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**TEACHING ABOUT CULTURAL DIVERSITY  
THROUGH HISTORY IN SCHOOLS**

**Strasbourg 2007**



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THROUGH HISTORY IN SCHOOLS**

Reports of the activities organised by the Council of Europe in co-operation with the  
Ministry of Education and Science of the Russian Federation in Russia in 2007.

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The opinions expressed in the text are those of the authors and do not necessarily reflect the official policy of the Council of Europe.

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## I. PREFACE

In 2007, the Council of Europe in co-operation with its main partner in the Russian Federation, the Ministry of Education and Science, organised a seminar on “Teaching about cultural diversity through history: present-day situation, challenges and future developments”, (Moscow, April 2007) and another on “The use of sources when teaching about cultural diversity through history” (Joshkar-Ola, Republic of Mari El, July 2007). Considerable practical assistance in organising these two seminars was provided by the “Practic” Training and Consulting Centre (Moscow) and the Ministry of Education of the Republic of Mari El.

Both events were attended by about 100 history educators from 15 regions of Russia. In addition to ministry officials, teacher trainers and history teachers, teachers from rural areas were present for the first time. Additional funds received from the Council of Europe programme of co-operation for the Chechen Republic enabled Chechen history educators to take part in the seminars which, in their view, not only informed them about methodology but also helped them on their path to integration into the overall Russian educational space.

The seminars were designed as a follow-up to the Joint Programme Russia VIII and were, therefore, primarily aimed at promoting cultural diversity through history teaching on the basis of guidelines for the integration of the mechanisms of intercultural dialogue which had been prepared by a group of Russian Federation and European experts.

Both seminars were practice-oriented and the discussions focused on contemporary urgent issues, such as how to deal with migration when teaching history. The participants pointed out that ideas of cultural diversity should be introduced not only through facts, but also through values, helping pupils to acquire such skills as open-mindedness and respect for different cultural traditions. Particular attention was given to extracurricular activities. Interactive educational programmes introduced by the Museum of Decorative Art in Moscow showed how museums could help schools in promoting cultural diversity.

In order to experience the use of interactive methods when teaching about cultural diversity it was decided that the workshops at the Mari El seminar would be conducted by mixed teams of trainers comprising experienced teacher trainers from Russia and European experts invited by the Council of Europe. One of the outcomes was the preparation of lesson plans showing how cultural diversity could be introduced within existing school curricula. The responses to the questionnaire distributed during the seminar showed that most of the participants were ready to use the experience gained in their everyday work.

When discussing the challenges still facing them in their day-to-day work, the teachers highlighted the following: the domination of concepts in teaching history that focus on differences between cultures rather than on their interactions; the simplification of the mechanisms of intercultural dialogue; a lack of materials which could help teachers to incorporate information on cultural diversity into their lessons; a lack of information about the competences teachers need to be able to work in a multicultural context. Proposals for future developments included the establishment of an overall Russian Website containing examples of good practice; the organisation of workshops on the integration of the mechanisms of intercultural dialogue in initial and in-service teacher-training systems; and the preparation of a document on the competences required by teachers in order to work in a multicultural environment.

These events showed that decision makers and history educators in the Russian Federation see the Council of Europe as a main partner in the development of the next stages in this integration process.

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Training & Consulting Centre  
Practic



Ministry of Education  
and Science  
of the Russian Federation

**Seminar on “Teaching about cultural diversity through history:  
present-day situation, challenges and future developments”**

Moscow

Thursday 26 – Saturday 28 April 2007

## INTRODUCTION

Seminar on “Teaching about cultural diversity through history: present-day situation, challenges and future developments” held on April 26– 28, 2007 in Moscow (Russia) was organised by the Council of Europe, the Ministry of Education and Science of the Russian Federation, the Training and Consulting Centre “Practic” and the Federal Institute of Education Development.

The aims of the seminar were to:

- discuss how to teach about cultural diversity through history in present-day schools;
- look at how to improve existing teacher training system to enable history teachers to acquire competences need when teaching about cultural diversity;
- analyse how cultural diversity should be reflected in school curricula.

Heads of educational authorities, representatives of scientific and pedagogic community from nine regions of the Russian Federation (Astrakhan Region, Karachaevo-Cherkessia Republic, Moscow, Mari El Republic, Rostov on Don Region, St. Petersburg, Stavropol Territory, Chechen Republic, Chuvashiya Republic) took part in the seminar.

The list of participants included representatives of the Russian Academy of Education, specialists from regional in-service teacher training institutes and higher educational establishments; representatives of museums involved in the development of educational programmes; school teachers; representatives of the Ministry of Education and Science of the Russian Federation (Ms Larisa EFREMOVA, Deputy Head of the Department for International Relations), the Council of Europe (Ms Tatiana MINKINA-MILKO, Administrator responsible for bilateral and regional cooperation, History Education Division); and experts – Mr Michael KOHRS (Germany), Mr Christopher ROWE (United Kingdom) and Mr Arild THORBJØRNSEN (Norway).

The total number of seminar participants was 50.

The seminar programme envisaged plenary sessions and round table discussions, which promoted extensive exchange of opinions and comprehensive presentation of different views of the seminar participants.

**26 April 2007:** the seminar was opened in the Ministry of Education and Science of the Russian Federation with greetings of Ms Larisa EFREMOVA, Deputy Head of the Department for International Relations, Ministry of Education and Science of the Russian Federation, and Ms Tatiana MINKINA-MILKO, Administrator responsible for bilateral and regional cooperation, History Education Division, Council of Europe.

Greeting the participants of the seminar, **Ms Larisa EFREMOVA** emphasised practical importance of the issues suggested for discussion. Her presentation briefly summarised fruitful cooperation of the Russian Federation with the Council of Europe considering the decade-long development by both cooperating parties.

It was noted, that in June 2006 the Conference was held in St. Petersburg dedicated to the decade of cooperation between the Russian Federation and the Council of Europe in history education. Consideration of a complex issue related to the development of intercultural and interfaith dialogue through education within the framework of the Joint Programme *Russia-VIII* proved to be equally important aspect.

In addition, Ms Efremova informed the participants about educational activities which have been organised during the Chairmanship of the Russian Federation in the Committee of Ministers of the Council of Europe in 2006.

She pointed out that cooperation between Russia and the Council of Europe in education has reached a fundamentally new level in its development, involving into joint action not only teachers and heads of educational institutions, but also scientists, representatives of cultural institutions and experts in intercultural communication.

In doing so, Ms Efremova laid emphasis on the profoundly important role of teachers in the increasingly globalised world, as present-day school education is expected to promote both national consolidation of the Russian Federation peoples and harmonisation of public interests on a wider scale. It was also pointed out that special emphasis in all joint projects were focused on the issues related to the development of intercultural dialogue through education.

The new project "Teaching about cultural diversity through history" is a natural extension of all prior contacts between the Russian Federation historians and teachers and international organisations in the context of mutual advancement to democratic and tolerant educational process, as well as to new trends in cooperation between the Council of Europe and the Ministry of Education and Science of the Russian Federation. And Moscow seminar gave the start to the implementation of this project.

In conclusion, Ms Efremova thanked the Education Directorate of the Council of Europe and Ms Minkina-Milko personally on behalf of the Ministry of Education and Science of the Russian Federation for the efforts invested during the last decade in the development of cooperation in history education, and expressed hope that this cooperation would carry on.

Presenting goals and objectives of the seminar, in her speech entitled "Teaching cultural diversity through history: experience of the Council of Europe", *Ms Tatiana MINKINA-MILKO, Administrator responsible for bilateral and regional co-operation in History Education Division, Council of Europe*, pointed out that this was the first event to be organised within the framework of a biannual programme designed for the Russian Federation. One of its main goals is to promote ideas of intercultural dialogue and cultural diversity through education.

It was noted that the circle of projects' participants was growing steadily along with constant search for fresh ideas and new methodological approaches, which could be beneficial for teachers from Russia as well as for their European colleagues.

Ms Minkina-Milko also pointed out that it would be logical to focus on issues related to the development of standards, the preparation of a new generation of textbooks and training of highly skilled pedagogic personnel at the seminar devoted to teaching about cultural diversity, as these are the factors vital for the implementation of one of the most important present-day trends in the activities of the Council of Europe – the development of intercultural and interfaith dialogue.

In addition, she briefed the participants on the implementation of the initiatives and projects of the Council of Europe related to cooperation in history teaching. In this context she underlined that the attention of history educators in a number of countries was focused on the regional projects of the Council of Europe, in particular, on the preparation of regional textbooks of a history of the Caucasus and the countries in the Black Sea area by the representatives of diverse, oftentimes historically and politically feuding countries.

Participants of the seminar were informed that the publication on ten years of co-operation in history teaching between the Russian Federation and the Council of Europe was highly appreciated by specialists and public alike. This publication was sent to ambassadors of all member states of the Council of Europe. It will be also available for the participants of the Conference of the Ministers of Education of the Council of Europe scheduled for May 2007. All this will help to make the experience of the Russian Federation available to educators from other countries.

The publication dedicated to another important project on “The promotion of intercultural and interfaith dialogue through education” developed within the Joint Programme between the European Commission and the Council of Europe for the Russian Federation (Russia VIII) should be finalised before the end of the year.

In addition, Ms Minkina-Milko informed the participants on the development of intergovernmental projects carried out by the Council of Europe, including the new one called “The image of the Other”, which is to be implemented by 2009. This project brings together all countries signed the European Cultural Convention and Russia among them.

Summing up, Ms Minkina-Milko once again stressed the importance to respect the principle of continuity in the activities, which the Council of Europe adheres to in the implementation of international cooperation programmes. She also thanked the Ministry of Education and Science of the Russian Federation and expressed hopes for further fruitful cooperation.

### **SUMMARY OF PLENARY SESSION REPORTS**

Experts of the Council of Europe and representatives of the Russian Federation education research institutions (St.-Petersburg State University, Academy of Post-Graduate Education and Retraining of Teachers) introduced their presentations at the plenary session.

The speakers aimed at demonstrating a number of approaches to teaching about cultural diversity through history, and to present the analysis of current situation in education systems of the Russian Federation and European countries, as well as challenges and further development.

In his presentation on “*How to reflect such factors as cultural identity and cultural diversity in school curricula*” **Mr Arild THORBJØRNSEN, Deputy Director General, Ministry of Education and Research, Norway**, thanked the seminar organisers for invitation to participate in discussions of an important issue of keeping a balance in teaching about cultural identity and cultural diversity in school curricula.

In his presentation, Mr Thorbjørnsen tackled the following aspects:

- new reform of curricula in Norway – focusing on knowledge;
- demographic situation in Norway;
- globalisation, social and cultural changes in the society;
- Norwegian school curriculum;
- practice.

The speaker touched upon the issue of strategy of history teaching and, particularly, the fundamental goal of historical awareness, which, in his opinion, lies in understanding of the past, comprehension of the present and anticipation of the future by an individual.

With this in mind, historical awareness is a must for any human being, including its self-consciousness and self-respect. Its expansion would enhance the capacity for planning and sparing the time, extending the opportunities for using diverse reference works and, ultimately, allowing the individual to acquire skills for assessment of events and articulating its opinion about them. That is why historical awareness takes a special place in the context of current social changes – emergence of new independent states, problems in ethnic policy, increasing immigration and close attention to gender relationship.

In view of the above, one may suggest the following education strategy:

- opportunity to organise and regulate one's own training;
- opportunity for a more efficient timing;
- capacity to solve problems, plan and perform the tasks, assess, reflect and acquire new knowledge and facts, and use the newly-acquired knowledge in emerging situations.

Tackling the issue of promotion of intercultural dialogue through teaching about history, the Norwegian expert also pointed out that history is no basis for knowledge, but rather the basis for understanding. That is why multiculturalism in history should be tied to students' experience, and instructors should not insist on any particular historical concept.

Then speaker proceeded to description of skills, experience and main competencies, which students should acquire while studying the courses of social and humanitarian sciences (specifically, history) on various educational levels.

Norwegian curricula provide for comprehensive understanding of interaction between peoples, groups and various phases of history throughout the world.

The purpose is to encourage young people for active recognition of democratic values, human rights, international solidarity, sustainable growth and respectful attitude toward various cultures.

As Mr Thorbjørnsen noted, teaching about cultural diversity requires inclusion of relevant provisions in the social and humanitarian science curricula, quality instruction and methodology materials, as well as adequate training methods.

Meanwhile, one should keep in mind that the material should be comprehensible for students, using texts of historical documents and other sources presenting opposite points of view, as well as using various types of exercises, audio-visual aids, diverse students' activities and interdisciplinary approaches.

Practical training, along with instructional and methodological materials, plays an important role in this process.

Summing up, Mr Thorbjørnsen remarked that the quality of study of history as academic subject in Norway is sufficiently high. However, one of the most pressing tasks today is to bring this quality when teaching history in schools.

This would require creation of conditions for promotion of the best pedagogic practices, model creative courses and efficient teaching methods. That is why Norway actively encourages cooperation between pedagogic higher educational establishments and other education institutions. One can see the first positive effects even today.

Mr *Michael KOHRS, History Educator, Germany*, presented to the participants of the seminar the analysis of intercultural education and upbringing in Germany.

Being a teacher in one of the gymnasia in such a multinational city as Frankfurt am Main one has to deal with problems related to intercultural education every day. This gymnasium trains students of 60 nationalities, with Germans hardly accounting for 30% of total number of students. Due to social and demographic reasons, Germany is turning into an immigrant state, and this process is likely to carry on, since today it is impossible to face present-day challenges in a most efficient manner without expanding the immigration.

One of the important aspects in upbringing the young ones in a world of multiple cultures is studying of history, culture and traditions of other peoples. This is happening, primarily, at school during history classes.

The speaker singles out at least four basic topics deserving special attention while teaching about history:

- contacts with neighbouring states;
- intercultural contacts within a multinational state;
- immigration processes and their impact on the situation in society;
- globalisation.

