

Council of Europe
European Commission



Conseil de l'Europe
Commission européenne



MINISTRY OF EDUCATION
AND SCIENCE OF
THE RUSSIAN FEDERATION

DGIV/EDU/HIST (2006) 03

Joint Programme of cooperation between
the European Commission and the Council of Europe
in the Russian Federation.

Conference on

“Teaching history in a multicultural context:
how to integrate mechanisms of intercultural dialogue
in school history teaching”

St. Petersburg, Russian Federation

23 – 24 June 2006

Strasbourg

Conference on

**Teaching history in a multicultural context:
how to integrate mechanisms of intercultural dialogue
in school history teaching**

St. Petersburg, Russian Federation

23 – 24 June 2006

Report by

Professor Ludmila ALEKSASHKINA
Russian Academy of Education,
Moscow, Russian Federation

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

CONTENTS

I.	INTRODUCTION.....	7
II.	SUMMARY OF OPENING PLENARY SESSION.....	9
III.	SUMMARY OF ROUND TABLE DISCUSSIONS	12
	Round Table 1 on “Ten-year cooperation between the Russian Federation and the Council of Europe in history teaching”	12
	Round Table 2 on “Integration of the mechanisms of intercultural dialogue in teaching and learning history in a multicultural context: European experience”	19
	Round Table 3 on “Teaching and learning history within the process of globalisation: advantages and challenges”	25
	Round Table 4 on “Regional aspects in teaching history in a multicultural context”	28
IV.	SUMMARY OF CLOSING PLENARY SESSION AND CONCLUSIONS	30
V.	RECOMMENDATIONS FOR FOLLOW-UP WORK	31

APPENDICES

APPENDIX I: Declaration adopted by the participants	34
APPENDIX II: Programme and list of participants	39

I. INTRODUCTION

As the Russian Federation celebrated the tenth anniversary of its membership in the Council of Europe, it initiated the organisation of this jubilee. The members of the organising committee as well as the conference participants both stressed the point that the conference was being held in the framework of the Russian Federation's chairmanship of the Committee of Ministers of the Council of Europe.

The conference was jointly organised by the Council of Europe, the Ministry of Education and Science of the Russian Federation and St. Petersburg State University, in the framework of the Joint Programme with the European Commission, and was held in the Smolny Institute of Liberal Arts and Sciences of St. Petersburg State University.

Attending the conference on behalf of the Council of Europe were: Mr Jean-Pierre TITZ, Head of the History Education Division, Ms Tatiana MINKINA-MILKO, Administrator responsible for bilateral and regional co-operation projects, and Ms Fiona KENNEDY, Administrative Assistant. Council of Europe experts in history education were Mr John HAMER, the United Kingdom, Mr Robert MAIER, Germany, Mr Arild THORBJØRNSSEN, Norway, and Ms Luisa DE BIVAR BLACK, Portugal.

Representing the Ministry of Education and Science of the Russian Federation was Ms Larisa EFREMOVA, Deputy Head of the Department for International Relations. Mr Stanislav TKACHENKO, Vice-Rector for International Relations and Mr Valery MONAKHOV, Director of Smolny Institute of Liberal Arts and Sciences, represented St. Petersburg State University.

Also attending the conference were historians and experts in the field of history teaching from the Russian Academy of Sciences, the Russian Academy of Education, universities and in-service teacher training institutes from Moscow, St. Petersburg, Stavropol Region, the Republics of Karelia, Kabardino-Balkaria, Karachaevo-Cherkessia, Mari-El, Mordovia, Tatarstan, Chechnya, from Ryazan district, from the cities of Astrakhan, Ekaterinburg, Pskov, Pyatigorsk, Rostov-on-Don, Tver, Tomsk, Khabarovsk, and Yaroslavl, as well as representatives from history institutes of national Academies of Sciences from Belarus and Ukraine.

Conference objectives

The conference took place within the general framework of co-operation between experts in history teaching from Russia and other European countries and could be defined by the saying: "From the travelled distance to the forthcoming, and to the future". In other words, the summing up of what had already been achieved from 1996 to 2006 and the discussion of possible further co-operation.

The conference had the following objectives:

- to analyse the results of Russia's participation in the projects and programmes organised by the Council of Europe dealing with the reform of school history education from 1996 to 2006;
- to discuss the possibilities for integration of mechanisms of intercultural dialogue in school history teaching in a multicultural society;
- to determine ways of how to teach about cultural diversity in a school history teaching context.

The work at the conference comprised introductory and final plenary sessions and four round tables.

II. SUMMARY OF OPENING PLENARY SESSION

Following the opening of the conference Ms Larisa EFREMOVA (Ministry of Education and Science of the Russian Federation) and Mr Jean-Pierre TITZ (Council of Europe) addressed the conference participants. They both considered the results of the co-operation in the field of school history teaching in the past ten years as being positive. It was stressed that the modern world had become increasingly diverse and, as contacts between people had broadened, so too had their relationships. Under these conditions, such qualities as an ability to understand each other, tolerance, and willingness to engage in a dialogue were of special importance. This is further evidenced in the slogan of the Russian chairmanship in the Council of Europe: "Towards a united Europe without dividing lines". The speakers noted that the abovementioned issues, which were very real in today's world, should become the key issues in further co-operation between educators from European countries.



Opening of the Conference in Petrovsky Room, St. Petersburg State University. From left to the right: Professor Stanislav TKACHENKO, Vice-Rector for International Relations, St. Petersburg State University; Academician Alexander CHUBARIAN, Director of the Institute of World History, Russian Academy of Sciences; Ms Larisa EFREMOVA, Deputy Head of the Department for International Relations, Ministry of Education and Science of the Russian Federation; Mr Jean-Pierre TITZ, Head of the History Education Division, Council of Europe; and Ms Tatiana MINKINA-MILKO, Administrator, History Education Division, Council of Europe.

Ms Efremova also read the welcome letter of Mr Andrey FURSENKO, Minister of Education and Science of the Russian Federation, to the participants of the Conference. In his welcome letter, the Minister stressed that nowadays, issues concerning teaching history at school attract special attention all over the world. Contemporary challenges encourage the international community to join their efforts and require training young people to adopt a new historical way of thinking. That is why upbringing and education of the young generation are priorities in the socio-economic and cultural development of all countries today.

It was also mentioned that one of the main topics for discussion at the conference would be summing up the results of the ten years of cooperation between educational institutions of the Russian Federation and the Council of Europe in the sphere of history education.

Mr Fursenko emphasises that international programmes of this kind helped nations: to look at the past and present of many centuries without bias through the prism of school history; to overcome existing stereotypes so as to instil in children and young people a tolerant and respectful attitude to the traditions and customs of other nations; and to preserve a common historical and cultural heritage.

Dr Stanislav TKACHENKO, Vice-Rector for International Relations, greeted the participants on behalf of St. Petersburg State University and wished them a productive conference.

Academician Alexander CHUBARIAN, Director of the Institute of World History, the Russian Academy of Sciences, made a key-note presentation on "Teaching and learning history in the context of globalisation process". He remarked that the contents of school history courses have been the focus of public debate in the Russian Federation for many years, and he, therefore, greatly appreciated the results achieved over the past ten years through the co-operation between the Council of Europe and specialists in history education in the Russian Federation. Recalling his personal participation in the international symposium in Yalta (October 2003), Academician Chubarian stressed the fact that the contacts made by Russian and Ukrainian historians at that symposium had been continued through bilateral meetings, which dealt with issues of how Russian and Ukrainian history was portrayed in school history textbooks of both countries.

He also noted that, through educational reforms in many European countries, special attention had been given to history as it was considered to be one of the disciplines that determined both individual and socially significant value-based orientations of the young generation. The values which were considered essential for living in modern society included citizenship, patriotism, tolerance, and the ability to provide an intercultural and inter-confessional dialogue.



Academician Alexander CHUBARIAN, Director of the Insitute of World History, Russian Academy of Sciences giving his presentation.

Academician Chubarian remarked that many of the present-day issues of history education were to do with textbooks and he listed these as follows:

- correlation of national and world history, revelation of general historical, global context (this problem becomes especially important when revamping education systems in sovereign nations, ‘nationalization of history’); portrayal of the history of neighbouring states;
- multiperspective approach to learning and teaching history; interpretation of ‘complicated’ themes and topics in national history, introduction of different points of view;
- ratio between political history and everyday life history (shift of emphasis from the first one to the second in scholastic research has not found an appropriate place in school textbooks);
- priorities of historical content and/or cognitive activity of students.

