

# THE MODEL OF MIGRATION'S INTEGRATION IN SOCIO-CULTURAL ENVIRONMENT OF SIBERIAN REGION BY MEANS ELECTRONIC LIFELONG LEARNING EDUCATION

O. Smolyaninova, E. Bezyzvestnykh

*Siberian Federal University (RUSSIAN FEDERATION)*

## Abstract

In this article we describe the implementation of lifelong learning in the multicultural environment of the Krasnoyarsk Region. We show the model of migrants' integration in the socio-cultural environment of the Siberian region and their response to the electronic life-long learning education platforms. The research was part of the project initiated by the Russian Humanitarian Science Foundation (RHSF) [1].

Keywords: e-platform for lifelong learning, tolerance, lifelong learning, multicultural education, ethnic identity.

## 1 BACKGROUND/CONTEXT

In the framework of the draft project of the State programme 'Implementation of the State National Policy', developed by the Federal Agency for the Nationalities Affairs of the Russian Federation one of the burning priorities is to expand engagement of civil society institutions into implementation of the state national policy, further development and improvement of national and social partnership system [2].

Building up intercultural competence and tolerance, personal qualities necessary for life in a multicultural society, is an imperative goal of education institutions, where the guiding role is assigned to federal universities, major scientific and educational institutions of Russia.

Universities have been exercising a broad scope of approaches and methods for the development of tolerance, including students engagement into practical experience and some pilot testing, such as orchestration of multicultural events, expanding the horizons of theoretical knowledge and explore the opportunity of wide range of cross-cultural issues, development and implementation of e-learning platforms.

## 2 RELEVANCE

In recent years, the migration influx to the Krasnoyarsk region has notably grown. Over 40 thousand people, representatives of various nations and ethnic groups living in the Russian Federation and abroad have been arriving to the Region annually.

The era of globalization, preservation of national and personal identity challenges educational system to develop programmes aimed at development of a personality as an actor of dialogue in a multicultural environment. In the light of this development of mechanisms for the implementation of the educational process by means of interactive multicultural lifelong learning technologies it becomes essential to shape practices of multicultural education of the 21st century. The implementation of these practices in Russia is an educational system that creates social value and quality of students that meets the needs of modern society.

The success of the development of innovative education largely depends on the level of readiness and willingness of professional staff, and their willingness to learn throughout life, the ability to flexibly respond in their activities to the ever changing needs of society and the labor market, developing technologies. All these adds to the topicality of the problem of the development of scientific and educational complex of the Krasnoyarsk Territory applying electronic means platform (PL2S) to facilitate labour mobility on the back of modernization of education in Russia.

### 3 METHODOLOGY

In 2016 at Siberian Federal University the RHSF project aimed at development of education and research complex of the Krasnoyarsk Region by means of an electronic platform of continuing education (PL2S ) has been implemented [1]. It is anticipated to use the Electronic Platform for long life learning (PL2S) as a modern tool that would contribute to and promote long life learning that would fit the overall needs of the regional labour market. As key sections of the platform are specified such sections as IEP [3], SibFU multicultural educational platform, methodic and scientific, educational, diagnostic and networking partners sections.

The development of a model of integration of migrants in the socio-cultural environment of the Siberian region is expected to be carried out on the basis of academic and empirical analysis. The migration-related issues have proved to be one of the most complicated and multidimensional. On the one hand, migrants are subjects to control, and their integration is the result of the joint efforts of dedicated institutions. On the other hand, migrants are the subjects of social action.

The aim of the development of effective models for the integration of migrants in the socio-cultural environment is the creation of a multicultural nationality (cultural) conflict –free society or to minimize the impact of the ‘otherness-based’ conflicts. Models of integration of migrants are governed by the models of immigrant policy. The assessment of the success of the integration model cannot be dichotomically. Basic social welfare indicators are in the same continuum: propagation of religious and cultural separatism in a society, phobias against migrants and racism, the degree of social exclusion of immigrants decreases as you move from isolation to pluralism in a continuum, however it does not imply that institution of pluralism administration may acts as a guarantor of conflicts mitigation.

The term "integration" is complex and multifaceted. According to the Russian sociologist, V.Y.Ledeneva ‘integration is the final stage of the migration process for the categories of non-returnable migrants, is a process of deep integration of the migrant in the receiving society to the national integration model: multiculturalism, integration, assimilation or segregation’ [4].

This definition explains the integration process both in the integration, and multicultural model format in Russia, according to V.Y.Ledeneva, the most preferred are two models of integration: i.e. a model of multiculturalism and integration model. The mainstream approaches to the integration of migrants are shown in Figure 1 below, the most significant of which are assimilation, cultural adaptation, structural adaptation.

