EDULEARN 16

8TH INTERNATIONAL CONFERENCE ON EDUCATION AND NEW LEARNING TECHNOLOGIES

BARCELONA (SPAIN)
4TH - 6TH OF JULY, 2016

CONFERENCE PROCEEDINGS
<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Name</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron Doering</td>
<td>UNITED STATES</td>
<td>Hanna Kinnari-Korpela</td>
<td>FINLAND</td>
</tr>
<tr>
<td>Agustín López</td>
<td>SPAIN</td>
<td>Helena Duch</td>
<td>UNITED STATES</td>
</tr>
<tr>
<td>Aharon Yadin</td>
<td>ISRAEL</td>
<td>Hilda Colón Pluymy</td>
<td>PUERTO RICO</td>
</tr>
<tr>
<td>Alice Grunewaldt Nicole</td>
<td>BRAZIL</td>
<td>Ignacio Ballester</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Amparo Giroș</td>
<td>SPAIN</td>
<td>Ignacio Candel</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Ana Paula Lopes</td>
<td>PORTUGAL</td>
<td>Ilkner Colik</td>
<td>CYPRUS</td>
</tr>
<tr>
<td>Ana Torma</td>
<td>SPAIN</td>
<td>Joan Martínez</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Anders Nordby</td>
<td>NORWAY</td>
<td>Ivana Ogrizek Biskupic</td>
<td>CROATIA</td>
</tr>
<tr>
<td>Ann Conway</td>
<td>IRELAND</td>
<td>Janet Herrelko</td>
<td>UNITED STATES</td>
</tr>
<tr>
<td>Anna-Maria Korhonen</td>
<td>FINLAND</td>
<td>Janine Delahuntny</td>
<td>AUSTRALIA</td>
</tr>
<tr>
<td>Antonio García</td>
<td>SPAIN</td>
<td>Javier Roell</td>
<td>UNITED KINGDOM</td>
</tr>
<tr>
<td>Astrid Myklebust</td>
<td>NORWAY</td>
<td>Jasmin Decker</td>
<td>GERMANY</td>
</tr>
<tr>
<td>Berhanuun Mohd Salleh</td>
<td>MALAYSIA</td>
<td>Javier Domenoeh</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Chelo González</td>
<td>SPAIN</td>
<td>Javier Martí</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Christian Weber</td>
<td>HUNGARY</td>
<td>Joanna Lees</td>
<td>FRANCE</td>
</tr>
<tr>
<td>Christiana Brion</td>
<td>UNITED STATES</td>
<td>Joanna Lovelady</td>
<td>UNITED KINGDOM</td>
</tr>
<tr>
<td>Christine McGunnigle</td>
<td>AUSTRALIA</td>
<td>Jolanta Navickaite</td>
<td>LITHUANIA</td>
</tr>
<tr>
<td>Clelia Casella</td>
<td>ITALY</td>
<td>José Biskar</td>
<td>PORTUGAL</td>
</tr>
<tr>
<td>Cole Webber</td>
<td>CANADA</td>
<td>Jose F. Caboza</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Constantina Herrera-Seda</td>
<td>CHILE</td>
<td>José Luis Bernat</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Cristina Llozano</td>
<td>SPAIN</td>
<td>Josephine Muthuali</td>
<td>UNITED KINGDOM</td>
</tr>
<tr>
<td>Davi De Conti</td>
<td>BRAZIL</td>
<td>Judith Szerdhelyi</td>
<td>UNITED STATES</td>
</tr>
<tr>
<td>David Cline</td>
<td>UNITED STATES</td>
<td>Kalaimagal Ramakrishnan</td>
<td>MALAYSIA</td>
</tr>
<tr>
<td>David Dataon</td>
<td>UNITED ARAB EMIRATES</td>
<td>Kanokorn Phromkarn</td>
<td>SINGAPORE</td>
</tr>
<tr>
<td>David Marti</td>
<td>SPAIN</td>
<td>Karen Henderson</td>
<td>UNITED KINGDOM</td>
</tr>
<tr>
<td>Despina Varvani Marouchou</td>
<td>CYPRUS</td>
<td>Karin Lewis</td>
<td>UNITED STATES</td>
</tr>
<tr>
<td>Dimitrios Kotsifakos</td>
<td>GREECE</td>
<td>Katefina Vitalkova</td>
<td>CZECH REPUBLIC</td>
</tr>
<tr>
<td>Drew Poston Phillips</td>
<td>UNITED KINGDOM</td>
<td>Kayoko Fukuchi</td>
<td>JAPAN</td>
</tr>
<tr>
<td>Eladio Duque</td>
<td>SPAIN</td>
<td>Koos van der Kolk</td>
<td>NETHERLANDS</td>
</tr>
<tr>
<td>Eline Leon-Thomele</td>
<td>GERMANY</td>
<td>Kristin Brogan</td>
<td>IRELAND</td>
</tr>
<tr>
<td>Filip Decos</td>
<td>BELGIUM</td>
<td>Lila R. Oliveira</td>
<td>PORTUGAL</td>
</tr>
<tr>
<td>Franck Luthon</td>
<td>FRANCE</td>
<td>Lorena López</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Fritz Vandover</td>
<td>UNITED STATES</td>
<td>Luís Descalço</td>
<td>PORTUGAL</td>
</tr>
<tr>
<td>Gemma van Veeren Cassar</td>
<td>UNITED KINGDOM</td>
<td>Luis Gómez Chova</td>
<td>SPAIN</td>
</tr>
<tr>
<td>Götz Winterfeldt</td>
<td>GERMANY</td>
<td>Mª Jesús Suesta</td>
<td>SPAIN</td>
</tr>
</tbody>
</table>
CONFERENCE SESSIONS

