant adults he has trained spoke Spanish perfectly, regardless of their country of origin, so the language has never been an added problem for him. The main aim of the courses that he has given has been always to get a job, reason why the interest and the motivation of all his students have been always high, finishing them satisfactorily. He has never used a special methodology with immigrant students, but has always considered them as one more student of the group. He believes that empathy is the main social skill that a trainer must have in order to solve any problem or misunderstanding that may arise during the training process.

Type of product	Video
Name of the adult educator 2	EMILIO SANZ
Profession	TRAINING COORDINATOR
Organization	FUNDACION PASCUAL TOMAS
Country	Spain
Key words	
Short description of the interview/testimonial	He has 30 years of experience as a trainer in the area of new technologies. Many of the courses he has taught have involved immigrant students from many different backgrounds. The main problem he has faced is communication with immigrants who barely speak Spanish, which has always been a major barrier, especially at the beginning of the training action. From his perspective, it is better to mix immigrant students with Spanish students, whenever possible, than to form groups of only immigrant students, in order to achieve a greater social and linguistic integration. But in all cases, the results have been very positive. He thinks that, in general, trainers in Spain are not sufficiently prepared to work in multicultural environments, but that they make up for their shortcomings with large doses of empathy. There should be training in interculturality for all trainers, incorporating a methodology oriented towards immigrants as persons, their customs, their traditions, their cultures, their languages, in order to generate an atmosphere of mutual respect in the classroom. Special sensitivity



	should be shown to the so-called "illegal" or "undocumented" immigrants, who, in spite of being considered illegal, have the legal possibility of receiving training courses.
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Type of product	Video
Name of the adult educator 3	FERNANDO BENAVENTE
Profession	TRAINING COORDINATOR
Organization	IFESCOOP
Country	Spain
Key words	
Short description of the interview/testimonial	For 37 years he has been providing training in the areas of new technologies and business management. In recent years he has given many courses to immigrants and refugees. Language as a communication tool is the main obstacle he has encountered, to the point that on one occasion he had to give a course in French (instead of Spanish) to a group of sub-Saharan immigrants. He thinks that the trainers in Spain are indeed sufficiently qualified to provide training to multicultural groups, although he acknowledges that they lack some social skills, which they make up for with motivation and empathy. The "warm up" activities at the beginning of each class help students to get to know each other better and facilitate this integration on a group level. Education is essential for the successful integration of immigrants in the host country. He has never had any problems with the students and has learned a lot about diversity in the classroom. Having participated in many European projects where immigrants and refugees were the target group has given him a much broader and more complex view of what diversity management at all levels means.

Type of product	Video
Name of the adult educator 4	JAVIER GONZALEZ
Profession	EDUCATION
Organization	FREELANCE TRAINER
Country	Spain
Key words	
Short description of the interview/testimonial	He is a psychologist and has more than 20 years of experience in the field of training, mainly in human resources management and social skills. Many of his training activities have involved immigrant students from different backgrounds. In such cases, it is necessary to adapt the approach to the reality of the group and take it into account independently of the course content. In general he has not had problems but he has lived particular situations caused by the cultural diversity, as it is the case of the nonverbal communication and the forms to be related (gestures, proximity), that in some moment can become conflicts, even between the own students. He has given courses to people working in the same company, in which case these cultural and social differences are normalized. He believes that Spanish trainers, in general, are not sufficiently qualified to work in



