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# CONCEPTUAL FRAMEWORK FOR REMEMBRANCE AND LEARNING ABOUT THE HOLOCAUST AND GENOCIDE OF THE ROMA

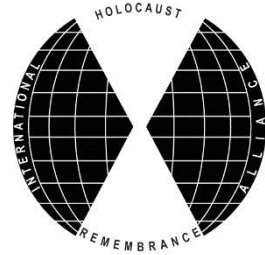
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CENTER JUDOVSKJE KULTURNE DEDIŠČINE  
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## 1. Foreword

Between 1939 and 1945, the Second World War claimed approximately fifty million deaths, indeed according to recent estimations maybe as many as 60 million; about 15 million of the victims were soldiers, while others were among the civilian population. When speaking about victims of the war, one must make particular mention of the tragedy of the Holocaust commanded by the Nazis to exterminate the entire Jewish race. In concentration camps – death factories, Jews, as well as Roma and Sinti, members of Slavic nations, political prisoners, prisoners of war, Jehovah's witnesses, homosexuals, physically and mentally impaired people and other individuals considered unacceptable by the Nazi regime were exposed to all kinds of psychological, moral and physical violence. In their perverted concern to find the most effective and cheapest methods of mass killing, the Nazis mainly used gas chambers and crematorium furnaces. The consequences of the Nazi destructive policies were fatal for approximately 6 million Jews and for 250 to 500 thousand, according to some unofficial estimates even up to one and a half million, Roma and Sinti. The Holocaust and the Nazi Genocide of the Roma (within Slovenian and some foreign historical studies the term Porrajmos is used) belong, without any doubt, among the cruellest crimes against humanity throughout history.

The Holocaust is not only an attempt to destroy the entire Jewish, as well as Roma nation, but is also a synonym for an extreme level of hatred which grows gradually creeping into all layers of society, for total dehumanization and an industrialized process of planned butchery, for the moral breakdown of the human race. Despite considerable research and endeavour to comprehend the causes and the consequences of the one of the darkest periods in world history, it seems that because of temporal distance of the events of the Second World War, present generations have gradually become less and less perceptive and sensitive to historical experience of this kind. After all, this reflects in the worrying increase of xenophobic and anti-Semitic feeling and intolerance among different nations, ethnical and religious groups in the public space, where attempts to negate the Holocaust and revise the historical facts seem increasingly to appear. If in the future we want to prevent such occurrence of hatred leading to crimes against humanity, and co-form a more tolerant society, we must continuously strive to spread knowledge about this bleak episode of European and world history, which fatally characterized the European post-war society. Through learning about the Holocaust, getting to know and understand its levers and discussing its consequences, we will develop and strengthen society's sensibility for all forms of Genocide, ethnical cleansing, racism, anti-Semitism, xenophobia and massive human rights violations and, at the same time, nurture and preserve the historical memory of all its victims and of all victims of the Nazi persecution in general.

Wishing that the Center of Jewish Cultural Heritage Synagogue Maribor would help to raise public awareness and socio-political support towards the Holocaust and Porrajmos victims remembrance programmes and learning about both forms of the Genocide, in 2014 we designed the *Stone Tears* international project in cooperation with the societies Frekvenca, the social-cultural association of restless and active members, and Terne Roma – Young Roma Society, Dr Šiftar Foundation, Artikel-VII-Kulturverein für Steiermark – Pavelhaus and the Institute for Jewish History of Austria. The aim of the project is to develop strategies and conceptual frames for long-term commemoration of remembrance days devoted to the Holocaust and Porrajmos victims, both at state and international level. Several activities have been organized under its aegis. With their execution, we were helped by many individuals and institutions, which either directly helped with the execution of activities or shared their experience through the preparation of remembrance programmes and learning and offered us some good practice examples. In this document, we present a review of some of the activities and the contents presented and offer them as templates for designing new programmes of remembrance and learning about the Holocaust and the Genocide of the Roma. Even though this

document comprises a wide range of possible ways of commemoration or remembrance and learning, it does not form an integral whole, since remembrance and learning about the Holocaust and Genocide of the Roma are not a whole and single process as well. Accordingly, we will complete the document with new good practice examples and suggestions for continuous commemoration of remembrance days devoted to the victims of the Holocaust and Genocide of the Roma.

I most cordially thank to all who, by any means, helped with the execution of the *Stone Tears* project and who did or will in the future endeavour to preserve the historical memory of the victims of the Holocaust, Porrajmos, Nazi persecution and genocides in general.

Marjetka Bedrač,  
*Stone Tears* project manager

## 2. Commemoration of the Holocaust and Porrajmos victims remembrance days

In Slovenia and in an international context, the implementation of programmes of remembrance and learning about the Holocaust and Genocide of the Roma is especially concentrated around the remembrance days devoted to the victims of the Holocaust, Porrajmos and Nazi persecution in general. This was also the basis of the *Stone Tears* project, which concentrated on the commemoration of three remembrance days: International Holocaust Remembrance Day, Slovenian Victims of the Holocaust Remembrance Day on the occasion of the beginning of mass deportations of the Jews of Prekmurje and, outside Slovenia, remembrance days connected to historical events that irreversibly sealed the fate of the persecuted Jewish population in individual countries during the time of National Socialism and the Second World War, and the International Genocide of the Roma Remembrance Day.

The first in the series of these days is International Holocaust Remembrance Day, which is commemorated on 27 January. On this day in 1945, one of the most notorious Nazi camps – Auschwitz – was liberated. In 2005, the United Nations General Assembly adopted a resolution, which declared the 27 January as International Holocaust Remembrance Day. In many countries, including in Slovenia<sup>1</sup>, this Remembrance Day is also marked as the national holocaust remembrance day.

In some countries, other remembrance days devoted to Holocaust victims are commemorated as well as the 27 January. These remembrance days are associated with defining historical events, which designated the fate of persecution of the Jewish population during the Second World War and National Socialism in individual countries. Some of the days have already been declared as official remembrance days, while others are marked only by individual institutions and organizations. In Austria, for example, 5 May, the Annual Day of Remembrance against Violence and Racism in commemoration of the victims of National Socialism is the day when, in 1945, the Mauthausen camp was liberated. Other institutions celebrate the 9 November as the anniversary of the Kristallnacht in 1938. The Kristallnacht and its fatal consequences are commemorated in Germany with numerous events as well. In Croatia, remembrance events devoted to the memory of Holocaust victims are organized around the 22 April – on the anniversary of the prisoners attempt to escape from the Jasenovac camp in 1945 –, while in Serbia this day is declared as the National Holocaust, WWII Genocide and other Fascist Crimes Victims' Remembrance Day. In Hungary, the Holocaust victims are commemorated on 16 April, on the day when in 1944 the first Jewish ghetto in the Hungarian occupied area, the ghetto in Munkács (today Ukraine) was established. In the Czech Republic, the commemorative events in the memory of the Holocaust victims are organized on the anniversary of the largest massacre of the Czech Jews in Auschwitz-Birkenau, it happened on 8 March 1944. In Slovakia, the Victims of the Holocaust and Racial Violence Commemoration Day is commemorated on 9 September on the anniversary of the approval of the »Jewish Codex« with which the 1941 persecution of the Jews began in Slovakia. *Yom HaShoah* – the National Holocaust Remembrance Day is one of the most important state holidays in Israel and for Jewish communities living all around the world in general. According to the Jewish calendar, it is marked on 27 Nisan (April/May), on the anniversary of the Warsaw ghetto uprising in 1943.

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<sup>1</sup> In 2008, the Government of the Republic of Slovenia declared the 27 January as the national Holocaust Remembrance Day. Each year, on this day numerous events are being organized throughout Slovenia, with which different Slovenian institutions and organizations commemorate all victims of Nazi-Fascist persecution.

In Slovenia before the Second World War, the majority of Jews lived in Murska Sobota and Lendava. At the outbreak of the war, both cities in Prekmurje became part of the Hungarian occupied area and the Jews who lived there thus shared the fate of the Jews in Hungary and its annexed areas. Mass deportations of the Jews from Prekmurje started on 26 April 1944. The majority of the deported were transferred to Auschwitz-Birkenau. Quickly after their arrival, they were murdered. The Slovenian Jewish community was almost totally destroyed during the Holocaust; therefore 26 April represents a turning point for the Slovenian area. So far, the day has been marked only by individual cultural organizations and school institutions, while in the framework of the *Stone Tears* project, we, among other things, designed and publically presented the initiative to declare the day for the Slovenian Victims of the Holocaust Remembrance Day. The initiative has not yet seen sufficient political support, so we will continue to strive for national recognition of this Remembrance Day.

The Roma represent the largest ethnic minority in Europe today but research of the genocide which was committed against them by the Nazis and their helpers has only recently revealed its extent and rendered a clearer picture both of the levers of the persecution and establishing of the “final solution of the Roma question” and of the number of persecuted and murdered and the consequences of the genocide. To commemorate one of most mass massacres of the Roma during the Second World War, when the Nazis destroyed the “Gipsy camp” in Auschwitz-Birkenau during the night of 2 to 3 August 1944 and in so doing murdered 2,897 Roma and Sinti, mostly women, children and elderly; in many countries the 2 August has been marked as the International Roma Genocide Remembrance Day.<sup>2</sup> Despite the endeavours of numerous Roma, non-governmental and also governmental organizations, the day is not officially recognized as the International Remembrance Day either at the European political level or globally. Only in 2015, did the European Parliament adopted a resolution<sup>3</sup> confirming that the Roma are a part of European culture and common values and called on the member states and other European countries to officially recognize the history of the Roma and the genocide against them as an historical fact. In the resolution, the European Parliament called on the member states to also recognize other forms of persecution of the Roma like deportation and detention, which happened during the Second World War, on the occasion of official recognition of the genocide and stated that a special European day should be devoted to the commemoration of the victims of the genocide against the Roma – the European Genocide against the Roma Remembrance Day. The recognition of the genocide against the Roma and the establishment of a special Remembrance Day would also be an important symbolic step forward in the fight against racial hatred of the Roma and would further contribute to the general knowledge of the history of the Roma in Europe.

With the marking of the remembrance days, millions of victims of the Holocaust and Genocide of the Roma are commemorated with great veneration and respects are paid to their heroism. The remembrance days are also an opportunity to actively co-form not only remembrance programmes but also learning programmes. With continuous learning and the raising of the awareness of the Holocaust and Genocide of the Roma tragedy, historical memory is nurtured, knowledge widened and familiarity with historical facts and events achieved. However, placing them into a wider cultural and historical context is a warning against their social and psychological dimensions and

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<sup>2</sup> Beside the 2 August, in some Roma communities and remembrance organizations commemorate the victims of Porrajmos also at 15 April – the International Roma Day. In the Museum of Romani Culture Brno, the Roma victims of the genocide are, for example, commemorated also on 7 March, on the occasion of the anniversary of the first deportation of the Roma from Brno to Auschwitz in 1943, and on 21 August on the occasion of the first mass deportation of prisoners from the Roma camp in Hodonín near Kunštát to Auschwitz-Birkenau in 1943.

<sup>3</sup> P8\_TA(2015)0095: *International Roma Day – anti-Gypsyism in Europe and EU recognition of the memorial day of the Roma genocide during WW II. European Parliament resolution of 15 April 2015 on the occasion of International Roma Day – anti-Gypsyism in Europe and EU recognition of the memorial day of the Roma genocide during World War II (2015/2615(RSP))*, accessible at: <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//NONSGML+TA+P8-TA-2015-0095+0+DOC+PDF+V0//EN> [1 September 2016].

consequences. With the Holocaust and Porrajmos remembrance and learning programmes, we endeavour to achieve more tolerance and mutual understanding in society, and finally, to prevent the repetition of such horrible genocides like the Holocaust and Genocide of the Roma in modern times.

#### The aims of the Holocaust and Genocide of the Roma remembrance and learning programmes<sup>4</sup>

- Identification with the victims and keeping alive the memory of them;
- Recognition that the Holocaust and Genocide of the Roma were a loss for the civilization both globally and for individual countries in which they happened or were directly involved;
- Gaining better understanding of history;
- Reconstruction of local history;
- Reconstruction of the lives of the former Jewish and Roma communities in the local environment;
- Emphasizing of the importance of commemoration of the survivors, victims, rescuers and liberators;
- Consolidation of activities in the field of education about the Holocaust and Genocide of the Roma;
- Warning against other genocides;
- Fighting against Holocaust and anti-Semitism denial;
- Recognition that the genocide against the Roma which occurred during the Second World War, is a historical fact;
- Fighting against anti-Gypsyism;
- Encouraging of critical, independent thinking about the past;
- Appreciation of human rights, especially of minorities, development of an awareness of human and civil rights;
- Raising of an awareness of the danger of radical, extremist movements and totalitarian regimes;
- Raising of an awareness of the modern forms of the anti-Semitism, anti-Gypsyism, xenophobia and all forms of hatred;
- Recognition that the Jews and Roma are a part of European culture and common values;
- Development of tolerance and non-discrimination;
- Development of the ability of mutual understanding and justice;
- Fight against racism, xenophobia and discrimination;
- Understanding of cultural and social differences;
- Acceptance of cultural diversity and strengthening of intercultural dialogue;
- Historical and civic education;
- Development of social responsibility;
- Nurturing of democratic citizens' personal responsibility;
- Development of intellectual curiosity;
- Protection of cultural heritage;
- Raising of an awareness of local, regional and national heritage.

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<sup>4</sup> Partly summarized after *Priprema za dan sjećanja na holokaust. Upute nastavnicima*, Yad Vashem, OSCE ODIHR, 2006, accessible at: [http://www.yadvashem.org/yv/en/education/ceremonies/guidelines\\_pdf/croatian.pdf](http://www.yadvashem.org/yv/en/education/ceremonies/guidelines_pdf/croatian.pdf) [1 April 2016].



## Target groups

- General public;
- Expert public;
- Local communities;
- Primary and secondary school youth;
- Educational workers (primary and secondary school teachers, in particular: history teachers, citizenship education and ethics teachers, art teachers, religion and ethics teachers);
- Primary and secondary school headmasters;
- University students (in particular: history, sociology, and cultural anthropology students);
- University professors;
- Researchers;
- Culture creators;
- Artists;
- Ethnic minorities;
- NGOs and volunteers;
- Decision-makers (political decision-makers, curricula creators);
- The media.

In the preparation and implementation of the Holocaust and Genocide of the Roma remembrance and learning programmes, a wide range of institutions can participate. The established network of the participating partner organizations enables a diverse cooperation between institutions which will encourage an exchange of experience and examples of good practice, as well as active co-design of the remembrance and learning programmes and mutual expert and organizational assistance and support. The wider the circle of participating institutions and individuals, the more diversified the programmes intended to raise awareness of both forms of genocide in the different target groups. Last but not least, cooperation of both ethnic groups which were direct victims of the Nazi “final solution” of the Jewish and Roma question, and close cooperation with them, is of the greatest importance for successful implementation of the Holocaust and Genocide of the Roma remembrance and learning programmes and keep the historical memory of their victims alive.

## Primary and secondary schools

Teaching about the Holocaust is included in the school curricula of numerous countries. In some countries, the topic is given more emphasis and attention; in others, the lessons of the Holocaust just provide basic information, while teaching about the Genocide of the Roma is still not included in the curricula in many countries. In countries where school curricula do not propose a thorough discussion of the Holocaust (and Genocide of the Roma), the implementation of learning about them mainly depends on the engagement of individual teachers. Institutions and organizations, which develop Holocaust and Genocide of the Roma remembrance and learning programmes as a part of their primary activities, can provide professional and organizational support to the educational institutions in preparation and execution of the learning activities, present examples of good practice and encourage them to develop their own programmes.

