

REPORT on IOE and IHRA committee on the genocide of the Roma

Expert Meeting and Conference on the Genocide of the Roma
10 – 11 May 2014

Institute of Education (IOE), University of London, 20 Bedford Way, London

Centre for
Holocaust Education



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Introduction

IHRA has supported research and education on the Roma genocide since 2007. The expert meeting on Saturday 10 May 2014 brought together for the first time a range of colleagues who had worked on IHRA-funded projects on the Roma genocide to share their experiences, successes and challenges in developing and implementing these projects. From 2011 – 2013 IHRA gave financial support to eight projects across Europe that address this complex and emotionally-challenging history, most of which have an educational focus. The expert meeting consisted of 20 people, most of whom were leading six of the IHRA-funded projects. The meeting was also attended by several IHRA delegates from the committee on the genocide of the Roma, enabling them to learn from the exchange and to consider in what way these projects could inform the work of the committee.

The conference held on Sunday 11 May 2014 prior to the IHRA plenary, aimed to inform IHRA delegates and a wider audience of educators on the results of the IHRA-funded projects relating to the genocide of the Roma, and to provide a deeper understanding of this history. 102 people registered for the conference. Coming from 22 countries, they have very different professional backgrounds: 40 were IHRA delegates, over 25 were affiliated to Roma organisations, and British educators from formal and non-formal education were the third group in attendance.

The conference opened with a welcome by Professor Chris Husbands, Director of the Institute of Education and by Sir Andrew Burns, Chair of IHRA and Head of the UK Delegation, followed by a powerful statement by Ladislav Balaz, Chair of the Europe Roma Network who highlighted the deep prejudice

and vicious discrimination across the continent with which Roma continue to face.

The keynote lectures focused on the challenges faced by historians in researching and teaching the genocide of the Roma and on the contemporary situation that Roma face across Europe, where hate crimes, human rights violations and discrimination are far too often part of their daily life reality. At the end of the day a round table discussion dealt with connecting past and present: how far (if at all) does teaching about the genocide of the Roma contribute to greater awareness that prejudice and discrimination need to be confronted today?

Participants could choose to join two workshops out of five that all focused on educational projects aimed at making the genocide of the Roma more widely known, and that created space for exchange and discussion. Many of the workshops held on Sunday were given by experts that had met on the previous day to discuss the projects that they are working on. The diversity in participants' backgrounds posed a challenge for the workshop facilitators but meeting the wide range of actors involved in the topic and seeing people from all over the world working for the same goals was a significant learning experience for many participants. The personal experiences of Roma participants and the testimonies included in the workshops were also mentioned in the evaluation as being an important part of the conference.

This report presents the work done on both days, by giving an overview of the presentations, lectures and workshops and also drawing on the debates that took place. On the basis of the evaluation of both days, recommendations for the future work of IHRA in the field of research, education and remembrance of the genocide of the Roma are included at the end of the report.



Ladislav Balaz (© Paul Salmons)

Part 1: Summary of the Expert Meeting, 10 May 2014

In preparation for the expert meeting a summary of each project was shared among the 20 participants, so that the meeting itself could be far more productive, focusing on the challenges arising from these experiences rather than merely description of what had taken place. This part of the report summarizes the brief presentations on the challenges and some first responses by the project leaders. The first six projects in this overview were co-funded by the IHRA; two other projects were also presented by participants in the meeting. Later in the day a broader discussion took place, also summarized in this report, focusing on themes with a wider relevance to education on the genocide of the Roma.

1. Project: Giving memory a future

Partners: Sacred Heart Catholic University of Milan (Italy) & USC Shoah Foundation (U.S.A.)

www.romsintimemory.it and <http://sfi.usc.edu/education/roma-sinti/en/>

Presented by: Stefano Pasta, Phd student in education, Sacred Heart Catholic University of Milan, Italy and Ethel Brooks, professor in the Departments of Women's and Gender Studies and Sociology at Rutgers University, USA.

The main goal of the project is to provide information and resources to political decision makers and educational policy makers in order to facilitate better understanding of Sinti and Roma culture and history; to develop new strategies for addressing discrimination against Sinti and Roma; and to promote peaceful coexistence in Europe. To support this goal, the project pursues the following objectives:

- Produce a multimedia resource incorporating audio-visual, documentary, legislative, scholarly, and mass media information related to Sinti and Roma rights and anti-Sinti and Roma discrimination;
- Inform target groups (political decision makers and educational policy makers) about the historical mechanisms that led to discrimination, exclusion, and persecution of the Roma in the twentieth century through a progressive erosion of their rights;
- Demonstrate the continuity and the mechanisms driving exclusion/persecution of Sinti and Roma throughout history and contemporary Europe.

The challenges highlighted by the project team were:

- How to make the large number of testimonies that were collected useable in schools, and applicable to education and policy.
- Some resources, for example audio-visual material and



Ethel Brooks (© Paul Salmons)

documentaries, needed to be translated, so subtitles had to be added.

- The team used a variety of resources and had to develop these into a coherent project.
- Copyright was a challenge – the team could not get copyright clearance on all resources.

Sustainability: in order to make the project sustainable, the team identified that they would need to introduce the multimedia resource in places that are seeing a rise in anti-Roma violence. They want to disseminate the project across Europe and into the USA. However, some of the materials will need to be translated accordingly, which is in itself a challenge for the sustainability of the project.

Questions:

- How have you cooperated with Roma?
Interviews were conducted with Roma. This was challenging in the United States as there are few survivors, but in Italy the team were able to interview Roma survivors of the genocide.

- The title of project suggests that memorials to Roma are important – so should memorialisation be part of the project, e.g. exhibitions?
The project team thought that memorialisation should be part of the project. They pointed out that in Italy there are no memorials of the Roma genocide, but the testimonies gathered for the website could be considered as a form of memorialisation.
- What about copyright? If someone died do you get it from children?
Response: When people gave interviews they gave permission for the information to be used in public, and so copyright for the interviews was not an issue, but other resources require copyright. Another challenge faced by the team was that Italian and American copyright laws are very different.

2. Project: The fate of European Roma and Sinti during the Holocaust

Project Partners: Kanzlei-Internationaler Verein für Wissenschaft und Kultur (Austria), Anne Frank House (The Netherlands) & Mémorial de la Shoah (France)

www.romasintigenocide.eu, currently in English, German and French.

Presented by Gerhard Baumgartner, Kanzlei-Internationaler Verein für Wissenschaft und Kultur

The project brought together professional historians, Roma and Sinti representatives and educators in order to develop a mutually accepted version of instruction and information materials for teachers, students and other interested persons concerning the largely forgotten fate of the European Roma and Sinti during the Holocaust.

The produced homepage – with integrated, downloadable worksheets for teachers – divides this complex story into five subchapters and identifies the central issues within them: i.e. the major events, dates, locations and persons central to the understanding of this tragedy of the largest European minority. The presented materials represents the first narrative of the genocide of the European Roma and Sinti which was consensually developed by historians and Roma and Sinti representatives, especially those from Central and Eastern European countries, whose role in the genocide has been largely neglected by research and public opinion and where most of the Roma and Sinti live today.

The more 80 worksheets each take a historical photograph or document as a starting point for presenting the basic facts of a single event, drawing attention to its relevance within the general frame of the whole narrative, while the tasks set for pupils and interested members of the public ties the historical fact back to the present, relating it to current events and developments. Interactive maps on the homepage help to locate the respective events geographically and an extensive section

of background information offers ample reading material and links to further information for the respective countries. The homepage is at present available in German, English and French. The French version went online in 2014 in cooperation with the Paris based Memorial de la Shoah.

The materials were first tested with teachers in Austria, Germany, Sweden and Canada. The material were also the basis for an implementation project funded by the IHRA. Presentations for educators are scheduled in several European countries by national educational authorities or higher education institutions.

The project was instigated by the Austrian Ministry of Education and the Arts, developed during three expert meetings in 2011 in Vienna, Amsterdam and Budapest by 23 experts from 11 countries, and the homepage is hosted by the Austrian agency for the education of contemporary history, *erinnern.at*. The project was co-founded by the Austrian Ministry of Education and the Arts, the IHRA, the Fondation pour la Memoire de la Shoah, the Anne Frank House, the Hungarian Academy of Sciences and *erinnern.at*, while some countries – such as Switzerland - have co-funded materials to be developed by local experts for the background materials presented in the representative country sections of the homepage. A new project to develop the materials for Slovakia, Czech Republic, Poland and Croatia is being led by the Milan Simecka Foundation (Slovakia) and has received funding in 2014.

The challenges highlighted by the project team were:

- The project had initially planned to bring together the involved experts at three major meetings in Vienna, Amsterdam and Budapest. Due to developments outside the reach of the project, the meeting in Budapest could only be realised in a reduced form. Funding limitations also led to smaller number of participants in Amsterdam.
- At the Vienna meeting it was decided to extend the project and to integrate the worksheets, which according to the original proposal were to be published on the internet by *erinnern.at*, into a real interactive website. This necessitated additional work on background materials and maps. As well as a long process of coordination with involved partners, clarifying and editing additional materials outside the scope of the original worksheets.
- Growing awareness for the website under construction, results from preliminary testing-phases of the materials in different countries as well as suggestions by Roma organisations and education experts resulted in extensive readjustments, re-editing, re-phrasing and re-arranging of the topics and illustrations. This procedure fortunately resulted in a final version that was well received by all participants in the project.
- The major challenge was to create teaching materials representing a historical narrative of the genocide of the European Roma and Sinti which is mutually acceptable to historical experts, minority representatives and educators alike.

- The process of negotiating such a new condensed narrative of a highly complex story resulted in frequent re-designs of the individual worksheets and the inner structure and arrangements of the materials themselves. Terminological questions such as the use of words like Pharrajimos or Samurdaripen, conflicting estimates of victim numbers, the question of how to portray perpetrators and where within the structure of the website meant that a considerable amount of work had to be done again (editing, designing).
- The project for the first time gives a very concise overview over the scope and the major events of the Roma and Sinti genocide and provides easily accessible teaching materials for teachers as well as general information for students and interested members of the public through the homepage in German and English. Through the dissemination seminars started in 2012 the materials will get a very wide reception especially in countries where there is so far very little comparable material available. Interested institutions are given free access and translation rights to produce national variants of the materials.
- Target groups: Secondary school teachers and students, interested members of the public, journalists and multipliers were selected as target groups. The material is presented in a way which makes it understandable without any prior specific knowledge, offers basic information units as well as links and materials for further reading on topics of special interest. Responses of the target groups ranged from enthusiastic to critical, depending on the familiarity with the topic. For NGO members and activists it is often too general for their specific country. However it was not the aim of the project to make country specific materials. All appreciated the concise overview, the clear argumentative stance of the worksheets and the pedagogical elements which tie historical events back to the present day situation.
- Interest was voiced by other countries originally outside the scope of the project, during the process of development the materials were presented and tested in Canada in 2011 and 2012 and presented to educators in Sweden by invitation.
- The large geographical distribution made cooperation sometimes very complicated, the three seminars held in Vienna, Budapest and Amsterdam helped focus the project a lot. Cooperation between the partners was generally good and was supported by a mutual interest in realising this intellectually as well as politically complex project.
- The website did not work as well as anticipated in schools in the early stages of the project because it wanted to be two things at same time – a general information website and an educational website where worksheets can be downloaded from that website. The team addressed this by securing more funding to amend worksheets and include guidance for teachers about how to use them. The Living History Forum is making the website available in Swedish and the Milan Simecka Foundation in Slovakia

has obtained IHRA funding to work with partners in six countries to develop the website in the national languages and also in Romanes.

