



**Ministry of Education and Culture**



**COUNCIL OF EUROPE**    **CONSEIL DE L'EUROPE**

# **Workshop Report**

## **European workshop**

### **The remembrance of the Holocaust and of the Roma Samudaripen**

Budapest, Hungary, from 31 July to 3<sup>rd</sup> August 2008

**The Ministry of Education and Culture - Hungary  
Council of Europe - Directorate General IV  
Directorate of School, Out-of School and Higher Education  
European Dimension of Education Division**

## European workshop

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#### **Introduction and first day**

In the framework of the Projects “Teaching Remembrance: Education for the prevention of crimes against humanity” and “Education of Roma Children in Europe”, the Workshop “The Remembrance of the Holocaust and of the Roma Samudaripen”, was jointly organized by the Council of Europe in close cooperation with the Hungarian Ministry of Education and Culture. The workshop was held at the Council of Europe Youth Centre – Budapest.

The Workshop was attended by 70 people from a large number of Member States and was composed of teachers, teacher trainers, ministry of education officials and other involved and interested players. The Workshop was led and informed by officials from the Hungarian Ministry of Education and Culture and the Council of Europe, and experts in the field of the Roma genocide.

The Moderator for the opening session was Ms Yvonne Schuchmann who warmly welcomed all the Workshop participants and other visitors. She introduced Dr Carole Reich who formally greeted all the guests in the name of the Council of Europe and thanked the Hungarian Ministry of Education and Culture for acting as willing host to the Workshop and expressed her pleasure at welcoming everyone to the Budapest European Youth Centre of the Council of Europe. Dr Reich went on to stress the importance of the subject under consideration and a number of previous actions by the Council of Europe were clearly related to the themes that were to be addressed during the Workshop. It was anticipated that by the end of the Workshop, those present would be in a much stronger position to relate the Roma Genocide to their pupils and students. Participants were expected to return to their professional situations as ambassadors for the subject of the Roma genocide and to influence both their colleagues and incorporate it within in their school curricula and their lessons plans.

To conclude the first session, all participants were invited to introduce themselves to the others and to express their expectations for the time spent at the Workshop.

#### **Opening presentations – Second day**

On the second day of the Workshop, a number of keynote presentations were introduced by the Moderator, Ms Yvonne Schuchmann. She firstly reiterated her welcome to all the participants and named and thanks her colleagues and other

Workshop personnel for their hard work prior to the event. She went on to say by way of introduction that there was general agreement about the importance of the subject and that the Council of Europe had done much pioneer work in this area of international concern.

The Moderator then introduced **Mr. Gergely Arato, the Deputy Minister of the Ministry of Education and Culture**

The Deputy Minister welcomed everyone and expressed his pleasure at having the opportunity to address the Workshop. He continued by reading a quotation from the official Hungarian Parliamentary records from 1902 which betrayed the expression of anti Roma sentiments and suggested solutions to ‘the problem’. These included removing the children from their parents, preventing the Roma from keeping horses, and marching them in military style to the boarder and deporting them to Austria.

The Deputy Minister said that these records reminded us of the importance of history and the fact that there are no racist words that cannot be taken seriously. He said that it was important to get people to understand about what the whole country had lost as a result of the Holocaust. Mr. Arato went on to talk about how a society needs to come to terms with its past and to acknowledge what was done and by whom and who knew but just turned away. He felt that the Workshop would do much to help change the attitudes of children and young people in schools. He wished the Workshop every success.

The Moderator then introduced **Mr. Gabriel Mazza, Director, Directorate of Education and Languages, Council of Europe.**

Mr. Mazza started by saying that he recognized many faces of people in the audience who have a special relationship with the Council of Europe on this important matter of the Roma Genocide. He acknowledged his great pleasure at being able to greet everybody on behalf of the Council of Europe and wished to convey the greetings from the Secretary General, Terry Davies.

The Director went on to comment on the relevance of the Workshop to much of the Council of Europe’s work concerned with human rights and the rule of law. The Council had done much to inform and improve the teaching of history, and especially the history of the twentieth century so that young people will understand their recent history and not least its tragic episodes. This is a route to building the Europe that is wanted by all, a Europe of inclusion and solidarity. The Council’s mission for human rights has established a culture of democracy at all levels and within the context of “all different – all equal” philosophy.

The speaker went on to list many of the key areas of the Council’s work in relation to democratic citizenship, human rights, languages, democracy of higher education and activities for special social groups, as for example, the Roma. In fact, the Council has an overriding concern in regard to the Roma and Traveller communities. The many activities over the years, including the Pestalozzi programme, have only been possible

as a result of the cooperation of Member States and, as evidenced, this Workshop, by the work of Yvonne Schuchmann and the Ministry of Education and Culture.

The Council of Europe attaches particular importance to Roma and Travellers as these communities that have direct relevance to the Council's heritage of being built on the ashes of World War II, but of course, in addition, to all the victims of the Holocaust. There is a continuing need to combat all forms of discrimination and this subject reminds us of the need for constant and strident rebuttal of discrimination.

Mr. Mazza concluded by saying that the importance of the Workshop was also in its relation to pedagogy in the school classroom. It should not be seen as just a routine event by the Council of Europe, but something of special importance. He wished the Workshop an exciting and productive time.

The Moderator then introduced **Mr. Erno Kallai, Ombudsman of the Republic of Hungary**. His presentation started with an expression of his pleasure at being at the opening of the event and that the topic was important since little previous attention, discussion or research had focused on this issue of the Roma Genocide. He wanted to share some little known facts which were not widely known in Hungary. Roma came to Hungary in the 14<sup>th</sup> century according to historical research. A harmonious symbiotic relationship was soon established given that Hungary needed additional skilled labour both for its economy and its war with Turkey. Although there are few records, it is thought that this relationship deteriorated in the early 18<sup>th</sup> century with the ending of external conflicts and other economic and social changes. The Roma communities then experienced a crisis born of hard times and poverty. A 'Roma problem' emerged with well intentioned but ill informed solutions being suggested by the state authorities. This period saw the Roma communities suffer extremes of social and economic disadvantages and this situation was common for many Roma people across Europe. They soon became victims as a scapegoat for majority societies. This has lasted till today with many official groups blaming the Roma for faults in society. This history has produced a growing anti-Roma sentiment in the Hungarian population at large. The speaker saw the situation worsening to the extent that it reminded him increasingly of the 1930s. he hoped that something can be done to stop this trend, and wished the Workshop every success in this regard.

### **Keynote Presentation 1**

#### **Professor Szabolcs Szita – Historian of the Holocaust Memorial Centre**

The issue of the Holocaust including the Roma Genocide has been very much a tabooed subject in Hungarian school curricular. At most, all there have been are a few lines in school text books. The situation has changed since the 1990s with the introduction of new school curricular although the Rome Genocide is something that now has to be included. In 1998 the Ministry of Education and Culture accepted this area of knowledge should be part of the curriculum for trainee teachers. However, even this initiative was part of a lively discussion on whether it was justified and practical and whether teachers would have enough basic knowledge to be able to deliver it. In responding to the new challenge of including the Roma Genocide in the school curriculum, the Ministry of Education and

Culture have decided that it will be part of the history curriculum for grade 8 pupils (14 year olds) will be the first groups to be taught about human rights and the Holocaust. In 2001 a teachers' handbook was published but this led to increasing demands for more teaching and learning materials.

The speaker went on to ask how it was possible to teach children so that they develop empathy with the subject matter and in a way which helps to change negative and anti-Roma attitudes. Since 2005 it has been increasingly realized that public education has an important role to play promoting "pluralism" as a social goal and in the interests of diversity, coexistence, tolerance and mutual respect. There are dangers in education not attempting these important objectives. It is unchallenged and unacknowledged prejudices that lead to what happened to the Jews and the Roma. Human rights and Holocaust teaching is an essential part of education today and will allow pupils and students to learn the lessons of the past. The teaching of these issues within the school curriculum can add much to the repertoire of teaching skills.

The Professor went on to list the constraints to sound teaching in this area of education. These included teachers being afraid of the topic; the teachers lacking adequate knowledge; prejudiced attitudes among some teachers; and the opportunity for teachers to use the occasion to express these prejudices. This situation, unless it is changed, results in the Roma facing serious disadvantages in the society and a corruption of their equal opportunities. And so the Roma do not enjoy the support of the majority population and are thus entangled in a web of intolerance. All children need to know the truth of their own history. Indispensable to achieving this objective is the need to have a national Roma museum and a centre that can promote serious research in many locations in Hungary. This would allow us to know more about the 'deportations'. There is so much to be achieved so that after 600 years of the Roma being in Hungary, they can be integrated with pride in their identity. People need to work together and to words into action.

