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Squeezed out? Bringing regional history teaching to the fore

Committee on Governance, Civic Engagement and the Environment (Governance Committee)

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Resolution 520 (2026)	2
Recommendation 542 (2026)	4
Explanatory memorandum	6

Summary

Teaching regional history can provide significant opportunities to connect students to their communities, cultures, and historical legacies, with a learning experience that is engaging, inclusive, and meaningful to their lives. Pluralist regional history teaching that incorporates multiple perspectives equips students with critical thinking skills that are important to the development of democratic citizenship and promoting diversity in unity.

To date, there has been limited academic or expert research on the status or impact of regional history teaching in Europe, despite post-Second World War acknowledgments of its importance.

This report assesses the value of teaching regional history, current student access to it, and the obstacles that hinder its expansion—particularly at the level of regional authorities. It finds that regional history lacks recognition and is poorly represented in the history curricula and textbooks in most European countries. In response, the report outlines potential solutions, including initiatives and actions by regional authorities, to broaden and strengthen regional history education for the benefit of teachers, students, and regional communities across the continent.

1. L: Chamber of Local Authorities / R: Chamber of Regions.
EPP/CCE: European People’s Party Group in the Congress.
SOC/G/PD: Group of Socialists, Greens and Progressive Democrats.
ILDG: Independent and Liberal Democrat Group.
ECR: European Conservatives and Reformists Group.
NR: Members not belonging to a political group of the Congress.

RESOLUTION 520 (2026)²

1. The Congress of Local and Regional Authorities of the Council of Europe (“the Congress”) refers to:

- a. Congress Resolution 493 (2023) “Delivering on the Reykjavik Summit: revised Congress priorities and structures”;
- b. Congress Resolution 488 (2022) and Recommendation 483 (2022) “Regional identities: promoting dialogue and diversity in unity”;
- c. Congress Resolution 474 (2021) and Recommendation 462 (2021) “Culture without borders: Cultural heritage management for local and regional development”;
- d. Congress Resolution 202 (2005) and Recommendation 170 (2005) “Intercultural and inter-faith dialogue: initiatives and responsibilities of local authorities”;
- e. Congress Resolution 379 (2015) “Jewish cemeteries: the responsibility of local authorities”;
- f. Recommendation CM/Rec(2022)5 of the Committee of Ministers to member States on passing on remembrance of the Holocaust and preventing crimes against humanity;
- g. Recommendation Rec(2001)15 of the Committee of Ministers to member States on history teaching in twenty-first century Europe;
- h. Recommendation No. R(2000)13 of the Committee of Ministers to member States on a European policy on access to archives;
- i. Council of Europe Education Strategy 2024-2030 “Learners First – Education for Today’s and Tomorrow’s Democratic Societies” (2023);
- j. the Council of Europe Reference Framework of Competences for Democratic Culture (2020);
- k. the Council of Europe Reference Framework for regional democracy (2009).

2. The Congress points out that:

- a. regional history teaching and learning, through both formal and non-formal education, provides students with a deep and meaningful understanding and awareness of their historical and cultural context, enhancing their civic engagement and therefore their capacity to address key challenges in modern society;
- b. regional history teaching should promote critical thinking and empathy skills, foster diversity and inclusion, and encourage multiple perspectives, mutual understanding and cohesion within European communities and societies;
- c. there is a widespread lack of recognition and content on regional history in schools’ history curricula and textbooks;
- d. teachers very often lack appropriate training, support, materials and resources to teach regional history, sometimes even where the curriculum would allow it;
- e. regional authorities, in both countries with centralised and decentralised educational systems, have varied but important roles to play, in cooperation with national policy makers, educational and cultural institutions, in enhancing the teaching of regional history.

3. In light of the above, the Congress calls on the local and regional authorities of Council of Europe member States to:

- a. recognise the importance and complementarity of regional history alongside national, European, and broader international history, and, where appropriate, collaborate with national authorities and other

² Debated and approved by the Chamber of Regions on 31 March 2026 and adopted by the Congress on 1 April 2026 (see document CPR(2026)50-1, explanatory memorandum), rapporteur: Peter DRENTH, Netherlands (R, EPP/CCE).

stakeholders to ensure the allocation of sufficient time, space and resources for teaching regional history within school curricula;

b. take necessary measures, in cooperation with national authorities, teachers' associations, and regional education agencies, to ensure adequate training of teachers – particularly on sensitive, controversial and traumatic topics in regional history – while avoiding one-sided regional narratives or prejudices;

c. similarly, work with these stakeholders to ensure the availability of quality teaching materials for regional history;

d. support the creation of digital collections of historical sources (written, oral, material, visual), and the compilation of lists and maps of regional monuments, archaeological and historical sites, museums and archives, and organise and support access to such resources for school students;

e. undertake educational initiatives and plan projects at the regional level in cooperation with local and regional museums, archives, cultural associations, NGOs and local heritage partners to contribute to schools' efforts aimed at exploring regional history and/or organise visits and access for students to these resources;

f. ensure that regional history teaching celebrates regional diversity, including minorities and marginalised communities;

g. encourage and support bilateral and multilateral interregional cooperation across borders to better understand the perspectives of “the other” and focus on shared cultural and historic heritage, notably where a region includes more than one country;

h. establish prizes and awards for schools that carry out projects on regional history and heritage, particularly those highlighting cultural diversity, forms of social coexistence, transformations of the regional landscape throughout history, conflict management and various links within or between regions (including economy, transport, language and dialects, traditions, arts, sports).

4. The Congress calls on local and regional authorities and their national associations to take account of this resolution and the accompanying explanatory memorandum, on this specific issue.

5. The Congress asks its statutory bodies to take the present resolution into account in their activities.

RECOMMENDATION 542 (2026)³

1. The Congress of Local and Regional Authorities of the Council of Europe (“the Congress”) refers to:

- a. Congress Resolution 493 (2023) “Delivering on the Reykjavik Summit: revised Congress priorities and structures”;
- b. Congress Resolution 488 (2022) and Recommendation 483 (2022) “Regional identities: promoting dialogue and diversity in unity”;
- c. Congress Resolution 474 (2021) and Recommendation 462 (2021) “Culture without borders: Cultural heritage management for local and regional development”;
- d. Congress Resolution 202 (2005) and Recommendation 170 (2005) “Intercultural and inter-faith dialogue: initiatives and responsibilities of local authorities”;
- e. Congress Resolution 379 (2015) “Jewish cemeteries: the responsibility of local authorities”;
- f. Recommendation CM/Rec(2022)5 of the Committee of Ministers to member States on passing on remembrance of the Holocaust and preventing crimes against humanity;
- g. Recommendation Rec(2001)15 of the Committee of Ministers to member States on history teaching in twenty-first century Europe;
- h. Recommendation No. R(2000)13 of the Committee of Ministers to member States on a European policy on access to archives;
- i. Council of Europe Education Strategy 2024-2030 “Learners First – Education for Today’s and Tomorrow’s Democratic Societies” (2023);
- j. the Council of Europe Reference Framework of Competences for Democratic Culture (2020);
- k. the Council of Europe Reference Framework for regional democracy (2009).