ORAL SESSIONS, 4th July 2016

Open Educational Resources (OERs)
Flipped Learning (1)
Blended Learning (1)
Meet the Keynote
Language Learning Assessment
Emerging Technologies in Mathematics
Special Education
Flipped and Blended Learning in Business Education
Professional Development of Educational Staff

Massive Open Online Courses (MOOCs)
Flipped Learning (2)
Blended Learning (2)
Mentoring and Coaching
English for Special Purposes
Emerging Technologies in STEM
Inclusive Education
Gamification in Business Learning
New approaches in Teacher Education

Cultural Diversity and Multilingualism in MOOCs
Learning and Teaching Methodologies
Mobile Learning
e-Assessment
Language Learning Innovations
New Experiences in STEM Education (1)
Adult and Vocational Education
Experiences and Innovations in Engineering Education (1)
Training Educational Staff

Advanced Classroom Technology
Links between Education and Research
LMS & VLE
Evaluation and Assessment of Student Learning
New Technologies in Language Learning
New Experiences in STEM Education (2)
University-Industry Cooperation
Experiences and Innovations in Engineering Education (2)
ICT skills for Educational Staff

POSTER SESSIONS, 4th July 2016

New Trends and Experiences in Education
e-Learning and Educational Software
ORAL SESSIONS, 5th July 2016

Videos for Learning
Virtual, Collaborative and Personalized Learning Environments
e-Learning
Serious and Educational Games
Experiences in Health Sciences Education
Game Based Learning in Primary & Secondary Education
Experiences in Architecture & Design
ICT for Development
In-service Teachers Experiences (1)

Immersive Virtual Reality
Collaborative Virtual Learning Environments
e-Learning Experiences (1)
Game Based Learning in Higher Education
Technology in Health Sciences Education (1)
Technology in Schools
Career Development and Training
Education and Globalization
Pre-service Teachers Experiences (1)

Virtual Reality and Augmented Learning
Project and Problem Based Learning
e-Learning Experiences (2)
New Learning Technologies and Gamification
Technology in Health Sciences Education (2)
Experiences in Primary Education
Curriculum Design and Development
New Experiences in Multicultural Learning
Pre-service Teachers Experiences (2)

Experiences in Computer Science Education
Computer Supported Collaborative Learning
Emerging Technologies in Education (1)
Learning Analytics
New platforms to Teach Coding Skills (1)
Experiences in Primary & Secondary Education
Pedagogical Innovations in Education
Barriers to Learning
In-service Teachers Experiences (2)

e-Learning Projects and Experiences
Entrepreneurship Education
Emerging Technologies in Education (2)
Assessment and e-Assessment
New platforms to Teach Coding Skills (2)
Learning Experiences in Preschool Education
Quality Assurance and Accreditation
Student Support in Primary & Secondary Education
Educational Management

POSTER SESSIONS, 5th July 2016

Technology, Research and Training in Education
Pedagogical Innovations and International Projects
VIRTUAL SESSIONS