- The team had to decide where to draw the line in relation to what should be included on the website. They acknowledged that if everything was included, the website would become overwhelming and a form of encyclopaedia rather than an effective educational resource. Consequently, this led to decisions about what to exclude, as well as what to include.
- The team found differences in the way that students respond to the testimonies. They found that students respond better to testimonies from their own countries, and so it is important that testimonies from countries using the website are included.
- The biggest challenge for the team was writing the material. During this process they became overwhelmed by the volume of material. They noted that, when bringing together different opinions and deciding what to include, a compromise is always needed. Within this, they also noted that if the website had too many elements (to make it applicable to a broad audience), there was a risk of the website inadvertently marginalising certain areas. For example, teachers tended to opt for familiar locations, and exclude locations that were unknown to them. This presented a challenge for the team where they had to consider how specific they should be when developing resources for a large body of educators.

3. Project: International Conference on teaching material on the Roma Genocide

November 2012 – November 2013

Partners: Erinnern.at (Austria), Museum of Romani Culture (Czech Republic) & Anne Frank House (The Netherlands)

www.romasintigenocide.eu

Presented by Maria Ecker, Erinnern.at, Austria.

This project made it possible to bring together people committed to introducing the genocide of the Roma into mainstream teaching. This topic is very rarely present in teacher training. There are a multitude of challenges to face. With the finalisation of the teaching materials 'The Fate of the European Roma and Sinti during the Holocaust' we have a tool available to introduce the topic in a very concrete way. There is a growing awareness among educators that the challenges Europe faces today, with hate crimes against Roma being alarmingly high in many countries, are also challenges that need to be addressed in the schools. The group of experts that met in the two expert meetings are committed to continue working on this topic. International exchange, leading to further professional development of a small but growing group of experts in the educational field is essential if the genocide of the Roma is going to be more widely recognized as part of European history.



Maria Ecker (© Swen Rudolph)

There were three target groups represented at the meetings: 1. Educational experts working at institutes related to the history of the Holocaust and/or the Roma genocide. 2. Teacher trainers that are working at universities or teacher training colleges. 3. Educational authorities.

The expertise of these different groups of experts contributed significantly to the development of the teaching material and of the implementation process.

The project aimed to create a network of educators and policy makers from across Europe to generally support teaching about the genocide of the Roma in the institutions and countries that are part of the project, and in particular to further the implementation of the teaching materials 'The Fate of the European Roma and Sinti during the Holocaust' (www.romasintigenocide.eu).

The teaching materials were discussed by an international group of educational experts from 13 countries during two meetings, separated in time by a year.

The first meeting was held in Eisenstadt, Austria, November 2012 in parallel to a conference attended by 150 participants – amongst them historians, Roma-activists, teachers from Austria and other European states. During the conference the teaching materials were introduced to all the participants. During the expert meeting (33 participants) several aspects of implementing the materials were discussed but also a lot of time was taken to look in detail at the materials and suggestions were made for improvements in content and format. Major challenges in teaching about the genocide of the Roma and Sinti are: 1) The lack of basic general knowledge on this topic among teachers; 2) The limitations in teaching time and; 3) The prejudices among teachers and students concerning Roma and Sinti.

In spring 2013 a small editorial group worked with the comments from the first meeting to finalize the teaching materials and prepare a teacher's guide. The website with materials was launched in its finalized version (German and English) early July 2013, with significant pedagogical improvements in the presentation of the materials and the assignments for students. Early 2014 the website was also made available in French.

During the second implementation meeting, at the Museum of Romani Culture in Brno (CZ), November 2013, 25 experts from 11 countries shared their experiences in working with the materials, and future plans for working with the materials were shared. Experts from Roma NGOs from Poland, Germany, Serbia and Czech republic were able to connect the project at hand with other efforts to make the history of the genocide of the Roma and Sinti better known. The participation of international organisations (OSCE/ODIHR, Erionet and TernYpe) and of institutions with an international outreach (Yad Vashem, Living History Forum, Erinnern.at, Anne Frank House) gave extra input to future international cooperation in this field.

17 experts were able to attend both meetings. 12 experts sent in a total of 28 reports on their experiences with the materials in the past year. These experiences formed an important basis for discussing the continued implementation of the materials. In total 40 experts were involved in the project, from 14 countries.

An important prerequisite for teachers and teacher trainers to be able to use the materials is their availability in the language of the country. During the second meeting plans were discussed to have translations made, in Sweden, Poland, Croatia and Hungary. A translation in Romani was also considered important.

Comments on some of the objectives:

1. Introducing the Roma genocide in education through the potential of the newly developed material for learning and teaching about the Roma genocide.

Nearly all participants had had the opportunity to present the materials at teacher training sessions or other meetings of multipliers; and in some cases to students. Interesting examples of presentations are: an intensive session held with pedagogical staff at Yad Vashem where the materials were discussed at length and a much valued document with comments was sent to the project leaders; a meeting at the German Foreign Office where 48 institutions were introduced to the materials. Most other presentations were for teachers (28 implementation reports were submitted).

2. Development of a strategy and of methods for implementation of the new learning and teaching material into ITF member and non-member states.

In the second expert seminar it became clear that it is not possible to develop one model for implementation, or one method of introducing the materials – as each country had a specific educational framework, and the role that the contemporary situation of Roma plays in society differs greatly. However, sharing insights from different countries was considered very useful by the participants. It was considered necessary to prepare implementation projects for several countries and regions.

3. Training of a group of experts from several institutions and countries that will be multipliers in the field of education and memory of the Roma genocide; experts that can present the Roma genocide in its relation to the Holocaust, to the ways this genocide is remembered by European Roma and non-Roma and against the contemporary social and cultural situation of European Roma.

The participants, in varying degrees, are continuing to work with the materials, in teacher training and in workshops. Many participants would appreciate further professional development for themselves and indicated there would be interest for this from a larger group of educators in their countries.

4. Developing workshops and teacher development programmes that allow for further dissemination of knowledge and expertise after the project.

On the basis of some of the examples given during the second seminar, it was agreed that it would be useful to offer examples of lesson plans on the website of the materials. A model teacher development seminar might also be offered, however the circumstances in which seminars are given, vary greatly (time available, prior knowledge of those attending, place i.e. memorial site, as part of a longer seminar etc.), which makes it difficult to suggest and/or develop one model.

Challenges:

1. Some experts were challenged by not having the materials available in the national language. In Croatia and Poland some of the participants made working translations of pages of the materials to work with in workshops. In other countries (the Netherlands, Hungary) the audiences (teachers / trainee teachers) were able to cope with the English language version.
2. Lack of teaching time is considered a general challenge:
 - 1) for the seminar or workshop introducing the materials
 - 2) in the classroom (i.e. the response from teachers is that they have too little time to work on 'yet another topic').
 However, several people gave examples of how the topic can be introduced, without competing with other topics. Several methodologies included in the teachers' guide (historical biographies / reading and understanding photos) can be part of developing historical skills. Some people indicated that special project days are a better way of introducing a little known topic. The seminars, workshops and presentations varied in time between 30 min. (general introduction at a conference) to a full day. Most common – the two hour workshop at a teachers training seminar, was considered a challenge due to the lack of prior basic knowledge of the teachers.

3. General lack of knowledge of educators/teachers on the history of the genocide of the Roma. With the expert from OSCE/ODIHR the need to work together with amongst others the Council of Europe, to make the available materials more known (for example the fact sheets on Roma history, see: www.romagenocide.org) was discussed
4. The subject 'Roma' is considered political and therefore not appropriate as a topic in the classroom. There is a conflict in many European societies concerning the Roma and teachers don't want this conflict in the classroom. One approach brought forward is that Roma should be in the classroom more often, so that students can engage in a normal way with Roma, and not have the media (or the attitudes from home or school) as the sole source of information.
5. Many educators and students have no knowledge of who Roma and Sinti are. It was suggested that Roma NGOs should be invited into the classroom more often.

The challenges highlighted by the project team were:

- a. The team faced problems in relation to translation; in particular they did not have material in the national language of all the educators who wanted to deliver it. They found that the translation process, for example from German to French, was complex. Furthermore, they realized that the translator needs to cooperate with an expert in the Roma genocide otherwise mistranslations are more likely.
- b. The team also noted that it is not appropriate to develop one method/model of implementation for teaching materials on the Roma genocide because the context of each region and/or country varies. However, lesson plans that provide examples of how to teach the material were considered to be a useful means of guidance for teachers and will be developed and provided online.
- c. Another issue is that teachers can have their own prejudice towards Roma and/or lack of knowledge about Roma and the Roma genocide. This presents a barrier for teachers who are going to be implementing the materials, for example, they are not confident in their subject knowledge and/or they convey their own opinions about Roma.
- d. The team found that, in general, teachers want further professional development to equip them to teach about the Roma genocide, but do not always have the time or resources for this.
- e. Taking all these issues together, it was apparent to the project team that it was essential that the people who conduct the professional development workshops are familiar with the history of the Roma genocide. However, this is an ongoing challenge as not many people have sufficient knowledge in this area. Those that do have the required level of expertise do not have the time to conduct the workshops.

The maintenance of the website presents a particular challenge to the sustainability of the project. The project has presented a substantial learning experience for those involved; they had

no idea that the project would become so big. Consequently, it is an ongoing concern who will take the lead in managing the project overall. This becomes increasingly pertinent as the project expands and more teaching materials are developed in different languages. This is because if/when errors and mistakes are found in resources (especially when in formats like PDF), work to amend the resources has to be outsourced to a web company which is expensive and time consuming.

In 2014 an International Advisory Board for www.romasintigenocide.eu was formed consisting of representatives of the organisations that commissioned the project, the Austrian Ministry of Education in cooperation with Anne Frank House and Memorial de la Shoah. Members of the board are Martina Maschke (BMBF), Karen Polak (AFH), and Claude Singer (Memorial). They will advise erinnern.at, the hosting institution, on all aspects of the governance of the website. The Director of erinnern.at, Werner Dreier, will take decisions concerning the general running of the website. The advisory board will be consulted on any major changes and on a yearly basis (or more often if relevant) and will review the development of the website (i.e. new language versions). In specific cases the advisory board may task someone else to advise on aspects of the website.

Questions:

- This is a narration of Roma history, so who is the owner? Roma should be supported to go into schools to deliver the materials. Identity is important in the creation of a history of a nation or group of people. It is also essential to address issues in governmental organisations, especially where Members of Parliament have prejudices towards Roma, and this has implications on education and policy.
- There are also issues to consider in the classroom. Firstly, discussions need to take place to identify ways to engage young people with the material. Secondly, careful consideration is needed to determine how the material can be effectively, and sensitively, delivered by teachers. The team noted that sometimes teaching about a group can inadvertently exacerbate students' prejudices rather than tackling them. Consequently, this is an issue for teacher professional development to ensure that educators teach about the genocide of the Roma in a way that does not perpetuate stereotypes etc. Furthermore, images of Roma in school books need to be addressed and challenged. These are complex issues, which teachers will need a lot of support to tackle. However, it is difficult to get teaching about the Roma genocide included in teacher development courses - especially when the tutors have been delivering standardised material for a long time. The team noted that changes are not always welcomed by teachers/schools. Therefore, close collaboration with Roma NGOs is essential in order to support teachers. But this is only one means to address these issues - government support is also vital,

otherwise materials pertaining to the genocide of the Roma will not get into the school curricular. It is easier to get government/ policy makers' support for this in some countries than in others.

