

### Detailed Daily Programme

Day 29 July	What?	How?	Learning outcomes	Objectives
Morning	Arrival of participants			
<b>Coffee Break</b>				
Session 1.4 15.00-18.00	Welcome afternoon	The international team of volunteers and trainers will set up a welcome atmosphere in the Zaczek garden, inviting people for interaction and meeting each other. In particular a media team will start a media action (personal story-telling, video-interviews, engaging people online)	Learning how to use common hashtags and social media tools to start the visibility of the event.	Informal interaction, getting to know each other, starting media action and involvement of participants in social media
<b>Dinner</b>				
19.00-21.30	Opening conference and workshop	-First getting to know in the big group (creating also the international atmosphere, raising awareness about the vision, story-telling of previous participants) -then meeting in small working groups, ice-breaker activities	-share a common understanding about the vision of the event, the importance for young people and for our societies	-Welcome of the group and orient them in the venue -Opening the floor to see which countries are present -Meeting with the facilitator

Day 30 July	What?	How?	Learning outcomes	Objectives
Session 1.1 09:00 – 10:30	<b>Introduction: Getting to know each other, Building the group</b>	Various NFE activities developed later by the facilitators	Raising awareness among the participants about the diversity of the group, the difference experiences and backgrounds, building shared values and an open attitude of learning, sharing and working together	-Introduction of the team, concept of the event, program, -Introduction of participants (name, country, organization, background, etc) -Building a safe and trustful atmosphere within the group of participants
<b>Coffee Break</b>				
Session 1.2 11:00 – 12:30	<b>Opening the box</b>	<p>Step 1: Reflect about expectations, fears, ... (post-its, group sharing)</p> <p>Step 2: Explore terms used: The bag has different terms that are going to be used this week and questions (on Holocaust, antigypsyism, racism, ...).</p> <p>Step 3: Exploration: introductory themes: 1. Johann Trollmann, 2. World Romani Congress &amp; Important Activists, 3. Roma Anthem: The Composer and the adoption, 4. Hunger strike</p> <p>Step 4: Open the floor for participants to share stories from their countries, e.g. could be stories about the history of the Roma genocide, about remembrance practices</p>	-increased attitude of the participants about Roma history, the difference/diversity/ commonalities between countries	<ul style="list-style-type: none"> <li>• Reflect on and share expectations from the activity (hope, want, etc)</li> <li>• prepare participants for the task and session on the history of Roma</li> <li>• Set the thematic scene for the week</li> <li>• Motivate participants to learning about the Roma genocide</li> <li>• Explore the different issues and themes which will be touched during the educational program</li> <li>• Challenge and open the floor for sharing and discussing personal and community/country experiences/activities on Roma issues</li> </ul>

<b>Lunch</b>				
<p>Session 1.3 14:30 – 16:00</p>	<p><b>History of Roma</b></p>	<p>NFE activity on Roma history timeline before and during WWII</p> <p>Roma heroes: Ask participants what they know about heroism and do they know any real Roma heroes. Encourage them to speak about what they know. Presentation of 10 real Romani heroes. From the conversation, make a profile how Romani hero or heroine should look like nowadays.</p>	<p>Increased knowledge about Roma history in a wider context, knowledge about Romani resistance</p> <p>Change of attitude: framing of history and narratives, looking not at victimhood but at agency, resistance etc</p>	<ul style="list-style-type: none"> <li>-Introduce Roma history facts and figures</li> <li>-Reflect on the milestones in the history</li> <li>-Get familiar and reflect on the role the Romani heroes played throughout history</li> <li>-Create a space for participants from different countries to share knowledge/experiences and to reflect</li> </ul>
<b>Coffee Break</b>				
<p>Session 1.4 16:30 – 18:00</p>	<p><b>Me and Auschwitz</b></p>	<p>Step 1: Expectations Step 2: <b>Images in our heads</b> Disperse images on the floor and ask participants to have a look and select one that immediately grasped their attention without too much thinking. Ask them to sit down, to take 1 minute and to think about what exactly caught their attention and what is there on the image. Start a round of reflection with the participants about their selected images and reveal to them the information that goes with the image. Step 3: Code of conduct, prepare next day</p>	<p>To prepare them with their knowledge and attitude for the visit of the Auschwitz Museum.</p>	<ul style="list-style-type: none"> <li>-Share and discuss personal expectations from the visit</li> <li>-Prepare participants for the visit (emotionally also technically)</li> <li>-Provide basic information about the museum</li> <li>-Present the code of conduct for the visit</li> </ul>