Using the statistical data, Mr Kohrs described the current situation in Germany in the sphere of intercultural interaction.

In addition, the spokesperson brought to the attention of the seminar participants the principles of intercultural education developed by Wolfgang Nieke and Georg Auernheimer:

- recognition of one's own inevitable ethnocentrism;
- communication with representatives of "other" groups and cultures;
- tolerant attitude and the basis for co-existence;
- recognition and respect of the right of the others to belong to other ethnic group and religion, and the right to speak some other language;
- the need to speak openly about the racism and other forms of discrimination.

The extent to which these principles have been implemented in German education system was demonstrated by means of excerpts from the three Middle Ages history textbooks for the 7<sup>th</sup> and 8<sup>th</sup> grades, issued in different years (1984, 2002 and 2003), which illustrated the evolution of the textbooks authors' views on Middle Ages events. Incorrect interpretation of these events is able to cause negative impact on modern society (e.g., Middle Ages conflicts between the Christendom and the Islam, crusades, etc.). Participants of the seminar were offered to discuss several methods and techniques which could be used when teaching history to school students in the context of cultural and religious diversity.

Summing up, the speaker stressed the need to pay special attention to work with historical and literary sources when teaching history; to formation of ethnic and cultural values in school students; as well as to training teachers capable to implement these activities in a most efficient way.

Mr *Chris ROWE, Education Consultant, United Kingdom*, in his presentation “*Cultural identity and cultural diversity and the ways to present them in a classroom: an example of the United Kingdom*”, drew the attention of the participants to the fact that teaching about the history of cultural and religious conflicts to school students is a complex but very important task. Teachers should find a way to streamline this process, otherwise it would happen unofficially, someplace else outside the school, which often results in irreparable damage – both to the child and the entire society.

To facilitate teaching about such problems, there are several strategies and guidelines ensuring the constructive dialogue between teachers and their students. Many of these principles may apply, in addition to multicultural problems, to all aspects of history teaching:

- multiperspective approach;
- “the Big Picture”;
- use of the whole range of historical sources;
- matching against similar problems and situations in other historical conditions;
- understanding the ‘History’ and ‘Memory’.

During his presentation, Mr Rowe offered to consider the application of this approach on the example of teaching about problems related to the Northern Ireland in the United Kingdom schools.

The author provided an insight into the problem and demonstrated several prime examples of the entirely opposite approaches by the parties to the conflict interpreting various cultural, religious and historical traditions.

The speaker remarked that this conflict (same as many others) is not based solely on religion, as it is also the conflict of cultures and dissimilar historical memory.

To handle this problem, the students need to see “the Big Picture” of historical events, not only studying factual background of an historical event, but also trying to comprehend the perception thereof by various agents (e.g., parties to the conflict, neighbouring states, geopolitical partners and rivals, etc.). They are offered a table of the following positions:

- historical events in chronological order;
- prospects for the parties to the conflict;
- prospects for the United Kingdom;
- global prospects;
- reference sources and situations.

Participants of the seminar had an opportunity to acquaint themselves with a lesson scenario, which can be used for the study of historical problems by the students aged 14-17.

This lesson is based on the work with sources, which promotes understanding that there are several points of view on the same problem, as well as the capacity to analyse, compare and accept the opposite opinion. The work involved three sources: a publication in an independent newspaper; a quote from the speech of an MP representing one of the parties; and position of an individual, formerly an IRA member, who eventually denounced its terrorist methods, wrote a book about it and died by the hand of his former fellows.

In the end Mr Rowe expressed hope that the series of seminars planned by the Council of Europe and the Ministry of Education and Science of the Russian Federation would help teachers work out their own creative approaches to teaching about history and cultural diversity at schools.

The presentation on “*How to reflect history of interactions in school courses*” by Professor Marianna SHAKHNOVICH, Head of the Chair of Philosophy of Religion and Religious Studies, St. Petersburg State University, in this context was of a special value.

It was pointed out that the most important methodological approach in teaching about interactions is teaching about cultural interactions, which implies a special kind of relationship and bonds forming between at least two cultures, as well as influences and mutual changes resulting from this relationship. The change of conditions, properties, spheres of activity, values of any particular culture, emergence of new forms of cultural activity, spiritual benchmarks and ways of life influenced by a different culture – all of this appears to be of ultimate importance in the process of cultural interaction.

Why should we study other cultures after all? One of the reasons is purely practical: it is about the need to understand each other so as to pursue political, trade, diplomatic and other objectives. In addition to practical reasons, we recognise cultural, ethical and intellectual value of other cultures as such.

Perception of the cultural and historical process has been evolving for the last century under the sign of struggle of two alternative approaches toward its understanding. The first one has to do with the concept implying that this is a “*single-line*” process: all countries and peoples are moving along the same highway of cultural development. The second one asserts the idea of “*multi-linearity*” of cultural and historical process, implying that the history of mankind is a history of individual communities (countries, peoples) existing within a limited period of time. Cultures of these communities emerge and die together with them, and there is no universal development process applicable to all communities.

The first approach is appealing due to its humanistic idea of the unity of mankind and hope for the better future for all countries and peoples.

The second approach emphasises the value of each individual culture and focuses on the study of their singularity. The “*multi-linearity*”-“*single-line*” alternative is not insurmountable. Deep down, at the very bottom of cultures, there are always elements identical for all cultures. They are called cultural universals.

Cultural universals include the language, transition rites, sexual taboo, hospitality customs, etc. For instance, there is not a single culture in the world, which would not commemorate (no matter how differently) three most important landmarks in a human life: birth, wedding and death. Cultural universals reflect panhuman values and ideals, as well as commonly accepted standards and rules of human behaviour.

Now, as never before, it is evident that culture contacting no other cultures and feeling no impact from the outside, is doomed to drag behind the cultural development throughout the world. Same as a spiritually rich person who has perceived thoughts and feelings of other peoples does not lose its identity and singularity, a rich culture assimilating the accomplishments of other cultures stays unique and singular, and becomes even richer.

It is not for the first time that the Ministry of Education of the Russian Federation and the Directorate of Education of the Council of Europe discuss the value of a multiperspective approach in teaching about the formation of historical ways of thinking, capacity to analyse and interpret historical facts, and form on the basis of this approach one’s own position, including in terms of present-day issues.

Summing up, Professor Shakhnovich thanked the organisers of the seminar, noting that largely due to the efforts of the Council of Europe and the Ministry of Education and Science of the Russian Federation in the recent years on implementation of several projects identical to the project discussed at the Seminar, most of the educational institutions of the Russian Federation introduce the course “History and culture of world religions”, which in turn creates conditions for further promotion of intercultural and interfaith dialogue in the Russian society.

The presentation on “*What teachers’ competencies and pedagogical strategies are needed to teach about cultural diversity in schools*”, by Dr Irina MYSHINA, Associate Professor, Chair of History, Social and Political Education and Law, Teacher Training Academy of the Russian Federation, served as the basis for discussion by the participants of the seminar.

In this presentation the author focused on the issues of social and psychological adaptation of immigrants and refugees to a new society, including by means of education.

Having analysed the results of social studies carried out in a number of regions in Russia, the author endeavoured to give definition to the competencies, which a teacher should acquire to be able to tackle the principles of intercultural dialogue within education process, and which are largely determined by social and cultural specifics of the present and, primarily, by the growing challenges from the *multiculturalism* environment.

Outside this context, it is extremely hard to develop efficient strategies of positive attitude toward the idea of intercultural dialogue in principle, and the strategy of resistance to various negative tendencies.

Teachers are the important component of a present-day society. Vast majority of them never had multicultural education within the initial training, while the in-service training system for the most part hardly tackles these issues. Therefore, quite often teachers carry stereotypes and prejudice inherent in the society.

That is why the problem of teachers’ competencies vital for work within a multicultural environment should be tied to the problem of teacher’s mentality on the whole.

The students, especially those who came from other regions and countries, may have developed their own idea of certain historical facts and events, especially those dealing with interactions between various peoples, cultures, representatives of different civilisations, religious and cultural backgrounds. It can be influenced by the acquaintance with historical and historical-literary works, parents’ opinions, attitudes of the society from former places of residence, with interpretations given in regional textbooks, with information from local TV channels, etc.

In this case a teacher should have a sufficiently high level of acquired humanities culture, as well as historical thinking, multicultural competencies and extensive cultural creative abilities. The term *multicultural competencies* of an educator teaching humanities should imply the following:

- theoretical and practical training and positive attitude of a teacher willing to practice in a multicultural environment;
- sufficient background for understanding ethnic-cultural and ethnic-confessional characteristics of various peoples, including their own;
- ability to reflect on the fundamentals of thinking, behaviour, communication, actions of representatives of various ethnic and confessional communities, as well as ability to overcome one’s own stereotypes;
- availability of such professional competencies as a capacity to communicate and conduct a dialogue;
- ability to handle crises and conflicts arising in a multicultural school environment, as well as to seek and find mutually acceptable solutions;
- ability to create and use a multicultural educational environment involving students in its expansion and enrichment;

- capacity to identify self-consistent formula of one's own identity and the urge to teach this ability to students;
- ability to create an environment for dialogue when teaching humanities taking into account diverse historical and cultural perspectives of representatives of various social and cultural communities in the past, as well as points of view of present-day authors of textbooks, scientists and elite representatives of ethnic and confessional communities, teachers, students and their parents;
- availability of project and research competencies.

The educational environment is a space which allows to prompt the actors involved to the direction required for accomplishment of educational goals.

Creation of educational environment is focused on attaining specific pedagogic goals and objectives. Specifically organised educational environment might have a serious impact on human beings, dramatically changing their vision of the world, system of values and behaviour. Essentially, this is a reason and a purpose of creating an education environment and entire educational system.

The first day of seminar was concluded by exchange of opinions regarding the presentations. Twelve participants of the seminar made brief speeches in the course of the dispute.

### **ROUND TABLE DISCUSSIONS**

The presentations made during the plenary session by the Russian Federation specialists and the experts of the Council of Europe proved to be a solid basis for discussion of a wide range of issues related to the enhancement of training of history teachers for their work in a multicultural environment and for teaching about cultural diversity through history. Round table discussions took a most important part in the seminar programme, because it was here that fundamental and professional discussion between local and foreign participants took place.

*The second day of the seminar was held in Lyceum N1535 under the Moscow State University named after M.Lomonosov.*

*Mr Mikhail MOKRINSKY, the Principal of Lyceum N1535 under the Moscow State University named after M.Lomonosov, greeted the participants of the seminar and made a video presentation of this educational institution. In his speech, he touched upon the future development of the international relations of the Lyceum with European countries; he also introduced innovative training programmes implemented by the Lyceum, including the promotion of intercultural and interfaith dialogue; and presented main activities of the Lyceum aiming to harmonise the relationship between teachers and students and to enhance quality training.*

Summing up, Mr Mokrinsky thanked the Council of Europe and the Ministry of Education and Science of the Russian Federation for choosing the Lyceum as a place to hold such event, and wished successful work to the seminar.

### **Round Table №1. “Cultural identity and cultural diversity and the ways to present them in a classroom”**

**Chair:** Dr Alexey KRUGOV, Vice-Rector for International Relations, Stavropol State University

Topics for discussion:

1. How history teaching should respond to such present-day factors as migration?
2. How to create a balance when presenting cultural identity and cultural diversity through school history teaching?
3. What are the main challenges faced by teachers in their classrooms when tackling these issues?

Round table hosted an interesting and professions discussion between history educators on the cultural identity of the peoples of Russia, and on how to reflect the idea of diversity and interactions of cultures during history classes. A lot of attention was paid to methods of teaching above mentioned issues. 11 participants of the seminar made their speeches during the Round Table №1.

The ethnic revival process, which from the point of view of the round table participants now could be observed throughout the whole Russia, boosts the interest toward cultural values, native tongues, national literature and arts. However, this tendency proves to be progressive only when it does not lead toward ethnic and cultural isolation and growing sense of national exclusiveness.

During the round table it was noted that students' communities are getting increasingly polyethnic year after year due to the growing immigration rates and the increasing demand for quality education. Long experience at school shows that the loss of cultural values, ignorance of national traditions and historical roots promote favourable environment for social, ethnic and confessional problems and tensions. It is education that should bring people up in a spirit of consolidation attitude, behaviour and way of life.

*Ms Tatiana MINKINA-MILKO*, Council of Europe, presented statistical data to demonstrate the current situation on the youth migration in Europe, as well as external and internal factors driving young people to chose any particular country. *Mr Michael KOHRS* presented the situation with youth migration in Germany and Lithuania.

Participants of the discussion agreed that, on the one hand, a teacher's word during the class is capable of consolidating young representatives of any particular nationality on the basis of protection of their ethnic values ("motherland", "national relics"). On the other hand, this word could unreasonably incite national consciousness on the basis of competition with the "others", the "aliens", those who try to take away "our" ethnic values. Regional mass media quite often might play its negative role in this process promoting the ideas of intolerance within a polyethnic region.

The problem of ethnic migrants and refugees often incite disputes among young people. Participants of the round table believed this to be one of the hardest topics to handle in teaching process.

Sustainable results in the process of harmonisation of inter-ethnic relations within a school can be achieved through systematic and elaborate work of the entire teachers' staff, through the work aimed at helping young people to develop skills need to communicate peacefully with representatives of other ethnic groups.

Ethnic and cultural competence implies:

- no bias in assessment of other people, including their national and psychological specifics;
- overcoming ethnocentric prejudices;
- ability to respond, emotionally and tactfully, to the queries, interests and deeds of peoples from other cultural background.

Considerable outcome of the exchange of opinions during the round table was the participants' conclusion that one of the priority historical materials defining efficiency of a lesson is the material dealing with history of culture of the peoples residing in a region and their neighbours.

The participants of the round table paid special attention to the development of competencies by the graduates of pedagogical higher educational establishments for their work in schools in a polyethnic region. For example, the Stavropol State University introduced an integral course in its programme – "Present-day ethnic issues and culture of interethnic communication", and for the students of a journalist faculty – "Mass media and ethnic conflicts resolution studies".

