

2014 Asia-Europe Forum on Education (AEFE):
Promoting Multicultural Communication and Enhancing
Educational Internationalization
Changchun, China, 16-20 July 2014

The Asia-Europe Forum on Education (referred to as “the Forum” thereafter), held on 16-20 July 2014 in Changchun, the People’s Republic of China, was co-organized by the World Federation of UNESCO Clubs, Centers and Associations (WFUCA), Asian Pacific Federation of UNESCO Clubs, Centers and Associations (AFUCA), the European Federation of UNESCO Clubs, Centers and Associations (EFUCA), the International Bureau of Education (IBE), the Chinese National Commission for UNESCO, the Chinese National Federation of UNESCO Clubs and Associations (CNFUCA), and China Association for Non-Government Education (CANGE). The Forum was hosted by the UNESCO World Multicultural Education Center and Jilin HuaQiao University of Foreign Languages. It brought together over 150 participants from all over the world, including representatives from worldwide UNESCO Clubs and Federations, governments, non-governmental organizations, schools and academia, etc. The participants acknowledge the generous contribution of the hosting organizations, assisting organizations and local organizers.

Focusing on the promotion of multicultural education and enhancement of educational internationalization, participants of the Forum held in-depth discussion on the indispensable role of education in

creating multicultural societies. The participants deliberated on conceptual as well as methodological approaches to multicultural education and shared best practices on multicultural education.

The participants recalled some of the most important international conventions that have underscored the importance of education and cultural diversity and the need for a more holistic and integrated approach to multicultural education, including *“the Universal Declaration of Human Rights (1948)”*, *“the Convention on the Protection of World Culture and Natural Heritage (1972)”*, *“the Convention for the Safeguarding of the Intangible Cultural Heritage (2003)”*, *“the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)”*, as well as a number of other relevant declarations, statements and normative instruments adopted at international, regional and national levels. In particular, the article 27 of the 1972 Convention is critical which states that *“The States Parties to this Convention shall endeavor by all appropriate means, and in particular by educational and information programmes, to strengthen appreciation and respect by their peoples of the cultural and natural heritage defined in Articles 1 and 2 of the Convention.”*

The participants reaffirmed that all cultures are equal and no culture should be treated as a dominant culture. World civilizations are the common heritage of the humankind and they become richer and more colorful through mutual exchange and learning. This common heritage is an indispensable resource for humanity and it constitutes a unique source of human creativity, development and renewal. Through

continuous exchanges and mutual learning human societies get energy for human progress and development.

The participants emphasized that multiculturalism requires intercultural dialogue and exchange on the local, regional, national or international levels. It presupposes the existence and equitable interaction of diverse cultures and the possibility of shared cultural expressions through dialogue and mutual respect.

The Forum recognized the transformative role of education in promoting social cohesion and peaceful coexistence in a rapidly changing world where cultural, political, socio-economic and technological developments and social upheavals challenge traditional ways of life. The multilingual, multicultural societies of the twenty-first century should embrace and celebrate diversity. The key challenge is how to redesign education systems that can educate citizens for multicultural societies. Multicultural and international education programmes that encourage dialogue between learners of different cultures, beliefs and backgrounds can make an important and meaningful contribution to harmonious, inclusive, tolerant and peaceful societies.

The participants considered that in the face of mounting challenges such as demographic shifts, migration, urbanization, environmental degradation, disasters, climate change, increasing inequalities and persisting poverty, there is an urgent need for new approaches, to be defined and measured in a way which accounts for the broader picture of human progress and which emphasize harmony among cultures and between humans and nature, equity, dignity, well-being and

sustainability. Education which has strong foundation in multiculturalism and international exchange is the only possible response to such challenges. Education institutions should produce learners who are equipped with intercultural competence who can effectively function in the interdependent world. We need to educate citizens who are open to intercultural dialogue and tolerant of each other's ways of being and thinking. The role of multicultural education is to provide an optimal environment for intercultural learning through intercultural communication and dialogue. It aims at intercultural understanding and prepares learners to adapt to, live and work in multicultural work environments and multicultural societies.

The participants agreed to explore increased opportunities for greater mutual exchange (inter-school/inter-university) and academic cooperation/research. Learners should be exposed to a variety of exchange programmes on the national, regional and international levels so as to widen their social, historical and cultural perspectives.

The participants reaffirmed that a holistic approach to multicultural education is needed. For effective multicultural education, learning environment as a whole as well as key dimensions of educational processes such as curriculum, teacher education, language of instruction, teaching methods, human interactions and learning materials and assessment should be re-oriented. Teachers have a role in promoting multicultural education.

The participants agreed to collaborate through continued efforts in promoting multicultural education and internationalization of education

to help youth of different countries open their hearts to each other, broaden their horizon and build greater understanding among them, thus, to make further contribution to world peace and human progress.

The participants recognized the importance of international co-operation and exchange at sub-regional, regional and global levels, involving COEPE among countries in South-South as well as North-South, as avenues for advancing multicultural education and education internationalization throughout the world. The principles of international co-operation should be based on solidarity, recognition and mutual support. It should be based on true partnership that equitably serves the interests of all partners. The value of sharing knowledge and know-how across borders should govern relationships among higher education institutions and should benefit all. Non-governmental activities in education, science, technology and culture can be fruitful in promoting multicultural exchanges and enhancing internationalization of education.

The participants unanimously agreed to call on governments and policy makers to take into account the multicultural character of society, to provide equity in public and social life, and to educate citizens who are open to intercultural dialogue and tolerant of each other's ways of being and thinking.