2. The Congress points out that:

- a. regional history teaching and learning, through both formal and non-formal education, provides students with a deep and meaningful understanding and awareness of their historical and cultural context, enhancing their civic engagement and therefore capacity to address key challenges in modern society;
- b. regional history teaching should promote critical thinking and empathy skills, foster diversity and inclusion, and encourage multiple perspectives, mutual understanding and cohesion within European communities and societies;
- c. there is a widespread lack of recognition and content on regional history in schools’ history curricula and textbooks;
- d. teachers very often lack appropriate training, support, materials and resources to teach regional history, sometimes even where the curriculum would allow it;
- e. regional authorities, in both countries with centralised and decentralised educational systems, have varied but important roles to play, in cooperation with national policy makers, educational and cultural institutions, in enhancing the teaching of regional history.

3. In light of the above, the Congress calls on the Committee of Ministers to invite the respective national authorities of the member States of the Council of Europe to:

- a. recognise the importance and complementarity of regional history alongside national, European and broader international history, by allocating sufficient time, space and support to teaching regional history

³ Debated and approved by the Chamber of Regions on 31 March 2026 and adopted by the Congress on 1 April 2026 (see document CPR(2026)50-1, explanatory memorandum), rapporteur: Peter DRENTH, Netherlands (R, EPP/CCE).

in school curricula, where this responsibility is reserved to national authorities; additionally, support and collaborate with local and regional authorities to ensure the same where they have curriculum-setting powers;

b. assess whether teachers have been provided with the necessary knowledge, training and materials to teach regional history and to assess students as effectively as possible and ensure that such resources are available and that they cover relevant sensitive, controversial and traumatic topics;

c. provide support to museums, archives, cultural associations, NGOs and heritage partners that seek to increase knowledge of regional history;

d. undertake bilateral and multilateral cooperation by government authorities and others across borders to foster a shared understanding of multiple perspectives on regional history, and promote joint efforts focused on minorities and shared cultural and historic heritage;

e. following this report, encourage and support international organisations and initiatives, such as the Observatory on History Teaching in Europe (OHTE) and EuroClio, to conduct research and monitor the state of teaching of regional history across Europe, and organise regional and trans-regional workshops for teachers in collaboration with regional stakeholders and specialised institutions.

4. The Congress calls on the Committee of Ministers and the Parliamentary Assembly of the Council of Europe to take account of this recommendation and its explanatory memorandum in their activities relating to Council of Europe member States.

EXPLANATORY MEMORANDUM

I.	Introduction.....	7
II.	Within and beyond borders: what is “a region”?	7
III.	Why teach regional history? The Council of Europe perspective	9
IV.	How regional history is taught: central and subnational authorities	11
V.	What are the obstacles for teaching regional history?.....	14
VI.	What can be done to improve regional history teaching?	14
VII.	Conclusions	16
VIII.	Appendix: Methodology and references	17

I. Introduction⁴

1. The first conference on the teaching of history, organised by the Council of Europe in 1953, highlighted the importance of teaching local and regional history, transcending the limitations of national narratives and promoting the European unity⁵.

2. Teaching regional history provides a unique opportunity to engage students with the past in ways that are both deeply personal and highly relevant to their present lives. While global and national narratives are crucial for understanding broad trends and movements, regional history offers a more human-scaled perspective that closely connects young people to their community, culture, and heritage; it also helps widen their knowledge and develop citizenship skills and competencies, including civic participation.

3. Regional history not only enhances students' critical thinking but also nurtures a sense of belonging across cultural boundaries.

4. This report advocates for the teaching of regional history, alongside national and international history, that is inclusive and celebrates diversity while promoting unity in Europe's educational landscape.

5. This approach should be applied to the various types of regions that exist. These include subnational regions – parts of nation-states – and supranational (historic) regions extending beyond borders. However, a region is not merely a geographical or administrative designation; it can also be deeply historical and possesses a living and vibrant multicultural and intercultural quality.

6. In light of the Reference Framework for Regional Democracy,⁶ according to which "Regional authorities shall help to adapt education and training facilities to employment development requirements in the region", guidance is needed to enhance the teaching of regional history and making it more effective and accessible to both teachers and learners.

7. This report examines the extent to which regional history is in fact taught in schools across Council of Europe member states, and whether this is influenced by the level of control over school policy, including the curriculum, by central governments or local and regional authorities. It also considers whether regional history is taught more in regions inhabited by communities with distinct ethno-cultural characteristics and a strong sense of regional identity.

8. The report analyses the added value of teaching regional history, alongside national, European and international history. It also identifies the obstacles to this teaching encountered across Europe and proposes ways for local, regional and national authorities to address these, emphasising the value of regional history in developing students' historical thinking, democratic citizenship, and a sense of social cohesion based on the Council of Europe's values.

II. Within and beyond borders: what is "a region"?

9. In traditional historiography and historical geography, regions are typically viewed as sub-national entities—integral parts of multiethnic, national, or supranational states. The Congress Reference Framework for Regional Democracy gives a broad definition of "regional authorities" as "regional and territorial authorities between the central government and local authorities" (this does not necessarily imply a hierarchical relationship between regional and local authorities).⁷ The Congress "reference mandates" document indicates the regional level for each of the 46 Council of Europe member state (if there is one).⁸

10. When considering the legal status of contemporary regions in Europe and beyond, regions can be categorised by the degree of autonomy they possess within national borders: (a) federated regions with constitutionally guaranteed autonomy, such as those in Belgium, Switzerland, Germany and Bosnia

⁴ This report was drafted with the contribution of Dr Angelos Palikidis, Professor of History Didactics, Democritus University of Thrace, Greece, and the support of the Council of Europe Observatory on History Teaching in Europe (OHTe) and EuroClio – European Association of History Educators.

⁵ Council of Europe Conference on teaching of history "The European Idea in History Teaching" (1953).

⁶ See Reference Framework for Regional Democracy (2009).

⁷ *Idem*.

⁸ See Compilation of Congress reference mandates.

and Herzegovina; (b) autonomous regions within nation-states, with varying degrees of autonomy, as in Italy and Spain; (c) transnational regional communities with limited self-administration, such as the Sámi people in Finland, Norway, and Sweden; (d) other regional communities that lack formal autonomy, but have been granted specific rights and freedoms.⁹

11. Regional identities are equally diverse and multifaceted. They draw from history, geography and culture, as well as language, the economy, and political context, among other factors.