#### Summary of presentation/working group:

We will look at certain aspects of the Holocaust theme, with special regard to the questions of the Roma persecution in Hungary:

1. Making the Holocaust taboo. The attitude of teachers – keeping the distance.
2. The breakthrough at the end of the 90s. New programmes: postgraduate course for pedagogues, the first teaching materials.
3. Teaching of the Holocaust as a new pedagogical challenge. Launching of the Day of Remembrance of the Holocaust and its first experiences.
4. Persecution on the basis of race is a difficult historical heritage. The emotions and feelings based on those still affect these days.
5. In the case of Roma, it is essential to know about the times of historical, happy co-habitation.
6. The teaching of the Roma history and culture does not only serve to know their past, but their present state, the better understanding of their situation.
7. Some tasks of the education against the intentions of exclusion, in favour of the expansion of tolerance.

8. Against the stereotypes: adherence/authenticity of the era. The presentation and interpretation of sources, visualization of the picture, the role of the document films.
9. Teacher training courses, some experiences.
10. Methods to the emotional empathy, the growing of solidarity: trainings organized by the Holocaust Memorial Centre, the significance and the pedagogical increment of the visits to the original locations

## **Keynote Presentation 2**

### **Dr Carole Reich – Council of Europe**

Dr Reich wished to dedicate her presentation to the memory of her Jewish grandfather and to all victims of the Holocaust. She said that the Council of Europe was built on the ashes of World War II and that its location in Strasbourg was no coincidence. The place symbolized the union between people of different nationalities and ethnic backgrounds. With 47 Member States (and 49 in the European Cultural Convention) the institution was looking forward to and preparing for its sixtieth anniversary next year. The Council has always been involved with projects that seek to erode stereotypes from the teaching in classrooms. In one such project on the teaching of history of the twentieth century, it was impossible not to also teach about the Holocaust. The participants were reminded that the first lesson on the Holocaust was conducted by the American soldiers who were so shocked by the images of the liberation of the concentration camps, that they made the German soldiers visit the camps to see the scenes for themselves.

Following the Stockholm Forum, all Member States were asked to identify and declare a national Day of Holocaust Remembrance but more was expected than a simple commemorative exercise of laying flowers at a monument. It was anticipated that all Member States would ensure that children in schools would also be involved actively in the national Day of Remembrance and so learning something of its meaning. In addition, countries were expected to select their own date and for this to lead to both a focus on their own national Holocaust history and that of the European Holocaust and crimes against humanity as a whole, and that all the different victim groups should be included.

The Council of Europe has been very active in helping teachers teach Holocaust studies to their children and students. A wide range of materials have been produced including publications, films and advice on the use of witnesses in the classroom and how to avoid mistakes in this important process. The work of teachers should include all the victim groups but also the people who tried to reduce the suffering and helped many to survive.

The Council of Europe has also tried to ensure that senior and ministerial members of the Council and its national delegations become aware of the Holocaust and in so doing, has organized meetings in many of the sites of Holocaust victims including Krakow, Prague, Auschwitz, Nuremburg and Dakar.

Dr Reich concluded by telling the audience about the current Council of Europe Campaign concerned with anti-discrimination in relation to three issues including, anti-Semitism, Islamophobia and anti-Gypsism. Close attention will be focused on the media and journalists in relation to their intercultural competencies.

### **Keynote Presentation 3**

#### **Aurora Ailincăi – “Education of Roma Children in Europe”, Council of Europe**

The presenter said that before addressing the topic on which she will be focusing she wanted to remind participants of the context in which the Workshop takes place.

- The first Council of Europe official text on Roma was adopted in 1969
- The first teacher training seminar organised by the Council of Europe was in 1983
- and the first Recommendation dealing only and exclusively with education was adopted in 2000 = Recommendation no 4 on the education of Roma children in Europe

Aurora Ailincăi went on the detail the many different projects within the above programme. These included:

<b>1. Reference framework for educational policies in favour of Roma</b>
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This publication contains a series of examples of measures aimed specifically at Roma, which may be considered as recommendations to the member states of the Council of Europe and intended to promote and further the implementation of Recommendation (2000) 4 at national level. It is aimed primarily at political decision-makers (education ministries, local authorities, politicians), but also at education professionals, civil society (associations, non-governmental organisations), Roma communities and all interested citizens.

It covers all aspects of the education field and it suggests practical implementation strategies in the form of a grid setting out educational policy options, divided into four inter-related goals that together make up a comprehensive vision of educational policy in favour of Roma in Europe: **1. schooling; 2. social inclusion; 3. cultural identity and Roma cultural heritage; and 4. empowerment and participation.**

Such an all-embracing approach is necessitated by the specific situation of Roma, who face educational, social, cultural and economic problems all at the same time. From this overall perspective, education is not considered in isolation, but in relation to cultural identity and heritage, integration into society, preparation for employment and involvement and participation of the community.

## **2. Promoting access to basic education for Roma children Teaching kit for Roma children at preschool level**

It is aimed at children who, for different reasons, had not attended preschool and are not ready, in terms of either learning or maturity, for the first year of primary school. It is also aimed at children who had fallen behind somewhat, particularly as a result of absences or various family problems.

The two approaches in this project were: 1. establishing the demands of primary school and 2. adapting these requirements to the specific circumstances of Roma and Traveller children.

The practical proposal had been to produce an innovative teaching aid to bring Roma children who had not attended preschool up to the required standard. The proposed educational activities are directly linked to the skills required to complete the school curriculum.

The teaching kit would be distributed in the form of a CD-rom containing the “Virtual teaching kit”, the methodological user guide and hand book.

Guidelines on the early childhood education for Roma and Traveller children are being jointly prepared with UNESCO. It is intended as a guide for both policy decision makers and practitioners. The guidelines will identify the special difficulties faced by these communities in accessing early childhood education opportunities and suggests appropriate policy solutions.

## **3. Fact sheets for teaching Roma history and culture**

### **The important role of the Coe in this context**

The Roma people have *no reference State* or country of origin that has historically provided them with support or a development framework for their history, culture and language. The Council of Europe has leapt into the breach here by implementing, and prompting its member States to implement training activities for educational staff and producing the necessary back-up materials.

### **Why it is so important and a vital need for quality?**

- Roma history, language and culture are completely *unknown* to both the general public and the educational world;
- Many deeply rooted *prejudices* and *stereotypes* exist in this field;
- The themes addressed are highly *sensitive* for both the Roma people themselves and their environment; great circumspection is therefore required in this area, and the documents produced must, as far as possible, be of impeccable quality.



## Fact sheet production strategy and features

- Seminars were held in Dijon, France, in 2002 and 2003 to improve the *definition of the themes* deemed necessary for educationalists' training. These events were attended by several types of groups with complementary competences: students training for multicultural teaching, teacher trainers on initial or further training courses, and teacher researchers capable of providing trainer training and helping to develop training contents.
- These seminars produced a definition of profiles and priorities in terms of training content, concentrating on the three main lines of history, culture and language.
- The meetings led to another series (in Brno, Czech Republic, 2002, and Graz, Austria, 2003) during which specific aspects of the training contents were examined in greater depth.
- During the production process, educational staff training seminars were held in order to test the quality of the material produced in a real-life situation;
- A rigid plan was not followed: it was like a puzzle. Each piece is relevant, but the order in which it is used is less important; some of the pieces of the puzzle can be up and running very quickly, while others, which are equally important, take more time; .....\*see table of contents
- There are *several types* of fact sheets: "transverse" or global sheets aimed at improving understanding of Roma issues in a wide European context and, for reasons of educational curriculum and more localized interests, national or regional fact sheets for individual member States. For instance, such a fundamental theme as the Nazi period in Roma history is covered by complementary "European" fact sheets and specific national ones. Some fact sheets may concentrate on a specific event of general importance in the history of the Roma people, such as the period of slavery in the Romanian principalities or the 'Great Gypsy Round-up' in Spain.

The main features of the fact sheets are:

- *flexibility* of the potential uses for training purposes (training institutes or open distance learning); the same documents can also be used by teachers as back-up for their educational work with their pupils. Again, the fact sheets can be used as educational files in other contexts, eg Roma cultural museums or exhibitions; moreover, some of the sheets are to be produced under the educational strand of the *European Roma Cultural Route*, which is included in the Council of Europe's Cultural Routes programme;
- *versatility* for individuals (teachers, mediators, inspectors, etc) who are directly concerned with the schooling of Roma children or who, although they do not work with Roma children, would like to acquire knowledge of this culture to transmit to other pupils;
- possibility for *integrating* it into various training systems and levels: the fact sheets are reference documents that can be used in different training programmes rather than actual teaching units in themselves; they provide content for training courses designed from the intercultural angle and

facilitate inclusion of historical, linguistic and cultural elements forming part of the European heritage;

- *openness*, The fact sheets would be combined in a folder, which would enable any country that so wished to add national and/or thematic sheets to supplement the collection. They did not form a final body of material but rather one that could and must be constantly added to and updated to take account of new research findings, educational needs and local circumstances. The whole system was an open one with a conventional tree structure (see the table of contents), based on a common core supporting and contextualising all the different knowledge items and thematic or geographic branches relating to particular countries on to which new sheets could be grafted, **to expand particular themes or provide local illustrations that could be useful for schools.**

Several authors had contributed to the articles that formed the collection of history the fact sheets. The academic content had been checked and revised by relevant specialists. The educational content had been checked by teachers at a training seminar in Graz and, via the internet, by various other educational specialists.