2014 亚欧教育论坛

促进多元文化交流，提高教育国际化水平

中国·长春

2014. 7. 16-2014. 7. 20

联合国教科文组织协会世界联合会、亚太地区联合国教科文组织协会联合会、欧洲联合国教科文组织协会联合会、联合国教科文组织国际教育局与中国联合国教科文组织全国委员会、中国联合国教科文组织协会全国联合会、中国民办教育协会于 2014 年 7 月 16 日至 20 日在中国吉林省长春市共同主办了以“促进多元文化交流，提高教育国际化水平”为主题的第二届亚欧教育论坛(下文简称“论坛”)。此次论坛由中国民办教育协会高等教育专业委员会、中国民办教育协会中小学专业委员会、北京市联合国教科文组织协会及吉林省联合国教科文组织协会协办，世界多元文化教育中心和吉林华桥外国语学院承办。这次论坛汇集了 150 余名来自世界各地的与会者，包括来自世界各地的联合国教科文组织协会和俱乐部的代表，以及来自政府、民间组织、学校和学术界等领域的代表。所有与会者对主办单位、协办单位、承办单位为此次论坛所做的贡献表示感谢。

与会者紧扣促进多元文化交流和提高教育国际化水平的主题，对教育在创建多元文化社会中不可或缺的作用进行了深入的讨论，从理念和方法两方面对多元文化教育进行探讨，并分享了多元文化教育的先进经验。

与会者回顾了有关强调教育重要性、文化多样性和全面综合的多元文化教育必要性的若干国际公约，包括《世界人权宣言》（1948）、《保护世界文化和自然遗产公约》（1972）、《保护非物质文化遗产公约》（2003）、《保护和促进文化表现形式多样性公约》（2005），以及其他一些相关的在国际、地区和国家层面所通过的声明、报告和条约。尤其是回顾了 1972 年《保护世界文化和自然遗产公约》第二十七条强调的“本公约缔约国应通过一切适当手段，特别是教育和宣传计划，努力增强本国人民对本公约的第 1 和第 2 条中确定的文化和自然遗产的赞赏和尊重”。

与会者重申，各类人类文明在价值上是平等的，各有千秋，没有所谓的主流文化。世界文明是人类共同遗产，因交流而多彩，因互鉴而丰富。这一共同遗产是人类不可或缺的根源，它是人类创造力、发展和更新的一个独特来源。文明交流互鉴是推动人类文明发展和进步的重要动力。

与会者强调，多元文化论要求在地方、区域、国家乃至国际层面进行跨文化对话和交流。多元文化论以多元文化的存在与平等互动作为前提，并认为能够通过对话和相互尊重产生共同的文化表现形式。

本论坛肯定了教育对促进社会凝聚力与推动和平共处的变革性作用。当今世界飞速发展，文化、政治、社会经济、技术发展和社会动乱对传统生活方式产生了挑战。在 21 世纪中，多语言、多元文化社会应包容并赞赏多样性。关键的挑战就在于如何重新设计教育体制来适应多元文化社会公民的教育。鼓励不同文化、宗教信仰和背景的学习者之间对话的多元文化与国际教育项目，能够为促进社会和谐、包容、宽容与和平作出具有重要意义的贡献。

献。

与会者认为，面对与日俱增的挑战，如人口结构变化、移民、城市化、环境恶化、灾难、气候变化及日益严峻的不平等状况和持续贫穷，迫切需要采用新的方式，以是否能为人类进步开拓广阔的前景作为定义和衡量的部分，并强调不同文化间以及人与自然的和谐，强调公平、尊严、社会福祉和可持续发展。应对这些挑战，立足于多元文化与国际交流的教育是唯一可行对策。学校应该培养具有跨文化交际能力的人才，能够在相互依存的世界里充分发挥作用。教育公民对不同文化的交流持开放态度，包容文化及思维模式的差异。多元文化教育的角色就在于通过不同文化间的交流和对话，为跨文化学习提供良好的环境。它旨在提高跨文化理解力，使学习者能够适应在多元文化工作环境和社会环境中的工作和生活。

与会者一致表示，将共同努力创造更多相互交流及学术合作与研究的机会，向学习者提供国内的、地区的或国际层面丰富的交流项目来拓宽他们的社会、历史以及文化视角。

与会者重申，要对多元文化教育进行统筹兼顾。为实现有效的多元文化教育，整体的学习环境以及教学过程中的关键因素，如课程、师资教育、教学语言、教学方法、人际互动、教材和评估方式等必须进行新的调整。教师在促进多元文化教育中起着不可忽视的作用。

与会者一致表示，将共同努力深入开展多元文化教育，提高教育的国际化水平，促进各国青少年沟通心灵，开阔眼界，增进共识，从而为世界和平和人类进步做出更多的贡献。

与会者一致认为，包括南南合作及南北合作国家的交流合作在内的次区域、区域及全球不同层面的国际合作与交流，对推进世界范围内的多元文化教育和教育国际化起着重要作用。国际合作的原则应以团结、共识及相互支持为基础，建立以公平为利益基础的真正合作关系。应该以国际间实现知识与技术共享的这一价值观来主导学校间的关系，并应惠及各方。各国民间教科文运动在促进多元文化交流，提高教育国际化水平方面有望取得丰硕成果。

与会者一致呼吁，政府和政策制定者应考虑社会多元文化的特征，保障社会公平正义，教育公民对跨文化对话持开放态度，并能够包容相互的生活和思维模式。