

Mapping the Internal Supply Chain Management for Multicultural Initiatives in Regional Higher Institutions

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Abstract – Nowadays scientists from different countries and regions of the countries speak about current issues on the problem of multicultural experiences policy in education in regional higher institutions. Moreover they believe that together that is possible to set the aims and the further multicultural initiatives for the future of the world regional and personal cultures challenges. Identifying and understanding the Internal Supply Chain (ISC) Frame work of an organization is an effective management tool. The study is an exploratory one mainly because of scanty literature on supply chain management in the education sector. Thus, they give the ideas of further foundation of multicultural initiatives in education, to set the stage for open communication between educational and cultural organizations of different regions of the countries.

In this paper we highlighted the importance of multicultural initiatives development in regional higher institution in Russia. Focusing on three specific educational contexts (multicultural education in every region, comparative approach to multicultural competence development in regional higher institutions, curriculum design within higher institutions in multicultural regions), they provide their view on the problem that educators can relate to and apply to their own regional higher institutions. It was recommended that for efficient operation of the Internal Supply Chain (ISC) in regional higher institution in Russia, there needed to be optimal information flow as well as materials (Human, Financial and Physical resources) flow throughout the university.

Key words – multicultural initiatives, multicultural education, Internal Supply Chain Management, regional policy in education.

1. Introduction

These multicultural initiatives have led to the development of key policy instruments such as the

development of multicultural education in higher institutions in different regions of the country. The multicultural initiatives are raising important issues relating to the type and validity of the comparators and this in turn has implications for the feasibility of implementation of such a framework [1, 2].

The article has three major goals that describe multicultural initiatives:

- *To demonstrate the importance of multicultural education in every region.*

Multicultural education is defined as the state or condition of emphasizing pluralism, confronting racism and biases, and seeing reality from a variety of perspectives in education [2, 3].

That helps to show the huge diversity of teaching practices that exist nowadays in different regional higher institutions in a country and in different countries [4]. Moreover it helps a larger vision of the future or multicultural education development, future planning and cooperation and collaboration between different countries. The authors of the article believe the idea that it is important to show the ways to cope with international problems and challenges, demonstrate the latest scientific research results, a new vision on multicultural education development, discuss the best practices, experience and knowledge in education development. Thus, that is important to find the new multicultural initiatives.

- *Comparative approach to multicultural competence development in higher institutions in different regions.*

In a comparative project, challenges arise at each stage of the empirical research process relating to different matters of adequacy and equivalence [5, 6]. Studies of comparative nature have taken place in recent years, comparing communities and minorities and social groups. Every comparative study gives a much clearer picture on the status of the minorities and their relationships in the country [1].

The teachers of many countries believe it is important to develop individual interest to the different cultures. The goal of comparative research in higher institutions in regions, raising their international visibility, creating outstanding conditions for teachers and deepening cooperation between disciplines and institutions were pursued mainly by funding excellence clusters and graduate schools. Here the authors mean the concept to further multicultural initiatives to develop a higher institution in a region within multicultural processes in a world society.

The authors of the paper mention the importance of *historical comparative research*. That helps to analyze causal relationships, over time processes and comparisons in education. Causal relationships are difficult to support although we make causal assumptions [7]. The authors of the paper share the position of J. Huisman who discusses the five criteria, which must be analyzed to have a causal relationship. The scientist speaks about association, time order and nonspuriousness, identifying a causal mechanism and the deterministic causal approach. That helps to analyze every case (nation, region). Moreover that is important to analyze the regional higher educational institution [8, 9].

John Stuart Mill suggests five methods for systematically analysis. Mill's methods discusses direct method of agreement, method of difference, joint method of agreement and difference, method of residues and method of concomitant variations.

We believe that definitely that will help to show the possible influence that exists in different regional educational systems of the country. Moreover that is important to introduce the work of teachers in every region of the country, to describe the competence of a teacher to work at groups with multicultural background.

