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## **The Secretary General's New Initiative**

Seminar on

### **“The initial and in-service training of history teachers in the Russian Federation”**

Ekaterinburg, Russian Federation,

Monday 30 March – Wednesday 1 April 1998

**Report**

Strasbourg



Seminar on

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**Report by**

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## **I. CONTEXT OF THE SEMINAR**

The Ekaterinburg Seminar was organised jointly by the Council of Europe, the Government of the Sverdlovsk Region, the Education Department of the Sverdlovsk Region and the Ministry of General and Professional Education of the Russian Federation.

It was part of the education programme of the Council of Europe, which seeks to help its 47 member States to develop and implement education policies, which:

- promote human rights, fundamental freedoms and pluralistic democracy;
- strengthen confidence and mutual understanding between the peoples of Europe;
- enable all Europeans to realise their potential to the full throughout their lives.

The current priorities of this programme include two important questions - history teaching and education for democratic citizenship in school and adult education – which were developed during this Seminar.

The Council of Europe, through the Secretary General's New Initiative, is making a special effort to support the reform of history teaching in Central and Eastern Europe. In the last two years, together with the Ministry of General and Professional Education of the Russian Federation, it has begun organising national seminars in different regions of the Russian Federation, on different aspects of the reform of history teaching. The Ekaterinburg Seminar was the first national seminar of 1998. During 1998, two other Seminars will be held: in Arkangelsk, in June, on history textbooks and teaching resources; and, in Khabarovsk, in September, on the teaching of history in multicultural societies and border areas.

## **II. AIMS OF THE SEMINAR**

The aims of the Seminar were to:

- i. review the provision for, and discuss the contents of, the initial training of history teachers in the Russian Federation;
- ii. analyse the needs of history teachers for in-service training and the provision for such training;
- iii. put forward suggestions about the support and advisory services needed by history teachers in the Russian Federation;

- iv. define the ideal profile of a history teacher (qualities, knowledge, skills and attitudes, as well as responsibilities, tasks and professional and personal development).

### **III. ORGANISATION OF THE SEMINAR**

The Seminar was organised in plenary sessions and in working group sessions. The presentations on specific themes by the invited experts were given in plenary sessions. The presentations were followed by discussions, when all the participants could take the floor.

The working groups had a list of specific questions to focus their attention and debate and a 'resource person' (one of the experts) who could give its members updated information on teacher training.

The Council of Europe provided the participants with a selection of publications on its work and, in particular, its work in history.

The Seminar was held at the Governor's House in Ekaterinburg, which provided a very comfortable, motivating and inspiring environment for the discussions. It was attended by about 80 participants from the Russian Federation (see Appendix IV) and was opened on Monday 30 March and ended at lunchtime on Wednesday 1 April.

### **IV. OPENING PLENARY SESSION**

- 4.1 The Seminar was opened by Mr. Eduard Rossel**, Governor of the Sverdlovsk Region, who stressed the interest of the city of Ekaterinburg and of all the Sverdlovsk region in finding out about its own history – the term mentioned was 'restoration' – and of hosting international conferences and events.

**Ms. Alison Cardwell**, Administrator, Directorate of Education, Culture and Sport, Council of Europe, explained what the Council of Europe was, its main activities and programmes, stressing that it was the widest intergovernmental and interparliamentary forum in Europe. In fact, 47 States now take place in its education programme, including 21 new partner countries in Central and Eastern Europe. Ms. Alison Cardwell also referred to the context of this Seminar and the development of the programme in the near future, in particular its activities and the publishing of a consolidated report on the various activities held in the past two years in the Russian Federation and the other States involved in the Programme.

**Mr. Valeriy Nesterov**, Head of the Education Department of the Sverdlovsk Region stressed the importance of open discussion of the issues concerning teacher training and he hoped that this Seminar would make some guidelines and recommendations for future action.

**4.2 The introductory presentation was made by Mr. Maitland Stobart**, who set the general context for our discussions and reflections, and commented that:

- teachers are the most significant resource for history teaching;
- teaching is a demanding and difficult profession – sometimes a lonely one;
- the main challenges that history teachers faced were:
  - . changes in the school population;
  - . competition from alternative sources of learning;
  - . new Information technologies;
  - . opening up of the schools to the outside world;
  - . all these issues should be dealt with in teacher training.

Mr. Stobart also explained:

- the concept of permanent and lifelong education, that should be included in teacher training;
- how teacher trainers gained quality when they kept close contact with the reality of school life;
- the importance of having contacts within the profession and of sharing experiences, and suggested that associations were the means to do this, and also to promote international contacts and projects.

**4.3 Presentations given during the plenary sessions:**

4.3.1 The conclusions and recommendations of the multilateral Seminar on «the initial and in-service training of history teachers in European countries in democratic transition» were presented by **Professor Julieta Savova** (from the University of Sofia – Bulgaria), General Rapporteur of that Seminar, held at Lviv, Ukraine, in June 1997.

Professor Savova summarised the issues raised during this Seminar, and stated that its participants had stressed that the Ministry of Education in each country should be responsible for the provision of in-service teacher education and training by allocating sufficient funds for the training and qualification of history teachers. In-service teacher education and training should be obligatory for teachers (an obligatory part of their professional development), but teachers should have the right of choice on deciding when and where to improve their qualifications. Furthermore, Professor Savova



commented that, after designing the teacher education system, there were three possible strategies for innovating and strengthening the education and training of history teachers.

