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Seminar on

“How to reflect diversity and inter-cultural dialogue in
textbooks on regional history”

Astrakhan, Russian Federation

25 – 27 April 2005

Strasbourg

Seminar on

**“How to reflect diversity and inter-cultural dialogue
in textbooks on regional history”**

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Report by

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The opinions expressed in this work are those of the author and do not necessarily reflect the official policy of the Council of Europe.

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I. INTRODUCTION

The Seminar on “How to reflect diversity and intercultural dialogue in textbooks on regional history” held in Astrakhan on 25-27 April 2005 was organised by the Council of Europe, the Ministry of Education and Science of the Russian Federation, the Department of Education and Science of the Astrakhan region and the Teacher Training Institute of the Astrakhan Region.

The goals of the Seminar were to:

- (i) analyse specific features of textbooks and teaching materials on regional history;
- (ii) discuss approaches in the preparation of regional history textbooks and teaching materials and, in particular, multiperspectivity;
- (iii) look at how regional textbooks and teaching materials could reflect diversity and intercultural dialogue.

The Heads of Education Departments, scientists, professors, authors and publishers of school textbooks, teachers from secondary schools, from different regions of Russia (Moscow, Astrakhan, Stavropol and Krasnodar regions, Rostov territory, Republic of Chuvashiya, Mariel, Chechnya and Kalmykiya) took part in the seminar. The team of the Council of Europe consisted of Ms Tatiana Minkina-Milko, Programme Officer and experts Ms Cristina Del Moral from Spain, Mr Robert Byrom from the United Kingdom and Ms Mette Molland from Norway. The seminar brought together 30 participants.

The programme of the Seminar included plenary sessions and discussions at round tables which provided an opportunity for a wide exchange of opinions.

The Seminar began on 25 April 2005 and was opened by Mr **Vitaly GUTMAN**, Minister of Education and Science of the Astrakhan region. In his speech, he highlighted the importance of cooperation with the Council of Europe in the field of school history education. Touching upon the subject of the seminar he pointed out that such factors as multi-ethnicity and multi-confessionality in the Astrakhan region give the seminar an added importance. Therefore, the Ministry of Education and Science of the Astrakhan region willingly agreed to hold the seminar. The Minister stressed that it is important to teach about diversity through history and present different points of view for pupils, whilst drawing their attention to the themes which unite different peoples. He also emphasised that the qualification of teachers plays a crucial role in teaching about intercultural dialogue.

Ms Larisa EFREMOVA, Deputy Head of the Department of Regional and Ethno-cultural Policies in Education, Ministry of Education and Science of the Russian Federation, stressed the importance of the topic of the Seminar. In her opinion it is important to develop an educational model using the principles of intercultural dialogue and aiming at harmonization of ethno-national relations among young people and involving them in the sphere of positive international communication and relations

based on the principals of humanism, freedom and mutual respect. Successful development of international communications depends on harmonious development of relations among different ethnos based on the principles of mutual understanding, cooperation and friendship. The way to mutual understanding is transmitting ideas, not only through knowledge, but also through feelings, ability to see every person as a bearer of universal human values, in spite of his/her nationality or religion. She concluded that teaching history on the basis of intercultural dialogue helps to train pupils' skills which are needed to achieve such understanding.

Ms Tatiana MINKINA-MILKO, Programme Officer, History Education Section, Council of Europe, pointed out that this Seminar had been organised in the framework of the Joint Programme of co-operation between the European Commission and the Council of Europe for the Russian Federation. Both international organisations consider this topic to be of particular importance, as it helps to develop new approaches in teaching history, highlighting not only the differences between peoples but also the common aspects of their shared histories. The importance of teaching about diversity was stressed in the Recommendation on teaching history in the twenty-first-century, adopted by the Committee of Ministers of the Council of Europe in October 2001. This document also reflected an idea that teaching history in the 21st Century should help to unite peoples rather than separate them.

New factors of present-day, such as globalisation, would bring about such changes in teaching history which will have to solve complicated problems such as training pupils for their life in multinational and multicultural environments. Practice of intercultural communication requires that school should become a place of intercultural dialogue, allow pupils to develop personal specific features, help them to acquire skills necessary to solve problems and conflict situations through intercultural dialogue, compromise and cooperation.