He concluded by stressing that educational standards had to play an important role in solving these problems.

III. SUMMARY OF ROUND TABLE DISCUSSIONS

Round Table 1 on “Ten-year cooperation between the Russian Federation and the Council of Europe in history teaching”.

In her presentation, Ms Tatiana MINKINA-MILKO (Administrator, History Education Division, Council of Europe) gave an overview of the main trends and results of cooperation between the Council of Europe and the Russian Federation in history teaching from 1996 to 2006.

She pointed out that the public interest in school history education could be explained by the influence which the insight into the past could have upon the development of the young generation in present-day society. Her presentation laid down the dynamics of the Council of Europe's priorities in school history education during the ten-year period and which were also reflected in the Recommendations by the Parliamentary Assembly and the Committee of Ministers of the Council of Europe:

- since the mid-1990s a special importance had been given to liberating history education from political and ideological influences and to exposing the multiperspectivity aspects of history;
- at the beginning of the 21st Century the focus was on the notion of world cultural diversity, respecting the right to ‘be different’, tolerance, and intercultural dialogue.

Ms Minkina-Milko described the Council of Europe programmes in school history education carried out between 1996 and 2006, in which institutions and specialists of the Russian Federation took part, among them:

- bilateral cooperation programmes between the Council of Europe and the Russian Federation;
- regional projects, such as the Black Sea and the Tbilisi Initiatives;
- intergovernmental project on teaching about the 20th Century history of Europe and a multiperspective approach to teaching history.

During the past ten years, 55 symposia, conferences and seminars were held, including 40 bilateral ones. The geography of the activities was also extensive, stretching from St. Petersburg to Vladivostok, and from Yakutia to the North Caucasus. Some of the activities involved representatives from other international organisations: long-term partners of the Council of Europe, such as UNESCO, the Georg Eckert Institute for International Textbook Research (Braunschweig), and the European Association for history teachers (Euroclio).

The main topics discussed at the conferences and seminars were as follows:

- 1996–1999 → development and application of educational programmes and standards in history for schools; preparation and expertise of school history textbooks; initial training of history teachers;
- 1999–2003 → history textbooks: links between federal and regional textbooks; initial and in-service training of history teachers; assessment of students' achievements in history (knowledge, skills, competences);
- 2003–2006 → integration of intercultural dialogue in teaching history (dialogue of cultures in textbooks, training of history teachers, organisation of cognitive activities of students); study of history of culture.



Conference participants

During this work, the number of seminar participants had also increased. Historians, authors and editors of school textbooks were joined by students from teacher training universities and school pupils. Some sessions were conducted in a form of round table discussions in schools, with participants attending real history lessons. Deputies from the State Duma of the Russian Federation and representatives of regional authorities also attended seminars and information about these activities was published in periodicals. The seminars, therefore, brought together all those involved in the educational process as well as representatives of public institutions.

Besides the quantitative indicators, the qualitative characteristics of ten years of cooperation were of great importance in assessing its effectiveness, including such qualities as:

- paying attention to value-based aspects of modern school education;
- multi-level dialogue;

- discussing the key educational problems of each stage;
- focusing on methodology as well as on educational practice.

In the following presentations, separate aspects of ten years of cooperation were described.

Professor Ludmila ALEKSASHKINA (Russian Academy of Education) spoke about the achievements and new objectives concerning the development of history programmes and textbooks in the Russian Federation. In her presentation, she described how the general situation with school history textbooks in the Russian Federation had changed and what had characterised those of the past ten years.

In recent times (end of 1980s – beginning of 1990s):

- the tendency to revise versions and evaluations accepted in the Soviet historiography prevailed but, at the same time, authors had remained loyal to a scientific or political doctrine, and frequently directly influenced by such doctrines; textbooks on national history of the 20th Century were particularly polemic;
- predominance of socio-political history;
- a lack of historical sources and didactic components (absence of illustrations, documents, questions and assignments directed students towards simple reproductions of an author's text).

At present (end of 1990s – beginning of the 21st Century) we can see:

- an increase in a number of textbooks, which include federal and regional textbooks, manuals for secondary and upper-secondary schools;
- a shift from mono-conceptuality to pluralism, and a willingness to move away from ideologised assessments and bias;
- a greater number and variety of historical personalities featured in textbooks (the problem of bias still remains when selecting names or the reverse, i.e. too many names);
- an improvement in didactical and methodological elaboration: emphasis on the main, additional and reference texts; expansion and improvement of illustrative materials; and accuracy in questions and tasks for pupils.

Some local teachers who participated in one of the seminars (Vladivostok, 2001) prepared a 'blueprint' of a good history textbook which should take into account:

- objectivity when narrating historical material;
- focus on general human values, rejection of national, racial, religious and other stereotypes;
- treatment of controversial issues in history, using documents and materials which stated different points of view;
- clarity and adaptation to pupils' age;
- developing character of narration, inclusion of a comprehensive system of questions and tasks for pupils;
- modern design, good polygraphy.



Continuation of discussions during coffee break: Professor Ludmila ALEKSASHKINA, Russian Academy of Education; Dr Robert MAIER, Georg Eckert Institute for International Textbook Research, Germany

Perspectives for history textbooks

Due to the application of new information means and technologies in school education, a question of the ratio between traditional history textbooks and computer-based manuals and programmes had emerged. There were opinions that textbooks should no longer be considered as an educational instrument. It was suggested that history should be studied through historical sources (historical opposition), and computer textbooks developed (informational opposition).

In her presentation, Professor Aleksashkina compared the functions and communicative features of traditional textbooks and information methods. The following functions are considered to be the principal ones of traditional textbooks: forming world outlooks and systems, cognitive, methodological and informational structures, and developing and controlling functions. At the same time, the amount of materials is limited by the framework of a book. Information, developing, training and controlling as well as reflexive functions, are key to computer education. Voluminous texts and images can also be used.

In conclusion, Professor Aleksashkina noted that history textbooks in their traditional form could be complementary to new electronic manuals. In this case, a textbook should:

- contain an integrated view of history and ways of making students aware of it;
- include different historical materials (authors text, sources, awareness situations, assessment, judgments, etc.);
- establish partnership relations with today's pupils;
- be aimed at encouraging historical and awareness dialogue;
- remain open to interaction with other educational forms and tools (museums and libraries, electronic manuals, Internet, periodicals, etc.).

Issues of initial and in-service training of history teachers were covered in the presentation given by Dr Alexey KRUGOV (Vice-Rector of Stavropol State University). After a short overview of the activities at which the above-mentioned issues were discussed, the problems that required resolution were singled out, namely:

- continuity of professional education and professional development of history teachers;
- training students to actively use new methods when teaching history in schools;
- increase a number of specialised courses on pedagogical psychology and communicative methods in curricula of higher education institutions responsible for initial training of history teachers;
- strengthen the practical orientation of in-service training programmes for teachers, including in them the most interesting pedagogical practices.

The experience of conducting a series of seminars for history teachers from the Chechen Republic was also analysed in the presentation. The seminars were attended by both those educators from urban and rural schools who already had vast practical experience, and those who had recently begun their professional career. It became apparent through their presentations at these seminars that there was great interest in

new approaches to teaching history. A need to improve their history textbooks by filling them with information and assessment components, as well as rendering them more adapted for school pupils was noted. Due to an increase in publishing manuals on regional history, teachers supported the idea of developing teaching materials on history and culture of the peoples of the North Caucasus.

Mr Vladimir BATSYN, Education Consultant, described the experience of specialists from Russia gained during the regional and multilateral projects of the Council of Europe (1996–2006). He focused, in particular, on the work done in the framework of the Tbilisi and Black Sea Initiatives, as well as within the co-operation between experts in history teaching from Russia and Japan (the International Society of Educational Information (ISEI) was the coordinator for this project on the Japanese side).

Having personally participated in the above-mentioned projects, Mr Batsyn formulated a number of statements concerning their effectiveness, namely:

- when working on regional projects, the concept of a particular region being a historically-formed entity was developed. Thus, for example, it was possible to speak about a collective ‘portrait’ of the family of Caucasian peoples;
- the idea of the value of historically-formed regional communities was shaped;
- a study of regional histories allowed the ‘common ground within diversity’ to be seen;
- all the above issues meant that a careful attitude to different peoples living in regions could be encouraged, as well as creating a basis for tolerance and willingness to understand diversity.

The most important results of co-operation in regional projects was the publication of supplementary teaching materials that allowed school students to be trained in the skills needed for life in a multicultural context.

