



 centropa

ANNUAL REPORT

2017

“History begins when there
are no more people to ask.”

FROM THE NOVEL *MAYBE ESTHER*, BY KATJA PETROWSKAJA

CREDITS

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Highlights in 2017

1 new film produced

2 new books published

2 new websites rolled out

3 new exhibitions shown

9 seminars held for **276** teachers in **8** countries

1 summer academy held for **83** teachers from **17** countries

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Centropa in 2017

Centropa was founded in 2000 with two goals in mind: to use the newest technologies to preserve Jewish memory in the lands where it had been all but wiped out, then to disseminate our findings to the largest possible audience.

Although we interviewed 1,263 elderly Jews still living in fifteen European countries, we never used video in those interviews. We wanted to sit with our respondents in their homes, point to their family pictures dating from the end of the nineteenth century to the beginning of the twenty-first, and ask: who is in this picture? What can you tell me about them?

We were searching for Jewish memory—as told by those who lived through everything a horrid century could throw at them. Between 2000 and 2009, one hundred forty people worked for us as interviewers, editors, historians, coordinators, scanners, and transcribers. And what we secured is unlike any other archive of Jewish memory, anywhere—a total of 22,000 digitized, annotated photographs and documents that are available at the click of a mouse, the swipe of a finger.

Back in 2000, our goal was that in a few years we would close up shop and move on to other projects. But with two articles about us in *The New York Times*, along with two *National Public Radio* pieces, and articles in *The Times of London*, *The Guardian*, *Ha'aretz*, *Die Zeit*, and *Der Standard*, teachers were writing to us in ever greater

numbers, offering to help turn our stories into educational programs.

We were glad to have their help, and working alongside teachers has been our leitmotif ever since. We never hand them a boxed curriculum because we quickly realized that they know what will work with their students better than anyone.

2017 marked our twelfth year in education, and with the inclusion of Moldova and Ukraine we now have well more than five hundred schools in our network. Ninety percent of them are public schools and this report will tell you about our progress in places as diverse as inner city Newark, farm towns in Serbia, and in the heart of Tel Aviv.

Because Centropa has, literally, digitized memory, we have been able to adapt to new media in ways we could not have dreamed of in 2000. Since then, the world of social media and new technology has changed radically, but one thing has not: for as long as man could communicate, we have been addicted to stories. The magic in Centropa is that we combine the annotated pictures we've collected with both old and new technologies to create traveling exhibitions, walking tour apps, multimedia films, printed catalogues, and eBooks.

This annual report will illustrate how we tell stories, and how, even in these dark times, we challenge stereo-

types and bring people together. To do that, we raise around a million dollars a year; we spend just about the same amount. Those dollars help us run social programs for Holocaust survivors in Vienna and Budapest; bring Holocaust education to students in inner city and rural schools in America and in countries like Hungary, Poland, and Ukraine; and we invest in teachers through professional development seminars that send them back to their classrooms inspired, motivated, and better equipped than ever to take the story of Jews in twentieth century Europe and make it relevant and meaningful for their young charges.

This annual report is filled with examples of how we do all this, and if what we do resonates with you we'd be glad to have your support. For seventeen years, we have taken a very different approach to preserving Jewish memory and disseminating our findings, so please join us in partnership and we can make an even greater impact.

Sincerely,



Edward Serotta



On the left, a photograph from June 1943, when nine-year-old Judit Kinszki and her father Imre were clowning around in a park near their flat in Budapest while Judit's fourteen-year-old brother Gabor snapped this picture. By March 1945, Gabor had been murdered in Buchenwald, Imre had vanished on a death march from Sachsenhausen, and Judit and her mother had survived the horrors of the Budapest Ghetto, with Judit carrying the family pictures in her backpack. On the right, eighty-three-year old Ju-

dit is sharing her life story with a group of students in Budapest. Judit could only spend half an hour with the students that day. That's because she had a guitar lesson afterwards, and later that day she would be teaching drama in a poor school just outside of town.

This is why we were founded. This is what makes us unique. This is what we are preserving for generations to come.

PART ONE

The Centropa Archive: Where personal stories meet the enormity of history

In every annual report, we take a few pages to share some of our most compelling interviews, and we begin here with a profile of Panni Koltai, who we interviewed in Budapest in 2003 when she was ninety-three years old.

A century in one family



This is us, the Friedmann sisters in 1937 in Eger. My oldest sister, Piri Deri, is on the left, next to her is Rozsi Schwarz, then Bozsi Spiegel, and I am on the right.

Back then, Eger had two synagogues: a Neolog [similar to Conservative Jewry today] and an Orthodox. We went to the Orthodox synagogue on high holidays, but on Fridays we went to the Neolog. We girls used to chatter and laugh and gossip about the boys from above [from the women's gallery] and we leaned over as we ogled at them.

We never thought that things [antisemitism] would degenerate to the point that they did a few years later. It really took us by surprise. We had read the anti-Jewish laws but we would have never thought that such things could actually happen.



My parents, Ferenc Friedmann and Aranka Friedmann, in our courtyard in Eger in 1938. Dad was a master tailor, and a gentlemen's tailor, at that. There was another tailor opposite us but he was a peasant tailor, as it was called then. A gentlemen's tailor made proper suits and dad was a very accurate, meticulous master tailor and turned out beautiful work.



My sister, Bozsi Spiegel, with her daughter Julika. The photo was taken in Eger in 1943. Bozsi had married Pal Spiegel a few years before, but Pal committed suicide because he had terrible asthma and he jumped out of the window from their home. If Bozsi had remained in Pest in 1944, she probably would have survived, but she wanted to go back to my parents in Eger. And off they went to Auschwitz together. Bozsi and her daughter were gassed immediately, just like my parents. Julika was six years old. She was to go to school that year.



As close to a wedding photo that I have of Istvan, or Pista, Koltai and me in Cece in 1937, and we are holding our dog, Hektor. Pista was born Izidor Greiner and magyarized his name to Istvan Koltai. He had been a member of the Social Democratic Party and was imprisoned for four months in the 1930s. He was arrested so we had to leave Eger.

Pista got this job in a lumberyard in the village of Cece, and when I got off the train in the evening and started looking for the village I found nothing and said to myself: 'It's ok, I will find the rest of the village in the morning.' I woke up to find there was nothing there, just wilderness. I couldn't stand living in a village but I knew I had to get used to it.



This is the 1973 wedding photo of my son, Karcsi. His wife's maiden name is Eva Erdos, and the wedding took place in the civil registry office in Zuglo in Budapest. It really mattered to me if Karcsi married a Jewish girl because I had such an attachment to the world I was born in, but I told Karcsi I would accept whoever he chose. But Eva is indeed Jewish—a very clever, very kind woman. Eva is a chemical engineer by profession but she works in foreign trade.



My grandson Andris Koltai's wedding in the courtyard of the Lauder Jewish School in August 2002. It was a traditional Jewish wedding with everything: you had the chuppah, the rabbi, and all. Rabbi Tamas Raj married them. On the right in the front is Andris and, next to him, Nora Koltai, née Gervai. Their parents are behind them. I was there, so were other relatives and friends and colleagues. There were even friends from abroad, from Israel, the Czech Republic, and America. Andris and Nori met in the Lauder Jewish Youth Camp in Szarvas.



Watch our short film on Panni Koltai here.

Note: In 1942, Istvan Koltai, Panni's husband, was conscripted into forced labor while Panni and her sister Piri fled to Budapest, where they survived the Budapest ghetto. At war's end, their sister Roszi returned from deportation and Istvan was released from forced labor.

Stories from a prewar world

The Jewish world of Central and Eastern Europe is no more. While other oral history projects focused on asking survivors to describe all that their families endured during the Shoah (and nearly all of them relied on video in their interviews), very few asked them to share their pictures and stories of how their

families lived before the destruction. We at Centropa spent nine years seeking out the oldest living Jews we could find—those who remained in Europe—and we asked 1,263 of them to share with us their memories, and their pictures, of the entire century.



Kosovo

The Passover Haggadah was read by all the family members in Hebrew. We would go around the table taking turns reading. During the reading, one child would sling a satchel with the matzot over his shoulder, then all the other children would follow him around the table, recreating the exodus from Egypt. I was told no one does this in Ashkenazi homes. I can't imagine.

Like many people in Pristina at the time, we had a Turkish-speaking maid so we also spoke Turkish with her. At home, we spoke Ladino with each other and in school Serbo-Croatian. Among the different nationalities: Serbs, Muslims, Albanians, Jews, and Gypsies, there was no nationalism. We got along well, we all respected each other, and there were no incidents. And there were no tendencies for the Jews to be on either the side of the Serbians or the Muslims. I had good relations with both Serbian and Muslim boys.