- *Curriculum design within higher institutions in multicultural regions.*

National curricula should be challenged and transformed by the impact of migration in every multicultural and multinational country. Thus it is important to examine how cultural diversity and the variety of dimensions are considered in education curricula. This study provides new insights into how these dimensions intersect influence should be considered. Moreover it is important to analyze how to develop nation-centered curricula and curricula approaches into more inclusive ones. The purpose of the paper is to portray the importance of improved international supply chain management through attention to the inherent diversity of the global environment models are provided to demonstrate how an international firm can become more effective in its supply chain management. Also we initiate both students and teachers to open the conversation that might start changes or a new vision on multicultural initiatives development in a higher institution in a region.

2. Methods

The authors use the review literature and analyze the literature on the problem of the development of multicultural education in every region of the country, comparative approach to multicultural competence development in higher institutions in different regions. Moreover they refer to the literature regarding the curriculum design within higher institutions in multicultural regions. The following review of literature points to some of the main critical aspects of the further prospects of the multicultural initiatives development. Such a review has been helpful in structuring this study and may serve as the first step towards the solution of the problem of the paper.

2.1 Models for Managing Diversity in International Supply Chain

When considering the challenges of managing diversity in international supply chains, we look to the international management literature for clues for formulating effective managerial strategies to deal with diversity. Many of the challenges of managing diversity emanate from cultural differences across countries. It is worth-while to review the dimensions that help define the cultural differences among countries in order to formulate effective managerial strategies for dealing with diversity.

Based on the cultural dimensions that identify cultural differences across countries, the three models are presented in the three tables. They depict the more effective management of diversity (of multiple countries' cultures and operating environments) of an international supply chain, as it is viewed from the MNC's headquarters and foreign subsidiary points of view.

3. Results

3.1. *Multicultural education* uses learning about other cultures in order to produce acceptance, or at least tolerance, of these cultures, whereas intercultural education aims to go beyond passive coexistence, to achieve a developing and sustainable way of living together in culturally diverse societies through the creation of respect for and dialogue between the different cultural groups [10, 11].

Nowadays we can see the two scientific positions, those who take part in the scientific researches on the new views regarding multicultural education development.

The authors of the article believe that the problem of multicultural education is to develop cooperation and collaboration in different countries with support from their higher institutions in regions, and those who continue with the «normal» academic life. Some criticism often came from the scientists who were taking part in the varieties of the researches. They believe the assessment of the 'future concept' applications should be based mainly on the structures and regional environment of the higher

institutions in a region. The strategies supported are to enable higher institutions to achieve high international visibility, with their institutional reputation separate from that of the individual achievements of scientists and their groups but complementing it [1].

Thus, it is important to do the literature review on the problem as it helps us to analyze the multicultural initiatives. The multicultural initiative is «any type of program or a set of strategies that promotes skill development to better manage difference on a personal, institutional, community, or societal level» [8]. Some higher institutions have the special offices of multicultural initiatives that aim to support the campus community in its understanding and celebration of an inclusive student cultural experience and background. The offices of multicultural initiatives seek to educate students and to help the community to develop cultural competency and to understand the cultural diversity. Moreover they act as an educational resource that supports diversity and inclusion, allowing students to adapt academically, socially, and emotionally in a new culture [7]. They work towards the search for practical tips and useful guidelines for designing and implementing successful multicultural initiatives. This resource helps students with different cultural background to set up a program or a set of strategies that promotes skill development to better manage difference on a personal, institutional, community, or societal level of the students from different countries.

These multicultural communities also help to introduce the diversity of cultures as a conceptual position to view multicultural initiatives. The conceptual view assists teachers of different higher institutions of different regions and help to identify the philosophical foundation of a given initiative.

3.2. To do it, it is important to use the comparative researches to better understand the regional policy and its influence on the higher institution. The main idea of territorial cohesion is to contribute to European sustainable development and competitiveness. It is intended to strengthen the regions, promote territorial integration and produce coherence of regional policies in a country so as to contribute to the sustainable development and global competitiveness of the every country. That is important to contribute to a balanced distribution of social, cultural and educational resources among the regions with the priority on the territorial dimension. This means that resources and opportunities should be equally distributed among the regions and their populations. In order to achieve the goal of territorial cohesion, an integrative approach to other regional policies in higher institutions is required. The authors of the article believe that regional policy is important to analyze the situation in every region. Thus, it will help to see the real situation in a below mentioned categories of regions.