Their guidelines are to:

1. decide what are the target groups and institutions in the context of the designed changes and innovations in teacher education;
2. determine what kind of changes are needed in accordance with the target groups' expectations;
3. have a clear vision of changes, namely about what will be improved.

4.3.2 «The ideal profile of a history teacher», a concept analysed by **Dr. Alois Ecker**, (from the University of Vienna – Austria), who stressed the impact of the undergoing social, political and economic changes in the cultural sphere – accelerated cultural change – and its relation to teacher education. He explained that, if we accept this reality, we have to develop the concepts of teacher training in a way that allows a professionalisation of the teachers' work. This means, for history teachers, a deeper and continuous reflection of the aims, the contents and the methods of teaching history. The University of Vienna has developed a profile for teacher education, on the assumption that teachers need to acquire both content related and pedagogic competences, in order to interact successfully in a classroom. This profile includes a) high academic competence; b) a fourfold didactic competence (ability to self-reflect, social and communicative competences, planning and design skills, skills in the analysis of organisations). At the University of Vienna, teams of trainers develop teacher education, focusing on a process-oriented didactics of history and on experience-oriented learning.

4.3.3 **Ms. Luisa Black** (from The Universidade Lusíada – Lisbon, Portugal), General Rapporteur of this Seminar, presented «The initial and in-service training of history teachers – the case of Portugal». She stressed how teacher education had to understand and learn how to deal with differences (all teachers and all pupils are different). The initial training of history teachers in Portugal was analysed, focusing mainly on its guidelines, deriving from the need to develop, among student teachers, the sharing of experience and the ability to the self-critical approach of the practice. As the process of learning and teaching is so complex, it had great impact on initial training, where classroom practice and management were as important as academic competence. So, initial training was carried out in schools for a whole school year, monitored by a co-ordinator and supervised by the University, where it was debated by all

involved. The changes that occurred in the school system after the revolution in 1974 were also mentioned.

#### **4.3 Issues raised by the participants during the discussions that followed the plenary sessions:**

Participants made short presentations related to teacher training in the Russian Federation. The main points and concerns raised were:

- i. the long background of teachers who were trained during the Soviet régime;
- ii. the difficult working conditions of history teachers, that do not encourage the development of the teacher's own education, which is time consuming;
- iii. the problems related to textbooks, lack of materials, resources and the urgent need for a teachers' handbook;
- iv. the need to become familiar with classroom strategies for active learning;
- v. the specific problems of a large city (Moscow) and how they reflect on everyday school life;
- vi. the need to find the right balance between theory and practice in teacher education;
- vii. the need for teacher education to adapt to the quick changes of society, as well as, the dangers of quick transition and lack of continuity;
- viii. the importance of the school and the teachers – the factors of stability in an unstable society; the urgent need to disseminate new approaches and perspectives in order to reach the schools and the teachers in rural areas.

The experts' presentations were further discussed in the three working groups that looked at different aspects of initial and in-service training in the Russian Federation.

## V. WORKING GROUP SESSIONS

There were three working groups. Each group was asked to focus on a specific aspect of teacher education, which was divided into several questions to be discussed by the participants (see Appendix I).

The groups were also taken on different visits, where the cultural and historical environment and its relevance in training and upgrading the skills of history teachers were discussed.

1. Working Group 1 – New models in organising initial and in-service teacher training.

Chair: Mr. Valeriy Shevchenko, Ekaterinburg

Rapporteur: Ms. Ludmila Andruhina, Ekaterinburg

Resource person: Professor Julieta Savova, Bulgaria

Visit: The Museum of Ural Writers

2. Working Group 2 – The analysis of the ways of organising initial and in-service teacher training in the context of the changes in teaching history in secondary schools.

Chair: Dr. Vladimir Batsyn, Moscow

Rapporteur: Ms. Olga Strelova, Khabarovsk

Resource person: Mr. Maitland Stobart, United Kingdom

Visit: The Museum of Rare Books at the Ural State University

3. Working Group 3 – The professional portrait of a history teacher in the context of changes in teaching history in secondary schools

Chair: Mr. Valeriy Nesterov, Ekaterinburg

Rapporteur: Ms. Irina Kolesnikova, St. Petersburg

Resource person: Dr. Alois Ecker, Austria

Visit: The Sverdlovsk Regional Museum

- 5.1 Although the three groups worked in parallel in different rooms and discussed different aspects of the initial and in-service training, some of the points that were raised were common.

In fact, all the groups emphasised that:

- i. because of the very intense changes that society is still facing, and that teacher education should enable the teachers to deal with this unstable, sometimes hostile, environment;
- ii. because of the inexistence of a uniform State Education Policy that obliged the teachers to make decisions – teacher education should offer some orientation and/or guidelines for the decision-making;

- iii. teacher education should focus on the specific skills that enable teachers to interact with their students, between themselves and with their wider school communities;
- iv. all teacher trainers should keep regular and close contact with the schools and classroom reality;
- v. a scheme must be set up to motivate both beginners and experienced teachers to participate in in-service education and training programmes focusing on practice, and enabling teachers to share problems and exchange ideas;
- vi. teacher education is a very complex issue and efforts should be made to organise it in order to reach all teachers and keep up to date with local, regional, national and international programmes and information;
- vii. teacher education should be the result of a process that should include the revision of curricula at Universities and future models should be flexible and based on partnership and co-operation among all involved.