The participants' conclusion was that initial pedagogical training should include special courses providing profound training of teachers for their work in multicultural environment.

### **Round Table 2 on "What teachers' competences and pedagogical strategies are needed to teach about cultural diversity in schools"**

**Chair :** Dr Irina MYSHINA, Associate Professor, Chair of History, Social and Political Education and Law, Academy of Post-Graduate Education and Retraining of Teachers of the Russian Federation, Moscow.

Topics for discussion:

1. What teachers' competencies are needed when teaching about cultural diversity in schools?
2. How to help teachers acquire these competencies?
3. How to motivate teachers to improve their professional skills and competencies?

The round table identified the set of problems specifying the items set for discussion. It also spelled out two planes of discussion:

- cultural diversity of students in various regions of the country and its impact on the formation of multicultural competencies of teachers required for their classroom work;
- presentation of peoples' cultural diversity in history courses and impact of historical education content on the development of teacher's multicultural competencies.

In addition, round table participants addressed the issues of formation of teachers' understanding of goals and methods of work in multicultural school environment based on the conscious or unconscious models of social integration.

It was noted that the model for priority formation of a common citizenship identity does not negate cultural diversity, however, going no further its declaration in real life.

The specifics of work with ethnic groups indigenous for a particular territory in a multicultural environment was also discussed.

**Mr Sergey SVETCHNIKOV** (*Institute of Education of the Mari El Republic*) introduced the issues of formation of multicultural environment in schools in the republic, remarking that many decades of russification dramatically reduced the cultural heritage of the region inhabited mostly by the Russians, Maris and Tartars. That is why for the large part teachers' community sees its mission in restoring the role and influence of the Mari language, traditions and customs of the Finno-Ugric peoples, and in enhancement of interest toward national history.

The issue of cultural diversity which exists inside Mari culture and appears, for example, in the use of two variations of the national language, the mountain and the meadow Mari languages, was also discussed. The speaker introduced scientific debates which still take place among Mari, Russian and Tatar scientists on the role of the Mari ethnos in the XVI th Century conflict between the Russian State and the Kazan Khanate. In particular, he emphasised that the discussions involve representatives from various social and ethnic groups: teachers, students of pedagogical higher educational establishments and pupils. However, no matter how acute these problems are in the republic, for several years they have been limited to scientific disputes only.

**Ms Svetlana KRETOVA** (*Lyceum N° 1535 under the Moscow State University named after M.Lomonosov*) in her presentation focused on the dialectics of content and methods of history teaching in a context of cultural identity and diversity of cultures.

The notion of diversity of cultures in restricted and broad sense is closely related to such notions as interrelation, cooperation, mutual influence, unity of particular and general, where general saves the specificity of particular. It is understandable why tolerance or tolerant approach in history teaching becomes one of the main teacher's competences.

History is a multi-factor process, where peoples, ideas, processes, events interweave and co-exist in the categories of objective and subjective factors, cooperating and mutually influencing each other. Such approach already has the notion of difference and cooperation of differences inside itself, and, what is the most important, their right for existence. Such approach does not expect the use of stereotypes but rather denies it. Such principle allows integration of historical science into school courses saving its specificity.

Cultivation of the use of direct and simplified interpretations when teaching history, when the whole world is divided into "bad ones" and "goods ones", into "black" and "white", into "mine" and "incorrect", leads to simplified perception of history as a whole. As a result, school courses of history turn into "a picture book". Such simplification influences negatively both pupils' socialisation in the present-day conditions and the development of students' and teacher's personal and professional competencies, decreasing opportunities for individual self-development.

A habit to get simple answers gradually leads to a loss of motivation to think independently, to make decisions, to be responsible for taken decisions, while non-standard behaviour, opinion leads to misunderstandings and quite often causes aggression as something incorrect, alien and, if so, as something that has no right to exist.

To be able to overcome stereotypes one needs knowledge, a desire to obtain this knowledge and to use it – a certain personal motivation for the development and the understanding of the importance of such development for a personality.

It is hard to imagine a present-day lesson without a problem approach. All depends on the age group, existing pupils' motives and competencies, on the methodical qualification of teachers, i.e. on their professional competencies to build lessons' strategy, to make decisions, to set tactic and strategic aims.

**Ms Alina KAZIEVA** (*Ministry of Education and Science of the Astrakhan Region*) spoke about peculiarities of intercultural cooperation in the Astrakhan Region, which has places where Kazakhs, Kalmyks, Nogais and other ethnos besides Russians live compactly. In her presentation she showed the nature of the work in educational establishments which have the national component, described expansion of cultural and educational contacts with Kazakhstan, the republic of Dagestan and the republic of Kalmykia, which native population representatives live in the region, in the field of staff training, the preparation of textbooks, holding of joint cultural and educational events. In particular, she touched upon such issues as relative indifference of parents regarding prospects for the intercultural education development. A special role in training of specialists for their work in schools and pre-school children institutions with intercultural component, is given to in-service teacher training establishments.

**Ms Natalia TCHERVEN-VODALI** (*Lyceum N° 1535 under the Moscow State University named after M.Lomonosov*) introduced the lyceum's activities related to the topic of the seminar. In her presentation she noted that Moscow is one of the most polyethnic and polyconfessional areas of Russia. In recent years active migration processes (especially due to migrants from CIS countries) have led to creation of large national communities in the city (in Moscow a non-Russian population is almost 30%), which fight for their cultural identity. In such complicated conditions the educational environment of the capital should be an important instrument for the simultaneous achievement of the two interrelated aims:

- strengthening of unified all-Russia political nation;
- creation of conditions for national and cultural development, development of cultural identity in a context of growing diversity.

Historical education plays the most important role when solving these tasks.

During this discussion the issues of presence or absence of ethnic and confessional conflicts between pupils was raised. It was noted that the selection of pupils motivated to diplomatic work and other activities in a context of international relations in future has an important role. Such motivation does not provide for occurrence of such crisis situations in the school, although that is not so in other schools of the same Moscow district. At the same time the speaker noted that the everyday conflicts between one ethnos representatives or conflicts based on the other reasons do not leave the school, and the conflict between representatives of various ethnos groups seldom stay within one school and often have wider amplitude. The number of its participants is not limited by pupils only, and the destructive influence of various ethnic and political groups is clearly seen behind such conflicts.

**Mr Alexander ABALOV** (*Lyceum N° 1535 under the Moscow State University named after M.Lomonosov*) raised the question of a dialogue competence of history teachers when discussing sensitive and controversial history events including recent conflicts between various ethnos representatives.

*Ms Nataliya BELJAEVA* (Lyceum N° 1535 under the Moscow State University named after *M.Lomonosov*) showed creative works of pupils, which allowed to analyse modern Russian teenager's notion of French, Swedish and Norwegian history and culture. The participants of the discussion came up to the conclusion that an image of one or another country is determined by sources which constitute a basis for studying of a country's culture.

At the end the round table participants made a number of suggestions for the further improvement of a teacher training system to help teaching about cultural diversity in schools. Many of these suggestions were included into final seminar recommendations.

### **Round Table 3 on “ How to reflect the history of interactions in school courses”**

**Chair:** Professor Ludmila ALEKSASHKINA, Head of the Laboratory of History Education, Institute of Educational Content and Methods, Russian Academy of Education.

#### Topics for discussion:

1. What are the goals for teaching history of interactions in schools?
2. What is the pedagogical value of teaching history of interactions?
3. What are the main difficulties met by teachers when teaching history of interactions in present-day schools?

The participants of the third round table noted that European approach to revision of aims in history education orients authors of textbooks and history teachers to such selection of content which facilitates reconciliation process, mutual respect and trust between peoples.

Many participants noted that the Council of Europe's materials devoted to history education issues in the former Soviet space helped them greatly in their work at regional and local levels. The ideas of the Council of Europe's seminars held in 2000-2006 served as a basis for the development of pedagogical sets of materials to be used in schools during history lessons.

These ideas were as follows: fight with stereotypes, overcoming of simplified historical interpretations and evaluation of facts; re-orientation of textbook didactic apparatus from reproduction of educational materials to active cognitive pupils' activities. For instance, some ideas from Robert Stradling's publication devoted to teaching of the XX th Century European history were taken as a basis for the development of new approaches to selection of content and evaluation of facts for regional history textbooks.

The process of introduction of new generation of training materials into pedagogical practice revealed the problem of physiological unreadiness of some pupils and teachers for intercultural dialogue. This became evident in some regions, in particular, where new migrants compactly live.

The second problem linked to teaching regional history was connected with existing contradictions at the level of formation of new values in democratic society. Sometimes mediocre examples of mass culture promoting xenophobia, national and cultural superiority influence pupils' minds and souls more effectively than lessons and textbooks.

Another problem is connected with the difficulty of transition from the so-called “knowledge” level to an “activity” level in history teaching. This problem lies in the field of training and post-graduate training of teachers.

When elaborating these ideas, *Ms Olga VITYUK (Rostov-on-Don, the Institute for Post-Graduate Education)* informed the participants on their regional experience in teaching about cultural diversity in schools.

When working on the preparation of a regional component within the state standard for history teaching (History of the Don Territory) the team of authors took into consideration the above-mentioned renewed aims of history education. The following objectives of a regional component were set up:

- motivation of students' interest to history of their own country, revelation of historical events' and processes' nature with understandable and attractive materials;
- development of social and communication competences of pupils on the basis of research and investigation activities, learning about region's history through various source materials, acquiring the understanding of social, spiritual, moral experiences of the Don Region peoples in the past and in the present;
- acquiring of tolerant attitude towards history and culture of peoples living in the Don Territory in the past and in the present;
- formation of humanity culture of Don pupils, raising their readiness for active participation in the region's life, developing their democratic and patriotic views as Don Territory and new Russia citizens.

All these approaches the authors of the Don Territory history textbooks – historians and teachers- tried to implement in their work.

Currently the process of setting up of a training complex is going on. This complex includes a regional standard of history education, training programmes, training aids, programmes of elective courses, sets of documental materials on Don peoples' history and culture as well as multi-level tasks for pupils. Books on Don history, methodical recommendations for teachers and education managers, sets of materials with recommendations on the use of Don museums' and archives' funds have been prepared for publishing.

*Ms Natalia KRATOVA (Institute of Humanities Research of the Republic of Karachaevo-Cherkessia)* continued the analysis of this issue. In her speech she raised a question of importance of studying religious and cultural diversity, as well as a role of religious organisations in decreasing tension within interethnic relations in the republic.

In her presentation she noted that Karachaevo-Cherkessia, as well as the other North Caucasian regions, is multinational and polyconfessional republic. According to the latest census 169,198 of Karachais (38.5%), 147,878 of Russians (33.65%), 49,591 of Circassians (11.3%), 32,346 of Abasins (7.36%) and 14,873 of Nogais (3.4%) live there. The confessional range is rather wide, the republic has about a dozen of different confessions and religious trends, however Sunni (Madhhab Hanifah) and Russian Orthodox Church dominate.

The fact of existence of such a complicated ethnic and confessional palette requires particular attention from the state structures. The necessity to form in the public conscience a stable positive attitude to representatives of different ethnic, cultural and religious communities is quite obvious, as a lack of it makes almost impossible harmonious co-existence and development of a multicultural society .

According to the decisions taken, the Ministry of Education and Science of the Karachaevo-Cherkessia Republic started to develop and implement a new educational course aimed at helping pupils to acquire such skill as tolerant attitude towards other peoples which could result

in making a considerable input in the process of extremism prevention. A number of scientific and training sets on this issue has been developed. It was also noted that the Karachaevo-Cherkessia Republic has already gained certain experience in the use of multicultural approaches in educational process. Certain results in upbringing of pupils' tolerance to representatives of other cultures as well as their respect to different opinions, views and values have been already achieved. This experience can be successfully used and developed in other regions.

When touching upon issues related to teaching of interactions, the seminar participants noted that one of the most important conditions for effective intercultural dialogue is the use of multiperspectivity when history, as this approach views historical facts from various points of view.

The speakers noted a growing interest to this issue from representatives of pedagogical higher educational establishments and supervisors of post-graduate educational institutions. The round table participants stated that there was a necessity to integrate the materials and experience accumulated during the implementation of the Council of Europe's history teaching projects in school practice as well as in initial and in-service teacher training. This might also help to the development by teachers' and their pupils' an ability to form a special type of interactions based on the recognition of universal values and targeted integration of the mechanisms of these values into daily models of pupils' and students' behaviour.

At the end, the round table participants made a number of suggestions for the improvement of methods and technologies in teaching about interactions in schools. Special attention was given to the importance of the use of modern multimedia technologies in teaching process.

*The discussions of the third day of the seminar took place in the Museum of Decorative Art.* Before the beginning of work the seminar participants were greeted by the children folk group. When welcoming the seminar participants, **Mr Vladimir GULJAEV**, Director of the Museum of Decorative Art noted that the museum was rather young. It was established in 1981 by the Decree of the Government of the Russian Federation as a main museum for decorative art and as a training centre for collection, storing and studying of Russian decorative artefacts.

For the 25 years passed (in 2006 the museum celebrated its first jubilee), the employees have collected rather large collection of traditional folk art, articles of folk crafts and art industry, outstanding works of authorship made by decorative art artists. Within the past years a huge work on research and scientific classification of the artefacts collected in the museum, has been done. The museum has prepared qualified specialists, experts in the field of decorative art. This unique knowledge that the leading experts of the museum have, were the basis for creation of various educational programmes.

Educational activities within the museum traditions first of all include the organisation of excursions and lectures, as well as scientific and practical seminars, round tables, conferences, publishing of catalogues, books, albums, etc. Scientific and educational aims of any museum are closely interrelated in this direction. Active work of all museum sectors has led to search of new fields of museum's activities including expansion of educational training programmes.