II. SUMMARY OF REPORTS AT THE PLENARY SESSION

“How to present inter-cultural perspectives in history textbooks”, by Mr Robert BYROM, Education Advisor for history, United Kingdom

I would like to say a few words about the book we are writing at this moment. We are writing about the unfolding story of Islam. We will call our book “Meetings of Minds”. If I quickly tell you about some of the issues we face and the ideas we are developing, it may help you as you think about inter-cultural perspectives in your own work.

When we seek to explain the origins of Islam and its early rapid spread, we should, once again, be careful with our words. We should remember to write about “The Prophet Muhammad, Peace be upon him” and not to call him the founder of Islam. We should make it clear that “Jihad” is the struggle to live a holy life rather than simply being a call to war and we should not refer to the early spread of Islam as an “Empire”.

Too often our history books only mention Islam when we write about the Crusades: it becomes a story of conflict, about “Us and Them” or “Us against Them”. We will of course study the Crusades, but through Arab eyes and not those of Europeans.

We will study the daily life of everyday people around the edges of Muslim world of the 13th Century through the writings of the great Arab traveller, Ibn Battuta. I was delighted to read his words that Astrakhan is “one of the finest cities, built on one of the great rivers of the world”. We will study the rise of the Ottoman Empire and here we will use accounts of foreign travellers in Muslim lands, letting them see how these people coped with what was so strange and so threatening to their European eyes. We should also write about the decline of the Ottoman Empire and how, since the 19th Century, Europeans have done so much to shape the lives of people in the Muslim lands. How else can our young people understand why some Muslims resent westerners so much? We will end our book with the stories of Muslim families living within Britain today and how they come to be part of our society: an inter cultural perspective within a society.

There are dangers here – we cannot please everyone and we may offend. But we hope we will not do it by ignorance, carelessness or prejudice. These are the very things that our history curriculum strives to banish. I hope I have shown that writers need to create texts which do not alienate one group from another. They need to lead pupils into rational judgements about people, events and situations. Their texts should deliberately break down stereotypical views and should force pupils to think critically and from different perspectives. An understanding of the complexity of the past, and an appreciation of the reasons why the world is always changing, are vital ingredients in the education of our young citizens.

“How could archaeological sites and museums help to teach about diversity and interaction between different cultures” by Ms Cristina DEL MORAL, Coordinator, Oficina de Madrid, Spain.

The use of archaeological sites, monuments and museums on history lessons has become a common practice. It provides both teachers and students with new perspectives to study history in relation to other subjects as geography, natural sciences or chemistry. It also helps in developing new observational and critical skills and in achieving one of the major goals of secondary education today: to prepare students to take decisions and enable them to work as a team.

A teacher who wants to work with archaeological sites and museums should have the following objectives:

- to make pupils understand the value of heritage, historical sites and architectures;
- to make pupils understand heritage as a sign of identity and development;
- to promote active citizenship related to the problems of archaeological sites;
- to foster curiosity for ancient periods;
- to encourage critical thinking about the present-day situation connected to the past;
- to develop empathy for peoples who lived in ancient times;
- to encourage creativity.

Ways of working:

- to share experience with other teachers on the basis of multidisciplinary approach;
- to organise pupils in group work;
- to prepare enquires;
- to present dilemmas;
- to collect different opinions;
- to respect other points of view.

“How to reflect the role of women in present-day history textbooks”, by Ms Mette MOLLAND, Publishing House “Gyldendal”, Norway

These questions directly concern half of the population of this planet, and I also believe it is very important to motivate young girls to take an interest both in the world where they live, and also in their past. Because of this it is our responsibility as teachers, textbook authors and publishers to try to show that what women have contributed to their societies during the ages is equally important to what men have done, however in a different (and not always obvious) manner. And the questions concerning this are relevant to all who work with history, which is what we all have in common here at this seminar.