	<p>multicultural environments, due to a lack of specific social skills. Rather, it is up to each trainer to be concerned and to consider that these skills are important and that it is not enough just to be empathetic. It is a problem of attitude towards training and respect for the learners. There is no general awareness of the importance of teacher-oriented training in interculturality. He knows of some cases in which problems have arisen in the teacher-student relation, precisely because of this lack of social skills. Sometimes, he has had to adapt the formative methodology to facilitate the participation of immigrant students, for example, with some dynamics of communication. He considers that Spanish society is a fairly open welcoming society, which accepts multiculturalism quite well. But there are still certain groups that do not admit diversity and this is easily verified on a political level.</p>
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Type of product	Video
Name of the adult educator 5	JOSE DOMINGO MARTINEZ
Profession	INNOVATION AND SUSTAINABLE SERVICES COORDINATOR
Organization	DIPUTACION PROVINCIAL DE VALENCIA
Country	Spain
Key words	
Short description of the interview/testimonial	<p>For 25 years he has been providing training for adults aimed at improving the employability of people, especially young job seekers. He has trained many multicultural groups in entrepreneurship. In recent years he has seen a significant increase in the number of immigrant students (mainly from Latin America and Eastern European countries) who need this training to get a job, given the difficulties they face. Immigrant students have other needs, other expectations and other priorities, above all focused on integrating into Spain at all levels. In multicultural groups, immigrants contribute much more with their cultural diversity than Spaniards themselves. He thinks that we are not prepared to manage multiculturalism in depth in the classroom and that trainers lack skills and social abilities, sometimes even lack empathy. But there are no protocols, no procedures, no training in interculturality at an official level. In the end, everything depends on the attitude and motivation of trainers. He has never had problems with students but he has experienced a certain cultural conflict among students themselves on some occasions, due to discriminatory attitudes on the part of Spanish students towards immigrant students, which he has had to tackle immediately. At the time of giving a course, he has never made any type of differentiation by the fact to have immigrant students, applying the techniques of motivation and the dynamics of groups equally to all the students. Another factor to consider is that the multiculturalism does not occur only when Spanish students with immigrant students are mixed; between the own Spanish students already there is a high component of multiculturalism, for example the cultural differences between north and south, the prejudices on the Roma group (gypsies), etc. The trainer who does not learn and is enriched by managing a multicultural group should not even be called a trainer. The multicultural vision applied to entrepreneurship is very enriching.</p>



Type of product	Video
Name of the adult educator 6	MAMEN MIR
Profession	TEACHER
Organization	IES JOSÉ BALLESTER GOZALVO
Country	Spain
Key words	
Short description of the interview/testimonial	She is a physical education teacher and has been teaching this specialty for 35 years. And always to multicultural groups, having trained students of many different nationalities. She has never had any problems, largely due to the speciality she teaches. But when the students do not speak any Spanish, they are attended to in special groups at first, before joining their reference group. She considers language to be the main barrier to their full integration. She is convinced that in Spain teachers are perfectly prepared to manage diversity, but recognises that it is important to be trained in mediation. All her activities are directed to all her students equally, without making any distinction between immigrants and Spaniards. She has learned a lot from working in a multicultural environment, from other cultures and other ways of seeing life. For this reason, empathy is a fundamental characteristic for being a teacher. It is very gratifying to see that the students are happy with the results obtained in the courses.

Type of product	Video
Name of the adult educator 7	MARIO ROS
Profession	TRAINER
Organization	FUNDACION PASCUAL TOMAS
Country	Spain
Key words	
Short description of the interview/testimonial	He has been training in computer science and new technologies for 17 years. Some courses have been developed in multicultural environments, but always with a small percentage of immigrant students in each course. He does not remember having had problems in the management of these formative actions, except the lack of attendance and punctuality on the part of some adult immigrants. He believes that the teaching is something vocational and that all trainer must be empathic, independently of the type of students who conform the course. He did detect notable differences in general between Spanish and immigrant students in terms of the resources available, especially in the specialities he teaches: the immigrant population does not have sufficient technological means available to the national population. It is obvious that this is an economic issue, but it clearly affects the training process in an unfair way. He has never used a special methodology for working in a multicultural environment, although he has sometimes had to make an effort with some students due to their low knowledge of Spanish, which is a handicap for them. But he considers that this effort is part of the attitude that a trainer should have.