Learning about the Holocaust and Genocide of the Roma can be encouraged, for example, by the lending of documentary thematic exhibitions, by means of which, pupils and students can get to know the historical events of the Second World War more thoroughly. Teachers can design numerous accompanying learning activities and attract their pupils and students towards active cooperation. The latter can, inter alia, take on the role of guides of the exhibitions, which have proved to be an extremely successful practice in the past.

In cooperation with the educational workers of individual schools, readings of youth literary works on the topic of the Holocaust and Genocide of the Roma, can be performed as well. Afterwards, mentors discuss the read works and their messages with the pupils or students and consolidate the pupils' or students' susceptibility for the development of empathy, tolerance and respect for human rights.

Learning about the Holocaust and Genocide of the Roma can also be encouraged by watching documentary and feature films directly referring either to one or the other genocide or genocides in general or examples of human rights violations.

One of the most emotional Holocaust remembrance and learning programmes, which most indirectly address and move the pupils or students, as well as the public, are meetings with victim survivors. But more than seventy years after the end of the Second World War, these meetings will gradually become more rare. When the direct witnesses die, the present generations will have to take responsibility for establishing a memory bridge for the future generations and the nurturing of knowledge about the Holocaust and Genocide of the Roma, which should not be forgotten. In teaching and education about the Holocaust and Genocide of the Roma, audio and video recordings of testimonies of the surviving victims can be used.

Schools can cooperate in preparing the remembrance events. They can prepare them independently at individual schools or they can engage in the preparation and implementation of events, which are organized by different cultural, museum, research and other institutions, performed outside school. In the process of remembrance and learning about the Holocaust and Genocide of the Roma, the pupils and students can be encouraged to independent research of both tragic historical episodes and the preparation of seminary works, which they can present to their schoolmates.

In Slovenian school institutions, learning about the Holocaust and Genocide of the Roma is, as a rule, performed within the framework of interdisciplinary links. Beside general learning goals of these programmes, the following skills in children and the youth can be developed:

- the ability to observe;
- the ability to think logically and infer and connect with the facts;
- the receptive abilities, i. e. the ability to experience, understand, re-create and interpret;
- the ability of compassion and empathy;
- functional literacy;
- the ability to think and express oneself creatively;
- the ability of public speaking.

Even though many cultural and research organizations endeavour to cooperate with different school institutions in the widest range, the key role in the encouraging of teaching about the Holocaust and Genocide of the Roma in the educational system is the Ministry of education or the responsible institutions under its authority. The Ministry should thus encourage the organization of various educational seminars and workshops, intended for professional further education of educational workers in the field of the history of anti-Semitism, anti-Gypsyism, Holocaust, Genocide of the Roma, other genocides and the violation of human rights and assign more space for teaching about the Holocaust and Genocide of the Roma in the curricula.

#### Universities and research institutions

The expert work by researchers and university professors is irreplaceable for unfolding the historical facts, highlighting of individual episodes of world history and placing them into an historical context. The Holocaust and Genocide of the Roma remembrance and learning programmes are based on

research findings, which, inter alia, rely on research of documentary and archival sources, as well as the documenting of testimonies of the victims who survived. In order to transfer knowledge of the Holocaust and Genocide of the Roma to a wider public, networking of the various cultural and museum institutions with universities and research institutions is of vital importance.

With participation of university professors and researchers in the Holocaust and Genocide of the Roma remembrance and learning, both teaching about historical experience at a university level and the development of continuous research work are encouraged. With their expert knowledge and work, professors and researchers can help to consolidate knowledge of the Holocaust and Genocide of the Roma among students and expert public, while they present their recent findings on the causes and consequences of the persecution of both ethnic groups and the circumstances which led to their destruction at expert meetings, round tables, presentations of expert publications, for which they prepare expert contributions, and other similar events.

Students, as well, can actively participate in the co-design of Holocaust and Genocide of the Roma remembrance and learning programmes, through research work and with the preparation of exhibitions and implementation of various accompanying activities, or with cooperation in the preparation or implementation of remembrance and other similar events.

#### Museum institutions

Museums of the Holocaust and Jewish culture, Jewish cultural centres and museums of Roma culture and history have a central place among the initiators and organizers of the Holocaust and Genocide of the Roma remembrance and learning programmes. They develop and implement programmes, intended to broaden knowledge and nurture the historical memory of the cruellest crimes against the humanity independently, plus in doing that, they connect with a wide range of similar and other cultural institutions. A glance at the work of some of the most famous museums of the Holocaust and genocide against the Roma will reveal a wide range of programmes to raise public awareness of both genocides which are prepared and implemented for different ages or target groups of visitors. As institutions of keeping and protecting of material remains of the cultural and historical heritage, in the tradition of their research, museums have gained wide expert knowledge and at the same time, working with various groups of visitors, they obtained a rich experience in selecting the most adequate and most efficient methods of addressing the public and reaching the goals of the Holocaust and Genocide of the Roma remembrance and learning programmes.

Museums invite their visitors to visit their permanent and temporary exhibitions devoted to the Holocaust, Porrajmos and any other similar topic, to visit various museum events, themed presentations, lectures, pedagogical workshops, seminars and symposia, to guided tours of remembrance centres etc. With their events and programmes, museums can perform guest visits outside their museum premises and can show their exhibitions and specimens at other museums as well as cultural, school, university and research institutions. Within the framework of institutional cooperation, museums and other participating institutions can assist each other in the preparation of new exhibitions and provide an expert basis for the implementation of new Holocaust and Genocide of the Roma remembrance and learning programmes, exchange research findings and provide access to documentary, archival and museum materials. In broad-based activities, which accompany the commemoration of Remembrance Days devoted to the victims of the Holocaust and Porrajmos, at national and international level, museum institutions often take the role of primary initiators and coordinators of the activities, which provide expert and organizational support to participating partners.

### Other institutions and organizations

University, general and specialized libraries regularly include Holocaust and Genocide of the Roma remembrance and learning programmes, as well. They participate in programmes of raising awareness of the Holocaust and Genocide of the Roma in various ways. At their premises, they can organize or host expert meetings, round tables, lectures by local and foreign professionals, themed exhibitions and film screenings, and especially through presentations of literary and research work from the field of the Jewish and Roma issues. Libraries can contribute considerably in raising awareness regarding both genocides and also by recommending to their members individual literary works referring to the dreadful historical experience of the Holocaust and Genocide of the Roma on the occasion of individual Remembrance Days or organize reading circles within which the readers are invited and encouraged to exchange opinions on the works they have read, their narrative and expressive power and message.

One of the basic goals of the Holocaust and Genocide of the Roma remembrance and learning programmes is, inter alia, developing the sensibility of various social groups and individuals towards mass human right violations and at the same time, encouraging and sharing of tolerance. At the implementation of these endeavours, members of non-governmental organizations can participate, and share knowledge about the Holocaust and Porrajmos and their disastrous consequences in local environments, members of interest groups and amateur societies. Local history societies can, for example, encourage their members to research the fates of the persecuted individuals and communities in the local environments in which the societies and their members work. Societies can organize lectures and round tables, meetings with the victims who survived, organize visits and themed exhibitions and remembrance and other similar events. In doing this they can further connect with local tourist and cultural workers, with the local community and with all individuals and organizations in general which actively co-design Holocaust and Genocide of the Roma remembrance and learning programmes.

### Political decision-makers

The government, ministries and its other bodies form a key link in the encouragement of the development and establishment of local Holocaust and Genocide of the Roma learning programmes and keeping the memory of the victims of the Nazi atrocities alive. The support and attention of political decision-makers is often conditioned by historical experience of the Holocaust and/or Porrajmos in the national arena, the number of ethnical communities which were direct targets of persecution, presence/absence of relevant historical studies which highlight the Holocaust and Porrajmos through the prism of historical experience of an individual country and the level of awareness of the importance of knowledge regarding the experience in the collective and historical memory. The inclination of political decision-makers, as a rule, provides sufficient financial support and enables development of sustainable Holocaust and Genocide of the Roma remembrance and learning programmes.

The ministries, which can crucially contribute to the encouragement of continuous learning and remembrance, are particularly those responsible for foreign affairs, culture, education and science. The Ministry of Foreign Affairs can encourage international exchange and cooperation of various museum, cultural and research institutions, assists in the preparation of, for example, expert meetings, round tables and remembrance events, encourages the publication of expert material from the field of Jewish and Roma history, with a special emphasis on historical discrimination of both communities and the tragic fate during the Second World War, and takes the role of facilitator among national institutions and international organizations devoted to the memory of the Holocaust and other genocides. The Ministry of Culture can encourage the development of remembrance and learning activities, especially in museum and cultural institutions and institutions for the protection

of cultural heritage. The Ministry of Education can encourage teaching of the Holocaust and Genocide of the Roma, their causes and consequences and their significance for modern times in educational institutions through the inclusion of these topics into national curricula and providing opportunities for professional training and advanced study on teaching about the Holocaust and Genocide of the Roma for educational workers. The Ministry responsible for research institutions can contribute significantly to a consolidation of knowledge on both genocides with encouragement of relevant research.

### The media

The media also belongs among the important controllers of communication and raising the awareness of the public regarding the history of the Holocaust and Genocide of the Roma, the causes of anti-Semitism, anti-Gypsyism, xenophobia, racism and other forms of hatred and intolerance. With their work, they can co-create public opinion and have an impact on the formation of the collective and historical memory. The media also represents an extremely powerful propaganda instrument, both in local, regional and national, as well as international space; therefore, their inclusion in the Holocaust and Genocide of the Roma remembrance and learning programmes is of vital importance. The designers and implementers of the Holocaust and Genocide of the Roma remembrance and learning programmes should regularly keep the media informed about the programmes implemented and their goals through press releases, printed material (for example, expert publications) and press conferences and by inviting them to attend the events and objectively reporting on their importance, aim and their messages. On the other hand, the media have wide options to actively cooperate in the development of the remembrance and learning programmes, for example, on the occasion of remembrance days, broadcasters can screen documentary and feature films directly connected to the Holocaust and Genocide of the Roma in their programmes and prepare interviews with the surviving victims and other individuals who deal professionally with the research of Nazi crimes against humanity. Similarly, radio stations can join the programmes of raising awareness about the Holocaust and Genocide of the Roma, i.e. with reports on the programmes, broadcasting of interviews and organization of radio discussions with the intention of highlighting the fates of the policy of the “final solution” of the Jewish and Roma question. Printed and internet media can contribute to reaching the goals of Holocaust and Genocide of the Roma remembrance and learning with regular publication of well-informed articles from the field of history of both crimes against humanity.

The Holocaust interfered with the fundamental values of civilization and permanently marked Europe and the world. In the 21<sup>st</sup> Century, when the last generations of the surviving victims of the Holocaust and the Porrajmos and other Nazi persecutions, gradually leave us, humanity is still characterized by genocide, ethnic cleansing, racism, anti-Semitism, and xenophobia. Because of this, it is even more important for a moral and political commitment towards the preserving of historical and collective memory and that we fight against attempts of negation of the Holocaust and systematic ignorance of the Genocide of the Roma and the minimalizing of other Nazi crimes. This is the only way to ensure that future generations, will also understand the causes of the Holocaust and Genocide of the Roma and think about their consequences.<sup>5</sup>

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<sup>5</sup> Cf. *Declaration of the Stockholm International Forum on the Holocaust*, IHRA – International Holocaust Remembrance Alliance, 2000, accessible at: <http://holocaustremembrance.com/about-us/stockholm-declaration> [1. 9. 2016] and *P8\_TA(2015)0095: International Roma Day – anti-Gypsyism in Europe and EU recognition of the memorial day of the Roma genocide during WW II. European Parliament resolution of 15 April 2015 on the occasion of International Roma Day – anti-Gypsyism in Europe and EU recognition of the memorial day of the Roma genocide during World War II (2015/2615(RSP))*, accessible at: <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//NONSGML+TA+P8-TA-2015-0095+0+DOC+PDF+V0//EN> [1. 9. 2016].

The *Stone Tears* project and the activities, which were designed within its framework, have united numerous individuals and organizations. The widely planned inter-institutional networking and cooperation was however crucial for the successful implementation of the project; especially in environments where the Jewish or Roma population is or was absent or not numerous and a general knowledge of the culture and history of both ethnic groups is accordingly totally insufficient.

At the Center of Jewish Cultural Heritage Synagogue Maribor, we will continue to encourage inter-cultural and inter-generational cooperation and networking, to widen the network of cooperating organizations and individuals, and especially to carry on these programmes of raising awareness about the Holocaust and Genocide of the Roma. Together with partnering and participating institutions, we will endeavour to continuously commemorate at least three days devoted to the victims of the Holocaust and Porrajmos, at the local, regional, national and international level, and to spread knowledge about the importance of remembrance and learning about both forms of genocide. First of all, we will endeavour to operate as the central linking element, which will coordinate all activities and continuously encourage the preparation and implementation of learning and remembrance programmes, thus we will provide professional and institutional support to all who would participate or would like to participate in the programmes. We hope that political decision-makers will support us in these endeavours more firmly than they have done in the past and ensure the financial means for all Holocaust and Porrajmos remembrance and learning programmes at the same time.

### 3. Suggestions for preparation of commemoration and learning programmes

The Holocaust and Genocide of the Roma represent the worst forms of human rights violation, therefore continuous raising awareness about both genocide forms is important not only for the consolidation of the personal and collective historical and social awareness of the reasons and consequences of the Nazi atrocities but also for the development and consolidation of the awareness of the importance of the human rights and responsibility for nurturing of tolerance and non-discrimination in the society.

The range of Holocaust and Genocide of the Roma commemoration and learning programmes is extremely wide, since their aim is to address and sensitize the widest general and professional public to all forms of genocide, ethnic cleansing, racism, anti-Semitism, xenophobia and mass violation of human rights. Commemoration and learning programmes must be always tailored to age and social groups for which they are intended and in their design, one should take into account the historical experience of the Holocaust in the local environment. Despite the common goal, i.e. the total destruction of the Jewish and Roma communities on European soil, this experience differs from country to country and is sometimes not even the same at local and national level within one country. In different environments, the level of knowledge and social awareness of the Holocaust and Genocide of the Roma which, finally, condition the ability of the public and individuals to empathize and identify with the victims. Taking into account the differences both in historical experience and in raising the contemporary public's awareness of them, further below we give examples of Holocaust and Genocide of the Roma commemoration and learning programmes which can serve as guidelines for preparation and implementation of similar programmes in different local, national and international, as well as ethnical and social-political environment.

#### I. COMMEMORATIVE EVENTS

Memorial days, devoted to the victims of the Holocaust and genocides in general, can be marked either with memorial and commemorative events either with other cultural programmes. The widest public is addressed with such programmes, therefore inter-institutional networking of different cultural, educational and research organizations and Jewish communities, as well as institutional support of the governments of individual countries, responsible ministries, their composing bodies and, finally, the media is crucial for the successful implementation of the programmes.