In the 1960s – 1970s, when I went to school, the subject of history was mainly the story about great men and men’s world. In the beginning of the 1980s, accents were put aside

a little. There was an increased interest in the theme 'women in history'. It provided a place for women because attention was paid to the subject "how ordinary people lived", what they were wearing, what they were eating, what their households looked like, who worked in houses, what duties they had and so on.

Women and children in the past and in the present can bring with them a new life, human feelings and new outlook at history. It is necessary to find them and to make a right choice.

"History school textbooks: facts – interpretations – the use of language", by Professor Ludmila ALEXASHKINA, Institute of Contents and Methods of Education, Moscow.

The issues of selection of historical facts, interpretation and the ways of presenting materials are universal and they arise during the creation of any history school textbook. The ways in which they can be solved are very important for students and teachers, for the community as a whole, for international pedagogical councils and the press. Often discussions on history textbooks become the epicentre of political debate and even conflict. For example, manifestations in China in April 2005, when they protested against the fact that certain elements were missing in Japanese school history textbooks concerning aggressive activities of Japan in China and in other countries during the 1930s.

Selection of facts for history textbooks

Selection of facts for school teaching is traditionally defined by demands of well-known space economy and at the same time by volume, diversity and motivation.

According to history teachers in the Russian Federation, the principle facts which should make up the main line of school textbooks are the following (facts-events):

- the most global in their significance and consequences, which represented a turning point in the lives of peoples, regions and the whole world;
- typological, i.e. portraying more lucidly certain processes and events in school learning;
- unique, i.e. presenting time and peoples who lived during that period in their specific ways;
- full of events, dramatic with people's impressive actions, in other words events which are very important from a global viewpoint as well as from a spiritual and moralistic approach to history, or emotional perception called "breeding by history".

Authors of textbooks use different combinations of so-called fact types. The first and the second types of facts are more often used and the less attention is paid to the last group.

Interpreting facts is dealt with applying definite *methodical demands*.

A variety of interpretations of historical facts exist. Sometimes the same facts are used by different authors to confirm their rather unlike opinions. So it is very important not to use facts' function in history textbooks for merely confirming, picturing accepted general concepts. In comparing different sources, pupils should first of all employ multiperspective approaches to learning history. Should a textbook authority be reduced, it presents the use of different sources and facts from only one viewpoint, it will in turn give a rather narrow picture of history.

If we want to help pupils to trains such skills as open-mindedness, ability to analyse different situations, ability to draw independent conclusions, we should not present historical facts as “ready for eating” information. On the contrary, using different sources, teachers should organise discussions and debates in classrooms, providing conditions for a common thinking process.

Interpretation of facts, language of author's text

The common features of interpretation of facts presented in school textbooks are the following:

- correlation with dominant national historical concepts (in a given country);
- the use of a number of accepted (in a given community) spiritual, moral and political values as main criteria.

In connection with these facts we will show changes in author's approaches in school history textbooks in the Russian Federation during the last 15 years when great changes in community development and in school education took place. In the textbooks published at the end of the 1980s and the beginning of the 1990s, there was an overriding tendency to reconsider concepts and opinions which have been accepted in the Soviet historiography. During this period, authors supported either one political doctrine or another; it was often a matter of passion on their part. The textbooks on the Russian history of the 20th Century were marked by specific polemic interpretation. As a result classification of textbooks of this period could be based on the political principles (“social-democratic”, “monarchy”, and even using a new invented term – “marxoidny”).

The textbooks which have been published since the 1990s differed in that they had a much better selection of historical facts. They can be characterised by moving from a monodoctrinal look at history towards the concept of pluralism, striving to definite objective view; accurate evaluation of historical opinions. The present-day main history concept is dominating and operating with such key notions as “traditional society”, “industrial society”, “modernism”, “industrialisation”, “citizen community” and others.

The authors of textbooks published at the end of the 20th Century and the beginning of the 21st Century, as a rule, avoid one-view ideological opinion, and often present alternative viewpoints on events. For example, this is evident in the general view on revolutions as on events which have quite objective causes and, at the same time, have led to huge and costly failures, causing suffering of victims with the loss of thousands of

people's lives. As an example, we can take the approaches used to present Civil War History in Russia. Earlier only two lines – “the Red “ and “the White” were used but, nowadays, the framework of the history has been broadened, and we can consider “democratic counterrevolution” and position of left social-revolutionaries, both peasants and “the Green” and so on. If the Soviet textbooks admired “the Red” exploits and exposed “the White” crimes, the textbooks from the 1990s onwards gave a completely opposite account. However, in present-day textbooks, authors speak about both “the Red” and “the White” terror and the “killing brothers” war.