	He thinks that Spanish society should be more tolerant as a whole, although the situation is acceptable.
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Type of product	Video
Name of the adult educator 8	PEPE ALBORS
Profession	TRAINING COORDINATOR
Organization	FEVECTA
Country	Spain
Key words	
Short description of the interview/testimonial	For 35 years he has been providing training in the world of cooperativism, either for members of cooperatives or for adult entrepreneurs who want to create their own cooperative, among whom there are many immigrants. He states that empathy must be a fundamental characteristic of every trainer, in order to be able to understand the immigrant student, overcoming all the barriers (language, cultural, social), prejudices and false stereotypes that societies generate. The effective thing is the affective thing, it is necessary to connect with the people. He thinks that trainers in general are not well prepared to manage multicultural groups and that training in interculturality is urgently needed. He tries to treat all students in the same way, although sometimes he uses more experiential methods when dealing with topics such as teamwork, values and principles, etc. He maintains that immigrant pupils feel well integrated into multicultural groups, regardless of their countries of origin, and has never had any problems in this regard. Although on some occasions he has had to intervene in the face of some macho gesture, a phenomenon that is still latent in the gypsy ethnic group and in some Latin American collectives. Immigrant students tend to be very active and participative because they are highly motivated and this attitude feeds back to the trainer and favours the training process. He enjoys managing multicultural groups, it is a challenge for him. The attitude of Spanish society is positive but can be improved, given that there are still certain xenophobic attitudes that, in the world of work, become pure exploitation. That is why many immigrants choose to create their own company and participate in his training activities. The result is that many immigrants are currently working in their own cooperatives.

Type of product	Video
Name of the adult educator 9	PILAR MENA
Profession	TEACHER
Organization	UNIVERSIDAD EUROPEA
Country	Spain
Key words	
Short description of the interview/testimonial	She has been teaching professional training and business management for only 5 years, but to a very high number of students each year (about 340 each), quite a few of them immigrants (about 30%), which has given her a very broad view of what diversity represents in the training classroom. Managing these groups



	<p>seems to her to be very enriching and has not caused her any problems. It is a matter of valuing differences and taking advantage of the positive aspects of interculturality. But she thinks that in Spain there is little training in this regard and that, therefore, trainers lack sufficient intercultural skills. And the reality is that the world is increasingly multicultural. To date, she has not experienced any discrimination, in any sense. It is normal that immigrant students at first show a certain insecurity and uncertainty. And it is a fundamental task of the trainer to empower these students to feel good and to integrate. It seems to her fundamental that the trainer is assertive before possible disrespectful conducts that could be given between students; and acting with great empathy. Creating a climate of respect and tolerance in the classroom is essential. She considers that language is the first barrier that an immigrant student must overcome, not only with regard to the educational process but also to integration into the host society.</p>
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Type of product	Video
Name of the adult educator 10	VERONICA TELLO
Profession	EDUCATION
Organization	FREELANCE TRAINER
Country	Spain
Key words	
Short description of the interview/testimonial	<p>She has been providing training and counseling to immigrants, refugees and other groups at risk of social exclusion for more than 5 years. For her the main problem is language, which sometimes complicates the situation a lot, making integration difficult and forcing immigrants to accept very low-skilled jobs. As there is no training in interculturality, trainers have to achieve it through experience. Teachers' deficiencies in terms of social skills and abilities are balanced with a great vocation, a permanently positive attitude towards students and an infinite empathy. She has verified during her formative trajectory that the immigrants who live extreme situations and suffer much are those that generate more conflicts, as much in the face of the teacher as to the rest of students of the group. Among her students there are even homeless people who live on the streets in extreme poverty. She has had specific problems with some of her students, but she has always known how to redirect the conflict. She does not use any particular methodology when teaching the courses, but she has been trained in mediation, which has provided her with many resources and tools aimed at managing multicultural groups. She considers that the system is sometimes too bureaucratic, but she is very satisfied with working with these groups.</p>



Level 2 - Interviews & collection of audio/video/written testimonials from multicultural learners (2)