- Finally, the team also noted that Roma students do not always attend mainstream schools, colleges and universities. Future research needs to examine how to access these students and the diverse dialects in Romanes also need to be taken into consideration.

4. Project: Requiem for Auschwitz

Partners: International Gipsy Festival & Alfa Foundation (The Netherlands)

www.requiemforauschwitz.eu and www.gipsyfestival.nl/eng

Presented by Suzanne Keurntjes, International Gipsy Festival

Requiem for Auschwitz is a musical monument for all the victims of Nazi Terror. It is a shared moment for representatives of the Jewish, Roma, Sinti and other victim groups in the light of recent developments in Europe. It is a living proof of the power of culture against discrimination and exclusion.

This event is based on the composition *Requiem for Auschwitz* (2009) by the self-educated Dutch Sinto musician Roger 'Moreno' Rathgeb. It was performed by the Roma- und Sinti Philharmoniker from Frankfurt am Main, conducted by Rom conductor Riccardo M Sahiti. However, it should become a monument to all the victims. Specifically, we are aiming to stimulate a memorial of the Nazi genocide shared by Jewish and Roma/Sinti organizations, in the European countries in which the concert took place. The history of the genocide of Roma and Sinti is hardly known among the public at large. Roma and Sinti are the largest minority in the European Union and are currently victims of serious discrimination, deportations, killings, and pogroms in many countries. The Requiem for Auschwitz is a powerful statement about human suffering. The general objective to which the project contributes is raising awareness of the tragedy that has struck the Roma and Sinti during the Nazi regime. The rationale for this is: awareness of this 'forgotten Holocaust' is essential in combating current anti-Gypsyism in Europe.

The Requiem premiered on 3 May 2012 at the 'Nieuwe Kerk', a famous church in the heart of Amsterdam. The following day a TV-registration of the concert was broadcasted nationwide, along with a documentary about the forgotten genocide. After the premiere the Requiem travelled through Europe, visiting partner cities Tilburg (NL), Prague, Budapest, Frankfurt, Cracow and Berlin. In each country the Requiem was performed by the Roma- und Sinti Philharmoniker, a local choir and 4 soloists. On 30 October 2013 the Requiem was officially concluded with the 'Final Chord', attended by the Dutch former queen princess Beatrix and 450 high school students (age 12-18). Therefore Final Chord was not just conclusion of the Requiem for Auschwitz, but also the starting point of an education project called 'Requiem for Auschwitz at School'.

For the school project conductor Roger 'Moreno' Rathgeb visits schools and teaches young students (age 14-25) about the Requiem for Auschwitz and the forgotten genocide. Roger is a man from Sinti origin and he knows a lot about the history of his people. He tells the students about the Sinti and Roma culture, their history, their travels, their lives today and he explains what being a Sinto means for him. He also speaks about Auschwitz and tells the students what he saw there and about what he felt while walking through the remains of the camp. How it made him feel hopeless, how it made him cry. He was deeply touched by what he saw and was very determined to create a musical monument for all the victims of this terrible crime. By telling his personal story and playing his accordion Roger explains why he wanted to compose the Requiem and about the obstacles that he had to overcome.

The need of education and the benefits of and drawbacks personal stories

The Gypsy Festival has organised several education projects over the years. The students in most schools know very little about Gypsy culture. Most know the word 'Zigeuner', the German and Dutch translation of 'Gypsy', but are not aware that most Gypsy people find this term very insulting. Some children know the word 'Roma'; most of them have never heard of the word 'Sinti'. One or two schools that we visited were located near a Gypsy settlement. These children were very prejudiced, their parents told them to stay away from that area, and they saw 'police cars driving over there regularly'. Though living less than a mile away, they had never had an open conversation with neither Sinti nor Roma until we visited their school. There are some schools have turned down our projects because they were afraid to get labelled as a 'Gypsy school', which –in their words- could cost them students in the future. This shows exactly why education about Gypsy culture is extremely important, especially today.

Most history books used in schools only have two pages about the Holocaust, focussing mainly on the Jewish, the largest victim group. Sometimes a few words about other victim groups – including Gypsies – can be found at the bottom of the second page. I spoke to several history teachers and most of them admit to not knowing all that much about the forgotten genocide themselves. Since teachers can/will not invest time to include new information in their classes and changing the history books is a task beyond our possibilities, we focus on a different approach to break down prejudices, fight racism and teach young people more about the beautiful Gypsy culture.

We have experienced that personal stories, told first hand, have a deep impact on pupils (and teachers), so in all our education projects we invite Sinti and Roma people to tell their own personal story in class. Most of our teachers combine this with a form of art (music, dance, storytelling or arts). We believe that this does not only give an extra dimension to their story, it also takes away boundaries on both sides and makes dialogue more accessible. We have experienced that this approach is very successful; pupils are impressed and remember the stories very well (weeks later they can still repeat many parts), and, most

importantly, after Roger's visit teachers declare that they will include the forgotten genocide in their lessons in the future.

We have a small group of people who have unique stories and are very skilled to contribute to our projects. They are our strength, they are the reason our projects are successful. But people can only be in one place at the time. Roger, for example, is the only one who can teach the children about the Requiem first hand. We let him teach small groups of children (max. 30), so that an exchange is possible. Larger groups create a distance between the speaker and the class, which we want to avoid. Since he cannot teach at hundreds of schools in a short period of time, it makes our project very limited and expensive. We are currently thinking about more effective ways to teach a larger group of youngsters about the Requiem for Auschwitz and the story behind it, at low costs so that schools can afford it. One good example is the website www.romasinti.eu, telling the story of six young Gypsy victims of Nazi terror including Zoni Weiss, who was very much involved in the realisation of the Requiem. But we're looking for more ways, thinking about questions as: how can we reach larger groups of students without losing the strength of a personal story? How can we use the power of the Requiem to inspire a young generation to learn more about the forgotten genocide? But the most important question is: how can we inspire more teachers all over the world to teach their students about the forgotten genocide?

The registration of the world premiere of the Requiem for Auschwitz can be watched on youtube: www.youtube.com/watch?v=DDn0L6ZXmkk

The challenges highlighted by the project team were:

1. Teachers often do not include the Roma genocide because of other curriculum demands. Consequently, it is vital to ensure that teachers recognise the importance of teaching about the Roma genocide so that they are keen to include it in school curricular – that is, the best means of getting teachers to include the Roma genocide in teaching is to ensure that they recognise the value of it.
2. Another challenge that the team faced was that the Requiem composer can only be in one classroom at a time. This limits the number of schools that have access to this project.
3. Although schools/teachers were enthusiastic about the project, in one school the Board of Parents disliked it (they did not want the school to be seen as a 'gypsy school'), and so the programme was cancelled. Thus, in some schools, there is the challenge of negative parental attitudes. This highlights that students' and/or teachers' attitudes do not exist in a vacuum: the inclusion and reception of the Roma genocide in school curricular is always situated within the context of broader societal attitudes.
4. The team posed the following questions to highlight concerns with which they are grappling:
 - How can we reach larger groups of students without losing the strength of personal stories?

- How can we use the power of Requiem to inspire a young generation to learn more about this 'forgotten genocide'?
- How can we inspire teachers all over the world to teach about the forgotten genocide?

Questions:

- There was a query about the usage of the term 'Gypsy'. Response: the team explained that in different countries, different terms are acceptable. For example, in the UK many Roma organisations use the term 'Gypsy', but in other countries it is considered offensive. The International Gypsy Festival is not only using English as its main language of communication but also working within the world of music, where the term 'Gypsy music' is commonly used also by Roma musicians. A note on spelling – we have used the form 'Gypsy' throughout this report except where the name of an organisation, event or website uses 'Gipsy' to describe itself, in which case we have kept to this spelling.

5. Project: Research on Roma deportations and Mass Killing Sites during World War II in Eastern Europe
Partners: Yahad In Unum (France) & Dignité Roms (Belgium)
www.yahadinunum.org

Presented by Patrice Bensimon, Director of Yahad - In Unum's Research Center, Paris and Costel Nastasie, Director of Dignité Roms, Brussels

Yahad-in Unum's research in Eastern Europe has enabled the association to collect testimonial evidence about the executions of the Roma people in Nazi-occupied Soviet territories. Eye-witness accounts are filmed and recorded, and the GPS coordinates of the shooting sites are identified and indexed. During the research trips, Yahad was able to collect the testimonies of Roma victims in Romania who were deported to Transnistria (southern region of present-day Ukraine) by the Antonescu government. In 2014, Yahad-in Unum wishes to deepen its research on the persecution of the Roma during World War II in Romania. The interviews conducted and collected up until now have helped to reveal the lack of unity in the persecution of the Roma and a large variety of ethnic groups with varying historical fates. Yahad-in Unum will effectuate two research trips to Romania in 2014, in the regions of Botosani and Suceava. The trips will take place in July and October-November of 2014.

In 2014, Yahad-in Unum will also organize three conferences on the persecution of the Roma during the Second World War. These events will highlight the results collected during interviews with Roma survivors by Yahad's team and give the opportunity to discuss this information with scholars.

The conferences will take place in Brussels, in partnership with the Roma Dignity association. Dr. Sylvio Peritore, historian and member of Yahad's partner organization the Central Council of Roma and Sinti will present the first lecture alongside a Roma

survivor on the subject of the 'History and Remembrance of the persecution of Roma. Professor Alain Reyniers, professor at Louvain University (Belgium) will offer an overview of Roma history in Romania. During both these conferences, Yahad researchers will shed light on certain aspects of the persecution revealed by the collected testimonies and in dialogue with the speakers. The third conference will focus on the fate of a Roma family in Romania during the 20th century. Costel Nastasie, the Roma Dignity President will give insight into the fate of the Roma people in Romania during WWII through the example of one family.

Yahad in Unum plans to conduct its research projects in Romania using the following methodology:

A. Archives

Access to the following archives (at USHMM) allows for a thorough preparation of the research trips, to provide a historical framework necessary to the contextualization of the testimonies:

- The war archives of Oblasts from Odessa and from Nikolayev (Ukraine). This is a corpus of administrative documents, police and legal texts, dating from the period of the war in the current Ukrainian regions of Odessa and Nikolayev, corresponding to the former region of Transnistria, administered by the Romanians from 1941 to 1944. It was to this area that more than 18,000 Roma were deported between 1942 and 1943. The archives shed light on the dates of the deportations, on the sanitary conditions of the camps and villages where the Roma families were detained, and on the orders for execution.
- The Soviet Extraordinary State Commission. With those investigations taken place just after the liberation of the villages by the Red Army, we can know more or less how and where the Roma were killed.
- The Romanian war archives. These are composed of police records on the deportation of the Roma, as well as directives issued by Romanian heads which gives information about their policy towards the Roma people.

Future research trips to Romania will be prepared by analysing and translating these materials. The association is working with Martin Holler, Viorel Achim, Radu Ioanid, Ovidiu Creanga, researchers that have special expertise of relevance to our research.

B. The collection of testimonies

The planned research trips to Romania follow on earlier trips when a collection of testimonies of Roma who lived through the Second World War was made. The fate of the Roma in Romania differed from one ethnic group to another, even from one village to another. The goal is also to focus more on the disparity of the policies of Romanians towards the Roma people and place this into the broader context of various forms of persecution of the Roma across Europe during the Second World War.

One of the objectives of Yahad is to be able to present maps of the deportation of the Roma people and to reconstruct the history of Roma families. The interviews are conducted in

the Romani language. The testimonies are recorded and filmed. The team is composed of a cameraman, a photographer, two interpreters (Romani language), two investigators, two drivers, a script-writer writing the report of the testimonies and the investigation, and a research team leader / interviewer.

