



**ALLMEET
IN
LISBON '15**

INTERCULTURAL DIALOGUE: LEARNING, SPEAKING, AND SHARING

PROCEEDINGS OF THE INTERNATIONAL SEMINAR AND STUDY VISIT ALLMEET IN LISBON '15

**INÊS VIEIRA, CLÁUDIA URBANO, MARIA DO CARMO VIEIRA DA SILVA, LUÍS BAPTISTA
(ORGS.)**

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EDITORIAL

The idea of the present publication emerged during the preparation of the study visit *ALLMEET in Lisbon '15*, held from 23 to 27 November 2015, by the organizing and scientific committee based at CICS.NOVA, FCSH-UNL, the Portuguese delegation of ALLMEET – Actions of Lifelong Learning addressing Multicultural Education and Tolerance in Russia (project co-financed by the Tempus Programme of the European Union, 2013 to 2016, ref. 544410-TEMPUS-1-2013-IT-TEMPUS-JPHS). Under the proposition of intercultural dialogue, this visit aimed to work on three intercultural sub-themes: education, language and project development. These three subthemes underlie the organization of the sections in this publication, adding a fourth section that aims to reflect the Lisbon context of this visit.

The first section, “Intercultural challenges in Russia and Portugal: from research to education”, begins with Olga Smolyaninova and Yulia Popova’s article providing an assessment of multicultural tolerance levels with main reference to the Siberian Krasnoyarsk context. It proceeds with Irina Tiurikova’s article regarding inter-ethnic related issues in Russia, particularly the case of Nenets minority group in Northern Arctic Arkhangelsk context. The Portuguese case is introduced with Inês Vieira, Cláudia Urbano, Maria do Carmo Vieira da Silva and Luís Baptista’s article providing an overview on intercultural resources in Portugal, seeking to outline how interculturalism is presently reflected at the policy level, in the education system and in cultural programs and actions in this country. The following two articles relate with the Portuguese higher education context, with Maria do Carmo Vieira da Silva contextualizing the evolution of study and research on intercultural issues in FCSH-UNL, and Ricardo Vieira and Ana Vieira explaining the Master program on Intercultural Mediation and Social Intervention in IPEiria. This section further includes a poster (by Luís Fonseca) relating to female migrant school careers and dropout.

The section “Speaking inter-culturally: language, narratives and social inclusion” begins with Morena Cuconato and Federico Zannoni’s article about literature and rap music led by the “second generation” in Italy, reflecting on different narratives related to the core issues of inclusion, diversity and public presence/representation. It then proceeds with Olga Lvova’s reading on ICT linguistic tools and their potential for social inclusion. The last article, by Carolina Gonçalves and Ágata Pereira, draws upon possibilities of working about languages and arts in plurilingual primary school contexts. The section also includes three posters of Master students (Cristina Simões, Mafalda Benavente and Leonor Gorgulho) who present their work about meanings and challenges of language teaching in different educational sets.

In the section “Sharing: from multicultural encounters to intercultural projects”, the first article, by Cláudia Urbano, Inês Vieira and Maria do Carmo Vieira da Silva, proposes a framework/grid to observe non-formal intercultural initiatives, a tool that could be useful for monitoring intercultural projects in a broader sense of educational territory that surpasses the school context. The second article, by Stephen McKinney, Federico Zannoni and Vasil Sakaev, focuses the cases of three religious minorities: the Muslim community in Glasgow, the Sikh community in Novellara and the Chryashians in Tatarstan, with an important framing of the history of minority communities in the arrival contexts so as to understand their inclusion/exclusion dimensions. The section proceeds with Rodrigo Dias reflecting about his mediating/tutoring role with Chinese undergraduate students in FCSH-UNL, who present needs of integration relating to the academic life, administrative and broad cultural issues.

In the section “Lisbon under translation”, the report of the study visit *ALLMEET in Lisbon '15* summarises the different activities developed, aiming to provide a comprehensive approach of intercultural issues drawn from the Lisbon context: from science (international seminar “Intercultural dialogue: learning, speaking, and sharing”; intercultural study & research CICS.NOVA) to public policies and institutions (visit to the High Commissioner for Migrations), from education (visit to Camões high school, presenting Portuguese language for foreign teenagers and adults and professional requalification) to organized activities of the civil society (MigranTour and its intercultural Lisbon map). This section also includes a guide of Lisbon, written by Anna Khairullina, with suggestions of routes and some historical and practical information, which is edited and published both in English and Russian languages with the title *Travelling Lisbon/Раскрывая Лиссабон*.