At the end Mr Guljaev expressed a hope for continuation of such type of cooperation in future and wished the seminar participants a successful work. After this the seminar participants had an opportunity to see museum's expositions and to familiarise with children centre working in the museum.

**Round table 4 on “The educational role of museums when teaching and learning about cultural diversity”**

**Chair:** Ms Tatiana MINKINA-MILKO, Council of Europe.

At the beginning of the round table five short presentations were introduced to the participants of the seminar.

The presentation on “*The role of museums when teaching and learning about cultural diversity*”, prepared jointly by *Ms Elena DOLGYKH, Deputy Director responsible for scientific work*, and *Ms Nataliya GAEVSKAYA, Head of the Theory and Methodology Department, Museum of Decorative Art*, aroused high interest.

The authors noted that the museum is a complex organisation, which scientific and educational objectives are closely interrelated. Active work of all museum’s sectors has led to the development of new activities including educational training programmes.

The specificity of this museum is that its main visitors are children for whom historical knowledge, appeal to traditional culture, folk art are of great importance. Therefore, it was impossible to limit the work only by excursions, it was necessary to familiarize children with folk art, developing their understanding of beauty in a deep and diverse way. That is how the idea for establishing of museum’s children centre appeared, where children could be educated with the help of interactive programmes. The main part of the programmes, introduced to the seminar participants, address to all children age groups including upper-secondary schools.

In the process of development of educational programmes long-term contractual relations have been established between the museum and specialised higher and secondary educational establishments of Moscow, and later on with Moscow branches of St.-Petersburg higher educational establishments such as the Higher School of Folk Arts, St.-Petersburg Pushkin University, St.-Petersburg University of Trade Unions, the Institute of Art and Information Technologies.

Gradually the interrelations between the museum and Moscow general education and specialised schools and colleges, where museum experts teach Russian history, history of art, history of Moscow, design, have strengthened.

Along with this, the museum’s leading specialists teach at the departments of world art history in a number of well-known Moscow higher educational establishments.

Profound knowledge and experience in studying the art and culture of multinational Russia and peoples of the world lead to understanding that all forms of artistic creativity, first of all those that reflect the specificity of this museum (traditional art crafts, art industry, etc.) do not develop separately. They are a part of world polycultural diversity. Actually, art and culture of multinational Russia are the reflection of polycultural space’s integrity and make obvious interrelations of domestic traditions with world culture.

The authors stressed that they were not planning to stop their work, as in their understanding educational programmes require constant renewal and expansion. Currently the museum has a necessity to create an educational centre, which activities should include multi-level interactive programmes and a broad range of lecture programmes.

Another objective of the museum’s team is to pass its knowledge to the young generation and to build up some kind of a research school. This should create a basis both for improvement of

educational field in the museum's work and for the development of the museum as a whole

With great interest seminar participants discussed methods and technologies for the development of cooperation between schools and cultural establishments which were introduced in the presentation on "*Museums and schools: examples of creative co-operation and results achieved*", by *Ms Sofia KOMAROVA, Head of the Multimedia Projects Department in the Museum of Decorative Art*, and *Ms Tatiana SVJATNAYA, Principal of the Moscow School N° 1113*.

In their presentation the authors informed the participants that since 1988 the State School N° 1113 in Moscow has been functioning as a specialised music and choreography school. It was established for training of children for the chorus headed by Viktor Popov, as well as for other well-known children's and youth musical and dancing groups.

From the very first day of its establishment the pedagogical team had an important aim: to take into account the specificity of their pupils and to provide high teaching level not only of general subjects, but also to introduce into educational process a number of subjects linked directly to art which would correspond to creative professions selected by their pupils in future. Thus, along with classical mathematics and physics, such subjects as "Introduction into Russian art", "History of theatre", "History of music", "History of world fine arts" appeared in the school curriculum. Of course, such subjects can be taught by specialists only, therefore, the school administration turned to Moscow museums for help. That is how the original programme was born, under which pupils of the 8-11<sup>th</sup> grades learn art history not only in school, but attend lectures in Glinka Music Museum, Pushkin Museum of Fine Arts and Ermolova museum.

However, it was the Museum of Decorative Arts which has established special relations with the school N° 1113. Museum's specialists did not limit themselves by ordinary museum lectures, but came to school and became teachers. They started to give lessons not only in the museum but in class rooms as well, participating directly in all forms of school life. Due to this the school has passed successfully from usual exams with tests to the development of creative projects.

At the certain moment the school and the museum specialists realised that it became possible to move on to the new, higher level of cooperation. Currently museum experts teach in the school, they also take pupils to excursions in Moscow and the Moscow Region, as well as to archaeological excavations. Pupils give concerts in the museum rooms, help museum specialists to set up exhibitions, participate in the preparation of seminars and conferences. And what is more important, with the help of pupils the museum has gained an opportunity to implement its long-term dream – to expand museum exposition due to the use of multimedia information materials.

The seminar participants expressed their interest to the presentation of *Ms Ekaterina TERJUKOVA, Deputy Director, State Museum of History of Religion (St.Petersburg)*, in which the information on school educational programmes prepared by the State Museum of History of Religions was introduced.

In her presentation Ms Terjukova noted that recently the interest to issues related to teaching history of religions in schools started to increase which was reflected in a discussion on the introduction of special courses on "Basics of the Orthodox Culture" or "History and Culture of World Religions" into secondary education curricula. An till today this discussion has not led to any practical results. No decision compulsory for all schools of the country has been taken, however, in the author's opinion this was not so important for the museum, as the museum work could be easily integrated already within existing school history teaching courses.

Topics which are directly connected with museum's activities are studied in schools within courses on national and world history. In addition, issues linked to the history of religions emerge when teaching about world art history as well as local history. Besides that, unlimited opportunities for the use of the museum's potential are opened by the pre-profile and profile education which provide a basis for teaching of elective courses.

Taking into account the needs of secondary schools in receiving competent information on the history of religions, the museum experts have developed several scenarios for cooperation with schools of various profiles:

- the museum carries on the work under the programmes of secondary education schools;
- museum experts give lessons in schools with extended studies of history and literature for 9-11<sup>th</sup> grades pupils within the programme of the elective course on "History of Religions" or during lessons on general education courses;
- the museum cooperates actively with St.Petersburg Palace of Youth's Art and implements educational projects jointly with it;
- seminars, meetings, round tables and training courses are held for school teachers in the museum;
- museum experts participate actively in the work of the Board for museums' cooperation with state educational establishments. The museum was also one of the initiators for the creation of the City inter-museum school subscription programme and is a longstanding developer and manager of this programme. One of the main aims of this programme is to show richness and diversity of the Russian Federation culture;
- museum experts give interactive lessons for children of pre-school age as well as for the first grade pupils.

A teaching material named "Look into the world of religions. Illustrated book for children" was published by the State Museum of History of Religions in order to help pupils visiting the museum. One of its advantages was that the presentation of materials concerning history of religions was accompanied by illustrations showing the objects from the museum's collection.

In future the museum plans to strengthen its contacts with educational management bodies, with the Academy of Post-Graduate Education as well as with regional scientific and methodological centres. It is planned to prepare a new excursion cycle for pupils in the connection with the opening of new exposition rooms devoted to Eastern religions, as well as to solve a problem of the creation of children museum centre.

The experience of the Mari El Republic, Chuvashiya, the Chechen Republic in this field was presented in the course of general discussion of the presentations.

The speakers noted that the current situation makes them to look for alternatives to traditional pedagogical activity in educational establishments.

Our epoch is the time when the interest to history is growing. Within the development of globalisation process this interest will only increase. Teaching about cultural diversity through history could help in joining peoples' efforts in the modern world which is undoubtedly an important task of contemporary school.

As long as humankind exists, it will always be attracted by mysteries, secrets, searches of ancient civilizations. Creation of historical either local history or archaeological museums in schools as well as availability of joint programmes with local museums could allow children to understand and to feel better the links between different époques, peoples and generations. As a consequence, this could help in the creation of alternative to school environment cultural and educational dimension which in its turn could facilitate the development of harmonious, tolerant personalities with their full respect for cultural values and traditions of other peoples and confessions.

In conclusion, the round table participants made a number of suggestions on the improvement of the forms and methods in cooperation between educational, scientific and cultural establishments when teaching about diverse cultures.

### **RECOMMENDATIONS**

According to the seminar participants, the issues related to the development of tolerance, prevention of various discrimination forms and violence in regard to representatives of other nationalities and confessions are acute in the present-day Russian Federation society as well as in the whole world.

They noted a necessity to pass to a new educational strategy based on mutual respect to cultural and religious differences, on the acknowledgement of cultural diversity, on strengthening of intercultural dialogue.

At the same time the opportunities for wide contacts and cooperation between peoples, representatives of different religions, national and local cultures improved considerably providing a solid basis for creative interactions.

The seminar in general and the round table discussions, in particular, showed the urgency in addressing issues concerning the inclusion of cultural diversity into sets of teaching materials within humanities subjects in schools, as well as in the initial and in-service history teacher training programmes, motivating teachers for their work in polycultural and polyconfessional environment.

In this regard the seminar participants proposed the following recommendations for the attention of pedagogical community:

1. To support a suggestion of the Council of Europe and the Ministry of Education and Science of the Russian Federation to hold the next seminar on the use of sources when teaching about cultural diversity within school history courses in Yoshkar-Ola, the Mari El Republic, on 5-7 July 2007.
2. To suggest the Ministry of Education and Science of the Russian Federation to organise competitions, possibly within already existing all over Russian pedagogical competitions, on best lessons devoted to the development of intercultural and interfaith dialogue.

3. To ask the Council of Europe and the Ministry of Education and Science of the Russian Federation to provide assistance in the creation of the Web site on the basis of the Federal Institute of Education Development. It is expected that this would provide favourable conditions for collecting of pedagogical experience accumulated in Russia and in other countries including experience gained during the implementation of the Council of Europe's activities on the issues related to teaching about cultural diversity; it would also incorporate a video library of the best lessons as well as various methodical and educational materials.
4. To consider an opportunity to involve teachers' unions and educational establishments' associations, implementing innovative educational programmes, as well as the winners of the Priority national programme "Education" to the implementation of this project.
5. To recommend teachers to apply widely interactive methods such as discussions, disputes, role games, project activities using experiences accumulated by European teachers, when teaching humanities disciplines in a multicultural context.
6. It is important to motivate the development of school museum system, as well as extension of cooperation with scientific and culture organisations, civil society institutes aimed at studying in depth of history and national traditions of the world nations.
7. To recommend regional educational management bodies in the Russian Federation to provide conditions for studying of history and art of neighbouring regions within a regional component of the curriculum.

**APPENDIX I**  
**PROGRAMME OF THE SEMINAR**

**Wednesday 25 April 2007**

Arrival of the participants

**Thursday 26 April 2007**

**Ministry of Education and Science of the Russian Federation**

9.30 - 10.00            Registration

10.00 - 11.30        **Ple nary Session**

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

**Opening of the Seminar by:**

- i.    Ms Larisa EFREMOVA, Deputy Head of the Department for International Relations, Ministry of Education and Science of the Russian Federation;
- ii.   Ms Tatiana MINKINA-MILKO, Administrator responsible for bi-lateral and regional cooperation programmes in history teaching, Council of Europe.

Introductory presentations on:

“Cultural diversity and history education: an overview of the Council of Europe”, Ms Tatiana MINKINA-MILKO, Administrator, Council of Europe.

“Main priorities in the development of educational policies in multicultural environment”, by Ms Larisa EFREMOVA, Deputy Head of the Department for International Relations, Ministry of Education and Science of the Russian Federation.

11.30 - 12.00        Break

12.00 - 13.30        **Ple nary session**

Chair: Ms Tatiana MINKINA-MILKO, Administrator, Council of Europe.

Presentation on “How to reflect such factors as cultural identity and cultural diversity in school curricula” Mr Arild THORBJØRNSEN, Deputy Director General, Ministry of Education and Research, Norway.

Presentation on: “How history textbooks can help in teaching about cultural identity and cultural diversity in present day-schools: an experience of the Georg Eckert Institute for International Textbook Research”, Mr Michael KOHRS, History Educator, Germany

Presentation on: “Cultural identity and cultural diversity and the ways to present them in a classroom: an example of the United Kingdom”, by Mr Christopher ROWE, Education Consultant, United Kingdom.

13.30 - 14.30

Lunch

14.30 - 16.00

**Plenary Session**

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

Presentation on “How to reflect history of interactions in school courses” by Professor Marianna SHAKHNOVICH, PhD, Head of the Chair of Philosophy of Religion and Religious Studies, St. Petersburg State University, St. Petersburg.

Presentation on “What teachers’ competences and pedagogical strategies are needed to teach about cultural diversity in schools”, by Dr Irina MYSHINA, Associate Professor, Chair of History, Education and Law, Academy of Post-Graduate Education and Retraining of Teachers of the Russian Federation, Moscow.

16.00 - 16.30

Break

16.30 - 17.30

**Plenary session**

Chair: Ms Tatiana MINKINA-MILKO, Administrator, Council of Europe.

Discussion of the presentations.

18.00 – 20.00

Official Dinner

**Friday 27 April 2007**

**Lyceum N° 1535 under Moscow State University**

All the participants are invited to introduce their experience during round table discussions (5-7 minute each) and leave the texts of their presentations to the Secretariat to be included in the Seminar report.