Workshop participants will have the opportunity to know more about and work on the fact sheets during the working groups dedicated to the teaching material.

#### 4. Roma School Mediator's Guide

Despite the range of situations considered while starting the work on the Roma school mediator, there was a common core of activities, in particular that of facilitating relations between schools and the Roma community or communities, and between teachers and other staff and the parents of Roma children. This was irrespective of the particular term used in different countries: school mediator, teaching assistant, school assistant and so on.

Working plan:

- Survey and collection of examples of innovative practices
- Elaboration of the structure and definition of the main chapters
- Summary of the Guide
- Validation of the Guide by the practitioners
- Finalisation and publication of the guide

Two documents were therefore currently being drawn up:

- (i) the Roma School Mediator's Guide, which was aimed directly at mediators, written in an easy-to-read and practical style and intended to assist Roma school mediators in their everyday tasks;
- (ii) an accompanying document, aimed mainly at education officials, those responsible for training mediators and school heads, explaining the

guide's objectives, how it should be used and where it fitted in to training programmes for Roma school mediators and assistants.

The guide was therefore aimed primarily at all the categories of staff recruited from the Roma community to improve the educational conditions of Roma children. It should offer them practical tools and recommendations with the widest possible application but adaptable to different contexts. But it could also assist all other persons concerned with the education of Roma children.

<p><b>5. Training for education professionals</b> (teachers, teacher trainers and mediators)</p>
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Training for education professionals is one of the transversal themes of the Roma children education project. The aim is to develop a European module to serve as a source of inspiration and a model for determining qualification profiles for Roma teachers and mediators and to supply persons and institutions who required them with reference training modules (in terms of content and recognition of qualifications).

Training for Roma school mediators and for museum staff under the auspices of the project would be a major contribution to non-formal learning and learning about the culture of others.

The production and dissemination of training material such as the fact sheets for teaching Roma history and culture, the Roma school mediators guide and the teaching kit for preschool education would be directly linked to practical education and training whereas most of the educational material to emerge from the project was intended for training teachers and other education professionals.

<p><b>6. WEBSITE teaching the Roma genocide</b></p>
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The website's sole function is to provide information on the Roma genocide. It comprises a data base on the Roma genocide, with a virtual library of the best-known and most useful publications, and an interactive map on which countries can indicate its special/distinctive features at national level. The website also provides information on curricula, available teaching materials, school textbooks, places of remembrance, and innovative practices introduced by ministries, civil society, international organisations, museums and schools.

#### **Keynote Presentation 4**

#### **Dr Fabienne Regard – Council of Europe expert, “The use of testimonies of Holocaust survivors in the school classroom - The role of the testimonies in Holocaust historiography”**

What is the role of survivor testimony in Holocaust remembrance? Now they are among the most compelling and important historical sources we have, but this was

not the case before.

The conditions under which survivor testimonies have been produced have changed, as well as how they have been received over time.

Annette Wieviorka in her book, *The Era of the Witness*, explained that there are three successive steps in the evolution of the roles and images of the Holocaust witness.

The first phase is marked by the testimony left by those who did not survive the Holocaust but managed nevertheless to record their experiences.

The second most important phase is centred on the Eichmann trial, (1961-1962) when a broad cultural deafness to survivors' stories was replaced by the image of the witness as a "bearer of history."

The author follows the changing nature of the witness into a third phase, which she calls "the era of the witness." It's in this third step that numerous Witnesses decided to go to school to give testimony.

When we teach about Holocaust or Samudariyen in the classroom, we teach about Nazi ideology, propaganda, discrimination laws and decrees, deportations, steps of the 'Final solution', the camps system, mass killing methods, numbers of victims and dates etc.

The Survivor gives us another point of view, the one of the Victim, who was born to live, not to survive, but to go to school, to play as all the children do, to work, to get married, to have children ... to have a normal life. So this point of view is difficult to teach because it's not based on facts and figures. It is also important, not to have a one side view, just the political one, the Nazi one. It is the point of view of the life.

### **The Survivor has a specific position**

The Survivor testimony is unique, at the same time, he tells an extreme experience, about mass killing, industrialisation of death, and at the same time, he is the proof of the failure of this death project. His body shows the dehumanisation, with the tattoo on his arm and his telling of the narrative is a process of humanisation. He is a link between the past and the present. But when you invite a survivor in your school, a part of Auschwitz comes in your classroom. He speaks about his life experience but he is giving testimony about a death project. He gives testimony for the others, the one who didn't survive and who could never tell what happened. He was not in their place, in some way, a testimony about the gas chamber is impossible.

To be a witness, to speak about his Holocaust experience, is a kind of grieving process (*travail de deuil*). During the Holocaust, most of the victims had no grave, no mourning ceremony, no cemetery. Most of the survivors didn't want to accept that their relatives would never come back home; they refused because they didn't see any proof of their death. So the slightest hope to see them again was present for a long time. Sometimes, the telling of their story helps them in the grieving

process, in separating a world of death (the friends or relatives they are paying tribute to), and a world of life (in school, with Young people who represent the hope, the future).

To speak in the name of the Victims is a way of fighting the Survivor syndrome, why Am' I still alive, why I was not killed as the others, I wasn't stronger, I was not better, I was not cleverer. So why do I survive? Sometimes, he tries to find for himself explanations for what he lived. It's difficult to tell of this unique experience because the survivor uses the vocabulary of everyday life with a risk of banalisation but he has no other language. At the same time he wants to explain and he is not sure to be able to find the accurate words to describe this specific event. He should have a specific vocabulary but he wouldn't be understood by the students.

There is no neutral attitude; he is waiting for respect and condemnation of the Nazi project and crimes. The students become witnesses of his story and a link in the transmission chain. The Survivor is at the same time weak and strong. He has a kind of invincibility and is a proof of the capacity of the destruction of the Human Being. He gives us hope in resiliency.

How from an individual story can we write a collective history? He was not prosecuted by the Nazi as a private person, but as member of a group or of a community. His fate, his destiny was a part of a collective fate, and he was a component on this collective fate. When he speaks about his point of view, he finds again the individuality that the Nazis refused to him. So each individual story is a part of a collective history but also each individual story was influenced and shaped by collective history.

I will show you this afternoon an example, how the teacher can create a relationship between the chronobiography and political history.

The survivor is an activist, a campaigner for human rights, for the fight against all kind of discriminations. He believes in the strength of the testimony, and he believes in a better future.

## **Keynote Presentation 5**

### **Ms Agnes Daroczi – Roma NGOs – Hungary**

Agnes Daroczi started her presentation by saying that the Roma Holocaust memorial which was erected in 2006 was a collective effort by Roma NGOs and was an attempt to try to get the Hungarian society to face its own history. She said that nearly all the Roma advocacy work in Hungary had been conducted by the Roma communities themselves.

She continued by saying that there was a need for an anatomy of what led to the Roma Holocaust in Hungary, and in addition, participants were reminded of the assertion that there is no such thing as a guilty society or nation. In answering the first point she said that there were three stages: the Roma being defined as alien; the majority society assuming that they have a superior identity; and definitions of

the Roma being the enemy. All of these dangers still exist. When societies talk only about differences and not about similarities then the faceless mass of the population only meet difference with fear. This fear expressed in public life, the media and in schools encourages feelings of superiority as populations are able to say to themselves, “We are good because we are different to them... We are Hungarian and not Roma”. This situation then leads on to such societies feeling morally empowered to solve ‘the problem’, but such solutions can never be based on human rights and equality. So painting this picture of ‘the enemy’ is important in the teaching of the Holocaust. And so in teaching about the Holocaust, one should avoid the mistake of making the perpetrators appear like collective sinners. She reminded the audience again that there is no such thing as a guilty nation or peoples, but there are guilty ideas and individuals.