**5.2** In the working groups, other issues were raised. The most relevant were:

- i. diversity, which characterises society, has positive aspects, but, in order to profit from it, the gap between the so-called 'élite' institutions and the classroom teacher must be overcome;
- ii. information is very urgent and needed – on history teaching and the development of skills, values and attitudes (focusing on practical classroom strategies);
- iii. civic conscience in a State, that has not yet developed this concept fully, has to be formed in the schools – teacher education must include this aspect;
- iv. the formation of a national identity should be encouraged by the history teacher – local and regional history could be the starting point – however a nationalistic approach should be avoided; teacher education should focus on this approach;
- v. the ability to develop their own critical thinking and self- assessment could be the link of all in-service education and training of history teachers;

- vi. the need to set aims for teacher education that will enable teachers to use history as a means to develop critical thinking in themselves and in their pupils;
- vii. the need to disseminate innovation in such a way that all teachers could use it, including those in rural areas was the concern of one of the groups that concluded with the importance of creating a teachers' association that would start at a local and then a regional level.

Various other questions were discussed in the working group sessions, but the reports of each group will clarify those issues (see Appendix II).

It should be stressed that all the participants felt that the opportunity to exchange ideas with colleagues and people from other countries was very fulfilling, and they would like to see this programme extended to enable this exchange and sharing to continue. They also hoped that the Council of Europe would fulfil this hope and promote the organisation of other seminars on topics linked to the reform of history teaching in the Russian Federation.

## **VI. POINTS FROM THE CLOSING SESSION**

The reports of the working groups and of the General Rapporteur were presented during this session and approved by the participants.

In order to try to meet the wish for the general dissemination of the materials produced during this Seminar among teachers, both Dr. Vladimir Batsyn (Head of International Relations, Ministry of General and Professional Education – Moscow) and Mr. Valeriy Nesterov (Head of the Educational Department of the Sverdlovsk Regional Administration) informed the participants that the dissemination could be carried out as there would be funds available to translate and publish all the materials.

Dr. Batsyn compared the system as it used to be and as it is now, concluding: «before, there were no doubts, now, there are no answers». He fully understood the importance of enabling teachers, through teacher education, to face the changes and its challenges and to organise the dissemination of the available information.

Mr. Nesterov emphasised the need for co-operation between all involved in teaching, and reminded the participants that history teachers should avoid emotion while analysing the past, because they were teaching a new generation, and the students of today had no nostalgia about the past.

Mr. Maitland Stobart, who was asked to present an overall view of the seminar, stressed the interest in further developing the existing distance learning scheme for this dissemination and of organising a pro-active history teachers' association.

Ms. Alison Cardwell informed the participants of the Council of Europe In-Service Training Programme for Teachers and took the opportunity to stress that an Information and Documentation Centre on the Council of Europe had recently opened in Ekaterinburg, and that all the relevant publications on education would be sent to this Centre.

## **APPENDIX I**

### **LIST OF QUESTIONS FOR DISCUSSION BY THE WORKING GROUPS**

#### **I. WORKSHOP 1**

**"The analysis of the ways of organising initial and in service teacher training in the context of the changes in teaching history in secondary schools"**

**Chair: Professor Mikhail DYOMIN, Moscow**

**Rapporteur: Ms Olga STRELOVA, Khabarovsk**

**Resource person: Mr Maitland STOBART, United Kingdom**

- i. What are the main new developments in history teaching in secondary schools in the Russian Federation? What are the most urgent needs of history teachers?
- ii. Does the present system of initial and in-service training correspond to the changes which are under way in history teaching in secondary schools in the Russian Federation and the needs of history teachers? If not, what are the problems? What changes should be made? What specific needs do teachers from rural areas and far away districts have? How can these needs be met?
- iii. How should the main issues in initial and in-service training be handled at the different levels in the Russian Federation: federal level, regional level and local level? What should be the links between the federal and regional levels in developing initial and in-service training? How could the main issues in initial and in-service teacher training be developed on all levels: federal, regional, etc.?
- iv. What should be the main elements of the initial training of history teachers in secondary schools in the Russian Federation? What academic training in history do future history teachers need?
- v. How can the training of history teachers in the Russian Federation take account of developments in other European countries? Is there a need for specific European co-operation programmes on the training of history teachers?

## **Workshop 2**

### **"New models in organising initial and in-service teacher training"**

**Chair: Mr Valeriy SHEVCHENKO, Ekaterinburg**

**Rapporteur: Ms Ludmila ANDRUHINA, Ekaterinburg**

**Resource person: Professor Julietta SAVOVA, Bulgaria**

- i. What are the main new developments in history teaching in secondary schools in the Russian Federation? What are the most urgent needs of history teachers?
- ii. How should the following elements be reflected in the new system of initial and in-service teacher training:
  - links between personal and State interests in teaching history?
  - the balance between regional, national and world history?
  - the balance between theory, methodology and pedagogics in teaching history?
  - the multi-perspective approach in teaching history?
  - scientific aspects and life experience in teaching history?
- iii. What new elements should be included in initial and in-service teacher training?
- iv. What are the differences in the national system of initial and in-service teacher training when compared to the European experience?
- v. How can history teachers contribute to their own professional and personal development? What are the main sources of professional information for history teachers in the Russian Federation? What role can be played by independent associations of history teachers?