10.00 - 10.20	Presentation of Lyceum N° 1535 under Moscow State University, Mr Mikhail MOKRINSKY, Head Master, Lyceum N° 1535 under Moscow State University.
10.20 – 11.50	<b>Round Table № 1 on “Cultural identity and cultural diversity and the ways to present them in a classroom”.</b>
11.50 - 12.20	Break
12.20 - 13.50	<b>Round Table № 2 on “What teachers’ competences and pedagogical strategies are needed to teach about cultural diversity in schools”.</b>
13.50 - 15.00	Lunch
15.00 - 16.30	<b>Round Table session 3 on “How to reflect history of interactions in school courses”.</b>
16.30 - 17.00	Break
18.00	Dinner

**Saturday 28 April 2007**

**Museum of Decorative Art**

10.00 – 10.15	Reception. Performance of children’s group.
10.15 – 10.25	Introductory presentation, Mr Vladimir GULJAEV, Director, Museum of Decorative Art.
10.25 – 11.05	Tour of the museum (all participants are divided into two groups, group N° 1 starts with the museum’s exposition, group N° 2 starts with the Educational children centre).
11.05 – 11.45	Presentation of the Educational children centre (group N° 1 proceeds to the Educational children centre, group N° 2 proceeds to the museum’s exposition).
11.45 – 12.00	Coffee break
12.00 - 13.00	<b>Round Table № 4 on “The educational role of museums when teaching and learning about cultural diversity”.</b>

Chair: Ms Tatiana MINKINA-MILKO, Administrator, Council of Europe.

Presentations on:

- i. “The role of museums when teaching and learning about cultural diversity” by Ms Elena DOLGYKH, Deputy Director, and Ms Nataliya GAEVSKAYA, Head of the Theory and Methodology Department, Museum of Decorative Art;

- ii. “Museums and schools: examples of creative co-operation and results achieved” by Ms Sofia KOMAROVA, Head of the Multimedia Projects Department, Museum of Decorative Art, and Ms Tatiana SVJATNAYA, Head Master, Moscow School N° 1113;
- iii. The annual “Masters” Festival as an example of the development of cultural traditions in a multicultural society” by Ms Lina GLUSHKOVA, Head of the Education and Research Department, Museum of Decorative Art;
- iv. “School-oriented educational programs at State Museum for the History of Religion and their future development” by Ms Ekaterina TERJUKOVA, Deputy Director, State Museum for the History of Religion.

All the participants are invited to share their experiences and concerns in this area (short presentations 5-7 minute each).

- 13.00 – 14.00 Lunch
- 14.00 – 16.00 Closing of the Seminar.
- 17.00 Departure of the participants.

**APPENDIX II**

**LIST OF PARTICIPANTS**

**GENERAL RAPPORTEUR**

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**Seminar on “The use of sources when teaching about cultural diversity through history”**

Joshkar-Ola, Republic of Mari-El, Russian Federation

Thursday 5 – Saturday 7 July 2007

## **INTRODUCTION**

Seminar on "*The use of sources when teaching about cultural diversity through history*" which was held in Joshkar-Ola, the Republic of Mari-El, on 5 – 7 July 2007 was organised by the History Education Division of the Council of Europe, the Ministry of Education and Science of the Russian Federation, the Ministry of Education of the Republic of Mari-El and the Training and Consulting Centre "Practic".

The objectives of the seminar were to:

- discuss different approaches in using historical sources when teaching and learning history in schools;
- look at how the use of historical sources can help in teaching and learning about cultural diversity;
- analyse how to help pupils to develop such skills as critical thinking, ability to come to independent conclusions, capacity to understand cultural diversity as an enriching factor and communicate with representatives of different cultures on the basis of tolerance.

Heads of educational authorities, representatives of scientific and pedagogical community from 18 regions of the Russian Federation (Moscow, Astrakhan Region, Kirov Region, Orenburg Region, Penza Region, Samara Region, Saratov Region, Ulyanovsk Region, Perm and Stavropol Territories, Republic of Bashkortostan, Republic of Mari El, Mordoviya, Tatarstan, Chechen Republic, Udmurtiya Republic, Republic of Chuvashiya) took part in the seminar.

The list of participants included representatives of the Russian Academy of Education, regional institutes of post-graduate education and retraining of teachers, extended education institutions, higher educational establishments; school teachers; museum staff involved in the implementation of educational programmes; representatives of the Ministry of Education and Science of the Russian Federation (Ms Larisa Efremova, Deputy Head of the Department for International Relations), of the Government of the Republic of Mari-El (Mr Leonid GARANIN, Deputy Head of the Government of the Republic of Mari-El; Ms Galina SHVETSOVA, Minister of Education; Mr Vasilij USHAKOV, Chairman of State Committee on Professional Education; Ms Larisa POLUSHINA, representative of the Ministry of Foreign Affairs of the Russian Federation in Joshkar-Ola) and the Council of Europe (Ms Tatiana Minkina-Milko, Administrator responsible for bilateral and regional co-operation programmes, History Education Division; experts – Ms Luisa De BIVAR BLACK (Portugal) and Mr John HAMER (United Kingdom)).

Total number of the seminar participants was 47.

The seminar programme envisaged plenary sessions and round table discussions as well as three workshops, which promoted extensive exchange of opinions and comprehensive presentation of positions of the seminar participants.

The seminar was opened on **5 July 2007** by ***Ms Galina Shvetsova, Minister of Education of the Republic of Mari-El***, who greeted the seminar participants and thanked the organisers who made a decision to hold such event in the Republic of Mari-El.

Ms Larisa Efremova, Deputy Head of the Department for International Relations, Mr Leonid Garanin, Deputy Head of the Government of the Republic of Mari-El responsible for social issues and Ms Tatiana Minkina-Milko, Administrator responsible for bilateral and regional co-

operation programmes, History Education Division, Council of Europe, also greeted the seminar participants.

Greeting Russian Federation and foreign participants of the seminar, **Ms Larisa EFREMOVA, Deputy Head of the Department for International Relations, Ministry of Education and Science of the Russian Federation**, emphasised practical importance of the issues suggested for discussion.

Her report briefly summarised the main trends of national educational policy implemented by the Russian Federation in terms of creation of unified educational space taking into account ethnic, national and confessional specificity of the country.

In her presentation, Ms Efremova emphasised a special role of teachers within this process, as school education is primarily aimed at bringing up of young citizens, as well as at strengthening national consolidation between peoples and harmonisation of international relations.

A considerable input made by Mari El history teachers into main trends in educational development, as well as into a number of international programmes, including those of the Council of Europe, was also noted.

In addition, Ms Efremova stated that during last years cooperation in education between the Russian Federation and the Council of Europe had reached a new level. She pointed out that practically in all joint projects special attention had been paid to the issues related to intercultural dialogue in the field of education including creation of a new generation of history textbooks; integration of new information and communication technologies in teaching and learning process; improvement of in-service teacher training.

In 2007 the implementation of the new project – "Teaching of cultural diversity through history" – has been launched. It became a logical continuation of previous co-operation programmes between Russian Federation history educators and their foreign colleagues. The given seminar was the essential part of this project.

In conclusion, Ms Efremova on behalf of the Ministry of Education and Science of the Russian Federation thanked the Education Directorate of the Council of Europe and personally Ms Minkina-Milko for the efforts made for the development of cooperation in history teaching during the last decade, and expressed hope that this cooperation would carry on.

Speaking to the seminar participants, **Mr Leonid GARANIN, Deputy Head of the Government of the Republic of Mari-El responsible for social issues**, greeted them on behalf of the Government and the President of the Republic of Mari-El.

In his presentation he pointed out that the Republic of Mari El is located in the Volga Federal District and is a moderately urbanised region. The republic's population is 711,5 thousand people, and 63.1% out of them live in urban settlements.

Mari is one of the most ancient Finno-Ugric peoples of the Central Volga Region. According to census of 2002, their number in the Russian Federation is 604,3 thousand people, and only a half of this number lives in the Republic – 321,1 thousand people.

Representatives of the titular Mari nation in the Republic of Mari El are 42,9% and prevail among rural population; 47,58% of Russians, 6% of Tatars, 0,9% of Chuvash. In total, the number of different national groups living in the Republic is over 50.

Regional educational system in the Republic of Mari El includes 17 municipal bodies of educational authorities, 14 of them are located in rural districts, and three represent urban areas. The Republic has eight higher professional educational establishments and 40 institutions of secondary and primary professional education.

Over 15 thousand of students from 163 educational institutions study Mari (local) language in the Republic (that is 22% of students); 42% of pupils study Mari (state) language, including lessons within integrated courses of Mari El peoples' history and culture.

Educational and methodical complex in terms of national and regional training component has also been renewed. Number and quality of published textbooks and books in Mari language are growing, that witnesses the steady interest to regional history and culture.

An independent system for evaluation of educational achievements of graduates from general educational establishments works in the Republic effectively: beginning from 2003, final examinations on 14 subjects have been conducted as a Uniform State Examination, including examinations on Mari language and Mari literature.

In order to provide further development of republic's educational system, cooperation with the Russian Academy of Education, the Federal Institute of Education Development and educational bodies of other regions of the Russian Federation is developed.

The presentation also contained information on the Republic's participation in the implementation of the priority national project "Education", as well as on the main trends in modernisation of the republic's educational system.

In conclusion, Mr Garanin wished the seminar participants a success in their work and expressed his hope that joint work would help to find a solution for complicated and urgent educational issues, as well as would facilitate exchange of experience between specialists.

When introducing the aims of the seminar, ***Ms Tatiana MINKINA-MILKO, Administrator responsible for bilateral and regional co-operation programmes, History Education Division, Council of Europe***, pointed out that the given event was the next step in the implementation of the biannual programme specially designed for the Russian Federation. The programme was aimed at promoting intercultural dialogue and the ideas of cultural diversity through history education.

She thanked the Government of the Republic of Mari-El and personally Ms Galina Shvetsova, Minister of Education, for the invitation to hold an international seminar in Mari-El, as well as for their hospitality and effective work during the preparation of the seminar.

In the first part of her speech Ms Minkina-Milko gave a brief characteristic of the Council of Europe's activities, introduced the member countries and the structure of organisation and its Headquarters in Strasbourg.

She stressed that the experience of the Council of Europe showed that in order to provide effective and result - oriented work it is important to maintain continuity when developing projects.

Ms Minkina-Milko informed the seminar participants that they would receive a CD-Rom with electronic version of all materials and documents prepared for the seminar, including the final publication on ten years of co-operation in history education between the Russian Federation and the Council of Europe, which was highly appreciated both by specialists and public and was sent to ambassadors of all countries member states of the Council of Europe. As the booklet was published in two languages: Russian and English that allowed to make Russian Federation

experience available for specialists from other countries.

In addition, Ms Minkina-Milko informed the participants about the new intergovernmental project of the Council of Europe named "The image of the Other in history teaching", which should be implemented during 2008- 2009. This project is open for all 49 countries, including Russia, which have signed the European Cultural Convention.

Coming back to the seminar topic, she noted that the issue of cultural diversity and the use of sources when teaching about it through history has been recently seen as a priority not only by a certain region or a country, but by the whole world as a response to such factors as globalisation and growth of migration.

In this connection the Council of Europe now is preparing a *White Paper on Intercultural Dialogue* that would identify ways and means to respond to the needs for intensified intercultural dialogue within and between European societies and for structured dialogue between Europe and its neighbours.

In spite of the fact that many teachers are still complaining that they do not have enough time to teach anything else except material included in textbooks, everybody understands that if teachers are really motivated they would be able to find time for additional topics. Therefore, one of the most important factors in present-day educational process is a teacher's personality, his/her motivation to learn and use new technologies and methods. Teachers should be ready to use diverse materials to arouse interest of their pupils. Today young generation is more motivated to perceive data offered by multimedia resources rather than by textbooks. One of teachers' aims now is how to react adequately to this challenge of the time.

In her presentation Ms Minkina-Milko offered a vast visual material which illustrated different methods in the use of various kinds of sources when teaching history in schools and within out-of-school activities.

In conclusion, she thanked the Ministry of Education and Science of the Russian Federation for long-standing fruitful cooperation and expressed her hope for its continuation in future.

### **SUMMARY OF THE PLENARY SESSION PRESENTATIONS**

The experts of the Council of Europe and representatives of the Russian Federation education research institutions (Academy of Education, Academy of Post-Graduate Education and Retraining of Teachers, Stavropol State University, Mari El Institute of Education) presented the results of their work at the plenary session.

The speakers aimed at demonstrating various approaches in the use of sources when teaching about cultural diversity through history, at presenting an analysis of current situation in educational systems in European countries, as well as at discussing challenges and prospects for future development.

In her presentation on "*The use of sources when teaching about cultural diversity through history*", **Professor Ludmila ALEKSASHKINA, Head of the Laboratory of History Education, Institute of Educational Content and Methods, Russian Academy of Education**, noted that sources are evidences of material and spiritual activities of peoples, objectified in oral (legends, myths, oral folk art), written (official documents, books providing a basis for spiritual doctrines etc.) or material forms (pieces of art, architecture, technical constructions, etc.).

An image of a group of peoples or an individual in the past and in the present consists of a totality of such evidences.

The definitions of such notions as “a historical and cultural monument” and “a source” were also given. According to the speaker, the first notion means an item, creation, etc. that remained from the past as an entity. A source is something that becomes an object of special research.

Within educational process pupils should pass the way from learning about historical and cultural evidence to an ability to analyse sources on their own. A teacher assists him/her in this process. Teachers prepare sources for their pupils selecting them and creating cognitive situation with the help of questions and tasks.

It was noted that the main resource of sources used in history lessons are still textbooks, during last years the situation with inclusion of historical and cultural sources into textbooks has improved radically. Along with textbooks, an important role in supplying teachers and pupils with additional historical and cultural sources is played by school and urban museums.

When speaking about selection of methods and approaches for the work with historical sources in school history courses, it was stressed that special attention in this respect should be paid to the informative value of sources which can be different depending on authenticity of pieces of art, or constructions, or texts or on their descriptions and reconstructions. And this should be taken into account when selecting and analysing sources. The degree of participant's or witness's knowledge of events, his/her prejudices is of great importance as well. Besides, it is necessary to take into account the degree of source's socialisation.

