

EDUCATIONAL RESOURCES

after watching the Tajsa video, or listening to Tajsa audio episodes, you can...

Discuss, Investigate, Learn

This section aims to inspire further use of Tajsa podcasts in educational settings, in the classroom and/or in other context, by teachers, activists and others. Also, the proposed exercises can be used for encouraging debate and discussion during public debates or other events, or in Roma-run media, with aim to raise awareness, better understanding and deeper knowledge about the genocide of the Roma (Samudaripen/ Porajmos), its causes and consequences, and its impact on current challenges Roma communities face around Europe. In particular, the concept is developed to support and enhance the use of Tajsa video and audio podcasts in networking among Roma communities for self-empowerment and identity shaping purposes. More ideas on how to use this material you can find in the section "Use this material" at the bottom of this page.

Each episode addresses several of the following 12 themes:

- 1. LIFE BEFORE WORLD WAR II**
- 2. PERSECUTION**
- 3. RESISTANCE**
- 4. SURVIVING**
- 5. LASTING IMPRINTS**
- 6. RECOGNITION**
- 7. REMEMBRANCE**
- 8. KNOWLEDGE, AWARENESS AND EDUCATION**
- 9. CONTINUITY OF DISCRIMINATION**
- 10. CHALLENGES TODAY**
- 11. SHARED HISTORY AND ROMA IDENTITY**
- 12. ROMA AND SINTI VOICES**

Analyze each episode using this list of themes. Research further. Discuss your findings and opinions. Share your thoughts. Promote your opinions on social media. Use this material in the classroom, in public debates, for awareness campaigns and activism, or in the Roma-run media.



REFLECT AND DISCUSS

suggested questions and themes are aimed for further debate, research and analysis of each of the Tajsa video and audio episode

1. LIFE BEFORE WORLD WAR II

1. What was life like for the Roma and Sinti in this region before World War II?
2. Were there nomad and/or sedentary communities?
3. What were the main characteristics of the life of the nomad and/or the sedentary Roma and Sinti in this region before World War II?
4. What were the main occupations of Sinti and Roma in this region before World War II?
5. What were the main challenges and obstacles for the Roma in this region before World War II?
6. What was the state of education, political and cultural organization of the Roma before World War II in this region?
7. Were Roma and Sinti recognized as an ethnic group, or seen as a social category, in this region in that time?
8. Was it a homogenous community?
9. How was the relations between the state and the Roma communities in this region before World War II?
10. How did the majority population see the Roma communities in this region before World War II?

2. PERSECUTION

1. Was this region affected by World War II? How? Was it occupied by the Axis powers, or was it a part/allies of the Axis powers, or was it officially neutral?
2. If the region was occupied, who were the occupying forces? What was their policy towards Roma and Sinti? Were there local collaborators?
3. If it was part of the Axis powers, who had the power in the country? What was their policy towards Roma and Sinti?
4. What are the main characteristics of the persecution of Roma and Sinti in this region during World War II? Who organized and executed it?
5. What were the arguments for, and the ideology behind the persecution of Roma and Sinti?
6. What part of the Roma population was targeted?
7. Explore if there were different ways and stages of persecution of Roma and Sinti in this region?
8. What are the main consequences of the persecution of Roma and Sinti in this region during World War II?

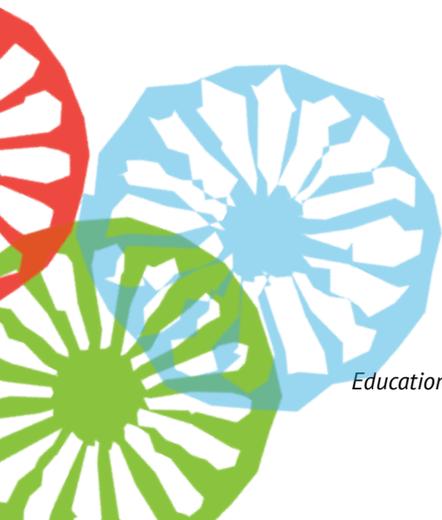
3. RESISTANCE

Roma resistance against German occupation, local collaborators, and/or local fascist regimes, took various forms in different regions and different periods, ranging from symbolic acts of protest to armed resistance. Many times, Roma could use only meager resources at their disposal, because of the lack of time for self-organization, and the lack of the necessary means to resist.