Interviewee: Nisim Navon
Year of photo: 1936
Photo taken in: Pristina
Interviewer: Rachel Chanin

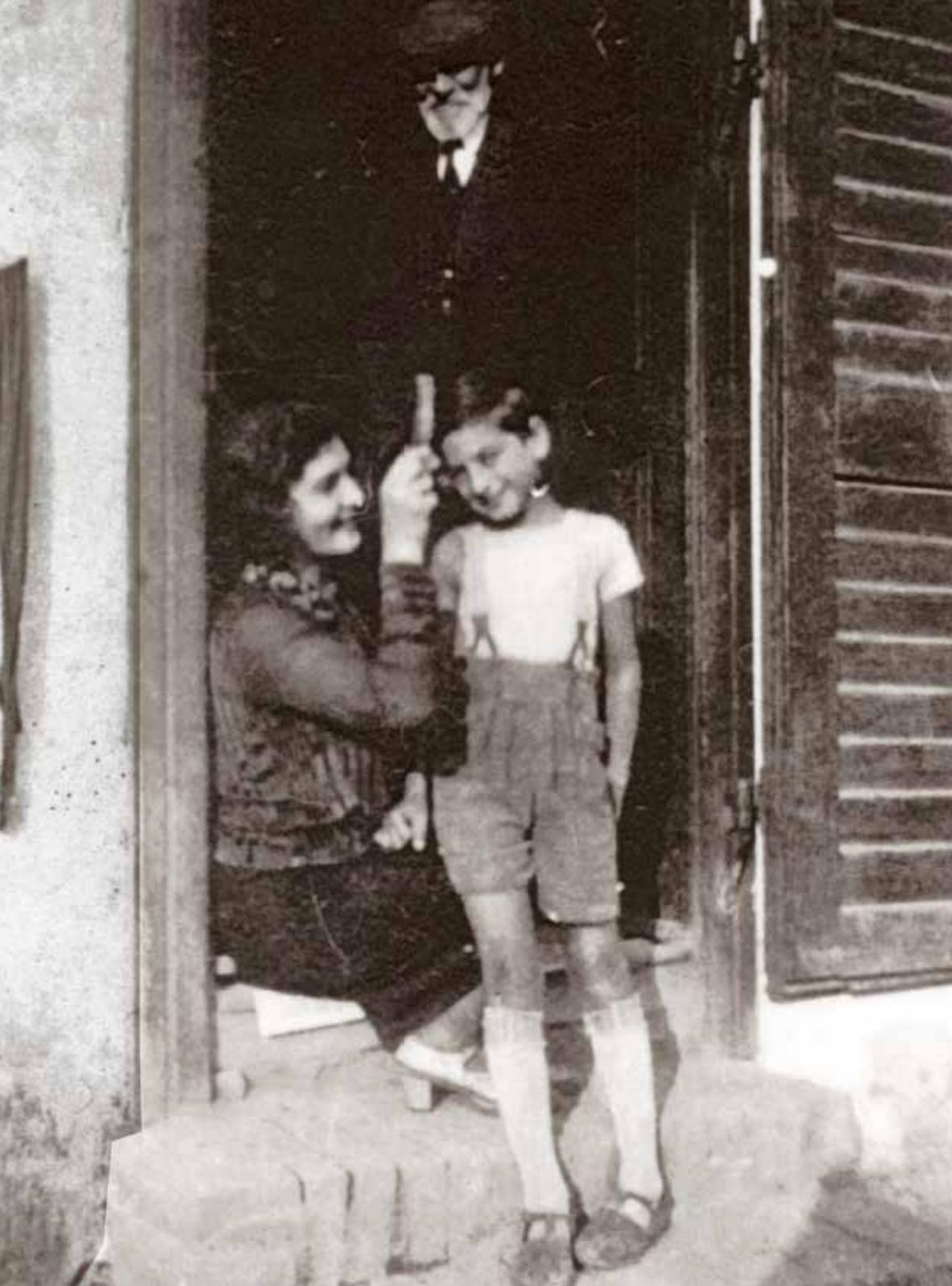
Romania

This is my father's sister, Nety Herscu, at the wedding of Ilie Herscu, one of their brothers. All of our relatives lived in Iasi, which had a huge Jewish community, but Nety went off to a wedding in Campulung la Tisa and brought back this picture. Nety was always very elegant. She's wearing a sort of top hat and long dress and is smoking a cigarette. As I think is obvious, Nety was a woman who knew how to live. She was the bridesmaid for Ilie's wedding, although obviously not dressed like that. Like most of the family, Nety spoke Romanian, Yiddish, and German.

Aunt Nety was born in 1912, and she was my father's youngest sibling. Father was a grain merchant and he was so pleased when Nety married a man named Iosif, a watchmaker. They, like we, survived the war in Iasi, although all the men went through hell in labor brigades. Aunt Nety and Iosif had one daughter, Dori, and they left for Israel, where Nety and Iosif died in the 1980s and Dori is still alive and has been working as an accountant forever, it seems.

Interviewee: Tili Solomon
Year of photo: 1937
Photo taken in: Campulung la Tisa
Interviewer: Solomon Francisca





Slovakia

That's my grandfather, Moshe Cvi Pressburger, standing in the doorway of his tiny house in Galanta, Aunt Fina, and me. I spent a month living there one summer; it is etched forever in my memory, partially because it was such a beautiful summer, and back then Grandfather was eighty years old.

So, from our beautiful four-room apartment in the center of Bratislava with all the modern conveniences—like indoor plumbing—I came to Grandfather's poor but so cozy little two-room house. There was no indoor plumbing; we washed ourselves in a washbasin and would pour water into it from a pitcher. We drew the water from a well in the courtyard with a bucket and there were wooden latrines out back.

I had a scooter with me and ran about Galanta, here and there, free as a bird. I mainly 'scootered' two, three streets away over to my uncle Max's, who lived there with some of his grown children, the ones who hadn't yet left home. On warm days, Grandfather sat outside on the street on a stool, looking around and smoking cigarettes. On Saturday I would walk with him to synagogue where Uncle Max would lead the prayers and his three sons sang as a choir for him. And during the weekdays, I would go to the synagogue courtyard where all the older boys were always playing football [soccer], and I was overjoyed when they would sometimes take mercy on me and let me play.

Interviewee: Abraham Pressburger

Year of photo: 1932

Photo taken in: Galanta

Interviewer: Martin Korcok

Wartime: three partisans profiled

If you were a Jew living in German-occupied Europe or in one of its allied countries in the early 1940s—no matter what your age—you were living under a death sentence. The government of Nazi Germany and far too many of its allies and accomplices were sending soldiers and police to look for you, and if they found you they were dispatching you to your death in gas vans, before firing squads, or in ghettos and in the death camps.

Centropa interviewed 1,263 Jews still living in Europe, and aside from the two dozen we interviewed in Turkey and the seventy in rump Bulgaria, every single one of them had been forced to run for their lives.¹ Between 1938 and 1940, most of our Austrian interviewees managed to flee to Palestine or the United Kingdom. In 1941, many of our interviewees in Russia, Ukraine, and the Baltics fled the onslaught of German, Romanian, Hungarian, and Italian troops by running to Central Asia. But far too many of our Polish, Hungarian, Romanian, Macedonian, Croatian, Bosnian, Greek, Czech, and Slovak interviewees were rounded up, sent to ghettos and concentration camps, and, somehow, miraculously,



they cheated the death sentences that had been written for them. Most of the families of our interviewees did not survive; their lives have remained haunted ever since.

In this wartime section from our archive, we present annotated stories of three young partisans—Elena from Russia, Fania from Lithuania, and Rahela from Bosnia. Here are excerpts from their interviews, as well as a bit of information about them, and if you had been a German soldier during the Second World War we would have enjoyed introducing you to these three Jewish women. Because they would have killed you.

¹ We are not suggesting that the Bulgarian government rescued its Jews. Every Bulgarian Jew was fired from his or her job, stripped of their assets, and most were forced out of their homes and men sent into forced labor. Angel Wagenstein, a Bulgarian Jewish writer told us, “We were raped, not murdered. But you don’t thank someone for raping you.” The Bulgarian government sent every Jew in occupied Macedonia and Greece to their deaths. To this day, successive Bulgarian governments have refused to apologize.

Elena Levin Drapkina

Note: Elena was born in 1924 in Minsk. While growing up, she was a record-holding swimmer and attended school until the ninth form. When the war broke out and the Germans occupied Minsk [June 1941], Elena and her family were forced into the Nazi ghetto of Minsk, where she was selected for forced labor and had to load and unload freight cars for the Germans. Her father Osher, her mother Ginde, her two siblings Hirsh and Saul, and many of her relatives were murdered by the Germans. In July 1942, right after a pogrom in the ghetto, Elena escaped with the help of partisans. Elena remained in hiding in the countryside until she joined a Moscow partisan group in the fall of 1942:

'Here I am as a partisan, and I became a member of the Moscow landing group in September 1942. I remained a partisan until we joined up with the Soviet Army in July 1944. At first we were just a group, then the group grew into a brigade, later the brigade developed into a formation. All the time we operated in the same region and our base was in a village called Stayki [Belarus]. In 1943, I was wounded (a piece of shrapnel went into my back) and I was taken to the partisan hospital, which had been set up in an earthen bunker. They gave me blood transfusions and sent me to a farming family to recover. The family asked no questions; they were glad to support us.

I returned to duty and became a commandant of another small village. From time to time, Germans appeared in our villages but they didn't dare approach Morozovka (my village), because on the way there were a lot of other villages controlled by partisans.

In July 1944, once we were part of the Soviet Army, we were told to "clean" the woods. The Germans broke up into small units and hid, and it took us a week to chase them down.'

After the war, Elena moved to Leningrad, studied dentistry, and married Wolf Drapkina. Although her husband was a member of the Communist party, they held a hurriedly religious wedding in a synagogue in 1946. In 1947, Elena gave birth to their son Alexander. Wolf died suddenly in June 1949, and Elena raised Alexander alone. Elena retired in 1985, and when we interviewed her in 2006 she was in her mid-eighties, and since the fall of Communism she walked the one and a half hours to synagogue every week.



Interviewee: Elena Levin Drapkina

Year of photo: 1944

Photo taken in: somewhere near Minsk

Interviewer: Vera Postavinskaya

Fania Brantsovskaya

Note: Fania was born in 1922 in Kaunas. Before WWII, she was a teacher and taught Belarusian, Russian, history, and physical education. In early September 1941, she and her family were forced to move in to the Nazi ghetto of Vilnius, where Fania joined an underground partisan organization. Together with other partisans she fled the ghetto in autumn 1942, but her mother, father, and sister were murdered by the Nazis. After her escape she joined the partisans in the countryside.