The presentation also provided a description of the main approaches and methods which could be used when working with historical and cultural sources at history lessons. They are as follows:

- ***Active approach***, providing that after familiarisation with historical sources students gradually familiarise with the next stage: attribution and classification; observation and description of sources; analysis and review of sources; modelling, reconstruction. For this purpose, a system of questions and tasks expanding and complicating from class to class should be used.
- ***“From close to remote” principle***, providing that the work with historical and cultural materials usually starts with the immediate environment and gradually expands cognitive area. At the same time, contrast of cultural situations considerably raises pupils' cognitive interest.
- ***Complex and context consideration of sources***, which states that consideration of sources' evidences in comparison with other sources as a part of broader information space has a special role within school courses. The context approach provides a comparison of a single source with a certain cultural and ethic system. At the same time both compliances and contradictions may be revealed.
- ***Ethnic values are in the focus of attention***. This approach provides that coming from various degree of “longevity” of cultural events, within school courses it is important to pay special attention to their prevailing elements – ethic values that for centuries have been helping peoples to arrange and save life of new generations, to live peacefully with neighbours, to create material and spiritual values important for contemporaries and descendants, while showing the unique nature of cultures.

- **“Unity in diversity”**. Discovery of world’s cultural diversity in a philosophic sense is impossible without a search for something mutual that unites people. The events reflected in sources could be viewed from their belonging to certain ethnic unities, religious doctrines, ideological flows, systems of values, mutual influences and mutual enrichment of cultures.
- ***Development of attitude to cultural monuments as an asset of mankind***, that provides development of pupils’ interest and motivation to studying historical sources; acknowledgement of historical monuments’/sources’ value as the most important cultural asset and the necessity to safe them; personal attitude to historical monuments/sources, to their spiritual content and artistic presentation.

In conclusion, professor Aleksashkina stressed that the work with historical and cultural sources in school history courses is aimed at facilitating of development of educational and cognitive activity of pupils, formation of their overall values and acquiring skills necessary to maintain intercultural dialogue and cooperation.

In her presentation on ***“The use of historical sources when teaching about cultural diversity through history in schools - challenges and different perspectives: examples from Portugal”***, ***Ms Luisa DE BIVAR BLACK (Portugal), expert of the Council of Europe***, drew the seminar participants’ attention to the situation with the use of sources in interactive teaching and learning of history.

The speaker said: “If you are a teacher and ask questions in a class or in groups, give and check homework, organise discussions, then you teach interactively. So why do you need to use sources? When answering this question, one should forget about teaching and think of training. What do we mean when speaking of training? All that we study we conceive independently, some training processes take place in our brain, and these process are related with a teacher and teaching only implicitly. At the same time all that helps us to answer questions or to solve problems is a source.

When a traditional method concentrated on a teacher is used, there is usually no actual cooperation in a class. This is just teaching. However, if the method of active teaching is used, concentrated on pupils, we have collaboration of a teacher and pupils, as well as between pupils. This is training.

History offers answers to the basic questions that people usually ask:

- What happened?
- How did it happen?
- What did it mean?
- How does it relate to my experience now?

When talking of multiperspectivity, it should be noted that pupils give different interpretations of events in the past, while all interpretations are of importance and pupils should be taught to respect others’ opinions. However, this would be possible only when their own position is of value.

What types of sources can be used by a teacher? These may be: eye witness accounts, pictures, cartoons, photos, documents, letters, advertisements, newspaper reports and databases.  
So what does a teacher need for interactive use of sources?

***Enthusiasm*** - teacher's enthusiasm when teaching a topic is a key to success, while its lack is dishonest in relation to pupils.

***Lesser use of textbook*** -let a textbook guide a main topic of the course, but teaching should be based on other sources as well and use initial sources as often as possible.

***Use well-written sources*** -teachers should prepare pupils to understand the original sources, giving them the initial information necessary for this and offering various contexts.

***To search for facts that are urgent today*** - it is quite important to stop thinking of history in terms of battles and wars, kings and presidents, but try to replace the war culture with the peace culture and pay more attention to positions of various ethnos and social groups while basing on modern context.

***Use local historical context at teaching about European and world history*** -many historical events may be more clear for pupils if the link with local history is provided.

***Use music and films*** - music is able to influence our emotions in the unique way. When beginning a discussion with a song, you can melt the ice at the beginning of complicated or questionable topic offered for discussion in a classroom. In order to develop audition skills in pupils, one can offer them printed words of a song. Teachers should not be afraid to use several versions of one and the same song, as this illustrates a possibility of taking the song out of the context, giving it a new form and use in different aims. The film may help to draw pupils' attention to some or other events or historical facts; it may illustrate them but should not replace teaching. At the same time one should explain to pupils what should they search for in the film, to pause the movie in the important moments and get a feedback from the pupils, as well as use the movie as any other source.

***Use the Internet*** - it is necessary to search for the best web-sites devoted to taught topics and offer their list to pupils, after this it is necessary to discuss information they learnt at these sites. It is important to explain to pupils that data provided in books or placed in the Internet are not always true."

In her presentation Ms Luisa de Bivar Black offered a wide illustrative material and a huge range of sources that could provide a basis for developing of interactive approaches. All the seminar participants were involved in the discussion.

In conclusion, Ms Luisa de Bivar Black thanked the organisers of the event for their invitation to participate in its work and expressed a hope that a cycle of seminars held by the Council of Europe and the Ministry of Education and Science of Russia would help teachers to develop their own creative approaches to the use of sources in teaching about cultural diversity though history in schools.

At the beginning of his presentation on "***The use of historical sources when teaching about cultural diversity through history in schools - challenges and different perspectives: examples from the United Kingdom***", Mr John HAMER (United Kingdom), expert of the Council of Europe, thanked the seminar organisers for their invitation to take part in the international seminar and visit the Republic of MariEl

In the presentation it was noted that all countries pass through four stages in teaching history:

- At the first stage they have two objectives: to tell about history of nation and to educate morally.
- The second stage includes not only history of nation but the history of sub-region as well (for instance, West Europe), there is a certain departure from moral component and the main attention is paid to narration, while sources act as illustration of the text.
- The third stage gives understanding of the fact that pupils should not only read textbooks but work with a wide range of sources. Moral component at the given stage is not urgent.
- Only the fourth stage gives understanding of the moral education's importance that leads to compilation of historical education with civil one. This implies that pupils should be equally able to work with sources and textbooks.

It is important to realise that the historical education studies not only the past but inculcates civil values. The main objective of the given seminar is to understand how this can be reached in modern conditions.

Pupils should be ready not only to receive knowledge of other cultures but for constructive dialogue with representatives of these cultures, to develop tolerant attitude to them, respect for their traditions and customs. In this connection it seems necessary to engage teachers of various disciplines (psychologists, sociologists, philologists) in the given process.

When talking of teaching about cultural diversity through history in the British educational system, Mr Hamer touched the issues of strategic historical education in this country.

According to his opinion, historical knowledge occupies a special position in the context of modern social changes in the world – creation of new independent states, complications in ethnic policy, growth of migration flows, terrorist threat – all these issues are urgent both for Britain and other countries.

The presentation gave a description of skills, experience and main competences that pupils should have to be able to work with sources when studying history. At the lessons teachers should apply more often to texts of historical documents, other written and visual sources, which present various viewpoints.

The speaker offered to talk on the issues, which could had been discussed with pupils when considering migration in the history of the Great Britain. The main aims of the given discussion is to form understanding of cultural diversity among pupils; to study the reasons for arrival of different people to Britain for many centuries; to analyse experience gained due to migration.

The presentation included wide range of illustrations and a variety of sources, which demonstrated certain methodical techniques applied for discussion of the given topic in a classroom.

In conclusion, Mr Hamer expressed a hope that a cycle of seminars held by the Council of Europe and the Ministry of Education of the Russian Federation would help teachers to develop their own creative approaches to teaching about and cultural diversity in schools.

In the given context the presentation on *“Teachers’ competences need to introduce cultural diversity through history in schools”* made by **Dr Irina MYSHINA**, Associate Professor, Chair of History, Socio-political Education and Law, Academy of Post-Graduate Education and Retraining of Teachers was of high importance.

As it was noted in the presentation, many philosophers, culture specialists and futurologists consider cultural diversity as one of the challenges to modern civilisation. In present-day conditions education has to respond to this challenge. Almost all schools have pupils and teachers of various nationalities. Pupils - especially those who came from other regions and countries – may have their own views on various facts and historical events, in particular concerning interactions between different cultures, between representatives of different ethnic groups and religions. Their views may be formed due to familiarisation with historical and fiction books, opinion of their parents, regional textbooks, printed and electronic mass-media.

Today one of the urgent problems is transformation of poly-cultural education ideas from theoretical aspects to working practical instruments in terms of teaching school subjects. This problem mainly concerns the mentality of teachers, and not only school teachers, but the whole teaching community.

Until today the practice of teaching humanities within school educational system does not take into account ethnic and cultural peculiarities of teachers and pupils, there is not formed set of necessary teaching competencies, where skills and habits of acting in a conflicts situation shall play an important role.

The speaker named the main teachers’ competencies necessary for teaching about cultural diversity as follows:

- readiness to work in a multicultural environment;
- an ability to overcome crisis and conflict situations occurring in multicultural school environment through searching and finding mutually acceptable solutions;
- a capacity to find out compatible formula of own identity and teach pupils to do the same;
- an ability to create dialogue environment at humanities lessons, taking into account historical and cultural positions of representatives of various social and cultural communities, teachers, pupils and their parents.

These competencies will allow teachers not only develop the corresponding pupils’ skills, which will help to adapt young people to complicated reality of the modern world, but will also facilitate finding solutions of their own personal and professional problems.

The presentation on *“How the use of sources can help when teaching controversial and sensitive issues through history in schools”*, made by **Dr Alexey KRUGOV**, Vice-Rector for International Relations, Stavropol State University, helped to build a basis for future discussions. In his presentation it was noted that it is not simple to use sources in teaching about cultural diversity and only well-trained history educators can work with them. Recently a huge amount of unknown and secret documents has been published. Due to objective reasons data contained in them, had negative nature which caused psychological discomfort in historians and teachers.

It should be taken into account that in practice history teachers work with established system of historical researches, reflected in textbooks and pedagogical materials. Every source can be presented in a textbook from different angles; an event can be highlighted in a tendentious way, with sympathy or antipathy, in a neutral or aggressive ways. That is why when discussing such

issues, it is necessary to draw teachers' and pupils' attention to the necessity to avoid overweighed positions when interpreting historical sources, to present fact as a complex event, to take into account its place in a historical context; to compare interpretations of sources and to explain their ideological, political, ethic and other motives, to find similarities and differences.

There are no simple answers to the question on how to discuss complex and delicate topics in a classroom. Objective consideration of interethnic conflicts at history lessons is a serious problem for a teacher. These topics require great caution and deliberateness. When talking of them, teachers should always remember of their creative and destructive potential. The main moral criteria for a teacher should be objectivity and harmony of facts, tolerance and impartiality.

On the one hand, teacher's word at the lesson may unite the youngsters of one and the same nationality on the basis of their ethnic values (motherland, national shrines); on the other hand it could provoke nationalism due to competition with "aliens", "others", with those who try to entrench "our" ethnic values.

Volga region is a unique area. For centuries peoples of various language groups, religions, cultural traditions have been living here together and interacting peacefully. This has been a peculiar contact zone for ethnos. Today, according to the speaker, there is an acute issue to determine the key moments of peoples' ethno genesis, to study in depth their history and contribution to the world civilizations. But this should be done in a civilized way, objectively and without prejudices.

***The experience in the use of sources when teaching about cultural diversity through history in Mari El schools was presented by Dr Rodion CHUSAEV, Head of the Department of Mari philology and culture, Mari El Institute for Education.***

As an illustration the speaker presented statistical data on ethnic and confessional structure of 5-11<sup>th</sup> grade pupils studying in educational establishments in Mari El, as well as main indices characterising regional educational system.

He also pointed out that the *Concept* of national (national and regional) educational policy of the Republic of Mari El has been developed. It is expected that the implementation of the *Concept* would facilitate the sustainable development of polytechnical society by means of education; preservation of national and cultural traditions, formation of a balance in ethnical, cultural and civil values in the education system.

At the same time it was noted that long-standing practice allowed revelation of a serious problem. Random selection and the use of historical sources by some teachers, emphasis of pupils' attention on individual aspects of historical memory sometimes looks like phenomenon which the ethnology refers to ethnic instrumentalism or situational ethnicity. In this regard it seems necessary to improve training of teachers in the use of historical sources and modern educational technologies in teaching process.

Within the last two years various competitions aimed at developing pupils' project works devoted to cultural diversity, development of inter-cultural and inter-confessional dialogue were conducted in the Republic and their results exceeded expectations. The projects were of social importance, had pedagogical value and were based on quite broad choice of sources.

In this context the development of cooperation between schools and archaeological, ethnographic and art museums seems to be crucial. Besides, almost any educational establishment in Mari El has its own museum or museum hall. All this allows expansion of historical sources range used when teaching history, and would make them more available for pupils and teachers.

The first day of the seminar ended with the exchange of views on the presentations made at the plenary session. During the discussion which took place at the *round table "The use of sources when teaching about cultural diversity through history in schools: present-day situation and main challenges"* brief presentations of 14 seminar participants took place. Experts conducted a test inquiry on the topic "What do we know about historical sources" (Appendix №3).

After the participants exchanged their views, the *Workshop on "Meeting people of Mari"* held by **M Elvira KOCHERGINA**, Teacher of History and Culture of the peoples of Mari El and **Ms Zinaida ARTUSHKINA**, Republic of Mari El, was offered for the attention of the round table participants. The Workshop was presented as an open lesson with performance of folk songs, traditional music and national instruments. During this session the participants received a lot of information about folk crafts and Mari traditions, as well as linguistic peculiarities of peoples living in the Republic of Mari-El.

### **ROUND TABLE AND WORKSHOP DISCUSSIONS**

Presentations made at the plenary session by the Russian Federation history educators and the Council of Europe experts served a basis for the discussions on the use of sources when teaching about cultural diversity through history. The discussions which took place at the workshops and the round tables played an important role in the seminar programme, as they gave a possibility for a wide exchange of views between local and foreign participants.

The seminar participants took part in the work of the two workshops.