##### 1. Commemorating the 27 January, the International Holocaust Remembrance Day

The 27 January is internationally recognized as Holocaust Remembrance Day. On the occasion of the Remembrance Day, numerous memorial and cultural events which preserve the memory of the Holocaust and its victims in the public and remind of the atrocities of the concentration camps, are organized.

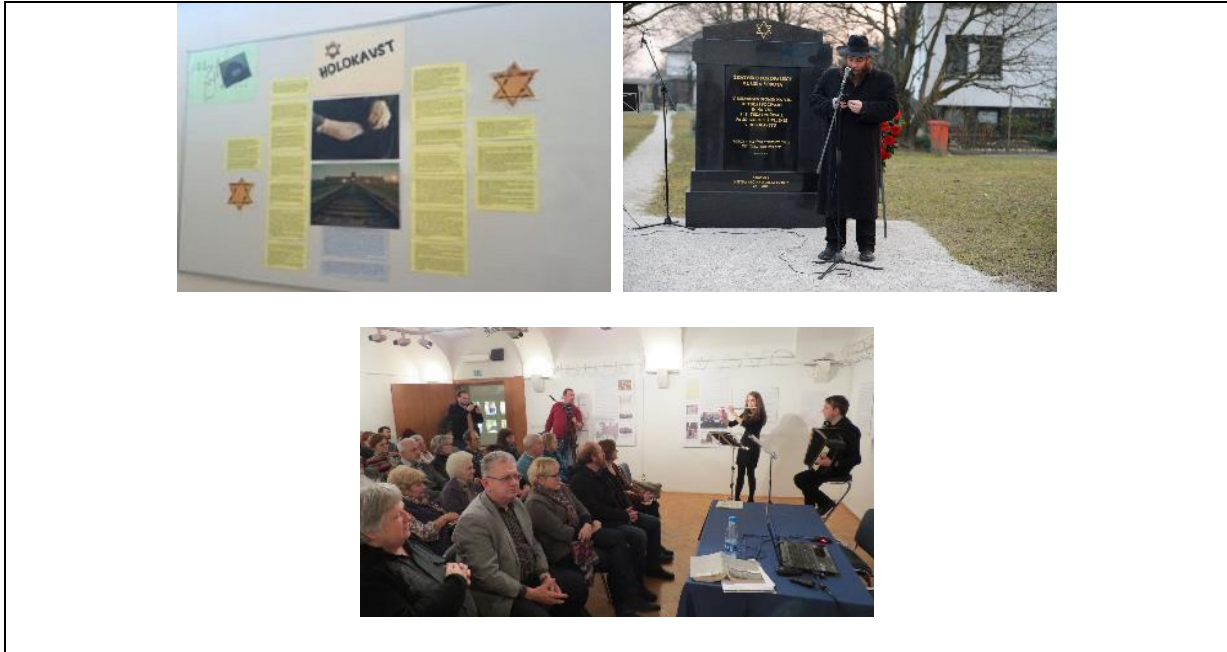
**EXAMPLE 1 – The main national project of the Holocaust victims and Nazi persecution remembrance**

Programme implemented:	Shoah – Let us Remember
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor in cooperation with different partnering organizations
Target groups:	General and expert public, local communities, primary and secondary school youth, educational workers, primary and secondary school headmasters, university students, university professors, researchers, culture creators, artists, ethnic minorities, NGOs and volunteers, decision-makers, the media
Goals:	<ul style="list-style-type: none"> <li>• Recognition that the Holocaust and Genocide of the Roma were a loss for the civilization both globally and for individual countries in which they happened or were directly involved;</li> <li>• Warning against other genocides;</li> <li>• Appreciation of human rights, especially of minorities, development of an awareness of human and civil rights.</li> </ul>

*Shoah – Let us Remember* is a broad-based Holocaust commemoration and learning programme, which was developed in only a few years by the Center of Jewish Cultural Heritage Synagogue Maribor in cooperation with numerous partner institutions and with financial help of IHRA into a Pan-Slovenian Holocaust victims remembrance project. At first, the project was designed as a unit of a modest range of remembrance cultural events the aim of which was to celebrate the International Holocaust Remembrance Day at local level and thus encourage the development of new commemoration and learning programmes about the Holocaust in the local environment. With the planned development of new commemoration and learning programmes and widening of the network of the cooperative organizations, from year to year several different institutions and organizations from all around Slovenia started to participate in the project with their independent programmes. Within the framework of the project, extremely diverse programmes including preparations and thematic exhibition openings, exhibition guidance, expert lectures, discussions and round tables, scientific meetings and remembrance events, theatre plays, book presentations and literary evenings, pedagogical programmes for pupils and secondary school students, film screenings etc., are implemented. All programmes within the *Shoah – Let us Remember* project concentrate around the International Holocaust Remembrance Day, therefore the Center of Jewish Cultural Heritage Synagogue Maribor takes the role of the central coordinator of events within the project. Besides, it offers the cooperative organizers expert help with the development and exchange of individual programmes, as well, and provides the support of the media to the implemented programmes.







**EXAMPLE 2 – The cultural programme, devoted to the Holocaust victims, implemented by the secondary school youth**

Programme implemented:	Remembering the Victims of the Holocaust
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor, Second Grammar School Maribor
Target groups:	General public, secondary school youth, secondary school headmasters, decision-makers, the media
Goals:	<ul style="list-style-type: none"> <li>• Identification with the victims and keeping alive the memory of them;</li> <li>• Emphasizing of the importance of commemoration of the survivors, victims, rescuers and liberators;</li> <li>• Development of the ability of mutual understanding and justice.</li> </ul>

With inclusion of the primary and secondary schools into the preparation and implementation of the programmes devoted to remembrance of the Holocaust victims, we encourage learning about the Holocaust and its understanding. On the occasion of the International Holocaust Remembrance Day, the Center of Jewish Cultural Heritage Synagogue Maribor invited students and teachers of the Second Grammar School Maribor to cooperation and encourage them to implement the cultural programme within the framework of a remembrance event. It was one of the main events of the *Shoah – Let us Remember* project and both representatives of the local community and representatives of the Ministries of the Republic of Slovenia and foreign embassies participated. Under the mentorship of their teacher, the students independently designed a remembrance programme which included interpretation of some selected sections from different literary works relating to the history of the Holocaust (*The Diary of Anne Frank*), to the tradition of the Jewish community in the local environment (the *Marpurgi* novel by Zlata Vokač Medic), interpretation of the testimony by Miriam Steiner Aviezer, a Holocaust survivor from Slovenia, and musical programme, consisting of songs from the films *Schindler's List* and *The Pianist*. At the same time, the students hosted the event, and implemented the extremely deeply felt programme, originally intended for the general public, again for their school mates, teachers and parents.



## 2. Commemorating the 26 April, the Slovenian Victims of the Holocaust Remembrance Day

The Slovenian Victims of the Holocaust Remembrance Day marks the commencement of mass deportations of the Jews of Prekmurje. It is a commemoration of an historical event of importance to the Slovenian historical experience, therefore we are endeavouring to establish and declare the 26 April as National Slovenian Victims of the Holocaust Remembrance Day in Slovenia. Next to the International Holocaust Remembrance Day, remembrances devoted to the victims of the Holocaust and Nazi persecution in many other countries are similarly commemorated. The list of remembrance days in other selected countries is given in Appendix IV.

The national remembrance day can be, just like the international ones, commemorated with memorial events and cultural programme, or with expert lectures, round tables and other similar programmes. To develop and strengthen the collective memory of the history of the Holocaust in the local and national environment, beside the commemoration of Remembrance Day, it is important to include the surviving victims from individual countries into the programme execution. Especially in those environments where the Jews are scarce or even absent, thus the ability of the public to identify with the cruel fate of “one of us” and not “one of them” is being consolidated.

<b>EXAMPLE 1 – Literary and musical evening</b>	
Programme implemented:	Fortress of Ashes
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor
Target groups:	General public, culture creators, the media
Goals:	<ul style="list-style-type: none"> <li>• Identification with the victims and keeping alive the memory of them;</li> <li>• Emphasizing of the importance of commemoration of the survivors, victims, rescuers and liberators;</li> <li>• Development of tolerance and non-discrimination.</li> </ul>
<p>Among the cultural commemorative events in which tributes to the victims of the Holocaust and other genocides from an individual country can be paid are, for example, literary evenings with presentations of literary works and poetry on the topic of the Holocaust, with a special emphasis on literary and poetic creation of national authors and Jewish music performed by chamber music groups. To achieve a greater interest from the public, in preparation of such programmes, one can connect with established cultural creators. The <i>Fortress of Ashes</i> literary evening was devoted to the memory of Slovenian prisoners in Nazi-Fascist camps and the Jews of Prekmurje on the occasion of their mass deportation to the death camps. The programme was designed by an acknowledged journalist, screenwriter, writer, publicist and educator Branko Šömen and executed by the Slovenian theatre and film actors Milena Zupančič, Vlado Novak and Jure Ivanušič. With their strong artistic and expressive power, they interpreted the texts and lines written by camp prisoners during internment and afterwards. The literary experience was accompanied by music, including melancholic Jewish melodies.</p>	



<b>EXAMPLE 2 – Cultural programme performed by primary school youth</b>	
Programme implemented:	Remembering the Victims of the Holocaust in Slovenia
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor, Janko Glazer Primary School Ruše
Target groups:	General public, primary school youth, primary school headmasters, decision-makers, the media
Goals:	<ul style="list-style-type: none"> <li>• Emphasizing of the importance of commemoration of the survivors, victims, rescuers and liberators;</li> <li>• Development of the ability of mutual understanding and justice.</li> </ul>

In order to encourage an interest in the Holocaust and to sensitize primary school youth to all forms of hatred and intolerance and human rights violations, in preparation of the cultural programmes, devoted to victims of the Holocaust, we connected to primary and secondary school teachers. On the occasion of the commemoration of the Slovenian victims of the Holocaust, we invited cooperation from the Janko Glazer Primary School of Ruše. A group of six pupils from the school under the guidance of their teacher prepared and performed a literary and musical cultural programme, and during preparations of the programme performance, encouraged their school mates to be involved in fine art creation on the topic of the Holocaust atrocities. Their art works were exhibited at the Maribor Synagogue.



### 3. Commemorating the 2 August, the International Genocide of the Roma Remembrance Day

Due to the atrocities the Roma faced, for a long time they could not speak about their cruel, fatal experiences, which occurred during the time of Nazi persecution. If they did, they were faced with disbelief, which was only a reflection of the centuries-long conviction about the Roma's "dangerousness, unreliability, nuisance and inferiority". Even more, despite an increase in research which included testimonies of the victims, and a deepening of the knowledge of the Porrajmos, stereotypical images and rejection of Roma communities have been common up to today. Racial hatred against the Roma has been recognized as an especially obstinate, aggressive, frequent and

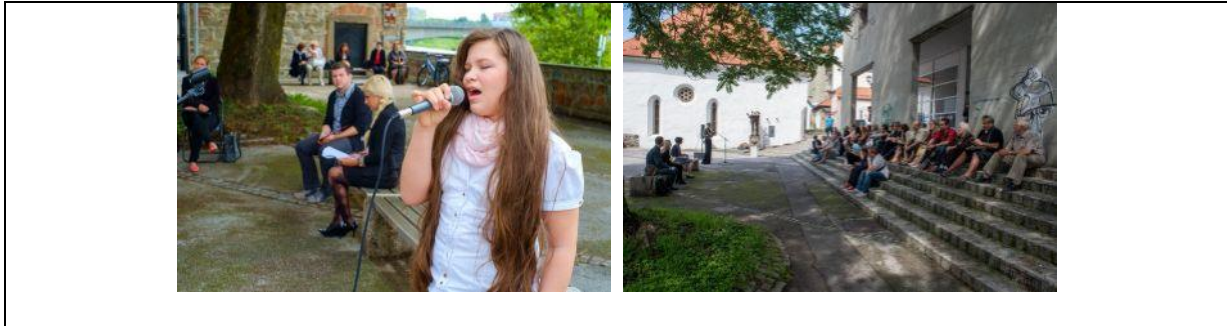
wide-spread form of racism, therefore the aim of a commemoration of 2 August is not only to keep the memory of the victims alive but also to raise public awareness of the fate of the Roma and Sinti during the Second World War and to encourage critical thinking about the reasons for the negative attitude of the predominating communities towards the Roma and marginalization of the Roma community.

The victims of the genocide against the Roma and Sinti can be commemorated with similar cultural and remembrance programmes, as are prepared on the occasion of the Holocaust Remembrance Days.

<b>EXAMPLE – Remembrance event</b>	
Programme implemented:	The Night that silenced the Violins
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor, Frekvenca, the social-cultural association of restless and active members, Terne Roma – Young Roma Society
Target groups:	Ethnic minorities, general public, the media, decision-makers
Goals:	<ul style="list-style-type: none"> <li>• Recognition that the genocide against the Roma which occurred during the Second World War, is an historical fact;</li> <li>• Fighting against anti-Gypsyism;</li> <li>• Recognition that the Roma are a part of European culture and common values;</li> <li>• Acceptance of cultural diversity and strengthening of intercultural dialogue.</li> </ul>

In the Slovenian expert public, an interest in researching the genocide against the Roma has only increased over the last few years. However, knowledge of the Slovenian public on the topic is still relatively scarce and insufficient. At the Center of Jewish Cultural Heritage Synagogue Maribor, we have started to encourage research of the fate of the Roma and Sinti on Slovenian soil during the Second World War within the framework of the *Stone Tears* project with partnering and participating organizations. Further, we have started to commemorate the 2 August. Since 2014, we thus commemorate this Remembrance Day with the event *The Night that silenced the Violins*. Within the framework of the event, which is prepared in cooperation with various Roma societies and Roma musicians, cultural creators and activists, we organize a short expert lecture on the topic of the Porrajmos and complete it with presentations of literary works by Roma writers and poets, describing their experience of the Porrajmos, along with Roma music. The event always takes place outdoors, since we thus symbolically mark another very important characteristic of the Roma tradition, their connectedness to the nature.





## II. EXHIBITIONS

Exhibitions represent an extremely powerful educational tool, which can not only attract numerous visitors and ignite interest of a wide public circle for various presented topics but can be a base for the design of different programme activities for several target groups. With exhibitions and the accompanying programmes, knowledge on selected historical, social, cultural and similar topics, which are crucial for the development of modern society is rendered and deepened. Inter alia, the public is addressed in order they become acquainted with past and modern phenomena, develop an intellectual curiosity and critical and independent thinking about the past. To achieve sustainable effects of remembrance and learning about the Holocaust and Genocide of the Roma and informing visitors about the historical circumstances which started the Second World War and led to cruellest crimes against humanity, it is very important that in the preparation of exhibitions devoted to the Holocaust and Genocide of the Roma, the historical facts are presented with modern explanations. Experience of the museum workers shows that visitors are especially attracted by exhibitions that pass their message in a visually attractive way and interactively. Since in these cases, the extent of text elements of the exhibition is usually smaller, it is even more important to prepare texts that clearly, briefly and in an understandable way present the essence of the presented topic. Regarding this, it is advisable to present the selected topics in depth in an accompanying publication and promote individual goals of the Holocaust and Porrajmos remembrance and learning with different educational activities.