12. In short, a region is not merely a geographical or administrative designation. Rather, contemporary definitions of historical regions frame them as “geographic areas which at some point in time had a cultural, ethnic, linguistic, or political basis, regardless of present-day borders.”¹⁰ *Regionality* encompasses then not just the geographical scale of observation, but also the historical context of a region and its cultural distinctiveness.

13. Regional identities are inherently dynamic and evolve over time. Regions can be established, divided, or abolished; their borders can be altered; they can be named and renamed; incorporated into states; and transformed into building blocks of regimes and political-ideological formations, or alliances. Furthermore, their demographics, including ethnic and ethno-religious compositions, can shift. Scientific discoveries and technological advancements, along with the development of specific economic sectors, can also lead to the emergence of new regional entities—for example, regions centered around coal mines in Europe's industrial countries.

14. Some regions in Europe were originally formed and developed within empires, but have been restructured, divided, and assigned to different nation-states over time. Examples include: (a) Central Europe, where territories once part of the Austro-Hungarian Empire are now spread across Austria, Italy, Slovenia, Croatia, Serbia, Slovakia, Czechia, Hungary, Romania, Poland, and Ukraine; (b) Thrace, which was once under the Byzantine Empire, later annexed by the Ottoman Empire, and after World War I, divided between Greece, Türkiye, and Bulgaria; (c) Pomerania, a historical region along the southeastern Baltic Sea coast, which was part of the German Empire, and is now split between Poland and Germany, characterised by a cultural blend of Slavic and German influences visible in its architecture, folklore, and traditions.

15. Historical regions with a multi-ethnic and multicultural fabric, have been at the centre of atrocious conflicts and national claims, but have gone to become substantial and symbolic spaces of political and cultural consensus – such as Alsace, where Strasbourg emerged from the Second World War as a capital of Europe, and a home for the Council of Europe and the European Parliament.

16. Human settlement, productive activities, and transportation networks modify the landscape and character of geographically defined regions, even those that are perceived as “natural.” Human interventions throughout history—such as the draining of lakes and marshes, diverting rivers, creating artificial lakes, constructing canal networks, logging, deforestation, afforestation and transforming barren lands into cultivable ones—have shaped new regional environments with distinct characteristics. The knowledge and experience gained from these modifications are invaluable today, in an era of climate crisis.

17. Trade can also introduce new dimensions of *regionality*. The Hanseatic League is one of the best examples of this. As a commercial and defensive confederation of merchant guilds and market towns in Northwestern and Central Europe during the late Middle Ages and early modern period, the Hanseatic League established a cohesive transportation and defense network comprising over 200 towns primarily around the North and Baltic seas. Centuries after its decline, the Hanseatic League has left behind a remarkable legacy, demonstrating that trans-border cooperation can expand horizons not only in the economy but also in politics, defense, and culture.¹¹

9 Concerning the current administrative and legal status of the regions in Europe, as well as the trends of regionalisation, see Congress Resolution 390 (2015) “Trends in regionalisation in Council of Europe member States”; concerning the special status of some regions, see Congress Resolution 361 (2013) and Recommendation 346 (2013) “Regions and territories with special status in Europe”.

10 Kotlyakov, V. and Komarova, A., Elsevier's Dictionary of Geography: In English, Russian, French, Spanish, German (Amsterdam: Elsevier, 2006), p. 332.

11 The altarpiece of the Berswordt family, analysed in the publication of “Shared histories for a Europe without dividing lines”, exemplifies the multicultural origins of late-medieval art, arising from the Hanseatic town of Dortmund. As members of a prominent family connected to a vast Northern European trade network, the Berswordts reflect a rich cultural exchange that extends to exotic materials and fabrics used in the artwork, including those from the Far East. The painting “Descent from the Cross”

18. In this context, the multifaceted impact of migration on shaping the contemporary character of regions – whether small or large, and at all levels (demographic, social, economic, linguistic, artistic, etc.) – should not be overlooked. Whether these movements are caused by environmental and economic factors or by wars, policies of ethnic cleansing, and international agreements, this knowledge can help students: (a) understand the ethnic, religious, and cultural diversity of the regional societies in which they live; (b) deconstruct stereotypes, biases, and prejudices about other ethno-cultural communities and groups in their region, such as Jews and Roma; and (c) critically examine and reject the propaganda of racist groups that portray human migrations as "unnatural" events in history and as threats to the peace and integrity of European societies.

III. Why teach regional history? The Council of Europe perspective

19. The regional perspective has been a key aspect of the Council of Europe's approach since its establishment. Rooted in democratic values and the protection of human rights—including those of vulnerable social, ethnic, and cultural groups—the Organisation emphasises the importance of safeguarding regional diversity across Europe.

20. "In order to bring pupils by degrees to a European conception of history, teachers should be recommended to start from local and especially regional history, not only because it is more easily understood by young minds, but still more because it constitutes the only appropriate framework for the study of certain phenomena, the limits of which do not coincide with the frontiers of states." This recommendation to teachers was included in the conclusions of the first conference organised in 1953 by the Council of Europe on the teaching of history, titled "The European Idea in History Teaching." In the aftermath of the most vicious and disastrous war the world had ever experienced, historians and educators emphasised the necessity for school history to move away from nationalistic accounts of the past and the use of history for propaganda purposes. Instead, they advocated for a curriculum enriched with themes related to the economy, society, and cultures, as well as the promotion of European unity. Importantly, at a moment when the primary concern of the founding members of the Council of Europe was to transcend territorial barriers and foster a common sense of European identity, the conclusions of the conference underscored the importance of teaching regional history.

21. The issue of regional history teaching is related to the work of the Congress of Local and Regional Authorities on decentralisation and devolution, regional democracy and governance, regionalisation, regional identities,¹² and the use of languages by local and regional authorities and cultural heritage.¹³ It is also related to the Congress' efforts to promote democratic citizenship and encourage the active participation of young people at local and regional levels.¹⁴

22. More generally, the Council of Europe's work on history teaching is related to standards on the protection of minorities, interregional cooperation and cultural heritage. The Organisation's member states have adopted several instruments to legally protect national, ethnic, linguistic, and religious minorities, including the Framework Convention for the Protection of National Minorities of the Council of Europe, the European Charter for Regional or Minority Languages, the European Outline Convention on Transfrontier Co-operation between Territorial Communities or Authorities including its protocols, the Council of Europe Landscape Convention (as amended by its Protocol), the European Cultural Convention as well as the Council of Europe Convention on Offences relating to Cultural Property, and the European Convention on Nationality. The Council of Europe Convention on the Value of Cultural Heritage for Society (Faro Convention, 2005) emphasises integrating the cultural heritage dimension at all levels of education – including vocational training – treating all cultural heritages equitably and promoting dialogue among cultures and religions. All of these has both explicit and implied application to regional history teaching.

incorporates luxurious textiles, illustrating proto-globalisation and the intertwining of Christian and Islamic influences. This historical narrative underscores the importance of diverse cultural heritage in contemporary art history education, fostering broader societal participation (Council of Europe, "Shared histories for a Europe without dividing lines", Strasbourg 2014, pp. 470-473).