#### **Workshop I**

Animators: Ms Luisa DE BIVAR BLACK, Portugal  
Dr Aleksey KRUGOV, Stavropol, Russian Federation

#### **Session 1 on "The use of textual historical sources (historical documents, memoirs, traveller's impressions, etc.) when teaching about cultural diversity"**

1. What textual sources could be used when teaching about cultural diversity through history?
2. What historical issues and questions can be raise when teaching about cultural diversity using textual sources?
3. How can teachers support pupils to help them make the most of historical sources, in particular, when learning about controversial and sensitive issues?

#### **Session 2 on "Using visual historical sources (illustrations, photos, Internet, etc.) when teaching about cultural diversity"**

1. How visual sources can help teachers introduce interaction of cultures when teaching history in schools?
2. What pupils' skills could be trained when using visual sources?
3. How reliable are pictures as sources and how the work with visual sources in a classroom can help pupils to analyse information coming from mass media and Internet?

According to the opinions of the seminar participants, teachers should progress constantly in their profession and raise the level of their competences to be able to work efficiently with sources.

A number of the participants noted that a present-day history teacher should be well informed not only about the achievements in local historical research, but also in the world historiography. He/she should be also familiarised with the latest achievements in social and humanities sciences, should know the evolution of the paradigm in the Russian Federation history education as well as in other countries, should study theoretical and methodological basis of present-day school history education systems. Unfortunately, sometimes teachers are not well-familiarised with source studies of the recent national history and have poor knowledge of theory, methods and practice of the given issue.

Special attention at the workshop was paid to theoretical, methodological and source studying issues as well as at studying Russian Federation and European history in a context of teaching about cultural diversity.

It was stated that nowadays teachers have freedom in their work, however, a question of their responsibility for the selection of appropriate sources for different topics was raised. During the discussion it was noted that sometimes it is hard for teachers to single out original sources out of fakes, which number is growing. The book by V.P. Kozlov named "Misguided but triumphant Clio. Falsification of written sources on Russian history in the XX Century" (Moscow, 2001) was given as an example.

With numerous interpretations of historical sources, facts, events there is a danger that in pupils' views the real facts of the past could be undistinguishable from the interpretations created by modern printed and electronic mass-media. That is why comparison of various historical versions and interpretations of historical sources, selection of the most persuasive ones is one of the most important aims in teaching history in schools.

Workshop participants came to the conclusion that when considering various interpretations of historical sources in teaching about cultural diversity, it is important to draw teachers' and pupils' attention to the necessity:

- to avoid one-sided interpretation of historical sources, to present a fact as a complex phenomenon taking into account its place in a historical context;
- to compare various interpretations of sources, to find similarities and differences;
- to perform critical analysis of versions and evaluations of one or another historical source;
- to show reasons for certain interpretations of archive materials, explaining what ideological, political, ethical and other motives could serve as a basis for them.

At the second session of the Workshop I it was noted that the majority of new history textbooks, both federal and regional, are well-illustrated. Pictures inserted into authorial texts are not just illustrations. They are an essential part of historians' argumentation and in their pedagogical value are often equal to written texts.

The use of paintings, photographs, and cartoons as sources is not something new. However, according to common opinion of the seminar participants, for the last ten years the essence of the work with visual sources has become different. It became evident that visual sources can help to arouse pupils' interest when studying history, but it is important to train teachers for work with them.

Today one of the challenges of teachers' work is a necessity to select sources quite accurately, as a huge amount of various documents published at Internet-sites sometimes contain inexact or unreliable information. It was also noted that currently the main role in the dissemination of

electronic information on history among Russian scientific establishments belongs to the Institute for Scientific Information on Social Sciences of the Russian Academy of Science ([www.inion.ru](http://www.inion.ru)).

The participants also stressed that when working with visual sources it is necessary to help pupils to form unprejudiced positions when speaking about peoples from other cultures, about their national and psychological peculiarities. As a result pupils should learn to react delicately on requests, interests and acts of peoples of various nationalities. The systematic and well thought work with visual sources may be of a great help in training pupils' social skills helping them to communicate creatively with representatives of other cultures.

Within the Workshop Ms de Bivar Black offered for the attention of the participants a practical example of the work with visual sources, used when she was teaching about the origin and development of Slave Trade in Brazil. At the same time she noted that many Portuguese pupils were shocked when they learnt that for many centuries slave trade had been prospering in their country. In this moment the work of a teacher is quite important, as he/she has to help pupils to accept these historical facts and to make right conclusions.

In conclusion, Ms de Bivar Black proposed to perform an exercise in which every participant after a short preparation had to present his/her own model of the work with sources on the topic offered by the animator (Appendix 4). The results were analysed in the course of the general discussion.

## **Workshop II**

Animators Ms Irina MYSHINA, Moscow, Russian Federation  
Mr John HAMER, United Kingdom

### **Session 1 on "How to select different historical sources and provide effective learning in history"**

1. How can we structure learning activities to make the most of historical sources?
2. How can teachers help learners to access historical sources, in particular, controversial and sensitive ones?
3. How the use of sources could help in teaching and learning history in a dialogue form?

### **Session 2 on "How to use sources in a skills oriented concept of history teaching"**

1. The selection of sources: which sources serve to which goal in history teaching and which questions for which kind of sources one can use?
2. The communicative approach to sources: how to deal with fictional aspects in historical narratives?
3. Reflective processes, feedback and assessment: how to review and how to assess the results of learning process?

Within the workgroup's activity, the animators relied on the most important ideas, expressed during the main presentations at the plenary session, namely:

- any historical source is valuable as potentially it contains various data, however only researchers who are professionally questioning sources are able to make its value understandable for the public;

- researchers' questions show his/her understanding of an image of the world and the history picture; in this sense he/she participate in a dialogue with a person who created a source;
- historians who researched various epochs asked their own questions to historical sources, so one and the same document could have become or not have become a source of historical data for various researchers;
- when working with historical sources teachers should assist pupils in their move from pure data to knowledge helping them to acquire practice oriented skills;
- any historical source should be perceived in a context of the culture which created it, within a system of ruling senses and moral values, in the totality of similar sources linked to historical events of that period;
- historical sources might serve as means for personal or society self-cognition; the selection of documents and evidences also reflects personal features of researches.

During the Workshop it was stressed that although there is little time for careful and productive work with documents when preparing pupils for State Examinations because of the reduced number of hours given to history lessons within curricula, there are still opportunities provided by the transfer to pre-profile preparation of profile studying in schools. These are elective courses, extracurricular project and research activities of pupils.

In the course of the first session *Mr John Hamer* offered for the attention of the Workshop participants a wide range of written and visual sources. The participants were invited to participate in various didactical and role games. The reliability of data contained in written sources and evidences provided by witnesses of events was used as a basis of such activities.

As a result, the Workshop participants formulated main principles which could be used for analysis of historical data contained in material sources, as well as participated in discussions on the following questions:

- What data sources would you use in a classroom?
- How do you use delicate or controversial sources in a classroom?
- What questions would you offer your pupils to think about in a classroom when they work with sources?
- Are literature sources useful when teaching history?
- How should one evaluate the degree of efficiency in pupils' work with sources?

Within the second session, *Dr Irina Myshina* presented different text sources which reflected various world models, cultural diversity and inter-cultural interactions; they also showed steady historical stereotypes of personal self-perception and perception of neighbours, as well as typical features of ethno-centrism.

Documents reflecting the history of Mari people in the XV-XVI Centuries when the relations between Russia and Kazan Khanate were escalated, were offered for the work in groups. The above-mentioned documents can be classified as sensitive and controversial, containing potential elements of conflicts and ethnic confrontation. A special model for teaching of such issues through the unity of historical destiny (in this case that is a Slavic-Turkic-Finno-Ugric unity of peoples living at post-Horder historical space) was offered.

An interesting discussion on the attitude towards traditions and mentality of a society formed under influence of certain historical, environmental, geographical, geopolitical, social, economic, political and demographic factors took place within the second session. The question of necessity to analyse issues of society's historical conscious, comparison of traditions with modern living conditions, with formation of individual attitudes to traditions was raised.

At the end of the session, a video fragment showing a history lesson of Ms Shuva-lova, a history teacher in the 11<sup>th</sup> grade of humanities school in Kazan was shown. It demonstrated the results of the project conducted by a group of gymnasium pupils and aimed at creating of a multimedia product using diverse historical sources.

Methodical developments and regional experience in conducting the work with written and visual sources, as well as the sources themselves used in teaching history in school courses were presented during the Workshops. 12 seminar participants, who represented various regions of the Russian Federation, made their presentations.

The speakers noted that the current situation makes teachers search for alternative educational methods and technologies. Only wider use of various sources, including Internet, as well as involvement of pupils in exploratory and archaeological expeditions, extension of cooperation with museums and historical archives, may help them with this.

The present time is a period when interest to history is high. With further development of globalisation trends this interest would only grow. Teaching about cultural diversity through history allows to unite peoples in the present-day world that is without any doubts one of the most important objectives of modern school education.

All materials presented at the workshops were copied to a CD-Rom and distributed among the seminar participants.

**The third day of the seminar** started from the round table where the results of two workshops were summarised.

The animators introduced brief reports on the conducted work. The participants were suggested to inform their education regional communities on the results of the seminar during August regional meetings of teachers.

All seminar participants were given an opportunity to comment on the seminar work. The participants highly appreciated the work of the seminar and pointed out that methods and technologies demonstrated during the workshops could be used in their every-day work. They also thanked the Ministry of Education of the Republic of Mari-El and Ms Galina Shvetsova personally for creation of excellent conditions for the seminar's fruitful work and hospitality. The reporters emphasised that the given event facilitated the development of cooperation between regions, including cooperation in the field of studying one another history.

The final comments were provided by the *international experts*, who noted the high level of presentations, teaching and methodical materials presented by the Russian Federation specialists within the seminar.

It was also noted that one of the seminar's objectives was to explore new ways in professional improvement of teachers and trainers. It is quite important for teachers not only to conduct lessons but also to motivate their pupils to study cultural diversity through history. One of teachers' important tasks is to ask questions in a correct way and to get answers from their

pupils, but not to answer instead of them. That is why teachers have to train themselves everyday.

*The general rapporteur* informed the audience that 50 participants took part in the seminar, representing 18 regions of the three federal administrative districts of the Russian Federation. Within three days of the seminar work 41 presentations were made, three workshops and two round tables were conducted. In addition, a test inquiry of the seminar participants was organised.

*Dr Alexey Krugov* informed the seminar participants on the results of the conducted inquiry. It involved history teachers, methodologists, researchers, university professors. 81% of the respondents know precisely what a historical source is, 19% have insufficient knowledge of this term and mix up material historical sources with written ones.

46% of the seminar participants work constantly with historical sources at their lessons, 49% use them from time to time if necessary and 5% almost do not work with sources. 47% of the respondents at their lessons on cultural diversity most often use legislative sources and regulative acts, 43% work with personal sources, 8% use periodic press and 2% use Internet sources.

According to the results of the inquiry, 78% of the respondents showed rather high level of tolerance to peoples of other nationalities, cultures and religions.

22% had certain limits of ethnic tolerance. This is mainly connected with a certain psychological infantilism existing in a modern society with a its prevailing tendency to show condescension or indifference to representatives of other cultures and religions rather than respect and understanding. The seminar participants were of the same opinion that this situation might be changed only with the help of educational means and with united efforts of all interested parties, first of all teachers and representatives of scientific community.

The seminar participants approved recommendations prepared within the seminar as the result of its work.

*Ms Larisa Polushina*, a representative of the Ministry of Foreign Affairs of the Russian Federation in Joshkar-Ola, and Ms Galina Shvetsova, Minister of Education of the Republic of Mari El spoke at the closing session.

In her speech *Ms Shvetsova* thanked the Council of Europe and the Ministry of Education and Science of Russia for choosing the Republic as a place for the international seminar, as well as mentioned that the Office of the Presidential Plenipotentiary Envoy in the Volga Federal District is informed on the seminar's work. In conclusion, Minister of Education presented the seminar participants a commemorative Medal of the President of the Republic of Mari El.

In her response speech *Ms Tatiana Minkina-Milko*, Administrator responsible for bilateral and regional co-operation programmes, Council of Europe, noted, that it was not by chance that the Republic of Mari El has been chosen as a place for holding of the seminar. This was caused by the diversity of cultures and traditions of peoples having centuries-long experiences of peaceful interactions at Mari land. Besides, it was noted, that Mari El has a vast experience of teaching about cultural diversity in educational establishments, including rural schools which within the given seminar have become the participates of Council of Europe project for the first time. The participation of representatives of the Ministry of Foreign Affairs of the Russian Federation and the Government of the Republic of Mari El in the seminar's work showed the particular attention paid to educational issues in this region.

## **RECOMMENDATIONS**

According to the seminar participants, the present-day society needs the development of new educational strategies based on mutual respect to cultural and religious differences, on acknowledgement of cultural diversity as an enriching factor and on strengthening of intercultural dialogue.

At the same time the requirements for the use of various sources in educational process increase greatly. Discussions which took place within the seminar showed the relevancy of addressing the issues of inclusion of cultural diversity into educational and methodical sets for humanities subjects, as well as in initial training programmes and in post-graduate training of history teachers motivating them for work in multicultural and multiconfessional environment.