Mr Batsyn touched upon an important issue for learning history in contemporary schools, namely, the issue of presentation of the histories of neighbouring countries. For example, he mentioned that there was a very specific situation with school textbooks of the former Soviet states. Information about neighbouring nations had been significantly reduced in Russian textbooks. Also, in the textbooks of those states which border present-day Russia, there had been a drastic shift in evaluation of the former co-existence within the Russian state, Russian Empire, and the USSR. It would appear that participation in regional projects could help develop a balanced narration and well-grounded evaluation of the events which are crucial for many nations.

During the discussion, consideration of the issue of the ratio between traditional textbooks and new technology methods continued, in particular, it was discussed whether textbooks should simply be transferred from their paper form into an electronic version or whether an electronic manual should have its own

methodological peculiarities. Should the monopoly of textbooks in the educational process be completely eradicated?

Ms Tatiana AGARKOVA, Director of the Centre for Educational Innovations (Petrozavodsk), expressed her opinion, which was supported by many participants of the seminar, that traditional textbooks (whether in paper or in electronic form) should obviously be preserved as the main tool in the educational process. At the same time, nowadays, much importance was given to the computer information environment which can motivate students in their self-learning.

Mr Rodion CHUZAEV, Head of Department, Mari-El Institute of Education, Republic of Mari-El, stressed that students themselves could create computer projects and teaching materials on regional history. Schools in the Mari-El Republic already had experience in these kinds of activities.

Present-day approaches to initial training of teachers were touched upon in the presentation made by Ms Irina MISHINA, Associated Professor of the Department of History, Socio-Political Education and Law, In-Service Teacher Training, Moscow. By way of example, she mentioned the use of various educational programmes for teachers which had achieved the best possible balance between theoretical and practical sessions, etc.



From left to right: Ms Tatiana MINKINA-MILKO, Administrator, History Education Division, Council of Europe; Ms Luisa DE BIVAR BLACK, Education Consultant, Portugal; Ms Fiona KENNEDY, Administrative Assistant, Council of Europe; Mr Jean-Pierre TITZ, Head of History Education Division, Council of Europe; Mr Arild THORBJØRNSSEN, Deputy Director General, Ministry of Education and Research, Norway; Dr Robert MAIER, Leading Expert, Georg Eckert Institute for International Textbook Research, Germany; Mr John HAMER, Education Consultant, United Kingdom; and Ms Larisa EFREMOVA, Deputy Head of the Department for International Relations, Ministry of Education and Science of the Russian Federation.

Round Table 2 on “Integration of mechanisms of intercultural dialogue in teaching and learning history in the multicultural context: a European experience”

The topic of the round table was covered in presentations by the experts in the field of history education from Portugal, Norway, the United Kingdom and Germany.

Ms Luisa DE BIVAR BLACK, a teacher trainer from Portugal, spoke about how mechanisms of intercultural dialogue were taken into consideration when training Portuguese history teachers.

Firstly, she defined the main functional characteristics of intercultural dialogue:

- it improves communication between representatives of different cultures, helps to understand cultural diversity as an enriching factor, and provides a basis for social interaction, while developing the idea of belonging to humanity;
- it fights the closing up of individuals in a unique and unchangeable identity; the strengthening of the differences (and not the similarities) between different cultures, thus promoting intolerance, and the idea of non-equal opportunities for minorities;
- it enhances democratic citizenship by promoting social cohesion, and equal opportunities for participating in democratic life.

Ms De Bivar Black gave examples of how to apply the notion of intercultural dialogue when learning the history of Portugal after 1974 (topics about the process of decolonization, social and cultural diversity of the contemporary Portuguese society). It was also shown that, in this kind of work, it was important to use different types of materials: statistics, photographs, and current information from newspapers and TV (as an example she showed teaching materials on the events of 10 June 2005 in the suburbs of Lisbon).

Special attention was paid to mechanisms of self-identification (‘Who am I?’, ‘Who are we?’, ‘Who are they?’), as well as on ways of overcoming stereotypes and providing bases for tolerant education.

She indicated teacher qualities that were vital for teaching history through the prism of intercultural dialogue:

- familiarity with the concepts of culture, ethnicity and democratic citizenship;
- understanding the dynamics of social exclusion;
- promoting equal opportunities;
- awareness of and fighting one’s own prejudices;

- making an effort to communicate with others, knowing that speaking the same language is not enough.

In conclusion, Ms De Bivar Black introduced a technological map for applying intercultural dialogue ideas by teachers when teaching and learning history in schools (positive reaction, resolution of conflict situations, group-work). An example of class work was given on the topic 'Slaves' Route' (about bringing in slaves and slavery in Portugal).

The presentation made by Mr Arild THORBJØRNSSEN, the Ministry of Education and Science of Norway, was devoted to the integration of mechanisms of intercultural dialogue in programmes and history textbooks for Norwegian schools. It was stressed that a reform in school education had started in Norway and was aimed at creating the best possible environment for self-realisation in modern-day society.

When teaching and learning history at schools it is important to take into consideration changes in the modern world that influence the understanding by the younger generation of their identity, including:

- washing out traditional national integrities and a weakening of the dividing role of state borders;
- increase in the social mobility of people (extension of educational possibilities and spectrum of employment), weakening of class loyalty;
- mass movement of people – migrations, tourism, forced transmigrations (refugees);
- expanding ethnical diversity of the population of most countries;
- changes in international relations due to the collapse of colonial empires;
- globalisation of economic development (industry, trade), as well as culture (consumer culture);
- dissemination of new information and communication technologies and, as a result, growth of individualism;
- tendencies towards integration in education (education abroad, etc.).

Mr Thorbjørnsen underlined the fact that learning history at schools allowed for the creation of a multicultural context, which was necessary for students today as it gave them insight into diversity and richness of cultures, conditions and a people's way of life in the past. It was fundamental for encouraging respect for other cultures and intensifying principles of tolerance.

New history programmes for Norwegian schools comprised the following elements: aims of a subject; its main elements; skills acquired when learning this subject; competency acquired (in the form of tasks for students); requirements for students' achievements. Tasks were given in a general form, for instance: students should be able to name the reasons for migrations (emigration) of groups of people and discuss the consequences of interacting with another culture. Therefore, a broad scope of possibilities would open up for the consideration of a given event in different historical epochs and in different parts of the world.

Textbooks were required to present past events in a wide context based on the following didactic categories:

- shaping and development of identities in a multicultural context;
- development of historical awareness and understanding of the cause-and-effect relations of events;
- understanding other cultures;
- knowledge of the main chronology of events;
- development of a self-reflection ability based on historical competency.

In conclusion, it was stressed that an important task was to transform school history courses from a 'knowledge base' into a reason for insight into past and present events.

Mr John HAMER, Education Consultant, United Kingdom, began his presentation by characterising the present-day composition of the country's population, which was made up of a significant ethnical, cultural and religious diversity.

Mr Hamer emphasised that the state position regarding cultural diversity had been changing in the course of time and was reflected in school history curricula. He explained that when teaching 19th-20th Century history in schools in Britain, there were three phases that differed in their attitude to cultural diversity: assimilation (19th Century to the beginning of the 20th Century); neglect, failure to mention (most of the 20th Century); and the multicultural phase (present-day).

In Mr Hamer's opinion, teaching history in accordance with multicultural principles presupposes the following approaches:

- exposing the fact that cultural, religious and ethnical diversity did not just appear in recent times but was formed over the course of history;
- admitting that, in national history, there was good and bad, successes and failures, achievements and unfairness;
- not viewing world history from purely a British point of view;

- portraying not only a one-sided effect in cultural dialogue, but rather mutual influences (for example, not only the influence of the English language on other languages, but a reverse influence, mentioning cultural achievements which have been assimilated by the British from other nations, etc.);
- ‘personalisation of the past’ (consideration of events not just in a global context but on an individual basis);
- directing programmes and projects at the development of students’ abilities to think openly and critically.

Mr Hamer remarked that carrying out these approaches required openness and honesty from textbook authors. The recently published textbook ‘Northern Ireland and its Neighbours from 1920’ was given as a positive example. In Mr Hamer's opinion, the authors had managed to fully present this complicated historical topic due to the methodological positions they had adopted. Together with students, they were willing to develop critical and objective ideas and assessments of all points of view, to interpret statements and positions of those involved in the conflict in all possible ways; they offered their readers a wide range of resources for independent analysis, assessment and conclusions.