The challenges highlighted by the project team were:

- a. The team found that young Roma do not always know their family's history or experiences. This highlights the importance of involving young Roma in projects.
- b. The team found that older Roma often are not comfortable talking about their experiences.
- c. They also found that 90% of Roma people are talking about their experiences/ being interviewed for the first time, and this on camera and to a foreign team, and they give their accounts in their own language.
- d. The team noted some logistical challenges, which – though resolved – highlight the complexity of this project. For example, they were able to take two Roma people back to where they had been deported to; however, in order to do this, they needed to get passports and other relevant paperwork arranged.
- e. The team explained that at present the main focus of their work is to find eye-witnesses who can help identify the killing sites. But they are faced with the challenge of having to keep the sites 'low profile' because people dig up the graves to see if they can find gold etc.
- f. So far research has been conducted in seven countries. More than 70 testimonies had been collected, and through this 60 killing sites had been identified. Of these, only three are commemorated and only two mention that the victims were Roma. This emphasises that there is very little memorialisation of the genocide of the Roma at the actual sites of the killing.
- g. The team emphasised the importance of having Roma people on their team. This was twofold: (a) the team explained that without Roma team members they cannot access survivors and (b) the team emphasise that it is essential to get young Roma people involved and concerned by their own story.

6. Project: School of Remembrance – Producing knowledge about the Roma genocide and how to prevent anti-Gypsyism

Partners: Women's Space, Nis (Serbia), Forum for Applied History, Belgrade (Serbia) & Roma Center Göttingen e.V. (Germany)

www.fpi.rs/blog/category/skola-secanja/

Presented by Rena Jeremic, Forum for Applied History, Serbia

In recent years, the Serbian government has recognized the importance of raising awareness about the extermination of the Jews during Nazi occupation and in early 2012 organized the

first temporary exhibition on the Holocaust in Serbia 1941-1944. The history of the Roma genocide in Serbia during the Second World War, however, is still insufficiently studied and widely unknown. The lack of a culture of remembrance of these events, the neglect of the Roma genocide in historical research and its absence from the curricula of school education have led to the falling into oblivion of these events in the public.

The only systematic scientific research on the victims and perpetrators of Roma genocide conducted in the last three decades in Serbia was focused on the genocide against Serbian and Roma population in the Jasenovac camp in Croatia. Today we are faced with the problem that even if there might exist the wish to inform and educate about persecution and suffering of the Roma in Serbia, there isn't enough material available to work with. Still, one of the main reasons for the lack of information and education on the persecution of the Roma, lies in the fact that in Serbia prejudices and racism against the Roma are part of everyday life.

Our activities aim to raise awareness about how important it is to work on the historical facts, with regard to the continuity of discrimination against the Roma. In many parts of Europe the Roma community is the target of anti-Gypsyism, human rights violations and systematic discrimination. For example, violent deportations of Roma refugees from Germany to Serbia and Kosovo are organized regularly according to the readmission treaty. But there is also resistance – as for example the initiative 'alle bleiben' which fights for the rights of the Roma and against deportations.

For the above reasons, the two-year project 'School of Remembrance' is designed so that it collects information and produces knowledge at several levels. While one focus is on the historical research on the Roma genocide, its causes and mechanisms, another part of the project deals with anti-Gypsyism and systematic discrimination against the Roma today and asks how we can fight it.

The project 'School of Remembrance' is supported by three organizations from Serbia and Germany, the Women's Space from Niš, the Forum for Applied History from Belgrade and the Roma Center Göttingen e.V.

The challenges highlighted by the project team were:

- a. A significant challenge for the interviewers (who were five Roma women) is that discussing the Roma genocide is very distressing and is not easy to deal with. Therefore, the project team ensured they had meetings with the interviewers to discuss their feelings.
- b. The team noted they had to think along two channels – which was problematic. One channel was directed to the Roma community/audience and one channel was directed at the non-Roma community/audience.
- c. Participation of the Roma community was quite high in this project, but the barriers between the research team and Roma participants was easy to see. Especially when a white/privileged person was conducting the research,

- because they are coming from a different perspective and this can act as a barrier and/or take time to establish relationships.
- d. The team explained that they needed people from the Roma community to help transfer knowledge in order for it to be 'complete'. However, in order to do this they are reliant on a very small number of Roma people, which limits the volume of work they can do.
 - e. Another challenge is that the team cannot always film the Roma person who is giving their testimony. Some people declined to be recorded. The team posed the question if it is perhaps better not to use video at all. This relates to ethical issues, as well as methodological issues during research. For example, people may be guarded when filmed and perhaps give a slightly different narrative because what they are saying is being recorded. These people are talking about traumatic and private experiences, so not all of them will want it broadcasted to others. Some people might prefer not to participate in the research at all if it means they have to be videoed. Their experience would then be excluded, which not only presents a potential bias but also denies them the opportunity to tell their story. Ultimately, there is a tension in wanting to record all the experiences to gain a record for future generations versus respecting the privacy of people, but still giving them a voice.

7. Between Discrimination and Emancipation: History and Culture of Sinti and Roma in Germany and Europe

Partners: Documentation Centre of German Sinti and Roma & Bavarian and Federal Agency for Civic Education.
<http://www.sintiundroma.de/en/home.html>

Presented by Oliver Mengersen

The project consists of putting together a collection of papers, soon to be published, on the past and present of Sinti and Roma for teachers, scholars, students, disseminators of civic and political education.

Textbook research and a survey of teachers' opinions on Sinti and Roma revealed a very poor representation of the minority in educational institutions in Germany. Internet sites of organisations dealing with civic and political education hardly mention Sinti and Roma as victims of Nazi genocide. Entering the terms into the search functions of the websites produced very few hits with Sinti and Roma. The important Bundeszentrale für politische Bildung (Federal Agency for Civic Education), for example, inserted special entries into the menu bar referring to 'Jews' and 'Black Prisoners' under the heading 'National Socialism' but the genocide of Sinti and Roma was just a footnote in one or two papers. Only a small percentage of teachers who address Sinti and Roma as a subject in the classroom do so in connection with the Nazi genocide, although mentioning Sinti and Roma as victims of the Nazis is more common.

Although there are some examples of textbooks that offer good information on the Sinti and Roma during the Nazi period, the majority of the textbooks refer to the topic as a subsidiary clause, in half sentences such as '...and Sinti and Roma (Zigeuner) were persecuted as well'. The use of the derogatory term 'Zigeuner' in brackets to make sure that the term 'Sinti' is understood is also deeply problematic! In some cases the information in the textbooks presents an unquestioning adoption of the documents of the perpetrators and is apt to reinforce stereotypes and prejudices instead of reducing them. The virtual absence of information about the past of the minority (and minorities at all) before the Nazi period as well as after 1945 highlights another problem. Scholars have to rely on their 'everyday knowledge' about the minority, which is generally very biased. It is not enough to present the persecution and genocide during the Nazi-period to gain a better understanding of the Sinti and Roma. Sinti and Roma should not only be presented as victims, but also as citizens of the different European states with their own contribution to the social and cultural history of Europe.

While organisations of civic education are generally able to make regular changes to their websites, the editors of textbooks are very much slower. The proposed collection put together in this project is supposed not only to increase the availability of information to deal with the topic 'Sinti and Roma' in the classroom and elsewhere, but to show the life of Sinti and Roma from the perspective of the interaction with the majority society, based on historical evidence as well as through the recollections of members of the minority. The papers are written by academics as well as non-academics and from both minority as well as the mainstream society. The collection covers a period from the early modern times up to the present day. The Nazi genocide nonetheless is very prominently dealt with, continuity and changes are made visible, as well as the long lasting legacy of the genocide of the Roma and the impact on people in post-war Germany. An analysis of the very vivid anti-Gypsyism is included. Another article shows the difficulties of shifting identities that sometimes are still connected to haunting memories.

8. Save from Oblivion – Roma and Sinti Holocaust in testimonies and contemporary discourse January 2013 – June 2014

Partners: The Roma People Association in Poland/ The Dialog-Pheniben Foundation/ Jagiellonian University (Funded by the European Commission in the framework of the programme Europe for Citizens – Action 4: Active European Remembrance.)

www.stowarzyszenie.romowie.net

Presented by: Małgorzata Kołaczek

A main factor that integrates a nation is its common history. In the case of Roma people the remembrance of the tragic chapter of the genocide of this nation during the Second World War, should be preserved. The ignorance and lack of knowledge



Małgorzata Kołaczek (© Swen Rudolph)

are a source of growing antagonism and they deepen the marginalization of the group. This is the motivation to set up the project *Save from oblivion – Roma and Sinti Holocaust in testimonies and contemporary discourse*.

The project consists of:

- 15 meetings for 225 young participants from Polish schools. Each meeting has three parts:
 - * 1.5 hour visit to the Auschwitz-Birkenau Museum accompanied by a qualified guide who focuses on the genocide of the Roma genocide with special recognition of the exposition in Block 13
 - * A meeting with a witness – a Romani former prisoner of the Nazi camps
 - * Workshops on Roma history, culture and discrimination
- Collecting the testimonies of Roma and Sinti survivors of Nazi concentration and labour camps from Poland, Czech Republic, Slovakia and Hungary, which will be an integral part of a publication following an international conference at the end of the project.
- Organising ceremonies on 2 August 2013 in Auschwitz-Birkenau for the commemoration of the genocide of the Roma and Sinti.
- Preparing a documentary on workshops, the exhibition in Block 13, interviews with participants and the witnesses of the extermination, the ceremonies of 2 August 2013. The film, with English subtitles, will be available on the website www.stowarzyszenie.romowie.net
- International conference about the history of the commemoration of Roma and Sinti Holocaust and contemporary symptoms of discrimination in Europe (Krakow, 3 December 2013) and the preparation of a publication in Polish and English.

This project will show that the history of Roma and Sinti is an integral part of the European history; it will further demonstrate that Roma and Sinti identify as citizens of Poland and Europe, and want to share their experiences with their

fellow citizens. It aims to enhance integration and social cohesion. The project aims to promote intercultural dialogue: in the workshops and the international conference Roma and non-Roma will have opportunities to get to know each other, to exchange experiences and opinions and to build mutual understanding, respect and tolerance.

Summary of the outcomes of the meeting

During the second part of the meeting a number of themes that emerged and were common to several projects were discussed. Identifying clearly the needs of the target groups of the projects and recognizing the importance of ownership by Roma played an important role in this exchange of ideas.

Roma involvement

The discussion considered how Roma can and should be included in research and projects pertaining to the genocide of the Roma. One example was the question how often Roma have the opportunity to visit sites like Auschwitz, in a way that non-Roma do?

It was also emphasised that opportunities to share good practice between different Roma communities are essential, for example presenting projects such as those in this expert meeting with Roma audiences.

Involving Roma of all ages was considered important. Roma survivors in the projects under discussion were sometimes sharing their story first time and so the involvement of Roma in the research or project team, as translators or interviewers was invaluable. It was felt that young Roma need to take ownership of their families' stories and form an important group as potential spokespersons for their communities to other young people. In this context it was noted that teaching about the Roma genocide should not always rest only with professional educators: a participatory project which encourages Roma youth to discuss the genocide of the Roma with their peers could help to build capacity in transmitting knowledge and understanding in this area. Given that various projects identified a lack of knowledge of this history among many Roma youth, it will be important to make more opportunities available to young Roma to acquire expertise in this area.

