



Mosaic of Cultures

A EUROCLIO/MATRA project on Teaching the Multicultural Society in Russia
RU009002

FINAL REPORT

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1 CORE INFORMATION

1.1 Project name

Mosaic of Cultures – Teaching the Multicultural Society in Russia

1.2 Project number

RU 009002

1.3 Location

Russia

1.4 Theme

How to deal with the multi-cultural character of the society of the Russian Federation in history education

1.5 Target group

History teachers, history teacher trainers, textbook authors, pupils, educational authorities

1.6 Implementing Netherlands organisation

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1.7 Implementing CEE organisation(s)

MOOOPI – Moscow History Teachers Association
Alexander Shevyrev
Ostrovityanova 26-2-18
117321 Moscow
Russia
Tel: +79032033657
alexshev@online.ru

1.8 Duration

01/10/2002 – 31/12/2005
(Original ending date before adjustment 01/10/2005)

1.9 Total project budget € 675.529,72

1.10 Maximum Matra grant € 675.529,72

2 PROJECT SUMMARY

2.1 Key problem(s)

The Multicultural character of the Russian Federation is not reflected in the history education which has a strong Russo-centric approach. History education provides no answers or understanding for the multicultural society in Russia, neither for the ethnic conflicts and tensions at hand.

2.2 Overall objective(s)

- To create consciousness about and diminish ethnocentrism, xenophobia, racism and anti-Semitism
- To raise interest, respect and tolerance between different nationalities, ethnic and religious groups
- To raise awareness about the problems of national self-determination and ethnocentrism
- To discuss openly the merits and drawbacks of national self-determination, using facts and arguments instead of myth and ideology
- To diminish the ethnocentric Russian approach in history education
- To initiate a balanced multicultural approach in Russian history education

2.3 Project goal

- To develop educational materials matching these demands
- To create a group of history educators in Russia working actively on these challenges and disseminating the results
- To train teachers how to deal with multicultural society in the history classroom in a responsible way and provide them with teaching material
- To create a wide network in Russia dealing with these challenges
- To develop and strengthen the network of history educators in Russia
- To support the existing History Teachers Associations strengthen newly founded Associations of History Teachers and encourage the foundation of new History Teachers Associations in Russia
- To support the further integration of Russian history educators into the European-wide EUROCLIO network

2.4 Project results

1. Educational publication

100-150 pages

10.000 copies

Ready to use for Russian classroom practice

Innovative and multicultural

With pedagogical and didactical recommendations

2. Teacher training

2.1 At least 300 history educators trained

2.2 Several tens of teacher trainers trained

2.3 Application of project materials and ideas in at least 10 teacher training institutes in Russia

Several 100 teachers are each year educated by these institutes

2.4 Each school year more than 30.000 Russian pupils will be educated with help of the materials and ideas of the project. This number will increase as more teachers will be trained every year

3. History educators network

3.1 A strong and active network of history educators over most of Russia

3.2 Organised history educators able and willing to innovate

3.3 Critical and constructive approach towards the role of history education in society

3.4 International relations and awareness of international developments in history education

2.5 Main activities

Project management meetings: 1, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4

Development and Training seminars: 1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4

Authors meetings: 1

Development of the educational material: 1

Editing design and printing: 1

Training seminars: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4

International training conferences: 2.1, 2.2, 3.3, 3.4

Symposium: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4

Dissemination: 2.3, 2.4, 3.1

2.6 Management structure

The division of tasks is based on experience, efficiency and practical reasons. As much as possible of the work is done by MOOOPI as this contributes to their professional development. The overall management and the guiding and monitoring of the whole process is done by EUROCLIO. The project planning and decision making in the project is done by the four project coordinators (two from Russia, two from EUROCLIO) on an equal footing.

EUROCLIO

- Overall project management
- Overall process management, guiding and monitoring of content and professional development
- Action planning
- Human resource management international experts
- Organisation of activities outside Russia
- Evaluation
- Reportage
- Overall financial administration
- Liaison with Matra and Embassy

MOOOPI

- Action planning

- Practical organisation of seminars and meetings in Russia
- Guiding the process of production of the educational material
- Human resource management in Russia
- Building of network in Russia
- Evaluation
- Relations with educational authorities in Russia
- Financial administration of money spent in Russia

3 PROJECT PROGRESS

Note that all progress reported upon should pertain to the present reporting period only.

3.1 Summary Table

The core for this part of the progress report is constituted by a table summarising planned and realised implementation during the reporting period. A format is presented in Annex 1a to this document. The application and the inclusion of this table under this sub-section heading is obligatory.