In the presentation made by Dr Robert MAIER, Senior Expert from the Georg Eckert Institute for International Textbook Research, Germany, the multicultural aspect was considered within the context of the contemporary German society in general and of schools in particular.

Dr Maier stated that diverse identity of the population created possibilities not just for intercultural contacts but also prevention of certain biases and fears. Moreover, realisation of intercultural dialogue should foster development of positive relations as well as overcoming negative tendencies; the position of the government was also of great importance. Earlier (19th Century) existing conceptions of ethnically homogeneous state-nations no longer corresponded to everyday life in many present-day countries. The main feature of contemporary society is extensive contacts between representatives of different ethnical and religious groups.

An intercultural approach to learning (‘intercultural learning’) was not a separate subject, but rather a principle to be integrated into all subjects. The contribution of history to shaping mechanisms of intercultural dialogue was determined by the fact that knowledge of the past contained many examples of positive and negative experience of relations between people of different communities, including examples of:

- biases and negative attitudes to someone who is ‘different’, or to ‘strangers’;
- respect for other cultures;
- tolerant or hostile attitude to refugees.

As a concrete example of application of ideas of intercultural dialogue, Dr Maier listed the requirements laid down in history programmes for schools of the Land Schleswig-Holstein: the content of textbooks could not be limited to national-centrist, Eurocentrist or monocultural approaches; topics under discussion should be backed up with stories about other cultures, their achievements and heritage, and interaction of cultures.

Educational goals included the development of the following skills:

- insight into social and cultural diversity in the past;
- perception of ethnical diversity as an important value for the world today;
- awareness of the roots and norms of one's own culture;
- tolerant attitude to existence of different cultural norms;
- knowledge of historical examples of multiethnicity, and the ability to explain the basis of such examples;
- skills to identify and eliminate ethnical and other prejudices by applying knowledge of other cultures;
- consideration of non-European cultures not only from military and economic points of view;
- ability to distinguish between ethnocentric, Eurocentric and other engaged positions;
- perception of another person as an equal partner in a dialogue.

In conclusion, Dr Maier gave an example of questions and tasks for students which fostered intercultural dialogue (examples were taken from textbooks used in Germany today).

Theme, topic, object	Question, assignment
Crusades (13 th Century)	Imagine that you are a Hebrew in the Rein region, a Muslim in Jerusalem. Describe crusaders' behaviour from their point of view.
Images of chinaware of the 16 th Century	Write a letter on behalf of a trader describing the beauty of china.
Christianity and Islam	Contacts with other cultures can be considered a threat as well as an opportunity for enrichment. Compare advantages and challenges of cultural contacts. Give your attitude to those.
South-western Africa becomes a German colony	Devise dialogues in which Herero discuss with colonizers how to do their work.
Picture of separate sinks for white and black in the USA (1960)	Think how it can be taken by an African American.
Middle East	Make up a role play on the topic 'Resolution of the Israeli-Palestinian conflict' using three groups: the first group represents the position of Israel, the second the Palestinian side, and the third makes suggestions as an independent party (UN for example).

The questions asked in the course of the discussion dealt with the application of ideas of intercultural dialogue and knowledge obtained from textbooks in real life conflict situations between people of different ethnicity and religion.

Round table 3 on “Teaching and learning history within the process of globalisation: advantages and challenges”

A wide range of issues was discussed in the framework of the given topic.

Globalisation of world development and global history

Professor Nikolay KOPOSOV, Dean of Smolny Institute of Liberal Arts and Sciences of St. Petersburg State University, remarked that, as far as the science of history today was concerned, global history had been divided into separate narratives (descriptions). Application of the culturological approach had also caused a ‘decomposition’ of history as it involved mainly looking for cultural meanings. Historians found it difficult to explain today’s global problems and this could be considered a real problem of the science. That is why, when learning history at school, students should not be ‘bombarded’ with information; it was better to develop their critical thinking, providing them with problems to solve, and encouraging them not to be dogmatic.



In the Petrovsky corridor, from left to the right: Professor Efgeny VYAZEMSKY, Academy of In-service Training of Teachers of the Russian Federation, Moscow; Professor Olga STRELOVA, Kharbarovsk Pedagogical State University; Ms Olga PETROVA, Tomsk State Pedagogical University; Dr Yury GRANKIN, Pyatigorsk State Linguistic University; and Dr Alexey KRUGOV, Stavropol State University.

Such opinion of a crisis in history science stimulated an active discussion and was supported by Ms Dina KHAPAEVA, Deputy Director in Research, Smolny Institute of Liberal Arts and Sciences, St. Petersburg State University. Academician Alexander CHUBARYAN, Director of Institute of World History of the Russian Academy of Sciences, Moscow, did not, however, agree with this opinion. Professor Ludmila ALEKSASHKINA, Russian Academy of Education, Moscow, stated that the problems seemed to be lie in a lack of explanation of what was perceived as a crisis in the situation of history science in the Russian Federation, focusing on global structures and development models. Mr Jean-Pierre TITZ, Council of Europe, noted that it was

perhaps not legitimate to speak about a crisis in history science if there are already difficulties in interpreting and assessing the most recent events.

Globalisation and school education

Ms Tatiana MINKINA-MILKO, Council of Europe, drew the participants' attention to the historical events and processes which bore a global character and required comprehension, notably:

- dramatic juncture of the 20th and 21st Centuries;
- shift of paradigms in perception of the world that followed, shift from linear to spatial perception;
- change of generations, tendency of many young people towards pragmatism;
- 'information shock'.

All this brought the discussion go back to the question of what was the goal of learning history at school. Which is more important: knowledge, critical thinking, system of values?

Professor Marianna SHAKHNOVICH, Head of the Department of Philosophy of Religion and Religious Studies, St. Petersburg State University, added that one of the global challenges of today was the issue of relations between representatives of different confessions. Authors of teaching materials on history and culture of world religions had attempted to explain these complicated issues of faith.

Professor Vladimir BARABANOV, Dean of the Social Sciences Faculty, Russian State Pedagogical University named after A. I. Gertsen, St. Petersburg, mentioned that there was a loss of the 'subject field' and presented some data proving a decrease in young people's interest in history caused by their indifference. He again emphasised the role of a school textbook not just as a bearer of information (they no longer have a monopoly in that) but as a means of stimulating students to master the various methods of gaining historical awareness.

Mr Vladimir BATSYN, Education Consultant, Moscow, stated that it was important for students to see not only descriptions but 'force fields', and mechanisms of events when learning history.

Global history and national histories

Participants of the round table discussion, Mr Alexander SEMYONOV and Ms Dina KHAPAEVA, St. Petersburg State University, drew attention to the fact that, during periods of geopolitical changes, formation of new national states' interest in national histories heightened. Such 'nationalisation of history' had happened in the 1990s in the post-Soviet territory. Moreover, political order for pseudo-historical 'national narratives' (descriptions) frequently occurred.

Some participants (Ms Yelena MALYAVKINA, Moscow, Ms Ilsiya FOKEEVA, Kazan, and Ms Anna IVONINA, Ryazan) remarked that, in the last ten years, there had been a rejection of parity (equality in the amount of school hours) in the study of national and world history. Less time was being allocated to the study of history of foreign countries. In national republics the major importance is given to history of the title nation. Thus correlation of global history, state and national history, history of a region and its peoples is a rather complicated task.

Professor Georgy KASYANOV, National Academy of Sciences, Ukraine, underlined the fact that many problems mentioned by the participants of the round table discussion were also encountered in teaching history in Ukrainian schools. The peculiarity of the situation was the collision of the general tendency to globalisation with active nationalisation (a conflict of tendencies was present). At the same time 'nationalisation of history' in the country occurred based on the ideas of the Ukrainian science of the 19th Century (with ideas of being a victim – sacrificial position of the nation, its continuous oppression by others). Archaic courses on national history (as well as literature and geography) caused a reaction of denial in students. Moreover, history courses were used for 'ukrainisation of Ukrainians'. The history course in Ukraine was often considered as a history course on Ukrainians, where other peoples living in the country were presented as marginals. All this added a certain intensity to the issue of correlation between global, universal and specific in teaching history. As a way of settling this problem, historians from Lviv suggested the introduction of a course on world history instead of the course on Ukrainian history, in which 50–70% of the total volume would be devoted to the history of Ukraine. In general it seemed that collaboration with educators from other European countries could help to find constructive solutions to similar problems.

Round table 4 on “Regional aspects in teaching history in a multicultural context”

The topic of this round table was discussed with reference to different areas of the educational activity – from developing manuals to training history teachers.