Professional development and teaching

The lack of knowledge and expertise in teaching about the genocide of the Roma among teachers was highlighted as a problem that can only be addressed if professional development opportunities are created. However, due to lack of time to attend seminars, teachers will only be inclined to take part if they are first aware of the significance of teaching about this history. One important way to demonstrate the need to teach about the genocide is if it is included as a specified subject on mandated curricular. Some governments have included the genocide of the Roma in the school curriculum, whilst others do

not seem open to this idea. Related obstacles include the degree of flexibility within school curricular and how much time and freedom teachers have to include the genocide of the Roma in their programmes of study.

Lack of knowledge about broader Roma history also needs to be addressed. There is a danger that if this is the only time that young people encounter Roma in their studies that Roma will appear on the historical stage only as victims to be killed by Nazis and their collaborators. In order to see Roma as individuals with agency rather than as objects of persecution it is essential that teachers know and are able to teach about the pre-war and post-war life of the Roma. Young people should also be aware that the genocide did not appear from nowhere, and that there is a longer history of European anti-Roma persecution and prejudice that needs to be acknowledged and confronted. It is recognised that limitations in curriculum time will make this a challenge, but this only strengthens the need for governments and educational authorities to make the genocide of the Roma more of a priority in school curricular so that this time will be found.

The attitudes and the commitment of the teachers is a crucial element, but so too is accurate and detailed knowledge, appropriate resources, and effective pedagogical approaches. It was suggested that many teachers who are interested in teaching about the genocide of the Roma people do not have the knowledge and skills to do this effectively. This is problematic because if the material is not taught in a sensitive and accurate manner then there is a risk that teachers can inadvertently reinforce misconceptions about the genocide and/or exacerbate anti-Roma stereotypes and prejudices. Additionally it was noted that educators do not teach in a vacuum – media, politics etc. all play a role – so educators can only do so much without the broader support of the society and the government.

The discussion underscored the importance of taking the school and regional context into account when teaching about the Roma genocide. One approach, resource or website that is applicable to all schools, regions and countries is not possible, and would overlook the complexities and magnitude of the genocide of the Roma people. Instead, resources that are specific to different schools / regions / countries should be developed. However, the teams agreed that exemplar materials and a framework for good quality resources is valuable and that educators can also be encouraged to make necessary amendments for their own school's context.

A further problem that was discussed was that there are only a limited number of experts available for the professional development of teachers. This is related to the broader problem that there are not enough experts on the genocide of the Roma people and the need for substantial investment to develop this field.

Translations and copyrights

It was considered essential to have more resources for educators and learners in their own languages. Translating resources into other languages requires specialized historical knowledge

and awareness of key pedagogical principles so as to not, for example, reproduce the terminology of the Nazis in educational materials.

The need for resources in Romani languages was also discussed. This could be either in the semi-standardised Romanes, used for example in radio programmes that reach out to all of Europe, or in the different dialects that are spoken in different regions. Roma are not a homogenous group and it would be ideal if the different dialects of the communities were used in resources.

Arranging for the copyright to use photos and documents is a challenge for many projects. It was discussed whether IHRA could take a position on this, in some way assisting project leaders with – for example – a standardized form requesting copyright, free of charge, for educational purposes.

Sustainability

The final challenge discussed was the sustainability of the projects. Firstly, the teams recognised that resources / websites need to be maintained beyond the life of the project, and that they need to establish how this can be achieved. Additionally, the projects need a means to track the usage and effectiveness of these resources. In some projects feedback from teachers was being collected but systematic tracking of how the websites / resources were being used and if indeed they are improving students' knowledge and understanding of the genocide of the Roma is not part of the projects.

Finally, it was noted that there are more NGOs dealing with Roma genocide than the IHRA Committee members are aware of so it would be useful to have a list of organisations working on this topic. Furthermore, the projects could approach education on the genocide of the Roma more systematically. It was noted that there seems to be a degree of overlap between projects, and that it is not always clear what are the overall aims. Consequently, a platform to bring these projects together is needed, and going forward it would be pertinent for the IHRA Committee to summarise the areas that the existing projects address, to ensure future projects are tapping into new issues/ topics that have not been explored before.

Part 2: Summary of the Conference, 11 May 2014

The conference was announced through several networks, including the IHRA delegates and IOE educators, as well as UK and international Roma organisations. The programme of the day is included in this report as appendix 2. The diversity in backgrounds of the participants was recognised as one of the special aspects of the day. Just over 100 people registered for the conference from 22 countries, including 38 IHRA delegates and 26 people affiliated with Roma organisations. Forty people completed the online questionnaire that was sent out shortly after the conference, giving valuable feedback. An analysis of the online evaluation survey gives some general information on the participants and their experience in relation to the topic of the conference. A summary of the outcomes of the survey can be found in appendix 3. In the following section we include the keynote speeches, a description of the workshops and some comments from participants.

Keynote: Dr. Slawomir Kapralski, Institute of Philosophy and Sociology of the Polish Academy of Sciences in Warsaw.

The genocide of the Roma: historical knowledge and challenges to historians

Roma communities emerged from the Holocaust with severe wounds that threatened their physical, social, and cultural existence, damaged their social tissue, and had a highly detrimental impact on the lives of the individual Roma people. Having been socially discriminated, postwar Roma communities did not have access to the means of production and reproduction of historical knowledge, nor was there a space for their experience in the public memories of European societies. The social and economic exclusion of the Roma was therefore associated with the exclusion from the communities of memory sustained by the societies in which they lived. Furthermore, the genocide not only put in danger the continuity of Roma collective life, but also broke the chain of Roma memories. Moreover, the crimes committed against the Roma by National Socialists and their allies were not brought to the attention of the world immediately after the Second World War and have not been condemned in a way similar to the crimes against Jews.

Until very recently the dominant tendency in the scholarship has been to see Roma as non-historical people who exist outside of what we, non-Roma, used to perceive as history. They have been treated as immune to change, and living in an eternal present. Their identity has been conceptualized as a mere reproduction of their cultural idiom. This perception can be interpreted as the Orientalist estrangement and symbolical marginalization of Roma, which is responsible for their representation as an antithesis of



Slawomir Kapralski (© Paul Salmons)

Western civilization and thus supporting their social exclusion. In consequence, when Roma entered the centre of the central event of human history – the Holocaust – scholars were unable to see it.

The history of Roma was largely the history of their persecution, exploitation, poverty and disempowerment in which non-Roma played the role of perpetrators. Denying Roma the place in the mainstream history can be seen in terms of the postcolonial theory as the ‘erasure of interconnection’ through which the non-Roma try to hide their responsibility for the present-day situation of Roma communities.

This situation is changing now and the question for today is not exactly how to make Roma genocide visible but how to spread knowledge about it and work towards the change of the mainstream approach to Roma history. This task requires, however, a deeper reflection on the complicated nature of the genocide of Roma.

The genocide of Roma during the Second World War was a result of a complex process in which old anti-Roma measures

and policies merged with Nazi regulations based on racist ideology. According to the eminent historian of the genocide of Roma, Michael Zimmermann, this process was largely inconsistent, de-centralized, and desynchronized although based on a general racist consensus among its perpetrators.

In consequence, one must carefully navigate between intentionalism and functionalism in order to understand the genesis, course and aftermath of the genocide of Roma. This means that the Nazi persecution of Roma can be fully understood as neither a consistent implementation of the centrally conceived murderous intention nor as a contingent side-effect of the relations between different sectors of the Nazi apparatus of power but rather as a multi-layered phenomenon that had not been governed by a single mechanism.

The decentralization of the crimes against Roma meant that the decision-making occurred at different levels and was implemented by various units of the SS, army, and the police, who each had their own regulations and priorities. The allies of Nazi Germany performed a much more important role in murdering Roma than in the annihilation of Jews and they were granted relative freedom in determining their own policies towards Roma. The degree and nature of persecution varied depending on a number of factors such as place, the kind and level of the involved institutions, the particular constellation of interests, relations between different agencies, and ideological frames.

Non-simultaneity of the Nazi persecution of Roma meant that in different periods of time the intensity and main targets of oppression varied. In Nazi Germany, a person of Roma background could be deprived of many of his/her civil rights in consequence of the application of Nuremberg Laws to Roma, sent to a concentration camp or sterilized on racist grounds, and yet (in the case of a man) turn out to be sufficiently good for the army and drafted in 1940 only to be discharged in 1942 and sent to Auschwitz. If such person managed to survive two years then in 1944 s/he could be sent to a forced labour camp and finally in 1945 (a man again) forced into *Waffen SS* and made to fight the approaching Red Army as the last line of defence of the regime that persecuted him.

Although the Nazis' conception of 'Gypsies' was built upon racist ideology, on the level of concrete decisions and legal acts the racial motive was concealed behind labels such as 'asocial', 'work-shy' or 'socially unadjusted people.' The difference drawn by racial scientists and some Nazi officials between 'racially pure Gypsies' and 'Gypsies of mixed origin', along with shifting policies toward those groups, further contributed to the post-war misconceptions and silence regarding the nature of the crimes committed against Roma. Finally, it is not always easy to reconstruct the chain of decisions that led to the mass murder of Roma, especially that the fate of Roma was not well documented by the perpetrators and we do not have rich archival materials that reveal the full scale of the Roma genocide.

The mass murder took different forms. In Germany, Austria, Bohemia and Moravia it was better organized and prepared by many years' practice of police registration. In successive stages

Roma were further excluded from society, both by means of legal regulations and by internment in special 'Gypsy camps' or imprisonment in concentration camps. From there the road led frequently through Jewish ghettos in occupied Poland to the gas chambers of the death camps. On the territory of the USSR and in German-occupied parts of Yugoslavia Roma died in mass executions organized by units of the SS, the *Wehrmacht* and the local police while in Poland both methods were used. In the satellite states the situation of the Roma differed greatly: In Bulgaria for example Roma, in comparison with their kinsmen in other countries, were practically free of persecution; in Romania part of the Roma population was deported and died of hunger and diseases while the other part lived relatively unaffectedly (also sometimes serving in the army and fighting on the German side on the Eastern front); in Croatia Roma met their death in the Jasenovac camp at the hands of criminals armed with knives. In Western Europe, except Germany, The Netherlands, and Belgium, Roma were mostly interned in special camps.

Differentiated patterns of persecution and local particularities partially explain why a comprehensive picture of the suffering of Roma only recently started to emerge. It requires a detailed analysis to understand that the persecution of the Roma had a single meaning, concealed behind divergent practices of implementation. More importantly, the specific nature of the Roma genocide made it difficult for the threatened Roma people to work out efficient strategies of survival during the Nazi era and it stood in the way of the development of a consistent and commonly shared memory of that time in the post-war period.

In terms of the scholarly knowledge, the fate of Roma allows us to understand that it can also be a case of genocide when it is difficult to point to a clearly formulated special intent on the part of the perpetrators and where there exists no coordinated plan of extermination. The persecution of the Roma shows that there can be a mass crime even as a result of loosely coordinated, or inconsistent actions in various fields of activity (law, medicine, social policy, economics) and at various levels of the administration: from leaders of the state to local government officials, policemen on the beat and doctors in health clinics. This knowledge fits the evolution of Holocaust studies which strive to go beyond the uniqueness debate and to move away from the intentionalism of the earlier approaches. This process involved, first, an expansion of the uniqueness thesis, to include as unique not only the suffering of Jews but also of Roma, the handicapped or even Slavs and other victims and, secondly, the deconstruction of the uniqueness thesis and presentation of the Holocaust as a part of a historical continuum of the genocidal persecution of various groups.