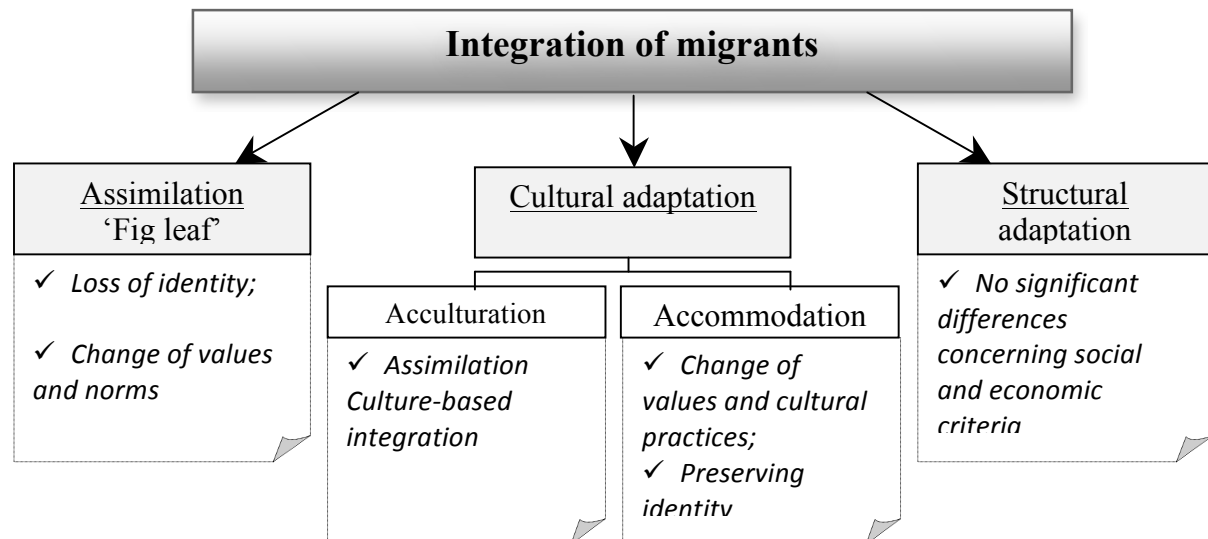


Figure 1. The nature of various types of integration of migrants

For the purposes of the project the integration is viewed through the establishment of a positive ethnic identity of both migrants and host population, for what the development of integration model in the socio-cultural environment of the Siberian region is projected to be carried out on the basis of theoretical and empirical analysis.

## 4 DESCRIPTION AND PROJECT RESULTS

A socio-psychological survey has been launched since May 2016 using Questionnaires and interviews to get the reaction of parties to the educational process, including interviews and assessment of tools and methods. About 2000 residents of the Krasnoyarsk region, who participated in the survey, are the migrants of different nationalities, primary, middle and high school students and their parents, undergraduate students, teachers and heads of educational institutions.

About 784 respondents of primary schools of the Krasnoyarsk Region, who participated in the survey, reported prevailing tolerant attitude to ethnic differences among the younger students. Younger students have an idea of national identity and are in general aware of the national differences in people and cultures in general. However, it is worthy of note that only a third of respondents are willing to study in a multicultural environment. This can be the evidence of a clash of opinions between the declared and latent stances of tolerance towards representatives of other cultures, which is characterized by increasingly negative impact. Nevertheless, at the level of relevant social norms are internalized in younger students of the Krasnoyarsk region, the imperative of tolerance has a sustainable positive impact on the idea of students about other nationalities.

The aim of the survey carried out at the level of secondary education was to investigate the tolerance factors in adolescents with respect to 'close' and 'distant' others'. The hypothesis of the survey was formulated as follows: tolerance of teenagers in relation to 'close' and 'distant' others' is associated with individual and personal features. The task was to identify the factors tolerant communication with 'close' and 'distant' others' (see. Section 1.2 of the monograph). An interview was selected as a diagnosis tool.