¹² See Congress Resolution 488 (2022) and Recommendation 483 (2022) "Regional identities: promoting dialogue and diversity in unity".

¹³ See Congress Resolution 474 (2021) and Recommendation 462 (2021) "Culture without borders: Cultural heritage management for local and regional development". The report calls on regional authorities and governments, inter alia, to safeguard, invest in, support and promote the cultural heritage of their regions, enabling its integration into cultural diplomacy policies between neighboring states with contested histories. See also Resolution 379 (2015) "Jewish cemeteries, the responsibility of local authorities".

¹⁴ Resolution 493 (2023) "Delivering on the Reykjavik Summit: revised Congress priorities, working procedures and structures".

23. The application of these instruments also matters because the effective teaching of regional history provides a unique opportunity to engage students with the past in ways that are both deeply personal and highly relevant to their present lives. While global and national narratives are crucial for understanding broad trends and movements, regional history offers a more human-scaled perspective that closely connects young people to their community, culture, and heritage. Students benefit from exploring their family and community histories and linking these stories to larger political, economic, and social movements. This approach not only helps young people contextualise their individual experience but also situates them within wider historical processes, thereby enhancing their sense of belonging.

24. Regional history teaching educates students about the historical evolution of their region as a whole. Understanding how natural and human landscapes have changed over time fosters an appreciation for the relationship between people and their surroundings. This awareness includes recognising how historical choices have influenced current economic systems, settlement patterns, and cultural practices.

25. Another core objective is to empower students to actively engage with contemporary social, political, and environmental issues. By illustrating how past decisions have shaped the present, education encourages learners to take on roles as informed citizens. In divided or historically contested regions, such approach can also promote reconciliation by emphasising shared heritage and fostering cooperation across borders.

26. In today's multicultural societies, it is essential for students to adopt open-minded attitudes and to value diverse perspectives. Regional history teaching can encourage them to thoughtfully engage with the realities of ethnic, religious, and cultural diversity, particularly regarding minorities and marginalised communities, in developing cognitive, emotional, and ethical capacities. In turn, this promotes intercultural dialogue and fosters a shared sense of belonging that transcends local boundaries, helping students see themselves as members of broader sub-national and transnational communities.

27. Regional history projects encourage students to explore continuity and change in the regional landscape –natural, agricultural, and urban– including aspects such as economy, administration, communication, transportation, ethnic and religious composition, demography, education, healthcare, mentalities, and attitudes. They can focus on various crises in the past – economic, environmental, pandemics and epidemics, religious, political, or migratory. They can also investigate how different communities within the same region shaped their identities through interactions during wars, labor and social movements, economic prosperity or crises, and natural disasters. Additionally, students can analyse how political transformations – such as dictatorships and democracies – affected people's lives and perceptions. They can also examine the role of gender throughout the history of a region, e.g. by creating biographies of women from different eras, social classes, or ethno-religious communities, presenting their stories through storytelling or short documentaries. Such projects on regional history can include visits to archives and museums, research on local and regional online collections, interviews with scholars and elders, production of documentaries etc.

28. Teaching regional history can equip new generations with the ability to critically analyse and deconstruct nationalist narratives that assert a unilateral or exclusive claim over a region. Such narratives often emphasise a deep-rooted and "undisturbed" bond between people and their homeland throughout history. Additionally, it can help young people recognise pseudo-historical arguments employed by states with revisionist ambitions in multi-ethnic regions to justify military invasions, such as Russia's ongoing and illegal war of aggression against Ukraine.

29. Sites of torture, suffering, and mass murder have become synonymous with historical trauma. Whether constructed by the Nazi regime on German soil (such as Dachau, Sachsenhausen, and Buchenwald) or in occupied countries (including Auschwitz-Birkenau, Sobibor, and Treblinka in Poland; Terezin in Czechia; Mauthausen in Austria; Natzweiler-Struthof in France; and Jasenovac in Croatia), the concentration and extermination camps have stigmatised the regions where they operated. From a broader perspective, they formed an industrial network of killing and a transnational region of terror. Today, these sites—individually or collectively—have been transformed into educational spaces for historical remembrance, philosophical reflection on the human condition and the nature of humanity, and the promotion of human rights and democratic values.

30. Migration, both historical and contemporary, offers a valuable lens for understanding human movement, displacement, and cultural transformation. By examining the causes and consequences of migration and discussing the diverse origins of their peers, students can gain insights into shared human experiences and develop empathetic understanding for others. Similarly, learning about how collective memories are formed—through local commemorations and traditions—deepens their understanding of identity and the continuity of regional communities.

31. Adopting an interdisciplinary approach can also help students grasp regional histories more deeply. Drawing on tools from various academic fields enables a richer, more nuanced understanding of complex issues that affect their lives. In this way, students also have the opportunity to explore historical examples of coexistence and collaboration among communities, offering valuable lessons for addressing contemporary challenges.

32. Equipped with regional history knowledge, students can become active, empathetic, and creative participants in their communities. By developing the democratic competences outlined in the Reference Framework of Competences for Democratic Culture,¹⁵ they are better prepared to engage in civic life, contribute to public debates, and propose thoughtful and comprehensive solutions to contemporary challenges. They also learn to critically examine how societies have addressed complex challenges in the past, as well as how these legacies continue to influence present-day concerns. Importantly, when students are guided to reflect on sensitive and controversial aspects of regional history, this encourages responsible remembrance and active participation in shaping how such histories are understood and preserved today.

33. The Council of Europe has a longstanding tradition in history education rooted in the European Cultural Convention, which celebrated its 70th anniversary in 2025. While history education has traditionally centered on formal schooling, recent years have seen an expansion into broader areas such as memory and remembrance, which extend beyond the confines of the classroom. Council of Europe action includes standards-setting¹⁶, gathering data through the Observatory on History Teaching in Europe (OHTe),¹⁷ the Intergovernmental Programme on History Education, Remembrance of the Holocaust Prevention of Crimes against Humanity Programme and HISTOLAB Joint EU/CoE Project (with a toolkit and tutorials).