The organizers' intention with this publication is to keep the memory of the study visit *ALLMEET in Lisbon '15* which, in our consideration, provided an important space for the intercultural dialogue between social scientists and educators, while presenting interesting formal models, civil society and public school programs to attend and promote the integration of ethnic, linguistic and cultural diverse groups in the Lisbon and broader Portuguese contexts. In a historic moment of fragility in international relations, it is particularly important to give priority to sharing good practices and learning together how to reinforce possible dialogues and intercultural principles, namely between European Union and Russian Federation.

1. INTERCULTURAL CHALLENGES IN RUSSIA AND PORTUGAL: FROM RESEARCH TO EDUCATION

MODELS OF THE ASSESSMENT OF MULTICULTURAL COMPETENCE WITHIN THE FRAMEWORK OF THE PROJECT TEMPUS ALLMEET

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Institute of Educational science, Psychology and Sociology
Information technologies of education and lifelong learning department**Introduction**

In modern Russia the prevention of inter-ethnic conflicts and the rise of xenophobia among young people is a highly important task for all the educational institutions, particularly for general, vocational and higher education. The chaos in the minds and confusion in the hearts of the young people is caused by the violation of traditional world order and inter-religious conflicts. This provokes the growing anxiety and fear that exacerbate the search for simple answers to complex questions. But such decisions do not exist in principle. For the separate regions of Russia they are different. The research on the formation of the intercultural competence among young people of the Krasnoyarsk region (which is one of the most peaceful of the context of the ethnic tension according to the researches carried out by the Federal information agency "Club of Regions"¹) by means of intercultural educational platform of Siberian Federal University in the framework of the project TEMPUS ALLMEET is presented in this article. It should be noted that all the formal and informal educational institutions, government bodies and representatives of the civil society in Krasnoyarsk region recognize the need for the formation and development of the intercultural competence of young people to reduce the RISK of inter-ethnic and religious conflicts. It is better to deal with the prevention than with the consequences of inaction according to the methodologists who promote the multicultural education. The all-Russian fundamental approaches to this problem, as well as studies and practical experience of the authors will be presented in the article.

Key words: assessment, ethnic conflict, intercultural educational platform, multicultural competence, Multicultural Lifelong Learning Center, TEMPUS ALLMEET, SibFU

Models of the assessment of multicultural competence

Multicultural competence of students is determined in the Federal Educational standard for high education of Russian Federation (postgraduate level in "Pedagogical science") as a component of general professional competence: "readiness to interact with the participants of the educational process and social partners, to lead a team, tolerantly perceiving social, ethnic and cultural differences". The criteria of multicultural competencies can be considered as follows: awareness and openness to the intercultural differences, the ability to interact effectively with people of other nationalities, the willingness for inter-ethnic dialogue. While developing such important quality of the personality of young people, universities include students in action and probation, multicultural events, expanding the theoretical knowledge and the horizons of practical action of students on a wide range of intercultural aspects.

In this context such personality traits as openness to inter-ethnic differences, the ability to live among the people of other cultures, languages and religions, the willingness to be engaged in dialogue are becoming more important. The role of education is "to lay the foundation of future changes in society, predetermining its development in a progressive or on the contrary in a regressive direction" (Belogurov 2005).

There is no single definition of a multicultural competence in Russian or international practices. A definition from the thesis research made by Irina Kharina was taken as a basic definition. Multicultural competence is an integrative property which includes a number of interdependent and complementary components of cognitive, affective and behavioral spheres, it enables the person to interact effectively with representatives of other cultures at all levels of intercultural communication in all spheres (Kharina 2015).