Academic Research Projects
Barriers to Learning
Blended Learning
Computer Supported Collaborative Work
Curriculum Design and Development
Distance Learning
Diversity Issues, Women and Minorities
E-content Management and Development
e-Learning Projects and Experiences
Education and Globalization
Educational Management
Educational Software & Serious Games
Educational Trends and Best Practice Contributions
Emerging Technologies in Education
Enhancing Learning and the Undergraduate Experience
Evaluation and Assessment of Student Learning
Flipped Learning
Impact of Education on Development
International Projects
Language Learning Innovations
Learning and Teaching Methodologies
Learning Experiences in Higher and Further Education
Learning Experiences in Primary and Secondary Education
Lifelong Learning
Links between Education and Research
Massive Open Online Courses (MOOCs)
Mobile Learning and Tablet Technologies
New Learning/Teaching Models
Organizational, Legal, Policy and Financial Issues
Pedagogical Innovations in Education
Pre-service and In-service Teacher Experiences
Quality Assurance/Standards and Accreditation
Special Education
STEM in Education
Student Support in Education
Technology-Enhanced Learning
The Bologna Declaration and ECTS Experiences
Training educational staff
Transferring Skills and Disciplines
Tutoring and Coaching
University-Industry Cooperation
Virtual Learning Environments (VLEs)
Workplace Training and Employability Issues
ABOUT EDULEARN16 Proceedings

HTML Interface: Navigating with the Web browser

This USB Flash drive includes all presented papers at EDULEARN16 conference. It has been formatted similarly to the conference Web site in order to keep a familiar environment and to provide access to the papers through your default Web browser (open the file named "EDULEARN16.html").

An Author Index, a Session Index, and the Technical Program are included in HTML format to aid you in finding conference papers. Using these HTML files as a starting point, you can access other useful information related to the conference.

The links in the Session List jump to the corresponding location in the Technical Program. The links in the Technical Program and the Author Index open the selected paper in a new window. These links are located on the titles of the papers and the Technical Program or Author Index window remains open.

Full Text Search: Searching EDULEARN16 index file of cataloged PDFs

If you have Adobe Acrobat Reader version 6 or later (www.adobe.com), you can perform a full-text search for terms found in EDULEARN16 proceedings papers.

Important: To search the PDF index, you must open Acrobat as a stand-alone application, not within your web browser, i.e. you should open directly the file "EDULEARN16.pdf" with your Adobe Acrobat or Acrobat Reader application.

This PDF file is attached to an Adobe PDF index that allows text search in all PDF papers by using the Acrobat search tool (not the same as the find tool). The full-text index is an alphabetized list of all the words used in the collection of conference papers. Searching an index is much faster than searching all the text in the documents.

To search the EDULEARN16 Proceedings index:
1. Open the Search PDF pane through the menu "Edit > Advanced Search" or click in the PDF bookmark titled "SEARCH PAPERS CONTENT".
2. The "EDULEARN16_index.pdx" should be the currently selected index in the Search window (if the index is not listed, click Add, locate the index file .pdx, and then click Open).
3. Type the search text, click Search button, and then proceed with your query.

For Acrobat 9 and later:
1. In the "Edit" menu, choose "Search". You may receive a message from Acrobat asking if it is safe to load the Catalog Index. Click "Load".
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

For Acrobat 8:
1. Open the Search window, type the words you want to find, and then click Use Advanced Search Options (near the bottom of the window).
2. For Look In, choose Select Index.
3. In the Index Selection dialog box, select an index, if the one you want to search is available, or click Add and then locate and select the index to be searched, and click Open. Repeat as needed until all the indexes you want to search are selected.
4. Click OK to close the Index Selection dialog box, and then choose Currently Selected Indexes on the Look In pop-up menu.
5. Proceed with your search as usual, selecting other options you want to apply, and click Search.

For Acrobat 7 and earlier:
1. In the "Edit" menu, choose "Full Text Search".
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.
INTERCULTURAL EDUCATIONAL PLATFORM AND PL2S CENTER FOR DEVELOPING TOLERANCE OF KRASNOYARSK REGION CITIZENS

Olga Smolyaninova

Siberian Federal University (RUSSIAN FEDERATION)

Abstract

Krasnoyarsk region has traditionally been considered one of the most peaceful regions of Russia in the context of interethnic conflicts. It is proved by the official data, e.g. the rating of interethnic tension in the regions of Russia conducted by the Center studying interethnic conflicts and the federal information agency "Club of Regions" [1]. According to the results of the expert survey of the regional and federal level Krasnoyarsk region was in a group with a very low interethnic tension unlike Moscow, Tatarstan, Dagestan belonging to a group with the high level of tension and political exploitation of ethnic issues. The stability and low level of conflict is affected by the number of geographical factors. Krasnoyarsk region is a large territory with low population density, with specific demographic and migration processes: reduction of natural population growth from 2014 to 2015 by 2.2% [2].

