

**ROADMAP FOR THE IMPLEMENTATION OF A
CAPACITY BUILDING PROGRAMME SUPPORTING THE IMPLEMENTATION OF
RECOMMENDATION CM/Rec(2020)2 ON THE INCLUSION OF THE HISTORY OF
ROMA AND/OR TRAVELLERS IN SCHOOL CURRICULA AND TEACHING MATERIALS AT
NATIONAL LEVEL**

Background & Aim

The Council of Europe is currently implementing its Strategic Action Plan for Roma and Travellers Inclusion (2020-2025). In the framework of the priority area 5.3 (Supporting access to inclusive equality education and training) and under its mandate for the years 2024-2027, the Committee of Experts on Roma and Travellers Issues (ADI-ROM) is developing a capacity building programme and tools to support the implementation of Recommendation CM/Rec(2020)2 on the inclusion of the history of Roma and/or Travellers in school curricula and teaching materials at national level. The programme and tools are meant to assist member States with the implementation of Recommendation CM/Rec(2020)2 at national level by building capacities of member States' institutions to design or adapt curricula and textbooks in line with the Recommendation's guidelines.

The aim of this document is to provide a Roadmap for the implementation of a capacity building programme by member States on the inclusion of Roma and Travellers history in schooling.

The Roadmap builds on the *Mapping study identifying good practices in Council of Europe's member States in representation of Roma and/or Travellers in school curricula and teaching materials*, the additional *Recommendations on how the process of development of school curricula and teaching materials should work to ensure full participation of Roma and/or Travellers*, while also pointing to methods and teaching strategies which have been developed in the framework of priority area 5.3 of the Strategic Action Plan for Roma and Travellers Inclusion (2020-2025). Those documents serve at the same time as tools for the implementation of national capacity building programmes.

The Roadmap aims to be as concrete and concise as possible in pointing to direct actions member States may undertake for the inclusion of the history of Roma and Travellers in school curricula and teaching at the national level.

Scope

This Roadmap for the implementation of a capacity building programme at national level has been developed within the scope of the principles and proposed actions mentioned in the CM/Rec (2020)2 as follows (for details see the [full text of CM/Rec\(2020\)2](#)):

1. Teaching of the history of Roma and/or Travellers and its inclusion in national school curricula and teaching materials

2. Development and revision of teaching materials and methods
3. Teaching about the Roma Holocaust and other historical persecutions
4. Training activities
5. Extracurricular activities
6. Research into the history of Roma and/or Travellers
7. National and international co-operation on the history of Roma and/or Travellers

Proposed work-packages and activities

1. Work-package 1 - teaching of the history of Roma and/or Travellers and its inclusion in national school curricula and teaching materials

- 1.1. Review of existing curricula with the aim to identify spaces for Roma and/or Traveller history inclusion.

To **establish the extent to which the history of Roma and/or Travellers is included or can be included**, a review of existing curricula may be conducted. The *Mapping study identifying good practices in Council of Europe's member States in representation of Roma and/or Travellers in school curricula and teaching materials* can be used as a starting point and will point to best practices for strengthening Roma and/or Traveller history inclusion. Bearing in mind the cross-curricular nature of history teaching, this review can include other school subjects, such as economics, civic or social education, literature, religion or ethics, arts, music or languages.

- 1.2. **Dissemination** of teaching materials and methodological guidelines to target audiences (including teachers/educators, teacher trainers, curriculum developers, textbook authors)

Output	Key Performance Indicators
WP1:	
Report/review of existing curricula	- Spaces in existing curricula for the inclusion of Roma and/or Traveller history have been identified
Dissemination of teaching materials and methodological guidelines	-Number of teaching materials and methodological guidelines shared

2. Work-package 2 - development and revision of teaching materials and methods

With reference to Recommendation CM/Rec(2020)2, the **development of flexible curricula** remains crucial to ensure actual changes in history classrooms and a greater attention to an inclusive teaching of history, including that of the specific experiences of Roma and/or Travellers. Once the curricular space for the inclusion of Roma and/or Traveller history has been established as part of Work-package 1, focus can shift to:

- 2.1. **A revision of existing teaching materials**, in particular those with little, inaccurate or no mention of the history of Roma and/or Travellers, may be carried out in order to make these

more inclusive, ensuring immediate impact aiding the implementation of Recommendation CM/Rec(2020)2. Key questions to consider in the (peer-) review and subsequent revision of such materials include:

- Are the pasts of all students in classrooms represented?
- When we use visuals, do they show the diversity of people in our country and respect their dignity?
- When we include the work of historians and other 'authority' figures, do we draw on work from a diverse and representative range of people?
- Do our materials help students to understand why some past topics are still highly emotional and sensitive for some groups of people?
- Do our materials reflect up-to-date research and scholarship?
- When students use our materials will they have learnt:
 - That Roma and/or Travellers have a long history in our country and in Europe?
 - That Roma and Travellers have made significant contributions to the national economy, culture, and traditions?
 - That the diverse past helps to understand the diverse present?

In order to thoroughly evaluate the teaching materials' inclusivity, it is strongly recommended to involve representatives of Roma and/or Traveller communities in the revision process.

2.2. **The development of teaching materials on Roma and/or Traveller history or the inclusion and promotion of existing teaching materials.** The materials should:

- Contain a balanced and contextualised reading of Roma and/or Travellers' history, reflecting their common history as a people present in Europe for centuries;
- Promote the awareness of antigypsyism as a specific form of racism, and the denial to grant Roma and Travellers the status of victims of the Holocaust, underlining the historical roots of these prejudices and their consequences for contemporary anti-Roma and/or anti-Traveller hate speech and violence.

For the development of new teaching materials, the following tools (produced by ADI-ROM in 2024) can and should be consulted: the *Recommendations on how the process of development of school curricula and teaching materials should work to ensure full participation of Roma and/or Travellers* and the *Mapping study identifying good practices in Council of Europe's member States in representation of Roma and/or Travellers in school curricula and teaching materials*. The inclusion of Roma and/or Traveller interest groups in the development process is in this regard particularly recommended.

The Council of Europe provides in this context for several additional tools in the form of **existing teaching materials and methodological guidelines** that have been developed with the purpose of adaptability to national contexts. These include concise Historical Content Briefs, Factsheets on Roma History, Teaching Strategies, and a Practical Tool for Teaching about the Roma Holocaust and Historical Persecutions of the Roma and Travellers from a Human Rights Perspective. Council of Europe member States are encouraged to translate these teaching materials and methodological guidelines. The European Roma Institute for Arts and Culture (ERIAN) and HISTOLAB (a joint EU and Council of Europe initiative) have also produced tutorials for the inclusion of Roma history, including the Roma Holocaust

targeted at teachers. Please consult the References at the end of this document for an overview.

- 2.3. **Design and implementation of training activities** for relevant authorities and individuals responsible for the drafting of curricula, textbooks and auxiliary teaching aids, in line with the *Recommendations on how the process of development of school curricula and teaching materials should work to ensure full participation of Roma and/or Travellers*.

Relevant training focus includes awareness and a critical understanding of racism and discrimination, including the specific experiences of antigypsyism, recognising biases, fostering inclusivity, as well as incorporating peer-learning activities with colleagues working in member States, where flexible curricula and inclusion of Roma and/or Traveller history have been implemented already. The *Mapping study identifying good practices in Council of Europe's member States in representation of Roma and/or Travellers in school curricula and teaching materials* can be consulted for the latter. The training activities should be conducted with the specific involvement of civil society organisations representing minority groups or other representatives of such groups, including Roma and Travellers. Pan-European associations such as ERIAC also provide relevant training offers on Roma history and inclusion. The involvement of practising history teachers as well as representatives of learners, certainly as participants but also as potential workshop facilitators, to ensure relevant peer exchanges and relevancy for classroom practice, is recommended.

- 2.4. **Organisation of study visit(s), including for peer-learning** regarding replicable good practices in the development and revision of teaching materials and methods, can be arranged. The *Mapping study identifying good practices in Council of Europe's member States in representation of Roma and/or Travellers in school curricula and teaching materials* can be consulted to identify suitable visits. Study visits should include meetings with representatives of Roma and/or Traveller communities.