Dr Yury GRANKIN, Vice-Rector of Pyatigorsk Linguistic University, informed participants about the development of a textbook on the history and culture of the peoples in the Northern Caucasus. In his opinion, civilisational and culturological approaches provided a methodological basis for seeing common ground in the diversity of peoples living in the region, and their historical destinies. They presupposed addressing a wide range of sources: written, oral, etc. and which would become for pupils the subject of an independent analysis and comprehension. Due to the culturological approach, mechanisms and positive results of interaction between peoples living together on the same territory were apparent.

Dr Grankin pointed out the special importance given to the interdisciplinary approach when developing a regional textbook as this allowed a region to be seen as an integral part of the total economic, cultural, social and other phenomena and processes.

Reports by Professor Yevgeny VYAZEMSKY, In-Service Teacher Training Academy, Moscow, and Professor Olga STRELOVA, Khabarovsk State Pedagogical University, were devoted to issues of training history teachers to teach in a context of intercultural dialogue. It was mentioned that the most current objective in this field was to overcome a gap between initial and in-service teacher training. In this respect, special courses were prepared which focused on the most difficult aspects of teaching history in contemporary schools.

The course devised by Professor Olga STRELOVA for students of teacher training institutes entitled “History as an image of ‘one’s own’ and of ‘the other’” was given as an example.

The following main principles of this special course determined new approaches:

- development of critical analysis of information;
- application of a multiperspective approach;
- promotion of ideas of intercultural dialogue.

The conference participants took a real interest in the presentation of the contents of the special course, in particular the chapters on: *What is history? Calendar. Map of the country. Language tricks (a sense of ‘one’s own’ and ‘the other’s’). Stereotype. Myths as components of school history. Image of an enemy in school textbooks. War of history textbooks in the contemporary world.* Each chapter offered initial information, laid down problems for analysis and discussion. Independent work with sources and project activities for students were provided. Thus, this course not only added to the conceptual tools for teaching school history but also applied modern educational technologies.

A presentation of the new teaching material '*Mosaic of Cultures*' was made by Dr Alexander SHEVYRYOV, Associated Professor of the History Faculty, Moscow State University named after M. V. Lomonosov. This teaching tool for students as well as handbooks for teachers were developed in 2002–2005 by a group of authors with the support of the European Association of History Teachers (Euroclio).

In the course of the discussion, participants of the round table emphasised that the seminars conducted by the Council of Europe during 1999–2005 were an important incentive and support for the development of manuals on history and culture of a number of regions in the Russian Federation (report by Ms Olga VITYUK from Rostor-on-Don).

IV. SUMMARY OF CLOSING PLENARY SESSION AND CONCLUSIONS

Summing up the results of discussions, the conference participants made a list of issues related to school history teaching that were of particular interest to present-day educators, among them:

- the link between the tendency towards globalisation, increasing diversity of the world and the role of history as a basis for identity (history – national history – regional history – history of an individual);
- interaction between history as an academic science and history as a school subject;
- motivation, attitude of the young generation to history (why study history?);
- analysis of a history textbook as a vehicle of information and a didactic entity (structure, language, system of images);
- ‘How to study history?’ – dissemination of effective methods and technologies.

Ms Larissa EFREMOVA, Mr Jean-Pierre TITZ, Ms Tatiana MINKINA-MILKO, and Mr Valery MONAKHOV spoke on behalf of the organising committee of the conference.

They mentioned that issues dealing with common challenges of the contemporary society, its increasing diversity were discussed in the sessions. When considering these issues, a similarity between some countries, as regards their situation in history education, could be found. An opportunity to share ideas on how to face similar challenges was important both for educators from Russia and experts from European countries. Moreover, it was emphasised that not only uniting problems but uniting values was of the utmost importance.

It was also stated that ten years of cooperation had contributed to qualitative changes in resolving the issues under discussion: expanding the circle of seminar participants (active involvement of academic historians) and possibilities to really influence the quality of textbooks, development of new manuals for students, and teacher training programmes, etc.

The participants expressed their gratitude both to the organising committee and representatives of St. Petersburg, a city which had been engaged in intercultural dialogue since the day it had been founded.

Concluding the work of the conference, the participants adopted a Declaration expressing their support to continue the work done under the auspices of the Council of Europe regarding reforms in school history teaching.

V. RECOMMENDATIONS FOR FOLLOW-UP WORK

This conference summed up the results of the cooperation over the past ten years and laid down the priorities for the follow-up work. The discussion of these issues was characterised by a broad view on the current problems encountered by contemporary school history education. It could be presented in the following dimensions, ideas, and dialogues.

Dimension of educational process

Dialogue 1. Participants of the educational process

This dialogue was more of a chorus. The people involved in this process are academic historians, textbook authors, publishers, teachers, school pupils, university and teacher training professors, and students.

They all participated in seminars and conferences during 1996–2006. Their interests, motives and activities are considered as components that determine the quality of the educational result.

Dialogue 2. Academic science ↔ school history courses

The focus was on the relation between images and facts in world history; historical descriptions and sources; history teachers' research work; and cognitive activities of school students.

History dimension

Dialogue 1. Globalization of society ↔ 'nationalisation' of history

Admitting the fact that globalisation is impossible to ignore the evidence of social diversity. At the same time, history was often considered as one of the most important sources of an individual identity.

It resulted in the objective of revealing certain global phenomena in history and also ethnical, social and other kinds of originality of groups of people.

Dialogue 2. Link between different levels of history in school courses

Again, this dialogue was a chorus: world history – history of civilisations, states – history of nations – regional history – history of individuals.

In textbooks in different countries the above-mentioned levels could be presented in different combinations for different educational stages. Nevertheless, the practice of the seminars showed that in the system of school courses it is impossible to limit oneself to just one level; it was vital to draw students' attention to the multifaceted character of history.

Textbook dimension

Dialogue 1. Set of historical information ↔ laboratory of cognition

It was evident that nowadays traditional textbooks were no longer the single and most representative vehicle of historical information. They still preserved the role of a teaching tool which contain a model of history awareness.

Student dimension

Dialogue 1. Openness to the world ↔ individual practicisim

‘What was the reason for knowing about what happened in the past, about what has gone forever?’ This question exposed the motivation problem when learning history at schools and deserved special attention from history teachers.

Dialogue 2. Knowledge ↔ activity ↔ attitude (values)

The opinion developed as a result of joint efforts of the seminars’ participants was a complex approach to the above-mentioned categories. All of them should be taken into account when considering any educational problem, or searching for a solution.

Teacher dimension

Dialogue 1. Initial professional training ↔ needs of practice

The core of the problem could be expressed by asking whether teachers had, at all times, obtained analytical skills, critical approach, and abilities to implement creative objectives, and what exactly they should teach their students. What was the ratio between theory and practice in teacher training?

Dialogue 2. Initial education ↔ professional development of teachers

It was noticed that there was a gap between the above-mentioned stages of teacher training. The issues of wider application of assessment methods in evaluation of the level of professional development, of differentiated approaches to the professional development system (inclusion of elective courses into professional development programs) seemed crucial to this dialogue.

Taking into account the outcomes of ten years of co-operation, and concluding the conference discussions, the participants proposed to:

- take into consideration all the above-mentioned ‘dimensions’ – educational process, history as a sphere of knowledge, textbooks, student, teacher;
- single out problematic, dialogical situations;

- determine common problems as well as common values providing a basis for future co-operation.

Appendix I

DECLARATION

Adopted at the conference on

**“TEACHING HISTORY IN A MULTICULTURAL CONTEXT:
HOW TO INTEGRATE MECHANISMS OF INTERCULTURAL
DIALOGUE IN SCHOOL HISTORY TEACHING”**

(St. Petersburg, Russian Federation, 23-24 June 2006)

Introduction

This year the Russian Federation celebrates the tenth anniversary of its membership in the Council of Europe and, to mark the occasion, it initiated the organisation of the jubilee conference, which took place on 23-24 June 2006 at the Smolny College of Liberal Arts and Sciences, St. Petersburg State University.

The conference was one of the events organised within the chairmanship of the Russian Federation of the Committee of Ministers of the Council of Europe, and was aimed at promoting the idea of the creation of a “United Europe without Dividing Lines” by means of history education in schools.