Despite the stability the issue of interethnic relations is topical. Large financial and industrial groups are represented there, and a large number of migrant workers is needed. 117 thousand of migrants arrived to Krasnoyarsk region in 2015, most of them from Central Asia (42% of the total number of migrants from CIS member countries: Tajikistan, Kazakhstan, Azerbaijan) and the Caucasus. 137 nationalities live in Krasnoyarsk region, it is 10.5% of the population (Census results). One of the main problems is to regulate migrant flows and the scope of their employment.

Personalized Lifelong Learning Services (PL2S) center was established on the basis of Intercultural Educational Platform of Siberian Federal University (IEP SibFU) within the TEMPUS project «ALLMEET». The program of PL2S center includes the following activity: adaptive trainings, educational seminars, opinion polls, organization of diagnostics of personal and professional resources by means of Validation of Prior Learning (VPL) and ePortfolio; creating a platform for the youth volunteer students, holding different kinds of practical sessions of IEP SibFU students at the Center [3].

Another possibility of increasing the level of tolerance of the population of Krasnoyarsk region, the level of social adaptation and integration of migrants is the interactive website of the IEP of SibFU. It contains a variety of resources on intercultural interaction. The project target groups are students, teachers, pupils, municipal and state employees, and workers. The basic principles of IEP SibFU are openness, dialogue, interactivity, and humanity. IEP SibFU contains 5 interactive spaces: an interactive website, electronic service portfolio, education sector, scientific sector, and coordination center.

Social adaptation is a complex process; it is possible to perform only in terms of individual approach to every migrant integrating the resources of government, business and education.

Keywords: Intercultural Educational Platform, Tolerance, Tempus, Lifelong Learning, Eportfolio, Siberian Federal University.

1 INTRODUCTION

Krasnoyarsk region has traditionally been considered one of the most peaceful regions of Russia in the context of international and interethnic conflicts. It is proved by the official data, e.g. the rating of interethnic tension in the regions of Russia conducted by the Center studying interethnic conflicts ("CINK") and the federal information agency "Club of Regions" [1], (Fig.1 below).
It was a 16-factor based survey [1] rating interethnic conflicts by external manifestation marks. For rating interethnic tension we identified the following markers: group ethnic identity, ethnic group migration dynamics, negative public (anti-immigrant) rhetoric, neighborhood patterns, historical reciprocal claim of ethnos communities, dominant ethnic group, criminality, nationalism. Politicization of interethnic conflict, mega polices proximity (Moscow, Saint Petersburg), living standard, ways of territorial accommodation of immigrants, archaic style of social structure of regional community and mass media contribution. The researches have recognized that the factors and markers list can be expended. According to the federal and regional experts the high interethnic tension level is observed in Moscow and Saint Petersburg and some other regions whereas Krasnoyarsk regions and other Siberian regions including Far East of the RF were proved to be the regions with low interethnic tension level.

Interethnic stability and low conflict level in Krasnoyarsk, in our opinion is conditioned by such geographical factors as large territory, low population density, with specific demographic and migration processes: population growth crises, which made 2.2% from 2014 to 2015 by 2.2% [2].

1.1 Relevance

Despite the stability the issue of interethnic relations is topical for the huge job market of Russia, where due to its economic potential, rich in natural resources and large financial and industrial groups there is a continuously growing demand in migrant workers. Round about 117 thousand of migrants arrived to Krasnoyarsk region in 2015, most of them from Central Asia (42% of the total number of migrants from CIS member countries: Tajikistan, Kazakhstan, Azerbaijan) and the Caucasus. 159 nationalities live in Krasnoyarsk region which according to the all-Russian Census of 2010 [4], it makes 10.5% of the population less immigrant. One of the main problems is to regulate migrant flows and the scope of their employment.