Output WP2:	Key Performance Indicators
A training is designed/customised and delivered to relevant representatives of public authorities	- Number of curriculum developers, reviewers, textbook authors and authors of auxiliary teaching aids trained on anti-racist and antigypsyism approaches
A revision of existing teaching material is carried out, making these more inclusive	- % of trainees indicating a "good" or "very good" improvement of competencies
Development of new teaching material or the promotion of existing materials	- number of relevant experiences from other countries shared - number of teaching materials revised for inclusivity purposes - number of teaching materials developed

Study visits, including for peer-learning, are conducted	- number of existing teaching materials, e.g., produced by CoE, translated/disseminated - number of study visits for peer learning conducted
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3. Work-package 3: Teaching about the Roma Holocaust and other historical persecutions

- 3.1. **A review and revision of existing teaching materials** on the Holocaust may be carried out to establish the extent to which current editions provide sufficient attention to Roma and/or Travellers, with an understanding that comprehensive Holocaust education includes the experiences of all victim groups. In conducting such a review, particular attention should be given to the understanding and idea of victimhood. Toolkits and guidelines produced by organisations such as EuroClio – the European Association of History Educators, may be helpful in this regard.¹ Rather than reducing Roma and other groups to mere victims without agency, the active role of Roma, Sinti and Yenish in anti-Nazi and anti-Fascist resistance movements may and should be highlighted in teaching materials tackling the history of the Holocaust and the rise of fascism and national socialism in Europe.
- 3.2. **The adaptation, translation, and promotion of existing teaching materials**, including the tools developed and offered by the Council of Europe, may alleviate gaps identified in existing materials offered to teachers. These include the *Practical Tool for Teaching about the Roma Holocaust and Historical Persecutions of the Roma from a Human Rights Perspective* and the *Right to Remember Handbook on Remembrance of the Roma Genocide*. Council of Europe member States may request translations of these teaching materials and methodological guidelines. Please consult the References at the end of this document for an overview.
- 3.3. **The integration of activities related to the remembrance of the Roma Holocaust** may be an effective way to bring attention to what is often referred to as the “Forgotten Holocaust”. While activities could be planned in connection with 2nd August (European Roma Holocaust Memorial Day), this date may be difficult for formal educators due to the school holidays. Attention should therefore be placed on finding a suitable date reflecting local historical contexts, such as local anniversaries and places connected with the imprisonment or deportation of Roma to concentration camps. When implementing remembrance of the Roma Genocide, the involvement of (local, national) Roma communities is important to ensure that remembrance events are respectful, sincere, and representative. The Council of Europe publication *Right to Remember - A Handbook for Education with Young People on the Roma Genocide* provides important pointers for the integration of such activities. Key questions to consider when planning a remembrance activity include:
- Does the proposed activity acknowledge what happened – in particular the scale of the crime and its impact on individuals?
 - Does the proposed activity include an understanding that those who “stood by” also played a role in leading to the events?

¹ EuroClio Toolkit ‘Who Were the Victims of the National Socialists?’, <https://euroclio.eu/resource/who-were-the-victims-of-the-national-socialists-a-toolkit-for-place-based-learning/>

- Does the proposed activity propose remedies for any remaining harm resulting from the Roma Holocaust?
- Does the proposed activity express a desire to “turn a new page”, e.g., by acknowledging the injustices faced by Roma today?

Output WP3:	Key Performance Indicators
Practical tools to teach about the Roma Holocaust have been made available to teachers	- Number of existing teaching materials on the Holocaust revised for the appropriate inclusion of the Roma and other victims of the National Socialists - Number of teaching materials designed, translated and/or adapted to national context - Number of activities related to the remembrance of the Roma Holocaust

4. Work-package 4: Training activities

4.1. **The continuous professional development of teachers and teacher trainers** can be considered a key factor in ensuring real changes in classroom practice. Relevant training focus includes awareness and a critical understanding of racism and discrimination, including the specific experiences of antigypsyism, the history of Roma and/or Travellers in specific national or local contexts, recognising biases, fostering inclusivity, as well as incorporating peer-learning activities by teachers already making use of lesson plans and teaching strategies on Roma and/or Traveller history. National associations of teachers (e.g., History Teacher Associations) or European networks such as EuroClio can be consulted for inclusion of such lesson plans and teaching strategies and to identify relevant trainers. Representatives of Roma and/or Traveller communities should be consulted and involved in the design and implementation. European organisations such as ERIAC similarly offer training courses on Roma culture and history. As established in the *Mapping study identifying good practices in Council of Europe’s member States in representation of Roma and/or Travellers in school curricula and teaching materials*, training activities are generally not part of the initial training of teachers. To ensure that future teachers gain the knowledge, skills and awareness required for the teaching of Roma and/or Traveller history, teacher trainers should be included alongside practising teachers.