The speaker commented on the usefulness of the new DVD and its potential for children to be taught about each other and so be able to relate to each other irrespective of their diversity of background. She warned of only teaching about the persecution of the Roma as this may encourage some young Roma to be reticent about declaring their ethnic ascription through fear of contemporary persecution. So it is also important to teach about the nine centuries of community cohesion and cooperation that Roma communities exercised so successfully. The symbiotic relationships with Roam communities resulted in privileges awarded by royalty and an appreciation by farmers for the tools the Roma made and by the families enjoying the music played by Roma at their weddings.

In concluding the speaker said that Churchill had said that history is written by the ‘victors’. She asked the question as to whether the Roma were victors given that they have survived centuries of abuse including the Roma Genocide. They are the victors but this is yet to be recognized, she concluded. Finally she expressed disappointment that nobody from the European Roma and Traveller Forum had been invited to the Workshop.

## **Keynote Presentation 6**

### **Mr. Gerard Baumgartner – Council of Europe expert – Historian**

Mr. Baumgartner started his presentation by saying that he wished to give just an overall impression of the Roma Holocaust in 20 minutes and that in such a short space of time it was not possible other than to focus on a few key points. These were summarized as the main facts that participants should be aware of, the main dates and places that should be mentioned, main topics, figures, main problems, and the latest results of international research.

He went on to list the things the workshop could talk about over the next three days.

<b>Settela Steinbach – “The Girl with the Headdress”</b>
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(23.12.1934 Buchten/ Holland – 03.08.1944 Auschwitz)

16. 05.1944

577 Roma and Sinti victims brought to Camp Westerbork

19.05.1944

transport to Auschwitz Rudolf Breslauer Photograph

22.05.1944

arrival in Auschwitz, selection,

work in ammunition factories, other camps

Settela, her mother, 2 brothers, 2 sisters, her aunt, 2 nephews and a niece were gassed in the weeks up to 03.08.1944, only her father survived.

The picture of a young DUTCH JEWISH girl staring out of the wagon full of fear and about to be transported to Auschwitz became an icon of the Holocaust and part of every Dutch schoolbook.



### **But who was she?**

In 1992 Aad Wagenaar's research identified the photographer Rudolf Breslauer and the mixed transport. In 1994 in a trailer camp, Crasna Wagner identified the girl, her hair had been shorn off; mother calling her back. In many ways a typical story with very little being known about her.

### **Typical of how little we know,**

Research started late and focused firstly on political victims. In the 1960's and early 1970's the focus was on Jewish victims. It was not until the late 1980's and early 1990's that Roma victims became a focus. Most victims are unknown and data has to be reconstructed from the archives of the camps – if there are any.

### **One important date: 03.08.1944**

The elimination of the Gypsy Camp at Auschwitz Birkenau –

21,000 inmates in the Gypsy camp

10.649 females

10.094 male prisoners

70% dead before 1944

selection, deportation to other camps like Ravensbrück, Mauthausen

03.08 1944 gas chambers

The speaker reported that the Gestapo wanted to gas the remaining 6,000 Roma on the 16<sup>th</sup> May but due to a revolt in the Gypsy Camp these arrangements were delayed.

It was to be remembered that many of the Roma had actually been in the German army and seen active service and the German guards at the camp were aware of this reality. As a result of this incident 3,000 were sent to other camps, but on the 3<sup>rd</sup> of August 1944 the remaining 3,000 were gassed.

It was to be noted that Auschwitz was one of the best documented camps as too was the well documented camp at Dachau. At Ravensbrück camp on the other hand – where thousands of Roma and Sinti died – only about 50% of the victims are documented. There were many smaller camps with no found documentation at all so far.

### **Important question: debate on Roma Holocaust**

There is a long standing debate among Jewish historians and between Jewish and non-Jewish historians, as to whether the term Holocaust should not only be used for the Extermination of the Jewish people, but also for the Roma.

This has been a complicated and highly politicized debate – not our topic here today, but something we must be aware of if we deal with this problem.

Closely connected to the debate above was another debate between two schools of historians: the ‘intentionalist school’ and the ‘functionalist school’. The former argument says that the Nazis had a predetermined plan to kill all Jews right from the beginning. The second school of thought was that although the Nazis were strongly anti-Semitic, the plan to kill ALL Jews was only a result of the logistical problems of the food situation during the war. Europe was cut off from oversea imports of grain to feed people or raise pigs and cows and it must have been clear to the German authorities by 1941 that large numbers of people were going to starve to death. There were millions in camps, who needed to be fed and so with this reality looming the strategy was for the Jews to go first, then the Roma and also the prisoners of war. Probably 1 million starved to death in the camps.

How did these things happen?

### **Back to the Camps: Lodz in Poland/Chelmno – important site**

On the 01.10.1941 Himmler decrees the deportation of 5,000 Roma and Sinti (60% of them children) to the Ghetto in Lodz, together with 20,000 Jews from Vienna. There were 5 transportations for the 5,007 persons, with 11 dead on arrival and more than half of them children. In the Ghetto there were five houses each with five stories with 60 people crammed into each room.

Local communities had been complaining that they had to support the Gypsies. In November in the 5 houses there was no water and no food and soon typhoid fever broke out with the result that 613 people died in 3 weeks. The Jewish cemetery in Lodz was used between December and January for depositing of the dead and this is the largest single mass grave. The deportation to Chelmno/Kulmhof had no traces left and no documentation or names of who they were.



### **Many came from Lackenbach – important site**

The largest single camp for Roma and Sinti was 'Zigeunerlager Lackenbach' with over 4,000 Roma people.  
23.11.1940 Lackenbach was set up for Austrian Gypsies but also German Gypsies.  
In 1941 2,000 were deported to Lodz/Chelmno  
In 1943 several hundred were also deported to Auschwitz.  
237 died in this camp.  
300 survived but hardly any documents exist.

### **Similar camps: which became served as a starting point for deportations to Auschwitz**

Lety u Pisku (Czech Republic) 1940-1943 Auschwitz  
Hodonin u Kunstatu (Czech Republic) 1940 – 1945 (1,396 Roma – 855 to Auschwitz)  
Out of 6,500 Roma in Lety only 583 survived.

### **Important factor: Workcamps - Lackenbach/Hodonin/Lety**

All of these camps were 'work-camps' and the idea of work-camps had existed before the Nazis and can be traced back to the 1920s and 1930s.  
Before the Nazi occupation they were not only for Roma. If the police defined someone as a Gypsy then they would see them as 'work shy' and have them sent to the camps. Following 1945 there were problems for the victims in claiming compensation on account of them not being able to prove that it was racial persecution.

**Important difference: deportation  
OUT of the Third Reich  
INTO the Third Reich**

### **Transnistria Deportations: 13,000 from Romania into Transnistria**

Expert - Michelle Kelso

### **Forced Labour**

1939 Ravensbrück – 3,000 unemployed Roma – seen as 'asocial' and or 'anti-social' elements. The SS needed workers in their factories

In 1944 workers were needed for the German war production and the smaller camps were used for collecting points for deportations into the Third Reich. In 1939 the SS started to build factories in the camps and with the need for cheap labour the Roma were thus deported to these camps. In 1944 the Hungarian Roma were deported to the smaller camps but many died in these camps.

Dubnica nad Vahom (Slovakia) 1944-1945, 700 mass murder in 1944  
Komarom/Csillageröd 1944-1945 no clear documentation –

**Szita Szabolcz, Barsony János, Agnes Daróczi**

### **Racial theory**

Robert Ritter, Eva Justin - 24,000 people examined by Mengele and his medical experiments.

### **Very little significance for the deportations!**

A Gypsy was whom the police considered to be a Gypsy and all those who since the 19th century had been registered by the police as Gypsy.

**Decisions were taken locally – if you had a convinced local Nazi you were deported.**

### **Austrian example - Sidonie Adlersburg 1933-1942**

A foster child in a family – the social services took the child away for deportation. The ones deported were those whom the local authorities wanted deported!

**Last important element: The crucial role of local administration and social services**

**Not the SS, SD, etc - Local Authorities decided! The social services played a crucial role!**

Camp Hodonin and Lety in the Czech Republic were set up by district administrations and Camp Lackenbach was set up by the social welfare departments of Bugnland, Vienna and Lower Austria.

The deportations to Lodz and Chelmno were paid for by the social welfare department in Graz!

WHY?: What was their interest? The answer helps us to understand to some degree why the Roma Holocaust happened at all.

Social welfare was a responsibility of the community /or the district.

The world economic crisis hit the Roma the hardest and many unemployed Roma in the cities returned to their villages in the rural areas. The depression thus forced Roma laborers out of their seasonal jobs and the communities had to pay for the medical costs and schooling for the poor and in addition had to feed them. This also included any wandering Roma and Sinti if they happen to be on their territory.