Cities and regions of the Russian Federation represented at the conference included:

- Moscow
- St. Petersburg
- Ekaterinburg
- Khabarovsk
- Pskov
- Pyatigorsk
- Rostov on Don
- Ryazan
- Tomsk
- Tver
- Yaroslavl
- Stavropol Region
- Republic of Chechnya
- Republic of Karelia
- Republic of Kabardino-Balkaria
- Republic of Karachaevo-Cherkessia
- Republic of Mari El
- Republic of Mordovia
- Republic of Tatarstan

The conference was also attended by history educators from:

- Belarus
- Germany
- Norway
- Portugal
- United Kingdom
- Ukraine

Each of these regions and countries have taken part in one or several projects of the Council of Europe on the reform of history teaching which have been implemented in the Russian Federation in recent years.

The Council of Europe was represented by staff members of the History Education Division.

The Ministry of Education and Science of the Russian Federation was represented by officials from the Department of State Policies in Education and from the Department for International Relations.

The aims of the conference were to:

- discuss how to teach about cultural diversity through history in present-day schools;
- look at how to integrate mechanisms of intercultural dialogue in school history teaching;
- analyse how history teaching could help pupils acquire such competences as tolerance as well as to train conflict resolution skills.

As a result, the participants of the conference adopted a declaration stating their support for the continuation of the work on the reform of history education in schools, in cooperation with the Council of Europe.

The declaration is addressed to officials of national and regional education systems who set the priorities of educational policies, Heads of institutions of initial and in-service history teacher training, authors and publishers of school history textbooks and history teachers.

Participants of the conference: “Teaching history in a multicultural context: how to integrate mechanisms of intercultural dialogue in school history teaching” meeting in St. Petersburg on 23 - 24 June 2006,

Aware that polyethnicity, multiculturalism and diversity are the greatest values of the present-day society, the most important conditions and resources for its development;

Convinced that interethnic and interreligious tensions pose a threat to peace, social cohesion, security and democracy;

Stating that intercultural and interreligious dialogue is a necessary condition in preventing conflicts, reconciling parties and ensuring social cohesion and solidarity among people coming from different cultural traditions;

Recalling that principles of tolerance and intercultural and interreligious dialogue are to be taught to young people from the earliest possible stages of their education;

Referring to the decisions of the Conference of Ministers of Education of the Council of Europe “Intercultural education: managing diversity, strengthening democracy” (Athens, November 2003), stating its resolution “to take necessary measures to make intercultural education an important component of educational policies” which “should be reflected in educational programmes, education management and teacher training”;

Emphasising the role of the Council of Europe as a long-standing and reliable partner that has made an important contribution to the reform of history education in schools in the Russian Federation, and highly evaluating the importance of participating in such regional projects as the Black Sea Initiative and the Tbilisi Initiative, as well as in such intergovernmental projects as “Learning and teaching about the history of Europe in the 20th Century” and the “European dimension in history teaching”;

Expressing its unanimous conviction that active cooperation in this area is to be continued and stating the willingness of the Russian Federation to be actively involved in future programmes of the Council of Europe at all levels: bilateral, regional and multilateral.

Recommend, as regards to the reform of history education in schools, to:

1. Officials of national and, regional education systems who determine priorities of educational policies to:

- consider history education in schools as an important instrument for creating European, national and civil identities of young members of a new multiethnic and multicultural community, which is coming to the fore on the European continent due to a growth in migration and open exchange of information;

- amend general history education standards that are being developed or renewed so as to bring them as fully as possible in line with such goals as the education of a tolerant, open, critically-thinking personality, able to live in an increasingly diverse society and socially and creatively interact with representatives of other cultural and religious traditions;
- pay special attention to the contribution made by history teaching to the general socio-cultural achievements of students and teachers, and to the development of the social environment (favourable climate in schools, moral well-being of teenagers in local communities, etc.), when analysing the efficiency of general education institutions;
- encourage various forms of transborder cooperation, including the use of new information technologies, sharing of experiences and information, and exchange of groups of delegations of teachers, students, methodologists and in-service teacher training specialists.

2. Heads and professors of institutions of initial and in-service school history teacher training to:

- include in curricula regular seminars and symposia for teachers and students from various departments and faculties so as to prepare future teachers to work in a multicultural environment;
- discuss a possibility of educating teachers in ‘coupled’ majors such as history, culture of history and foreign language, which has already shown positive results in a number of education colleges in the Russian Federation;
- use interactive education methods, such as discussions, disputes, debates, role play, projects, etc. in history teaching courses to help future teachers to acquire the skills needed to teach in a multicultural environment;
- pay special attention to the development of a teacher’s capacity to combine various historical contexts, such as local, regional, European, international, ethnocultural and civilizational, when providing initial and in-service teacher training;
- encourage the development of student projects on multiculturalism and intercultural dialogue when learning and teaching history;
- encourage leading history teachers to organise seminars in pedagogical institutes on new methods in teaching history, as well as supervising students’ field training with a view to sharing their experiences in teaching about multiculturalism and intercultural dialogue;
- prepare a package of didactic and source materials for history teachers and pupils in cooperation with universities and other scientific centres (museums, archives, etc.) on culture and history of macroregions and emphasising the importance of having a common cultural and historical focus as a basis for mutual understanding and

cooperation; to create electronic educational resources on culture and history in addition to the existing history teaching aids.

3. Authors and publishers of school textbooks to:

- maintain a balance in teaching of not only political, economic, military and diplomatic history, but also of cultural relations and everyday life history;
- rethink the contents of school history textbooks in relation to their role in the development of students' cultural, historical, communicative and other skills required by conditions of a present-day multicultural society.

4. School history teachers to:

- consider, as their professional and civic duty, to develop their own personal creative socio-cultural competences needed in the educational process;
- be aware that school history teachers should be free of xenophobia, prejudice and double standards, as well as of current political and ideological influences, speculations and manipulations with the growing historical conscience of children and adolescents;
- try to put the ideas of tolerance, interaction of cultures and intercultural dialogue in the centre of teaching processes when determining education goals and objectives, so that pupils perceive them as an integral part of their personal historical competence;
- train students in such skills as critical thinking and ability to analyse controversial issues, which includes their awareness of various, sometimes diametrically opposed, viewpoints, to help them to acquire respect for the historical and cultural heritage of both their own nation and that of others;
- teach pupils to identify problems created by the multiethnic and multicultural character of a local community, and help them to learn how to develop and defend a tolerant and constructive strategy when dealing with complicated situations.

Participants of the Conference express their thanks to all the institutions that contributed to its organisation and, in particular, St. Petersburg State University and Smolny College of Liberal Arts and Sciences, whose hospitality and attention helped make the work so interesting and productive.

Appendix II

PROGRAMME AND LIST OF PARTICIPANTS

<p>PART I</p> <p>PROGRAMME</p>
--

Thursday 22 June 2006

Arrival of the participants

Friday 23 June 2006

9.00 – 9.30 Registration of participants

9.30 – 11.00 **Plenary Session**

Chair: Professor Stanislav TKACHENKO, Vice-Rector for International Relations, St. Petersburg State University, Associate Professor, Chair of European Research, International Relations Department, St. Petersburg State University.

Opening of the Conference by:

Ms Larisa EFREMOVA, Deputy Head of the Department for International Relations, Ministry of Education and Science of the Russian Federation;

Mr Jean-Pierre TITZ, Head of the History Education Division, Council of Europe;

Professor Stanislav TKACHENKO, Vice-Rector for International Relations, St. Petersburg State University, Associate Professor, Chair of European Research, International Relations Department, St. Petersburg State University.

A keynote presentation on “Teaching and learning history in the context of globalisation process” by Academician Alexander CHUBARIAN, Director of the Institute of World History, Russian Academy of Sciences, Moscow.

11.00 – 11.30 Press conference

11.30 – 12.00 Coffee break

12.00 – 14.00 **Round Table 1 on “Ten-year co-operation between the Russian Federation and the Council of Europe in history teaching”**

Chair: Ms Larisa EFREMOVA, Deputy Head of the Department for International Relations, Ministry of Education and Science of the Russian Federation.

Rapporteur: Dr Alexander SHEVYREV, Associated Professor History Faculty, Moscow State University named after M. Lomonosov, President of the Association of History Teachers of the Russian Federation.

Presentations on:

“Ten-year co-operation in history teaching with Russia: overview of the Council of Europe”, by Ms Tatiana MINKINA-MILKO, Administrator responsible for bilateral and regional co-operation, History Education Division, Council of Europe;

“Preparation of new curricula and history textbooks in the Russian Federation: main developments and new challenges”, by Professor Ludmila ALEKSASHKINA, Head of the Laboratory of History Education, Institute of Educational Content and Methods, Russian Academy of Education, Moscow;

“Initial and in-service history teacher training system in Russia during the last ten years: results achieved and new challenges”, by Dr Alexey KRUGOV, Vice-Rector of Stavropol State University;

“Experience gained by history educators from the Russian Federation when participating in regional and multilateral projects of the Council of Europe”, by Mr Vladimir BATSYN, Education Consultant, Moscow.