By the end of 2012 there were over 70 national and cultural communities [5]. Conventionally the population of the territory can be divided into 4 large groups: the Russians, autochthonous (indigenous minorities of the Far North), ethnic minorities (over 110 ethnic groups with total population of 300 thousand people, i.e. 10% of the population), immigrants (over 30 nationalities, which makes about 3%). Considering all this, the main problems are to regulate migrant flows and their employment.
1.2 Problem Description

Sociologists argue there are several factors that exacerbate the urban population interethnic relations. Firstly, the city is a place of compact residence of representatives of various nationalities, which creates conditions for their direct contacts. Secondly, the continuous foreign labour force flow to the city, because city is a place where there are ample opportunities that may facilitate foreign migrant workers integration into new environment. This sounds true for a million plus city, the capital of Krasnoyarsk Territory. Thirdly, the urban population has higher density of youth - one of the most intense areas of interethnic contacts, characterized by a high potential for the development of nationalist sentiment. As a result of such contacts among the youth various ethnic perceptions can be communicated and mindset anchored that may drive to negative impact both on young people’s attitudes towards representatives of other nationalities, and the ethnic situation in the society as a whole. [5]

The National Agenda of the Krasnoyarsk Territory has highlighted several risks in the field of international relations that can be critical for the Territory [6]:

- weak civic awareness and civic identity (national civil identity) vs. growing importance of ethnic and religious identity;
- low socio-cultural adaptation of external labor migrants to the host community environment;
- dissatisfaction among certain peoples with their level of social and cultural ambitious;
- insufficiency of protective measures in respect of a unique ethno-cultural diversity of peoples of the region;
- politicization of ethnicity;
- outside attempts to radicalize part of the religious community.

The results of sociological surveys of the population of ethnic relations in the Russian Federation, held in February 2014, have proved the negative tendencies escalation and xenophobic attitudes in public opinion among the population of Krasnoyarsk Territory. Moreover, a number of indicators turned out to be even worse in comparison with other regions of the Siberian Federal District. [5]

Thus, the share of residents of the Krasnoyarsk Territory, who spoke negative about their satisfaction with interethnic relations in the region over the last year made to 25.3%. For comparison, in the Kemerovo region this figure was 20.8%. More than 28.8% of the population of Krasnoyarsk Territory believes that in the area of their residence there is a ground for a nationality conflict. [6] This situation derived from objective national trends and the adoption of the National Agenda aimed at mitigation of negative trends of xenophobia and nationalism, taking into account the specific nature of the Krasnoyarsk Territory. [6] The Agenda addresses some distinctive features of the region. Firstly, the rapid changes have been progressing in the region in its traditional ethnic palette that had formed during the XIX - XX centuries. Over the past quarter of the century, the number of nationalities - oldtimers adapted to the local conditions (the Ukrainians, the Belarusians, the Tatars, the Chuvash, the German, the Mordvinians and others) had dramatically decreased (1.4 - 2 times). The reason for this decline in population drop is migration loss and assimilation. In contrast, during the same period by 1.5 - 3.5 times increased their numbers of peoples of the Caucasus region and the Central and Southeast Asia, due to enhanced fertility and migration flow.

Secondly, the Krasnoyarsk Territory looks extremely attractive for labor force migration. Given the shortage of local labor, as well as relatively high living standards compared to the Central parts of Russia sustainable economy of the Krasnoyarsk Territory attracts tens of thousands of migrants, who are hardly exposed to integration and adaptation. Every year over 100 thousand immigrants have been registered on Krasnoyarsk Territory, the majority of which arrives from southern regions seeking for a job. They prefer to settle in large cities, and Krasnoyarsk has clearly manifested their settlement enclave that sometimes evokes negative intolerance response of the locals, sometimes manifested in outright migrant phobia.

---

Third, intolerant public opinion on the national question may arise as a result of not always proper local and national mass media coverage. Krasnoyarsk TV channels and newspapers, which are mostly private in order to maintain their rankings, often publish scandalous materials. Whereas numerous positive, cultural and educational events and actions carried out by the national public associations are virtually not covered in the regional mass media. As the case studies of the Krasnoyarsk Territory, the dominant role in shaping public opinion on national issues is played by electronic media - television, and for young generation it is mostly Internet and social networks.

Fourth, for building tolerance and international attitudes in children and young people the role of traditional social institutions such as family and school has dramatically declined. Meanwhile, it is the young generation that is heavily exposed to national and religious radicalism and extremism. Sociological assessments have revealed high level of xenophobia against immigrant in high school students, especially students of technical high schools of Krasnoyarsk territory.