### **Workshop 3**

#### **"The professional portrait of a history teacher in the context of changes in teaching history in secondary schools"**

**Chair: Mr Valeriy NESTEROV, Ekaterinburg**

**Rapporteur: Ms Irina KOLESNIKOVA, St.Petersbourg**

**Resource person: Dr Alois ECKER, Austria**

- i. What are the main new developments in history teaching in secondary schools in the Russian Federation? What are the most urgent needs of history teachers?
- ii. "The professional portrait of a history teacher" as a reflection of the present-day situation in history teaching. Are there problems in recruiting young people to be history teachers in secondary schools in the Russian Federation? What is the demographic structure of the history teaching profession in the Federation? What is the balance between men and women? What is the average age of history teachers? Is history teaching "a greying profession"?
- ii. What are the main responsibilities, tasks and duties of history teachers in secondary schools in the Russian Federation? Is it possible to draw up a widely accepted checklist of these responsibilities, tasks and duties, job description or professional and personal portrait?
- iv. What are the most important personal and professional qualities and skills needed by history teachers in secondary schools? What new element should be added to the portrait of a history teacher in connection with the changes in history teaching?

## **APPENDIX II**

### **REPORTS OF THE WORKING GROUPS**

#### **I. WORKSHOP 1**

**"The analysis of the ways of organising initial and in service teacher training in the context of the changes in teaching history in secondary schools"**

**Chair: Professor Mikhail DYOMIN, Barnaul**

**Rapporteur: Ms Olga STRELOVA, Khabarovsk**

**Resource person: Mr Maitland STOBART, United Kingdom**

#### Conclusions and recommendations

The aim of our working group was to examine the existing forms of initial and in-service training for history teachers and to determine whether they reflected the changes taking place in history teaching.

We came to the conclusion that there are three main ways in which the training of history teachers is changing: the content of the training, the way it is organised and attitudes within the system.

- It is in matters of content that there are the biggest changes.
- Here, the balance between the global, European, Russian and regional aspects of history is being called into question and vigorous efforts made to adopt a more regional approach to education. Curricula on the history of the Urals and other regions are being introduced into initial and in-service teacher training. There is a growing interest in the humanistic approach to history and in the new understanding of Europe and the world.
- An increasingly important factor in the development of the content of education is the switch to a new way of working based on official educational standards.
- The comprehensive approach to understanding the historical process is fast gaining ground. In schools, higher education and in-service training, there is a growing demand for integrated courses which combine, for example, history and geography,

economics and history or culture and history. In higher education, various disciplines in addition to history are being developed to allow a full reconstruction of the cultural and historical environment.

The working group examined the issue of the educational significance of historical disciplines in schools, their integrative role in school education and the implications that this has for the training of history teachers.

In particular, the discussion focused on the issue of content and the role of university education. The university element continues to feature prominently in the training of history teachers, but it is acquiring a new meaning. University education is seen as the basis for the integration of teacher training. Nowadays, however, it is not just about arranging facts and theories in some kind of order but is increasingly regarded as a way of making sense of the historical process and recreating it in full. University education remains the integrative basis of the academic subject of education.

The way in which teacher training is organised is also changing, with growing emphasis on multi-level, modular approaches. In some regions, models are being developed in different ways, ranging from three units to five or seven units or modules. Below are a few examples:

- **Ekaterinburg** (Pedagogical University) - general education, history education, educational psychology.
- **Chelyabinsk:**
  - 1) concepts;
  - 2) subject-related unit;
  - 3) individual units (educational psychology);
  - 4) planning and design;
  - 5) organisation and management;
  - 6) pedagogy;
  - 7) teaching practice.

Julieta Savova, our Council of Europe expert, provided further examples of models used in European countries and examined the relative importance of each component in the content of the training of history teachers.

In the course of the group discussion, it became apparent that initial and in-service teacher training tends to be organised differently depending on the type of institution concerned.

In conventional, academically-oriented higher education establishments, the emphasis tends to be on academic knowledge whereas teacher training institutions favour a more comprehensive, integrated approach: in-service training provision is geared towards using technology in adult education, finding ways of realising teachers' individual potential and encouraging their professional and personal development. At the same time, we are also seeing the emergence of other types of in-service training for history teachers at pioneering institutions such as the Culturological Lycée in Moscow, as well as in privately-run organisations.

The process of differentiation and co-operation within the system of initial and in-service training of history teachers is still very much in its infancy. It is important to redefine the role and features of the different institutions, and to develop interaction and co-operation between them with a view to improving the effectiveness of the initial and in-service training of history teachers.

New principles for interaction between the various education levels are emerging. One such principle, which was held to be of primary importance by all the participants, concerns the projection of the objectives, tasks and content of school education onto the content of higher education.

The overall coherence and continuity of the various types of training and, in particular, in-service training was discussed. At the same time, flexibility and the possibility of making rapid shifts and adjustments were also identified as essential conditions for the effective training of history teachers. In practice, neither one nor the other has been fully achieved, i.e. neither coherence nor flexibility.

The third way in which things are changing concerns attitudes within the education system, and, most notably, the shift towards a more democratic approach based on partnership.

Partnership between teacher and pupil.

Co-operation between teachers, and the need for teachers to be able to work as part of a team.