Discussion with all the participants.

14.00 – 15.00 Lunch

15.00 – 17.00 **Round Table 2 on “Integration of the mechanisms of intercultural dialogue in teaching and learning history in a multicultural context: European experience”**

Chair: Mr Jean-Pierre TITZ, Head of the History Education Division, Council of Europe.

Rapporteur: Mr Vladimir BATSYN, Education Consultant, Moscow.

Presentations on:

“How to integrate the mechanisms of intercultural dialogue in the training of history teachers: an example of Portugal”, by Ms Luisa DE BIVAR BLACK, Education Consultant, Portugal;

“How to integrate the mechanisms of intercultural dialogue in curricula and history textbooks: an example of Norway”, by Mr Arild THORBJØRNSSEN, Deputy Director, Ministry of Education and Research, Norway;

“How to integrate the mechanisms of intercultural dialogue in curricula and history textbooks: an example of the United Kingdom”, by Mr John HAMER, Education Consultant, United Kingdom;

“How to integrate the mechanisms of intercultural dialogue in History textbooks: an example of the Georg Eckert Institute”, by Dr Robert MAIER, Leading Expert, Georg Eckert Institute for International Textbook Research, Germany.

Discussion with all the participants.

18.30 Official Dinner

Saturday 24 June 2006

9.30 – 11.00 **Round Table 3 on “Teaching and learning history within the process of globalisation: advantages and challenges”**

Chair: Academician Alexander CHUBARIAN, Director of the Institute of World History, Russian Academy of Sciences, Moscow.

Rapporteur: Professor Nikolay KOPOSOV, Dean of Smolny College of Liberal Arts and Sciences, St. Petersburg State University.

Questions for discussion:

- i. the globalisation process and how it is interrelated to general questions regarding history teaching;
- ii. the relationship between the universal and the specific, and general principles and particular events in teaching history in schools;

- iii. specific historical questions, the interrelatedness involved in teaching economic, social, political, and regional history, and the problem of cultural history, historical anthropology, etc.

All the participants are invited to make 5-7 minute presentations on these topics.

11.00 – 11.30 Coffee break

11.30 – 13.00 **Round-table 4 on “Regional aspects in teaching history in a multicultural context”**

Chair: Mr Vladimir BATSYN, Education Consultant, Moscow.

Rapporteur: Dr Alexey KRUGOV, Vice-Rector, Stavropol State University.

Presentations on:

“The image of the “Other” though teaching history: an approach of the initial and in-service teacher training”, by Professor Olga STRELOVA, Khabarovsk State Pedagogical University, and Professor Evgeny VYAZEMSKY, Academy of In-service training of Teachers of the Russian Federation, Moscow;

“Experience of the Pyatigorsk Linguistic University in the preparation of a textbook on history and culture of peoples of the Northern Caucasus”, by Dr Yury GRANKIN, Vice-Rector for Research of the Pyatigorsk Linguistic University.

13.00 – 14.30 Lunch

14.30 – 16.00 **Plenary Session**

Chair: Ms Larisa EFREMOVA, Deputy Head of the Department for International Relations, Ministry of Education and Science of the Russian Federation.

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

Comments by the participants

Closing speeches by:

- i. Ms Larisa EFREMOVA, Deputy Head of the Department for International Relations, Ministry of Education and Science of the Russian Federation;
- ii. Mr Jean-Pierre TITZ, Head of the History Education Division, Council of Europe;
- iii. Dr Valery MONAKHOV, Director, Smolny College of Liberal Arts and Sciences, St. Petersburg State University.

18.00 Dinner

Sunday 25 June 2006

Departure of the participants

PART II

LIST OF PARTICIPANTS

GENERAL RAPPORTEUR

Professor Ludmila ALEKSASHKINA
Head of the Laboratory of History Education
Institute of Educational Content and Methods
Russian Academy of Education
Pogodinskaya pl., 8
19905 MOSCOW
Russian Federation
Tel: + 7 495 245 37 33
Fax: + 7 495 246 21 11
E-mail: lunalex@inbox.ru

SPEAKERS

Academician Alexander CHUBARIAN
Director of the Institute of World History
Russian Academy of Sciences
MOSCOW
Russian Federation
Tel: + 7 495 938 10 09
Tel: + 7 495 938 08 26
Fax: + 7 495 938 22 88
E-mail: eir@igh.ru

Ms Luisa DE BIVAR BLACK
Education Consultant
Att: ERAZAN
Praca da Carreira 32, loja esquerda
2765 S. JOAO DO ESTORIL
Portugal
Tel: + 351 91 725 07 71
Fax: + 351 21 464 99 00
E-mail: luisablack@mail.telepac.pt

Mr John HAMER
Education Consultant
The Banks
Bailing Hill
WARNHAM RH12 3RT
West Sussex
United Kingdom
Tel: + 44 1403 265088
Fax: + 44 1403 259988
E-mail: john.hamer@thebanks-warnham.fsnet.co.uk

Mr Robert MAIER
Leading Expert
Georg Eckert Institute for International Textbook Research
Celler Strasse 3
38114 BRAUNSCHWEIG
Germany
Tel: + 49 531 590 99 45
Fax: + 49 531 590 99 99
E-mail: maier@gei.de

Mr Arild THORBJØRNSSEN
Deputy Director General
Ministry of Education and Research
Akersgt. 44 (Y-blokk)
0032 OSLO
Norway
Tel: + 47 22 24 75 56
Fax: + 47 22 24 78 52
E-mail: arild.thorbjornsen@ufd.dep.no

Mr Vladimir BATSYN
Education Consultant
Turistskaya str. 2/5/36
123459 MOSCOW
Russian Federation
Tel: + 7 495 948 08 92
Fax: + 7 495 925 72 75
E-mail: mosii@bk.ru

Dr Alexey KRUGOV
Vice-Rector for International Relations
Stavropol State University
1 Pushkin Str.
355009 STAVROPOL
Russian Federation
Fax: + 7 865 2 35 70 23
E-mail: krugov@stavsru.ru

Professor Evgeny VYAZEMSKY
Academy of in-service training of Teachers
of the Russian Federation
Golovinskoye shosse, 8, building 2
125212 Moscow
Russian Federation
Tel: + 7 495 452 05 13
Fax: + 7 495 452 19 81

COUNCIL OF EUROPE

Mr Jean-Pierre TITZ
Head of the History Education Division
Council of Europe
F-67075 STRASBOURG CEDEX
Tel: +33 3 88 41 26 09
Fax: +33 3 88 41 27 50 / 56
E-mail: jean-pierre.titz@coe.int

Ms Tatiana MINKINA-MILKO
Administrator
History Education Division
Council of Europe
F-67075 STRASBOURG CEDEX
Tel: +33 3 88 41 36 97
Fax: +33 3 88 41 27 50 / 56
E-mail: tatiana.milko@coe.int

Ms Fiona KENNEDY
Administrative Assistant
History Education Division
Council of Europe
F-67075 STRASBOURG CEDEX
Tel: +33 3 90 21 55 45
Fax: +33 3 88 41 27 50 / 56
E-mail: fiona.kennedy@coe.int

BELARUS

Dr ZHILINSKY
Scientific Secretary, Institute of History
Academy of Sciences of Belarus
Associated professor
Tel/Fax: + 375 17 284 18 70

Dr Irina ZHILINSKAYA
Associated Professor, Chair of Political Sciences,
President's Academy
of Management of Belarus

GERMANY

Ms Margarita VIKTORENKO
Education Expert
Bielefelderstr. 126, 44625 Herne, Germany
Tel.: + 232 546 73 64
E-mail: grat61@mail.ru

UKRAINE

Professor Georgy KASIANOV
Head of Modern History and Policy Department
Institute of Ukrainian History
National Academy of Sciences
Tel/Fax: + 38044 279 63 62
Tel: + 38044 279 16 20 / + 38044 461 95 00

**MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN
FEDERATION**

Ms Larisa EFREMOVA
Deputy Head of the Department for International Relations
Ministry of Education and Science of the Russian Federation
125993 Moscow, GSP-3, Tverskaya, 11
Russian Federation
Tel: + 7 495 229 57 73
Fax: + 7 495 230 26 60
E-mail: Efremova-LI@yandex.ru