- *Less developed regions.* By far the largest amount of regional policy funding is dedicated to the

regions designated as less developed. This covers Europe's poorest regions where the importance of multicultural education is not enough considered. Some regions receive transitional, «phasing out» cooperation and collaboration techniques to provide the ideas of multicultural education.

- *Transition regions.* These are regions which are the less developed regions but oriented a lot to provide the ideas of multicultural education.

- *More developed regions.* This covers all regions that are not covered elsewhere. The main aim for these regions is to create jobs by promoting competitiveness and making the regions concerned more attractive to scientific researches. Possible projects include developing the new ideas, supporting research centers, universities, start-ups, providing training, and creating jobs.

- *Regional territorial cooperation.* This objective aims to reduce the importance of borders within the regions – both between and within countries – by improving regional cooperation. It allows for three different types of cooperation: cross-border, transnational and interregional cooperation. The objective is currently by far the least important in pure to provide the ideas of multicultural education. Here we should mention three main activities to organize of the varieties of international and regional forums. These forums serve to promote and celebrate intercultural enrichment and diversity. The students and teachers strive to strengthen student involvement by encouraging the use of the students' and the teachers' voice to improve the quality of their educational and academic experience regarding cultural and religion issues. They learn to identify and advocate for those needs expressed by multicultural students, especially student of underrepresented populations, while also finding resolutions and resources to address specific cultural needs and prospects of development.

Below we will give some examples on the problem of multicultural initiatives development within the *19th World Festival of Youth and Students (Sochi, 2017)*. Below we show the possible forums to develop further multicultural initiatives.

Forum 1.

The first aim is to organize international regional forum as it is a unique discussion platform intended to intensify international and regional cooperation both with professional associations and as a part of multicultural dialogue. It helps to organize close cooperation and discuss a wide range of issues closely connected to Western and Eastern multicultural platform.

The second aim is to hold the projects of the Forum participants immerse themselves in forum procedures and the varieties of mechanisms and technologies. It will result in a resolution on a topical agenda that will be sent to the educational institutions of different regions.

The third aim is to attract the representatives of different social institutions of multiple multicultural regions for an open and thoughtful discussion of

issues on the global agenda in the area of the prospects of multicultural education development.

Forum 2.

The aim of the forum is to hold the analysis of the new technologies and new technological innovations to multicultural education development. The platform creates an atmosphere where teachers all over the regions can immerse themselves into the world of the new strategies to teach the foreign and own culture. A number of events will allow teachers to exchange experience, competencies and the variety of practices. For instance, as world festival of youth and students held in Sochi (2017) have invited some of the vibrant young performers and collectives out there to introduce people to contemporary forms of art, together with representatives from creative industries and youth subcultures (concerts and gigs, plays, film screenings, lectures, exhibitions, battles, master classes etc.) from across the world. These festivals involve various kinds of activities, including panel and group discussions, open lectures and scientific conferences.

Forum 3.

The main objective of the platform is to examine the multicultural environment of the region and the country that focuses on addressing global regional and personal cultures and multicultural environment protection. A variety of the activities will put across the idea that cultural integration can be the only possible way to ensure the sustainable development.

3.3. Curriculum design within higher institutions in multicultural regions

Nowadays teachers and educators all over the world can ask the important question regarding the prospects of the multicultural initiatives development – Do we do enough to consider the interests of the students with different cultural background?

Some scientists [12] believe that multicultural initiatives alumni programs are continually networking. They have ongoing opportunities to assist help to new students with the different cultural background *multicultural Initiatives is a program* that aims:

- the cultural diversity of teachers and students development, promotes civility, encourages inclusion, embraces healthy interdependence, and positively influences the educational process to discourage discrimination and harassment; help to prepare students for our global, diverse and interconnected world, to «interrupt the usual» [13] by challenging the institutional culture, norms, and processes that disadvantaged underrepresented student.

- The program that helps to recruit students and coordinate their studies, to choose and design the further programs that orient the development of multicultural competence and then coordinates graduation and multicultural education. This close relationship continues into graduates' professional careers. Moreover they should orient students to work in an educational area with multicultural background.