In terms of the philosophical reflection, the existence of a diabolical plan of extermination of a whole category of people and its consistent implementation appears as something singular and unrepeatable in its criminality. Something so exceptional simply cannot happen again. If however we accept that the wiping out of a significant part of a given population can occur

as a result of the fairly chaotic interaction of various activities, undertaken on the basis of a general racist ideology, but at the same time somehow spontaneous, just because favourable conditions for it existed, then the sentence 'never again Auschwitz' appears as a magic formula to cast a spell on reality and our fears connected with it, and not as a well-grounded conviction that the tragic past cannot repeat itself again.

The past is inseparably related to the contemporary situation of Roma communities. The memory of the genocide has been regained as a part of the Roma struggle for empowerment and constituted an important postulate of the Roma political movement at least since the First World Roma Congress held in 1971 in London.

One should mention at least two important stages of this process: the hunger protest of German Sinti at the former concentration camp in Dachau in 1980 and the occupation of the university archives in Tübingen in 1981. Both events indicate that the struggle for the recognition of Roma history formed an important part of the Roma political programme. Symbolically, they can be interpreted as the Roma attempt to take the control of their own past and to mobilize memory as a resource in their struggle for just treatment, against present-day discrimination, and as a part of their new politics of identity.

It is important to note that the memory of the genocide plays important role in the activities of Roma youth organizations: commemoration of the genocide which they organize plays an important role in bringing together young Roma from different countries and builds ties between them. In this way, Roma with different 'communicative memories' unite in commemoration and together work out a common 'cultural memory' of the genocide, supported by public events, memorials, and acts of recognition by the non-Roma.

Generally speaking, Roma organizations aim to symbolically link the genocide of Roma with the present-day persecution and discrimination in order to de-legitimize contemporary forms of violence against them. The process of regaining control of their history is in the case of Roma oriented towards the future and has a pragmatic, political significance.

In conclusion, we may say that the genocide of Roma creates several challenges that need to be addressed by Roma and non-Roma, scholars and practitioners, intellectuals and politicians.

First, we need to break cognitive boundaries built by stereotypical perceptions to eventually see the history of Roma, to recognize its importance, and to treat it as a part of the universal history in which the fate of Roma and non-Roma has often been tragically intertwined.

Second, we shall avoid the interpretation of the Roma genocide in terms of a single pattern or an universal, overarching scenario because such an approach diverges the attention of scholars from the plurality of Roma histories and prompts politicians to mythologize the past.

Third, we shall broaden our understanding of genocide to include inconsistent, decentered persecution carried

out according to a variety of partial plans and by different institutions, with an important role played by the contingent local circumstances.

Fourth, we need to understand that reclaiming historical memory, including the memory of the Holocaust, is a part of the Roma empowerment in the present and shall be seen in connection with other areas of Roma activities such as political representation and recognition, economic betterment and social inclusion.

As a result we may arrive at the representation of the Roma genocide that would be on the one hand intellectually sound and done according to the best professional standards and, on the other hand, that would fruitfully interact with different layers of the social memory of various Roma communities and facilitate the process of Roma enfranchisement.

The key role in this process will be performed by Roma intellectuals and activists, in a dialogue with non-Roma scholars and practitioners. Both sides can benefit from such an encounter. The non-Roma may revise their approaches to the universal history, including the concept of genocide, and critically examine the past and present of the discrimination against Roma. Roma may cultivate their own ways of representing their past in the broader context of the general theory of genocide and get a better insight into the complicated interpenetration of truth and politics, unity and diversity, memory and history.

On a more general note, we should realize that studying the history of the genocide of Roma is in fact a study of our own, non-Roma history. We may thus recommend that the teaching about the genocide of Roma is in fact the teaching about us: about how social majorities accept and sometimes actively participate in murderous policies, how they select victims, which discourses they use to legitimize their deeds. Apart of anything else, such an approach could help us to understand that in certain conditions it may happen that it would be us selected as the victims of someone else's politics. In this way, we may achieve a certain degree of identification with the Roma victims which is a necessary precondition of recognizing their tragic history.

Excerpts from the keynote by Mirjam-Angela Karoly, Senior Adviser on Roma and Sinti Issues at the OSCE Office for Democratic Institutions and Human Rights (ODIHR), Warsaw

On the relation between the past and the present: The importance of the commemoration of the genocide of the Roma and Sinti and its relevance for combating racism and discrimination against them.

My office deals with the current situation of Roma and Sinti in Europe and in the wider OSCE region. We do so by assisting governments in their policy implementation, promoting Roma and Sinti inclusion, and combating anti-Roma discrimination



Mirjam Karoly (© Paul Salmons)

and racism. Already in 1990 the OSCE participating States recognised the specific problems Roma and Sinti face in the context of racial and ethnic hatred, xenophobia and discrimination. This is why in 1994 the Contact Point for Roma and Sinti Issues was established at the OSCE ODIHR.

The *Action Plan to Improve the Situation of Roma and Sinti in the OSCE Area* was adopted by the OSCE in 2003. With this Action Plan 57 governments committed to improve the situation of Roma and Sinti in areas such as education, employment, housing, health and participation and to address Roma in crises and post-crises situations. Past examples include Bosnia and Herzegovina, and Kosovo; a current example is that of Ukraine. In addition, this Action Plan recommends 'to include Roma history and culture in educational texts, with particular consideration given to the experience of Roma and Sinti during the Holocaust' as an effort to promote the knowledge and dialogue on the Roma and Sinti genocide and combat current forms of anti-Roma racism and discrimination against them.

We also monitor the human rights situation and implementation of policies by the OSCE participating States and have twice published a Status Report monitoring the implementation of commitments and persistent trends and challenges. I would like to share with you some of the key findings from the last Status Report in 2013 which tracked the developments in the last five years.

On a positive note we saw that policies addressing Roma and Sinti have become standardized in many OSCE participating States and that authorities both on national and local level are more engaged in implementing policy measures and projects. This trend goes alongside an increased awareness about the situation of Roma and Sinti within the European Union, which is demonstrated by the adoption of

the Framework on National Roma Integration Strategies by the European Council in 2011, and the European Commission's efforts to put Roma and Sinti on the EU agenda.

However, despite these developments, the gap between the mainstream and Roma and Sinti has deepened in employment, housing and access to services. It is clear that the global financial and economic crisis has worsened the already difficult situation of Roma and Sinti communities. It is also very likely that the economic insecurity within the majority is a major contributory factor that has fuelled xenophobia and anti-Roma sentiment.

In this context, the public discourse targets Roma and Sinti with anti-Roma statements, perpetuating prejudices and negative stereotypes. We also see populist politicians and extreme right parties using current anxieties to mobilize their supporters against Roma and Sinti. In recent years Roma were killed in Hungary; walls were erected separating Roma from their non-Roma neighbours in Slovakia; and regular marches have targeted Roma neighbourhoods with anti-Roma statements in the Czech Republic and elsewhere.

Since I was asked to speak about the relationship of past and present issues, I would like to take a closer look at the current public discourse on Roma and Sinti in Europe – led by right wing politicians but not restricted to these circles – and how these issues are covered by the media.

The current discourse refers to long standing negative stereotypes against Roma and Sinti either criminalizing them and portraying them as a threat to internal security or labelling them as 'socially inadaptable' people. This discourse bears a dangerous potential, deepening racism and serving to legitimize certain policy actions.

For example, within the discourse on migration, Roma and Sinti are portrayed as 'itinerant', 'uncontrollable nomads' or 'vagabonds', threatening internal security. We see Roma portrayed as economic refugees, false asylum seekers, beggars, thieves, human traffickers or criminals in general. Examples can be found in many countries in Europe, where Roma and Sinti are labelled as 'mobile bandits', 'false asylum seekers' and actions are taken to repatriate Roma migrants to their country of origin.

The discourse about 'inadaptable' people is nurtured by old stereotypes about the 'gypsy' (*Zigeuner*) who is unwilling to work (work-shy – *arbeitsscheu*); a parasite who is a burden on society. Roma are portrayed as thieves and people who are not able and do not want to integrate into society. We can find examples all over Europe and especially before elections, when many politicians become increasingly populist and seek to play on common anxieties, myths and fears. And it is of great concern that this old mechanism of scapegoating and stereotyping Roma and Sinti still serves to increase the popularity of politicians. We can see this in a number of countries where politicians with an anti-Roma rhetoric have gained a notable increase in votes.

For an example of anti-Roma rhetoric in the political discourse, please see: <http://www.globalpost.com/dispatch/news/regions/europe/131118/14-unbelievably-racist-things-politicians-said-about-roma>



Under the National Socialist regime Roma and Sinti were labelled as 'asocial' and according to the extension in 1936 of the Nuremberg Laws they were defined as 'racially inferior'. The Nazi persecution could rely on deeply rooted negative stereotypes against Roma and Sinti in the mainstream population as well as on the police experience dealing with the so-called 'Gypsy problem'. Already in the 1920s, the police authorities in Germany and Austria decided to register Roma to address what they termed the 'Gypsy plague'. During National Socialism, Roma and Sinti were arrested under the pretext of 'crime prevention' and murdered in the German Reich and German occupied territory.

Despite these facts the victims who survived and returned from concentration camps were again confronted with prejudices and rejection while the perpetrators of the genocide were not prosecuted. If we want to understand today's situation we have to account for what has happened in the past under National Socialism but also how post-war societies dealt with the past and the victims of the Roma and Sinti genocide.

The experience of Roma and Sinti under the Nazi regime did not only traumatise the generation who directly experienced the genocide but also had an impact on the following generation. Although there is little knowledge about how the first generation after the war coped with the experience and traumatization of their parents and relatives, the few testimonies we have indicate that the survivors hardly shared their experiences. However, their fear was transmitted and internalised by the following generation. Symptomatic of this is that for decades Roma and Sinti did not publicly demand recognition of their sufferings or even shared in public what had happened to them. In many countries Roma and Sinti were 'second class' victims, who were denied compensation claims for the loss of property and imprisonment in the concentration camps because their experiences were not

recognised as racial persecution but as a 'crime preventive measure' (following the Nazi jargon), or, because their property did not have, according to the authorities, a relevant value for which to be compensated. Only in the late 1970s and early 1980s, as historians started to research about the Roma genocide, did Roma survivors speak out in public, giving testimony about their persecution. In many cases however, official recognition or official apology as a gesture to the victims has still not taken place.

The genocide of Roma and Sinti is part of European history. It is crucial to recognise and teach about it in order to understand the long tradition of exclusion, racism and discrimination against Roma and Sinti in Europe and the persistent challenge to combat the anti-Roma discrimination that continues to this day. Therefore, raising awareness and bringing knowledge about the genocide of Roma and Sinti is vital to combat current forms of discrimination and racism and to ensure that Roma and Sinti can feel secure in Europe and that their rights are protected.

In recent years awareness about the genocide of Roma and Sinti has been promoted by intergovernmental organisations such as the OSCE ODIHR and the Council of Europe. The ODIHR Contact Point for Roma and Sinti Issues will further promote the official commemoration of the genocide and to raise awareness about it. My office will in particular focus on the teaching about the genocide of Roma and Sinti genocide and share information on practices in the OSCE area in order to promote combating discrimination and racism against Roma and Sinti in the classroom. This year ODIHR issued a questionnaire to the OSCE participating States on practices that exist in the OSCE area to teach about the genocide of Roma and Sinti and its commemoration. Based on the responses of the OSCE participating States ODIHR will publish a report and analyse where further work on this is needed.