### 1. Documentary exhibitions

<b>EXAMPLE 1 – Travelling documentary exhibition about the Holocaust and Genocide of the Roma</b>	
Programme implemented:	Stone Tears: Remembrance and Learning about the Holocaust and Genocide of the Roma
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor
Target groups:	General public, primary and secondary school youth, primary and secondary school teachers, primary and secondary school headmasters, curricula creators, the media
Goals:	<ul style="list-style-type: none"> <li>• Gaining better understanding of history;</li> <li>• Recognition that the Jews and Roma are a part of European culture and common values;</li> <li>• Emphasizing of the importance of commemoration of the survivors, victims, rescuers and liberators;</li> <li>• Consolidation of activities in the field of education about the Holocaust and Genocide of the Roma;</li> <li>• Raising of an awareness of the modern forms of the anti-Semitism, anti-Gypsyism, xenophobia and all forms of hatred.</li> </ul>
Within the framework of the <i>Stone Tears</i> project, the Center of Jewish Cultural Heritage Synagogue Maribor designed an exhibition under the same title, which informs the public about the reasons for	

and consequences of the Holocaust and Genocide of the Roma and warns of the importance of remembrance and learning about both forms of genocide. In the introduction, the exhibition presents the history of the Jews and Roma on European soil and the growth of anti-Semitism and anti-Gypsyism in European society. Furthermore, the exhibition presents the accession of the Nazis to power and escalation of persecution of the Jewish and Roma communities. A separate chapter explains the establishment of “the final solution of the Jewish and Roma questions” and the destructive consequences to which both the persecuted ethnic groups were subjected. Three separate chapters present the topics, Jews during the Holocaust, Slovenian Jews during the Holocaust and genocide against the Roma. The final two chapters present life after the Second World War and the Holocaust and Genocide of the Roma remembrance and learning in modern days. The exhibition was prepared in cooperation with numerous individuals and related cultural institutions. The cooperation of a primary school and secondary school teachers who have successfully cooperated in the preparation and implementation of our Holocaust and Genocide of the Roma remembrance and learning activities for several years, was very precious. With the graphic and textual material, the exhibition addresses a wide circle of audience. Yet during its preparation, we planned further visits of the exhibition especially with educational institutions. Therefore the exhibition is accompanied by some pedagogical activities that educate the primary and secondary school youth about the Holocaust and Genocide of the Roma and thus raise their awareness to the importance of mutual respect, accepting the different and respect for human rights. We offer the *Stone Tears* exhibition to educational workers free of charge for lending as an efficient tool or helping device in learning about the Holocaust and Genocide of the Roma.



<b>EXAMPLE 2 – Permanent exhibition of the Museum of Romani Culture</b>	
Programme implemented:	The Story of the Roma
Implemented by:	Museum of Romani Culture Brno
Target groups:	General and expert public, primary and secondary school youth, university students
Goals:	<ul style="list-style-type: none"> <li>• Recognition that the genocide against the Roma which occurred during the Second World War, is a historical fact;</li> <li>• Fighting against anti-Gypsyism;</li> <li>• Understanding of cultural and social differences.</li> </ul>



Today, the Roma represent the largest ethnical minority in Europe and have been the victims of discrimination and marginalization in many European countries for centuries. Racial hatred against the Roma is a special form of racism, which feeds on historical discrimination, and inter alia, expresses with violence, hate speech, exploitation, stigmatizing, and extreme amounts of social exclusion. In the same way as the Holocaust was an extreme level of anti-Semitism, Nazi genocide against the Roma was an extreme level of anti-Gypsyism. With permanent exhibitions like, for example, the exhibition of the Museum of Romani Culture from Brno, knowledge about the European Roma as a part of European culture and values in the public is deepened and the prevailing communities are educated about the reasons and consequences of discrimination and marginalization of the Roma and the necessity of elimination of stereotypical prejudice against the Roma which condition their marginalization. At the Museum of Romani Culture in Brno, the permanent exhibition *The Story of the Roma* was installed in 2011. In six rooms, it presents the culture and history of the Roma from their origin in India until today. An important part of the exhibition is devoted to the topic of Nazi persecution of the Roma during the Second World War. The exhibition is accompanied by numerous events at the museum and at other places as well as educational activities. Among the most important museum activities are meetings of the school youth and surviving Roma victims of the Genocide as well as organized visits and guided tours of remembrance sites.



## 2. Art exhibitions

Art exhibitions, as well, can raise public awareness of the Holocaust and Genocide of the Roma and sensitize it for all forms of genocide, ethnic cleansing, racism, anti-Semitism, xenophobia and mass human rights violation. Art exhibitions have multi-layered effects both for their creators and for their visitors: on one hand, they encourage artistic expression of feelings and emotions of the authors, who either themselves experienced the tragedy of the Holocaust or Porrajmos and the atrocities of the war or wish to pay their respects to the victims with a special affinity. On the other hand, art

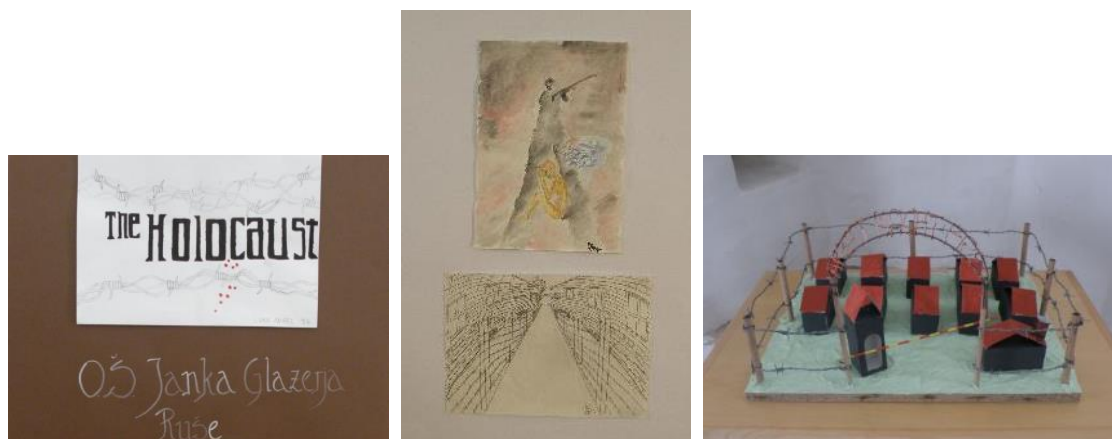
exhibitions offer the visitors an opportunity to experience the tragedy of the Holocaust and Porrajmos with artistic and aesthetic perception and thus encourage them to think about the past.

<b>EXAMPLE 1 – Exhibition of art works</b>	
Programme implemented:	The Sky is Crying
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor
Target groups:	General public, culture creators, artists
Goals:	<ul style="list-style-type: none"> <li>• Encouraging of critical, independent thinking about the past;</li> <li>• Appreciation of human rights, especially of minorities, development of an awareness of human and civil rights.</li> </ul>
<p>Within the framework of the Holocaust remembrance and learning programmes, the Center of Jewish Cultural Heritage Synagogue Maribor encourages art creators to create and exhibit visual art and other art works devoted to presentation of both historical topics and the fates of individuals or groups of people in different historical eras. For her exhibition at the Maribor Synagogue, artist Slađana Matić Trstenjak prepared a completely new artistic cycle in which she devoted herself to the topic of the Holocaust. She connected it with her experience of the war in her early childhood in multi-ethnic Bosnia and Herzegovina at the beginning of the 1990s. In her abstract works, the artist symbolically manifested the Holocaust and the war as a threatening rising huge bleak mountain in the background of careless landscape representations. Thus she tried to warn of systematic destruction of people either because of their different world-view or religion or because of racial or national origin which even today is still present, and at the same time, invited the public to a dialogue and deliberation about the sanity of wars and human rights.</p>	
 	

<b>EXAMPLE 2 – Art exhibition of the works by primary school youth</b>	
Programme implemented:	The Holocaust
Implemented by:	Janko Glazer Primary School Ruše, Center of Jewish Cultural Heritage of Synagogue Maribor
Target groups:	General public, primary school youth, primary school teachers, primary school headmasters, curricula creators
Goals:	<ul style="list-style-type: none"> <li>• Identification with the victims and keeping alive the memory of them;</li> <li>• Consolidation of activities in the field of education about the Holocaust;</li> <li>• Development of intellectual curiosity.</li> </ul>



At educational institutions, learning about the Holocaust and Genocide of the Roma is often implemented within the framework of interdisciplinary links. One of most frequent links is the connection of the learning goals of history and civic education and ethics. Other subjects, for example, art, can be included in the linkage. During the preparation for the performance of the cultural programme, the pupils of the Janko Glazer Primary School Ruše became thoroughly informed about the history of the Holocaust in Europe and Slovenia and expressed their newly acquired historical knowledge with art. The works they created during their art lessons, under the mentorship of their art teachers, were exhibited at the Maribor Synagogue and thus addressed the wider public again regarding the importance of remembrance and learning and enabled an insight into the understanding of the knowledge of history and the Holocaust through eyes of the children.



### EXAMPLE 3 – Art installation

Programme implemented:	The Path
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor
Target groups:	General public, artists, culture creators
Goals:	<ul style="list-style-type: none"> <li>• Development of intellectual curiosity;</li> <li>• Development of the ability of mutual understanding and justice;</li> <li>• Nurturing of democratic citizens' personal responsibility.</li> </ul>

Art installations and interventions and performances have a special place among art exhibitions. Art creator and cultural worker Ivan Mesek lives and creates in Varaždin, the city where a strong Jewish community lived before the Holocaust. With them, the Jews of Maribor and Jewish communities of Prekmurje shared the same cultural space and the connections between these communities were very strong. Ivan Mesek created *The Path* art installation with which he addressed the public with an allegoric message about a journey by the path of the past and confrontation with its remnants and unpleasant situations, with his own works and guilt referring indirectly to the historical experience of the Holocaust in the local environment.



<b>EXAMPLE 4 – Photographic exhibition</b>	
Programme implemented:	Almost invisible: Jewish ghetto walls
Implemented by:	Photographic society “Fotoklub Maribor”, Center of Jewish Cultural Heritage Synagogue Maribor
Target groups:	General public, culture creators, artists
Goals:	<ul style="list-style-type: none"> <li>• Emphasizing of the importance of commemoration of the survivors, victims, rescuers and liberators;</li> <li>• Development of intellectual curiosity;</li> <li>• Raising of an awareness of the danger of radical, extremist movements and totalitarian regimes;</li> <li>• Raising of an awareness of local, regional and national heritage.</li> </ul>
<p>The exhibition <i>Almost invisible: Jewish ghetto walls</i> was prepared within the inter-institutional networking of the Center of Jewish Cultural Heritage Synagogue Maribor and Fotoklub Maribor. It was organized at the Maribor Synagogue under the auspices of the Maribor International Photography Festival. We thus attracted visitors who do not belong among regular visitors and users of our programmes and we incited their interest in getting to know the history of the Holocaust and especially the fate of its victims. The photographs of Gregor Radonjič from Krakow, Warsaw and Budapest provided images of insignificant and almost unidentifiable city corners, the true stories of which remain hidden at first sight and are revealed only when the author discloses the actual location of the emergence of the photographs – the former Jewish ghettos. Their remains are now surrounded by new, modern architecture, which has absorbed the walls of the former ghettos and taken away their identity, as well as their historical and symbolic meaning in just a few decades. The author has filled the present photographic images with a sensitive perception of isolation, abandonedness, transitoriness and disguisedness of the remains of the former Jewish ghettos. They are far-removed and more and more disguised and isolated at almost inaccessible urban locations, therefore in his photographs, with all respect to the persecuted former ghetto residents, Gregor Radonjič preserved the ghettos as non-replaceable spatial reminders of one of the cruellest episodes in world history.</p>	



### III. EDUCATIONAL PROGRAMMES

Themed exhibitions, devoted to providing understanding of the history of the Jews and Roma, their tradition and culture and the circumstances of historical discrimination and marginalization to which both ethnic groups were subjected and which resulted in a planned murdering of members of both communities, render possibilities for designing a wide range of educational programmes and activities. The range of educational programmes, which are implemented independently and not referring to any permanent or temporary exhibition, is also wide alike.

Educational programmes intended to broaden the knowledge and raise public awareness about the Holocaust and Genocide of the Roma, about their causes and consequences, comprise of guided tours of the exhibitions and remembrance sites, meetings with surviving victims, expert lectures, pedagogical workshops, study circles etc. This group of programmes includes also teaching about both genocides at schools and related school activities. In reaching the goals of the Holocaust and Genocide of the Roma remembrance and learning, those educational programmes, which were designed interactively and encouraged the visitors to actively participate, proved more successful. When designing the educational programmes, special attention should be paid to the age of the visitors and the related level of understanding of a particular target group.

#### 1. Pedagogic programmes accompanying exhibitions

The aim of the pedagogic programmes which accompany the exhibitions is to attract the interest of the primary and secondary school youth, as well as students, to the topics presented at the exhibitions. The programmes, as a rule, begin with seeing the exhibition and the exhibition content presentation and continue with different interactive tasks with which whether collective or independent research of the exhibited materials is encouraged, wishing to transfer the knowledge and reaching the goals set within the programme.

<b>EXAMPLE – Pedagogic programme accompanying a documentary exhibition</b>	
Programme implemented:	Stone Tears: Remembrance and learning about the Holocaust and Genocide of the Roma
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor
Target groups:	Primary and secondary school youth, educational workers, primary and secondary school headmasters, university students, university professors, curricula creators, general public
Goals:	<ul style="list-style-type: none"> <li>• Consolidation of activities in the field of education about the Holocaust and Genocide of the Roma;</li> <li>• Identification with the victims and keeping alive the memory of them;</li> <li>• Reconstruction of the lives of the former Jewish and Roma communities in the local environment;</li> </ul>

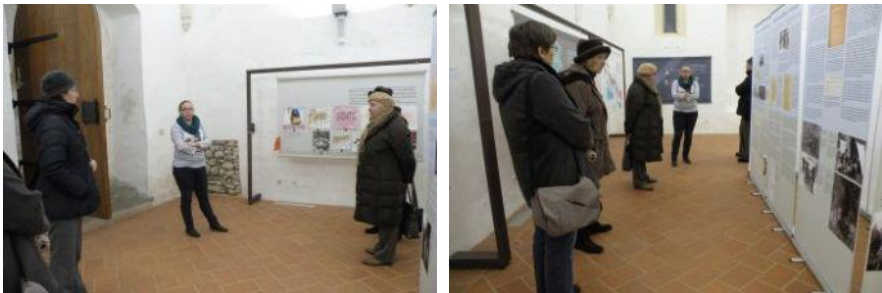
- Gaining better understanding of history;
- Raising of an awareness of the modern forms of the anti-Semitism, anti-Gypsyism, xenophobia and all forms of hatred;
- Appreciation of human rights, especially of minorities, development of an awareness of human and civil rights.