Activities	Measurable indicators of achievement	Actual achievement	Remarks/Reference
Development of educational materials	- Editing meetings - Development of educational materials - Book is published	- Book is published and distributed	The editing, designing and publishing process took much more time than planned, due to continuous improvements and a very slow working publishing house.
Training workshop by project coordinators during the Annual Conference of the Moscow History Teachers Association MOOOPI	- Workshop taking place	- around 60 Moscow history teachers took part	
Project management meetings	- Project management meetings taking place - New checklists produced	Project management meetings took place in April, July, September, November and December - five new checklists were produced	The project management meetings mainly dealt with the development of the educational materials, the building of relations with educational authorities, the preparation of the teacher training seminars and final seminar, sustainability of the project results and financial management and administration
Russian project	11-17 April EUROCLIO	Russian observer	

participants took part in international activities in the field of history education	Annual Training Conference and General Assembly in Riga, Latvia. Workshop by project coordinators 3-5 May Matra Project seminar in Romania, , 1-3 July School History Project teacher training, Leeds, UK 11-13 July HTEN conference, Nottingham, UK. <i>Teaching sensitive and controversial issues</i> , 15 July Heirnet conference, London, UK 22 October, Michael Sant memorial lecture by Alexander Shevyrev, Malta 19-22 Oct Participation of Russian project participant in Matra project Seminar in Cluj Romania	participated, presented the project and continued professional relations	
Building relations with educational authorities	Meetings with authorities taking place	- Meeting with Vladimir Novichkov, former vice-minister of education, Alexej Semionov, Rector of MIOO, Yevgeni Viazemski, Specialist for history of Ripkro,	
Teacher training	Teacher training seminars in Moscow (31 March) Wladiwostok (29 June-1 July), Khabarovsk (4-8 July), Rostov on the Don (5-7 September), Vladikavkaz (10-12 September), Moscow (6-8 November), Kazan (10-12 November), Moscow (8-9 December)	293 Russian history teachers and teacher trainers received training Annual Training Conference meeting of the Moscow History Teachers Association with workshop by EUROCLIO project managers. 502 history teacher participated	

3.2 Narrative on implemented activities and achieved results

Development of educational materials

The most important activity during this reporting period was the final editing and the typographical design of the educational material. This is done by the editing team, consisting of four Russian project

participants and the designer from the publishing house. Publishing houses in Russia do not have any experience in this kind of innovative teaching materials. As a result the designer has to be guided step by step through the designing process. The work takes still more time than expected. The designer works very slow and the editing team has to work next to their normal jobs. The book is expected to be ready in August 2005. The result however will be extremely interesting: a book that is a complete innovation compared to existing materials in Russia and which can serve as an interesting and inspiring example for other countries.

Workshop by project coordinators on the materials of the project during the Annual Training Conference of the School Section of the Norwegian History Association HIFO

The School Section of the Norwegian Association of Historians organises each year a training seminar for which they have budget to invite interesting foreign guests. Through the EUROCLIO network they were aware of the Mosaic of Cultures project in Russia and they invited two project coordinators to conduct a teacher training workshop of three hours for a group of 50 history teachers. The coordinators presented the project, spoke about the multicultural society in Russia and trained the Norwegian teachers using project materials on the topic Migration. The materials are added as an appendix to this report. The Norwegian teachers were impressed and inspired by the materials and the workshop.

Project management meetings

During this reporting period two project management meetings were organised. One was connected to the workshop in Norway, the second organised in Moscow in December 2004. The project management meetings dealt with the development of the educational materials, the building of relations with educational authorities, the preparation of the teacher training seminars, sustainability of the project results and financial management and administration.

Russian observer in final seminar EUROCLIO Matra project in Latvia

EUROCLIO always organises an exchange between the different projects it is running. This exchange serves to build and consolidate international professional relations in Europe and to acquire inspiration, knowledge and experience from developments in other countries. It is our experience that travelling abroad (on professional trips) is very important to open people's minds and hearts. In this framework one Russian project expert attended the final seminar of our Matra project in Latvia.

Building relations with educational authorities

During this stage of the project it is important to build relations with the regional and federal educational authorities in Russia to find support for the dissemination of the educational materials and the teacher training seminars. We had meetings with the following persons:

- Ms Larissa Yefremova, History Specialist of the Federal Ministry of Education
Result: although initially promising it was not successful in the end. She probably expected money for her support, which was not available.
- Mr Vladimir Novichkov, former vice-minister of education.
Result: a publication on the project in the Educational magazine of the Moscow government
- Rector of Ripkro, the Russian academy for in-service teacher training
Result: possible support for the foundation of a Russian history teachers associations, and the introduction of a special course on intercultural education in the teacher training academy
- British Council
Result: support how to build contacts with associations of teachers in other subjects in Russia

Teacher training

Connected to a coordinators meeting the two EUROCLIO coordinators of the project gave a teacher training workshop on the Annual Conference of the Moscow History Teachers Association. 52 history teachers participated in an active workshop on multiperspectivity in history education.