Variety in approaches to interpretation of the past in textbooks is presented when authors follow the principle of a historical dialogue. This principle assumes the following elements.

The horizontal dimension of a dialogue. We can present different views and perspectives expressed by contemporaries in relation to the same events. In this regard, it is very important to give pupils an opportunity to:

- (a) see examples of different people's opinions on the same events;
- (b) think about how to explain diversity (by personal beliefs, belonging to definite social, national groups or political movements, etc.);
- (c) draw one's attention to accepted positions or perhaps give preference to one of them.

The vertical dimension of a dialogue. In this case, people's views from other historical periods should be compared, i.e. views of contemporaries and descendants, participants of the events and historians who wrote about the events some decades later. This approach enables pupils to participate in the exchange of views as well as express their own opinions.

The main methods which can help to conduct a historical dialogue are the following:

- mentioning different evaluations of events, discussing authors' texts;
- presenting different positions of peoples and using historical texts (sources, extracts from historians' research);
- choosing tasks for pupils which could help to develop creativity and analytical skills; and
- creating “diving into the past” exercises by using interactive methods.

To use the above-mentioned methods means to help pupils to acquire skills in understanding the diversity of events both in the past and in the present, to view oneself as a part of the world (“I” – “other people” – “country” – “world”). Additional help for pupils from authors and teachers may be considered as prompting questions, searching for answers which could help pupils to develop logical thinking, and chose arguments to prove their points of view. These questions could be about:

- authors of considered concepts (participants, witnesses, contemporaries, descendants, writers, historians, etc.);
- basic facts and the degree to which concepts can be proven;
- invariant and variant information provided by differing concepts;

- grounds on which an author’s attitude to events have been based.

Examples of controversial and sensitive issues in present-day textbooks on the history of Russia in the 20th Century

Comparison has been done using three textbooks for upper-secondary school (11th form), published in 2001-2004.

A part of the textbook	Textbook 1	Textbook 2	Textbook 3
Subject: 1917 October events in Russia			
General characteristic of the events	In the title: “Bolsheviks are picking up power”. There is neither concept of the “coup d’etat” nor concept of the “socialist revolution”	In the last paragraph there is the title “the coup d’etat or the revolution?” In the text the author describes two available concepts and gives some of the arguments proving each of them. In conclusion the author suggests defining a preferable position after having considered the consequences of the Bolsheviks taking power.	The title: “Crisis of Democracy and the Bolshevik Revolution”. In the text “Lenin and his political party picked up the power which had been lost by the weak “Temporary Government”. While describing the events the term “coup d’etat” dominated.
Characteristic of the situation: main events, processes	The country is in the process of breaking; the government does not react; the Bolshevik party had promised to establish order; starting of the Bolshevik Sovety; Lenin’s plan to take power by the Bolsheviks (discussions about it in the Party	The national crisis; position of political forces in August-September 1917; hesitation in the Bolshevik Central Committee on further actions; Lenin’s plan of the socialist and the world revolutions; “fighting for power” (events of 10-25 October); Second Congress of	The Temporary Government had lost influence on the situation after Kornilov’s attack; Bolsheviks subjugated Sovety; Bolshevik armed rebels in Petrograd and in Moscow (describing personal qualities of the Bolshevik leaders, “their abilities to affect people); the

A part of the textbook	Textbook 1	Textbook 2	Textbook 3
	Central Committee; Second Congress of Sovety; arrest of the Temporary Government; quick spread of the Soviet power over the country (the resistance existed only in Moscow)	Sovety, its decisions.	leading Lenin's role in taking decisions about rebellion, preparation for the rebellion and the events of 24-26 October; Second Congress of Sovety, its decisions; taking power in Moscow.
Used sources	At the end of the text there are extracts out of 1) the Declaration of the Temporary Government 2 February 1917 2) "Stories about Russian unrest" by A.I. Denikin; 3) "History of the Russian Revolution" by L.D Trotskiy.	There are no sources at the end of the text. There are some quotations taken from participants' speeches about the events which are included in the main text.	There are extracts in the main text from: 1) participants' speeches with different views; 2) appeals of the social revolutionary party 26 October 1917.
Questions and tasks for pupils	At the end of the text there are two tasks.	Only one task proposes pupils to systemise different views in the Party Central Committee in Autumn 1917.	Two tasks at the end of the text on the interpretation of the events.