2 METHODOLOGY, CONCEPTUAL AND PRACTICAL ACTIONS

Educational institutions, authorities and society endeavor their best efforts to build tolerance attitude. The idea has recently been under strong criticism by politicians, academic environment and public. Therefore, tolerance in present day world is indispensably valuable for understanding future evolution of Russian statehood.

Tolerance is a sensitive and multifaceted phenomenon, which includes various aspects of social life: ethnic, inter-cultural, religious, political, and social. At different times, under different social conditions, each of the aspects has been assuming more prominence and urgency to a given society. In countries with long history of democracy, the question of political tolerance is one of the most pivotal, as the level of tolerance in society gives the measure of democratization. Member of the RAS A.G Asmolov defined tolerance as [11]. «...accepting the opinions of others and a universal norm of coexistence, cooperation and social interaction». Therefore, tolerance is the crucial factor that contributes to mitigation of expressions of violence, discrimination, violation of human rights and inter-ethnic tensions.

The Krasnoyarsk Territory is involved in systematic preventive work to minimize ethnic conflicts including the event aimed at:

- Consolidation of joint efforts of the authorities, academic and public environment and local community;
- Cultural integration/adaptation of migrants (Centre for Social Adaptation of migrants); raising public awareness; how about other ethnic groups, and the activities which aim their convergence (holidays, festivals, competitions).

National program "Russian Nation Unity Enhancement and Ethno-Cultural Development of the Peoples of Krasnoyarsk Territory" which has been implemented in the Krasnoyarsk Territory during 2015-2018. The program is focused on enhancing national unity and harmonization of interethnic and inter-confessional relations in the Krasnoyarsk Territory. The list of KPIs and performance indicators of the national program are presented in Table 1.
Table 1 – KPI’s and efficiency of the National Agenda [6]

<table>
<thead>
<tr>
<th>No</th>
<th>KPIs, Goal, Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Goal: National Agenda of the Krasnoyarsk Territory “Russian Nation Unity Enhancement and Ethno-Cultural Development of the Peoples of Krasnoyarsk Territory</strong></td>
</tr>
<tr>
<td>1</td>
<td>Population ratio of Krasnoyarsk Territory with positive attitude to belonging to all-Russian nationality</td>
</tr>
<tr>
<td>2</td>
<td>Tolerance level to other nationalities</td>
</tr>
<tr>
<td>3</td>
<td>Population ratio with positive assessment of international state of affair, in the total number of citizens of Krasnoyarsk Territory</td>
</tr>
</tbody>
</table>

Target 1. Promotion consolidation of national unity

**Sub-programme 1 “Building all-Russian identity”**

1.1. Population ratio in the area Krasnoyarsk Territory – actively participating in international events/fests

1.2. Number of international events/fests

Target 2. Development of spiritual orientations and cultural values of the Russian nation and support of the Russian Cossacks in the area Krasnoyarsk Territory

**Sub-programme 2 “Conservation and further development of the Russian Ethnos and the Cossacks”**

2.2. Number of active participants of the events

Target 3. Facilitation development of ethnic diversity, living in the area Krasnoyarsk Territory

**Sub-programme 3 “Conservation and further development of ethnic and cultural traditions of nations, living in Krasnoyarsk Territory”**

3.1 Population ratio of Krasnoyarsk Territory – actively participating in events contributing ethnic and cultural development of nations

Target 4. Identify sore spots in the field of international and migration relations, prevention and incident management

**Sub-programme 4 “Prevention and response to radicalism and extremism and migrantophobia”**

4.1. Population share of Krasnoyarsk Territory who strongly believe in a possibility of occurrence of nationality-based conflict at their location

4.2. Population share, advocating strengthening of control in relation to migrants in the area of Krasnoyarsk Territory

In the framework of public administration the continuous monitoring of the inter-ethnic, inter-confessional relations and migration progress is carried out of the in the region. Since 2012 at the initiative of the administration of the Krasnoyarsk Territory case studies of different target groups have been conducted in 2002 the results of which are made publicly available in the newsletters.

These studies have become the part of a multi-level monitoring of interethnic and migration relationship.

These studies have become a part of a multi-level monitoring of interethnic relations and migration. In furtherance of the adoption in late 2014 of the national agenda of the Krasnoyarsk Territory “Russian Nation Unity Enhancement and Ethno-Cultural Development of the Peoples of Krasnoyarsk Territory” the follow-up social assessments are carried out to mainstream p define the KPIs for the mainstreaming of the programme.