Social partnership, i.e. one which extends beyond the confines of the education system to encompass associations and social movements.

The co-ordination and pooling of efforts on the basis of a regional education policy, as is the case, for example, of the Teacher Training Development Programme in the Sverdlovsk region.

And finally, co-operation at an institutional level (co-ordination centres are being developed, such as the Inter-Institutional Centre for Continuous Arts Education in Ekaterinburg).

Progress tends to be slower at this level, however, often failing to get beyond the stage of plans, programmes and declarations, or teachers' own purely notional models.

The main question discussed within the group was: to what extent does the existing system of teacher training correspond to teachers' real needs and to what extent can it be said to influence the changes under way in history teaching as a whole?

The chief conclusion to emerge is that the situation is not straightforward.

1. While there have undoubtedly been changes in terms of awareness, core values and priorities, progress has been slower on the practical front.
2. The changes in question are not always widespread and tend to be of a localised nature. Not everything is equally accessible to all.

For example, alongside the leading, progressive forms of teacher training (e.g. further training at the Culturological Lycée), which is not available to everyone, we find evidence of slow development even in ordinary types of in-service teacher training. There are difficulties in obtaining access to various forms of initial and in-service training (impossibility of obtaining in-service training every 5-7 years, lack of access to certain higher educational establishments). Achieving the right balance between standard history teacher training provision and the so-called "elite" forms is a matter of major importance. Both should be expanded.

There is a need for further differentiation in initial and in-service training provision and for the development of a range of options to meet the needs of the different categories of history teachers. The group identified the following educational requirements, which are not being met under the current system of teacher training.

Problems of teachers in rural areas, participation of remote regions	Special initial and in-service training content. Development of low-cost types of provision. Distance learning
Initial and in-service training for remedial teachers	Not yet sufficiently developed
Educational support for researchers actively engaged in the development of new activities	There are numerous problems here, e.g. the different models which should be used as a guide in initial and in-service teacher training. The issue of whether one should be turning out historians or history teachers. Or teachers who are capable of co-operating in their work with representatives of universities and national academics
Problems of providing in-service training for teachers of different ages and with different qualifications	Numerous vital links are missing
Educational guidance and support for teachers during the transition to official educational standards	Various regions, such as Ekaterinburg, have experience in this area
It is important to train history teachers specifically for primary schools or for lower or middle secondary schools	This is a matter of urgent importance

The current system of training history teachers, its structure and forms, does not quite fit the pattern of training needs for history teachers and the changing face of history teaching.

### **Recommendations**

1. Devise a system to promote the in-service training and professional and personal development of history teachers and create the necessary conditions to enable teachers to exercise their constitutional right to further training every five years.
2. Develop the necessary information and cultural environment to ensure history teachers' professional and personal growth, including at international level.
3. Assist the development of associations of history teachers. The group put forward the idea of setting up associations of school history teachers and higher education teachers, teachers and academics, etc.
4. Recommend that the Council of Europe and Ministry of General and Professional Education should help to organise regular seminars providing information about the various types and main aims of in-service teacher training in different countries. Suggest the possibility of an independent Council of Europe project on this topic.

In conclusion, I wish to thank, on behalf of the working group, the Council of Europe, the Ministry of General and Professional Education, the Department of Education and the Governor of the Sverdlovsk region. I also wish to thank all the Council of Europe representatives for their co-operation, and for the part which they played in widening our opportunities in history teaching and in bringing us closer together.

## **II. WORKSHOP 2**

### **"New models in organising initial and in-service teacher training"**

**Chair: Mr Valeriy SHEVCHENKO, Ekaterinburg**

**Rapporteur: Dr Ludmila ANDRUKHINA, Ekaterinburg**

**Resource person: Professor Julietta SAVOVA, Bulgaria**

#### Conclusions and recommendations

“The development of viable models for initial and in-service history teacher training in keeping with changes in the teaching of history”.

1. How has the teaching of history in Russian secondary schools changed in the 1990s?

The Russian education system, including history teaching, has seen the emergence of a new political, ideological, philosophical and pedagogical paradigm, or rather paradigms. Overall, it can be said that history education has become more personalised, pluralistic and diverse.

The emergence of these new paradigms has created serious problems for teaching, which was never the easiest of jobs to begin with.

Consider first of all the social problems. The collapse of the former ideals, the marked deterioration in the cultural environment and the painful search for a new system of values based on the best humanist traditions have served greatly to widen the generation gap, exacerbating the polemic between parents and children. History teachers, in particular, are acutely aware of this gulf between their own perception of the world and that of their pupils, and of the fact that their ideas and beliefs are sometimes also in conflict with those of their pupils' parents.

As in Portugal, Russian teachers often find themselves in the position of having to explain to parents why they are teaching a “different” kind of history, why their children's textbooks contain new, unfamiliar facts or offer a different perspective on past events.

Not everyone in Russia appreciates the urgency of this problem, yet it existed in Soviet times and has become particularly apparent in recent years.

History teachers are hostages of a divided society, as it were.



Next, there are problems related to information. In the early 1990s, the state effectively abdicated or lost control of teaching. With the advent of decentralisation, teachers found themselves caught up in a whirlwind of change, left to cope as best they could with the flow of new technologies, concepts, textbooks, etc., and in need of consistent, reliable information about the stages of the reform, its objectives, achievements and problems and about new methods of history teaching at home and abroad.