Type of product	Video
Name of the adult learner 1	PATRICIA CARBAJAL
Status	Working in the beauty sector
Culture	Latin America
Country	Uruguay
Key words	
Short description of the interview/testimonial	Uruguayan immigrant. She moved to Spain 18 years ago. She had no problems in validating in Spain the training obtained in Uruguay. Without any problems regarding integration, she says that there are not many cultural differences between the two countries. She has taken many training courses, mainly oriented to her work in the beauty sector, some of them in a multicultural environment. No complaints regarding the trainers she has had, of which she states that they have handled diversity very well in the classroom. She has always felt respected. As Spanish is her native language, language has never been a barrier. She believes that empathy is a competence that every trainer should have, especially in a multicultural environment. She considers herself an atheist, but she has never had any problems in Spain because of religious issues.

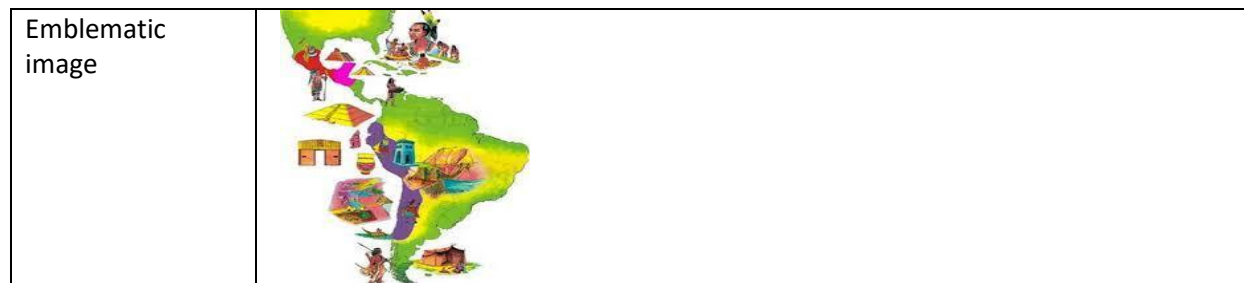
Type of product	Video
Name of the adult learner 2	MARIA ESTER PEREZ
Status	Self-employed worker in agriculture
Culture	Latin America
Country	Paraguay
Key words	
Short description of the interview/testimonial	Paraguayan immigrant. She came to Spain 21 years ago. She has taken many courses and training workshops, evaluating them positively. She has never had any problems with integration, neither in the classroom, nor with the administrative authorities, nor with the Spanish host society in general. She has not had any cultural, religious, social or language barriers, given the link between Latin American and Spanish society (with Spanish as a common language). However, she points out that there is a sector of Spanish society that denotes machismo, racism and xenophobia, although fortunately it is a minority. She thinks that multicultural groups are very enriching and that training in interculturality is very important for trainers who teach these groups. Empathy is another fundamental quality that every trainer must have, as well as other social skills.



Level 3 - Collection of data from local/national public authorities, universities, migrant communities on the different groups of cultures present locally/types/nationalities of multicultural learners (5)