Russian researchers define the main goal of multicultural education as the formation of a person who is able to lead an active life and function effectively in a multinational and multicultural environment. This person possesses a strong sense of understanding and respect for other cultures, has skills to live in peace and harmony with people of different nationalities, races and beliefs (V. Makaev, Z. Malkova, L. Suprunova). A multicultural competence and ways of its estimation also widely considered in the recent thesis researches (I. Kharina, A. Bogdanova, L. Maksimova, L. Danilova, B. Selin). Russian scientists have developed techniques to diagnose changes of the affective sphere and value sphere in the process of the multicultural competence formation (V. Boyko, A. Karpov, A. Sholokhov, T. Ilyina). Methods for defining of behavioral changes in the process of multicultural competence formation are used in Russian practice (O. Shalamova, K. Thomas). Using the scale of social distance by E. Bogardus the degree of social and psychological adoption of each other is assessed. The Bogardus scale is used to measure a distance related to racial or national origin, age, sex, profession, religion, for measuring the distance between parents and children.

The Institute of Education Science, Psychology and Sociology of Siberian Federal University (SibFU) participates in the project of European Commission TEMPUS "Actions of Lifelong Learning addressing Multicultural Education and Tolerance in Russia". The project is carried out within the period from 2013 to 2016 by the consortium of four European and six Russian universities. Focusing on the topic of cultural integration, the project TEMPUS ALLMEET attempts for the promotion of quality teaching and international cooperation of higher education institutions. The project also aims to enhance mutual understanding between peoples and cultures of the European Union and the Russian Federation. Internationalization of universities – participants of the TEMPUS ALLMEET project assumes introduction of the tools of multicultural educational environment, implementation of academic mobility programs with foreign universities-partners, development of joint educational programs, participation in international projects and students' exchange programs of interaction and cooperation. TEMPUS ALLMEET project manager Morena Cuconato, Professor of Alma Mater Studiorum University of Bologna formulates the main purpose of the project as "development of regional platforms for the advancement of multicultural education in Russia". Institute of Education science, Psychology and Sociology of SibFU has created a virtual intercultural educational platform (IEP) for the target groups of the project TEMPUS ALLMEET. Basing on analysis of existing methods of assessment of the multicultural competence level, SibFU team has developed a system of courses for IEP aimed at formation and development of multicultural competencies. It's an interactive platform which digital center is a website with educational resources, documents and multimedia content and also equipped with communication, self-evaluation and feedback tools².

In the framework of the project Tempus ALLMEET in Siberian Federal University Multicultural Lifelong Learning Center on the basis of personal training services (PL2S) was established. PL2S Center is aimed at improving tolerance and building a productive intercultural communication.

Trainings, workshops and teaching courses have been carried out on the bases of Intercultural educational platform and PL2S Center of SibFU since 2014. The adequate evaluation system is necessary to assess the level of students' multicultural competences during teaching and learning activities. To confirm the achievement of the objectives of the project the European Commission receives reports on the changes in the level of tolerance on the learning outcomes of the training courses by using the diagnostic tools.

Due to the limited choice of diagnostic instruments, Siberian Federal University has developed author's technique for measuring the level of tolerance "The study the dynamics of the verbal component of tolerance attitudes" as a reflection of multicultural competence. In comparison with others this tool shows its validity, effectiveness and practicality.

As the basic tools for assessing of multicultural competence of the target groups members (trainers, students, teachers, state and municipal officials, representatives of diasporas and NGOs), who are enrolled in courses of SibFU TEMPUS ALLMEET, the following tools were taken:

- The Express – questionnaire "The study the dynamics of the verbal component of tolerance attitudes" (authors D. Trufanov and other SibFU staff members);

1 Club of regions, Rating of interethnic tensions in Russian regions / Source- <http://club-rf.ru/thegrapesofwrath/01/>

2 Access to the website is available at <http://tempus-allmeet.ipps.sfu-kras.ru/index.php/en/>

- Express questionnaire "Index of tolerance" for individual or group assessment of the level of tolerance (G. Soldatova, O. Kravtsova, O. Khukhlaev, L. Shaigerova).
- The questionnaire for assessing tolerance (V. Magoon, M. Zhamkochyan, M. Magura)
- The questionnaire "The types of ethnic identity" (G. Soldatova, S. Ryzhova)

The assessment is carried out automatically using "php" technology and "MySQL" database. Tests are integrated into the Diagnostic section of the "Resources" area on the intercultural educational platform web site of Siberian Federal University.

The questionnaire "The study the dynamics of the verbal component of tolerance attitudes" created by SibFU team was automated using free services to create questionnaires "Google Forms" and everyone may fill it³.