1. Explain in your own words: what is resistance.
2. Consider the situation in that region in that time, and how the persecution against the Roma and Sinti was organized and executed. Evaluate the means to resist the Roma and Sinti had at their disposal at that moment. What were the main obstacles? Name some examples of Roma resistance.
3. Describe various actions of the Roma and Sinti in that region during that period, which in your opinion are forms of resistance.
4. Explore and find if there are known Roma and Sinti resistance fighters, heroes and role models of resistance from that time in that region.
5. Describe various actions of the Roma and Sinti in that region in other historical periods, including today, which in your opinion are forms of resistance against oppression and injustice against Roma.
6. What forms of resistance to oppression and injustice against Roma are at our disposal in today's democratic societies?

4. SURVIVING

1. How did Roma and Sinti survive the persecution in that region during World War II? Explore and define their main survival strategies.
2. What were the main challenges for survival of the Roma and Sinti in that region during World War II?
3. What was the main cause of death of Roma and Sinti persecuted in that region during World War II?
4. What were the reactions of others towards suffering of the Roma and Sinti in that region during World War II?
5. Analyse the survival of the Roma and Sinti in that region during World War II by defining perpetrators, victims, helpers and passive bystanders.
6. How did Roma survived assimilation attempts, and managed to keep their culture and identity in that region?
7. Are there serious threats to Roma and Sinti communities in that region today?

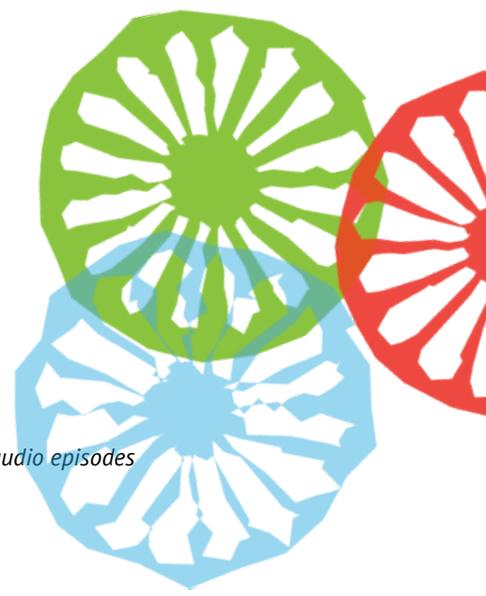


5. LASTING IMPRINTS

1. What are the main consequences of the genocide of the Roma and Sinti in World War II in that region?
2. What are the main consequences of the genocide of the Roma and Sinti in World War II in Europe in general?
3. Analyse the psychological, cultural, social, and economic impact on survivors, and later generations in that region.
4. Analyse the consequences of the genocide on the relation between the majority population and the Roma and Sinti in that region. How does it impact mutual trust and understanding between communities?
5. How does the majority populations' attitude towards the genocide of the Roma and Sinti impact the generations of survivors and later generations in that region?
6. How did the genocide affect Roma attitudes toward their identity?
7. Analyse the continuity in depriving the Roma from opportunities to develop and get out of poverty, until today.
8. What are the main psychological, cultural, social and economic consequences of living in poverty for generations?

6. RECOGNITION

1. How well known is the destiny of the Roma and Sinti during the World War II in that region, and wider in Europe?
2. Investigate what was the status of recognition of the genocide of the Roma and Sinti in the post-war period in that region. How is the situation today?
3. What are the main consequences of lack of knowledge about the genocide of the Roma and Sinti in that region, and in Europe?
4. What is the relation between the lack of recognition of the genocide of the Roma and Sinti and current racism and discrimination of the Roma in that region, and wider in Europe?
5. How does the lack of recognition of the genocide of the Roma and Sinti impact their trust and confidence towards the state and the majority population in that region?
6. Why is the recognition of the genocide so important? Why is it important for Roma and Sinti? Why is it important for the majority population?
7. Why is the international recognition of the genocide of the Roma and Sinti so important? Why is it important for local Roma communities in that region?