During the preparation of the *Stone Tears* documentary exhibition, the accompanying pedagogic programme was designed with the aim not only to raise the awareness of the Holocaust and the Genocide of the Roma, especially of the youth, but also to encourage tolerance today. For the purpose of implementation of the pedagogic programme, three worksheets and an interactive computer application in the form of a quiz were prepared. Age groups, which were included in the programme, were 10–12 years (5<sup>th</sup> – 7<sup>th</sup> primary school grade), 13–18 years (8<sup>th</sup> and 9<sup>th</sup> primary school grade, secondary school) and students. The method of exhibition presentation and the worksheets, which were given to the programme participants for filling in, were always adapted to the age group of the participating children and youth. After the introductory content presentation, they were divided into small groups in which they consolidated the acquired knowledge with filling in of the worksheets or completing the quiz. The worksheets comprised questions referring both to the exhibition content and to the passages from literary works and the testimonies of the surviving victims of the Holocaust and Porrajmos, on the basis of which the participants were called to ponder on what they are grateful for and to write letters and messages to the surviving victims of the Nazi atrocities. In the final part of the programme, checking of their answers, reading of the messages and a discussion with the participants about the importance of the Holocaust and Porrajmos learning for today, with a special emphasis on tolerance and acceptance of the different and respect for human rights. At their departure, the programme participants stuck their reflections to the “Gratitude Board” and put their messages to the “Message Basket”. As an interesting fact, the presented programme was implemented for the first time at the exhibition opening, but not with the target group for which it was intended but with the visitors who attended the opening. In this case, the activity was based on the introductory exhibition presentation and filling in the working sheets or completing the quiz and writing the messages for the gratitude board and the message basket. The response of the participants was exceptional.



## 2. Guided tours of the exhibitions


With expert guided tours of the exhibitions, the public is thoroughly informed about the content and the message of the exhibition. In this way, the content segments which are not additionally exposed or highlighted at the exhibition are unveiled, as well. In the time of duration of an individual exhibition, expert guided tours are executed either by their authors or curators qualified for work with visitors, or other experts who professionally research the topics, presented at the exhibition. Different target groups should receive different guided tours, while the latter should be always adapted to the level of knowledge and interest of the participating group. And finally, interaction with the visitors is extremely important for reaching the planned goals of the Genocide of the Roma and Holocaust learning and keeping the memory of their victims alive.

<b>EXAMPLE – Expert guided tour of the exhibition</b>	
Programme implemented:	Roma on the Move
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor
Target groups:	General and expert public, ethnic minorities
Goals:	<ul style="list-style-type: none"> <li>• Recognition that the Roma are a part of European culture and common values;</li> <li>• Development of tolerance and non-discrimination;</li> <li>• Development of the ability of mutual understanding and justice.</li> </ul>
<p>It is estimated that, there are 7 to 12 thousand Roma living in Slovenia. Large communities live in Prekmurje, Dolenjska, Bela krajina and Posavje, in large cities like Maribor, Velenje, Ljubljana and Celje, as well as Jesenice and Radovljica, where mostly Sinti families live. The Roma in the Slovenian area were mentioned for the first time as early as the 15<sup>th</sup> Century, while the data on them become more frequent from the 17<sup>th</sup> Century on. In Slovenia, the Roma are, like elsewhere in the world, one of the most marginalized social groups, they still face mistrust, prejudice and stereotypes of the prevailing society. With the <i>Roma on the Move</i> survey exhibition, we called the public to get to know the Roma culture and the history of the Roma on European soil, as well as their fate during the Second World War. At the same time we called attention to the historically determined discrimination against the Roma, due to which they are pushed to the margins of the society. Beside the exhibition, numerous guided tours for most varied groups of visitors were organized. Expert tours intended for adult visitors were performed in cooperation with researchers of the Roma questions, while pedagogic tours intended for primary and secondary school youth, were organized in cooperation with pupils of the Janko Padežnik Primary School Maribor, which is attended by many Roma children.</p>	
	

### 3. Meeting with the Holocaust and Porrajmos survivors



The testimonies of the survivors of the Holocaust and Porrajmos represent an irreplaceable primary source for research of both genocide experience, their course and the consequences they had both for their survivors and for numerous after-war generations. Research, museum and other cultural institutions endeavour to collect as many testimonies as possible and preserve them either in writing or in video or audio recordings. These recordings are documents of the past, and at the same time, one of the strongest tools of the Holocaust and Genocide of the Roma learning programmes. When the survivors are gone, the content and communicative value of the recorded testimonies will be even more precious for nurturing and keeping the historical memory alive.

Among the Holocaust and Genocide of the Roma remembrance and learning programmes, meetings and interviews with the survivors represent an extremely deep expressive and emotional experience. The Holocaust and Porrajmos victims were still able to talk about their dreadful experience many decades after the end of the war and thus address the public about the necessity of respect for human rights, and the fight against the anti-Semitism, anti-Gypsyism, xenophobia, racism and all forms of intolerance.

<b>EXAMPLE – Meeting with a Holocaust survivor</b>	
Programme implemented:	Meeting with Erika Fürst
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor
Target groups:	General and expert public, local communities, primary and secondary school youth, educational workers, primary and secondary school headmasters, university students, university professors, researchers, culture creators, artists, ethnic minorities, NGOs and volunteers, decision-makers, the media
Goals:	<ul style="list-style-type: none"> <li>• Identification with the victims and keeping alive the memory of them;</li> <li>• Gaining better understanding of history;</li> <li>• Reconstruction of the lives of the former Jewish communities in the local environment.</li> </ul>
<p>On the occasion of the beginning of mass deportations of the Jews from Prekmurje, we prepared a meeting with Erika Fürst, a victim survivor of the Holocaust. On the first day of deportations, Erika, her parents and her sister were deported to Čakovec, then to Nagykanizsa and lastly, to Auschwitz-Birkenau. Erika, her mother and her sister survived the Holocaust, while their father never returned from the camp. Today, Erika tells her Holocaust experience to numerous young people who she visits at schools and raises their awareness of the Holocaust and calls them to co-design a more tolerant society with the expressive power of an authentic witness.</p>	
	

#### 4. Guided tours and visits of memorial sites

Guided tours offer a possibility for development of knowledge not only about the history of the Holocaust and Genocide of the Roma during the Second World War but also about their historical experience in the local environment and about the history of the Second World War in general. These tours inform the participants also about the history of the Jewish and Roma communities in a particular environment, about their lives before the Holocaust/Genocide of the Roma and afterwards. Besides rational learning, visits of memorial sites, memorials, concentration camps and museums of the Holocaust and genocide additionally encourage the senses, as well as the ability of the society and an individual to empathize with the fate of the victims.

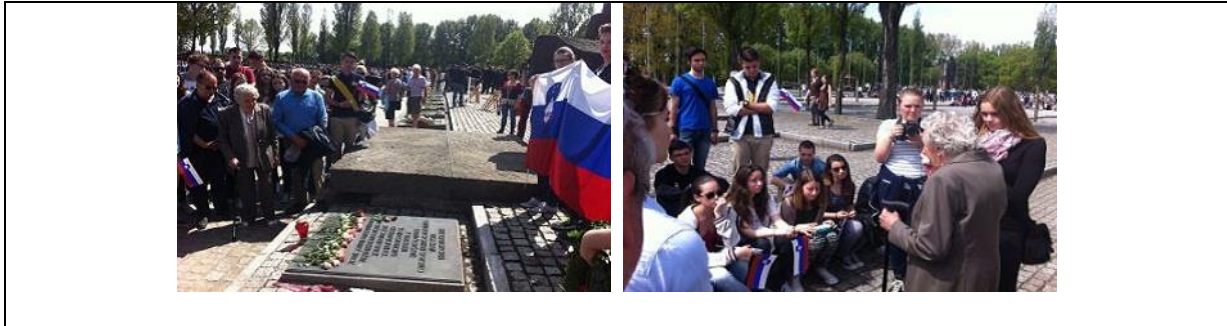
<b>EXAMPLE 1 – Expert guided tour of authentic locations</b>	
Programme implemented:	Guided tour of the memorials, which characterized the German occupation and persecution during the Second World War
Implemented by:	CJKD Sinagoga Maribor, Mariborska knjižnica, Prva gimnazija Maribor, Muzej narodne osvoboditve Maribor
Target groups:	General public, the media
Goals:	<ul style="list-style-type: none"> <li>• Reconstruction of local history;</li> <li>• Encouraging of critical, independent thinking about the past;</li> <li>• Protection of cultural heritage;</li> <li>• Raising of awareness of local, regional and national heritage.</li> </ul>
<p>With guided tour of the memorials, which characterized the Nazi persecution during the Second World War in Maribor, we attracted the local community to getting to know the local history, especially in the times of the Second World War and the German occupation. The guided tour started in the former Jewish quarter, continued at the nearest memorials devoted to the Maribor victims of the Holocaust (<i>Stolpersteine</i>), and at locations where both rebellious actions and the occupier's violence happened. The tour ended at Trg svobode (Freedom Square) next to the central city memorial devoted to the national liberation fight against the Nazi occupiers. During the tour, the participants got to know the local history, its monuments and memorials. At the same time, the participants were challenged to think about the questions to whom or to what the memorial is devoted, why it is standing right at this place, are the people connected to its history still alive, when the memorial was built, how the local community commemorates the Holocaust, what are the artistic and architectonic aspects of the memorial, who designed it, what it represents, what is the attitude of the memorial in relation to other memorials, what iconography is used in its design, what it communicates about the time in which it was built, etc. Within the programme, we presented the history of the Holocaust in Slovenia and the initiative that the 26 April is declared the National Slovenian Victims of the Holocaust Remembrance Day. In the realization of the programme, several local public institutions connected.</p>	
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Similar local history learning programmes are implemented at some Maribor primary and secondary schools, which in the framework of cultural history days, encourage their pupils and students to independent research and searching of more or less known city corners. The pupils and students get a task to find, for example, the *Stolpersteine* or the Star of David at the former synagogue, etc. and gain new history knowledge and develop the ability of observation and perception of the surroundings on the basis of searching and finding of individual memorial sites and memorials.

<b>EXAMPLE 2 – Visit of memorial sites</b>	
Programme implemented:	Visit of the Auschwitz-Birkenau Memorial and Museum
Implemented by:	Diocesan Classical Gymnasium Ljubljana, First Grammar School Celje, First Grammar School Maribor
Target groups:	Secondary school youth, secondary school teachers, secondary school headmasters
Goals:	<ul style="list-style-type: none"> <li>• Identification with the victims and keeping alive the memory of them;</li> <li>• Emphasizing of the importance of commemoration of the survivors, victims, rescuers and liberators;</li> <li>• Fighting against Holocaust and anti-Semitism denial;</li> <li>• Raising of an awareness of the danger of radical, extremist movements and totalitarian regimes.</li> </ul>
<p>Visits of memorial sites represent an integral part of the education on the Holocaust and Genocide of the Roma, since they address the public with the authentic power of the memorials of the historical events. School expert excursions to the former concentration camps are, as a rule, planned as a sequence of activities starting with a preparation to the visit of the memorial sites, i.e. with getting informed with historical circumstances, connected to the individual remembrance site, the aims and goals of the visit, continue with the visit and seeing of the selected memorial sites and finish with a debate on the importance of the remembrance and learning about the Holocaust and Genocide of the Roma and the Nazi atrocities in general. Within the framework of the Holocaust remembrance and learning, the students of the Diocesan Classical Gymnasium Ljubljana, First Grammar School Celje, and First Grammar School Maribor visited the most notorious German concentration camp, Auschwitz in Poland. The students got the task to prepare the itinerary of the expert school excursion themselves under the guidance of their mentor and design the programme which would consolidate and upgrade their knowledge about the Holocaust and Genocide of the Roma. At the invitation of the students, one of the former Auschwitz prisoners Sonja Vrščaj, Janez Deželak, one of the so called stolen children (during the Second World War, the Germans took little children and babies away from numerous Slovenian families and sent them to adoption in the Third Reich, afterwards not all of them returned home, some of them never met their biological parents again), and Dr Marjan Toš, one of the main researchers of the Holocaust in Slovenia, joined the expert excursion.</p>	





## 5. Learning about the Holocaust and Genocide of the Roma at schools

Teaching about the Holocaust and the genocide of the Roma is one of the foundations of development of the historical and consolidation of the collective memory. Beside the established teaching practices, during their lessons about both genocides, educational workers can use various teaching approaches which include both preparation or organization of hosting of documentary and art exhibitions, school visits of museums of Jewish or Roma culture and the Holocaust or Genocide of the Roma, film screenings, required reading of youth literature devoted to the topics, of the Holocaust, Genocide of the Roma, and human rights, as well as school seminar and research papers etc. Educational workers and teachers know their pupils or students best and can thus best judge which programmes they will use to educate the youth about the historical experience and sensitize them to all forms of racial, ethnic or other persecution. In teaching about the Holocaust and Genocide of the Roma at schools, it is also important to encourage the youth to independent research of individuals' fates and events connected to the Holocaust, genocide against the Roma and other forms of mass violation of human rights. The results of the pupils' or students' actions can either be research papers, school radio broadcasts and publications or school exhibitions and different memorial cultural events. In this, museum curators and researchers can render expert help to both the teachers and the pupils or students.

<b>EXAMPLE 1 – Hosting a documentary exhibition at a primary school</b>	
Programme implemented:	Anne's Peers from Maribor
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor, First Grammar School Maribor, Drago Kobal Primary School Maribor
Target groups:	Primary school youth, primary school teachers, primary school headmasters
Goals:	<ul style="list-style-type: none"> <li>• Gaining better understanding of history;</li> <li>• Reconstruction of local history;</li> <li>• Consolidation of activities in the field of education about the Holocaust.</li> </ul>
<p>In the last few years, the Center of Jewish Cultural Heritage Synagogue Maribor prepared different documentary exhibitions devoted to the Holocaust and the Genocide of the Roma, which can be borrowed by the interested schools free of charge. With the exhibition of the documentary exhibitions in school corridors, pupils or students have a possibility to get to know the topic in question thoroughly, since in time of the exhibition, they are addressed by the exhibitions on a daily basis. The <i>Anne's peers from Maribor</i> exhibition, which tells the story about Jewish children and teenagers from Maribor and presents their fates during the Holocaust, was hosted in many schools. At its hosting at the Drago Kobal Primary School Maribor, pupils and their history and music teachers designed and performed a cultural programme. At the exhibition opening, 8<sup>th</sup> and 9<sup>th</sup> grade pupils were present. They were addressed by the representative of the Center of Jewish Cultural Heritage Synagogue Maribor, which warned them about the importance of the Holocaust</p>	

commemoration and learning. Under the mentorship of their history teacher, a small group of pupils were trained for guiding the exhibition. During the time of hosting the exhibition at the school, this group performed guided tours of the exhibition for their school mates and peers. This form of addressing the school youth has proved extremely successful on several occasions, since children often show greater interest for particular topics if they are presented to them by their peers. Pupils, who perform guided tours, include their views and opinions adapted to the age and level of their understanding and present the topic to their peers in an understandable way. Guided tours can be made more interesting and more thorough with preparation of handouts, in preparation of which pupils who are exhibition guides, as well, can actively participate



#### EXAMPLE 2 – School activities

Programme implemented:	E-book <i>The Jews in Prekmurje</i>
Implemented by:	Third Primary School Murska Sobota
Target groups:	Primary school youth, primary school teachers, primary school headmasters
Goals:	<ul style="list-style-type: none"> <li>• Reconstruction of local history;</li> <li>• Reconstruction of the lives of the former Jewish communities in the local environment;</li> <li>• Appreciation of human rights, especially of minorities, development of an awareness of human and civil rights.</li> </ul>

In 2011, on the occasion of the 70<sup>th</sup> anniversary of the resistance against the occupier and the 20<sup>th</sup> anniversary of the state independence, the Ministry of Education, Science and Sport in cooperation with the National Education Institute prepared a developmental project *Clench your fist*. The project was intended for 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade pupils. Its aims were to encourage team and interdisciplinary linking of several subjects (history, Slovenian, civic and homeland education, ethics, foreign language and computer science) and thus reasonably link the knowledge on identity and cultural variation, cooperation in the society, technology and the media, creativity and critical thinking, and last but not least, to consolidate the awareness that some events in the history have a specific meaning and one must pay special attention to them. The pupils were allowed to choose the basic topics of their project paper themselves and had to make an electronic article on the basis of the books they read (one of them was *The Diary of Anne Frank*), films they watched (like *La vita è bella* and *The Great Dictator*), visits of museums and excursions. In the project, pupils and teachers of the Third Primary School Murska Sobota who participated in the framework of the project, started to research the lives and fates of their former Jewish co-citizens. A mixed group of pupils, consisting representatives from the 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades, participated in the project, their mentors were Slovenian, history, and English teacher, the librarian and computer operator. First they informed the pupils about the selected topic and then the pupils joined individual topic complexes at their will. They chose the way of presenting the particular topic complex. The work took place at school, at home, in the museum, library and on the ground. The result of their work was the e-book *The Jews in Prekmurje*. The e-book includes historical materials and sources, the findings of the pupils'

research on the ground, literary contributions in Slovenian and English, an audio and video recording and photographs. Today the e-book is used at the school as a piece of learning material.