### **Communities campaign for the removal of the Roma (since the 1930s)**

**Oberwart** conference – Madagaskar, Reservation, Work-camps – even about killing them – One participant started his speech with the words: Since we can't kill them....it was a negative formulation, but the **IDEA WAS THERE. The only thing the Nazis did was to prove that you could kill them.**

After deportations of 1939 (3,000 men and women) only children and old people remain and so local communities have to pay even more for the up-keep of the poor. The more adults who are deported the worse the situation became locally.

**So a vicious circle** was set up with the camps being seen as the answer when the local authorities did not want to feed them any more after the 1941 deportations.

This aspect of the story is the most frightening of all: since it reminds of so many things that we hear today in the political and public debate in Central and Eastern Europe in regard to the Roma.

### **Keynote Presentation 7**

#### **Mr. Csaba Dupcsik – Expert – Presentation of teaching materials**

The speaker started by drawing attention to the fact that the term Holocaust derived from a medieval notion of dead hanging bodies being the food for crows. In a recent incident it had been suggested to turn the Roma into food for crows. In viewing the related 'blog' page in relation to this topic, he was shocked by some of the comments by Hungarian people. The extremist views tended to deny the Holocaust and suggested that it may be a solution to the current problems in Hungarian society.

Csaba Dupcsik went on to say that because the Roma in Hungary have well established stereotypes there is some similarity between the views of the extremists and the majority society.

He saw the job of education as to help to change this situation but that the situation was complicated on account of most school children coming to school with 'un-clean sheets'. In other words, carrying the prejudiced stereotypes about Roma.

What is needed is for schools to make the Roma Holocaust part of mainstream history teaching and it is important that students understand the context but not in isolation. There is a need to expose students to this subject every year and not just once in their school career. This is the only way to get students to understand the Roma Holocaust and the history of the Nazis.

In continuing his presentation, the speaker wished to identify a number of dilemmas or problems in relation to teaching the history of the Roma Holocaust, primarily in secondary schools.

- To use 'shock tactics' in the teaching situation is a double edged sword. Some students may see shocking images as 'cool'. It should be remembered that with today's violent computer game and film imagery, there is a much greater tolerance for shocking imagery. On the other hand some pupils/students may be very sensitive and very shocked by Holocaust imagery. This dilemma has to be taken into account when drafting lessons on the Roma Holocaust. The other consideration is that some of the pupils/students may, in fact, be Roma and this is a serious issue as some Roma pupils/students may see this as a potentially threatening reality given the current abuse the Roma receive in the mass media.
- The problem of 'neutrality': the Roma Holocaust is not principally a 'question of Gypsy'. It is rather a question of the 'majority'. But also a question of humanity and inhumanity.
- A problem of 'personality'. The majority of the murderers were not beasts but laymen who succeeded to impersonalize their victims so they could

carry out the genocide. Personalization – individuals - killing on a massive scale. What we should understand is that each one of the victims was an individual with a unique personality.

- The problem of witnesses. This can distance the reader from the phenomena.
- The question of the afterlife and redemption: there is no ‘optimal’ solution for that. Raising the topic of the Roma Holocaust means bringing an accusation against the majority of a society.
- Restitution and calling people to account for what has been done in relatively recent national history. Does this lead on to opening old wounds? The failure of Hungarian society to face its past may result in some pupils/students feeling accused the Roma pupils feeling psychologically segregated.
- So everyone should be aware of the fact that the Roma Holocaust had not been mentioned for 50 years and so the victims had not been commemorated.

## **Keynote Presentation 8**

### **Mr. Peter Szuhay – Expert – Presentation on how to use documents in teaching about Roma history**

The speaker welcomed the opportunity to introduce the DVD “House of Roma Culture”. A version in Hungarian language has been available for two years. This new version was now in English and Peter Szuhay displayed its many and various dimensions on screen. He was able to demonstrate its very wide range of aspects of Roma culture including the Roma Genocide and the graphic picture gallery. As a tool for teaching about Roma culture in schools this is clearly an invaluable resource. All workshop participants were given a copy of the DVD.

The speaker’s workshop notes provide useful ideas on how to make exhibitions on local history and brochures on the knowledge of the home country and how to know the “prehistory” of these facts?

First item: the history of Hungarian thinking on the Roma image in the 19-20<sup>th</sup> century – the history of the Roma self-concept.

- I. The majority’s Roma image and Roma interpretation:
  1. The casual consciousness (proverbs, sayings, jokes about Roma stories and pictures) – with literary citations
  2. Roma portrayal of the press (news, articles, reports, caricatures) – with illustration
  3. Changing picture of the arts
    - a) fine arts – with illustration
    - b) literature – with literary citations
    - c) photography – with illustration
    - d) film – with illustration
  4. The interest and description of sciences – with citations from studies
    - a) ethnography

- b) social statistics
- c) sociology
- d) cultural and social anthropology
- 5. Roma image of the civil service and politics

## II. Roma – the way they see each other and get themselves seen

1. Representation of the everyday life – illustrations and literary citations
  - a) life stories
  - b) private photos and films
  - c) environmental culture
2. Self-concept of sciences – with literary citations
3. Roma image of the literature – with literary citations
4. World of fine arts – with illustration
5. Roma unity of the politics and self-arrangement

First step: the anthropological approach: to research and analyze the cultural integration among the Roma ethnic groups and the construction of the Roma national culture and to work out a common cultural vulgar tongue. As a consequence to this, the Roma political and cultural campaigns have to be explored.

Second step: to explore/to search for the history of local communities, the social structure of the groups, their position due to the division of labour, their relation to the local “peasant” people, their old cultural habits and memories, also the present times processes and forming cultural institutions. They are doing it with collecting objects and photos, taking pictures, making films, collecting folklore, observation and description of complex incidents.

## **Keynote Presentation 9**

**Dr Fabienne Regard – Council of Europe expert**

**Website - Roma Genocide Samudaripen**

**Cooperation between the Council of Europe and OSCE**

### **How do I work?**

- A compilation of information and documents (books, articles, films, websites) about Samudaripen (Roma genocide), his teaching and his Remembrance
- Not an historical research project with primary sources

### **The different steps**

- For each country concerned by this topic, I try to establish a fact-sheet with facts and figures on Samudaripen (dates, laws, decrees, kinds or persecutions, internment, camps, deportations etc.
- I get in touch with researchers from the country and ask them for information, contacts, bibliographies

## **Accuracy of data**

- In this topic we often have different numbers and figures. In the cases of disagreements, I give all the sources and references, including the possibility to get in touch with the researchers (in order to get to know their own sources)
- I cross check the information as often as possible

## **Example of French page**

- Facts and figures
- List of different camps (in France) with the commemoration plaques or commemoration monuments (texts on it, and data of commemoration)
- Bibliographical indications
- Contacts of researchers (an idea of Michelle Kelso) and research centres

## **A work in progress**

- Please do not hesitate to send me information.....

## **Keynote Presentation 10**

### **Mr. Dominique Chansel – Expert and author**

The speaker started his presentation by posing the question as to why it was necessary to use films to address the very serious issue of the Roma Holocaust. He went on to say that it was necessary to use whatever material was available as in showing films the screen shows us history. Usually the media conveys the history of the society and its events and so there is a need to know and understand how the mass media works. It is possible to argue that the understanding of the Holocaust is not best achieved through the teaching of history, but through images. “You do not need words for art.” The presenter went on to show an excerpt of a film by the Linner brothers of work people leaving a factory. “My only desire is to reproduce reality” the film maker said. But it was also possible for reality to be depicted through the modification of reality and so imagination and fantasy can also be used as documentary material.

The speaker commented that films in their own way document the spirit of their age but at the same time create stereotypes. These need to be deconstructed and reconstructed in film so that a society knows where it has come from and where it is going. The Council of Europe asked the speaker to look at films on Roma and to address the question as to what sort of representation do we have about Roma in the film culture of the West. In summary, Dominique Chansel said that films do not tell us much about the Roma but merely about stereotypes of the Roma. He said that he has created a list of films with Roma in them.

The speaker then provided the participants with an analysis of the Roma stereotypes and different approaches as depicted within a small selection of films

including 'Carmen' by Francesco Rosi, 1983, France/Italy (152 minutes); 'Swing' by Tony Gatlif, 2002 and 'Black Cat, White Cat', by Emir Kusturica, 1998.

## **Keynote Presentation 11**

### **Mr. Gerard Baumgartner – Council of Europe expert – Historian**

Mr. Baumgartner used screen presentation for informing the participants on the range of material contained within the Roma History Fact Sheets as published by the Council of Europe (Education of Roma children in Europe) project. [Factsheets on Roma History – ROMA | HISTORY] Council of Europe.