7. REMEMBRANCE

1. What is commemoration? In your opinion, what is the main purpose of commemoration?
2. When it comes to the genocide of the Roma and Sinti, in your opinion, try to formulate what exactly should be commemorated.
3. Who is supposed to participate in the commemoration of the genocide of the Roma and Sinti? Just the victims, or should it include perpetrators and bystanders? Why?
4. In your opinion, is the genocide of the Roma and Sinti a local, national, or international and European event? How should this reflect on commemoration?
5. What is the main importance and value of oral testimonies by survivors?
6. Think and share your ideas about how could we give more space to survivors and their testimonies in education and commemoration of the genocide of the Roma and Sinti?
7. Why is the recognition of the genocide so important? Why is it important for the Roma and Sinti communities? Why is it important for the majority population?
8. What is the role of commemoration in raising awareness about and recognition of the genocide of the Roma and Sinti?
9. In your opinion, what is the main obstacle for more organized commemoration of the Roma and Sinti victims, with broader participation of the Roma and Sinti communities, and the majority population?
10. Explore what is the state of knowledge about different historical experiences of various Roma communities around Europe among Roma communities today. Explain how could shared commemorative events and official memorial days contribute to more knowledge and better understanding of different historical experiences of various Roma communities around Europe among Roma communities today.

8. KNOWLEDGE, AWARENESS AND EDUCATION

1. What is the importance of knowledge and understanding of the genocide of the Roma and Sinti, and the history of Roma persecution, for Roma's self-esteem? Why?
2. Why is it important to work internationally on awareness raising and education about the history of the genocide of the Roma and Sinti?
3. Analyse the impact of lack of knowledge about the genocide of the Roma among the majority population and its reflection on discrimination and exclusion of the Roma and Sinti today.
4. How would you explain the poor knowledge about the genocide of the Roma and Sinti among general public, and even among educators?
5. How would you explain the poor knowledge about the genocide of the Roma and Sinti among Roma and Sinti communities?
6. In your opinion, who has the task and responsibility of raising awareness about the genocide of the Roma and Sinti among general population, and its inclusion in the education? Explain.
7. What is the role of the Roma and Sinti communities today in spreading knowledge and awareness about the genocide committed against them during World War II?
8. Analyse the potential impact of better knowledge and understanding of the genocide of the Roma and Sinti among Roma and Sinti communities around Europe today.

9. CONTINUITY OF DISCRIMINATION

1. What are the main characteristics of the discrimination of the Roma and Sinti today in that region, and in Europe in general?
2. Explain in what way are Roma and Sinti discriminated. In your opinion, why are Roma and Sinti discriminated against?
3. Explore the relation between the social position of Roma and Sinti communities in that region today and the history of their exclusion, discrimination and persecution.
4. Why do many talk about the "continuity" in discrimination? Explore that continuity. When did it start? Who were the discriminators then, and now?
5. Are there examples of violence against Roma and Sinti communities in that region today? Who is behind such incidents? Analyze if there is a historical continuity, or similarities with past periods of violence against the Roma and Sinti communities.
6. In your opinion, what are the main challenges in solving discrimination and exclusion of the Roma and Sinti in that region, and in Europe in general? How can we break this continuity?

10. CHALLENGES TODAY

1. Name positive achievements, and problems that still need solving, which you could identify by watching the video from that region.
2. Analyze the situation of the Roma and Sinti community in that region in the fields of: Housing; Employment; Health; Education;
3. In your opinion what are the main challenges for the Roma and Sinti communities in that region today?
4. What is antiziganism?
5. How are negative attitudes and prejudices against Roma and Sinti expressed in that region today?
6. How are negative attitudes and prejudices against Roma and Sinti from that region expressed around Europe today, and how does it impact the relation between the Roma and the majority population in that region?
7. In your opinion, what would be the best ways of addressing negative attitudes and prejudices against Roma and Sinti in that region, and in Europe today?