“Textbooks on regional history in a multicultural environment”, by Dr Alexey KRUGOV, Stavropol State University, Russian Federation.

The Northern Caucasus is a multinational and multiconfessional region. More than 100 nations and nationalities are living there. At the same time this region has some of the most painful history in Russia.

The Northern Caucasus has always been on a very important topic in Russian history. There were clashes between the South and the North, the West and the East. Generally its history reflected complexity, contradictions and tragic breakings in world history.

The tendency of mutual alienation between living peoples there has brought about a dangerous process in the Northern Caucasus. The rising of nationalism bore plenty of problems which dealt with the search for optimum ethnic-cultural relations in the region.

In the Northern Caucasus, especially among young students, the threat of widespread nationalism has emerged. As a result, ethnic values have started prevailing over universal human ones; such notions as religious tolerance, and a willingness to come to an agreement have been devalued. Military conflicts, terrorist acts as the result of international discords in the Northern Caucasus led to thousands of victims, separated the regional economy, and damaged inter-ethnic and inter-cultural relations. Education's reputation among students is decreasing resulting in a declining number of well-bred young people; a rise in crime among children and students has been recorded.

Currently, the necessity to solve these serious problems has been acknowledged, and measures have been taken which are aimed at prevention and regulation of conflicts in the Northern Caucasus.

All attempts to solve these matters have defined the problem in education at all levels, and first of all, how to develop multicultural thinking, to help young people learn how to respect other cultures through his/her own culture, and develop historical, geographical and legal consciousness.

The goal of training young people for a life in a multicultural world has been singled out as one of the main issues in the acts of the United Nations, UNESCO and the Council of Europe. In the report by the International Commission of UNESCO on the global strategies in education development in the 21st Century, it is pointed out that one of the most important functions of school education is to teach people to live together and to help them transform existing interrelations among states and ethnic groups into real solidarity.

At the regional level in the field of education new tendencies have been formed which reflect, on the one hand, European pedagogical process trends and, on the other hand, regional peculiarities provided by historical, demographical, economical and ethnic-cultural factors.

Strengthening of ethnic-cultural trends in the general education content in the Northern Caucasus causes a need to determine a means of coordinating federal and regional components. Scientists and teachers in the region believe that the most effective way to achieve such coordination is through the use of cultural dialogue. The dialogue approach supposes which takes into consideration ethnic-oriented education as its basis, could help to educate pupils through native, national and world cultures.

In order to integrate the idea of an intercultural dialogue in education the changes in curricula must be carried out. It is important to set up the principles of intercultural dialogue in state standards, educational programs and textbooks. This will give an opportunity to provide fruitful cultural exchange between representatives of major ethnic groups and other nationalities.

It is necessary to undertake measures in the sphere of education which will promote values of intercultural communication, mutual understanding and ideas of peace and tolerance. The first step towards this can be achieved by publishing the educational-methodical materials on "The Northern Caucasus: an intercultural dialogue", which

should include textbooks for pupils, methodical handbooks for teachers, source materials on peoples' culture in the Northern Caucasus.

It is suggested that educational texts be presented in such a way as to enable pupils to "dive into culture". This will allow pupils to find themselves in the environment of other cultures, gradually to enter different historical periods, and to better understand contemporary cultures.

Without development of an intercultural dialogue, spreading ideas of peace, creating a basis for multicultural thinking among young people in the Northern Caucasus, any variant of multi-ethnic legal regulation will not be properly carried out.