In general, in recent years the genocide of Roma and Sinti has received a lot more attention by various stakeholders including my office, the ODIHR, the Council of Europe, the members of the IHRA and by the Roma and Sinti civil society organisations.

The 'forgotten Holocaust' is no longer forgotten, we could say. But these efforts need to be redoubled so that knowledge and information is made available through formal education as well so that societies in Europe and beyond are more aware about the plight of the Roma and Sinti. Similarly, while we can see that governments are involved in the recognition and commemoration of the Roma and Sinti genocide, still in most countries these commemorations remain an 'informal affair' initiated in most cases by Roma and Sinti civil society.

Workshops

During the five workshops, of which several were repeated, there was time both for presenting materials and methodology and also for a lively and sometimes heated exchange of ideas, experiences and points of view. The quotes from participants have been taken from the (anonymous) online evaluation survey.

Workshop: The Fate of European Roma and Sinti during the Holocaust

Maria Ecker (Erinnern.at, Austria) and Robert Sigel (Germany)

These two workshops introduced the project www.romasintigenocide.eu. This website is based on approximately 80 ready-to-use educational worksheets that deal with different aspects of European Roma and Sinti history. Besides providing an overview of the website's content, in each workshop a selected amount of worksheets and assignments were discussed in more detail. Furthermore, various suggestions of how to use the worksheets in the classroom were presented.

One workshop was led by Robert Sigel, Bavarian State centre for civic education (Germany). It presented a model lesson on how the material in a classroom setting can be used. In taking part in this lesson participants received an overview of the website's material, its content and structure.

A second workshop based on the same project was led by Maria Ecker, Erinnern.at (Austria). The point of departure was a close look at one historical photograph taken from the website, leading to a more general introduction of the website's material. The second part of the workshop dealt with a more specific approach and was dedicated to those worksheets dealing with life stories of Roma and Sinti. Finally, the worksheet addressing the fate of the Austrian Roma Ceija Stojka (and some suggestions how to work with it in the classroom) was looked at more closely.



Workshop: The power of personal stories and music in Holocaust education

Suzanne Keurntjes, International Gypsy Festival / Requiem for Auschwitz (The Netherlands)

In 2012 the International Gypsy Festival produced *Requiem*

for Auschwitz, a musical monument for all the victims of Nazi terror and was based on a composition by the self-educated Dutch Sinto musician Roger 'Moreno' Rathgeb. After the Requiem premiered in Amsterdam it travelled through Europe, raising awareness of the tragedy that has struck the Roma and Sinti during the Nazi regime. Today the Requiem lives on in an education project called 'Requiem for Auschwitz at School'.

This workshop told the story behind the Requiem through the personal stories of Zoni Weis, who lost his entire family during the Second World War, and Roger 'Moreno' Rathgeb, the composer of the requiem. The aim was that participants would learn more about this forgotten genocide, the power of sharing personal stories related to this topic, and the impact the Requiem for Auschwitz has had throughout Europe, providing websites and other tools to use in the classroom.

Workshop: Giving Memory a Future. Working with Roma testimony in the classroom.

Prof. Ethel Brooks, Rutgers University (USA) and Stefano Pasto, Catholic University of the Sacred Heart (Italy)

This workshop provided an overview of a multimedia project, including testimony from the genocide of Roma and Sinti; histories and timelines of Roma and Sinti in Europe; and information about Roma and Sinti culture in Italy and other parts of Europe. Participants received first-hand knowledge of the resource, how it may be used, and its value for the purposes of education, policymaking and general information about Roma and Sinti citizens of Europe.

Workshop: A place for Porrajmos in Holocaust education?

Tom Jackson, Holocaust Educational Trust (UK)

This workshop explored to what extent it is the case that 'good' Holocaust education emphasises teaching other victim groups as part of a Scheme of Work on the Holocaust, and asked what are the implications for teachers, students and an understanding of Porrajmos if it is subsumed under teaching and learning on the Holocaust? It centred on a discussion of the issues raised, including the possibility of tokenism and the difficulties of terminology. The Trust's 'Mosaic of Victims' resource was modelled and a conversation followed on the contemporary relevance of the Roma genocide.

Workshop: 'Parallel catastrophes?' Relating the Roma Genocide to the Shoah in the secondary classroom

Paul Salmons, IOE's Centre for Holocaust Education, University of London

This workshop explored how narratives of the Roma genocide and the Shoah may be related and compared to one another, attempting to avoid issues of 'competitive memory' and 'hierarchies of suffering', and instead openly considering how the similarities and differences between these mass crimes may together deepen our understanding of the phenomenon of genocide.

Feedback of the participant on the workshops:

I would like to use the outcomes of some of the projects that were presented in my every day work.

I think it was added value to learn more about IHRA activities and also the different project[s] they support in this area. In addition, the key notes and its following discussion was very useful and should be continued.

Regarding the Roma and Sinti genocide, I was unaware of the extent of discussion about what to call this historical event within and outside Roma and Sinti communities.

The personal experiences of Roma delegates and of those whose testimonies were included in the workshops were most significant to me; and the teaching resources that were introduced.

I learnt most about the contemporary situation of Roma and Sinti in Europe, and the continuities with earlier persecution.

The most significant learning experience was seeing other people from all over the world working for the same goals and the wide range of actors involved in this topic.

Learning more about how Romani people approach the Holocaust and the Roma genocide was important to me.

Prof. Ethel Brooks facilitated an inspiring discussion about a new resource to explore Roma History, culture and present situation.

Most significant for me: the parallels between today's situation and 1938-9

There is a need for an open dialogue between Roma and Sinti, Jews and researchers of history about the persecution of Roma and Sinti under the Nazi rule.

At last indifference to Porajmos is giving way to the need to teach Porajmos; but, sadly, there is still a general attitude that the Jewish story is more important. There is interesting research into the Sinti and Roma experience but not nearly enough as yet.

It was important for me to learn that there was no central policy driving the Roma & Sinti genocide; that the history is complicated and different across different parts of Europe; that local perpetrators played such a big role. I developed a better understanding that racist views against Roma have increased and are increasing in Europe.

The genocide of Roma and Sinti should be studied as a topic in its own right, not only in comparison to the Holocaust. That the claim of 'ownership' is a very ambivalent one in historical studies as opposed to memory

Getting knowledge of two excellent websites, an update on the Museum of Romani Culture in Brno, and the possibility of sharing my own research with people who can carry it on in further detail was significant.

Significant for me: Getting an awareness of the wider picture in Europe and the rise of the right and the need to take action NOW!

The most significant learning is the challenge of naming and interpreting the Roma genocide, in relation to the Holocaust and the variety of interpretations, that are at times conflicting. There is a wide divide amongst and between academics, educators and community activists. The approaches used in workshops were interesting but also brought up some of these conflicts.

I found the interaction and conversation the best way to learn!

The session with the timeline exercise, how to pool historical knowledge in a group was very interesting, not new, but I have seldom seen it done so well, and never tried it in this context.

Part 3: Recommendations

The experts taking part in the expert meeting and the conference have suggested the following topics as priorities or practical issues for the IHRA to take into consideration.

School curricular

In terms of education, it is essential to get the genocide of the Roma included in school curricular. This needs someone in government within each country to take this forward.

Sharing good practice

The IHRA committee on the genocide of the Roma should seek to identify examples of good practice and to disseminate them amongst teachers – both within and between countries.

Research among students

Looking at young people's knowledge and attitudes before and after they have engaged with projects' materials, websites etc. would be valuable. This would need to be done in collaboration with universities.

Overview of organisations

It would be very useful for the IHRA and other international organisations to have an overview of the Roma and non-Roma NGOs and intergovernmental organisations that are active in the field of education, research and remembrance of the genocide of the Roma, also in relation to the issue of discrimination and hate crimes today.

Expert meetings

The participants of the expert meeting felt it was very useful to meet in this way and that future opportunities to share experience with new projects (including but not limited to those supported by IHRA funding) should be considered.

Capacity building

Two target groups are important to create a greater pool of people that can contribute to the professional development of teachers.

- Roma working for NGOs, and Roma youth, should be given the opportunity to become trainers/educators, but need to develop their own knowledge and skills first. Existing organisations, policymakers and funders should make this development within Roma communities one of their priorities.
- Within the existing structure of professional development and teacher training more opportunities to develop expertise in teaching about the genocide of the Roma needs to be created.

Round table: Connecting past and present - teaching about the genocide of the Roma and challenging discrimination today

In the closing session of the conference, Gerhard Baumgartner (Austria) chaired a panel discussion between Agnes Daroczi (Hungary), Magorzata Kolaczek (Poland), Yaron Matras (UK), Oliver Mengersen (Germany) and Michael Stuart (UK). The exchange of ideas also drew upon discussions initiated in the keynote lectures and workshops and included rich contributions from delegates from the floor.



Panel discussion with Yaron Matras (left), Gerhard Baumgartner (chair), Małgorzata Kołaczek and Michael Stuart (© Paul Salmons)



Yehuda Bauer (© Paul Salmons)



Karolina Mirga and Steven Katz (© Paul Salmons)



Agnes Daroczi (© Paul Salmons)



Oliver Mengersen (© Paul Salmons)

1. Programme of the Expert Meeting and Participants list

IOE and IHRA committee on the genocide of the Roma Expert Meeting and Conference 10th – 11th May 2014
IOE, 20 Bedford Way, London
Saturday 10th May 2014

Expert Meeting: leaders of projects addressing the genocide of the Roma

The aim will be to analyse the effectiveness of completed and current projects; to provide peer consultation on opportunities and challenges; and to look ahead to future projects.

- 09.30 Registration
- 10.00 Opening and Welcome:
Roma Chair of the day: Karen Polak, Anne Frank House
Brief introduction to the work of the IHRA committee on the genocide of the
- 10.30 Brief presentations on the represented projects:
Each project has 15 mins to focus on the main features the projects and the opportunities/challenges they faced that can feed the
Please read the project summaries in preparation of the meeting.
- 12.15 Lunch
- 13.15 Exploration of the important outcomes of the projects and main challenges faced (on the basis of prior inventory, and on the points raised in the morning).
- 15.00 Break
- 15.30 Exchange of strategies and experiences in implementation of projects
Looking ahead to next steps and possible cooperation in the future
- 17.30 End of programme

Projects Represented at the Expert Meeting

The fate of European Roma and Sinti during the Holocaust
Project Expert: Gerhard Baumgartner, Documentation Centre Austrian Resistance & Oliver Mengersen, Documentation and Cultural Centre of German Sinti and Roma, Germany

Giving Memory a Future: The Holocaust and the rights of Roma in Contemporary Europe, Italy

Project Expert: Ethel Brooks, Rutgers University, U.S.A & Stefano Pasta, Sacred Heart Catholic University, Milan

International Conference on Teaching Material on the Roma Genocide

Project Expert: Maria Ecker. Erinnern.at, Austria & Malorzata Kołaczek Jagiellonian University / Roma People Association/

Requiem for Auschwitz

Project Expert: Susanne Keurntjes
Gipsy Festival/ Foundation Alfa, Netherlands

Research on Roma Deportations and Mass Killing Sites During the World War II in Eastern Europe

Project Expert: Patrice Bensimon, Yahad in Unum, France & Costel Nastasie, Dignite Roms, Belgium

School of Remembrance – Producing knowledge about Roma genocide and how to prevent Antigypsyism

Project Expert: Rena Jeremic, Forum for Applied History, Serbia

Between Discrimination and Emancipation - History and Culture of Sinti and Roma in Germany and Europe

Project Expert: Oliver Mengersen, Documentation Centre of German Sinti and Roma Germany