In this regard the seminar participants considered important to introduce for the attention of educational community the following recommendations:

1. To ask organisers to devote one of the future seminars to the use of sources in teaching sensitive and controversial historical topics (including recent historical events) in a multicultural environment, as well as to invite representatives of printed and electronic mass-media to participate in discussions.
2. To consider an opportunity for holding of interactive workshops of the Council of Europe, where Russian Federation and foreign specialists may have an opportunity to take part in discussions with teachers of various regions. The idea of master-classes on teaching of cultural diversity in regions which are located along the historical water way from the Vikings to the Greeks (Veliky Novgorod, Pskov, Nyzhny Novgorod, Samara, Kazan, etc.) may serve as a basis for a such event.
3. To ask the Council of Europe and the Ministry of Education and Science of the Russian Federation to assist in creation of two pilot sites in multicultural Russian Federation regions in order to develop innovative methods for teaching cultural diversity within general and professional education on a basis of intercultural and interfaith dialogue.
4. The seminar participants stated the necessity of creating of a terms' glossary to be used within the implementation of the Council of Europe projects on history teaching and when developing an intercultural and interfaith dialogue through education, as this is an important condition for further strengthening of cooperation between representatives of various countries and scientific schools.
5. To consider an opportunity to involve in the project history educators from Ukraine and the Republic of Belarus who implement innovative educational programmes which will allow to discussion issues of common interest at the regional level as well as to exchange experience on a wider scale.
6. To recommend pedagogical universities, regional institutes of post-graduate training of teachers and methodical services to pay more attention to the work with sources in initial training, post-graduate training and retraining of teachers of humanities disciplines.
7. The seminar participants once again paid attention to the necessity in providing help in the development of school museum system, as well as in extension of cooperation with science and culture organisations, with civil society institutes for profound learning of history and national traditions of peoples of the world.

**APPENDIX I**  
**PROGRAMME OF THE SEMINAR**

**Wednesday 4 July 2007**

Preparatory Meeting with the Organisational Committee

Arrival of the participants

**Thursday 5 July 2007**

9.00 - 9.30                      Registration

9.30. - 10.30                **Plenary Session**

Chair: Ms Galina SHVETSOVA, Minister of Education of the Republic of Mari-El

**Opening of the Seminar by:**

- i.     Ms Larisa EFREMOVA, Deputy Head of the Department for International Relations, Ministry of Education and Science of the Russian Federation;
- ii.    Mr Leonid GARANIN, Deputy Head of the Government of the Republic of Mari-El;
- iii.   Ms Tatiana MINKINA-MILKO, Administrator responsible for bi-lateral and regional cooperation programmes in history teaching, Council of Europe.

Introductory presentation on:

“The use of sources when teaching about cultural diversity through history”, by Professor Ludmila ALEKSASHKINA, Institute of Educational Content and Methods, Russian Academy of Education, Moscow.

10.30 - 11.00                Break

11.00 - 12.30                **Plenary session**

Chair: Ms Tatiana MINKINA-MILKO, Council of Europe

Presentation on “The use of historical sources when teaching about cultural diversity through history in schools - challenges and different perspectives: examples from Portugal”, by Ms Luisa DE BIVAR BLACK, Portugal.

Presentation on “The use of historical sources when teaching about cultural diversity through history in schools - challenges and different perspectives: examples from the United Kingdom”, by Mr John HAMER, Education Consultant, United Kingdom.

Discussion with all participants.

12.30 - 13.30

Lunch

13.30 – 15.30

**Plenary Session**

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

Presentation on “Teachers’ competences needed to introduce cultural diversity through history in schools”, by Dr Irina MYSHINA, Associate Professor, Chair of History, Socio-political Education and Law, Academy of Post-Graduate Education and Retraining of Teachers of the Russian Federation, Moscow.

Presentation on “How the use of sources can help when teaching controversial and sensitive issues through history in schools”, by Dr Alexey KRUGOV, Candidate of historical science, Associate Professor, Vice-Rector for International Relations, Stavropol State University.

Presentation on “The use of sources when teaching about cultural diversity through history in schools: example from Mari-El”, by Dr Rodion CHUSAEV, Associate Professor, Head of the Department of Mari philology and culture, Mari El Institute for Education.

Master-class on “Meeting people of Mari”, Ms Elvira KOCHERGINA, Teacher of History and Culture of peoples of Mari El and Ms Zinaida ARTUSHKINA, Republic of Mari El.

Discussion

15.30 - 16.00

Break

16.00 - 17.30

**Round Table session on “The use of sources when teaching about cultural diversity through history in schools: present-day situation and main challenges”**

Chair: Ms Tatiana MINKINA-MILKO, Council of Europe

1. Inquiry on “What do we know about historical sources?”
2. All the participants are invited to introduce their experience on the topic of the seminar during the round table discussion (5-7 minute each) using examples of sources which they brought with them and leave the texts of their presentations to the Secretariat to be included in the seminar report.

18.00 – 20.00 Official Dinner

**Friday 6 July 2007**

9.30 - 11.00 **Two parallel Workshop sessions**

11.00 - 11.30 Break

11.30 - 13.00 **Two parallel Workshop sessions**

13.00 - 14.00 Lunch

**Groups' rotation**

14.00 - 15.30 **Two parallel Workshop sessions**

15.30 - 16.00 Break

16.00 – 17.30 **Two parallel Workshop sessions**

18.00 Dinner

**Saturday 7 July 2007**

10.00 – 11.30 **Round Table session to discuss the results of the workshops**

11.30 – 12.00 Coffee break

12.00 - 14.00 **Ple nary session**

Chair: Ms Galina SHVETSOVA, Minister of Education of the Republic of Mari-El

Presentation of the conclusions and recommendations of the seminar by the General Reporter.

Final comments of the participants.

**Closing of the Seminar by:**

- i. Ms Larisa POLUSHINA, a representative of the Ministry of Foreign Affairs of the Russian Federation in Joshkar-Ola;
- ii. Ms Tatiana MINKINA-MILKO, Administrator responsible for bi-lateral and regional cooperation programmes in history teaching, Council of Europe;
- iii. Ms Galina SHVETSOVA, Minister of Education of the Republic of Mari-El.

14.00 – 15.30 Lunch

17.00 Departure of the participants

**APPENDIX II**  
**LIST OF PARTICIPANTS**

**GENERAL RAPPORTEUR**

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**APPENDIX III**  
**TEST INQUIRY**

**Inquiry**

**“What do we know about historical sources?”**

1. Are the following definitions of historical sources correct?
  - A. Historical sources usually mean different evidence, containing data on historical events or processes.
  - B. Historical sources mean a complex of objects, directly reflecting historical processes and giving an opportunity to study the past of a society, that is everything created by peoples, as well as results of human being's interaction with surrounding environment.
    - 1) only A is correct;
    - 2) only B is correct;
    - 3) both variants are correct;
    - 4) both variants are incorrect.
  
2. How often do you use historical sources in a classroom when teaching history?
  - a) regularly;
  - b) when necessary;
  - c) almost never.
  
3. Various historical sources are listed below. Please put numbers to each source:
  - «1» – material sources
  - «2» – graphic sources
  - «3» – written sources
  - a) photographs;
  - b) a birth certificate;
  - c) labour tools;
  - d) paintings;
  - e) a letter from the front line;
  - f) a college's diploma;
  - g) a field binocular;
  - h) diary notes;

- i) utensils;
  - j) a battle map of a partisan brigade;
  - k) a service record;
  - l) slate board;
  - m) a school leaving certificate;
  - n) an antique sword and other arms.
4. What groups of historical sources do you use more frequently when teaching cultural diversity in a classroom?
- a) legislative sources and regulatory acts;
  - b) extracts from periodicals;
  - c) sources of personal origin (memoirs, diaries, letters);
  - d) Internet-documents (network document);
  - e) I usually teach this issue in class using \_\_\_\_\_
5. How do you personally rate historical data, given in Internet?
- a) Internet is flooded with pseudo-historical texts, dubious sources;
  - b) historical data given in Internet is not always objective and can not be characterised as reliable;
  - b) Internet is just one of my sources of historic data.

## Questionnaire

### *Instruction*

Please rate your approval or disapproval with the statements, given below, by putting a number from 1 to 7 in front of each statement:

«Absolutely disagree» – 1.

«Disagree» – 2.

«Rather disagree» – 3.

«Difficult to say» – 4.

«More or less agree» – 5.

«Agree» – 6.

«Completely agree» – 7.

Please try to use number 4 – «difficult to say» – as little as possible.

### *Relations with others*

1. Emotional warmth in peoples' relations gives me a pleasure.
2. I believe genuine spiritual closeness between peoples is impossible.
3. I always try to help other people.
4. I want to trust people and enjoy their trust in me.
5. No one is obliged to help another.

6. In spite of everything, people should seek mutual respect.
7. I often feel indifferent, when other people quarrel or offend each other.
8. I can trust another person.
9. My friends and I have our own rules for our relations.
10. I have my own notion of the borders of people's relations.

*Other ethnic group*

11. People of certain nationalities are not to my liking.
12. I find it interesting to learn ethnic traditions of different people.
13. I can not behave in the same way with people of all nationalities.
14. I feel the urge to communicate with people of other ethnic groups and nationalities.
15. People prefer to communicate closely with people within their own ethnic group.
16. It is important, that people, belonging to different ethnic groups or nationalities manage to understand each other.
17. I like to be in a multinational environment.
18. If I want to, I can successfully co-operate with people, belonging to any ethnic group.
19. My attitude towards other ethnic groups is the same as the attitude of the majority of people, I have close relations with.
20. It is important for me to be conscious of my own ethnic belonging.

*Other culture*

21. It is good to communicate with people from other countries.
22. People, belonging to other cultures, do not present anything different.
23. When I find myself in a situation of a "cultural shock", I prefer to clarify a situation, rather than to explain it.
24. I do not feel a need to find out, what people from other countries think or how they reason.
25. If I find myself in a different culture, I usually quickly adapt to it.
26. People should get used to living in multicultural communities.
27. Each culture is of high value.
28. In a different cultural environment a person can not be totally calm and tranquil.
29. I share the opinion of my group on the way one should behave with people of different countries.
30. I regard myself as a real representative of my culture.

*Other faith*

31. I have warm feelings to all believers, irrespective of their religions.
32. Only people belonging to one religion can deeply understand each other.
33. I am quite tolerant to people of different confessions.
34. It would be very nice, if people of different confessions do not clash with each other.
35. I usually distant myself from people of other religions.
36. All religions have the same basis and that is why they should never conflict with each other.
37. It is of no great importance for me what religion, the person I communicate with, professes.
38. One should never allow a person of other religion to access the attributes of one's own faith.
39. We often discuss religious issues among ourselves.
40. I respect myself for my attitude to the religion.

*Other occupations*

41. I find people of certain professions unpleasant.
42. I believe, there is a special thrill in each profession.
43. While arguing with me, people of other professions often look ridiculous and unconvincing.
44. Other professions attract me.
45. I work most effectively in a team with people of different professions.
46. It is important for people of different professions to find ways for co-operation.
47. An opinion of a person of a different profession is dubious.
48. I try to follow the ideas of productive co-operation between people of different professions.
49. I am accepted by my professional community.
50. My profession is me.

## APPENDIX IV

### EXERCISE FOR PARTICIPANTS OF THE WORKSHOP I

#### African Slave Trade

**Grade level:** 8<sup>th</sup> grade (13-14 year olds)

**Objectives:** students will share their feelings about the enslavement of Africans and they will write a small article for a school magazine/newspaper.

**Skills:** empathy; position taking; making an argument judgement.

**Warm up activity:** using a rope or coloured tape, in an empty corner of a classroom draw a square: one meter by one meter, with the height of also one meter.

Tell the students that they are going to try to see how many people can fit under the rope/tape. After a sufficient number of students have crawled under the rope, to make it slightly cramped, but not unbearable, ask them to describe what they are feeling, being so close together. The students will probably complain about not having enough room to move around or feeling closed in. Allow the pupils to take their seats. Explain that this is how Africans who have been brought to America from 1450 to 1850 travelled by slave ship.

**Tell the students:**

1. Africans were often kidnapped by other African people and sold to slave ship owners.
2. Only the healthiest Africans were taken on the ships because the trip was so hazardous. On some slave ships, half of the slaves died before reaching America.
3. The trip from Africa to America took several months and Africans were given little to eat and forced to stay tightly packed together, like the students' experience under a butcher paper.
4. When the slaves arrived in America, they were often separated from any friends or family they had.

**Use the following sources:**

**Zurara, (chronicler, referring to the first arrival of a slave ship in the Algarve 1441)**

(...) sailors started taking the slaves that they had brought as ordered. Some had their faces turned down with tears in their eyes; others were moaning painfully, (...) others were moaning in a sort of song (...). But to increase their pain, the ones that were going to divide them arrived and started separating them, to make even lots. To do this it was necessary to separate children from parents, wives from husbands and brothers from sisters (...) mothers were holding their children in their arms so that they would not be taken away (...)

**Letter from Clenardo (humanist, 1535)**

There are slaves everywhere. All services are done by slaves and captive moors. I am about to believe that in Lisbon there are more slaves (male and female) than free Portuguese!

It is hard to find a house without at least one female slave. It is she who goes to the market to buy the necessities, who washes the clothes, sweeps up the house, carries the water and deals with the litter: in a word, she is a slave, and she is different from a beast only in the way she looks. The richer have slaves of both genders, and there are people who make a very nice profit by selling children of slaves, born in the house.

**Father Carli (Visited Angola in 1668)**

Men were piled at the bottom of the hold, chained for fear that they might revolt and kill all whites on board. Women were put between-decks. The pregnant ones were put on the back cabin. Children were put on the first deck, together with the barrelled herrings. If they wanted to sleep, they would fall on top of each other. They defecate and urinate where they were, the heat and the smell were unbearable.

<b>This is your task :</b>
<i>Teachers should decide on the headings of this article by asking specific questions and students have to use the sources as evidence.</i>
<i>Suppose you were teaching a class with 40% black students. What question(s) and/or activities could you suggest that would help black students feel comfortable about the task?</i>
How would you organise students' work?
What questions would you ask them?
Details of the end product (is there any freedom/space for students' decision?)

**Some topics for teachers to think of:**

The legacy of slave trade has many repercussions today. The ideology of racism, set-up to justify the enslavement of Africans, can still be seen in aspects of modern day racism.

The economic development of Africa was severely interrupted and some people argue that reparations should be made today.

The contribution of African Diaspora to areas such as agriculture, architecture, mining and metalwork, as well as to the visual arts, dance and fashion was/is immense.