III. SUMMARY OF THE DISCUSSIONS AT THE ROUND TABLES

At the round tables there was creative professional discussion among scientists, methodologists and teachers on how to reflect the idea of diversity, intercultural perspectives and intercultural dialogue in textbooks on regional history.

Round Table 1: "Regional history – what is it about?"

Chair: Mr Vladimir Batsyn, Education Consultant, Moscow.

Rapporteur: Dr Elena Gujvina, Senior Lecturer, Chair of Social-political disciplines, In-service Teacher Training Institute of the Astrakhan Region.

Studying regional history is an important factor in forming a pupil's personality and his or her understanding of the world. Pupils get acquainted with events and peoples who lived in the past. Localisation of facts within a historical time and place demands a good knowledge of chronology as well as of historical geography. Regional history is closely connected with other subjects such as geography and literature. It is a part of a general knowledge of the native region.

In order to help pupils to acquire historical knowledge a teacher should think carefully about lesson planning.

Discussions at Round Table 1 clarified a number of important issues which should be taken into account when teaching regional history.

According to one participant's opinion an acute necessity of studying ethnic national processes in regions has emerged.

It is important to get pupils acquainted with history and cultural traditions of their own nations but, at the same time, without creating hostility and confrontation within a regional dimension. Teaching history through intercultural dialogue will help the younger generation to understand each other, and will ultimately lead to multicultural thinking.

The participants also stressed the need to pay more attention to teaching everyday life history and culture, to get pupils acquainted with facts about mutual economic activities of different nations and peoples, in order to show how cultural traditions of different peoples had been mutually enriched in the Northern Caucasus. The use of such methods will provide pupils with knowledge about peoples whose are perhaps studying with them in a classroom and will help them to acquire the necessary skills for life in a multicultural society.

Round Table 2 on “Regional textbooks: possible structures, criteria for selection of facts, approaches to be used in their interpretation”

Chair: Professor Ludmila Alexashkina, Institute of Contents and Methods in Education, Moscow.

Rapporteur: Ms Elvira Tkacheva, History Teacher, School N° 28, Astrakhan.

At the Round Table 2, participants discussed structures of textbooks on regional history in four territories (Astrakhan, Volgograd, Rostov, Samara), in the Krasnodar region and in five republics (Chechen, Kalmykiya, Bashkortostan, Chuvashiya, Mari El).

Depending on the region, history is studied:

- as part of the course on Russian history;
- as part of a special course on regional history;
- as part of an integrated (inter-disciplinary) course which combines information on history, geography, culture, ethnography, folk art, etc.

The participants specified two periods in creating textbooks on regional history:

- the 1990s when history textbooks included mainly textual detailed description of a great number of facts without pictures and sources, without questions and tasks;
- the beginning of the 21st Century when, in some regions, a new generation of textbooks appeared which introduced to pupils history of their regions in a more interactive way, on the basis of historical sources and creative tasks. The authors of these textbooks started to also include different interpretations of the same facts, thereby trying to present regional history in all its complexity.

The participants agreed that one of the most effective ways to teach regional history is to place the main accent on cultural history and on interrelations with neighbouring territories, which will prevent overlapping with other courses on national history.

Round Table 3: “Development of pupils’ competences and skills when learning regional history”

Chair: Dr Alexei Krugov, Vice-Rector, Stavropol State University.

Rapporteur: Dr Olga Romanova, Associate Professor, In-service Teacher Training, Institute of the Astrakhan Region.

During the discussions at the Round Table 3 participants came to the conclusion that, when learning regional history, pupils should learn how to:

- ask themselves questions and come to responsible and balanced decisions;
- analyse other points of view;
- evaluate critically the opinions of others, historical facts and events, and make independent conclusions.

IV. PARTICIPATION OF THE DELEGATION OF HISTORY EDUCATORS FROM CHECHNYA

In 2005 the Council of Europe started the implementation of the programme of co-operation activities between the Council of Europe and the Russian Federation in the Chechen Republic which among other areas included history teaching. This programme gave an opportunity to provide a continuity in involving history educators from Chechnya in the activities of the Council of Europe which have been started since 2001 within the framework of the Joint Programme of co-operation between the European Commission and the Council of Europe to strengthen democratic stability in North Caucasus.