34. Modern approaches to teaching regional history emphasise connecting local and regional experiences with global trends through innovative and interdisciplinary methods. Instead of merely memorising histories of towns or local battles, this approach explores how regions interact with each other and with the wider world—an idea known as "translocality." Moreover, it encourages students to explore how communities remember their past, how stories are passed down, and how their aspects of the past and the present have been shaped by factors such as power, colonialism, and identity. Teaching regional history can draw on theories from postcolonial and memory studies, and transformative pedagogy to help learners think critically, appreciate diversity, and understand their own cultural backgrounds. The overarching goal is not just to deliver facts but to enable students to build deeper, dynamic understandings of history through inquiry, collaboration, and engagement with real-world sources and experiences.

IV. How regional history is taught: central and subnational authorities

35. Regional history is more often taught in regions inhabited by communities with distinct ethno-cultural characteristics and a strong sense of regional identity, such as the Basque Country, Wales, and the Åland Islands; federal units within national states, such as Bavaria and Mecklenburg-Western Pomerania in Germany; and regions distant from the metropolitan state, such as New Caledonia.

36. History teaching reflects the diversity of cultural, linguistic and governance contexts. In Europe, regional authorities—whether formal or informal—almost always play some role in ensuring students' access to regional history education. However, their role in the design and implementation of the curriculum largely depends on the country's governance system—the degree of centralisation (top-

15 See Reference Framework of Competences for Democratic Culture - RFCDC Volumes.

16 The relevant Council of Europe standards on history and remembrance include : Recommendation CM/Rec(2022)5 on passing on remembrance of the Holocaust and preventing crimes against humanity; Recommendation Rec(2001)15 on history teaching in twenty-first century Europe; Recommendation No. R (2000)13 on a European policy on access to archives.

17 See Resolution CM/Res(2023)6 Confirming the establishment of the Enlarged Partial Agreement on the Observatory on History Teaching in Europe.

down control by the national government) versus decentralisation (power delegated to local or regional authorities)—with clear evidence showing how this influences the nature and scope of regional history education provided.

37. In international research on education policy, a substantial distinction is made between centralised and decentralised educational systems. The most reliable indicator of the degree of centralisation is the process used to develop history curricula. According to findings from the OHTE¹⁸ and EuroClio,¹⁹ as well as existing scientific literature, at one end of the spectrum are countries where curricula are exclusively crafted by the national Ministry of Education; at the other end are countries with decentralised administrative structures, where local and regional authorities are either actively involved in curriculum development or solely responsible for it. In these cases, national governments may set certain generic guidelines and frameworks, but the specific curricula and educational standards are determined at the regional level. The following examples illustrate the diverse ways in which history curricula incorporating regional components are designed and developed across Europe.

38. Germany is a typical example of a federal country with a decentralised approach to education, where the 16 federal states (Länder) are responsible for designing the history curricula, including regional history topics. The curricula follow the general standards defined by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (*Kultusministerkonferenz*).

39. In particular, in the Land Schleswig-Holstein, the Ministry of Education, Science and Cultural Affairs guides history teaching, with a strong emphasis on regional history (*Landesgeschichte*). Answerable to the State Parliament, the Ministry oversees cultural institutions, allocates funding, and supervises the State Archives, State Archaeological Department, State Office for the Preservation of Monuments, and the State Library. The “State History and Schools” working group of the Society for Schleswig-Holstein History (GSHG) supports teachers and students by listing local archives, museums, and memorial sites with educational resources. An example of regional history teaching is the Danish-German conflict over Schleswig in the 19th century. This subject highlights Schleswig-Holstein’s unique position between Germany and Denmark, raising questions of national identity, language, and shifting borders. Local archives and monuments provide rich teaching materials, while lessons also connect to a European perspective: how former conflicts can give way to integration, cooperation, and peace. Today, the Danish minority in Schleswig-Holstein and the German minority in Southern Denmark enjoy legal protections, bilingual education, and cultural rights, often cited as a European model of coexistence.

40. In Spain, a decentralised country, autonomous communities have significant flexibility to determine the content of the history curriculum, particularly those with distinct languages and cultures –such as Catalonia, the Basque Country, and Galicia. For example, education in Catalonia is the responsibility of the Ministry of Education of the Government of Catalonia. The President of the Generalitat and the Government are politically responsible before the Parliament. The supervision of textbooks and other curricular materials is managed by the education authorities of the autonomous community. However, individual schools can implement their own methodologies and specific educational programmes. In Catalonia, local and regional history is taught alongside national, European, and world history.²⁰ The industrialisation of Catalonia in the 19th century is an example of regional history. Industrialisation in Catalonia is presented as a driving force in Spain’s broader economic modernisation. This regional industrialisation is connected to the wider European Industrial Revolution and global trade developments. Visits to industrial heritage museums, analysis of factory records and workers’ testimonies illustrate both economic progress and social change.

41. In Italy, there is less devolution of power, with the national government primarily responsible for setting the general curriculum. However, regions with special status – such as the Autonomous Region Trentino-Alto Adige/South Tyrol – have some autonomy to incorporate regional history, language and cultural elements. The Province of Bolzano/Bozen within this region (also called South Tyrol) has a German-speaking majority. The South Tyrolean government, as the executive body of the autonomous province, implements laws adopted by the provincial council. In South Tyrol, history teaching places a

¹⁸ See Observatory on History Teaching in Europe (OHTE) (2023), General Report on the State of History Teaching in Europe.

¹⁹ The necessity for more decentralised, open, participatory, and inclusive history curricula has been frequently emphasised by EuroClio through its recommendations, conferences, and surveys. For example, see: Manifesto (2019); projects such as Football Makes History. Policy and Action Recommendations, Strategies for Inclusion – Policy Recommendations (2023); the 22nd Annual Conference and International Professional Development Training Course: Roads to Democracy (2015); the Focus Group Meetings with history teachers and educators conducted as part of the joint research project with the OHTE (2021-2023); and during the 31st Annual Conference Patterns in History in Bratislava (2-4 April 2025).

²⁰ See Observatory on History Teaching in Europe (OHTE), General Report on the State of History Teaching in Europe, country sheets (2023).

strong emphasis on regional identity and development. An example of regional history is the economic transformation driven by tourism. Alpine tourism, winter sports, and hospitality industries have transformed Trentino-Alto Adige/South Tyrol from a primarily agricultural society into one of Italy's most prosperous regions. This history highlights the region's contribution to Italy's post-war success and frames regional history as part of a broader European narrative of modernisation and integration.

42. In the United Kingdom, a country with devolved governance, Scotland, Wales and Northern Ireland each develop their own history curricula for primary and secondary education.