<b>Dinner</b>				
Evening Programme	<p>Meeting with Raymond Gureme, Holocaust survivor and member of French resistance;</p> <p>Meeting with Krystyna Gil (Polish Roma – Holocaust survivor and leader of the first Roma women organization), and with Ivan Bilaschenko (Ukrainian Roma Holocaust survivor, soldier in the Red Army)</p>	Great positive and closed family atmosphere in the Zaczek garden, involve moderation and translation	Change of attitude: create empathy and solidarity by listening to the testimony; Knowledge through oral history	Create possibilities for participants to learn about the Roma Genocide; strengthen dignity, solidarity and empathy of and with people who suffer racism, discrimination and any form of injustice; intergenerational dialogue

Day 31 July	What?	How?	Learning outcomes	Objectives
07.30-09.00	Travel to Auschwitz			
Session 1.1 09:00 – 12.30	<b>Museum Visit: Auschwitz I</b>	Guided tour by guides of the Auschwitz Museum in Auschwitz I: main exhibition, maybe Block 27; Workshop in Block 13 (Roma exhibition): peer-led activity	Develop understanding and knowledge about the Holocaust; Build skills of participants to share their knowledge among peers	Create possibilities for participants to learn about the Roma Genocide, the historical and political context (mechanisms and reasons) leading to it
<b>Lunch</b>				
Session 1.3 14:30 – 16:00	<b>Museum Visit: Birkenau</b>	-Visit the Birkenau site -Visit of the part B II e labelled "Gypsy Family Camp" -Facilitators raise topics: 2 August, 16 May, resistance, individual biographies and testimonies of survivors	Develop understanding and knowledge about the Holocaust; with a strong focus on the Roma genocide	Create possibilities for participants to learn about the Roma Genocide, the historical and political context (mechanisms and reasons) leading to it
<b>Coffee Break</b>				
Session 1.4 16:30 – 18:00	<b>Reflection on the visit</b>	Step 1: Choosing a word and sharing feelings (using word cards, emotion cards, "emotion monsters") Step 2: Composing a small Haiku poem. Step 3: A small reflection group will make a circle around a "Tree of Life". We will ask the participants to put their poems (or thoughts on cards) on the Tree of Life and to remember this moment. Step 4: Closing the day	The main aim of the session is to work with the emotions with a special sensitivity, to humanize the experience by having a moment to escape from the machinery of the place/event and to find meaning in the things we have seen through our free expression.	-Open the possibility to talk, to share feelings and thoughts, to express perplexity and to humanize the experience; -Create a space for self-reflection and analysis; -Offer emotional support to the people after the experience; -Symbolically close the visit in a meaningful way.
<b>Dinner</b>				
Evening Programme	Free evening			

Day 1 August	What?	How?	Learning outcomes	Objectives
Session 1.1 09:00 – 10:30	Racism	Step 1: Start with one-word round of an association to the word Racism Step 2: one of the activities: Option 1: Eurorail a la carte (Education Pack, Council of Europe) Option 2: Responding to racism (Compass, Council of Europe) Option 3: Bystanders (Mirrors page 60, Council of Europe)	Develop a critical attitude and understanding of the mechanisms of racism, stereotypes,	<ul style="list-style-type: none"> <li>-Understand the mechanisms of stereotyping, racism and exclusion</li> <li>-Explore the historical, political, social, context in which the genocide became possible, look into stages and mechanisms existing before and during World war II leading to genocide</li> <li>-Analyse the current stage and discuss the politics of denial</li> <li>-Look in to current realities in regards to racism towards Romani people in various levels and countries</li> </ul>
<b>Coffee Break</b>				
Session 1.2 11:00 – 12:30	Past and Present	<b>Option 1: Foreign Child, (Mirrors, page 84, Council of Europe)</b> Discussion after the exercise will also open space for people to tell about the situations they are at the moment in different countries and communities. <b>Option 2: Dealing with Hate (Mirrors, page 68, Council of Europe)</b> This activity uses a selection of abusive comments posted under a video to reflect on hate speech against Roma. Participants imagine what it would feel like to be the	<ul style="list-style-type: none"> <li>-Create the skills to of participants to connect the past and present</li> <li>-shared knowledge about practices and approaches to respond to racism</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss the implication of the genocide in today's life</li> <li>-Reflect on the genocide in the current Human Rights frameworks and approaches</li> <li>-Analyse and share the reality and narratives of antigypsyism today in European and in the national level</li> <li>-Look into good practices of responding to racist behaviours and taking action</li> </ul>