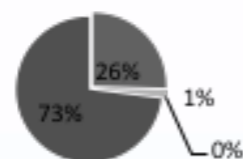
It is necessary to note that these techniques are quite conventional and situational, as the opinions of the respondents can vary depending on the processes around, e.g. changes in the political situation or social status. In addition, a multicultural competence can and should be assessed comprehensively including expert observation of the behavior of the individual in specific situations. And therefore it needs long-term monitoring and additional research.

In the main page of the SibFU IEP website the sociological survey was carried out. 52 816 visitors gave their replies to the question: "Do you think that tolerance is the key competence for the modern teacher?" during the 2015 year. The results of the survey are presented on the chart 1.

Chart 1 - Distribution of answers to the question: "Do you think that tolerance is the key competence for the modern teacher?"

Do you think that tolerance is the key competence for the modern teacher?

- Yes, I think so- 25.4%
- Probably yes - 1.3%
- Probably not - 0.2%
- No, I don't think so - 72.8%



The majority of respondents (73%) do not think that tolerance is the key competence for the teacher. This can be interpreted as an indicator of low inter-ethnic tension in Krasnoyarsk region because students and teachers (target groups of SibFU website that have answered the question) suppose another professional and personal features are more important for the teacher.

According to the results of Russian Census 2010, in Krasnoyarsk region there live 159 nationalities. However the level of interethnic tension in region is one of the lowest in Russian Federation and it is confirmed by the sociological researches carried out by the Center of sociological researches "Monitoring of Public Opinion" on different target groups since 2002. On the initiative of local authorities in Krasnoyarsk the state program "Strengthening the unity of the Russian nation and ethno-cultural development of the peoples of Krasnoyarsk region" has been developed and implemented for the period 2015 - 2018.

The sociological research, carried out in April – May 2015 by Center of sociological researches "Monitoring of Public Opinion" (director D. Trufanov, PhD in Sociology, associate professor of Siberian Federal University), shows that half (50%) of Krasnoyarsk region residents are in some measure pleased by the multinational structure of the population. One third of inhabitants has indifferent attitude and 17% are dissatisfied or rather dissatisfied by living in a multicultural environment of Krasnoyarsk region (Rafikov 2015).

Chart 2 - Distribution of answers to the question: "What is your attitude to the multinational environment of Krasnoyarsk region?"

Distribution of answers to the question: "What is your attitude to the multinational environment of Krasnoyarsk region?"



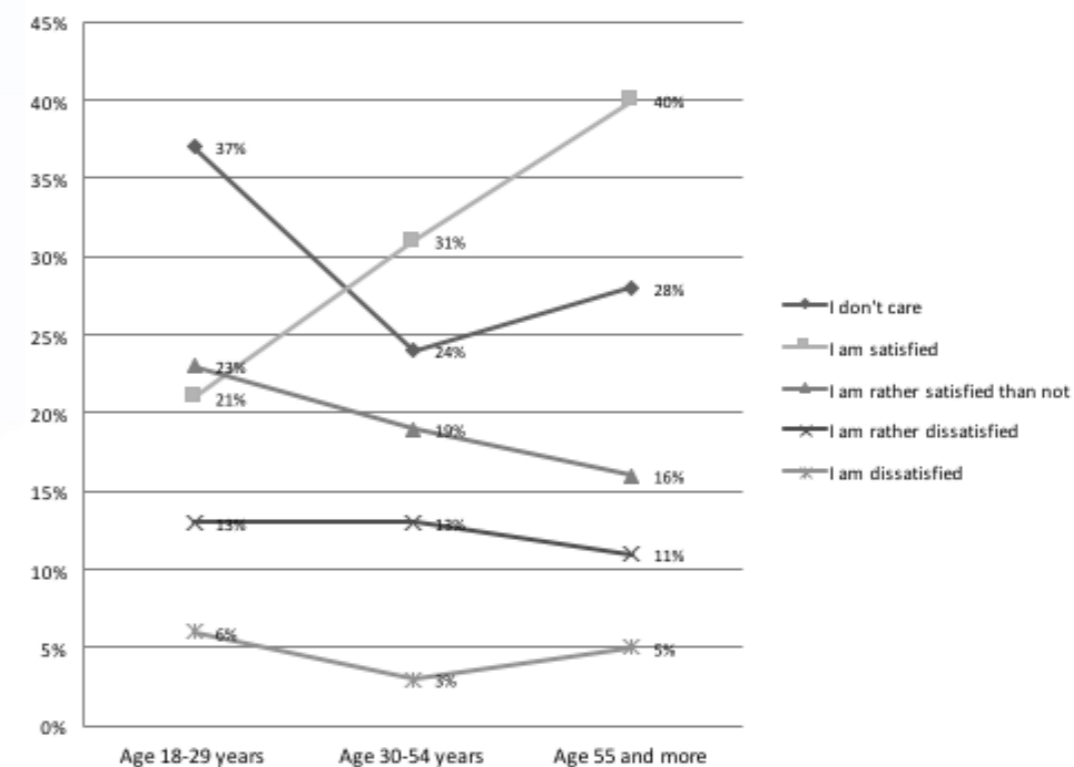
Satisfaction with living in a multinational society is mostly caused by the favorable living conditions and social environment of Krasnoyarsk region. People suppose that division on the national basis is incorrect, that all the nations should have equal rights and that interethnic communication enriches culture and introduces people to the traditions of the other nations.