The E-book is accessible at [http://194.249.174.67/bojan/eknjiga/Judje\\_v\\_Prekmurju/Naslovnica.html](http://194.249.174.67/bojan/eknjiga/Judje_v_Prekmurju/Naslovnica.html).

### EXAMPLE 3 – Pupils for pupils

Programme implemented:	Tommy and Hana
Implemented by:	Drago Kobal Primary School Maribor
Target groups:	Primary school youth, primary school teachers, primary school headmasters
Goals:	<ul style="list-style-type: none"> <li>• Consolidation of activities in the field of education about the Holocaust;</li> <li>• Development of the ability of mutual understanding and justice;</li> <li>• Appreciation of human rights, especially of minorities, development of an awareness of human and civil rights.</li> </ul>

Among the activities, which can be performed by pupils in connection with the learning about the Holocaust and Genocide of the Roma, are the so called “pupils for pupils” programmes. These are programmes in which higher grades pupils and their mentors prepare and perform a learning programme intended for younger pupils. On the occasion of the International Holocaust Remembrance Day, the *Tommy and Hana* programme was prepared at the Drago Kobal Primary School Maribor. It was based on the material about a 3 year old Jewish boy who was imprisoned at the Terezín ghetto with his parents during the Second World War (the material was prepared by Yad Vashem), and the literary work *Hana's suitcase* by Karen Levine. The 9<sup>th</sup> grade pupils tried to approximate the Holocaust topic to younger pupils with presentation of the everyday life of two Jewish children before the Second World War and their fate during the Holocaust and thus address them regarding the topics of life, the Holocaust, gratitude, intolerance and compassion. The participating pupils nicely cooperated and wrote for what they are grateful and listed the things they would take with them, if they were deported from their homes, at the end of the school lesson. One of the pupils answered the question for what he is grateful in the following way: “For having friends, my family and that I can go to school in peace and that there is no war in the city I live in.”



## 6. Presentation lectures for specific target groups

Among individuals who contribute to broadening of the historical knowledge and consolidation of the historical memory, are most certainly tourist workers. In this context, education of tourist workers about the historical background, reasons and consequences relating to the experience of the Holocaust and Genocide of the Roma, either in the local or regional and national space, is of great importance. Tourist guides and other tourist operators, who are educated about the Holocaust and Genocide of the Roma, spread the knowledge about the experience of one or another, or even about both of the genocides among various groups of tourists with greater affection and more compassion to the victims.

### EXAMPLE – Lecture for local tourism workers





Programme implemented:	Presentation of the cultural historical memorial site the Maribor synagogue and the Stone Tears exhibition
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor
Target groups:	Local community
Goals:	<ul style="list-style-type: none"> <li>• Raising of awareness of local, regional and national heritage;</li> <li>• Protection of cultural heritage;</li> <li>• Historical and civic education.</li> </ul>

In the framework of various educational activities performed on the occasion of the exhibition *Stone Tears: Remembrance and Learning about the Holocaust and Genocide of the Roma*, the Center of Jewish Cultural Heritage Synagogue Maribor prepared a presentation lecture about the history of the Jews in Maribor from the Middle Ages onwards, their fates during the Second World War and about the historical tradition of the preserved synagogue. At the same time, the Center informed the audience about the content of the exhibition and addressed them about the importance of learning and remembrance of the victims of the Holocaust and Porrajmos and preserving of the cultural heritage and nurturing of the historical memory in the local environment.



## 7. Study circles

Various cultural, tourist, historical, artistic and other similar societies can also actively participate in the programmes of raising the public awareness about the Holocaust and the genocide against the Roma. With different free time activities devoted to keeping the memory of the victims of both genocides alive, both interest for the local history and the social engagement of individuals or groups of individuals operating in various societies, are encouraged.

<b>EXAMPLE – Arrangement of the Jewish cemetery and recording of its headstones</b>	
Programme implemented:	Jewish cemetery in Dolga vas
Implemented by:	Cultural Societies Association Lendava
Target groups:	Local community
Goals:	<ul style="list-style-type: none"> <li>• Reconstruction of local history;</li> <li>• Reconstruction of the lives of the former Jewish communities in the local environment;</li> <li>• Development of social responsibility.</li> </ul>
<p>In Lendava, before the Second World War, there lived a numerous Jewish community, which significantly co-designed the economic and social development of the city. The Jews of Lendava were deported to Auschwitz in April 1944 and the majority of them were murdered soon after their arrival to the camp. Lendava today is a city without Jews. However, the preserved synagogue and the cemetery, as well as some fronts and shop windows of the former Jewish houses and shops on the central city street remind us of the former co-citizens. With the aim to keep the memory of the Jewish community of Lendava alive, the Cultural Societies Association Lendava prepared a project, in the framework of which the members of the Association and its member societies catalogued the headstones at the Jewish cemetery and cleaned the cemetery, as well. With the cataloguing of the headstones, they created a precious documentation which will preserve the memory of the Jews of Lendava even after a possible unexpected lost or destruction of the headstones.</p>	
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## IV. EXPERT MEETINGS, ROUND TABLES AND LECTURES

Despite numerous research work, testimonies of the survivors, the preserved documentary and archival material and other material remains, relics of the Holocaust and Genocide of the Roma, which convincingly testify about two of the cruellest crimes against the humanity in all its history, attempts both to negate and not to recognise the genocide against the Roma is dangerously strengthening. With negation and non-recognition, discourse and propaganda which negate and distort historical facts, and at the same time, incite racial hatred which revives open anti-Semitism and anti-Gypsyism. Negation and distortion of facts about the Holocaust, as well as the Genocide of the Roma, have to be condemned and fought against, inter alia, with encouraging further research of the both genocides in all their dimensions, as well as teaching about their reasons and consequences at schools and universities, in various communities and other institutions. The expert public, which takes the key role in these activities, presents its research findings at expert meetings, round tables and in the framework of other similar events.


### 1. Round tables

The aim of round tables is to encourage and develop a wide public debate about social and moral questions, relating to the historical experience of the Holocaust and the genocide against the Roma and other forms of mass violation of human rights. Round tables are intended for the expert, political and general public and can be organized anywhere. Round tables enable active interaction between all groups of participants or dynamic dialogue both between the invited debate participants, as well as between the latter and the audience.

<b>EXAMPLE – Round table and presentation of a public initiative</b>	
Programme implemented:	Public initiative for proclamation of the 26 April as the National Slovenian Victims of the Holocaust Remembrance Day
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor
Target groups:	Decision-makers, the media, general and expert public
Goals:	<ul style="list-style-type: none"> <li>• Emphasizing of the importance of commemoration of the survivors, victims, rescuers and liberators;</li> <li>• Development of social responsibility;</li> <li>• Nurturing of democratic citizens' personal responsibility.</li> </ul>
<p>In the framework of the <i>Stone Tears</i> project, the Center of Jewish Cultural Heritage Synagogue Maribor designed an initiative for declaring the 26 April the National Slovenian Victims of the Holocaust Remembrance Day. The initiative was presented publicly at the round table at which we hosted Erika Fürst, a Jew of Prekmurje and Holocaust survivor, the chief rabbi of the Jewish community in Slovenia, Rabbi Ariel Isacco Haddad, and established historians and researcher of the Holocaust and anti-Semitism on Slovenian soil. With the organization of the round table, we wanted to ensure political support for the initiative at the same time, therefore we invited representatives of several ministries and Slovenian Government, as well as representatives of foreign embassies in Slovenia.</p>	
	



## 2. Expert lectures

Expert lectures performed by acknowledged historians and researchers of the Holocaust and the Genocide of the Roma and topics, related to them, also represent opportunities for presentation of research findings from the field of anti-Semitism, anti-Gypsyism, racial persecution, genocides, violation of human rights etc. They are intended for widest expert and general public.

<b>EXAMPLE – Lecture on the history of the Holocaust in Slovenia</b>	
Programme implemented:	Fatal April of 1944
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor
Target groups:	General and expert public, university students, university professors, researchers
Goals:	<ul style="list-style-type: none"> <li>• Recognition that the Holocaust and Genocide of the Roma were a loss for the civilization both globally and for individual countries in which they happened or were directly involved;</li> <li>• Reconstruction of the lives of the former Jewish and Roma communities in the local environment;</li> <li>• Raising of an awareness of the danger of radical, extremist movements and totalitarian regimes.</li> </ul>
<p>At the beginning of the Second World War on the soil of the former Yugoslavia, Slovenia was divided among German, Italian and Hungarian occupiers. Immediately after the occupation of Slovenian Styria, Carinthia, Upper Carniola and part of the Lower Carniola, the German occupiers started to persecute the Jewish population. In the Italian occupation area, which included Ljubljana, Inner Carniola, the Coastal region and the prevailing part of the Lower Carniola, persecution of the Jewish population started to increase after the Italian capitulation. In Prekmurje, the centre of Jewish life in Slovenia before the beginning of the war, mass deportations of the Jews started after the Germans had occupied Hungary. Just with the beginning of mass deportations in April 1944, the Slovenian Jewish community experienced the fatal blow: in the Holocaust, approximately 86 per cent of all Slovenian Jews lost their lives. In striving to nurture the memory of the victims of the Holocaust in Slovenia and to develop the awareness about the Jewish culture, history and heritage on Slovenia soil as an integral part of the Slovenian cultural and historical tradition, the Center organizes various activities on 26 April to commemorate this sad milestone in Slovenian history. On the occasion of the Slovenian Victims of the Holocaust Remembrance Day in 2015, we prepared an expert lecture by an acknowledged historian and researcher of the Holocaust in Slovenia Dr Marjan Toš.</p>	
	

### 3. Expert meetings

Expert meetings are intended for presentation of new findings and results of the research from the field of the history of the Holocaust, the Genocide of the Roma and anti-Semitism and anti-Gypsyism in the past and today. They address the widest expert and general publics, as well as political decision-makers and the media, and strengthen the historical and collective memory at the same time and encourage critical thinking, intellectual curiosity, and last but not least, further research.

<b>EXAMPLE – Expert meeting</b>	
Programme implemented:	Each Year One Name
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor in cooperation with different partnering organizations
Target groups:	Expert and general public, the media, political decision-makers, university students, researchers, university professors, educational workers, primary and secondary school headmasters, secondary school youth
Goals:	<ul style="list-style-type: none"> <li>• Recognition that the Holocaust and Genocide of the Roma were a loss for the civilization both globally and for individual countries in which they happened or were directly involved;</li> <li>• Encouraging of critical, independent thinking about the past;</li> <li>• Raising of an awareness of the modern forms of the anti-Semitism, anti-Gypsyism, xenophobia and all forms of hatred.</li> </ul>
<p>On the occasion of the International Holocaust Remembrance Day, the Center of Jewish Cultural Heritage Synagogue Maribor in cooperation with numerous partnering organizations organizes traditional annual expert meeting <i>Each Year One Name</i>. The expert meeting was designed as a symposium where Slovenian and foreign researchers present the findings of their recent research from the field of the history of the Holocaust and the Genocide of the Roma. One of the presentations is always devoted to an individual who was persecuted during the Holocaust or saved the Jews from certain death with his or her brave, unselfish and determined actions. Expert meetings have been organized since 2010, at each individual meeting we prepare a free accompanying publication with abstracts of the articles of all participating lecturers. The expert meetings have been well attended, also by secondary school and university students, and the number of foreign participating researchers and experts in the history of the Holocaust and Porrajmos and in related topics has increased.</p>	
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## V. EDUCATIONAL PROGRAMMES

With different educational programmes, we strive to invite especially educational workers, students and volunteers to actively include into the preparation and performance of the Holocaust and genocide against the Roma learning and remembrance programmes. The more they will know about the both genocides, their reasons and consequences, the more firmly and consistently they will be able to transfer it forward. Thus the present and future generations will be helped to gain understanding and recognition of the reasons of the Holocaust, Porrajmos and other similar genocides and develop their compassion with the victims and thinking about the indelible consequences of racial or any other persecution.

### 1. Teacher education

In the national curricula of the countries in which the Jewish population was not numerous, the learning about the Holocaust is, as a rule, limited only to some basic information on this historical experience, while the fate of the Roma population in the times of the national socialistic rule of terror is not even mentioned. Therefore it depends on the commitment of the teacher how much time he or she will devote to the teaching of his or her children about the Holocaust and Genocide of the Roma and what activities for reaching the learning goals about the both genocides will he or she perform. In encouraging the educational workers to more engaged teaching, we can contribute a great deal with organization of various educational programmes which provide additional professional education in the field of the history of the Holocaust and Genocide of the Roma and training in educational approaches. By doing this, we also enable them to exchange opinions and experience and present them examples of good practice.

<b>EXAMPLES – Seminar for educational workers</b>	
Programme implemented:	Jews in Slovenia and their fate during the Second World War – the Holocaust
Implemented by:	National Education Institute of the Republic of Slovenia, Ministry of Foreign Affairs of the Republic of Slovenia, Center of Jewish Cultural Heritage Synagogue Maribor
Target groups:	History and citizenship education and ethics teachers, primary and secondary school headmasters, curricula creators
Goals:	<ul style="list-style-type: none"> <li>• Emphasizing of the importance of commemoration of the survivors, victims, rescuers and liberators;</li> <li>• Consolidation of activities in the field of education about the Holocaust and Genocide of the Roma;</li> <li>• Development of intellectual curiosity;</li> <li>• Raising of an awareness of the modern forms of the anti-Semitism, anti-Gypsyism, xenophobia and all forms of hatred.</li> </ul>
Seminars are the most frequent education form in the system of further education and training.	

They are intended for gaining new and up-grading the existent knowledge, as well as for professional and personal growth of an individual and the collective. Numerous museums, memorial and research institutions, like for example Yad Vashem and Memorial and Museum Auschwitz, regularly organize various international trainings and seminars for educational workers, where they are trained for teaching about the Holocaust, Genocide of the Roma and other Nazi crimes. Proper professional trainings must be provided at the national level, as well. One of the first such seminars for educational workers which was, regarding the topic, devoted to presentation of the history of Judaism and the Jews on Slovenian soil and their fates during the Holocaust, was organized as late as 2014. In the organization, the National Education Institute of the Republic of Slovenia, the Ministry of Foreign Affairs of the Republic of Slovenia, or its Human Rights Department and the Center of Jewish Cultural Heritage Synagogue Maribor connected. At the seminar which took place at the former Jewish synagogue, established experts and researchers of the topics discussed lectured and the participants deepened their professional knowledge about the Holocaust and Slovenian Jewish community and gained additional knowledge for teaching about the Holocaust in Slovenian schools.