43. In Scotland, the Scottish Government sets the general school curriculum ("*curriculum for excellence*"), with an increased emphasis on teaching Scottish regional history alongside British, European and global history. However, the curriculum is flexible – schools and teachers adapt it to best meet the needs of the learners in their communities. The Cabinet Secretary for Education and Skills has overall responsibility for education provision and the education system is overseen by an executive agency - Education Scotland. The Scottish Government is accountable to the Scottish Parliament which legislates in the field of education. An example of regional history is the study of Scottish emigration during the 19th and early 20th centuries. Emigration is framed as part of the broader narrative of the British Empire. It connects Scottish emigration to broader global migration patterns of the time, encouraging reflection on both the contributions and challenges of migrants.

44. In centralised unitary states, subnational authorities often have responsibilities in implementing history teaching in practice, particularly through extracurricular activities. In the Netherlands, provinces contribute to funding history education and collaborate with museums, archives, and cultural institutions to support history education, especially in commemorating key regional events. In France, while the central government controls the history curriculum, some regional initiatives — such as those in Alsace and Brittany — work with schools to promote regional history through extracurricular programmes, language preservation efforts, and partnerships with local historical societies.

45. Some member states, such as Cyprus, Greece and Türkiye, have centralised school systems with detailed official curricula and textbook policies that keep the educational materials and resources used in history classes under state control. However, some other countries with centralised education systems, such as Albania, France and Portugal, share the authority for the production of textbooks and educational materials with local and regional bodies, publishers, teachers' associations and various other institutions.

46. This demonstrates that even in systems with predominant central control over curricula, regional authorities can play a vital role in enriching history education and awareness on regional perspectives, ensuring that they are acknowledged within broader national and European narratives.

47. In many European countries, with varying degree of (de)centralisation, history curricula are not the sole prerogative of public authorities but involve a variety of non-public actors in their design and development. In some countries, representatives of minority groups participate in the design of curricula to ensure that diverse perspectives and historical narratives are included. For example, in Serbia, Hungarian minority councils provide input into the way the regional history of Vojvodina is taught, ensuring recognition of minority experiences. Similarly, in Slovenia, representatives of the Italian minority are consulted in developing educational content for Istrian regional history, promoting bilingual and multicultural approaches.

48. Examples of non-state actors involved in curriculum design include civic organisations working in the field of education in North Macedonia and the history teachers' association of Slovenia. In addition, minority-led NGOs and cultural associations often collaborate with state institutions to promote inclusive history education, such as Roma organisations in Central and Eastern Europe that advocate for teaching about the Roma Holocaust and contributions of Roma communities to national histories.

V. What are the obstacles for teaching regional history?

49. Both the OHTE General Report on the State of History Teaching in Europe (2023) and focus group meetings held in Bratislava from 2 to 4 April 2025, as part of the annual EuroClio Conference,²¹ underlined that regional history teaching is lacking or entirely absent in many European countries, often because of a conscious decision to place greater emphasis on teaching European or global history that leaves insufficient time in the curriculum for other topics.

50. There is also little emphasis on teaching topics related to transborder regional cooperation, cultural interactions, and the impact of migration movements, even though these are inherently connected to European and global history. Interest in the history of neighboring countries and regions has diminished. In some contexts, minorities living across national borders, such as the Sami and Roma, are largely absent from history teaching curricula, whether it at the national, regional or European level.²²

51. Regardless of whether there is time available, or the willingness to teach regional history, teachers often find themselves lacking the necessary materials (including textbooks), support, and teacher training.

52. The degree of (de)centralisation of education policy plays a significant role in this context. Generally, inflexible curricula that exclude regional history and lack teaching resources for it correlate with increased control over schools by central governments. With very few exceptions, educational resources are typically assessed and approved by central state agencies, such as ministries of education. Additionally, local and regional festivals and traditions with historical content rank among the least utilised resources by teachers in OHTE member states, with a large majority of teachers from Cyprus (83%), Greece (81%), and France (73%) stated that they never or rarely use these resources.²³

53. One of the most significant challenges in teaching regional history is the availability and accessibility of primary sources. Many regions, particularly those that have been historically marginalised or are less well-documented may lack detailed or well-organised archives, written records or accessible collections of artifacts. The primary sources that are available may be limited, fragmented, one-sided or even fabricated.

54. A further challenge is the need to address potential biases and prejudices that often infiltrate local historical narratives. Regional traditions and accounts may have been shaped by political, social, or cultural biases that reflect the interests of dominant groups, potentially excluding certain voices, particularly those of minorities and marginalised communities.

55. When uncritically adopting biased and disputed narratives, there is a risk of preserving, rekindling or increasing regional sentiments and prejudices, as well as triggering negative attitudes. This risk is heightened by the lack of adequate training programmes on teaching sensitive, controversial and traumatic topics in regional history—particularly those involving the experiences of students' and teachers' families and communities.

VI. What can be done to improve regional history teaching?

56. Regional authorities can contribute significantly to enhancing the position and the role of regional history in history education. In countries with centralised educational systems, local and regional authorities may advocate to the central government for curriculum reforms or devolution of certain aspects, to improve regional history teaching. This includes ensuring that teacher training, materials (including textbooks), and resources are available to support effective teaching. When such reform is not immediately feasible, subnational authorities should collaborate with the national government to maximise opportunities to ensure that regional history is taught effectively. This could involve facilitating access to archives, museums, and collections.

57. For example, in the Netherlands, where history education is centralised and follows a national curriculum, regional initiatives also play a significant role in enriching historical understanding at the

21 The focus group meetings held in Bratislava expanded the scope of the survey by including research fellows from European regions that have not joined the OHTE agreement, such as Belgium, Croatia, Finland, Germany, Hungary, Iceland, Italy, Latvia, Lithuania, the Netherlands, Slovakia, Sweden and the United Kingdom.

22 Findings of focus group meetings held in Bratislava from 2 to 4 April 2025, as part of the annual EuroClio Conference.

23 Ibid, v. 1, p. 56 and v. 2, p. 6.

micro-scale level. Gelderland demonstrates this with several key programmes that connect heritage organisations and educational institutions. Projects, such as “Verhaal van Gelderland” and the “Chair of Gelderland History” at Radboud University, aim to make the province’s history accessible through research, publications, and media. Museums and organisations, such as Erfgoed Gelderland, support youth engagement through programs like “Gelderland Remembers” and “Travelling in Time”. These efforts collectively strengthen the integration of regional heritage into educational practices and teacher training.

58. Conversely, in countries with decentralised systems, regional authorities have greater opportunities and responsibilities to develop open and flexible history curricula that include the communities of the region, engage all learners, and shape a common sense of regional communality that embraces the variety of people’s cultural backgrounds. Where they have not done so, they should. Regional authorities can also provide adequate professional development for teachers to improve their understanding of regional history, especially when coping with sensitive, controversial, and traumatic topics. They should also source texts and develop teaching materials to support this goal. This requires tailored pedagogies and appropriate methods and practices. In addition, regional agencies can monitor and evaluate teaching practices, ensuring continuous feedback from teachers, improvement and adaptation to emerging challenges.