11. SHARED HISTORY AND ROMA IDENTITY

1. Identify historical experiences specific for the Roma and Sinti in that region, and those that are similar and/or shared with other Roma and Sinti communities around Europe?
2. Evaluate the impact of lack of knowledge about the genocide of the Roma and Sinti among the Roma in that region, and in other Roma and Sinti communities around Europe.
3. What are the main obstacles in spreading knowledge and awareness about the genocide of the Roma and Sinti in World War II?
4. What would boost spreading of this knowledge and awareness among Roma and Sinti communities? Propose 3 ideas.
5. Analyze potential impact of better knowledge and understanding of the genocide of the Roma and Sinti among Roma and Sinti communities around Europe.

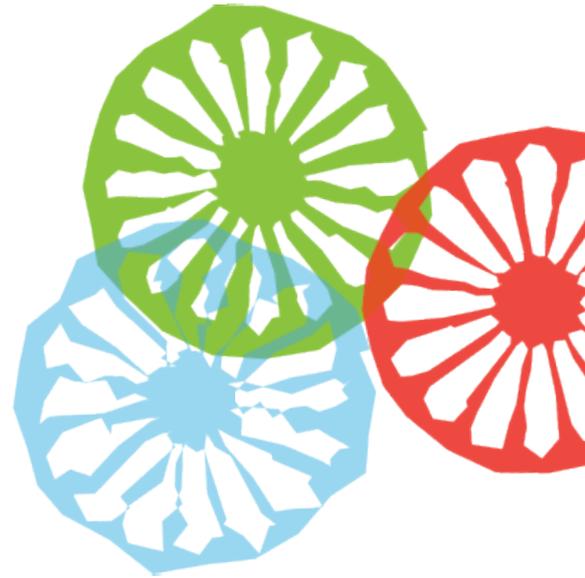
12. ROMA AND SINTI VOICES

1. In your opinion, how could Roma reinforced their dignity and self-esteem?
2. In your opinion, could better knowledge about the historical experiences of various Roma communities around Europe contribute to empowerment of local Roma communities? How?
3. Why is it important that the Roma voice their own opinions and ideas, and represent their own interest at the highest levels?
4. What are the preconditions for Roma to create a better organized and successful civil and political movement?
5. Investigate the current situation of political organisation and representation of the Roma in that region.
6. In your opinion, what role the Roma-run media plays in voicing opinions and ideas of the Roma and Sinti communities?
7. Investigate representation of the Roma in the mainstream media. How many Roma are part of the mainstream media (program hosts, journalists, etc)? Is reporting about the Roma influenced by stereotypes and prejudice? Does that kind of reporting contribute to spreading of more stereotypes and prejudices? In your opinion, what could be done to improve this situation?
8. Analyse how are Roma and Sinti depicted in media in that region.
9. Explore if there are differences of the way Roma and Sinti are depicted in the official newspapers and traditional media (such as TV and radio), and social media. Explain.
10. In your opinion, what is the correlation between stereotypical depiction of the Roma and Sinti in the media, and their continuous discrimination and exclusion?

IDEAS FOR ACTION: WHAT SHOULD WE DO NOW?

- Propose 2 ideas for actions/projects that would contribute to solving some of the problems and challenges presented in the video.
- What are the most imminent and problematic obstacles for realizing your action/project ideas? How could that be solved?

Tajsa.eu is a web-based collection of video/audio podcasts and educational resources, about the causes and the consequences of the Genocide of the Roma in WWII, the Roma identity building and the self-empowerment of the Roma communities around Europe. This new-media series is produced in 12 regions around Europe as a project run by Radio La Benevolencija Humanitarian Tools Foundation and partners. More info: www.tajsa.eu



CONTACT

Radio La Benevolencija Humanitarian Tools Foundation (Tajsa.eu editorial)

w: www.tajsa.eu

e: info@labenevolencija.org

t: +31 20 6166599 |

a: Plantage Middenlaan 27

1018 DB Amsterdam

The Netherlands

Pedagogical concept of Tajsa.eu was developed and designed by Miško Stanišić, Terraforming.

Supported by:



OPEN SOCIETY
FOUNDATIONS



INTERNATIONAL
**HOLOCAUST
REMEMBRANCE**
ALLIANCE



Democracy & Media
Foundation **Stichting
Democratie & Media**