The survey was conducted in a group of older teens (aged up to 15 - 17), totally 320 respondents from 21 educational institutions of Krasnoyarsk [5]. From the stand point of adolescents with regards to characteristics typical to 'close others' are: goodwill (55%), equity (48%), tolerance (35%), transparency (31%), responsibility and courtesy (39%). 'Distant other' are perceived positively in the event that they have a good nature, decency, but for interpersonal relations of great importance is attached to reliability (61%), nobility (45%) and honesty (42%). 61% of teens respondents believe that belonging to a different ethnic culture is not a reason for relationship abandoning. Therefore the findings of the survey that the individually-personal features of the person are determinant to tolerance relationship with a 'close' and 'distant' other in 15 - 17- aged adolescents that corroborated the hypothesis that the tolerance in teenagers in the case of the 'close' and 'distant' others is associated with individual and personal characteristics of adolescents, their personal priorities, communication, interests, values and passions, have been confirmed.

In 2016, on the basis of the Siberian Federal University, the project team held a poll among applicants under the proprietary methodology developed for the purposes. The survey involved 1210 respondents. The Poll Results of the entrants in the Siberian Federal University in 2016 demonstrated that 26% of those who participated in the survey are satisfied or more satisfied with living in a multicultural environment (Fig. 2).

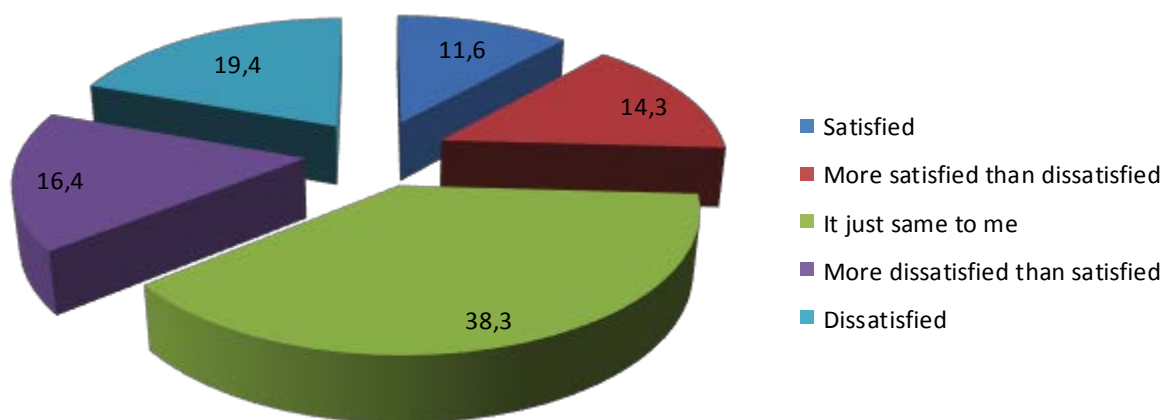


Figure 2. Krasnoyarsk region is a multinational region.  
Where do you stand on living in a multicultural environment? (%)

35.8% of respondents reported to be satisfied or more satisfied with this state of things, and about 38.3% responded to be indifference to the multiethnic society. Thus, among the applicants negative attitude towards multiethnic society is more prevalent.

Meanwhile, about 11.2 % respondents reported national animosity to some national or ethnic groups (Fig. 3), whereas 47% reported to be quite tolerant in general but still some representatives of nationalities stir bad feelings in them. Further, 41.6% of the applicants reported to be the most tolerant, by pointing out that there are no nationalities for which they have a particular dislike.

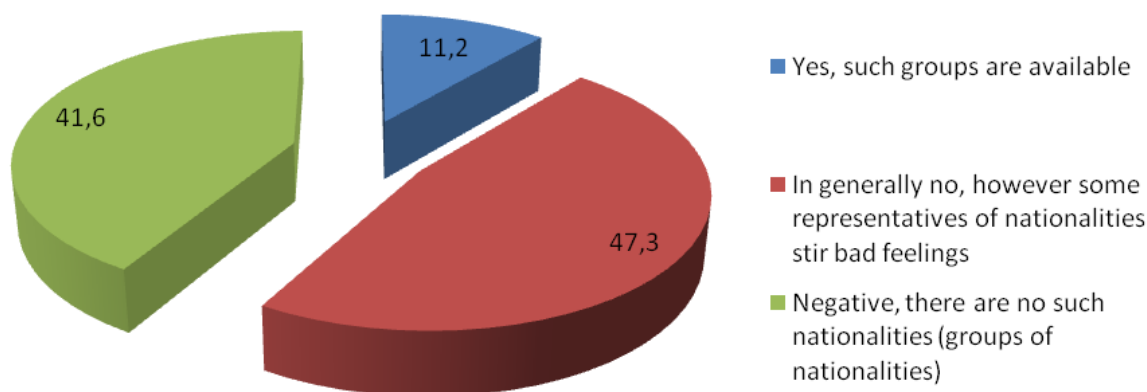


Fig. 3. Is there a nationality or ethnic group to which you do not feel friendly feelings? (%)

In course of the survey we measured the social distance, which established the applicants in relation to the natives of the Caucasus countries (Georgia, Armenia, Azerbaijan) and Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan, Turkmenistan), East European countries (Ukraine, Belarus, Moldova), China.