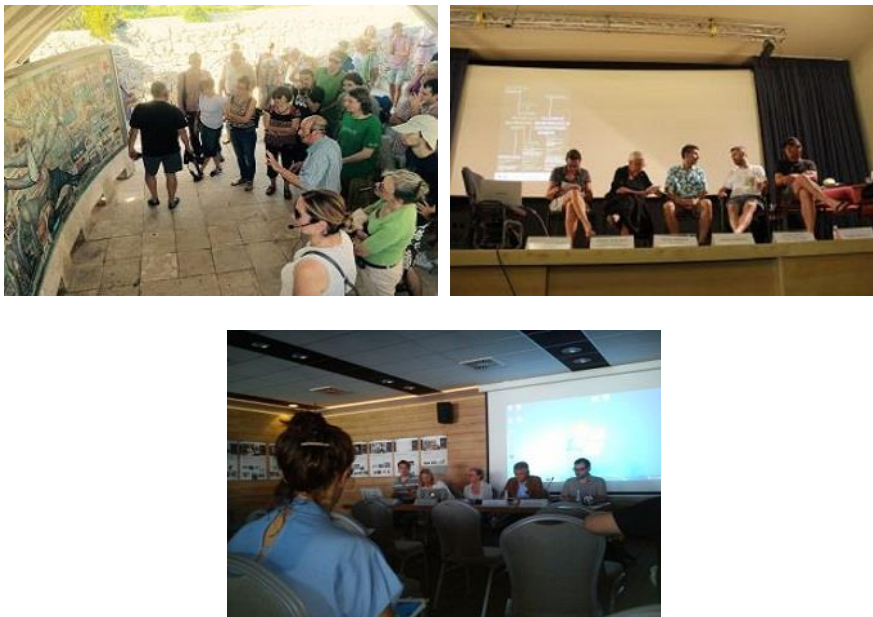


## 2. Summer schools

Summer schools represent a special form of intensive further education and training which is performed concentrated within a short time period. As a rule, they are intended for training and gaining functional knowledge of individual target groups. They comprise several various programmes, from lectures, workshops to round tables, discussions and other learning activities.

<b>EXAMPLE – Summer school</b>	
Programme implemented:	Culture of Remembrance in Contemporary Europe
Implemented by:	Documenta – Center for dealing with the past, “Ante Zemljar” Goli otok Society, Volunteers' Centre Zagreb
Target groups:	Expert and general public, local community, political decision-makers, volunteers, artists, culture creators
Goals:	<ul style="list-style-type: none"> <li>• Development of social responsibility;</li> <li>• Raising of an awareness of the danger of radical, extremist movements and totalitarian regimes;</li> <li>• Protection of cultural heritage;</li> <li>• Development of social responsibility;</li> <li>• Nurturing of democratic citizens' personal responsibility.</li> </ul>
<p>The <i>Culture of Remembrance in Contemporary Europe</i> summer school was designed as an expert meeting of established experts, historians, curators, activists and artists from several European countries. It was intended for development of the discourse about remembering the victims of the Second World War and post-war communist and socialist regimes. With numerous activities, lectures, discussions, workshops and study guided tours of memorial sites on the isle of Rab</p>	

(memorial cemetery Kampor as part of the former fascist concentration camp) and the nearby isle of Goli otok (the premises of the post-war prison for political prisoners), the participants of the summer school got to know the challenges, possibilities and the effects of the practices of remembrance in various national frames. The summer school was intended also for the local community and raising of its awareness about the importance of preserving and nurturing the historical memory within the community. Inter alia, it was attended by volunteers from different European countries. Before the summer school, they participated in the *Landscape of Remembrance* international working and educational camp, within the framework of which they cleaned and arranged the memorial complex on the isle of Goli otok. By doing that, the volunteers also shared the symbolic message about the necessity of preserving a dignified attitude towards all victims of repression, which is, last but not least, consolidated with development of proper educational and museology contents at the sole memorial sites.



## VI. PUBLISHING AND PRESS CONFERENCES

The awareness of the importance of the Holocaust and Genocide of the Roma remembrance and learning and strengthening of the both social responsibility and the responsibility of each individual for nurturing of the historical memory can be encouraged also by publishing professional articles in various media and in professional and popular publications, with public presentations of these publications, with preparation of films and film screenings, press conferences and press releases. These activities address most varied target groups and they are intended both for broadening of the knowledge about the historical experience of both genocides and the understanding and recognizing of their reasons and consequences. With providing a platform for publication of the articles, contributions and research findings, we encourage further professional research into the history of the Holocaust and Genocide of the Roma and the related topics at the same time.

## 1. Publishing

<b>EXAMPLE – Publication of collective volumes</b>	
Programme implemented:	Jews in Slovenia: History and Holocaust, Porajmos – the withheld Genocide of the Roma
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor
Target groups:	Expert and general public, educational workers, primary and secondary school headmasters, university students, university professors, researchers, ethnic minorities, NGOs and volunteers, decision-makers, the media
Goals:	<ul style="list-style-type: none"> <li>• Recognition that the Holocaust and Genocide of the Roma were a loss for the civilization both globally and for individual countries in which they happened or were directly involved;</li> <li>• Fighting against Holocaust and anti-Semitism denial;</li> <li>• Recognition that the genocide against the Roma, which occurred during the Second World War, is a historical fact.</li> </ul>
<p>Beside its regular programme activities, the Center of Jewish Cultural Heritage Synagogue Maribor carries out publishing activities, in the framework of which it publishes different publications, exhibition catalogues, monographs and professional collective volumes. The research into the history of the Holocaust on Slovenian soil multiplied in the last decade and offer an increasingly clear picture about the fate of the Slovenian Jewish community which is characterized with “physical absence” and the presence of “anti-Semitism without the Jews” in today's Slovenian society. Contrary to this research, the research of the fates of the Roma in the time of the genocide against them have been rather sporadic and gained impetus only in the last years. In the complex of the endeavours to holistically present both the history and the consequences of the Holocaust and the history and the consequences of the Genocide of the Roma, we publish articles of Slovenian and foreign historians from the fields of the Holocaust, anti-Semitism, anti-Gypsyism and the Genocide of the Roma which highlight the discussed topics from different angles in the collective volume <i>Jews in Slovenia: History and Holocaust</i> and <i>Porajmos – the withheld Genocide of the Roma</i>. In doing so, we strive that the public who receives the collective volumes free of charge, recognizes the publications as handy professional and learning material.</p>	
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## 2. Presentations of the published publications

Presentations of the publications published either within the framework of the Holocaust and Porrajmos remembrance and learning programmes or learning about the history and cultural historical tradition of the Jewish and Roma communities in a particular environment, also represent an important segment of raising awareness and sensitizing of the public to anti-Semitism, anti-Gypsyism and other forms of hatred and intolerance. The presentations offer an opportunity not only for popularization of the recent research in the fields of the mentioned topics but also for development of critical dialogue both in the expert public and the general and other publics.



**EXAMPLE – Presentation of a collective volume**

Programme implemented:	Jews in Slovenia: History and Holocaust
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor in cooperation with different partnering organizations
Target groups:	Expert and general public, educational workers, primary and secondary school headmasters, university students, university professors, researchers, ethnic minorities, NGOs and volunteers, decision-makers, the media
Goals:	<ul style="list-style-type: none"> <li>• Emphasizing of the importance of commemoration of the survivors, victims, rescuers and liberators;</li> <li>• Encouraging of critical, independent thinking about the past;</li> <li>• Raising of an awareness of the modern forms of the anti-Semitism, anti-Gypsyism, xenophobia and all forms of hatred.</li> </ul>


The publication *Jews in Slovenia: History and Holocaust* represents a series of collective volumes in which professional articles and contributions by Slovenian and foreign experts and researchers in the history of the Holocaust and the related topics are published. It is the first thematically rounded publication of this kind with which we encourage, on the one hand, the Slovenian public, and partly the foreign one, to deepen their knowledge about the fates of the Jews during the Holocaust and about the historical experience of the Holocaust in the local, regional, national and/or international area, and on the other hand, the expert public to carry on the research in the field. At the publication of an individual volume, we prepare a public presentation in cooperation with the editors and the authors of the articles published in the volume and other experts and researchers of the history of the Holocaust. Public presentations encourage the public interest for recognizing the reasons and consequences of the Holocaust and provide an opportunity to join the public discourse about the importance of respect for human rights. The presentations take place either at the Center of Jewish Cultural Heritage Synagogue Maribor or are hosted at different cultural, research, museum or educational institutions in Slovenia and abroad. They are often organized in environments where the knowledge of the public about the Holocaust is scarce or non-existent, since thus we encourage the development of the historical and collective memory about the Holocaust as one of the cruellest crimes against the humanity.



### 3. Book presentations

<b>EXAMPLE 1 – Presentation of a literary work on the topic of the Holocaust</b>	
Programme implemented:	Miriam Steiner Aviezer: <i>The Soldier with the Golden Buttons</i>
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor, Scientific Research Centre of the Slovenian Academy of Sciences and Arts
Target groups:	Expert and general public, educational workers, primary and secondary school headmasters, university students, university professors, researchers, ethnic minorities, NGOs and volunteers, decision-makers, the media
Goals:	<ul style="list-style-type: none"> <li>• Identification with the victims and keeping alive the memory of them;</li> <li>• Emphasizing of the importance of commemoration of the survivors, victims, rescuers and liberators;</li> <li>• Appreciation of human rights, especially of minorities, development of an awareness of human and civil rights.</li> </ul>
<p>The novel <i>The Soldier with the Golden Buttons</i> by Miriam Steiner Aviezer is one of the first Slovenian literary works dealing with the topic of the Holocaust. In the youth novel, the author tells a story on the basis of her own experience of the Holocaust, about a 6 year old girl Bibi, her transport to a concentration camp, her feelings of fear of the threatening soldiers and feelings of being abandoned by the mother who was not able to protect the girl from the cruel fate. During the time of the deportation, Bibi was for four days separated from her mother and when they met again, she was no longer a child. The novel was published for the first time in 1964, and 51 years later it was reprinted by the Publishing House of the Scientific Research Centre of the Slovenian Academy of Sciences and Arts. The novel belongs among the youth literature on the topic of the Holocaust and we recommend it especially to primary and secondary school children. At the reprint of the novel, numerous presentations all around Slovenia were organized, one of them took place at the Maribor Synagogue.</p>	
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<b>EXAMPLE 2 – Presentation of the guidebook of the Jewish heritage in Slovenia</b>	
Programme implemented:	Tracing Jewish Heritage: A Guidebook to Slovenia
Implemented by:	Pavelhaus – Laafeld/Potrna, Center of Jewish Cultural Heritage Synagogue Maribor
Target groups:	Expert and general public, educational workers, primary and secondary school headmasters, university students, university professors, researchers, ethnic minorities, NGOs and volunteers, decision-makers, the media

Goals:	<ul style="list-style-type: none"> <li>• Development of intellectual curiosity;</li> <li>• Protection of cultural heritage;</li> <li>• Raising of awareness of local, regional and national heritage;</li> <li>• Reconstruction of the lives of the former Jewish communities in the local environment.</li> </ul>
<p>One can raise the public awareness of the Holocaust and Genocide of the Roma, as well as the fates of the Jewish and Roma communities in the time of the Second World War also with book presentations, which encourage learning about the Jewish and Roma history and culture in local environments or individual countries. The guidebook of the Jewish heritage on Slovenian soil provides important information about the historical engagement of the Jewish people into Slovenian economic, social and cultural space, and addresses the readers and the guidebook users also about the grim fates of the Slovenian Jews during the Holocaust and the consequences of the fact that the community has been forced to the margins of the historical memory afterwards. On the occasion of the International Holocaust Remembrance Day, the publication was presented in Laafeld in Austria, which thus broadened the knowledge about the Jewish cultural and historical tradition, as well as about the persecution in the times of National Socialism to the neighbouring cultural and ethnic area.</p>	
	

#### 4. Film screenings

In the framework of the Holocaust and Genocide of the Roma remembrance and learning, various target groups can be addressed also with public screenings of documentary and feature films thematically connected to the fate of the Jewish and Roma population on European soil which provide a basis for thinking about the fate of an individual and a community to which an individual belongs, and about human rights. With the use of audio-visual tools, one of them are films, sensory perception and subtle responses of the public are encouraged. When watching a film, the public empathizes with the fate of the victims more easily and recognizes the heroism of all who resisted all forms of racial hatred, intolerance and persecution. After film screenings, which are part of the programme activities of the Holocaust and Genocide of the Roma remembrance and learning, it is advisable to perform a debate or a round table with public discussion relating to the screened film and its message.

<b>EXAMPLE – Documentary film screening</b>	
Programme implemented:	Klara Kukovec
Implemented by:	Center of Jewish Cultural Heritage Synagogue Maribor in cooperation with different partnering organizations
Target groups:	General public, local community, primary and secondary school youth, educational workers, primary and secondary school headmasters, university students, university professors, researchers, the media

Goals:	<ul style="list-style-type: none"> <li>• Gaining better understanding of history;</li> <li>• Reconstruction of local history;</li> <li>• Encouraging of critical, independent thinking about the past;</li> <li>• Development of intellectual curiosity.</li> </ul>
<p>The short documentary film <i>Klara Kukovec</i> tells an unusual life story of an individual who had to overcome numerous obstacles on her life path as a woman, wife, mother, doctor and a Jew. Klara had a difficult life but with her unbelievable power, firm decisiveness and dedication, she overcame even impossible obstacles. Klara Kukovec's story which starts in the last decades of the 19<sup>th</sup> Century and ends with her death in the late 1970s, provide numerous opportunities for thinking about the role of an individual in the local environment, about how his or her position and fate are influenced by the social and political circumstances and dependent upon them. Klara's story addresses all generations and calls to think about the past and its influence to the design of the modern society, as well as about human rights. So far, the film has been presented at several different cultural and educational institutions. Relating to the learning about the Holocaust, we especially encourage its use in history and civic education and ethics lessons.</p>	
	

## 5. Press conferences and press releases

Press conferences and press releases are communication tools for raising the awareness and sensitizing the media and the public for different social and political issues. At the same time, we can call also for critical thinking about the interaction of the past and the present and encourage proactivity regarding the questions in connection to human rights. In the framework of the Holocaust and Genocide of the Roma remembrance and learning, press conferences and press releases are used to inform the media about important events and relating programmes and accompanying activities and encourage them to pass the presented contents to the widest public, with which they help to actively raise the awareness of the public about the reasons and consequences of the Holocaust and Genocide of the Roma.