Questions to consider when implementing training activities for teachers on Roma and/or Traveller history:

- Does the training activity involve experts from the Roma and/or Traveller community?
- When including the work of historians and other ‘authority’ figures, do we draw on work from a diverse and representative range of people?
- Have national associations of teachers (e.g., history teacher associations) been consulted and involved in the design and promotion of the training activity?

- Does the training activity offer teachers ready-to-use materials that have been peer-reviewed and piloted in schools and that can be implemented within the parameters of the applicable curriculum?
- Does the training activity draw on best practices identified by the Council of Europe or other international bodies?

The *Mapping study identifying good practices in Council of Europe's member States in representation of Roma and/or Travellers in school curricula and teaching materials* can be consulted for identification of good practices in training activities. The *Recommendations on how the process of development of school curricula and teaching materials should work to ensure full participation of Roma and/or Travellers* can serve as a useful document in ensuring a holistic approach for an inclusive mediation of history.

Output WP4:	Key Performance Indicators
Continuous professional development on Roma and/or Traveller history is offered to teachers and teacher trainers	- Number of teachers and teacher trainers trained - % of participants indicating a “good” or “very good” improvement of competencies

5. Work-package 5: Extracurricular activities

5.1. **The inclusion of place-based learning methodologies** can be a useful tool to promote awareness of the general population, and the younger generation in particular, about the historical presence of Roma and/or Travellers in their local environment and their contribution to local, national and European history. Place-based learning is an approach to learning that is not limited to the arts and humanities but can be implemented within various disciplines in school and be adapted to different local contexts. It allows young people to fully immerse themselves in their (geographical) surroundings and use places (e.g., sites of local heritage, museums, archives) as a foundation for their learning journey. It promotes a learning experience that is grounded in students' local communities, challenging them to form a deeper understanding of their surroundings and their own place in the world. Place-based learning puts students at the very centre of their learning, making it a personal experience through which they determine what, how, when and where they want to learn. It also provides an opportunity for students to learn outside of the classroom and their regular school framework.

It is important to bear in mind that the national/regional (history) curriculum can be a hindrance for the successful implementation of such activities at school. Given that a common concern expressed by many teachers relates to curricular overload,² the development of **flexible curricula** remains crucial to give teachers the freedom and space to conduct such *extracurricular* visits with their students. Providing schools, educational institutions, including non-formal educators, as well as museums and remembrance sites, with the financial capacity to facilitate such visits is also of vital importance in ensuring that place-based learning journeys are made inclusive for all learners. Equipping

² For findings on curricular overload, see General Report on the State of History Teaching in Europe, Council of Europe Observatory on History Teaching in Europe (2003)

teachers/educators with the knowledge and skills required for undertaking such visits responsibly should also be a priority, particularly when tackling difficult or traumatic pasts, such as remembrance of the Roma Holocaust, that can cause significant emotional responses from students and educators alike.

In promoting the inclusion of placed-based learning activities, consider the following steps and questions:

- Establishment and promotion of funding schemes for teachers and non-formal educators
 - Does the scheme encourage attention to the history of Roma and/or Travellers?
 - Have formal and non-formal educators (e.g., teachers, NGO and youth workers, museum educators) been consulted in the design process ensuring relevance to target audiences?
 - Do the funding schemes require minimal 'red tape', administration and reporting?
- Does the national/regional curriculum allow enough space for such activities to take place?
- Are toolkits and guides on how to conduct such visits responsibly available to educators in national language(s)?

The *Mapping study identifying good practices in Council of Europe's member States in representation of Roma and/or Travellers in school curricula and teaching materials* provides an overview of practices from Council of Europe member States that can be replicated.