These two problems have in turn brought about other, more obvious, problems which are having a direct impact on teaching:

- the lack of new curricula and textbooks geared to modern society and educational needs (and, in some cases, the total lack of textbooks);
- the lack of “vertically integrated” sets of teaching methods designed to ensure continuity and correlation between the various stages of school history education;
- imbalances in the curricula and textbooks compiled for different types of schools and pupils with varying abilities and attitudes towards history;
- the lack of knowledge and skills needed for the fundamentally different kind of history teaching that is required today.

The system of further and in-service teacher training is thus in need of a major overhaul.

2. The discussion was on the issue of the balance between regional, national, which is of more immediate concern, and more comprehensible, to the participants in European and global aspects in the contents of school history education. Most of the regional representatives (Urals, Nijniy Novgorod, Velikiy Novgorod) spoke with pride of the curricula and teaching materials devoted to local history. It was interesting to observe how, rather than following the usual regional-studies route and bombarding pupils with facts and figures about events of purely local significance, these new curricula and materials encourage pupils to assess the place and role of their region in the national, European and global context, to see their local area as a part of a wide whole and to appreciate the concept of unity in diversity.

It may thus be observed that, in the new models of initial and in-service training for history teachers, the regional aspect is showing itself in topical ways geared to a pan-European approach and finding expression in the form of interdisciplinary meetings, groups and seminars.

When it comes to ensuring a proper balance between personal and civic interests in history teaching, the former have proved rather less problematic than the latter.

Our group heard about the interesting experience of a municipal association of history teachers in the town of Krasnoturinsk, which, through its work with teachers, tries to take account of the various stages in the professional development of individual teachers, their personal needs and interests, to encourage self-education and to forecast and analyse accurately the outcomes of in-service history teacher training both at an official and at a personal level. The history faculty of the Urals State Pedagogical University also has some experience of a multi-tiered system of training, which is geared, among other things, to encouraging students to develop their own educational concepts.

On the question of the civic interests of history teaching and their relationship with personal interests, however, the group was unable to come up with a straightforward answer due to the lack of consensus over the priorities and objectives of Russian education, and over the values and benchmarks common to all national groups.

The participants observed that, when faced with this pressing problem, the authorities have made no attempt to initiate a dialogue with either society or with the Russian teaching profession, preferring instead to offload the responsibility for the students' moral welfare on to the latter.

The question of the need for a broad public debate on the modern conception of the goals of school history education thus remains unresolved. Meanwhile, within the history teaching profession, it is essential to raise the issue of teachers' civic responsibility and professional freedom at a time when history education is becoming more diverse and our view of history more pluralistic.

On the subject of the balance and inter-relationship between the theory and methodology of history and pedagogy, the group participants - teachers from higher educational institutions - regretted the tendency to separate the two, the failure of history courses to prepare student teachers for life in the classroom and the patently inadequate number of hours devoted to history teaching methods in history faculty timetables. Only a few individual regions or higher education establishments and schools can point to examples of co-operation between school teachers and academics, integrated solutions combining course work with dissertations, regional seminars or focus groups where historians, psychologists, methodologists and students come together to work on a particular problem or teaching aid.

3. In the third set of issues examined, we heard about the course on “The Methodology of Historical Research” as developed and taught by Professor O.F. Rusakova to undergraduates, Ph.D students and teachers engaged in in-service training. This course is divided into 4 units:

- 1) The History of methodology.
- 2) Historical development models.
- 3) The specific features of historical knowledge.
- 4) Anthropological history.

Broadly speaking, the course operates within the modern concept of knowledge of social reality and encourages the students to develop completely new, hitherto neglected, personal, civic and professional qualities.

Across the country, however, the methodological training of students and teachers of history continues to pose a problem due to the shortage of specialists and educational literature and the general lack of importance attached to this aspect of teacher training.

The working group came up with the idea of producing a teachers' handbook in conjunction with the Council of Europe, entitled “Methodology: the experience of countries worldwide”.

The organisational and pedagogical aspects of initial and in-service teacher training models are remarkably rich and diverse and include master classes, seminars on particular issues, creative associations, schools for new teachers, self-education programmes, data banks containing information on the latest developments in teaching, teachers’ conferences, competitions for pupils, teacher training workshops and workshops for developing modular courses, organisational and activity-based games, etc.

Group participants representing in-service training institutions provided information about these different initiatives.

The overall impression gained, however, is that there is no single, vertical model for the initial and in-service training of history teachers in the Russian Federation. Each structure involved in the process tends to operate in relative isolation from the rest, according to its own models for working with teachers. They do not always correspond to modern trends in the development of school history education and take insufficient account of the specific needs of rural and urban schools, of the centre and the periphery and of student teachers and young teachers. More effort needs to be put into finding new models for working with bright, creatively-minded teachers who are willing and able to devise new curricula and teaching materials, carry out some research and devote their energies to teacher training and developing relations.

The group participants did, however, manage to outline a national model of initial and in-service training for history teachers, broadly describing it as an individually-oriented, activity-based model which recognises the specific historical context, European experience and Russian traditions of history education.

4. Some measure of interaction between the various organisations responsible for the initial and in-service training of history teachers could be seen in the activities of the Novogorod Regional Centre for Educational Development. Here, special-purpose programmes have been devised for working with students and teachers, for forging links between methodological research centres and educational establishments and for working with teachers on an individual basis in order to make the most of their creative potential.