'I had been trained in shooting and installing mines. [...] My first task was to saw down the telegraph supports to break the communications. [...] I became a member of a group. I was given a rifle and then an automatic gun. I dragged it with me and took part in military missions. [...] We blasted trains and placed explosives in the enemy's equipment. We shot and killed them. Yes, I did, I killed them and did so with ease. I knew that my dear ones were dead and I took my revenge for them and thousands of others with each and every shot. Mikhail [her future husband] was at the head of a group. [...] On 13th July, 1944, we went on another mission. When we returned, the unit was preparing to march to Vilnius. The Soviet army was in town when we arrived. Vilnius was liberated. I was happy and sad walking familiar streets. I knew I would never see my father, mother, or sister again.'

Fania and Mikhail married in July 1944. In 1945, they were part of the Lithuanian delegation in the Red Square in Moscow at the Victory Parade. They raised their two daughters, Vita and Dina. Fania, well into her nineties, continues to speak on her years in the partisans.

Interviewee: Fania Brantsovskaya
Year of photo: 1943
Photo taken in: the forests
Interviewer: Zhanna Litinskaya



Rahela Perisic

Rahela was born in 1922 in Sanski Most. She remained in hiding in the countryside for the first months after the German invasion. Only an attack of Serbian units saved her from imprisonment by the Ustashe. In 1944, Rahela was selected to be part of the top leadership in the Central Committee of Anti-Fascist Youth.

'This is a picture of me with my younger brother Moric, who was also in the partisans. Moric actually had a bar mitzvah while serving—that's how young he was, and that's how many Jews there were in the partisans—because a group of doctors taught him the prayers.'

From 1944 until 1945, I held a variety of responsibilities and positions in the partisans. Once, the enemy attacked our liberated territory and people began to scatter. Many mothers fled with weak children. Many children ran around like mad, fell in flames, and disappeared. At the time, I was in the 10th Krajiski brigade. I gathered these children, saved them from sure death, and took them back to a safe place. They were put up in a children's dormitory in Lika, which was established during the war. In honor of my effort to save as many children as possible, I was decorated with a medal of courage.'

After the war, Rahela married her husband Ilija, settled in Belgrade, and became the mother of three children: Simo, Predrag, and Miljenko.

Interviewee: Rahela Perisic

Year of photo: 1944

Photo taken in: Turbe (then wartime partitioned Yugoslavia, currently Bosnia and Herzegovina)

Interviewer: Klara Azulaj



Stories from a postwar world

Even though the great Jewish communities of Central and Eastern Europe had been destroyed by the Nazis and their accomplices, some Jews did remain in these lands. They were not many in number but they all had stories to tell—of the coming of Communism, the Soviet invasion of Hungary in 1956, the Warsaw Pact tanks that rolled through Czechoslovakia in 1968, and how

they felt about the fall of Communism in 1989 and 1991. Yet very few other oral history programs ever sought them out, and if they did, it was not to ask about their postwar lives. Their stories from the late 1940s until the 2000s are a treasure chest for scholars researching postwar Jewish history—and Centropa has one of the very few archives they can turn to.

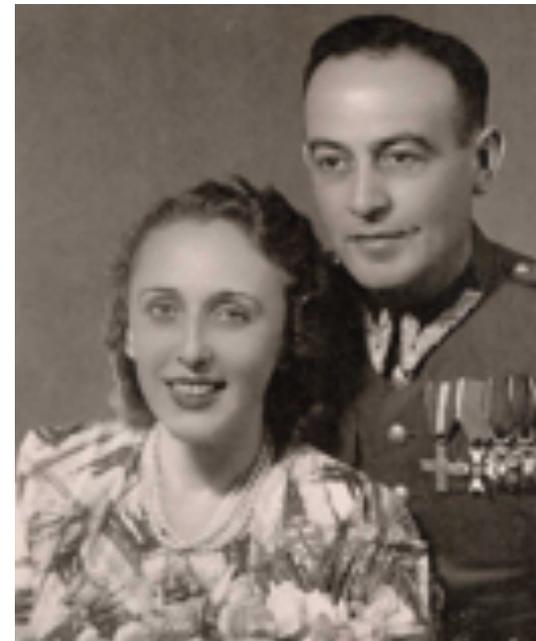
Poland

I was in charge of the Infantry Officers' School in Warsaw, but from 1947 on I was in Wroclaw. I organized an evening high school for cadets, since they didn't have high school diplomas. There was a slogan then: Not a high school diploma, but honest intentions will make an officer out of you. I hired a whole galaxy of teachers, and everyone got his diploma in three years.

It was in Wroclaw that I met Teresa Lichota, a very nice medical student. One afternoon I was walking her home when Teresa asked me, 'Are you married?' I said: 'No, I am not married, but I am going to get married soon.' 'To whom, if I may ask?' 'To you.'

Teresa is from Przemysl and comes from quite a wealthy Jewish family. She had spent the war years in Hungary. Her father was a physician, and had been mobilized for the war. And his entire regiment crossed the border and got interned. The Hungarians were unbelievably well-disposed towards Poles. My wife's family remained there the entire time as a Polish family. Teresa returned to Poland in 1945. So we got married, and finally settled in Warsaw. Andrzej was born in Lodz in 1951. At present, Andrzej—our only child—is a professor of neurology in Warsaw.

Interviewee: Michael Friedman
Year of photo: 1949
Photo taken in: Wroclaw
Interviewer: Anka Grupinska





Moldova

This is me while on a walk with my dog, Rex, who lived with me for sixteen years. It was taken in Kishinev in 1978, so let me tell you how I got Rex in the first place.

I urgently needed heart surgery. Just after I checked in to the hospital, someone at work found out [Esfir worked as a bookkeeper in a factory] that I was going to need blood transfusions. While getting ready for surgery, the chief of the department came into my ward and said, 'Esfir Borisovna, a bus from your workplace has just delivered eighteen young men to give you their blood.'

'Where are they, my boys?' I asked.

'Don't worry, we've sent them to the blood transfusion office.' he replied.

I started crying, of course, sobbing, 'What have you done! They didn't bring me candy, they brought me their blood, but you won't even let me see them?' The doctor didn't want me to worry and joked, 'You know, because of your emotional reaction, having eighteen young guys in this ward would be too much, so let them visit you one by one after the operation.' He continued, 'Another tear from you and you will start getting saline transfusions, too. Stop carrying on like this!'

After the surgery I did see my boys, and a few weeks later my doctors recommended that I move into an apartment not higher than the second floor and to start walking a lot. Hence my lovely Rex.

Interviewee: Esfir Dener
Year of photo: 1978
Photo taken in: Chisinau
Interviewer: Natalia Fomina

Latvia

This is me at the Pesach celebration in the Rahamim social center of our Jewish community.

My husband died in 1985 and my mother, who lived to the age of ninety, died four years later. With my son and his family having their own lives, I was very much alone, quite isolated. But after 1990 the Jewish community was revived and I realized that somebody needed and remembered me. I began to regain my senses. Now I visit the community and have many acquaintances and friends there. This is my other home now.

Our Jewish choir is fifteen years old, and all these years I've been its monitor. I remember how it all started. About ten of us got together in a park and started recalling the Jewish songs of our childhood. Someone had an accordion and started tuning up and playing quietly. We were recalling the forgotten songs by words and lines and singing in the hallway of our Jewish community center. Hana Finkelstein, chairman of the charity center, suggested that we rehearse in her center. Then she purchased costumes for our performances and we began to collect songs and music and also searched for people to sing with us. We rehearse a lot, and we tour across Latvian towns that have a Jewish population. The choir members are old and ill, but when they sing you only see inspiration on their faces. They sing with their hearts, not with their throats.

Interviewee: Hana Rayzberg
Year of photo: 2005
Photo taken in: Riga
Interviewer: Ella Levitskaya



Café Centropa: Vienna and Budapest

Centropa is surely the only oral history institute with a social club for the people it interviewed, and in Vienna we've been holding monthly meetings since 2006. That means we've had more than one hundred twenty gatherings, which translates into an awful lot of apple strudel. In Budapest, we hold six to eight get-togethers each year, and at every event in both cities we invite an actor, a novelist, a musician, or an historian to perform for or speak with our members. Equally important: in both cities we bring in high school students to meet our seniors, and the students are asked to study the online biographies beforehand. That way, they meet the people they've been reading about, and it's impossible to tell who gets the most out of these meetings, the students or our seniors. Clearly, Alice Granierer, pictured here in Vienna, is enjoying herself very much.

Once a month, we send out newsletters between meetings and our teams follow up with phone calls. We send birthday and holiday cards, as well. In both cities, we hold Rosh Hashanah, Hanukkah, and second night seders on Passover that often draw more than one hundred twenty guests.

What we want to get across to all those we interviewed: you are not forgotten, you have friends, you have a place to go, and a friendly voice to be there for you.

These photographs, taken by Ouriel Morgensztern in Vienna and Robert Bacsi in Budapest, speak volumes about our program.





Café Centropa: Vienna and Budapest





Exhibitions

Visiting a Centropa exhibition is like opening a giant family album—one you can walk through, and every picture comes with its own story

Surely no one reading this annual report hasn't seen exhibitions with photographs of Jewish life in pre-Holocaust Europe, and we find one to be especially captivating. When the US Holocaust Memorial Museum opened its doors in 1993, aside from exhibitions on the history of the Holocaust itself, visitors found *The Tower of Faces*, a mammoth, two-story collection of studio portraits and informal snapshots all collected by one woman, Yaffa Eliach, from a single Polish/Lithuanian town: Eishyshok. Children at play, men at work, women walking arm in arm through a park. Knowing that only a handful of those pictured lived to see 1945 makes it infinitely more moving.

With our huge library of digitized family photographs—and the stories that go with them—starting in 2005 we began creating exhibitions based on our Romanian, Bulgarian, Ukrainian, Czech, Polish, and other interviews. We printed roll-up banners with the pictures on them, added the stories our respondents told us about those pictures, and divided them into color-coded themes: At Work, In School, In the Army, Religious Life, On Vacation, At Home, and Holocaust.