		recipient, and discuss what they could do to address the problem.		
<b>Lunch</b>				
Session 1.3 14:30 – 16:00	Remembrance	<p><b>Step 1: Quotes about remembrance</b> The facilitator distributes 7 to 10 different quotes about remembrance among the participants. Participants have a few minutes to reflect (<i>alone or in couples</i>), followed by moderated discussion on remembrance.</p> <p><b>Step 2: Art for Remembrance (based on Phiren Amenca Museum)</b> A simple but spectacular and thought-provoking method can be to invite participants to express their feelings by painting or drawing. The aim is to have an outcome that on the one hand gives space for individual reflection, but at the same time is a collaborative process.</p>	Develop the skills to share emotions, feelings and thoughts in a discussion and through artistic tools (painting a canvas)	<ul style="list-style-type: none"> <li>-Reflect the meaning of remembrance for society and for individuals</li> <li>-Share and discuss different practices of remembrance, also in different communities</li> <li>-Use artistic expression methods, art/painting as a tool for reflection on remembrance</li> <li>-Prepare the group for the 2 August commemoration day</li> </ul>

<b>Coffee Break</b>				
Session 1.4 16:30 – 18:00	<b>Prepare 2 August</b>  <b>Warsaw uprising minute</b>	Workshop to prepare 2 Aug (code of conduct, ceremony)  <b>Minute of Silence for Warsaw Uprising</b> Every year on 1 August Warsaw commemorates the outbreak of the Warsaw Uprising. The fights against Nazi occupation in Warsaw, organised by the Home Army (Armia Krajowa) started on 1 August 1944 at 5 pm and lasted for 63 days. <a href="#">Find out more in short &gt;&gt;</a> <a href="#">A video about the Warsaw Uprising (90 seconds) &gt;&gt;</a> <a href="#">A complex website about the history of Warsaw &gt;&gt;</a>	Prepare the 2 August commemoration day  Raise awareness about other forms of resistance and remembrance actions	Prepare the group the commemoration day  Solidarity action for the Warsaw Uprising
<b>Dinner</b>				
Evening Programme	“Requiem for Auschwitz” – concert of the Roma and Sinti Philharmonic Orchestra			

Day 2 August	What?	How?	Learning outcomes	Objectives
07.30-09.00	Travel to Auschwitz			
Session 1.1 09:00 – 10:30	Preparing the commemoration ceremony	<p>Step 1: Sharing of experiences</p> <p>Step 2: Why is this commemoration ceremony important? (background history, vision): Facilitators give different A4 images, which represent a moment in the struggle for recognition, to participants (in couples) and ask them to reflect about the context (what it shows, the year, the relevancy). Participants have a few minutes to reflect in couples, and then everybody shares the story in the plenary.</p> <p>Step 3: Introduce the speakers of the 2019 commemoration ceremony</p> <p>Optional 4 (instead of 2): Reading and reflection of one speech of 2019 (of a holocaust survivor testimony)</p>	<p>Change of attitudes regarding the role and reflection of remembrance, reflection about one's own role;</p> <p>Increased knowledge about the struggle for the recognition of the Roma Genocide, and in this context the role of the commemoration ceremony of 2 August</p>	<ul style="list-style-type: none"> <li>•Create space to reflect about the experiences with commemoration ceremonies in different countries;</li> <li>•Raise the awareness about the struggle for recognition of the Roma Genocide;</li> <li>•Raise the awareness about the context and history of the 2 August commemoration ceremony;</li> <li>•Prepare participants to understand the ceremony and to reflect about the meaning of the speeches.</li> </ul>

Coffee Break				
Session 1.2 11:00 – 13:00	Commemoration of 2 August at Roma and Sinti Memorial in Birkenau	<p>Official commemoration ceremony</p> <p>Name-reading ceremony by young people</p> <p>Flower/wreath-laying ceremony (with young people)</p>	Increased awareness about remembrance, recognition and reconciliation; emotional dimension of the ceremony but also recognize the political dimension	To understand and reflect on the genocide and its implications for today from the perspective of human rights as a system of moral beliefs and behaviours; strengthen dignity, solidarity and empathy of and with people who suffer racism, discrimination and any form of injustice;
Lunch				
Session (optional for participants): 14:30-15.15	Youth conference (45 min)	Youth debate in the garden of the Youth Centre between Roma, Jewish, Armenian, minority youth organizations; with Advisory Council and European Youth Forum	Reflection about the role of young people for remembrance, the issue of coalition-building	Strengthening the coalition building and the visible role of youth organizations in remembrance
Session: 15.15-16.00	Meeting with institutions	Official opening of the youth event with the institutional representatives / dialogue (CoE Thorsten Afflerbach, EU Vera Jourova)	Dialogue with political decision-makers	Raising the recognition and the visibility of the role of young people in remembrance and for equality
Session 1.3 16.00-17:30	Meeting with Eyewitnesses / Holocaust survivors	<p><b>Method in non-formal education - Narrativ café</b></p> <p>A dynamic and interactive method of autobiographical oriented storytelling is designated as narrative café. At a particular location or in a group an audience is listening to a storyteller. The method differs from the fact based discussion. Rather information are transmitted in a casual manner and atmosphere through a</p>	The event offers young people the possibility to meet survivors and listen to their stories. It is important for the younger generation not just to learn about historical facts, but also to hear the individual experiences of the Roma during the WW2. Through these personal encounters and histories, young people can gain a closer, emotional experience, and better	<p>-Personal meeting with an eye-witness of the Holocaust and of WWII</p> <p>-Build a dialogue and empathy between the older and younger generation</p> <p>-Engage young people through oral history and through a personal testimony</p>