Closer interaction between regions and the centre and between the various organisations is being hampered, however, by inter-ministerial barriers.

The group spent the last hour of the discussion making proposals as to how the organisation of initial and in-service training of history teachers might be improved:

- i. set up regional and inter-regional associations of history teachers with a view to establishing a federal centre encompassing teachers who are adopting and developing the modern concept of school history education;
- ii. establish contacts with a European association, hold joint seminars and organise courses abroad, compile materials;
- iii. create pools of universally recognised data, teaching materials, etc. on the cultures and national groups found within particular territories, in keeping with the interests of a multicultural society in democratic transition;
- iv. establish working relations and encourage joint initiatives between historians from schools, higher education establishments and universities.

The two-day discussions failed to produce any clear, concrete recommendations, not least because of the complex nature of the issues discussed and the fact that the participants came from different ethnic backgrounds.

It did, however, enable us to explore new, wider and more fundamental aspects of the issue of initial and in-service training for history teachers and, consequently, to encourage the teaching profession to address these matters in the light of current national and pan-European trends and approaches to school history education.

### **III. WORKSHOP 3**

**"The professional portrait of a history teacher in the context of changes in teaching history in secondary schools"**

**Chair: Mr Valeriy NESTEROV, Ekaterinburg**

**Rapporteur: Ms Irina KOLESNIKOVA, St.Petersburg**

**Resource person: Dr Alois ECKER, Austria**

#### Conclusions and recommendations

The group took, as its starting point, the discussions held during the plenary sessions with the representatives invited by the Council of Europe and senior figures from the region's socio-cultural and educational institutions and the presentations made by the group members.

In the course of its discussions, Working Group 3 identified the following aspects of the socio-cultural situation which may be said to define new history teachers:

1. The dynamic, ever-changing nature of social activity, which requires history teachers to display a capacity for creative thinking as a standard part of the job.
2. The development of a global and European community of teachers, paving the way for openness, broad-mindedness and a willingness to engage in dialogue with a wide range of partners, the emergence of a new system of values encompassing the concept of a single European civilisation.
3. A new public awareness of the plurality of opinions held on the major issues of human existence, human nature and historico-cultural development of people, which, in turn, calls for patience and tolerance, requires history teachers to redefine themselves in conceptual terms and means that, in their job, they are constantly being called upon to make choices.
4. The transformation of history from a socio-political discipline into an arts discipline, and, accordingly, the emergence of a new concept for the history teacher with a humanities-style mode of thinking and professional behaviour.
5. The ever-expanding nature of history teachers' functions and areas of activity (regional studies, museum studies, etc.).

The discussion of the “professional portrait” of the history teacher took place in groups: school teachers, professionals from higher education establishments specialising in teacher training and in-service teacher trainers. As a result, each group had its own particular set of priorities. For the school teachers, for example, what mattered most were the features and characteristics that reflect the current demand within society for a particular kind of history teaching and relations with pupils.

Higher education teachers, on the other hand, were more interested in the personal elements which reflect the ability to deliver school education in a professional manner and the social position of teachers, while the methodologists emphasised qualities and personality traits which ensure the continuous advancement of the profession and independent professional growth.

In the resulting combined model, the following components can be discerned:

1. The sense of professional purpose (a humanities-type orientation; awareness that the purpose of one’s job is to perform the function of social memory and to foster certain social values), the need for self-education, creativity; the development of a certain style of working.
2. Methodological expertise, philosophical, culturological and educational psychology skills; conceptual skills, capacity for reflection.
3. Theoretical and specialist subject knowledge (the teacher should be aware of current trends in his or her specialist area, should possess a clear vision of the area of inquiry concerned, an academic level of knowledge derived from a university education, a sound grasp of regional issues and a high degree of technological competence.
4. A sound grasp of technology and a range of professional skills:
  - information and communication skills: the ability to work with a wide range of data media. Verbal skills (mother tongue and foreign languages). Ability to work interactively. Ability to formulate scientific inquiries;
  - organisational and procedural skills aimed at achieving a logical progression within the teaching process as well as student interaction with the historical content;
  - planning skills;
  - investigative skills;
  - reflective and evaluative skills.

5. A well-developed social and civic conscience (knowledge of the normative and legal basis of one's activities as a teacher, the ability to make professional choices, to assume responsibility, patriotism, civilised methods of expressing national self-awareness).

Particular mention was made during the discussion of the failure of teacher training to emphasise sufficiently the "personal" element, at a time when education is becoming more humanised, requiring us to consider the whole person and to allow room for the expression of individuality in the historical process (both in society and in the day-to-day existence of its individual members).

A discussion took place about the civic role of history teachers with regard to the possibility of teachers having different concepts and socio-cultural orientations, and whether or not it is right that they should project their views onto the history teaching process. The issue of manipulating students' minds and the unacceptability of such practices was raised.

The question also arose of the sense of professional purpose, from the point of view of someone studying history and teaching students, and the ability to express his/her individuality in the course of his/her professional activities.

It was observed that the "portrait of the modern-day history teacher" is more than simply the sum of the individual parts listed and that any attempt to implement this model in the higher and further education system must be guided by a particular rationale and continuity, the "accumulation" of professional and personal potential. Accordingly, the curricula and syllabuses of initial, further and in-service teacher training institutions should perhaps be reviewed and more thought given to the role of post-graduate teacher training.