- These programs purpose is to assist students to reach their academic goals. They provide students with social and educational support. We believe that the best mentors of students are other students. «We are a community which provides not only encouragement and support but also where students benefit from sharing information and experience about the different resources offers. We have regular meetings on subjects of interest to students and we provide workshops, tutoring and referrals. Our goal is to give our students the necessary tools to be a successful student with different cultural background» [9].

Thus, that is important to show for our research the experience of the German Research Foundation (DFG) and the German Council of Science and Humanities together coordinated the Excellence Initiative, which included three funding streams – clusters, graduate schools and future concepts. Their role is to select experts, conceiving the standardized surveys and organizing inspections. This work makes it possible to compare individual institutions and prepare the international experts for their task. The policy of regional higher institutions is to underlying and funding the aim of building on the further ideas on the sustainability of long term institutional change, as in the first round of the competition. Moreover it will influence on the process of cooperation and collaboration of the higher institutes in different regions.

The authors of the paper believe that it is important to mention that the programs assist students in the achievement of academic and professional goals within the multiculturalism. The teachers should value we value different perspectives and analyze different backgrounds, cultural heritages and beliefs. The more diverse we are the better we can serve the needs of our students with different cultural background, to see the key role in establishing the institutional context for cultural diversity in every regional higher institution.

Below we give the results of the research. Figure 1 shows the authors' views on the problem regarding the new ways on the development of multicultural initiatives in regional higher institutions.

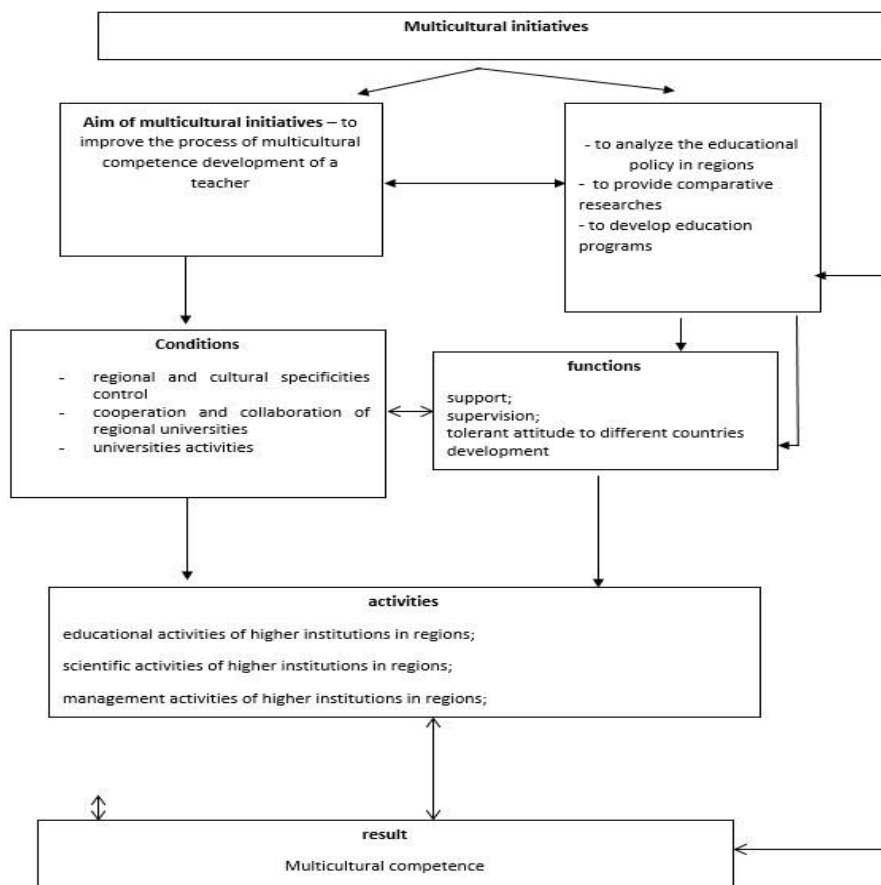


Figure 1. Multicultural initiatives development

4. Discussion

We agree with the position of scientists who consider that philosophical discourse regarding the importance of the regional policy in every higher institution [3]. In this discourse the reality of higher institutions in different regions and the demands of students with different cultural background are facing in a multicultural educational world. Moreover we also believe that it is important to focus on the conditions in which teaching and learning processes actually take place and on the real-life experience of teachers and learners.