CHECHEN REPUBLIC

Mr Moussa ELDAROV
Senior Lecturer
History and Law Department, Chechen State Pedagogical Institute
Olimpiyskiy proezd, Kievskaya st., 33
364037 GROZNY
Tel/fax: +7 8712 33 24 07

EKATERINBURG

Professor Ludmila ANDRUKHINA
Chair of Management
Ural Humanities Institute
Tel/Fax: + 7 343 374 13 01
E-mail: andrLM@yandex.ru

KABARDINO-BALKARIYA REPUBLIC

Professor Nina EMOUZOVA
Director of the Institute of Post-Graduate
Education and Retraining of Teachers
Kabardino-Balkaria State University
360028 NALCHYK
Tel: +7 8662 40 91 95

KARACHAEVO-CHERKESSIA REPUBLIC

Ms Nelli AGANOVA
Senior Expert
Department of Continual Education
Ministry of Education and Science of
Karachaevo-Cherkessia Republic
Lenina Sq., Government House
369000 CHERKESSK
Tel: + 7 87822 5 51 18
Fax: + 7 87822 5 70 07
E-mail: obrazovanie@mail.svkchr.ru

KHABAROVSK

Professor Olga STRELOVA
Professor, Chair of Social Pedagogy
Khabarovsk State Pedagogical University
Doctor of Pedagogical Sciences
680030 KHABAROVSK
Karl Marks Str. 68
Tel: + 7 4212 21 82 04
Fax: + 7 4212 21 01 00
E-mail: ostrelova@mail.ru

MARI EL REPUBLIC

Ms Galina SHVETSOVA
Minister of Education of Marii El Republic
Sovetskaya str., 95
424004 IOSHKAR-OLA
Tel: + 7 8362 45 28 29
Fax: + 7 8362 45 22 37
E-mail: minobr@yandex.ru

Mr Rodion CHOUZAEV
Head of Department of Mari Philology and Culturology
Mari El Institute of Education
Tel. + 7 8362 73 70 70

REPUBLIC OF MORDOVIA

Mr Alexander ROGOZIN
History Methodologist
Regional Institute of Education of Mordovia
430024 SARANSK
Transportnaya Str., 19
Tel/fax: +7 8342 32 17 35
Fax: +7 8342 35 74 37
E-mail: mrrio@saransk-com.ru

MOSCOW

Dr Alexander SHEVYREV
Associated Professor, History Faculty
Moscow State University named after M. Lomonosov
President of the Association of History Teachers of the Russian Federation
Tel : + 7 495 338 75 79
Fax : + 7 495 424 02 80

Ms Elena MALYAVKINA
Deputy Head Master
School N 1263
Leninsky prospect, 18a
119071 MOSCOW
Tel : +7 495 952 27 00
Fax : + 7 495 952 11 30

Ms Irina MYSHINA
Associated Professor
Chair of History, Socio-Political Education and Law
Academy of In-service Training of Teachers of the Russian Federation
Golovynskoe shosse, 8 building 2
125212 MOSCOW
Tel: + 7 495 452 48 75 (ext 117)
Fax: +7 495 452 19 81

PETROZAVODSK

Ms Tatiana AGARKOVA
Director of the Educational Innovation Centre
Petrozavodsk State University
Lenin Street 33
186640 PETROZAVODSK
Tel: + 7 814 2 71 10 95
Fax: +7 814 2 71 10 00

PSKOV

Ms Vera EMELYANOVA
Head of the Education Department
Administration of Pskov region
23 Nekrasova str.
180001 PSKOV
Tel: + 7 81122 2 22 97
Fax: + 7 81122 7 29 64
E-mail: guotlm@obladmin.pskov.ru

Mr Mikhail ZHIKHAREVITCH
Head of the Center for Civic Education
Institute of Post-Gradute Education
180001 PSKOV
Tel: + 7 8112 72 18 08 / + 7 8112 15 08 09
Fax: +7 8112 16 07 90 / + 7 8112 16 25 04

PYATIGORSK

Dr Yury GRANKIN
Vice-Rector for Research
Pyatigorsk State Linguistic University
Tel: +7 8793 32 76 53
Tel/fax: +7 8793 32 95 11
E-mail: grankinj@pglu.ru

ROSTOV ON DON

Dr Olga VITYUK
Head of the Chair of Social Sciences
Rostov-on-Don Institute for Post-Graduate Education
Tel : +7 863 2 67 56 50
Fax : + 7 863 2 67 56 00

RYAZAN

Ms Anna IVONINA
Head of the Chair of Social Sciences
Ryazan Institute for Education Development
390023 RYAZAN
Uritskogo, 2a
Tel/fax: +7 4912 44 49 02 (ext. 2-36)
Fax: +7 4912 44 63 92
E-mail: anni@riro.ryazan.ru

ST. PETERSBURG

Professor Stanislav TKACHENKO
Vice-Rector for International Relations
St. Petersburg State University
Universitetskaya emb., 7/9
199034 ST. PETERSBURG
Tel: +7 812 323 11 68
Fax: +7 812 328 13 46

Dr Valery MONAKHOV
Director of Smolny College of Liberal Arts and Sciences
St. Petersburg State University
Lieutenant Shmidt Emb., 11
199034 ST. PETERSBURG
Tel: +7 812 323 9254
Fax: +7 812 320 6949
E-mail: director@smolny.nw.ru

Professor Nikolay KOPOSOV
Dean, Smolny College of Liberal Arts and Sciences
St. Petersburg State University
Lieutenant Schmidt Emb., 11
199034 ST. PETERSBURG
Tel: +7 812 328-1719
Fax: + 7 812 320 6949
E-mail: dean@smolny.nw.ru

Professor Marianna SHAKHNOVICH
Head of the Chair of Philosophy of Religion and Religious Studies
Department of Philosophy
St. Petersburg State University
5, Mendeleev line
199034 ST. PETERSBURG
Fax: + 7 812 328 44 08
E-mail: mmarsh@mail.ru

Dr Dina KHAPAEVA
Deputy Director for Research
Smolny College of Liberal Arts and Sciences
St. Petersburg State University
Lieutenant Schmidt Emb., 11
199034 ST. PETERSBURG
Tel: +7 812 320 6858
Fax: +7 812 320 69 49
E-mail: khapaeva@smolny.nw.ru

Dr Alexander SEMYONOV
Associated Professor
Smolny College of Liberal Arts and Sciences
St. Petersburg State University
Lieutenant Schmidt Emb., 11
199034 ST. PETERSBURG
Tel: +7 911 984 84 07
Fax: +8 812 320 68 58
E-mail: semyonov@abimperio.net; semenov@smolny.nw.ru

Mr Mikhail MOLITVIN
Head of the Information-Analytical Department
Directorate for Academic Methodology
St. Petersburg State University
Mendeleevskaya Linia, 5
199034 ST. PETERSBURG
Tel: + 7 812 326 49 33

Dr Boris DOUBENTSOV
Academical Secretary
Institute of Russian History,
Russian Academy of Sciences
Petrozavodskaya Str., 7
197110 ST. PETERSBURG
Tel: +7 812 235 65 24
Fax: +7 812 235 64 85

Professor Vladimir BARABANOV
Dean of the Faculty of Social Sciences
Russian State Pedagogical University named after A.I. Gertzen
Moika Emb., 48 building 20
191186 ST. PETERSBURG
Tel: +7 812 312 99 25
E-mail: socnauk@yandex.ru

TATARSTAN REPUBLIC

Dr Ilsia FOKEEVA
Senior Lecturer and Chair of History and Social Sciences
Institute of Education Development of Tatarstan Republic
Bolshaya Krasnaya Str., 68
420015 KAZAN
Tel/fax: +7 8432 36 67 88

TOMSK

Ms Olga PEROVA
Head of the Department of Practical Work
Tomsk State Pedagogical University
Komsomolsky pr. 75
634041 TOMSK
Tel: + 7 3822 52 17 48
Fax: + 7 3822 52 36 44
E-mail: perovaov@tspu.edu.ru

TVER

Mr Igor POBEDASH
Director
Tver Branch of the State Academy of Slavic Culture
170100 TVER
Tel: + 7 4822 34 99 95
Fax: +7 4822 48 15 01
E-mail: tver_gask@tvcom.ru

YAROSLAVL

Mr Alexander ERYOMIN

Head of the Scientific Research Department

Yaroslavl State Pedagogical University named after K. Ushinsky

E-mail: nir@yspu.yar.ru