Output WP5:	Key Performance Indicators
Guiding documents on implementation of extracurricular activities are offered to educators	- Number of guides for educators
Funding schemes for placed-based learning to educators / youth	- Number of applications to national/regional funding schemes for the implementation of extracurricular activities highlighting Roma and/or Traveller history

6. Work-package 6: Research into the history of Roma and/or Travellers

6.1. **A revision of existing funding schemes for research**, in particular those with no mention of Roma and/or Travellers, may be carried out to make these more inclusive. The following questions may be considered when revising existing funding schemes for historical research:

- Does the funding scheme explicitly invite research into the history of Roma and/or Travellers?
- Does the funding scheme explicitly encourage applications from Roma and/or Traveller scholars?
- Do existing funding schemes encourage publications/outputs that are made available online and licensed for educational use?
- Do existing funding schemes for history didactics/history education include a focus on inclusivity?

6.2. **New funding schemes for research** may be established to mainstream the production of research on the history of Roma and/or Travellers, facilitating the inclusion of this history in existing research centres, museums, and cultural institutions. In drafting such funding schemes, Roma scholars or civil society organisations should be consulted to adequately determine current gaps in research.

The *Mapping study identifying good practices in Council of Europe's member States in representation of Roma and/or Travellers in school curricula and teaching materials* provides an overview of existing research schemes and practices in several Council of Europe member States.

Output WP6:	Key Performance Indicators
Revision of existing funding schemes, ensuring inclusivity of Roma and/or Traveller history	- Number of funding schemes revised for inclusivity
Establishment of new funding schemes specifically targeting the history of Roma and/or Traveller	- % of scholars with Roma and/or Traveller background receiving funding
	- Number of research projects awarded that specifically target the history of Roma and/or Travellers

7. Work-package 7: National and international co-operation on the history of Roma and/or Travellers

7.1. **The provision of mobility funding for peer exchanges** can be an effective tool to further national and international co-operation on the history of Roma and/or Travellers. Cross-border cultural co-operation and peer-to-peer sharing of experiences about the teaching of Roma and/or Travellers' history at international conferences (e.g., of the International Society for History Didactics or EuroClio) can foster the sharing, adaptation and translation of existing tools, materials and publications.

Output WP7:	Key Performance Indicators
Mobility funding scheme for peer exchange on the history of Roma and/or Travellers	- Number of academics, educators, NGOs active in the field of education, and Roma and /or Traveller NGOs benefiting from mobility funding to attend conferences and peer exchange activities

Resources

- [Council of Europe Strategic Action Plan on Roma and Traveller Inclusion 2020-2025](#)
- [Recommendation CM/Rec\(2022\)5 on passing on remembrance of the Holocaust and preventing crimes against humanity](#)
- [PACE Resolution 1927 \(2013\) Ending discrimination against Roma children](#)
- [Recommendation CM/Rec\(2009\)4 on the education of Roma and Travellers in Europe](#)
- [Recommendation CM/Rec\(2001\)15 on history teaching in twenty-first century Europe](#)
- [Declaration of the Committee of Ministers on the Rise of Anti-Gypsyism and Racist Violence against Roma in Europe](#)

- [ECRI General Policy Recommendation N°13 on combating anti-Gypsyism and discrimination against Roma](#)
- [Recommendation CM/Rec\(2009\)4 of the Committee of Ministers to member states on the education of Roma and Travellers in Europe](#)
- [The Roma Holocaust/Roma Genocide in Southeastern Europe: Between Oblivion, Acknowledgment, and Distortion](#)
- [Roma Holocaust Webpage](#)
- [Roma history factsheets](#)
- [The representation of Roma in European Curricula and Textbooks](#)
- The representation of Roma in major European museum collections [Volume 1- Le Louvre](#) – [Volume 2- Prado](#)
- [Mirrors - Manual on combating antigypsyism through human rights education](#)
- [Right to Remember - A Handbook for Education with Young People on the Roma Genocide \(Second edition\)](#)
- [HISTOLAB Tutorials on Roma History](#)
- [“Who Were the Victims of the National Socialists?” A Toolkit for Place-Based Learning](#) (EuroClio)
- [ERIAC training on Romani History and Culture](#)
- [General Report on the State of History Teaching in Europe](#) (Council of Europe Observatory on History Teaching in Europe)