Culture 1	Latin America
Origins	Countries in the <i>Americas</i> where the latin languages (Spanish, Portuguese or French) prevail; in most of these countries Spanish is the official language.
Years of presence in the country	45 (since 1.975)
Number of population	1.077.000
Language	Spanish
Religion	Catholicism
Values	Latin America is a region full of diversity, culture and traditions; and is known for the hospitality of its people and their joy for life. Latin American culture is the result of a combination of European, indigenous, and African influences. Latinos place a high value on demonstrating respect in interactions with others, which literally translates into respect. Respect means that each person is expected to defer to those who are in a position of authority because of age, gender, social position, title, economic status, etc. Sometimes, surface similarities can hide big differences. That's certainly the case in Latin America when it comes to culture and behaviour. On the surface, the continent looks culturally similar, but there exist many differences among the countries. Generally speaking, in Latin cultures, there is a strong separation between the general population and those in power. These are countries that have a preference for cooperation, modesty and quality of life rather than achievement, heroism and material rewards.
Rituals	With so many different influences and local variations, the many traditions, foods and cultural elements of the entire region are overwhelming. Latino families are usually large, and it's very common for family groups to include uncles, aunts, cousins and grandparents. Latino families spend time together very often and help raise and educate the younger members. The main religion in Latin America is Catholicism. Religion is an important part of life, and individuals often pray and light candles to specific religious figures in order to obtain specific favors. Some important religious rituals are: "the Good Night"/Christmas Eve, Christmas Day, "los Reyes Magos"/Three Wise Men Day, "Semana Santa"/Easter, All Saints' Day and All Souls' Day. La Fiesta de Quinceañera is a time-honored Latin American ritual which celebrates the transition from childhood to womanhood (the 15th birthday signifies a coming of age). Carnival celebrations are held before Lent. There are many festivities, including dancing and music, throughout the day and night. It also includes dressing up and wearing masks.
Open vs Closed society	Latin America society is very complex as result of the large number of countries involved but in general it is an open society although some behaviors are still characteristic of a closed society.





Culture 2	Moroccan
Origins	Morocco
Years of presence in the country	50 (since 1.970)
Number of population	814.000
Language	Arabic
Religion	Islamism
Values	Moroccans have a strong belief that you should always respect yourself, your elders and your superiors. Moroccans are considerate to everyone they meet and expect the same in return. Courtesy is extended to all and it is never acceptable to be rude. Moroccan people follow the principles of Islam. Moroccan families have a strong foundation in unity, whatever it is the nuclear family as well as the extended one. Children's are expected to take care of their parents when they grow old, therefore there are very few elderly homes compared to western culture. Moroccans' most cherished possession is their honour and dignity, which reflects not only on themselves but on all members of their extended family. A Moroccan's sense of self-worth is externally focused, so the way others see them is of paramount importance.
Rituals	Almost all the rituals performed by most Moroccans are rites of passage. These are ceremonies performed in important stages in one's life, such as birth, circumcision and marriage. These rites, in a Moroccan context, are related to blood. Blood, culturally speaking, symbolizes a successful transition from the womb to the external world. Marriage is among the important phases of one's life. The ceremony can take several days and nights and is one of Morocco's proudest rituals, as it involves the finest cuisine, traditional outfits, music, and a lot more. Among certain obligations for Muslims are to pray five times a day - at dawn, noon, afternoon, sunset, and evening. During the holy month of Ramadan all Muslims must fast from dawn to dusk and are only permitted to work six hours per day. Fasting includes no eating, drinking, cigarette smoking, or gum chewing.
Open vs Closed society	Moroccan is a closed society although some things are changing but very slowly.

Emblematic image	 <p>MOROCCAN CULTURE</p> <p><small>© CanStockPhoto.com - csp58302533</small></p>
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Culture 3	Roma
Origins	Roma came to Spain from many places (mostly from Asia and East of Europe)
Years of presence in the country	595 (since 1.425)
Number of population	725.000
Language	Caló
Religion	Catholicism
Values	<p>The Roma live by a complex set of rules that govern things such as cleanliness, purity, respect, dignity, honor and justice. The Roma are an ethnic people who have migrated across Europe for a thousand years. The Roma culture has a rich oral tradition, with an emphasis on family. Often portrayed as exotic and strange, the Roma have faced discrimination and persecution for centuries. Stereotypes and prejudices have had a negative impact on the understanding of Roma culture. Also, because the Roma people live scattered among other populations in many different regions, their ethnic culture has been influenced by interaction with the culture of their surrounding population. Nevertheless, there are some unique and special aspects to Romani culture. The Roma place great value on close family ties. Communities typically involve members of the extended family living together. Typically, the Roma love opulence. Roma culture emphasizes the display of wealth and prosperity.</p>
Rituals	<p>Although the Roma still face widespread discrimination, they manage to hang on to many of their magical and folkloric traditions. The Roma are strong believers in amulets and talismans. Some Roma tribes think that animals and birds have divinatory and prophetic powers. Water is also considered a source of great magical power. Most of Roma believe that the universe is separated into what is clean and what is dirty. Coming into contact with dirty things can cause a range of conditions including bad luck, sickness, disease and death. Roma typically marry young, often in their teens, and many marriages are arranged. Weddings are typically very elaborate, involving very large and colorful dress for the bride and the attendants. Roma funerals are generally very emotional affairs which take place three days after the death of the person. The Roma express their pain through mourning rituals aiming at coping with the pain without feeling limited in showing it expressively. Musical performances pertaining to the dead, as well as personal presents thrown into the grave create an additional emotional close relation to the dead. Life as a Roma is not all boho dresses and stress free living; they must think, act and speak like Roma.</p>