On the other side, those who are dissatisfied with multinationality of Krasnoyarsk region have pointed the following reasons. In the first place it is the inadequate, in their opinion, behavior of the representatives of other nationalities: rude, aggressive and uncivilized. The second reason is a big and growing amount of immigrants in the region or city where respondents live. In the third place it is the viewpoint that other nations do not respect Russian people, Russian culture, traditions and customs. Some respondents feel displeased when they hear speaking the language of immigrants they don't understand.

Should be noted the variability of answers to the question according to age of respondents presented in the Chart 3.

Chart 3 - Distribution of answers to the question: "What is your attitude to the multinational environment of Krasnoyarsk region?" according to age

Distribution of answers to the question: "What is your attitude to the multinational environment of Krasnoyarsk region?" according to age



Общественный транспорт

Метро: <http://metro.transporteslisboa.pt/eng/>
 Автобусы: <http://carris.transporteslisboa.pt/en/home/>
 Поезда: <https://www.cp.pt/passageiros/en/>

Такси в Лиссабоне: <http://taxislisboa.com>

Библиография

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 Жозе Мильязеш, *Португалия: «Здесь русский дух...»*. Лиссабон: Editora Alethêi, 2012

Веб-сайты

История происхождения Лиссабона, легенды и этимология:
<http://www.egeac.pt/lisboa/ofiusa-a-lenda-de-lisboa/>
<https://ciberduvidas.iscte-iul.pt/consultorio/perguntas/etimologia-de-lisboa-outra-vez/19407>
 Парк Eduardo VII:
<http://lisboacool.com/visitar/estufa-fria-e-estufa-quente-coracao-lisboa-desde-sempre>
 Азулежуш:
<http://ensina.rtp.pt/artigo/uma-breve-historia-da-azulejaria-portuguesa/>
 Бордало Пинейру :
<http://museubordalopinheiro.cm-lisboa.pt/>
 Кофе в Португалии:
<http://www.oguiadeportugal.com/2012/02/como-pedir-cafe-em-portugal-uma.html>
 Португальская гитара:
<http://nfist.pt/sf/sf3/musica/guitarra.htm>
 Русские артисты, писатели и философы о Лиссабоне:
<http://pereulki.com/2015/06/odissej-i-zmeinaya-koroleva-kto-osnoval-lissabon/>
 Фаду:
<http://roteiro.museudofado.pt/>
<http://www.cm-lisboa.pt/en/visit/eating-drinking/fado-houses>
 Искусство в метро:
<http://metro.transporteslisboa.pt/eng/more-metro/art-in-metro/>
 Музей воды:
<https://www.youtube.com/watch?v=E51TtIBkByk>
<http://www.epal.pt/EPAL/menu/museu-da-%C3%A1gua/atividades-e-servi%C3%A7os/visitas-e-passeios-culturais>
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<http://leitordeprofissao.blogspot.it/2010/07/camilo-castelo-branco-os-misterios-de.html>
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<http://www.cinept.ubi.pt/pt/filme/1552/Sophia+de+Mello+Breyner+Andresen>
<https://thebookswelove.wordpress.com/2013/12/01/sophia-de-mello-breyner-andresen/>
 Антониу Лобу Антунеш:
<http://litkritik.livejournal.com/4424.html>
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