4 PROJECT ENVIRONMENT and MANAGEMENT

4.1 Project environment

- In this project the authors lived in different parts of the Russian Federation. The distances allowed the authors only to meet several times a year for several days. This time was too short. As a result an editing team was necessary to rework all materials, which were good and interesting in itself into coherent educational materials. The work of the editing team demanded much time in the autumn of 2004 and the winter of 2005. This caused a delay, which forced us to ask for an extension of the project. The request for an extension of the project until 31 December 2005 was granted.
- Proposal for an increase in the budget was rejected
Mainly as a result of disappointing costs for board and lodging the project management submitted on 27 June 2004 a proposal for a budget change. The proposal was rejected as the budget of the project reached the maximum subsidy already. An adapted budget for the original amount was accepted. As all money available for contingencies in the budget is used for other purposes, the project management now has the responsibility not to overspend any item, but still fulfil the project aims as good as possible using all money available. An escape route in the end might be to downscale the final seminar. But this will only be done if there is no other solution, as it will limit the dissemination of the project outcomes.
- Vladikavkaz
The Northern Caucasus remains a sensitive area in Russia. Although the security situation tends to have calmed down after the Beslan tragedy it is still not without problems to travel to this region. The multiple entry visa application of one of the project managers was rejected without reason in March 2005. Our suspicion is that it was because Vladikavkaz was among the list of places to visit. After this incident a visit to Moscow was possible using a tourist visa. A new application for the multiple entrance visa will be made in May 2005.
- The cooperation with official institutions is difficult. Many are not interested in NGO's and feel threatened by possible competition or by successful NGO's that might reveal their own incompetence. Several contacts with the Ministry of Education and teacher training institutions turned out not very fruitful.

4.2 Management issues

There are no changes in the management structure of the project

5 Evaluation

5.1 Achievement of the project goal

- The authors team finalised the work on the educational materials
- The team was very hard working, very professional and highly motivated.
- The materials have been piloted in Moscow schools and by the authors in their own schools.
- A small editing team prepared the material for publishing
- The editing team and the designer are developing the design of the teaching materials
- Two authorities on History Education in Russia, Mr Michael Ponomariov and Mr Michael Boytsov have written on our request reviews on the educational materials, which are critical but positive. The reviews will be published in educational magazines in the near future.
- Teacher training seminars in Vladivostok, Khabarovsk, Vladikavkaz, Rostov, Moscow and Kazan are planned and prepared for the summer and autumn of 2005

- A final symposium is planned to finalise the project in December 2005
- Agreements are made with Mipkro to include the project materials in official teacher training courses.
- New connections are established with history educators in different parts of Russia.
- The History Teachers Associations are influenced by the project. They are thinking themselves about the topic, arranging local meetings and are curious for the educational materials under development
- The project is participating in a competition to receive a grant for a CD-ROM and internet publication of the teaching materials.
- Two project coordinators presented a workshop to Norwegian history teachers in Oslo, using a selection of materials from the project. The workshop and the materials were received with interest and enthusiasm. Several of the teachers felt inspired with new ideas for their own teaching. The workshop will be repeated in a international audience during EUROCLIO's Annual Training Conference in Riga, Latvia, in April 2005. The workshop materials are added as an appendix to this report.

5.2 Financial implementation

5.3 Achievement of overall objectives

5.4 Sustainability

5.4.1 co-operation between all partner organisations

The cooperation between the partner organisations is good. The management team of four coordinators works constructively together.

5.4.2 project's co-operation with the target group and/or policy makers

The cooperation with the target group of history and history teacher trainers is very positive till now, although only a limited group was involved. Several teacher trainers perform as experts and adviser in the development of the educational material. A bigger group of around thirty history teachers and teacher trainers serve as resonance group. They receive training and test new materials in their lessons and give feed back on them to the authors. Their role is very important, and notwithstanding a lot of constructive criticism (what is expected from them) they are very enthusiastic about the materials under development. The target group will be reached on a big scale during the next reporting period when the teacher training seminars, the symposium and the dissemination will take place.

5.4.3 Sustainability and capacity building

The project is mainly focusing on transferring knowledge and skills and gaining experience, both in the educational and the management field. The target group consists of educators, which are all multipliers. The professional development of teachers as a result has a long lasting impact on their teaching, reaching out to all their pupils. The training of teacher trainers is even wider reaching. To sustain this multiplier effect the Associations of history educators in Russia are also supported by developing management and organisational skills. It is envisaged that new professional associations will emerge in several of the cities where teacher training is taking place. These associations can and will continue the professional development of teachers and the dissemination of project results also after the finalisation of the project.

5.4.4 Capacity of the partner organisations

6 Conclusions and Recommendations

6.1 *Conclusions as to the project's effectiveness and efficiency*

6.2 *Recommendations to the local partner organisation*

6.3 *Recommendations to Matra*