<b>EXAMPLE – Press conference</b>	
Programme implemented:	Commemoration of the Remembrance Day of the Victims of the Jasenovac Concentration Camp
Implemented by:	Documenta – Centre for dealing with the past
Target groups:	The media, general public
Goals:	<ul style="list-style-type: none"> <li>• Gaining better understanding of history;</li> <li>• Encouraging of critical, independent thinking about the past;</li> <li>• Development of the ability of mutual understanding and justice.</li> </ul>
<p>On the occasion of the anniversary of the attempt to escape from the Jasenovac camp in 1945, a press conference for the media was prepared in Zagreb on 22 April 2015. The non-governmental organization Documenta wanted not only to pay tribute to the memory of all victims of this cruel Ustashe camp but also to warn about the inappropriate attitude of the Croatian legislative,</p>	




executive and judiciary authorities towards the Jasenovac internee survivors and towards the heritage of the Second World War. In Croatia, the 22 April is commemorated as the Remembrance Day of the Victims of the Ustashe Persecution only by individual organizations, including Documenta. At the same time, they strive the day to be recognized as the National Remembrance Day of the Victims of the Ustashe and Nazi Persecution.



## 6. Interviews, articles, reader's letters

One can raise awareness of the public about the importance of keeping the memory of the victims of the Holocaust, Porrajmos, the Nazi persecution and genocides in general and learning about the historical circumstances which led to the cruellest crimes against humanity, also by preparation or publication of professional articles, columns, reader's letters or interviews in print and other media.

<b>EXAMPLE 1 – Article published in a daily newspaper</b>	
Publication:	Newspaper “Delo”, 24 January 2015
Target groups:	General public, local community, the media
Goals:	<ul style="list-style-type: none"> <li>• Identification with the victims and keeping alive the memory of them;</li> <li>• Recognition that the genocide against the Roma which occurred during the Second World War, is a historical fact;</li> <li>• Reconstruction of the lives of the former Roma communities in the local environment;</li> <li>• Raising of an awareness of the modern forms of the anti-Semitism, anti-Gypsyism, xenophobia and all forms of hatred.</li> </ul>
In an article published by the main Slovenian daily newspaper <i>Delo</i> , an acknowledged Slovenian researcher of the history of the Holocaust and Genocide of the Roma drew attention to the Roma victims of the Nazi genocide who are still overlooked in the Slovenian expert and general public.	

<b>EXAMPLE 2 – Interview, broadcast live from a TV studio</b>	
Publication:	Radiotelevision Slovenia, TV Maribor, 12 November 2015
Target groups:	General public, local community, the media
Goals:	<ul style="list-style-type: none"> <li>• Reconstruction of local history;</li> <li>• Reconstruction of the lives of the former Jewish and Roma communities in the local environment;</li> <li>• Recognition that the Holocaust and Genocide of the Roma were a loss for the civilization both globally and for individual countries in which they happened or were directly involved;</li> <li>• Raising of an awareness of the danger of radical, extremist movements and totalitarian regimes;</li> <li>• Raising of an awareness of the modern forms of the anti-Semitism, anti-Gypsyism, xenophobia and all forms of hatred.</li> </ul>
<p>Two co-workers of the Center of Jewish Cultural Heritage Synagogue Maribor talked about the history of the Jews on Slovenian soil, about their engagement in the cultural and historical, as well as economic development of Slovenian lands and the cruel consequences of the destruction of the community in the Holocaust. At the same time, they drew attention also to the problems of the post-war marginalization of the Jewish community in the historical and social memory and the danger of the increase of hate speech and intolerance in the contemporary society.</p>	

## Sources: Declarations and Definitions

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## Appendix I: The Holocaust

On 27 January 1945, soldiers of the Soviet Red Army liberated the notorious and most cruel Nazi concentration camp Auschwitz. In the concentration camp, the Nazis performed mass executions of Jews, Roma and Sinti, Slavs and other religious and social groups unwanted by the Nazi regime with cold, industrial efficacy and calculation. When the Red Army soldiers and the American allied soldiers after them saw the first scenes at the camp, starved and ill captives and piles of dead skeletons, they were shocked and horrified by the brutality of the Nazi crimes. Soon after the liberation of Auschwitz and other concentration camps, they revealed the Nazi atrocities to the global public.

When the Nazis took power in Germany in 1933, the situation for Jews considerably worsened. A period of worship of the new German chancellor Adolf Hitler began. He increasingly instigated intimidation of Jews and violence against them. This happened practically every day, due to this dreadful discrimination many Jewish families decided to leave Germany as early as the first years of the national socialistic government but due to increasing anti-Semitism, the majority of countries did not want to accept them. The fire of violence against Jews especially flared up after 1935 with the adoption of the Nuremberg laws. They did not solve the "Jewish question" and therefore it pervaded all key questions of the government after 1935. The feeling that "the Jews are a secondary race" became universal. The next radical move of the German "destructive anti-Semitism" was Kristallnacht in November 1938. At this time numerous synagogues in the Reich were damaged, burnt down and totally destroyed, Jewish shops were plundered and demolished, Jewish property was confiscated. Even in 1941 when the Second World War spread extensively towards the east of Europe, "the total solution of the Jewish question on European territories under German authority" was not yet formally accepted. But a "policy of destruction" was ordered, according to which "relocation" became an official euphemism for genocide. A shadow of the danger of death fell on European Jews. In autumn 1941 when bloody retribution with Jews raged in East Europe and when the notorious "Einsatzgruppen" collected groups of a thousand Jews, shoved them to ditches and pits and shot them mercilessly, a decision to deport German Jews to the East was made and in Auschwitz gas chambers were built. The plan of the total destruction of European Jews was officially finalised at the conference in Wannsee near Berlin on 20 January 1942. At the conference, Reinhard Heydrich made it clear that "the final solution" will include transport and death of all Jews, incapable of forced labour. The remaining ones will be sentenced to labour until death. The Nazi policy of race hatred that spread with propaganda of hatred and with massacres culminated in the extermination of European Jews and their culture. "The final solution" began to be carried out methodically with a mechanically, technologically and bureaucratically cold and lethally efficient system of mass killings employing gassing. The largest death camps on the Nazi maps of "ashes and death" were Auschwitz-Birkenau or Auschwitz II, Belzec, Chełmno, Majdanek, Sobibór, Treblinka etc. The Holocaust destroyed six millions Jews, including more than 1.2 million Jewish children.

The Holocaust is an episode in history of total dehumanization that, due to its unparalleled circumstances and extension of its consequences, radically changed not only historiographical and sociological views and theories about humanity but also all protocols of historical commemoration and the meaning of the preservation of historical memory for living and future generations.

Dr Marjan Toš, Marjetka Bedrač

## Appendix II: The Holocaust and Slovenian Jews

After medieval expulsions of Jews from Slovenian lands (in 1496/97 from Styria and Carinthia, in 1515 from Carniola), a stronger presence of Jews on present-day Slovenian territory can again be traced by the second half of the 18<sup>th</sup> century. One third of them lived in Murska Sobota, one third in Lendava and one third in villages where they were merchants, butchers and innkeepers. In 1889 in the Prekmurje area lived as many as 1107 Jews. They fostered the development of numerous branches and enabled the building and development of industrial plants, trade and wholesale business, as well as typography in Murska Sobota and Lendava. They were carriers of many cultural initiatives and contributed to the progress of the landscape alongside the river Mura.

In both of the largest cities, Murska Sobota and Lendava, they significantly contributed to economic development and progress. In Lendava, they played a crucial role in the development of economy, as well as industry and financial business. In Murska Sobota, they were carriers of the development of trade (including wholesale business) and crafts (typography, as well). In both cities, they fostered cultural development; some of them exercised white-collar professions. As a matter of interest one should mention that they generally did not expose themselves in the sphere of politics. After the First World War, the number of Jews in Prekmurje decreased. Some of them left due to the annexation of the landscape to the new Kingdom of Serbs, Croats and Slovenes, since they were fiercely attached to Hungary. Between both world wars, Slovenian Jews were first annexed to the Zagreb religious community, however, in 1929 they annexed to Israelite religious community of Murska Sobota, which demonstrates the influence of the Jewish community in Prekmurje. According to the population census in 1931, in the area of Yugoslav Slovenia (Drava Banate) lived 820 Jews, 269 of which lived in Murska Sobota and 207 in Lendava.

After the attack on the Kingdom of Yugoslavia by axis powers in April, the Jews of Prekmurje experienced a short German occupation and afterwards lived under the Hungarian occupational government. In April 1941, the members of Kulturbund and Germans plundered their property for a short time. After the allocation of Prekmurje to Hungary the situation quietened down somewhat. However, it changed radically after the occupation of Hungary by the Germans on 19 March 1944 when the Nazis took power and started to perform the most systematic cleansing of the Jewish population yet on the territory occupied by Hungary, i.e. in Prekmurje, as well. Determined and fatal cleansing of the Jewish population in Prekmurje started in spring 1944. On 26 April 1944, the largest group of Jews of Prekmurje was collected in Lendava and Murska Sobota and transferred first to Čakovec and to Nagykanizsa afterwards, from where the Nazis conveyed them by waggons to Birkenau which represented the assembly centre for the largest camp of death – Auschwitz. They arrived there at the end of April and beginning of May. This, first and largest transport of Jews of Prekmurje comprised 367 people. The majority ended their lives in Auschwitz on 21 and 22 May 1944. The second, somewhat smaller wave of deportations happened in autumn 1944. According to the data collected so far, 392 Jews from Prekmurje were killed. Only a handful survived Auschwitz.

After the end of the Second World War, only 65 Jews of Prekmurje returned home. This was only a reminder of the once powerful and socially influential Jewish community that had gradually totally vanished. Today Prekmurje is a landscape without Jews, only historical memory of them has remained and it fortunately returns to the consciousness of the population living there. What reminds us of the once powerful and recognizable Jewish community in the landscape alongside the Mura is the renovated synagogue in Lendava along with the Museum of the Holocaust, Jewish cemetery in Dolga vas near Lendava, a memorial in Murska Sobota where a synagogue demolished in 1954 stood and the renomination of the memorial park in Murska Sobota back to the Jewish Cemetery, Murska Sobota.

## Appendix III: The Genocide of the Roma

The Roma and Sinti are still waiting for complete acknowledgement of the suffering that the Nazi regime caused to them. Officially, Germany paid tribute to the memory of Roma and Sinti, killed in the Nazi genocide that is in various Romany dialects referred to as Porrajmos, Pharrajimos, Samudaripen, Kali Trash, Mariben, Holokosto etc., as late as 2012. In 2010, the Council of Europe, that has endeavoured to make the 2 August Roma Genocide Remembrance Day, published a special declaration in the memory of the Roma and Sinti killed on 2 August 1944 in the Auschwitz-Birkenau concentration camp and wrote that “we must never allow the painful memories to fade”. The long-standing silence about the Genocide of the Roma during the Second World War has deep roots that extend to the 19<sup>th</sup> and the beginning of the 20<sup>th</sup> century when in the majority of European countries laws against “Gypsies” were adopted and helping the members of this ethnic community was an illegal action. The silence about the “Gypsy” suffering during the war spread through the long post-war years, all the way to 1979. And in many a place it still lasts, as if we were not ashamed of the killer's bloodstained hands from Auschwitz, Jasenovac, Danica near Koprivnica, Sajmište, are we?

Between 1939 and 1945, the Nazis killed almost 500 thousand Roma, according to recent estimations approximately 600 thousand or even up to one million and a half. The genocide against the Roma started to be massively exercised especially after 16 December 1942 when Heinrich Himmler ordered the deportation of all “Gypsies” of the Roma and Sinti lineage that lived in the territory of the Third Reich. Heinrich Himmler, one of the main organizers and executors of the Nazi genocide, the head of the Nazi concentration camps and a great fighter against the “Romany plague”, unremittingly invented anti-Romany laws and decrees for a mass destruction of Roma. On 16 December 1942 he published that Roma, as well, had “matured” for “Sonderbehandlung”, i.e. a “special treatment”, which meant deportation into death camps. The majority ended up in the concentration camps of Auschwitz-Birkenau, Treblinka, Chełmno, Jasenovac, Mauthausen, Buchenwald, Dachau and Bergen-Belsen. In the Auschwitz death camp, Roma had to wear a dark triangle and were given the letter Z tattooed onto their arm. On 15 November 1943, Himmler officially paralleled the Roma with the Jews and thus “the final solution of the Romany question” began. The historical truth that discrimination of the Roma (and the later genocide against them) in Germany began before the discrimination of Jews is often forgotten, whereat numerous discriminatory documents referred to the “new sciences of the racial characteristics of people and other living beings” that appeared already in the 18<sup>th</sup> and 19<sup>th</sup> century. According to these racial theories, “alien blood species in Europe are only Jews and Roma”. The Holocaust against Jews is not a questionable historical fact, while the Genocide of the Roma is still the “Forgotten Holocaust”.

Dr Marjan Toš

## Appendix IV: List of Holocaust Remembrance Days in individual countries

<b>Austria</b>	<b>5 May</b> – Annual Day of Remembrance against Violence and Racism in memory of the victims of National Socialism (on the anniversary of the liberation of the Mauthausen camp in 1945)
<b>Croatia</b>	<b>22 April</b> – Events for the commemoration of all victims of the Jasenovac camp (on the anniversary of the escape attempt of the prisoners from the camp in 1945)
<b>Czech Republic</b>	<b>8 March</b> – Events for the commemoration of the victims of the Holocaust (on the anniversary of largest mass killing of the Czech Jews in Auschwitz-Birkenau in 1944)
<b>France</b>	<b>16 July</b> – Commemorations on the anniversary of the Vel' d'Hiv Roundup, the German-ordered mass arrests and expulsion of the Jews from Paris by French police in 1942
<b>Germany</b>	<b>9 November</b> – Commemorative events on the anniversary of the Kristallnacht in 1938
<b>Hungary</b>	<b>16 April</b> – National Holocaust Memorial Day (on the anniversary of the establishment of the first Jewish ghetto in Munkács, today in Ukraine, in 1944)
<b>Israel</b>	<b>April/May (27 Nisan)</b> – National Holocaust Memorial Day ( <i>Yom HaShoah</i> ; on the commemoration of the Warsaw ghetto uprising in 1943)
<b>Latvia</b>	<b>4 July</b> – National Holocaust Memorial Day (on the anniversary of the burning of the Choral Synagogue with the Jews locked inside it in Riga in 1941)
<b>Lithuania</b>	<b>23 September</b> – National Holocaust Remembrance Day (on the anniversary of the destruction of the Jewish ghetto in Vilnius in 1943)
<b>Poland</b>	<b>19 April</b> – National Holocaust Remembrance Day (on the anniversary of the Warsaw ghetto uprising in 1943)
<b>Romania</b>	<b>9 October</b> – National Holocaust Remembrance Day (on the anniversary of first deportations from Northern Romania to Transnistria in 1941)
<b>Serbia</b>	<b>22 April</b> – National Holocaust, WWII Genocide and other Fascist Crimes Victims' Remembrance Day (on the anniversary of the escape attempt of the prisoners from the Jasenovac camp in 1945)
<b>Slovakia</b>	<b>9 September</b> – Victims of the Holocaust and Racial Violence Commemoration Day (on the anniversary of approval of the "Jewish Codex" in 1941, with which the persecution of the Jews in Slovakia began)

\*For more information see: *Holocaust Remembrance Days in IHRA Member Countries (as of January 2014)*, IHRA, accessible at: [https://www.holocaustremembrance.com/sites/default/files/holocaust\\_remembrance\\_days\\_in\\_ihra\\_member\\_countries\\_as\\_of\\_january\\_2014\\_final.pdf](https://www.holocaustremembrance.com/sites/default/files/holocaust_remembrance_days_in_ihra_member_countries_as_of_january_2014_final.pdf) [8 May 2014].