Save from Oblivion. Roma and Sinti Holocaust in testimonies and contemporary discourse

Project Expert: Małgorzata Kołaczek, The Roma People Association in Poland, The Dialog-Pheniben Foundation & Jagiellonian University (Poland)

Participant list Expert Meeting May 10 2014, IOE London

Karen	Polak (Chair)	Netherlands	Anne Frank House / IHRA delegate
Becky	Hale (Reporter)	U.K.	Institute of Education, University of London
Gerhard	Baumgartner	Austria	Doc. Centre Austrian Resistance / IHRA delegate
Felicia	Waldman	Romania	IHRA delegate
Michal	Schuster	Czech Rep.	Museum of Romani Culture / IHRA delegate
Patrice	Bensimon	France	Yahad In Unum / IHRA delegate
Ethel	Brooks	U.S.A.	Rutgers University / IHRA delegate
Agnes	Daroczi	Hungary	Romano Instituto Foundation
Maria	Ecker	Austria	Erinnern.at
Rena	Jeremic	Serbia	Forum for Applied History
Mirjam	Karoly	OSCE	ODIHR Contact for Roma & Sinti Issues
Susanne	Keurtjens	The Netherlands	International Gipsy Festival
Malgorzata	Kolaczek	Poland	Roma People Association
Oliver	Mengersen	Germany	Doc. and Cultural Centre of German Sinti and Roma
Costel	Nastasia	Belgium	Dignité Roms
Andrej	Umansky	France	Yahad In Unum
Stefano	Pasta	Italy	Sacred Heart Catholic University, Milan
Michael	Stewart	U.K.	University College London
Laco	Oravec	Slovakia	Milan Simecka Foundation
Karolina	Mirga	Czech Rep./Poland	TernYpe
Joakim	Scheele	Sweden	Living History Forum

2. Programme of the Conference

Conference on the Genocide of the Roma

Sunday 11th May 2014

Institute of Education (IOE), 20 Bedford Way, London

IOE in cooperation with IHRA Committee on the Genocide of the Roma

09:00	Arrival, registration and sign up to workshops		
09:30	Welcome to the Institute of Education (IOE), University of London Professor Chris Husbands, Director of the Institute of Education (IOE)	13.00	Lunch break
09:40	Introduction Sir Andrew Burns, Chair of the International Holocaust Remembrance Alliance Ladislav Balaz, Chair of the Europe Roma Network-UK-EU	14.00	Choice of workshops (see list above)
10:00	Keynote: Historical knowledge and challenges to historians concerning the genocide of the Roma Dr. Slawomir Kapralski, Institute of Philosophy and Sociology of the Polish Academy of Sciences in Warsaw Keynote: On the relationship between past and present issues, the importance of the commemoration of the genocide of the Roma Mirjam-Angela Karoly, OSCE's ODIHR Contact for Roma & Sinti Issues Moderator: Karen Polak, Chair of IHRA Committee on Genocide of the Roma	15.30	Break
		15.45	Round table: Connecting past to present, teaching about the genocide of the Roma and challenging prejudice and discrimination today Chair: Gerhard Baumgartner, Documentation Centre of the Austrian Resistance Agnes Daroczi, Romano Instituto Budapest, Hungary Magorzata Kolaczek, Roma People Association, Poland Yaron Matras, University of Manchester, UK Oliver Mengersen, Documentation and Cultural Centre of German Sinti and Roma, Germany Michael Stewart, University College London, UK
		17.00	End of the programme
11.15	Break		
11.30	Choice of workshops 'Parallel catastrophes?' Relating the Roma Genocide to the Shoah in the secondary classroom Paul Salmons, IOE's Centre for Holocaust Education, University of London The Fate of the European Sinti and Roma during the Holocaust. Including the history of the genocide of Roma in lessons on the Holocaust Maria Ecker (Erinnern.at, Austria) and Robert Sigel (Germany)		

Requiem for Auschwitz in School. Teaching about the Forgotten Genocide using music
Susanne Keurntjes, Gipsy Festival/ Foundation Alfa, (Netherlands)

Giving Memory a Future. Working with Roma testimony in the classroom.
Prof. Ethel Brooks, Rutgers University (USA) and Stefano Pasto, Catholic University of the Sacred Heart (Italy)

A place for Porrajmos in Holocaust education?
Tom Jackson, Holocaust Educational Trust (UK)

3. Summary of the online evaluation survey

We received a good response rate to the evaluation tool, with 40% of delegates completing the post-seminar online evaluation survey. Feedback showed a high level of satisfaction with the conference organisation, venue and facilities and written comments (a number of which are quoted in the main body of the report) showed particularly rich engagement with the keynote lectures and the educational workshops.

In addition, the success of the conference can also be gauged by the participants' own self-estimation of their knowledge before and after the one day seminar on a range of subject areas, as shown in the following graphs.

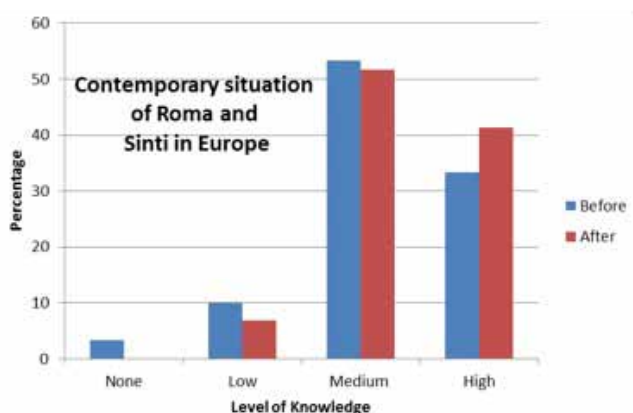


Figure 1 Self-assessment of knowledge about the contemporary situation of Roma and Sinti in Europe, before and after the seminar

Given the professional interests of attendees, it is not surprising that many delegates before the seminar already considered themselves to be at least fairly well informed on the contemporary situation of Roma and Sinti in Europe. So it is gratifying to note that even among this reasonably well informed group there was a measurable increase in knowledge of this crucial theme (figure 1). At the end of the seminar no one considered themselves to have no knowledge of this situation, the percentage who considered themselves to have only low knowledge fell, and those who felt that they had high knowledge of this situation increased from 33% to 41%.

A similar pattern can also be seen in the level of knowledge about the contemporary situation of Roma and Sinti in participants' own countries (figure 2).

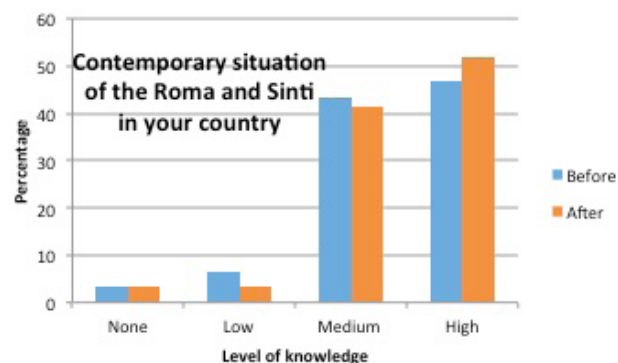


Figure 2 Self-assessment of knowledge about the contemporary situation of Roma and Sinti in own country, before and after the seminar

Even more dramatic was the increase in knowledge about the genocide of Roma and Sinti during the Second World War (figure 3), with a very significant rise of those who considered themselves to have a high level of knowledge of this area, from about one third before the seminar to more than half of attendees following the event. This increase came mainly from those who before the seminar considered themselves to have 'medium' knowledge of this subject, while those who considered themselves to have either 'none' or 'low' knowledge also fell from 13% before the conference to just 7% after. The fact that some still considered themselves to have 'low' knowledge may be a reflection of the level at which the conference was pitched – given the number of experts in attendance it may not have been an ideal introduction for those who were very new to the subject area.

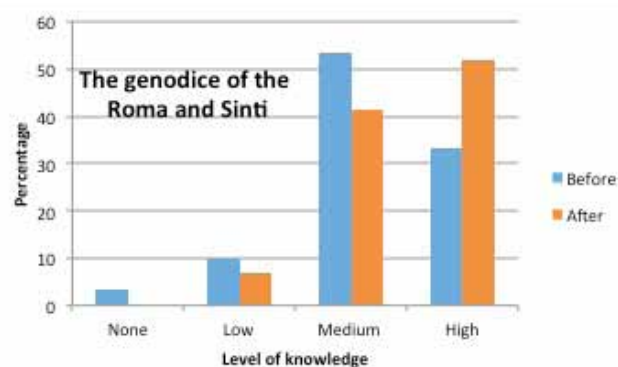


Figure 3 Knowledge about the genocide of Roma and Sinti, before and after the seminar

While the most significant increase in delegate's knowledge was concerning the genocide of the Roma, it is also particularly noteworthy that knowledge about the genocide of the Jews also increased significantly as a result of this seminar (figure 4), as did – to a lesser extent – knowledge about the Second World War (figure 5).

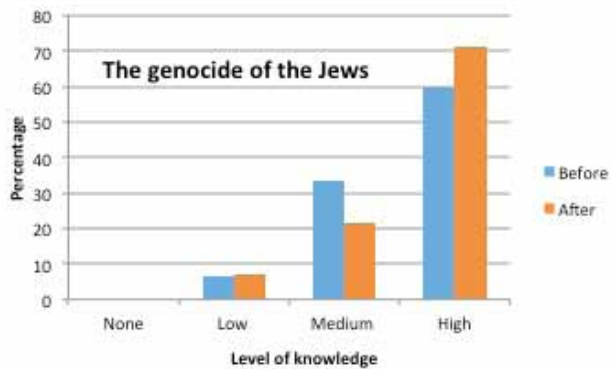


Figure 4 Knowledge about the genocide of the Jews, before and after the seminar

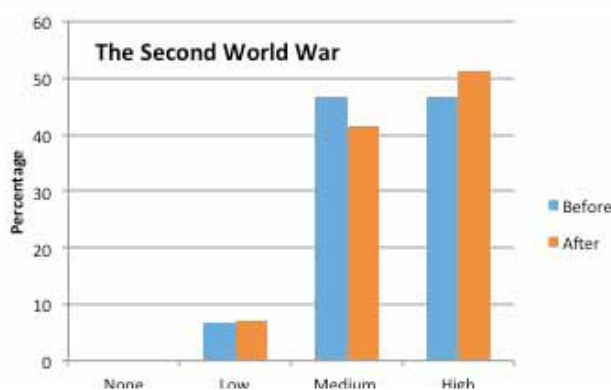


Figure 5 Knowledge about the Second World War, before and after the seminar

The increase in those who considered themselves to be highly knowledgeable about the genocide of the Jews, from 60% before the seminar to more than 70% afterwards, is perhaps an unexpected consequence of the event as this was not the major theme of the day. However, it may reassure those who have been concerned that exploring other genocides may somehow diminish or detract from learning about the *Shoah*. While more work would need to be done on this area and we can draw only tentative conclusions from this data, it may be that by attracting new audiences to this field we are able to expose them to information about the Holocaust, and by taking a serious comparative approach, which seeks to clarify differences as well as similarities between mass atrocities without creating 'hierarchies of suffering', those who have more knowledge about the genocide of the Roma have occasion to deepen their knowledge about the *Shoah*, and those who are more knowledgeable about the genocide of the Jews can deepen their understanding of the *Porajmos*. In this, we hope that the forum for exchange between experts in each area may help to deepen the knowledge of both, and that out of further such cooperative projects may also emerge more detailed understanding of the broader concept of genocide and the phenomenon of mass violence.