For thirteen years now, we have been bringing these exhibitions into schools, libraries, and cultural centers in the cities and towns in which these pictures and stories took place: Krakow and Kyiv, Budapest and Prague, Vienna and Bucharest, Sofia and Belgrade, and in over a hundred smaller towns and villages in thirteen countries.

Surely the most telling comment came from a high school student in Wroclaw who ran up to his teacher, Beate Skuza, and exclaimed, "Teacher, I didn't know Jews went to the beach!"

Thousands of people in every country have seen these Centropa exhibitions, platforms allowing those we interviewed to tell their stories and share their pictures with those who live in these cities now. The Jewish communities that once inhabited these towns are, for the most part, gone. But through exhibitions like these their stories are still with us. That

these exhibitions are available online, in every one of these languages, makes them that much more accessible for the general public, and for teachers and students.

Little wonder that we presented our Polish exhibition in nineteen cities between 2011 and 2017, our Hungarian exhibition traveled to twenty-eight cities, and most remarkably our Romanian exhibition has been shown in thirty-seven cities since 2007.

For 2017, we created *The Lost Sephardic World of the Western Balkans*, which combines personal stories and family pictures from our Balkan interviews, along with historical maps and descriptions of Jewish life in Dubrovnik, Split, Bitola, Belgrade, and Sarajevo.

In 2017, we also expanded two exhibitions for an ongoing Centropa program in Ukraine and Moldova and, like all the others, they are based on the interviews conducted in those two countries. You can find the program at trans-history.org.

The Ukrainian-Jewish Family Album is the single most popular exhibition we've ever produced, and since 2015 it has been shown in nineteen cities: in high schools, public libraries, universities, and cultural centers, and with another twenty-seven cities requesting it.

Starting in 2016, and expanding the program in 2017, we also took our story of La Benevolencija—the non-sectarian humanitarian aid agency working in Bosnia during the siege of Sarajevo in the 1990s—and created exhibitions that are now traveling throughout Poland, Hungary, and Romania (see the accompanying education section in this report to read about how we use this story of Jews and Muslims working together to open minds and touch hearts).





The Centropa Moldovan Jewish Family Album



The Centropa Ukrainian Jewish Family Album





Survival in Sarajevo in Romania and Hungary



Lost Sephardic World of the Western Balkans in Bosnia-Herzegovina and Croatia



Centropa publications in 2017

Books that take you places – and you don't even have to leave your armchair

Although we have established that Centropa was founded in order to preserve Jewish family stories, and we know that our film, exhibitions, and websites do such an impressive job of telling them, there is still something special about a book.

Each year, we turn our attention to our archive and publish books and catalogues that highlight our collection. These publications are filled with photographs and personal stories that take us through an entire century.

Es War Einmal in Wien is a German language compilation of the best of our Vienna interviews. Ten Viennese Jews share their stories of growing up, going to school, and joining religious (or, more likely, socialist) youth clubs, and those tales are followed by a second section filled with anecdotes of trying to escape the horrors that the Nazis, and far too many of their neighbors, had planned for them.

The third part of ***Es War Einmal in Wien*** tells how each of our interviewees returned to Vienna—none of them gladly—and, because of work or marriage or a sick relative, they stayed. Then came marriages and families and, now in their eighties and nineties, our respondents share their stories and pictures with us. These elderly Viennese Jews are truly the last of their kind.

The Hungarian Jewish Source Book is the sixth in a series. Also filled with prewar, wartime, and postwar interviews, the wartime chapters in this volume are far more harrowing than the Vienna stories. That's because while most Austrian Jews we interviewed fled the country after the Anschluss in 1938, Hungarian Jews felt that they were safe from deportations. And they were—until April 1944, when Adolf Eichmann arrived in Budapest.

In a matter of weeks, more than 400,000 Hungarian Jews were deported and ninety percent would not live to see liberation in 1945. Some 70,000 Jews survived the Budapest Ghetto, and they paint a grim portrait of what it was like in the last bloody months of the

war. In the months that followed, tens of thousands of half-starved family members returned from forced labor brigades and concentration camps, and while many Jews chose to leave Hungary, a great many—over one hundred thousand—decided to stay.

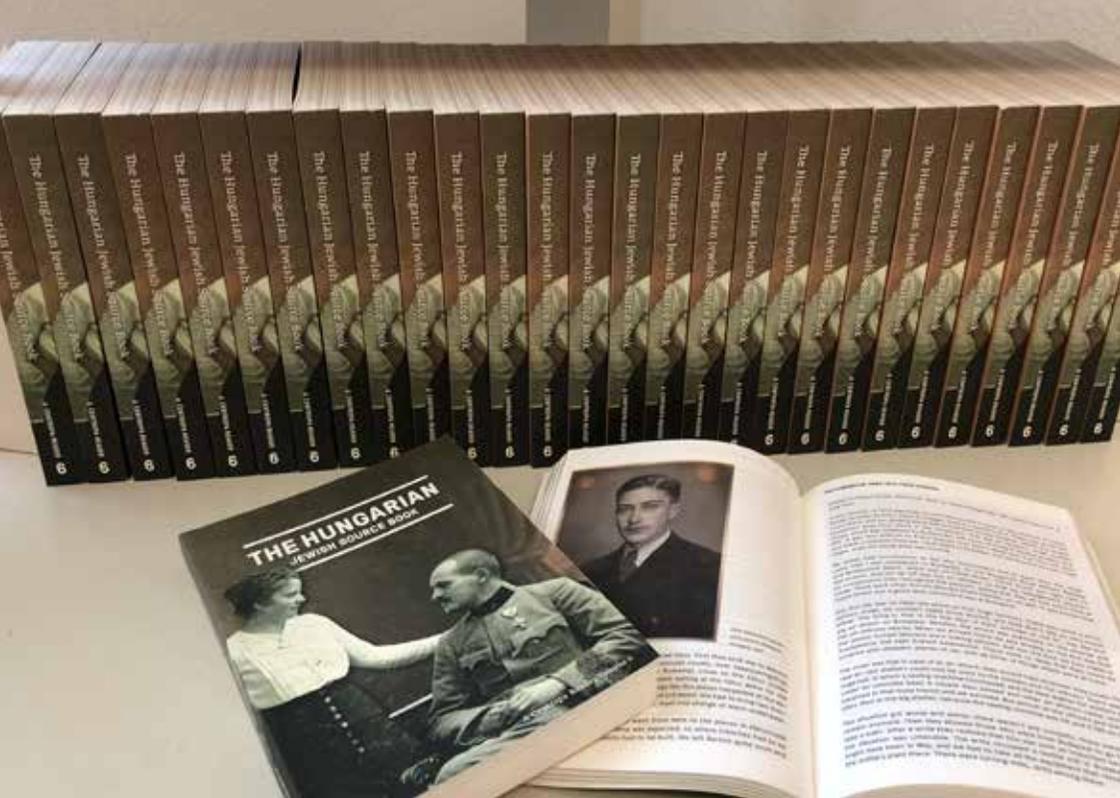
How does one put a life back together after surviving such horrors and losses? These are the stories they share with us in a compelling volume about 20th century Hungarian Jewish life that also includes essays on Budapest Jewry today, as well as important names and dates to know. ***The Hungarian Jewish Source Book*** has become our single biggest seller, and the English edition continues to sell briskly in Budapest bookstores.

The Centropa Moldovan Jewish Family Album

Moldova did not exist as a country before the Soviet Union's collapse in 1991, and during the twentieth century this slice of land between Ukraine and Romania had been occupied by the Russian Empire, the interwar Kingdom of Romania, then the Soviet Union.

During the Second World War, those Jews who did not flee to Central Asia were murdered by the tens of thousands. And while Jewish life was severely repressed during the four decades of Soviet occupation, once Moldova gained its independence in 1991, most Jews emigrated to Israel. A small but committed community remains today and has done an admirable job of rebuilding Jewish life.

That is why Centropa's work in Chisinau (Kishinev) is vitally important. With more than forty interviews conducted there in the 2000s, we digitized nearly a thousand pictures belonging to our interviewees, and our exhibition, and the accompanying catalogue, are comprised of their photos and stories. That makes ***The Centropa Moldovan Family Album*** an indispensable tool for learning just how Jews in this corner of Europe lived, fled, mourned, and rebuilt their lives.



Centropa on the web

Centropa's first website, in English, was launched in 2002. By 2008, we had Centropa sites in Hungarian and German, and together they now attract around two hundred thousand unique visitors every year.

These websites are much more than a home for our enormous archive of family pictures and stories. Ruth Ellen Gruber writes a column about traveling through Central Europe, and Jayne Cohen regularly writes columns on Jewish cooking.

We also offer downloadable eBooks, documentary films, and our award-winning personal story films set in a dozen different countries.



Roaming around Eastern Europe with Ruth Ellen Gruber (and others)

Ruth Ellen Gruber is an American writer, photographer, and public speaker long based in Europe who has chronicled Jewish cultural developments and other contemporary European Jewish issues for more than 20 years and currently coordinate the web site www.jewish-heritage-europe.eu. Ruth's latest books are "National Geographic Jewish Heritage Travel: A Guide to Eastern Europe," published in 2007, and "Letters from Europe (and Elsewhere)," published in 2008. In 2015 Ruth was the Distinguished Visiting Chair in Jewish Studies at the College of Charleston, SC.