The speaker drew participants' attention to the design of the Factsheets and the structural opportunities for them to be amended, withdrawn and or added to. This special and purposeful design makes the historical accuracy subject to an organic process of on-going change and revision in accord with on-going and future research material. In addition, the speaker said that the Factsheets were of particular value in teaching about the Roma Holocaust and that a sizable proportion of the Factsheets were focused on the relevant issues of the Roma Genocide.

A copy of the Factsheets was given to all participants and the web-reference for a unified pdf file.

## **Rapporteur's Summary at end of Workshop**

### **Mr Arthur Ivatts**

#### **What we set out to do**

- Assess the importance of the issue for the school curriculum for all children and young people.
- Become familiar with and consider the historical evidence.
- Explore the pedagogical issues involved.
- Produce some exemplar lessons that can be shared with colleagues and disseminated by the Council of Europe and the Hungarian Ministry of Education and Culture.
- Collect materials that can be used for teaching and learning.

#### **So how well have we done?**

- Rapporteur to report and to evaluate. (Workshop Report will be published)
- To assess the importance of the issue for the 'European' school curriculum.
- Workshop concluded that there can be little doubt of its importance for all children and young people across all member states.

- Let's remind ourselves of the evidence stemming from this Workshop.
- Agnes Daroczi – vital for society to face its past.
- Carole Reich – Ambassadors – serious interest by the Council of Europe and the Hungarian Ministry of Education and Culture.
- Deputy Minister - quotations – the importance of history – there can be no racist words that cannot be taken seriously – what a nation had lost – coming to terms with its past – need to change children's attitudes.
- Mr Mazza – need to understand the tragic episodes of the past 100 years – need to combat discrimination at all levels.
- Mr Kallia – little previous attention/discussion on this issue – a history that has produced a growing anti-Roma sentiment in the Hungarian population at large.
- Professor Szita – subject tabooed for too long in school history textbooks.
- Carole Reich – personal aspect – dedication to her Jewish grandfather and all victims of the Holocaust.

### **To become familiar with and consider the historical evidence**

- We have been privileged with the array of expertise in this field from across Europe.
- Professor Szita, Dr Carole Reich, Aurora Ailincai and then Dr Fabienne Regard, Gerard Baumgartner, Csaba Dupcsik, Peter Szuhay, Dominique Chansel, Yvonne Schuchmann, and Michelle Kelso.
- We are indebted to all those who have supplied materials for us, or worked on them, including the excellent DVD and the History Fact Sheets.

### **Explore the pedagogical issues involved**

- We have been expertly exercised on so many pertinent issues that would help and improve our teaching of this sensitive to school children.
- Accuracy – source documentation – range of resources available – photographic, image and film, impact assessment/shock tactics – witnesses/survivor's testimonies – restitution and calling people to account (pupil/student guilt etc.) and, the management of racism in the classroom.

### **Produce some exemplar lessons that can be shared with colleagues and disseminated by the Council of Europe and the Hungarian Ministry of Education and Culture**

- No easy task in a group with so many different interests and perspectives and so little time.
- Outstanding quality – rooted in sound professionalism – focus/age/learning objectives/curriculum relevance/cross-curricular objectives/selection of learning resources/pupil organisation/interactive approached and consideration for pupils with additional language needs and or special learning needs.
- Judgement on the lesson quality – outstanding.



## **Conclusions**

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- Undeniable need and justification for the Roma Genocide's inclusion in the curriculum for all pupils in secondary schools, but with much preliminary work in pre-school and primary education on the issues of diversity/difference/anti-bullying/race relations/and anti-racism and curricular interculturalism.
- Important as both a correction to a distortion of history but also as part of our earnest and wise desire to prevent crimes against humanity in the future.
- That there are sufficient materials available and sure enough factual data to construct good and interesting lessons which if carefully used can make a major contribution to more accurate knowledge and modified pupil/student attitudes.
- Important for national cultural integrity of individual societies and Europe as a whole. 'Truth is what really takes us forward as human beings'.
- Children/students, teachers, parents, politicians, decision makers and communities need this knowledge if they are to avoid the mistakes of the past (Deprivation of: rights/property/freedoms/human dignity/human life)
- Teachers are able to use their professional skills to achieve these outcomes – as evidenced by the participants

### **The low points of the Workshop!**

- The Ombudsman's warning comments about the 1930s and the rise of anti-Gypsism – this should keep us on our toes!
- The vandalism to the Roma granite monorial and the reluctance of the Government to be seen to be fully supportive!
- The internationally important monument (the station) to become a supermarket!

### **But let's finish on the high points**

- The wealth of knowledge and expertise assembled
- The many visit and planned 'occasions' (Parliament/monument/station/Roma memorial/Place of Arts/Castle/Holocaust museum/and the Remembrance ceremony)
- The interest and commitment of you the participants – your patience, hard work and willingness to share expertise.
- Hard work of everyone concerned including the presenters and the Rapporteurs.
- Friendships/networks/generosity of spirit.

## ANNEX 1

### Working Groups

During the workshop programme a number of opportunities were provided for participants to work together in small groups and to produce exemplar lesson plans for teaching about the Roma Holocaust. The copies of these that were given to the Rapporteur General are reproduced below.

### Example Lesson 1

#### ROMA GENOCIDE - LESSON PLAN – FRENCH SPEAKING WORKING GROUP

Chosen survivor's testimony: Mrs Margit STVAN STOJA (pp. 90-94)

- Public: Students aged 14-15 years (and up)
- Group size: 20-24 students
- Discipline: History (could be Social Sciences, English, etc.)
- Pre-requisites: Basic knowledge of WW2 facts, genocide processes (cf. Jacques SÉMELIN) and Jewish holocaust
- General Educational objective: Historical knowledge of the Roma Holocaust, relation between general history and micro (or bio)-history
- Lesson duration: 7 units of 45' minutes each

Sequence and time (min)	Specific Educational objectives and learning outcome	Content and procedures	Class organisation	Resources
Seq1 (30')	As a starter... Introduction	Students to speak out about two different topics: - what have they <u>heard</u> in their families' stories about Roma - what do they <u>know</u> about Roma (present, past) - what do they know about Central Europe	Normal classroom Plenary session Blackboard or similar	Students experiences and knowledge
Seq1 (15')	First knowledge of the testimony	Student to read the testimony; paragraph by paragraph, one student after another	Normal classroom Plenary session	The text itself

Sequence and time (min)	Specific Educational objectives and learning outcome	Content and procedures	Class organisation	Resources
Seq2 (45')	General knowledge of the Roma genocide context	Students to read and eventually fill in various documents, among them: - a map of Europe where they will make circles of places where the survivor has been/lived; - a general timeline of the Roma genocide in which the students should place the events in the text	Normal classroom Teamwork/individual: the students to work in groups of 3-4 and to fill their own documents.	Documents portfolio provided by the teacher along with the testimony text (map of central Europe, Roma genocide Timeline, several historical related documents).
Seq3 (30')	Basic knowledge of the Roma culture	Students to browse the “House of the Roma culture” DVD taking notes of what seems important to them	Multimedia electronic classroom Groups of two students	“House of the Roma culture” DVD
Seq4 (15')	Relation between general Roma culture knowledge and Margit testimony	Students to underline the many aspects of the Roma culture appearing in the testimony (culture, traditions, demography, etc.)	Normal classroom Individual work Homework- to finish it off if necessary	The text itself Notes taken during Seq3

Sequence and time (min)	Specific Educational objectives and learning outcome	Content and procedures	Class organisation	Resources
Seq5 (45')	Internal/external critical work	<p>Students :</p> <ul style="list-style-type: none"> <li>- to verify some of the given information (“Once Hitler came personally”, “The Americans came on a Sunday”, etc.)</li> <li>- then to create Margit personal timeline and to compare it with the given general timeline (cf. Seq2) → point out problematic points if there are</li> <li>- to reconstruct the questions asked to Margit in different points in the text</li> </ul>	<p>Documentation centre with internet access</p> <p>Individual work</p> <p>Homework to finish it up if necessary and post the responses with references to relevant sources in electronic classroom.</p> <p>Comparison in a plenary session, at the blackboard</p>	Given portfolio
Seq6 (45')	“Not only in central Europe...” To show that Roma have been harassed almost all over Europe. If it’s the case in the student’s school country; the example would be taken out from that country (for instance Switzerland).	<p>Students to read a new short text describing an aspect (or the whole) of the local Roma history, if possible.</p> <p>Then to compare (similarities/differences) this with Margit’s testimony</p>	<p>Normal classroom</p> <p>Individual work</p> <p>Plenary blackboard session for summing up</p>	New document and all given material

Sequence and time (min)	Specific Educational objectives and learning outcome	Content and procedures	Class organisation	Resources
Seq7 (90')	Identification wrapping up of acquired knowledge	Students to elaborate and write a (historically) realistic letter that Margit could have "written" (she would have dictated it to someone who could write). Students are free to chose the date, the recipient and, of course the content of the "letter".	Multimedia electronic classroom: Posting of letters Normal classroom 30': Group of 3 students for elaborating "their" short letter (maximum 1 A4 page) 45' : plenary session for lectures of the letters and discussion	All given material

### Options

For a group of older students (from 17 years old) a more epistemological approach can be added. Topics of interest among others:

- The Survivor says she doesn't read and write; nevertheless we're facing a written testimony → Reflexion... from an oral to a written testimony
- Testimony integrity: English version being a tradition (Roma → Hungarian → English → French → loss of "accuracy" → "Traduttore-tradition" as the Italians say (example: the difference in Margit birth date between the Roma/Hungarian versions and the English version (1927 vs 1929).