## **APPENDIX III**

### **PROGRAMME OF THE SEMINAR**

**Monday 30 March 1998**

09.30 - 11.00

**Plenary Session**

Chair: Mr Valeriy NESTEROV, Head of the  
Education Department, Sverdlovsk Regional  
Administration

Opening of the Seminar by:

- i. Mr Eduard ROSSEL, Governor of  
Sverdlovsk Region
- ii. Ms Alison CARDWELL, Administrator,  
Directorate of Education, Culture and Sport,  
Council of Europe
- iii. Mr Valeriy NESTEROV, Head of the  
Education Department, Sverdlovsk Regional  
Administration

11.00 - 11.30

Break

11.30 - 13.00

**Plenary Session**

Chair: Mr Valery NESTEROV, Head of the  
Education Department, Sverdlovsk Regional  
Administration

Introductory presentation on: "Key issues and  
questions in the training of history teachers in  
Europe" by Mr Maitland STOBART, Consultant,  
United Kingdom.

Round Table on "The initial and in-service training  
of history teachers in the Russian Federation - some  
innovative examples":

- i. "The progress achieved and the issues linked to the future development of initial and in-service training of history teachers in the Sverdlovsk Region" by Mr Valeriy NESTEROV, Head of the Education Department, Sverdlovsk Regional Administration
- ii. "The main issues in organising initial and in-service training of history teachers in big cities: the example of Moscow" by Dr Elena ZAHAROVA, Head of the Department for the in-service training of history teachers, Moscow State Institute for Initial and In-service Teacher Training
- iii. "The progress achieved and the issues linked to the future development of initial and in-service training of history teachers in the region of Nijni Novgorod" by Mr Mikhail SYVOV, Director of the Institute for Initial and In-service Teacher Training in Nijni Novgorod

Discussion with all the participants

Introduction to the group work: Dr Ludmila ANDRUHINA, Consultant, Institute for the Development of the Regional System of Education

13.00 - 14.30

Lunch

14.30 - 16.30

**Three Parallel Working Group Sessions**

- i. Working Group No. 1

Chair: Professor Mikhail DYOMIN

Rapporteur: Ms Olga STRELOVA

Resource person: Mr Maitland STOBART

- ii. Working Group No. 2

Chair: Mr Valeriy SHEVCHENKO

Rapporteur: Ms Ludmila ANDRUHINA

Resource person:

Professor Julietta SAVOVA

iii. Working Group No. 3

Chair: Mr Valeriy NESTEROV

Rapporteur: Ms Trina KOLESNIKOVA

Resource person: Dr Alois ECKER

16.30 – 17.00 Break

17.30 – 19.30 Visit to the Historical Museum and discussion on: "The role of museums in helping in the initial and in-service training for history teachers"

20.00 Dinner

**Tuesday 31 March 1998**

09.30 - 11.00 **Plenary Session**

Chair: Mr Ugor MOURIGYN, Head of the Education and Research Department, Government of Sverdlovsk Region

Round Table

Presentations on:

- i. The conclusions and recommendations of the Multilateral Seminar on "The initial and in-service training of history teachers in European countries in democratic transition" by Professor Julietta SAVOVA, General Rapporteur of the Seminar
- ii. "The ideal profile of a history teacher" by Dr Alois ECKER, University of Vienna
- iii. "Key issues in the initial and in-service training of history teachers: the example of Portugal" by Ms Luisa DE BIVAR BLACK, Lusiada University, Lisbon

Discussion with all the participants

11.00 - 11.30 Break

11.30 - 13.00	<b>Continuation of the parallel working groups sessions</b>
13.00 - 14.30	Lunch
14.30 - 16.00	<b>Continuation of the parallel working groups sessions</b>
16.00 - 16.30	Break and end of the parallel working groups sessions
16.30 – 17.30	<b>The rapporteurs should report to the General Rapporteur and the Secretariat on the conclusions and recommendations of their working group. They should prepare their texts in writing and submit a copy to the Secretariat. These texts will be included in the final report.</b>
20.00	Official Dinner

**Wednesday 1 April 1998**

**09.30 - 11.00 Plenary Session**

Chair: Mr Valeriy NESTEROV, Head of the Education Department, Sverdlovsk Regional Administration

- i. Presentation of the conclusions and recommendations of the rapporteurs of the working groups

Discussion with all the participants

- ii. Comments by the three experts invited by the Council of Europe on the discussions held in the working groups in which they took part

- iii. Presentation by the General Rapporteur of the overall conclusions and recommendations of the Seminar

Comments by the participants

11.00 - 11.30 Break

11.30 - 12.30

**Closing speeches of the Seminar by:**

- i. Ms Alison CARDWELL, Administrator,  
Directorate of Education, Culture and Sport,  
Council of Europe
- ii. Dr Vladimir BATSYN, Head of  
International Relations, Ministry of General  
and Professional Education, Moscow
- iii. Mr Ugor MOURIGYN, Head of the  
Education and Research Department,  
Government of Sverdlovsk Region
- iv. Mr Valeriy NESTEROV, Head of the  
Education Department, Sverdlovsk  
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Lunch

Afternoon

Departure of the participants

## **APPENDIX IV**

### **LIST OF PARTICIPANTS**

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