59. Regardless of whether the administrative system is centralised or decentralised, regional authorities can play a key role in supporting, funding and promoting regional history teaching beyond the formal curriculum. To achieve this, they should encourage and assist regional academic institutions and museums in designing and developing research projects, exhibitions and educational programmes on regional history, including those focusing on specific themes such as collective memory, migration, and culture.

60. Similarly, whether independently or in collaboration with civil society actors, such as teachers’ associations, historians, ethnic or cultural communities, and civil society groups as well as with cultural institutions, regional authorities can organise and facilitate onsite activities, set annual prizes and awards for innovative school projects, create digital historical archives accessible to school classes, co-organise events such as festivals (e.g. featuring historic events, old postcards from the region, regional sports’ stories etc.). Special attention should be given to the contributions of minorities and marginalised groups to foster an inclusive and comprehensive understanding of regional heritage.

61. It is important to encourage students to reflect on how regional histories influence contemporary life. Initiatives that involve students engaging with oral sources—such as interviewing community members and witnesses of recent history—help preserve regional memory by connecting the past with the present. Inquiry-based activities like interviews with survivors, storytelling projects, exhibitions, student-produced digital content, and collaborative events enhance student engagement and foster a deeper understanding of their regions.

62. Furthermore, where they are empowered to do so, regional authorities should explore opportunities to establish trans-regional and cross-border collaboration with partners from neighbouring countries, promoting cooperation in the fields of education, research, culture, and tourism. Such collaborations not only enhance mutual understanding but also act as a catalyst for innovation, intercultural dialogue and sustainable regional development. Importantly, these initiatives can help revive and reconnect historical knowledge and awareness of supranational regional heritage—knowledge that plays a vital role in shaping the collective experience of regions and countries but has often been fragmented by borders or overlooked in national narratives.

63. Cross-border cooperation has a distinctive policy relevance in promoting regional cohesion and stability. By facilitating joint projects, it strengthens trust between communities, reduces the risk of political and cultural isolation, and contributes to the European integration and solidarity. In practice, such cooperation enables the pooling of resources, the exchange of knowledge, and the creation of shared platforms for research and education. It also ensures that historical and cultural assets, which transcend national boundaries, can be preserved and interpreted in ways that reflect their transnational significance. When integrated into long-term strategies, cross-border initiatives can support inclusive growth, strengthen democratic participation, and consolidate regional identities in ways that complement, rather than compete with, national and European frameworks.

64. Examples of this trans-regional and cross-border collaboration described below illustrate this potential.

65. The Digital Thrace Project (2021–2023), led by Democritus University of Thrace, explores and presents the multicultural history of Thrace—a region divided after the First World War into three nation states (Greece, Bulgaria and Türkiye). Despite past nationalist tensions, the project underscores Thrace’s enduring diversity by combining research with cultural engagement through digital tools. It provides a dual platform: one for researchers and educators, and another, via a digital tour app, for the wider public. Its ultimate aim is to foster a sense of common regional belonging, social cohesion, and mutual understanding within diverse school communities.

66. Similarly, “Making Visegrad History Digital” focuses on digitising and interpreting the shared historical narratives of the Visegrad countries—Poland, Hungary, Czechia and Slovakia. This initiative enhances accessibility to historical resources and promotes collaboration among educators, historians, and cultural institutions. It also facilitates the integration of digital technologies in classrooms and thereby equipping future generations with the tools to critically engage with shared regional heritage.

67. More broadly, if regional history lacks clarity or is underdeveloped, this might be due to insufficient attention and analysis. Further study of historical sources could, therefore, open-up new paths of knowledge.

VII. Conclusions

68. This report brings to light the gap in teaching regional history across Europe. As such, it should serve not only as a call to action but also as a spur to further detailed research on how local and regional authorities, among others, can better ensure that sub-national and supranational regional histories are uncovered and brought to the fore for the benefit of students, teachers, communities and countries across the continent.

69. Doing so would be especially beneficial for the millions of young Europeans who have been raised with a strong sense of regional identity—linguistic, historical, cultural, etc.—and who could greatly benefit from regional history education within the broader contexts of national, European and global history.

70. This report, nonetheless, provides greater clarity on the value of teaching regional history, the extent to which it is taught and the reasons for this, as well as potential actions to improve students’ access to learning about the regions that continue to influence their lives and identities.

71. Teaching regional history can greatly contribute to the development of democratic citizenship and the practice of democratic culture, while promoting multiple perspectives and mutual understanding in diverse European societies. Unlike national or global history, regional history is often more personal and localised.

72. However, regional history often lacks recognition and a meaningful place in history curricula and textbooks in Europe’s countries. Moreover, important aspects such as regional transborder cooperation, cultural interaction, migration and the experiences of minorities are not sufficiently represented. In general, regional history is taught more extensively in areas inhabited by communities with distinct ethno-cultural characteristics and a strong sense of regional identity.

73. Teaching sensitive, controversial and traumatic topics, avoiding regionalist bias, and addressing the limited availability and accessibility of primary sources are among the major challenges teachers face in providing effective, inclusive and meaningful learning experiences for their students.

74. In both centralised and decentralised educational systems, subnational regional authorities play a crucial role — alongside national policymakers, educational and cultural institutions — in enhancing the teaching of regional history. This includes allocating sufficient resources and time, ensuring teachers’ training, supporting digital collections of historical sources and promoting cross-border communication and collaboration.

75. Providing dedicated space in curricula, appropriate teacher training, quality materials and a more insightful consideration of primary sources can only serve to strengthen open debate and knowledge about Europe’s regions, dispel regional misconceptions and biases, and ensure multiple perspectives in line with the Council of Europe’s approach to history teaching.