### Group Members

Dominique Chancel, Francis Le Trionnaire, Françoise Meunier, Giovanni Peduto, Fabienne Regard, Erik Thorstensen, Claudio Recupero (rapporteur)

## **Example Lesson 2**

### **Óraterv**

Tantervbe illeszkedő tanóra: osztályfőnöki Szint: 8-9. osztály Tanárok: Botarne Barcza Eva, Fekete Gabriella, Ferenczi Judit, Igaz Sandor, Kiss Zoltan, Paulekne Posvai Klara  
Dátum: 2008.08.01.

Tanulók száma: 26 fő

Elozetes ismeretek: A történelmi szakkifejezések (történelem és társadalomismeret óra)

Urban Gyula: Minden eger szereti a sajtót – DVD (Magyar nyelv és irodalom és drama óra)

Idő	Elérendő oktatási célok	Tartalom és tanórai tevékenységek felosztása	Konkrét tanórai tevékenységek és annak szociális formái (egyéni munka, csoportos, pármunka)	Használt anyagok, források, média
1-2	Erzelmi befolyasolas	Akusztkai effektek hangosan (tucsok ciripeles, kutya ugatas, orditozas, gyereksiras, vasuti hangok)	Frontalis	Hangrogzito, lejatszoz
3-10	Figyelemfenntartas, valogatás	Elozetesen kiadott reszleteket olvas fel 6 diak -otthon -hajtás -Komarom -Dakhajo -masik tabor -hazai esemenyek A tobbi tanulo az esemenyeket meghatarozo szavakat jegyez fel a felolvasas kozben	Egyeni es frontalis	Roma Holocaust p. 50
11-15	Az erzelmekre ható szavak felolvasa, rogzitese	Egyenenkent olvassak fel A leghatasosabb szavak pulzalo megjelenitese	Egyeni	Interaktiv tabla (Elozetes tapasztalatok altal elore is elkeszitheti a tanar)
16-25	Mondanivalo erzelmekek es tanulsagok megfogalmazasa (Lehetoleg E/1 személyes formaban)	Valaszthato eloadas moddal (pl: nemajatek, verbalis eloadas, vers) a csoportonkenti temat feldolgozasa	Csoportmunka	Rongyok, vagy barmi mas eszkoz
26-40	Empatia utjan vesodjon be a tudataba, hogy ez vele is megtortenhet	Eloadas	Csoportmunka	
41-45	A fekete-feher ellentete es a szenhasznalaton keresztul tudat alatt erositeni a vegletek megletet es a szenes kez által a bekoszolodas lehetoseget	Szenrajz keszitese a mondanivalo alapjan Kozben az interaktiv tablan cigany muveszek holocaust temaju kepeinek vetitese zenei alafestessel	Egyeni	Szen es feher karton Interaktiv tabla, hanghordozo
	Hogyan egyenlitsuk ki a csoport kulonbozo teljesitokepesseget  Tanar ismeretei alapján heterogen csoportok kialakitasa a felolvaso gyerekek vezetesével	Follow up  Tantargyi koncentracioban: -a rajz es vizualis kultura tantargy kereteben belul kepi vagy plasztikai megjelenites -Enek-zene kultura tantargy kereteben belul vagy elo cigany zene vagy hanghordozos zenehlagatas esetleg tanchaz	Kulcs szavak  Elet, csendor, halal, lager, Dakhajo, rokony, elelem, munka, család, haza	Ertekeles  Mivel nem szamonkerheto tudast, hanem elsosorban nevelési celokat szolgalo orat tartunk, szamonkeres helzett a beveses es empatia kialakitasa a cel

## Example Lesson 3

### Lesson plan

In the curriculum where does it fit into:  
teacher

Class/year:  
Date: second term  
17 years old

Teachers: English

How many students: 27  
of the year

History teacher

Time	Educational objectives and learning outcomes	Content and procedures	Class organisation. Social student activities (individual, teamwork, partner work, plenary)	RESOURCES. tools, data and illustrations
1 hour  1 hour  5 hours	Awareness of the Roma Holocaust Historical empathy Democracy Tolerance  Creativity  Intercultural feeling	Brainstorming about the sentence „No money is worth as much as life”  Drama  Collection of memories (talk the story to other people”  Discuss and take part in a blog called „Never more „	Drama (only a small group)  Plenary Teamwork  Individual	Text by Ilona Bogdan on page 43 of the „Book Roma Holocaust”  New Technologies Blog
	Differentiation  Adaptation of the activity	Follow up  International Blog for a global diffusion and comprehension of the topic  „Never more – Non plus - Nicht mehr –Nunca mas- Soha toerbe- Kuerre me – Birdaha asla”	Key words  Tolerance Democracy Respect Family’ s values	Teachers evaluation  A written report from the students will be evaluated Their motivation Their homework (the collection of memories)

## Example Lesson 4

### Lesson plan

In the curriculum where does it fit into:

Class/year: 17

Teachers: 1

Date: 27th January

How many students: 24

(History Class)

Elective subject 6p/week

Time	Educational objectives and learning outcomes	Content and procedures	Class organisation. Social student activities (individual, teamwork, partner work, plenary)	RESOURCES. tools, data and illustrations
	<p>General Objectives: The students to be able To get information through sources To compare sources on the same topic (supportive material &amp; textbooks) Objectives: The students to be able</p> <ol style="list-style-type: none"> <li>1. To describe the living conditions in a concentration camp</li> <li>2. To get sensitised to the personal experience of a Roma survivor</li> <li>3. to get information about what happened in Hungary as a Nazi collaborative country during the WWII</li> </ol>	<p>Reading of the story – general remarks Draw the historical framework</p> <p>Questions for the groups:</p> <ol style="list-style-type: none"> <li>a) Find information about the Nazi collaborating countries and their policy towards the Roma.</li> <li>b) Spot and describe the changes happened in the woman's life before/ during/after the war as presented in the story you read. (use also the textbook for comparisons)</li> <li>c) Make the glossary of the story text you read. (ex. Arrow Cross)</li> <li>d) Make a summary of the information given in the story text on the culture and the everyday living conditions of the Roma and also research about the topic throughout the years.</li> <li>e) Find information about the forms of</li> </ol>	<p>Whole class discussion, Teamwork: Each group works with the materials provided, discusses their comments and notes within the group and presents the outcomes to the whole class. Each group is given a certain task/question.</p>	<p>The Roma testimony book, p. 90 Textbooks Internet (given links) Photos Maps (interactive) Other personal stories</p>



		the Nazi prosecution towards the Roma, spot the stereotypes created and cultivated by the Nazi for the Roma and compare on the stereotypes of today concerning the Roma.		
	Differentiation	Follow up  The findings and the outcomes of the discussions of the lesson will be presented by the class on the Memorial Day	Key words	Teachers evaluation

### **REMARKS**

The story used is about a Roma woman survivor of the Holocaust. It presents the changes in her life caused from the WW II and the Nazi prosecutions towards her nation. It also reflects the existence of stereotypes towards Roma community. It is an untold story about Roma Holocaust and it will be used as a supportive source for teaching. It mainly offers the opportunity to personalize history and realize the terrible loss in any level of the victims' lives.

### **GROUP:**

Evangelia Zavridou, Cyprus  
 Eleni Avraam Antoniou, Cyprus  
 Petroula Petrou, Cyprus  
 Vasilis Ritzaleos, Greece  
 Dace Saleniece, Latvia  
 Michelle Kelso, Romania

## **Example Lesson 5**

Magyar csoport - Lesson plan (Csovcics Erika et al.)