Here we mean the specificities of the educational area within multiculturalism and the importance to analyze the preferences of the students with different cultural and religion background.

First, it may be more effective for teachers' development to focus initially on teachers' beliefs and attitudes related to multicultural education. Here we believe that is important to understand and to close the gap between their preservice curricula and what research says about teaching multiculturalism. That is possible to do when we start to *the series of information gap tasks to develop students' and teachers' skills to understand and to see the varieties of cultures* (Pisareva, S., Tryapitsyna A., etc.). Below we give the example.

Information gap task 1.

Answer Key. It is difficult for teachers to understand the specificities of different cultures and thus to

facilitate cooperation and collaboration between the teachers of different regional educational institutions. What ways to facilitate the cooperation can they suggest to solve the problem?

Task. Make a project to help other teachers to facilitate partnership with different schools of the different regions.

Preparation.

- Review the literature on the problems of multicultural partnership between regional educational institutions to better understand the specificities of the varieties of cultures.
- Give teachers of different regions a mini-questionnaire related to the problems they have to understand the specificities of the different cultures.
- Think of the further actions and the ideas to adapt to your country.

Secondarily it is important to understand instructional methods necessary for teaching to enlarge the educational area within multiculturalism. Here we propose the series of information gap tasks to develop students' and teachers' skills to work with people of different multicultural backgrounds and to understand the specificity of the regional policy and its influence on the higher institution development.

Information gap task 2.

Answer key. *Regional concept* is the key aim of modern education in Russia. Experience of different countries is important.

Task. You have some students in your class from different regions of the country. The regional policy is usually specific.

Preparation.

- Review the Russian and foreign literature on the problem of the concept.
- Analyze educational websites or discuss the problem with students from different regions on the problem.
- Divide the class into groups of three or four. Their tasks are to imagine that they are at school to organize regional concept for children at school and show the role of the regional concept in multicultural competence development.
- Discuss the tasks for children with your teacher.

We believe that Russia's pedagogical science and innovation system should be permanently changed and influenced by the decisions of the multicultural Initiatives. As well it is important to understand the role of the comparative researches and innovations within multiculturalism.

Moreover we believe that the introduction of national educational standards should be substantially changed the role of teaching curricula and the way they are developed and implemented. Traditionally, curricula for regional higher institutions prescribe the aims and content of instruction in great detail. These traditional curricula are too complex and written in too abstract a language for them to be used by teachers directly. The influence of traditional curricula on teaching and learning is indirect in nature. As well it is not oriented to better understand the specificities of the students with different cultural and religion background. *Here we agree with the position of the scientists* who think that the relative lack of the curriculum is the low level of output control.

5. Conclusion

The current study informs practice in the field of the further multicultural initiatives development within multicultural educational area. The development of the ideas of multicultural initiatives linking the different regions of the countries and the different countries has been presented in the paper. By analyzing how the ideas would work in different regions of the country and the countries it is possible to determine first the specificity of the teaching curricula. Here regional context plays an important role to multicultural competence development. We mentioned that in the past decade scientists did not consider the role of the regions to supplement the further perspectives of multicultural education. The teachers all over the world showed the importance of special disciplines which oriented to teach culture and religion. The students learnt the specificities of different cultures but still suffer from the lack of real cooperation and partnership with the students of the universities of different countries.

Moreover we mention in the current research paper that fact that not much attention was paid to the role of region higher institutions. Although we consider that as a very important key to help people of different cultures to understand each other and to find the way to improve the process of multicultural communication. That is an efficient method to develop multicultural education in different countries.

Thus, in conclusion, the authors say that the research has shown that multicultural initiative is a matrix of several steps (the importance of multicultural education in every region; the role of comparative researches; curriculum design within higher institutions in multicultural regions). We believe it will be crucial that researchers within the field of study will adopt the current reviews to influence the process of multicultural initiative development.

We find it very important to strength the scientists' desires to the process, to open the new views on the current problem.

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