TRIESTE

THE SHTETL ROUTE

THE POWER OF JEWISH TOMBSTONES

THE MAHLER TRAIL

SEPHARDIC TRAVELS THROUGH FORMER YUGOSLAVIA

PRAGUE

ON THE ROAD AND OFF THE BEATEN TRACK IN UKRAINE

LIPOT BAUMHORN TOUR

Essen around Eastern Europe with Jayne Cohen (and others)

The stomach, they say, assimilates last, and here's a page of great recipes and stories about the foods of Central and Eastern Europe. From recipes that were spawned by the short growing season and icy winters of northern Europe to our Sephardic recipes rich in eggplant and tomato sauces from southern Europe.

Sephardic Recipes

Askhenazi Recipes

Aside from her Centropa column, Ruth Gruber is also the author of one of our very favorite books, "Jewish Travel: Cooking which was illustrated for the James Beard Award as well as The Center for Jewish Studies. Jayne Cohen writes for print and web publications including The New York Times, Los Angeles Times, Boston Globe, Gourmet and Bon Appetit Magazines. Centropa.com, among others, and was the featured column writer and food blogger at Beyond Brandy: the Jewish Kitchen Magazine. Her lectures extensively about Jewish cuisine and culture, from radio and TV programs in London's Ghettofest, and her first together and moderated an annual program on Jewish cuisine around the world at New York's Museum of Jewish Heritage for the past several years. A native New Yorker, Jayne lives in Carmel-by-the-Sea with her husband, and their daughter, Annabelle, returns home to cook at every holiday.

PRASA KON NIZEL: BLEET MEATBALLS WITH WALNUTS

BRACHILE LU TORNE: TOMATO-LEMON SAUCE

APFELKUCHEN: ROSEMARY AND BROWN-BUTTER CAKE

KANT MARY'S HONEY CAKE

LETY BROSQUO LAMB: DZILA FROSH (ZING)

DATO DE MITZ DE: FETAIR ORALNUT AND CREAMY PASOOVER CAKE

PETTI DI POLLO AL: MELIGORARO E MELE: FROCKEN BRASITS WITH POMEGARANTE AND ANCHOVIES

ZENTEN RED PEPPER: M.L. & D.

BUCKEN BUTTER: BUCKEN BUTTER

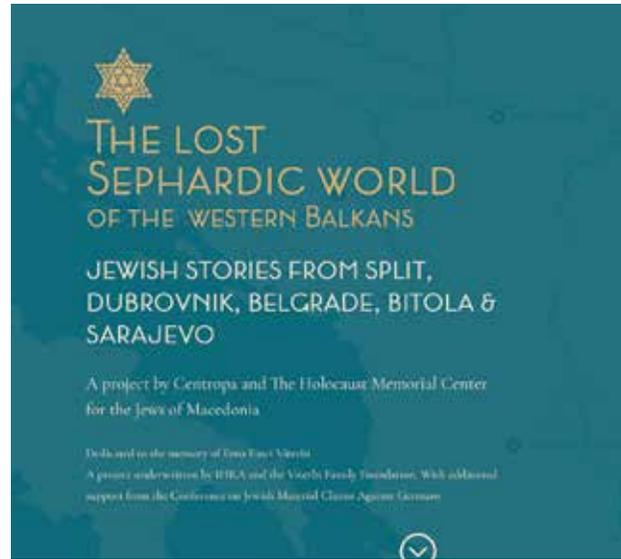


In 2017, we launched two thematic websites. Both are aimed at teachers and students, although both attract audiences far larger.

With support from the German Foreign Office, we have been working in Ukraine and Moldova, and, as seen in the previous pages, we have exhibitions traveling through both countries. In some cities, the exhibitions are displayed in schools, but more often than not we share them with the general public in cultural centers, universities, and regional libraries. That, in turn, drives visitors to our websites, where they enjoy finding online biographies, photographs, and films in Ukrainian, Russian, and Romanian—as well as English.



Trans.History



As you will also have seen in the previous section, we now have an exhibition traveling throughout Serbia, Bosnia, Croatia, and Macedonia, which tells the tragic story of the Balkan Sephardim through personal stories, maps, and essays. Everything that can be found online is also on our website in English, Serbian, and Macedonian.



The Lost Sephardic World of the Western Balkans



The film we chose to make for 2017, produced by Wolfgang Els in our Vienna office, tells the story of Rifka Altarac Vostrel and Elvira Kohn, who share with us stories of growing up in Split and Dubrovnik. When war came, both Rifka and Elvira fled to the partisans. Rifka, then fourteen, was spirited away to Italy and eventually Egypt, where her family waited out the war and returned to Croatia. There her father lived out his life as cantor for the Zagreb Jewish community, while Rifka married a diplomat, had a family, and traveled the world.

Elvira Kohn was a budding young photographer in Dubrovnik when she ran to join the partisans. She spent more than two years in the woods and on the side of mountains, fighting the Germans or running from them. All the while, Elvira took pictures. Elvira Kohn never married, and she donated her archive of photographs to the Croatian National Museum, which allowed us access to her wartime photographs for this poignant film.



The story of Rifka Altarac Vostrel and Elvira Kohn

Education

“If some pundits are convinced that kids today know nothing, it may well be because they know nothing about what kids today know.” **CATHY DAVIDSON, NOW YOU SEE IT**

As an organization that works in more than a dozen countries, we have found four universal truisms:

- stories are universal and stories connect us all
- no one teaches a teacher better than another teacher
- teenagers are looking for ethical models to follow
- students learn so much more through student-driven projects, rather than learning passively.

And although these days it is hardly a universal truism, we have one extra fundamental belief: we don't believe in borders.

In the difficult world in which we all currently live, one of the most important investments we can make is in teachers. That's because the best of civil society is, more often than not, incubated in our classrooms, where teenagers are challenged to think critically, explore original documents, argue their case, and share their knowledge with others. When they can create projects based on history with new technology and share their findings with students around the globe, their horizons expand, their world shrinks. And history becomes that much more relevant.

At Centropa, we believe in empowering teachers, not just lecturing them. First, we have learned that they need to write their own lesson plans, because when classroom teachers are not handed someone else's boxed curriculum or 'tool box' (the euphemism most often used for a pre-packaged curriculum), and develop one for themselves, they're far more apt to use it.

Second, when they have the chance to attend a Centropa weekend seminar—in Baltimore, Skopje, Kyiv, Krakow, Mannheim, or Jerusalem—they get to show off and share those classroom-tested lesson plans with teachers just like them.

Third, for the best and brightest (and those who can communicate in English), we bring up to eighty educators from nineteen countries to our annual summer programs to engage with historians, take historical walking tours, and brainstorm with teachers of history, world literature, and Social Studies—but in another language, and always from a different point of view.

Our goal is to create sustainable models, because we want the story of Jews in Central and Eastern Europe to be part of the heritage, and the educational conversation, in every country in which we work. We have learned that one doesn't get there by showing films on mass murder, deportations, and concentration camps, and in the next few pages we—and the teachers we work with—will share with you the programs that do work, and tell you why.

“The most significant thing I learned was that teachers everywhere have the same struggles and that it's an unwritten condition of our job description: go out there and break barriers. It moved me so much to listen to teachers who earn just a few hundred dollars a month talking of their passion for teaching. And when they showed me the videos and projects their students made, who are often in worse financial shape than they are, I said to myself, then my kids, all of whom depend on financial aid, can do this, too.” **SHALINI SARKAR, HASTINGS HIGH SCHOOL, HOUSTON, TX**



Top left: forty-eight teachers from all over the Balkans watching one of our films in Sarajevo, November, 2017.

Center: Svetlana Sakivska from the ORT school in Kyiv, showing off a lesson plan to a teachers' seminar in Lviv, March 2017.

Right: two students in Theresa Dennis' class in Baltimore.

Bottom row: one hundred twenty Polish students at a Centropa seminar in Krakow's Galicia Jewish Museum, December 2017.

Israeli schools

2017 HIGHLIGHTS

- One seminar in Jerusalem for twenty-four teachers
- Eight Israeli teachers attended our annual Summer Academy
- Our Polish exhibition traveled to two schools in the Tel Aviv area
- Four lesson plans submitted by Israeli teachers
- Nine student projects submitted

2017 was our seventh year working in Israel, and in that time we held nine seminars for one hundred seventy-nine teachers and have brought seventy-six Israeli educators to our summer programs

We now count forty-seven Israeli teachers as very active, meaning they use our content at least once each year, and another two dozen draw on Centropa's Hebrew language website at least once every other year. In Israel, three programs make us unique:

First, our partnership with the National Library of Israel (NLI). By cooperating with each other, and by holding most of our seminars at NLI, the Library's staff watches our films with us, then provides ancillary, archival content that students and teachers can draw from, either online or in NLI itself.

Second, our traveling exhibition, ***Jewish Witness to a Polish Century***. On eight oversized panels, sixty-four photographs—and the stories that go with them—take our Israeli teenagers into the world of Polish Jews in ways most of them never knew existed: secular Jews, just like them, playing soccer, walking in the park, families going skiing, along with, of course, more Orthodox families, too.

The wartime stories of this exhibition are as gripping and harrowing as one can imagine, but what makes ***Jewish Witness to a European Century*** unique is that all of the stories and pictures are told by Jews who remained in Poland, and they take us through the postwar decades, the antisemitic campaign of 1968, and the overthrow of Communism in 1989.

But an exhibition that simply travels to a school so students can shuffle around in front of it benefits no one. That is why, working with our Israeli teachers, we replicated the entire exhibition on a Hebrew language website, and teachers now have their pupils explore each

family story at length, create projects about the Centropa stories, and then produce short videos about their own families' journeys.

Third: every summer, we bring our best and most creative Israeli educators to our annual Summer Academy, where the Israelis run workshops for teachers from countries such as Moldova, Ukraine, and Macedonia, where most teachers have never even knowingly even seen a Jew, much less engaged with one. As we all know, prejudices takes place in isolation, which is why when our Israelis meet with our East Europeans, they begin to form networks and connect their students during the school year. Surely this will never combat BDS and anti-Israeli prejudice on a large scale, but in scores of classrooms we have made a difference and will continue to do so.