The programme foresaw involving Chechen history educators in seminars organised in different regions of the Russian Federation, providing assistance in teacher training on the basis of new interactive methods and in the preparation of new teaching materials. As a result, 10 history Chechen educators took part in the Seminar on “How to reflect diversity and inter-cultural dialogue in textbooks on regional history” in Astrakhan.

The participants stressed that the seminar supplied them with practical information on new methods, in particular, on the use of multiperspectivity. They also pointed out that it would be important to start the preparation of a Handbook for pupils of 11-13 years of age on the history of Chechnya. This Handbook should become the first attempt to create new teaching materials for secondary schools in the Chechen Republic reflecting the main principles of the Recommendation (2001)¹⁵ on history teaching in twenty-first – century and mainly based on the topics from cultural, social, economic and everyday history, aiming first of all at strengthening reconciliation process in the region.

The Chechen participants also emphasised the importance in continuation of teacher training activities organised by the Council of Europe which give a rare opportunity not only to fill a lack of information on methodological issues which still exists, but also help in the integration of Chechen educators in national and European educational space.

V. RECOMMENDATIONS

The participants were of the same opinion that cultural tolerance and issues of intercultural relations are important and should be taken into account when teaching regional history.

Nowadays teaching about culture can become one of the most effective ways of uniting peoples. The current state of cultures in the Northern Caucasus is characterised by, on the one hand, requirements in enlarging cultural links and, on the other hand, preserving original cultural diversity.

Culture can help to widen contacts and interrelations among peoples. It is able to provide a favourable environment for stable peace, promoting the ideas of tolerance in the Northern Caucasus, in particular, among young people.

The participants of the seminar pointed out the necessity to adopt new interrelation ethics in the Northern Caucasus based on mutual respect, recognition of cultural diversity as an enriching factor, and a tolerant attitude to cultural diversity and development of intercultural dialogue. Such approach is based on recognition of the fact that culture is closely connected with human consciousness and national self-determination. It often also includes specific regional or ethnical features.

The participants also discussed some textbooks on modern regional history which do not adequately reflect ideas of intercultural dialogue. In their opinion, there are a number of factors which negatively influence the process of intercultural relations, the most important of these being the absence of:

- information on the use of intercultural approaches in the educational process;
- clear coordination of efforts of schools' community and state structures in the development of broader relations and interrelations among national cultures;
- significant cultural-creative projects oriented towards the development of new social-cultural partnerships providing an elaboration of multicultural ideas among students.

The system of measures in the field of education is required in order to organise, broaden and coordinate activities on spreading peace culture and ideas of tolerance through intercultural dialogue. The first step towards this could be done through working on educational and methodical publications "The Northern Caucasus: intercultural perspectives", which should include textbooks for pupils, handbooks for teachers as well as a collection of source materials. These publications could:

- provide conditions for integration of pupils and students into other peoples' cultures, on the basis of intercultural communication;
- stress the importance of cultural diversity;
- spread values of peace culture among young people.

It was recommended that similar educational and methodical collections of books be prepared for Urals, Siberia and the Far East of the Russian Federation.

APPENDIX I

PROGRAMME OF THE SEMINAR

Sunday 24 April 2005

Arrival of the participants

Monday 25 April 2005

9.30. - 11.00 **Plenary Session**

Chair: Ms Larisa EFREMOVA, Ministry of Education and Science of the Russian Federation, Moscow

Opening of the Seminar by:

- i. Mr Vitaly GUTMAN, Minister of Education, Astrakhan Region;
- ii. Ms Larisa EFREMOVA, Deputy Head of the Department of Regional and Ethno - cultural Policies in Education, Ministry of Education and Science of the Russian Federation, Moscow;
- iii. Ms Tatiana MINKINA-MILKO, Programme Officer, Education Directorate, Council of Europe;
- iv. Ms Elena MYASOEDOVA, Director, In-service Teacher Training Institute of the Astrakhan Region.

Presentation on: "Teaching history without dividing lines in the 21st Century", by Ms Tatiana MINKINA-MILKO, Council of Europe.