VIII. Appendix: Methodology and references

Methodology

- a. Desk research of Council of Europe documents related to history teaching in Europe, with special focus on direct references to teaching regional history, grounded in the principles and guidelines that the Council has developed throughout its existence.
- b. Desk research on other reports and resolutions of the Congress of Local and Regional Authorities of the Council of Europe.
- c. Desk research on published academic publications referring to teaching local and regional history, and an investigation for related good practices and innovative projects.
- d. Empirical research findings of the following surveys:
 - The [General Report on the State of History Teaching in Europe](#), the main outcome of the three-year survey (2021-2023) carried out by the Observatory on History Teaching in Europe in the 16 member states (Albania, Andorra, Armenia, Cyprus, France, Georgia, Greece, Ireland, Luxembourg, Malta, North Macedonia, Portugal, Serbia, Slovenia, Spain, Türkiye). Although it does not include all European countries and regions, this survey is the product of the latest large-scale and in-depth research in Europe. It utilised a complex arrangement of quantitative and qualitative tools that included (a) Questionnaire for the Educational Authorities of each member state, (b) Teachers' Questionnaire²⁴, (c) Focus Group interviews with history teachers and educators, conducted by a Euroclio expert, and (d) a literature review. The General Report presents an overview of the extensive data and findings, providing detailed information for educational policymaking at local, regional, national, and European levels. The General Report was published in 2023.
 - The [Thematic Report on Pandemics and Natural Disasters as Reflected in History Teaching](#), published in 2022. Based on research into history curricula and findings from teacher responses, this report highlights the lack of attention given to natural disasters and pandemics in historical contexts. It also underscores the need to broaden the scope of history education to incorporate areas of contemporary interest for young people. Regional aspects of the topics are mentioned.
 - The [Resource Hub](#) of the [HISTOLAB](#), a repository of resources related to history education, including current educational projects and good practices.
 - The debate in the Congress Committee on Governance, Civic Engagement and the Environment (Governance Committee) on 25 March 2025 and its main outcomes.
 - Three Focus Group meetings on history teaching at regional level, organised by EuroClio and coordinated by Dr Angelos Palikidis, Professor of History Didactics, Democritus University of Thrace, Greece. The meetings were carried out in the framework of the 31st EuroClio Conference in Bratislava on 2-5 April, 2025; 21 research-fellows participated. These were history teachers, teacher trainers, and textbook and curriculum authors from 18 countries (Belgium, Croatia, Finland, France, Germany/2 federal states, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Netherlands, Portugal, Serbia, Slovakia, Spain/Basque County, Sweden, United Kingdom). The discussion²⁵ was organised around the following questions:
 - a. What place does regional history occupy in the curriculum of your country? Additionally, describe if and in what extent the educational system of your country is centralised.
 - b. Are you aware of any European programs (past or current) focused on or including regional history teaching?
 - c. Are you teaching regional history? If so, please provide examples.

24 The Teachers' Questionnaire was fulfilled by 6.521 history teachers of the 16 OHTE member states, of which 61.37% identified as female and 33% as male. Also, 35% come from rural and 65% from urban schools. Regarding the type of school in which the respondents teach (public or private), the 95% come from public schools, while 5% from private. Nevertheless, countries and regions with significant or model educational systems, such as Germany, Italy, United Kingdom, Denmark, and the Scandinavian states, did not take part in the survey.

25 The participants were informed in detail about the survey and signed a consent form. Group interviews were recorded and analysed.

- d. Are you encouraged and supported by the educational authorities-services (national, regional, local) in your country to carry out lessons, courses or projects on regional history? Do you find this support adequate and sufficient?
- e. Do you believe that national or subnational authorities could or should do more to enable effective regional history teaching? If so, how? Could they do more within their existing remits or would /should these change?
- f. For what reasons and with which methods regional history can be taught?
- g. What else do teachers need to teach regional history constructively and effectively?

Council of Europe selected documents on history education

Council of Europe treaties:

[European Cultural Convention](#) (ETS No.018, 1954)
[European Outline Convention on Transfrontier Co-operation between Territorial Communities or Authorities](#) (ETS No. 196, 1981), its [Additional Protocol](#) (ETS No.159, 1995), [Protocol No. 2](#) (ETS No.169) and [Protocol n°3](#) (CETS No.206, 2009)
[European Charter for regional or minority languages](#) (ETS. No 148, 1998)
[European Landscape Convention](#) (ETS No.176, 2000)
[Framework Convention on the Value of Cultural Heritage for Society](#), Faro Convention (ETS No.199, 2005)

Congress adopted texts:

[Resolution 202 \(2005\)](#) and [Recommendation 170 \(2005\)](#) "Intercultural and inter-faith dialogue: initiatives and responsibilities of local authorities"
[Resolution 268 \(2008\)](#) "The need for regional cultural identity"
["Reference framework for regional democracy"](#) (2009)
[Resolution 293 \(2009\)](#) and [Recommendation 278 \(2009\)](#) "Regions with legislative powers: towards multi-level governance"
[Resolution 349 \(2012\)](#) and [Recommendation 331 \(2012\)](#) "The governance of macro-regions in Europe"
[Resolution 361 \(2013\)](#) and [Recommendation 346 \(2013\)](#) "Regions and territories with special status in Europe"
[Resolution 373 \(2014\)](#) and [Recommendation 363 \(2014\)](#) "Inter-regional co-operation in Europe: trends and prospects"
[Resolution 379 \(2015\)](#) "Jewish cemeteries, the responsibility of local authorities"
[Resolution 390 \(2015\)](#) "Trends in regionalisation in Council of Europe member States"
[Resolution 398 \(2016\)](#) and [Recommendation 385 \(2016\)](#) "Autonomy and borders in an evolving Europe Principles, frameworks and procedures for protecting and modifying status, competences and borders of sub-national entities within domestic law"
[Resolution 474 \(2021\)](#) and [Recommendation 462 \(2021\)](#) "Culture without borders: cultural heritage management as a tool for local and regional development"
[Resolution 488 \(2022\)](#) and [Recommendation 483 \(2022\)](#) "Regional identities: promoting dialogue and diversity in unity"
[Resolution 493 \(2023\)](#) "Delivering on the Reykjavik Summit: revised Congress priorities, working procedures and structures"
[Resolution 516 \(2025\)](#) and [Recommendation 537 \(2025\)](#) "European Charter on the Participation of Young People in Local and Regional Life"

Other Council of Europe documents:

[Resolution CM/Res\(2010\)53](#) establishing an Enlarged Partial Agreement on Cultural Routes (Adopted by the Committee of Ministers on 8 December 2010 at its 1101st meeting of the Ministers' Deputies)
[Resolution CM/Res\(2023\)6](#) confirming the establishment of the Enlarged Partial Agreement on the Observatory on History Teaching in Europe (Adopted by the Committee of Ministers on 27 September 2023 at the 1476th meeting of the Ministers' Deputies).

[Resolution 2584 \(2025\)](#) and [Recommendation 2290 \(2025\)](#) of the Parliamentary Assembly of the Council of Europe (PACE) “Multiperspectivity in remembrance and history education for democratic citizenship”

[The intergovernmental programme on history education \(1997-2024\)](#)

[Remembrance of the Holocaust Prevention of Crimes against Humanity Programme](#)

[The Observatory on History Teaching in Europe \(OHTE\)](#)

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["The 20th century: an interplay of views" \(2002\)](#), project “Learning and teaching about the history of Europe in the 20th century”.

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["Crossroads of European Histories - Multiple Outlooks on Five Key Moments in the History of Europe"](#) (2009).

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