"I often find that I spend a lot of time lecturing without using visual materials. In fact, frontal lecturing is alive and well in Israel. The Centropa method has opened the door for teachers to extend these didactic methods to include our own creativity in our lessons, including the videos you make and the audio presentations." **NOA COOPER, ENGLISH, TICHON HACHADASH, TEL AVIV**



“Centropa makes history interesting and brings it to life. Mention Holocaust to my students and they are going to say, ‘oh no, teacher, not again!’ But your wonderful short films make students watch and listen and they end up showing empathy to the people in them. The films are a trigger to make important discussions with the students and for them to make unique projects afterwards.”

**VICTOR GUREVICH, HISTORY,
YOANNA JABOTINSKY SCHOOL,
BEER YAKOV**

“Centropa’s approach to the research of Jewish life is novel, different, and very much worth scaling up in Israel. The online teacher guides under each film and interviews on the website let us use of a rich array of authentic materials to teach history, civics, English, or values education. Centropa’s pedagogical approach is constructivist in that the organization encourages students to produce their own stories and to investigate their families’ histories. In Israel, we pride ourselves in our innovation but too much of our educational programming is purely frontal. Here is a way that is far more interactive.” **DALIA ELIAS, TEACHER TRAINER, DAVID YELLIN ACADEMIC COLLEGE, JERUSALEM**

Top left: students in Kfar Saba at the opening of our Polish exhibition in their school. Karen Ettinger, Education Department Program Manager at the National Library of Israel, showing our Israeli teachers how best to access NLI. Bottom row from left: Amos Raban, Social Studies teacher at the Lady Davis High School in Tel Aviv, during our teachers’ seminar in Jerusalem, while on the right four teachers at the seminar compare notes and lesson plans.

US public schools

When we first launched our educational programs in 2005, we focused specifically on American Jewish schools. What a pleasure that was and continues to be. After all, in the Jewish schools we've worked with since 2005 in a dozen states, more than ninety-eight percent of the students will attend university.

Today, although we maintain close ties with our Jewish schools, we concentrate on inner city schools in Newark and Baltimore, rural and small town schools in the Carolinas, Hispanic-majority schools in Houston, and a handful of high schools in West Palm Beach and in Los Angeles.

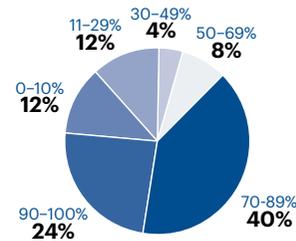
Most of the public, magnet, and charter schools we work in are Title One (meaning, they are in low income neighborhoods), and a great many of their pupils depend on free or reduced cost lunches every day (in some cases, ninety-eight percent). Some of our schools only see fifty percent of their students graduate, and those who do? Sixty percent will never apply to college. They are looking for solid jobs as skilled laborers, and it is the task of those in education to help them get there. After all, in Germany and Austria, forty percent of all students are enrolled in vocational tech schools. In America, the number is less than seven percent.

Conventional wisdom has been to encourage students to focus on STEM (Science, Technology, Engineering, and Math) because these are the hard skills today's tech-oriented companies require. That is why in 2013 Google—a company founded by and staffed with tech wizards—launched a survey called Project Oxygen with its own employees to see which skills mattered most to them. We quote *The Washington Post's* Valerie Strauss in the article she wrote about education specialist Cathy Davidson:

"Project Oxygen shocked everyone by concluding that, among the eight most important qualities of Google's top employees, STEM expertise comes in dead last. The seven top characteristics of success at Google are all soft skills: being a good coach; communicating and listening well; possessing insights into others (including others' different values and

2017 HIGHLIGHTS

- Two seminars in Baltimore for thirty teachers from seven states
- Two professional development seminars, 50 teachers each, in Newark and Baltimore
- Twenty-six American teachers to our Summer Academy
- Eight lesson plans submitted
- Thirty-five student projects from thirteen schools in six states
- Two international partnership programs began



PERCENTAGE OF STUDENTS IN OUR MARYLAND, SOUTH CAROLINA AND NORTH CAROLINA SCHOOLS DEPENDING ON FREE OR REDUCED LUNCHES DAILY

Total number of schools surveyed 48

Schools where more than 90% of the students are on FORL programs: 24%
Schools where between 70-89% are on FORL: 40%
Schools where between 50-69% are on FORL: 8%
Schools where between 30-40% are on FORL: 4%
Schools where between 11-29% are on FORL: 12%
Schools where between 0-10% are on FORL: 12%

points of view); having empathy toward and being supportive of one's colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas."

This is exactly what Centropa excels at and this is why so many Social Studies teachers and administrators love us. Our students don't just watch compelling, award-winning films that tell of survival and Righteous Gentiles, they plunge into our website to create their own Centropa presentations that they then share with students in other cities and other countries.

As in every educational market we work in, it's the story of La Benevolencija, the non-sectarian humanitarian aid agency founded by Holocaust survivors in Sarajevo during the



1990s Bosnian war that gets students away from their desks and onto the streets. Here's why.

During the siege, Jews and Muslims, Serbian Orthodox, and Croatian Catholics all worked side-by-side to help save their city—whether they were staying or trying to escape.

Among those trying to leave was Zeyneba Hardaga, the first Muslim to be awarded a Righteous Gentile award, which she received in 1985. In 1994, Zeyneba was invited to Israel but her family was not, and the woman who wouldn't abandon a Jewish friend wasn't about to leave her granddaughter in a war zone. Milton Wolf, president of the American Jewish Joint Distribution Committee and a Cleveland businessman, heard of her plight, and went to work arguing, haranguing, and lobbying until Zeyneba and her family took their seats on a rescue convoy to safety.

In 2015, we launched The Milton Wolf Prize for Student Diplomacy, and challenged American teenagers to find a story in their city where someone has righted a wrong—or to fix the problem themselves.

In a charter school in Charleston, a seventh grader started a group to pick up trash from the streets every afternoon. Soon whole families were helping him. In a public high school in North Charleston—where all of the students depend on free lunches every day—a class of twelfth graders collected \$1,900 to send to a Jewish organization in Vienna that was caring for Syrian refugees. And in Baltimore, a group of students made presentations on the low quality of food available in Baltimore's inner city.



On the left, a screenshot of the website for the Milton Wolf Prize in Student Diplomacy, and on the right, two students from The Mount Washington School presenting their winning Milton Wolf Project to teachers at our Baltimore seminar, February 2017.



FROM WOLF PRIZE TEACHERS:

"Students were very driven to make their community more accepting of diversity and teach of the dangers of intolerance and apathy. They became more informed citizens who want to continue making positive changes in their communities." **KATIE BATENHORST, CLEAR CREEK HIGH SCHOOL, LEAGUE CITY, TX**

"Centropa is so different because the resources are way more applicable to my curriculum. Online stories to research, photos to explore, and films on the Holocaust, on European history, and the most popular with my students is the way you bring up civil society so that they want to go out and do some good in society. That you had other teachers showing their students' work is all I needed to know mine can do this, too." **AMANDA STOCKETT, PROVIDENCE HIGH SCHOOL, CHARLOTTE, NC**

"I really appreciate the time you allowed for us to develop our own lesson ideas. Far too often, we attend seminars to sit there and listen. I left the Centropa seminar with my head full of ideas, all based on the brainstorming I did with other teachers." **KHYTT LAWREY, ALBRIGHT MIDDLE SCHOOL, HOUSTON**

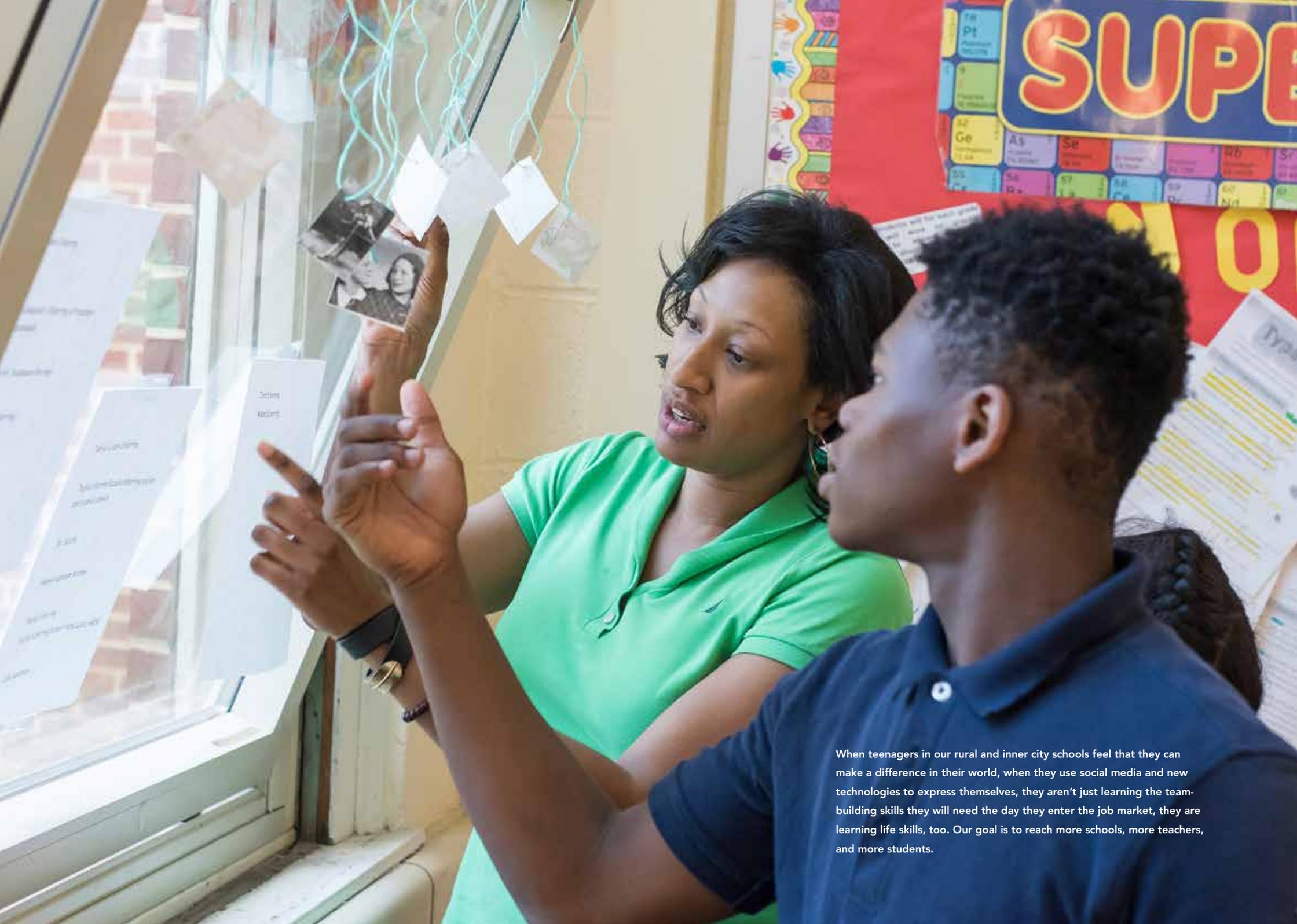
FROM WOLF PRIZE STUDENTS:

"I learned how to effectively educate an audience on something that may be seen as controversial, in a way that challenges as well as considers other points of views for the topic of interest. I also discovered that my topic is actually something I am really passionate about, and would like to consider further studies with." **SARAH C., 11TH GRADE, PROVIDENCE HIGH SCHOOL, CHARLOTTE, NC**

"The most meaningful part of the presentation was knowing that our work may be used to help someone out there who is struggling with mental health issues." **JULIE T., 8TH GRADE, ALBRIGHT MIDDLE SCHOOL, HOUSTON, TX**

"I have learned that even the best of heroes need help, too. I have learned how to correctly organize a presentation. I have even improved time management skills, research skills, and communication skills." **MAYA P., 8TH GRADE, BUIST ACADEMY, CHARLESTON, SC**

"I learned a lot more than I already knew about how the school system treats kids with learning disabilities, because before it never really affected me so I didn't have to know anything. Also I got better at making Prezis - for example, on our Prezi we have two pencils made out of frames and I made them." **ALEXANDRA T., 7TH GRADE, THE MOUNT WASHINGTON SCHOOL, BALTIMORE, MD**



When teenagers in our rural and inner city schools feel that they can make a difference in their world, when they use social media and new technologies to express themselves, they aren't just learning the team-building skills they will need the day they enter the job market, they are learning life skills, too. Our goal is to reach more schools, more teachers, and more students.



"I have attended many seminars and workshops on Holocaust education but Centropa's is much broader in scope. Centropa presents information in a unique way — through storytelling. Storytelling makes historical events more personal and allows for connections that span time and space. For busy classroom teachers, the resources Centropa provides are user-friendly, practical, and easily implemented in classrooms of various grades and subject matter." **ANNETTE MCMAHON, HOLOCAUST STUDIES, BALTIMORE**



European Jewish schools

When Communism fell in Central Europe in 1989 there was exactly one Jewish school in the region: in Budapest, and it had twelve students. Today, there are more than twenty schools, plus another dozen in the former Soviet Union itself. Thanks to the one hundred fifty thousand Russian Jews who moved to Germany in the 1990s, Jewish schools have opened in Berlin, Munich, Frankfurt, Düsseldorf, Cologne, and Hamburg. That means thousands of children are enrolled in Jewish schools all over Europe today.

While most of these schools have spent their first two decades building themselves, in some cases literally, they are now concentrating on improving their curricula. That is where we come in, as we now count most of these schools as active members of our network, and we also work with Jewish schools in Amsterdam, Stockholm, Helsinki, Manchester, Barcelona, Madrid, Rome, Istanbul, Athens, and Thessaloniki.

CJN's annual seminars give teachers in Europe's Jewish schools the chance to meet, brainstorm, and share lesson plans with each other. Then they form partnerships and their students create video walking tours of their towns' Jewish neighborhoods, develop virtual cookbooks, and tell family stories on video—all of which they share with each other across borders. After all, the leadership of Europe's Jewish communities is sitting in those classrooms today. Our goal is to bring them together using the social media they live on, with the tech toys they love.

To create an even more robust program, we cooperate with The National Library of Israel, and they send experts to our CJN seminars, and we also coordinate with Arachim, a program funded by the American Jewish Joint Distribution Committee and European Council of Jewish Communities. Together, we add to every teacher's knowledge base while helping them develop their skill set for new technologies.

Perhaps the most exciting development for CJN in 2017 was the Buncher Small Grants Program, in which The Jack Buncher Foundation of Pittsburgh asked us to award the

2017 HIGHLIGHTS

- reached seventy new teachers
- received eighty-three student videos, involving two hundred fifty-two students and fifty teachers from twelve countries
- held workshops in Jewish schools in Frankfurt, Zagreb, and Zurich
- conducted our annual CJN seminar in Berlin for twenty-eight educators from twenty-two Jewish schools in sixteen countries
- brought eight CJN teachers to our annual Summer Academy



fifteen most innovative teachers in our network with \$1,000 grants to carry out programs with their students.

"It's not just different, it's unique. There is no other forum for European Jewish school teachers to share ideas and perspectives about European Jewish history, and in that sense also the future aspects of living as a Jew in Europe." **SHEILA WEINTRAUB, JEWISH SCHOOL OF HELSINKI**

"I've been to many international conferences before but none of them provided so many usable materials as Centropa did. It is also much more practical and hands-on than other conferences, where teachers are generally sent from one lecture to another. At the same time, Centropa has what you were calling one-stop-shopping, with films, online exhibitions, even cooking recipes. It's an entire resource center." **CSILLA HAJNAL-SMITH, LAUDER JAVNE SCHOOL, BUDAPEST**

"Different teaching methods that include using visual materials like pictures, personal stories, and films that tell of a whole lifetime. As natural as it sounds to a lot of people, how Centropa does it is unique. There isn't anything else out there like this." **TOMISLAV SIMIC, LAUDER HUGO KON SCHOOL, CROATIA**





Photographs on these pages were taken in Berlin (by Robi Bacsí) they highlight just what makes CJN work so well: we have created a platform for teachers in European Jewish schools to share best practices, make presentations on their favorite—and most effective—lesson plans, and form partnerships so their students can form online friendships and programs. Our CJN seminars have become even more effective since we bring in our most innovative Israeli teachers to share their ideas, as well, along with the education team of the National Library of Israel.



Trans.History: Holocaust education, civil society and combating antisemitism in Ukraine and Moldova

Standing on Europe’s eastern edge, both Ukraine and Moldova have gone through a difficult transition from republics of the Soviet Union to free and independent states. Economic turmoil and corruption have roiled both countries, yet both have displayed a strong and feisty civil society, and in the case of Ukraine civil society has brought down two governments in ten years.

Despite the difficulties everyone in these countries face, we have found teachers and students eager to work on projects relating to their towns’ Jewish history and more than willing to cooperate with educators and civil society activists in other countries.

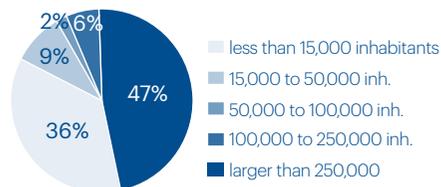
This is where we come in. The German Foreign Office supports our programs in Ukraine and Moldova, as does the Ukrainian Center for Holocaust Studies, NGO “Mnemonics,” and the International Center of Training and Professional Development in Moldova. Over the past two years, we have created two enormous traveling exhibitions, produced five multimedia films based on Centropa stories, and launched websites in languages that every teacher can use: Russian and Ukrainian for teachers in Ukraine; Russian and Romanian for our Moldovan teachers.

To acquaint teachers and civil society activists with what we have on offer, in 2017 we held seminars for one hundred sixty-five participants in Chisinau (twice), Mannheim, and Lviv where they shared ideas and lesson plans, and wrote them up on the last day so they had their own lesson plans to use the Monday they walked back into their classrooms. And, all during 2017, we brought some of our most innovative teachers and school directors from Poland and Germany to share their ideas with the Ukrainians and Moldovans.

During our Trans.History seminar in the German city of Mannheim, we invited 15 Ukrainians and Moldovans to tour Jewish quarters, meet with historians and civil society activists, and engage with educators in universities and high schools, all while creating partnerships with German counterparts.

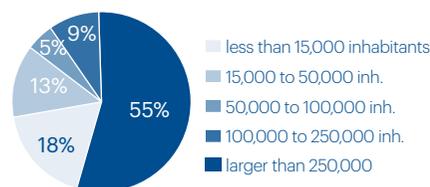
UKRAINE

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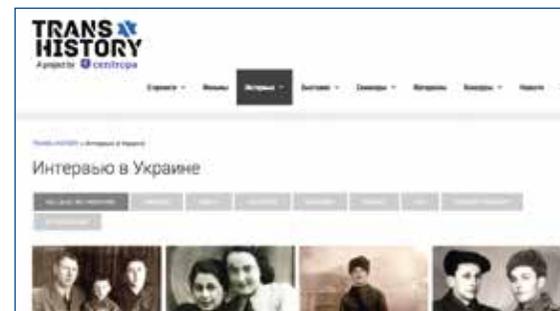
MOLDOVA

Please tell us about your town and its approximate population



The two charts tell us much: On the left is a chart which shows that of our seventy Moldovan teachers, more than a third of them teach in small towns and villages and have never been able to access programs on Jewish history or Holocaust before.

