



Session 14: Taking Action Today

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| Time | Day 5, 03.08.2018, (90 minutes) |
| Place | Krakow, University building |
| Thematic focus | 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. |
| Main learning objectives | <ul style="list-style-type: none"> • 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 their communities and open space for networking • 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) • motivate participants to take an active role in their countries/communities • discuss the preparation and ideas for the 75th anniversary of the 2 August Roma Holocaust Memorial Day and the DIKH HE NA BISTER event in 2019 |
| Programme flow, timing | <p>There are different options for this session, depending on the group of participants, of their level of knowledge and experience and on the work in the group during the week. Timing of the session can also be planned accordingly.</p> <p>Step 1: Good practices</p> <p>Option 1: Facilitators share examples of activism, participation, remembrance Presenting examples of activism, participation, remembrance, Roma rights from different levels and contexts (international/ regional/ national/ local, institutional/grassroots/individual, public/media/educational/advocacy/political etc, prepared by the facilitators. <u>Method 1:</u> Facilitators prepare short cases for participants to work on in small working groups and then present them in the big group. <u>Method 2:</u> Facilitators make a presentation by themselves to the group.</p> <p>Option 2: Presenting the examples from the realities of participants. <u>Method 1:</u> Participants make 1-minute “TV spot” presentation of one project from their own reality. <u>Method 2:</u> Make a Moving Project Expo, where participants make a project poster/pancho/ sandwich and do a moving exhibition with their project and meet different participants. (flipcharts are “worn” as a pancho/sandwich, on which information is presented and the people wearing them move and meet several people in a given time and present their projects).</p> <p>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 level (this can include telling people about the DGNB, 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> |



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| | <ul style="list-style-type: none"> • Sharing in groups of 2-3 • Sharing in the big group (whoever wants to) <p>Facilitators can find a way to support participants individually, if they need any further help, such as telling about funding opportunities, or organizing local actions, etc.</p> <p>OPTION: Preparing the closing ceremony</p> <p>If your group needs to prepare for the closing ceremony, you might want to cut the content and have more time for the preparations. It is important though to have a small reflection on what they will take from here and what they would like to do in their local context. This will help to close the learning cycle.</p> |
| <p>Needed materials</p> | <p>Compilation of different examples of good practice</p> <p>To hand out to participants:</p> <ul style="list-style-type: none"> - Handout with resources/materials on Roma genocide for follow-up workshop - pamphlet on different organisations and examples of their projects |
| <p>Resources</p> | <p>Examples for the projects for various levels can be found in the links below:</p> <p>1. International/regional level , national and local levels</p> <ul style="list-style-type: none"> • Roma Youth Action Plan https://www.coe.int/en/web/youth-roma/home?desktop=true • Roma Youth Participation in Action, Roma youth participation: good practices, from the local to the European level; https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806438da; https://www.coe.int/en/web/youth-roma/the-stories-and-examples • Phiren Amenca: Building a temporary Museum of the Roma Holocaust http://phirenamenca.eu/museum-of-the-roma-holocaust/ • EU Roma Youth Week https://www.coe.int/en/web/youth-roma/-/eu-roma-week-2018 The concept: http://ergonet.org/2018/03/join-us-eu-roma-week-2018/ and the Roma Youth Advocacy Training: http://ternype.eu/roma-youth-advocacy-training-2018 <p>2. National and local level: Facilitators look into practices and examples from their own experience</p> <p>Other possible resources</p> <ul style="list-style-type: none"> • Mirrors Handbook, Council of Europe: 4 steps to action, from p. 157-178 • We can! - Taking action against Hate Speech, Chapter 6 & 7 • Information on Civil Rights Movement of German Sinti and Roma • Website about the Roma Genocide: http://www.sintiundroma.org/en/ |



**Notes for
facilitators**

Hint step 1: presenting examples

The cases can be taken from the Roma Youth Participation in Action publication mentioned above and made it more shorter/adapted to the group.

Possibility: Ideas for small actions/projects to be executed after the participants came home

→ during the week the group collects issues from their home communities or other context, in the session they work on creating a little project plan regarding the issues they found
→ examples of issues: antigypsyism, hate speech, Roma rights, discrimination, lack of knowledge on Roma Genocide, lack of knowledge on discrimination



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