The results of the survey were taken as the basis for the structure and content of Electronic Platform for long life learning (PL2S) in compliance with employers' demands for further development of the model of migrants' integration in the socio-cultural environment of the Siberian region.

Intercultural education platform of SibFU is the place of the dialogue, centered around the values of tolerance, considering the principles of multicultural educational environment. The mainstream of the principles are building up and development of tolerance, found upon the elements of the Federal Special-purpose Program of the Russian Federation 'Strengthening the Unity of the Russian Nation and Ethno-cultural Development of the Peoples of Russia (2014-2020 years) [6]':

- responsibility of an educational organization for promotion of tolerance;
- positive attitude towards national identity;
- develop an understanding insight of others;
- multicultural education;
- attention to what unites rather than divides people;
- uncompromising attitude to racism;
- creating a positive learning environment.

The practice of implementation of multicultural education ensures achievement of the following expected outcomes both in children from the local community and migrant children:

- foster tolerance, responsiveness, openness, kindness education;
- foster abilities to understand their inner world, skills of self-analysis and self- correction, and person's identity in a multicultural environment;
- building up in children a positive self-concept, social activity, self-confidence, ability to self-expression, self-actualization and self-presentation;
- build up skills to engage in intercultural dialogue, listening, speaking and debating in the search for truth;

- facilitate integration of cultures in the system of multicultural educational environment, training of communicative personality characteristics in migrant student; suggestion migrant children the ideas of self-importance, that they are 'good by the fact that they live in the world';
- build up skills to pluralistic settlements of disputes and conflicts; cultivation in children sympathy and respect for themselves and others.

## 5 ELECTRONIC PLATFORM FOR LIFELONG LEARNING PL2S

In the course of the research and design of Electronic Platform for lifelong learning PL2S, the project powered by the Russian Humanitarian Science Foundation (RHSF) № 16-16-24005, the project team believes as the most essential to investigate the process of migrants' integration in respect of the following areas: science, education, culture and information. These areas of life, in our opinion, presents are of the utmost appeal to students of multicultural region.

The active position of each and productive interaction of Electronic Platform for lifelong learning PL2S will contribute to the successful integration of migrants and socializing, that, in turn, will support and facilitate migrants as a participants of the platform-based process to rapidly navigate in the local culture, build a path of personal development, position itself in the educational and cultural environment considering the level of education and culture, identify professional development pathway taking into account the strategies of regional development.

The Organizational chart of long life e-learning platform, in the frame of the RHF project is shown in Figure 4, with e-portfolio technology [7] being one of the tools of information support, which serves as the user's self-competence platform in reference group, which allows for reflection and assessment of experience, as well as planning for further adaptation activities in the society of the Siberian region.