Time	Goals	Content - topic	Activities	Materials and resources
10 min	"immersion", setting up, identification, previous knowledge	Holocaust – previous knowledge	Mindmap – collecting words	Colour pens, flipchart
5 min	Reading the text aloud – presentation	Experiences of a survivor – a story	Reading and listening comprehension	Text of the story of Vajda Rozalia, p. 67.
25 min	To get acknowledged		Group works 6 groups	Text Sheets of

	with the text deeply		<ol style="list-style-type: none"> <li>1. Make a map of the mentioned places</li> <li>2. make groups of the mentioned persons, characterize them</li> <li>3. describe how the Roma lived that time</li> <li>4. re-write the story according the time sequence</li> <li>5. rewrite the story as a journalist could have reported</li> <li>6. collect the words describing the feelings and the mood of the people and the places</li> </ol>	paper Pens
15 min	Presentation To see how the other groups worked		Presenting – listening – evaluation	
20 min	To evoke emotional identification, empathy		<p>The groups can choose an activity – they can produce/create</p> <ol style="list-style-type: none"> <li>1. a ballad</li> <li>2. a drawing</li> <li>3. a power point presentation with music</li> <li>4. a photo collection</li> <li>5. a dramatic presentation</li> <li>6. play out the persons mentioned in the story</li> </ol>	Text Internet Computer DVD CD
15 min	Presentation To see how the		Presenting – listening –	

	other groups worked		evaluation	
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## Example Lesson 6

### Óraterv

Tantervbe illeszkedő tanóra:

Szint: also tagozat

Tanárok: Hoppal Marianna; Baranyi Maria; Keszthelyi Jozsef; Malyine Rube Katalin;  
Menyhert Ildiko; Sztojka Maria; Szegediek

Dátum:

2008:08:01:

Tanulók száma: 20-24

Idő	Elérendő oktatási célok	Tartalom és tanórai tevékenységek felosztása	Konkrét tanórai tevékenységek és annak szociális formái (egyéni munka, csoportos, pármunka)	Használt anyagok, források, média		
10 min	Irodalmi muvek megismertetese a roma holokauszt idejebol korosztalynak megfeleloen;	Teszta festes Kenyer kostolas Zene szerszamok	Paros memoriajatek	Csaladi fotok Hasznalati eszkozok Etelek; fekete kenyer Feketere festett teszta Zenei eszkozok		
15 min						
10 min						
5 min					Zene ora az ora vege	Zenei szerszamok felismerese 4 fos csoportokban Hallas utan ill: tapogatassal
5 min					Osszefoglalas a gyerekek tapasztalatai alapjan	

	Hogyan egyenlitsuk ki a csoport különböző teljesítképeséget	Follow up Havonta egy alkalom más területre beépítve Vizuális nevelés	Kulcs szavak Fekete Zene; muzsikuskok Legjobb barát Faluban nincs gyűlélet Közös sors	Értekezés

**ANNEX 2  
WORKSHOP PROGRAMME**



**Ministry of Education and Culture**



**COUNCIL OF EUROPE**    **CONSEIL DE L'EUROPE**

23 July 2008

**European workshop**

**The remembrance of the Holocaust  
and of the Roma Samudaripen**

Budapest, Hungary, from 31 July to 3<sup>rd</sup> August 2008

<b>Thursday, July 31<sup>st</sup>, 2008</b>		
9.00 – 14.00	<i>Arrival and registration of participants</i>	
14.00 – 15.30 Plenary session	Informal opening of the European Workshop : getting to know each other, programme content, premises, preparation of the European workshop (working groups, plenary sessions)	
15.30 – 15.45	<i>Coffee break</i>	
15.45	<i>Getting on the bus</i>	
16.00 – 20.00	Sightseeing tour by bus	Visit starting from the CoE Youth Center, Budapest, Zivatar utca: Holocaust Memorial at Vizafogó and in front of the Parliament, visit of the Parliament, Palace of Arts, Roma Holocaust Memorial, visit of the Józsefvárosi Railwaystation- place of deportation during WWII, Castle district
	<i>Dinner package will be provided on the bus to the participants</i>	

<b>Friday, August 1<sup>st</sup>, 2008</b>		
9.00 – 9.40 Plenary session	<p><b>Official opening of the European Workshop</b></p> <p><i>Mr. Gabriele Mazza</i>, Director, Directorate of Education and Languages, Council of Europe</p> <p><i>Mr. Gergely Arató</i>, Deputy Minister of the Ministry of Education from Hungary</p> <p><i>Mr. Ernő Kállai</i>, Ombudsman of the Republic of Hungary</p> <p><i>Ms Ágnes Daróczi</i>, expert</p> <p><u><i>Moderator: Yvonne Schuchmann</i></u></p>	
9.40 – 11.00	<b>Presentations</b>	

	<p><i>Professor Szabolcs Szita</i>, historian of the Holocaust Memorial Center</p> <p><i>Dr. Carole Reich</i>, Teaching remembrance: Council of Europe approach; “Day of Remembrance of the holocaust and of prevention of crimes against humanity”</p> <p><i>Aurora Ailincai</i>, “Education of Roma children in Europe”, Council of Europe project</p> <p><i>Dr. Fabienne Regard</i>, Council of Europe expert, “The testimonies of survivors in the classroom”</p> <p>Discussions</p>	
11.00 – 11.30	<i>Coffee break</i>	
11.30 – 13.00	<p><b>Presentation of resource material</b></p> <p><i>Gerard Baumgartner</i>, “The Roma genocide”, general presentation</p> <p><i>Dieter Halwachs</i>, Council of Europe expert, “Fact sheets on Roma history”</p> <p><i>Peter Szuhay</i>, expert, presentation on how to use documents in teaching about Roma history</p> <p><i>Csaba Dupcsik</i>, expert, presentation of teaching materials</p> <p>Discussions</p>	
13.00 – 14.00	<i>Lunch</i>	
14.00 – 15.00 Working groups	<p><b>1. Teaching material available.</b> <b>Example: Council of Europe Fact Sheets on Roma history</b></p>	<p><i>Dieter Halwachs</i>, coordinator of the team working on the Roma history fact sheets and <i>Gerard Baumgartner</i>, author of fact sheets <b>(English-Hungarian)</b></p>
15.00 – 16.00 Working groups	<p><b>2. Testimony in the classroom: pedagogical means for teaching about the Holocaust and Samudaripen</b></p>	<p><i>Fabienne Regard</i>, author of the pedagogical publication “The testimony of survivors in the classroom” <b>(English-Hungarian)</b></p>
16.00 – 16.30	<i>Coffee break</i>	
16.30 – 17.30 Working groups	<p><b>3. Using art in teaching</b></p> <ul style="list-style-type: none"> <li>How to teach history and culture through cinema. Example: publication “Roma on screen”</li> </ul>	<p><i>Dominique Chansel</i>, author of the publication <b>(French-English-Hungarian)</b></p>

19.00 – 20.00	<i>Dinner</i>	
Evening	Screening of films	

<b>Saturday, August 2<sup>nd</sup>, 2008</b>		
09.00 – 10.30 Working groups	<b>4. Teaching about Roma Holocaust in the classroom</b> - practical examples	Csaba Dupcsik expert <b>(Hungarian -English)</b>
10.30 – 10.45	<i>Coffee break</i>	
10.45 – 13.00 Working groups	<b>5. How to use the documents from the archives, national collections, local non-governments in everyday teaching?</b>	Peter Szuhay expert, developing projects on how to use archival material and national collections to build a lesson <b>(Hungarian -English)</b>
13.00 – 14.00	<i>Lunch</i>	
14.00 – 15.00 Plenary session	Individual use of the DVD “The House of Roma Culture” (Resource Center)	
15.00	<i>Getting on the bus</i>	
15.30 – 17.00	Guided visit of the Holocaust Memorial Center (Shoah and Samudaripen)	
17.00 – 19.00	Memorial ceremony at the Holocaust Memorial Center and the Nehru Part on the occasion of the Roma Day of Remembrance Speech delivered by the President of the Republic of Hungary Dr. László Sólyom and H.E. April H. Foley Ambassador of the United States of America to Hungary	Holocaust Memorial Center 1094 Budapest Páva utca 39.
19.30 – 20.30	<i>Dinner</i>	

<b>Sunday, August 3<sup>rd</sup>, 2008</b>		
9.00 – 10.00	<b>Meeting</b> of the general rapporteur and the four working groups rapporteurs	General rapporteur: Arthur Ivatts and WG rapporteurs



<p>10.00 – 12.00 Plenary session</p>	<p><b>Closing session</b> <i>Presentation of the outcomes of the survey carried out based on the questionnaire sent out to the participants</i></p> <p>Summary and conclusion of the working groups, <i>general rapporteur</i></p> <p><i>Ms. Tímea Borovszky</i>, presentation of the closing statement, Ministry of Education and Culture</p> <p><i>Dr. Carole Reich</i>, Chargée de mission, Directorate General of Education, Culture and Heritage, Youth and Sport, Council of Europe</p> <p>Certificates giving session</p>
<p>12.00 – 14.00</p>	<p><i>Lunch</i> <i>Departure</i></p>