		narrative witnesses and know-how are conveyed. In non-formal education this method is a popular tool to activate participant and bring them together while to sharing information on a particular subject.	understanding about the trauma of the Holocaust. This intergenerational dialogue creates the space to share the traumatic stories of the past, but as well to reflect on the current situation of the Roma community worldwide	
<b>Coffee Break</b>				
Session 1.4 17:30-18:15	Reflection of the day	Reflection groups		Create a space for participants to reflect about the commemoration day
<b>Dinner</b>				
Evening Programme	Free evening for participants to "breath" after this emotional exhausting day	(ensure that participants are not alone but communicate in their national groups if they want to reflect, stay alone, or go out in a small group)		
<b>Day 3 August</b>	<b>What?</b>	<b>How?</b>	<b>Learning outcomes</b>	<b>Objectives</b>
Session 1.1 09:00 – 10:30	Taking action today	Step 1: Presenting the examples from the realities of participants. Facilitators share examples of activism, participation, remembrance (including about the Roma Youth Action Plan, EYF, ...) Step 2: Reflecting on actions on various levels to be taken after the participants came home. First make an individual reflection on a 3-5 steps plan of action of what a person wants to do when they go back on individual, family/friends, community	Raise awareness on possible actions and initiatives for changes on personal, organizational, community level; identification of needs and development of adequate responses; motivation and empowerment to act even with small steps; Equip participants with knowledge where to find support, resources (e.g CoE/EYF)	- Reflect on a personal action plan in terms of work towards the recognition of the Roma Genocide and in general against antigypsyism -explore good practices of projects/processes on Roma genocide remembrance, addressing antigypsyism and racism on various levels (the spectrum of types of actions, spectrum of working levels - grassroots, national, European, etc), share various examples of work done by the participants in

		<p>level (this can include telling people about the DHNB, writing and sharing a poem, telling about the Roma Genocide in their community, creating online/FB campaign in friend's circle against hate speech, making local political action/ campaign, creating little exhibition in local context, city tour on Roma Genocide, collecting stories from local survivors, etc).</p> <ul style="list-style-type: none"> <li>-Sharing in groups of 2-3;</li> <li>-Sharing in the big group (whoever wants to)</li> </ul>		<p>their communities and open space for networking</p> <ul style="list-style-type: none"> <li>-reflect on needs of own community in terms of issues to be raised and tackled (what we can do and how we can do it)</li> <li>-motivate participants to take an active role in their countries/communities</li> </ul>
<b>Coffee Break</b>				
<p>Session 1.2 11:00 – 12:30</p>	<p>Continuation + Prepare the Closing Ceremony</p>	<p>Small working groups prepare something to present in the closing ceremony, e.g. a poem, a song, a small performance, ...</p>	<p>Develop skills of participants to present their ideas and reflection in the plenary group using artistic/creative methods</p>	<p>-Prepare a creative reflection and a powerful message for the final plenary</p>
<b>Lunch</b>				

Session 1.3 14:30 – 16:00	Closing Ceremony	Plenary event with all participants; seminar groups present their final result / conclusion Emotional closing of the event  Closing event and dialogue with civil rights activist Rev. Jesse Jackson and Holocaust survivor Raymond Gureme	Empowering atmosphere in the plenary while sharing the creative results and reflections, sometimes also personal testimonies of participants; changing their attitudes to recognize their own role as agents of change	-To discuss the roles, responsibilities and opportunities of youth in addressing current challenges of racism, discrimination and antigypsyism in order to become agents of change -To build motivation, capacity, and empowerment of young people and youth organizations to engage in local, national and international youth work on issues of remembrance and combatting antigypsyism
<b>Coffee Break</b>				
Session 1.4 16:30 – 18:00	Evaluation	Step 1: individual reflection and buzz groups Step 2: "Evaluation chair" Step 3: written evaluation form	Create space and interaction of the participants to reflect about their experiences, about their developed skills, knowledge and attitudes	Internal evaluation in the international working groups
<b>Dinner</b>				
Evening Programme	Goodbye evening			

Departure: 4 August