The results of the study completed 2015 [3] which were designed to study the attitude of the adult population of Krasnoyarsk Territory region towards representatives of other nationalities, foreign migrant workers and national extremism, have shown that the number those who are “not happy” is relatively low. It is obvious that the number may vary in terms of the different socio-demographic groups, presented in Figure 2.
What is your attitude towards living in a multicultural environment of Krasnoyarsk Territory?

Age-group populations, Krasnoyarsk Territory 2015

Fig. 2 – Age group population answer distribution to the question: “How do you feel living in a multicultural environment of Krasnoyarsk Territory?”[3]

The higher the age level of the respondents, the more positive they feel about multinationalism phenomenon of Krasnoyarsk Territory. This figure ranges from 21% (youth) to 40% (senior citizens). Thus, the focus of educational, social and adaptive action plan and efforts of all the institutions of civil society should be made on young generation in order make the balance tilt from "dissatisfied" in favour "rather satisfied".

It is in this context, along with the National Agenda of the Krasnoyarsk Territory[6] such a strategically important documents have been adopted as a national concept of regional policy of Krasnoyarsk Territory (approved by the Legislative Assembly of the Krasnoyarsk Territory dd. 21.01.1999 № 5-263P) The concept of sustainable development of the indigenous peoples of Krasnoyarsk Territory on 2010 - 2015 (approved by order of the government of Krasnoyarsk Territory from 06.07.2010 № 602-p), Krasnoyarsk Territory Cultural Policy Guidelines for 2009 - 2020 (approved by the Government of Krasnoyarsk Territory dd. 20.01.2009 number 24-p) as well as other regulatory documents in relation to indigenous peoples of the North and the Russian Cossacks.

3 EXPERIENCE

Considering the need to contribute to migrants adaptation the Center for Adaptation and Migrant Adaptation was founded in 2015 as a flagship project, the sole phenomenon in the Siberian Federal District, with the strong support and sponsorship of private business and regional administration. A medical station, hostel, language certification and testing center, work permit (patent) administration, job center, conference-hall and other serviced supporting migrants customized adaption are the part of the Center structure.

The Center has been operation in close interface with Personalized Lifelong Learning Services (PL2S) center [8], that was established on the basis of Intercultural Educational Platform of Siberian Federal University (IEP SibFU) in the framework of the project TEMPUS "ALLMEET" [9]. The mainstream activities of the of PL2S center program includes adaptive trainings, educational seminars, opinion polls, organization of diagnostics of personal and professional resources by means of VPL and ePortfolio, a platform for the youth volunteer students, holding different kinds of practical sessions of IEP SibFU students at the Center.

One of the core factors of conflict prevention is the factor of national identity of youth.

There are two levels of ethnicity: spontaneous, which is formed in the process of direct communication with the environment, and conceptual, which is formed intentionally in the course of training, education, etc. On the spontaneous level, people are much friendlier than on the conceptual level. T.A
Fenyvesh\(^2\) comments that sometimes it gives an illusion that the ideas brought into the youth environment are more than artificial. Here we may assume that striving for novelty, self-assertion at the expense of their own judgments is typical in youth nature. It is easier to be tolerant, friendly and feel comfortable for a person.

However, there are external social condition which may invite aggression and intolerance. So, I would say that building up spontaneous level of ethnicity promotes adequate tolerant interaction, whereas ideological or conceptual makes young people think if this is outrageous. So, why when living in real life condition people of different nationalities can easily find common language whereas all sore points arise at the level of conceptual discussions. It is more of curiously aspect, which has the right to existences. The possible solution to the problem is more successful, effective and cost effective\(^3\).

Many Russian and foreign researchers believe that this is becoming a key factor as well as the factor of national identity, ethnic identity, which have a huge impact on the friendliness of youth. And the latter depends on the stability of the national situation in the region.

Another possibility of increasing the level of tolerance of the population of Krasnoyarsk territory, social adaptation and integration of migrants is Intercultural Education Platform - IEPs Sibiu \(^{10}\) founded in the framework of the project TEMPUS "ALLMEET" which contains a variety of resources intercultural interaction: project target groups (students, teachers, pupils, municipal and national employees, workers). The basic principles of IEPs SibFU are openness, dialogue, interactivity, humanity. In our understanding of intercultural platform is an integration of several interactive spaces that combined the functional connections in a single complex interaction.

**Intercultural educational platform of SibFU** is presented by 4 interactive spaces (Fig.3 below) marked in different colours: communication, educational, scientific/research and e-portfolios.