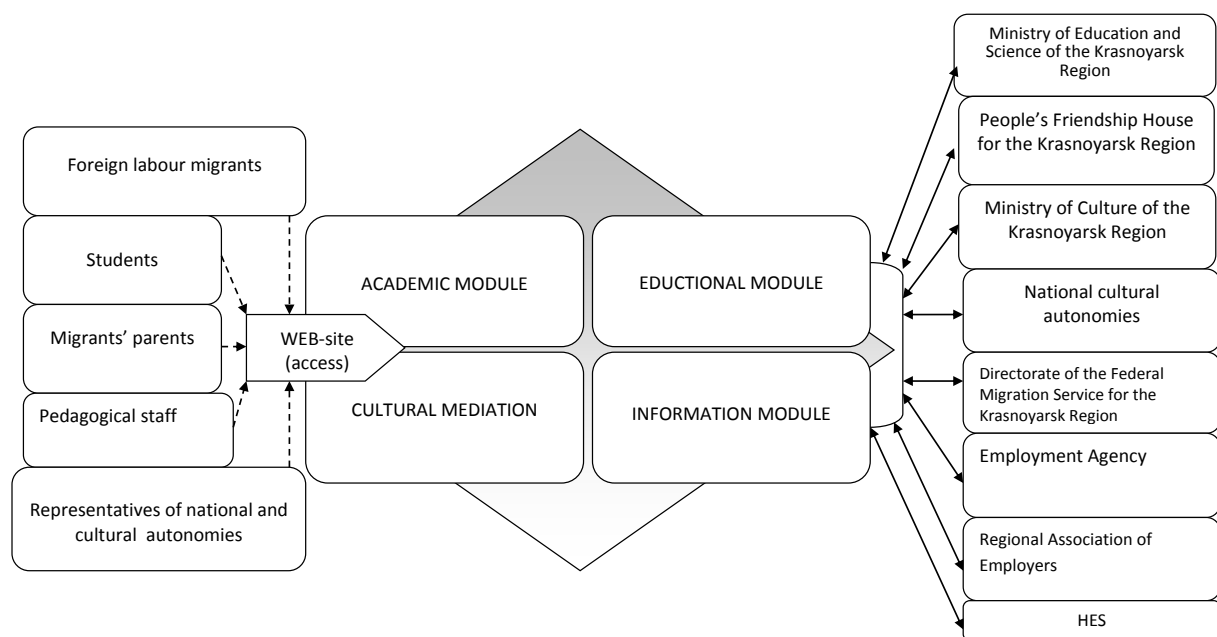


Figure 4. Organizational chart of long life e-learning platform

Functions of target groups engagement in the platform-based operation, as well as substantive support and coordination of their progressing within the platform are carried out through cultural mediation module. Cultural mediator is a dedicated person who contributes to the understanding in the multicultural environment; speaks the languages, is keen in customs, traditions, features of the cultures involved. As mediators facilitating e-platform student act representatives of the socio-cultural environment, which are the natives for. Mediators are trained and gain necessary competence to meet the needs of the process and students.

## 6 CONCLUSIONS

Thus, the integration of migrants is a result of goal-directed activity and joint efforts of the various institutions and agencies of society, government, business, culture, education, science implementing the policy and practice of multiculturalism of the Russian power, and spontaneous processes of interaction and transformation of cultures in modern conditions and the special aspects of a particular region of Russia. Tools to facilitate the socio-cultural integration can include the following components:

- elimination of social, economic, political barriers and stonewalling associated with ethno-cultural origin, immigrant status,
- develop conditions for establishing contacts and cultural dialogue,
- fostering and promoting intercultural and interethnic communication, support for multiple, multi-level and multi-type contacts between various ethnic groups,
- institutionalization of mutual interest to the difference of ethnic cultures, accentuation and support of aspects of their unity.

Electronic Platform for long life learning, IEP SibFU is designed to combine and complement the tools of social and cultural integration of migrants of other nationalities and cultures in the Krasnoyarsk Region. As such, the platform is configured to serve as an effective component of the scientific-educational complex of Krasnoyarsk Region, combining the efforts of educational institutions and agencies of different levels, including government, science, business and civil society to form a comfortable social and cultural environment of the region by means of designing of an open, resourceful and well-organized and accessible mechanisms of integration of the Siberian society.

## REFERENCES

- [1] The project powered by the Russian Humanitarian Science Foundation (RHSF). "It is Siberia and the Arctic Ocean that will give the might to the Russian state": "The Development of education and research center in the Krasnoyarsk Region by means of an electronic platform of lifelong learning (PL2S) to support the development of human capital of Krasnoyarsk Region".
- [2] E-Platform for lifelong learning. RGHF-PL2S.IPPS.SFU-KRAS.RU.
- [3] Smolyaninova O.G., Trufanov D.O. The development of polycultural competence of students and teachers of the university by means of ePortfolio on the basis of the intercultural education platform. 6th International Conference on Education and New Learning Technologies, July 7th-9th, 2014. Barcelona, Spain. Pp. 6414-6417.
- [4] Ledneva V.Yu. Models of Social Adaptation and Labour Migrants Integration: Monograph. M., 2014. 144 pp (In Russian).
- [5] Building subject position in high school students: Workshop. [E-resource]. 2016. Access: [http://www.kimc.ms/prog\\_and\\_proj/fgos/soo/index.php?ELEMENT\\_ID=31158](http://www.kimc.ms/prog_and_proj/fgos/soo/index.php?ELEMENT_ID=31158).
- [6] RF Government Decree 'About the Federal Special-purpose Program of the Russian Federation 'Strengthening the Unity of the Russian Nation and Ethno-cultural Development of the Peoples of Russia (2014-2020 years) of August 20, 2013 [e-resource] access mode <http://government.ru/media/files/41d4862001ad2a4e5359.pdf>.
- [7] Smolyaninova O.G.. Validation of Learning Outcomes during Lifelong Learning: e-portfolio//Monography, Krasnoyarsk, Siberian Federal University– 2016. 473 pp. (in Russian).