11.00 - 11.30 Break

11.30 - 13.30 **Round Table 1 on "Regional history - what is it about?"**

Chair: Mr Vladimir BATSYN, Education Consultant, Moscow

Rapporteur: Dr Elena GUJVINA, Senior Lecturer, In-service Teacher Training Institute of the Astrakhan Region, Astrakhan

13.30 - 14.30 Lunch

14.30 - 16.30 **Plenary session on “Different aspects which should be taken into account when preparing textbooks on regional history”**

Chair: Professor Elena TYMOFEEVA, Head of the Department of World History, State Astrakhan University, Astrakhan

Presentation on “How to present inter-cultural perspectives in history textbooks”, by Mr Robert BYROM, Education Advisor for history, United Kingdom.

Presentation on “How could archaeological sites and museums help teach about diversity and interaction between different cultures” by Ms Cristina DEL MORAL, Coordinator, Oficina de Madrid, Spain.

Presentation on “How to reflect the role of women in present-day history textbooks”, by Ms Mette MOLLAND, Publishing House “Gyldendal”, Norway.

16.30 – 17.00 Break

17.00 – 18.00 **Plenary session**

Chair: Professor Elena TYMOFEEVA, Head of the Department of World History, State Astrakhan University, Astrakhan

Discussion of the presentations with all the participants.

19.00 Official Dinner

Tuesday 26 April 2005

9.30 – 11.30 **Continuation of the Plenary session on “Different aspects to be taken into account when preparing textbooks on regional history”**

Chair: Dr Irina YASTOUKOVA, Head of the Department of Social Studies, In-service Teacher Training Institute of the Astrakhan Region, Astrakhan

Presentation on “History school textbooks: facts – interpretations – the use of language”, by Professor Ludmila ALEXASHKINA, Institute of Contents and Methods in Education, Moscow.

Presentation on “Textbooks on regional history in a multicultural environment”, by Dr Alexey KRUGOV, Stavropol, Russian Federation.

11.30 – 12.00 Break

12.00 – 13.30 **Round Table 2 on “Regional textbooks: possible structures, criteria for selection of facts, approaches to be used in their interpretation”**

Chair: Professor Ludmila ALEXASHKINA, Institute of Contents and Methods in Education, Moscow

Rapporteur: Ms Elvira TKACHEVA, History Teacher, School N° 28, Astrakhan

13.30 - 15.00 Lunch

15.00 - 16.30 **Round Table on 3 “Development of pupils’ competences and skills when learning regional history”**

Chair: Dr Alexei KRUGOV, Stavropol University

Rapporteur: Dr Olga ROMANOVA, Associate Professor, In-service Teacher Training Institute of the Astrakhan Region, Astrakhan

16.30 - 17.00 Break

17.00 – 18.30 **Plenary session:**

Chair: Ms Larisa EFREMOVA, Deputy Head of the Department of Regional and Ethno - cultural Policies in Education, Ministry of Education and Science of the Russian Federation, Moscow

- i. Presentation of the conclusions and recommendations of the rapporteurs of the round tables.
- ii. Presentation by the General Rapporteur of the overall conclusions and recommendations of the Seminar.

Comments by the participants

Closing speeches of the Seminar by:

- i. Ms Larisa EFREMOVA, Deputy Head of the Department of Regional and Ethnocultural Policies in Education, Ministry of Education and Science of the Russian Federation
- ii. Ms Tatiana MINKINA-MILKO, Programme Officer, Council of Europe;

- iii. Ms Elena MYASOEDOVA, Director, In-service Teacher Training Institute of the Astrakhan Region.

19.30 Dinner

Wednesday 27 April 2005

9.00 – 12.00 A visit to a school

Round table with pupils and teachers on how to learn and teach history, whilst reflecting diversity on the basis of multiperspectivity.

Chair: Dr Elena GUJVINA, Senior Lecturer, In-service Teacher Training Institute of the Astrakhan Region, Astrakhan

12.00 – 13.30 Lunch

13.30 – 16.30 A visit to one of the local archaeological sites or museums to discuss how museums could help in teaching about diversity and inter-cultural dialogue.

Departure of the participants

APPENDIX II

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