Open vs Closed society	Roma is a very closed society that evolves very slowly and suffers discrimination and a lack of integration.
Emblematic image	

Culture 4	Romanian
Origins	Romania
Years of presence in the country	75 (since 1.945)
Number of population	672.000
Language	Romanian
Religion	Orthodox
Values	Romanians appreciate the long term relations based on trust, respect and loyalty. These are attributes they learn to appreciate early in their childhood. Religion plays an important role in the life of the Romanian people. Most of them are members of the Orthodox Church. Romanian families place a high value on children; their protection and well-being are considered to be parents' primary responsibilities. Interdependent and reciprocal relationships are encouraged among members of the Romanian family. Dedication to extended family and friends is another important value. Education is also very important, with the school holding a central role in the life of children. Romanian is a hierarchical society where age and position are respected. Titles are very important and denote respect. Romanians are formal and reserved with a strong need for privacy.
Rituals	Romanian culture is a land of magic. From wedding superstitions to magic nights, there are many Romanian rituals to be discovered. There is a tradition for every big and not-so-big event: birth, wedding, rain, spilling salt, breaking a mirror. Religion has been one of the strengths of families, providing them with spiritual sustenance. Many family practices and customs are related to religion. Rites of passage, baptisms, weddings, and funerals are rich in rituals, and they are celebrated with the extended family and friends. Other important celebrations are Christmas, Easter, and name-days. Many people are given saints' names, and their name-days coincide with the celebration of the patron saint's day. There are many other Romanian traditions, from welcoming the spring with the symbolic "martisor" to painting eggs for Easter and slaughtering the pig for Christmas. As Romanians are usually religious people, you might also see people making the sign of the cross while passing by a church.
Open vs Closed society	Romanian is now an open society, a democratic member of the European Union.



Culture 5	English
Origins	United Kingdom
Years of presence in the country	35 (since 1.985)
Number of population	250.000
Language	English
Religion	Anglicanism
Values	English have played a significant role in literature, science, social science, mathematics, drama, technology , democracy, music and folklore. Many of the world's most important technological advancements and inventions were made by English people. English culture has had a profound impact across the world. Its main values are: Democracy / The rule of law / Individual liberty / Mutual respect / Tolerance of those of different faiths and beliefs. Humour, tradition and good manners are characteristics commonly associated with being English. They have a high amount of respect for older adults and the disabled. They value privacy over everything else.
Rituals	English culture is full of traditions and rituals which have been around for hundreds of years. English customs and traditions are famous all over the world. When people think of English culture they often think of people drinking tea, eating fish and chips and wearing bowler hats, but there is more than just those things. English people are generally superstitious: good luck, bad luck, food, table, animal, wedding... Major celebrations in the English calendar include: Christmas Day (25th of December), Boxing Day (26 th of December), New Year's Eve, Good Friday, Easter Sunday, Guy Fawkes Night (5th of November), Shrove Tuesday or Pancake Day, Poppy Day or Remembrance Day and the Queen's Birthday.
Open vs Closed society	United Kingdom is an open society but Brexit (UK's withdrawal from the European Union) is going to change the relationships between UK and the rest of Europe and within British society as well.