![Fig. 3 – Model of Intercultural Educational Platform of SibFU](image)

Each interactive space is organized as a communication and dialogue environment. Some specific activities implemented directly by the entities themselves in each of the interactive space, are presented on the diagram. Tempus ALLMEET team has arranged an open online resource - a bilingual WEB-site platform\(^5\), which is the focal point that brings together interactive space and provides diversity network resources. Multicultural dialogue can be organized both in on-line mode and in the form of direct interaction of educational process entity.

\(^2\) The briefing materials devoted to interethnic conflicts in the youth multicultural environment. Siberian Federal University, 14 April 2016.

\(^3\) http://tempus-allmeet.tipps.sfu-kras.ru/index.php/en - WEB-site Intercultural educational platform SEPS SibFU (IEP SibFU)
3.1 WEB site - Intercultural Educational Platform of SibFU (IEP SibFU) Tempus allmeet project

Another possibility of increasing the level of tolerance of the population of Krasnoyarsk Territory, the level of social adaptation and integration of migrants is the interactive website of the IEP of SibFU. It contains a variety of resources on intercultural interaction. The project target groups are students, teachers, pupils, municipal and state employees, and workers. The basic principles of IEP SibFU are openness, dialogue, interactivity, and humanity. IEP SibFU encompasses 5 interactive spaces: an interactive website, electronic service portfolio, education sector, scientific sector, and coordination center.

Internet site of the platform functions as a service that helps members of the target groups to communicate with experts, participate in the dialogue and discussion on the various issues on the forum. The site provides an interactive 24/7 format of contacts between the subjects of the educational process.

There is the possibility of blogging, deployment of Internet discussions on the problems of ethnic and religious tolerance in the framework of moderated online forum. All of the IT-based features as described above are very popular with younger audiences, spending a bulk of time networking.

The website resources structure:

1. Personal e portfolio
2. Course programmes (Socialisation & Adaptation)
3. Video (on the topic “Tolerance”)
4. Diagnostics tools (computer-aided methods of tolerance assessment)
5. Various resources (researcher papers and popular science editions on the subject).
6. Presentations of the project members and course students

Such activities as forum, on-line consulting feedback interaction made necessary provision for platform interactivity. IEP website is first and foremost designed for the RF residents. The majority of the website visitors are Russians (86,45%). However, the website had visited representatives from Ukraine, USA, Great Britain, Kazakhstan, Estonia, Kenya, Kyrgyzstan, etc. Over the recent month the number of the IEP website visitors has made 500 users, 49,1% of which were first-time visitors (online statistics service Google-Analytistics).

The next milestone of the IEP website development is to design a section for national autonomies and diasporas, residing in Krasnoyarsk Territory for bettering communication (announcements of national fests/celebrations and other events).

4 CONCLUSIONS

Social adaptation is a complex process and can be realized only as an individual-based approach to every migrant by integrated resources of government, business and education.

According to the participants of the round table “Interethnic conflicts in youth multicultural environment and ways of solving them”, in the framework of implementation of the project TEMPUS “ALLMEET” run by SEPS, Sib FU all mail efforts of the stakeholder (public organizations, national entities and communities) should be focused on developing an migrant-friendly multicultural environment in the Krasnoyarsk Territory, including:

- cultural education – dissemination of knowledge about various nationalities living in the region, their culture and values through various forms and methods;
- building ethnic tolerance using the tools of multicultural education, long life learning technology, multicultural educational technology platform;
- moral education, translation of the values of tolerance and reconciliation, first of all in the family;
- regulatory methods used in the context of public company management - ensuring the operation of laws governing social relations, support meaningful initiatives for the development of inter-ethnic dialogue;
• modern technologies of self-presentation of national-cultural associations of the Krasnoyarsk Territory in the information and social environment of the region, from marketing to media coverage of on-going national and multicultural events, activities;

• creation of conditions for the preservation and development of national cultures - traditions, language, values and identity;

• scientific and methodological support of the society and the state to form a tolerance-friendly multicultural environment in region by sociological monitoring of inter-ethnic situation, joint efforts of teachers, psychologists aimed at designing framework for this activity.

A comprehensive approach in adaptation and integration of migrants in multicultural environment of Krasnoyarsk Territory will mitigate the exposure to international conflicts and prevention strategy of finding oneself in a tough state or prevent legal infringements, etc.

REFERENCES