In Ukraine, ninety-five teachers took part in our 2017 seminars, and nearly a third of the teachers who came to us live in towns smaller than fifty thousand. That means many of our teachers in these countries actually work in former shtetls, where the memory of their towns’ Jewish heritage is still there, waiting to be discovered by teachers and students alike.



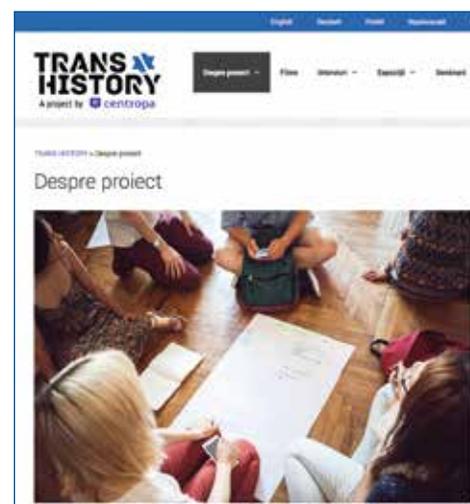
This has had a profound effect on our teachers and their students because we let them know that, even in these difficult times, they are very much part of Europe, and that we want to share their programs and projects with students and teachers throughout our network.

2017 HIGHLIGHTS

- Two new multimedia films produced for Moldovan schools
- Four seminars held in three cities for one hundred sixty-five teachers representing forty-two towns
- Sixteen lesson plans and school projects submitted by teachers
- Eighteen videos and other student projects submitted
- Five partnership programs created between schools in Germany, Poland, Ukraine, and Moldova

TRANS HISTORY

A project by:  centropa



“This is how people get to know each other! I brought the Ukrainian Jewish exhibition to my school and, first, I can say my students had seen nothing like it and, second, they embraced it. They started to bring photos of their relatives, shared information about the childhood of grandparents or great-grandparents, how they worked, served in the army, studied in school, experienced their own horrors of the war. The point is: my students could find so many similarities between their stories and the Jewish stories. We as teachers and directors were very deeply moved.” **KATERYNA DANYLOVA, MYKOLAYIV, UKRAINE**

“Almost every bit of information was new to me, as in the past no one taught us about the life of Jews in Ukraine during history classes at school or in university. I became interested in this topic while starting to work on my dissertation about Jewish women’s organizations during the time of the Polish–Lithuanian Commonwealth. Very informative for me were the materials about Jewish women, who served in the Soviet army.” **KATERYNA TSYBULSKA, TERNOPIL, UKRAINE**



“I have been to scores of teacher conferences. But Centropa is just so different. Pedagogically, I came looking for ideas other teachers had turned into lesson plans so I could ‘steal’ them and bring them home. And did it ever work! I not only ‘stole’ some lesson plans, I found myself collaborating with teachers from four other countries that I will implement this year—and with them!” **IRINA SHIKOVA, CHISINAU, MOLDOVA**

Photographs taken at our seminars in Lviv, March 2017; Mannheim, September 2017; and Chisinau, November 2017.



Centropa in the western Balkans

(Slovenia, Croatia, Serbia, Bosnia and Herzegovina, Macedonia)

2017 HIGHLIGHTS

- Two exhibitions have traveled through eight cities in three countries
- One new multimedia film that tells the story of two Croatian Jewish teenage girls who joined the partisans
- Three seminars: Skopje, Zagreb, Sarajevo
- Twenty-six lesson plans and multimedia films submitted by teachers in four countries

Finding a common heritage in the region's smallest ethnic minority

Back in 1989, when all of the surrounding states were throwing off the shackles of Communism and rushing toward democracy and a market economy, Yugoslavia imploded in a series of wars that began in 1991 and ended only in 1999 with hundreds of thousands dead, millions permanently displaced and Serbian strongman Slobodan Milosevic sent to the war crimes tribunal in The Hague. While Yugoslavia's six successor states started to make headway in joining Europe in the years afterwards, they were all dealt a body blow by the economic crisis of 2008 and are only now emerging from it. The brain drain has been fierce and wounds are not likely to heal as each country is busily rewriting the history of the twentieth century as befits their current politics.

The question becomes: why work in the western Balkans at all? Because while a great many people find little to agree on, one thing does hold their interest and their respect: the story of the (mostly) Sephardic Jewish communities of the Balkans. Here is a history that reaches back half a millennium, and all during those centuries Jews generally got along with their neighbors — until they were slaughtered or deported to their deaths by Nazi Germany, the Ustashe in Croatia, and the occupying Bulgarian forces in Macedonia, Serbia, and Greece.

Even though there are precious few Jews in the region today, Serbs, Croats, Slovenes, Bosnians, and Macedonians have all lined up to take part in our seminars, workshops, and summer programs. In particular, our 1990s story of La Benevolencija in Sarajevo, the non-sectarian humanitarian aid agency run by Holocaust survivors and their Muslim, Serbian Orthodox, and Croatian Catholic neighbors, has given everyone a bridge to meet on, and a way of approaching—if but gingerly—the horrors of the siege of Sarajevo.

In 2017, we launched our exhibition *The Lost Sephardic World of the Western Balkans*, which has now been shown throughout Serbia, Macedonia, Croatia, and Bosnia, and we have published a booklet based on this exhibition in Albanian, Macedonian, Serbian,

and Croatian, then followed that up with a website in multiple languages. That allows our teachers to find our Balkan-related films in their language, locate Centropa's online Balkan interviews, and even explore the entire exhibition online.

Centropa is proud to cooperate with Yad Vashem in our western Balkan programs, as well as with the education ministries and teacher training institutes in every one of these countries.

Our primary partner in the western Balkans has been the Holocaust Memorial Museum of Macedonia, which coordinates our programs and provides facilities for us when we bring in teachers from all over the region.

For the past six years, the US and Austrian Embassies in Serbia and Macedonia have been stalwart supporters of our programs, and our Balkan exhibition has been underwritten by the International Holocaust Remembrance Alliance and the Conference on Jewish Material Claims Against Germany.





“Now that I have spent a seminar working with other teachers, I feel so much more confident to teach the story of Sephardic Jews. You have shown us such a rich history and it is one that needs to be told in Bosnia. We are supposed to teach about the Holocaust and we do. But now I have a much broader story to tell.”

MAJA PANDZA, ZENICA, BOSNIA

Common Ground in Hungary: when Roma students team up with students in Hungary's most elite schools

Centropa Hungary believes in investing in programs for Roma children, and thanks to the US Embassy, the Open Society Foundations, the Mozaik Jewish Community Hub, the European Commission, the National Cooperation Fund, the Gallic Fund, and the Hungarian Jewish Federation, we are making strong headway.

Since 2016, we have been training teachers to create and conduct anti-segregation cooperative projects between Roma, Jewish, and non-Jewish privileged and disadvantaged schools.

Students carry out projects together and they don't just get to know one another — they break down the prejudices they've been taught and the social walls that go with them. The highlight is a final event where we distribute certificates and the students present their projects. The result? Changed perspectives on "the other," and a community of teachers around the country capable of generating such projects on their own. Common Ground is a cooperative project between Centropa, a Roma NGO called "Uccu," and a Jewish NGO called "Haver."

2017 HIGHLIGHTS

- One seminar for thirty-one teachers from seventeen cities
- Ten cooperation student projects with two hundred ninety-one students and twenty-nine teachers from twenty-one schools in fifteen cities and towns
- A final event with two hundred fifty teachers and students

"I loved that we created everything together in this seminar – it was not frontal like other seminars. Centropa has always approached history in an out-of-the-box fashion, but this initiative is unique. We so much need to help disadvantaged students, and we won't be able to do that if we teachers do not start to cooperate. Common Ground brought so many of us together and gave us the chance to make this happen." **ANNA BORÓKNÉ, BORNEMISZA HIGH SCHOOL, BUDAPEST**

"This seminar helped us discover different things. Not only methods, and new knowledge but most importantly it brought together so many different teachers from so many places, and we learned from each other. There were older colleagues with experience and wisdom, younger colleagues with a lot of creativity and enthusiasm, and a staff that was professional in not only mentoring us, but letting us discover each other and work together. Can't wait to start our project."

JULINNA BUDAI, ÁMBÉDKÁR HIGH SCHOOL, SAJÓKAZA (A VILLAGE IN EASTERN HUNGARY, POPULATION: 3,500)

"You made the time very worthwhile. The organizers handled us like adults - we are so used to being told what and how to do things during such events - this was different. You made us believe we can create and carry out projects together - I feel motivated and respected - and truly, this way of motivating teachers almost does not exist in our educational system. Thank you for treating us as human being and professionals. I know every person who attended will do their best to return the favor!" **NATÁLIA JAKAB, GANDHI HIGH SCHOOL (THE FIRST SCHOOL FOR ROMA CHILDREN IN HUNGARY), PÉCS**



Students from our Common Ground program performing during the project's final event.

Poland: where Jewish history and civil society work together in dozens of classrooms

In Poland, we interviewed nearly eighty elderly Jews *still living in the country*, and scanned fifteen hundred of their family snapshots, every one of which they annotated for us.

Because we have digitized Jewish memory in this way, we've been able to create an enormous traveling exhibition funded by the US State Department, produce a multimedia film narrated by Anna Polony, one of Poland's most famous actresses, offer our films and exhibitions through a Polish language website, and then bring teachers together to brainstorm on how best to use this material in their classrooms.

Working with our partners at the Galicia Jewish Museum in Krakow, along with the Bente Kahan Foundation in Wroclaw, the Polin Museum, and Centrum Taubego in Warsaw, well more than one hundred eighty Polish teachers have gone through our weekend seminars in Bialystok, Warsaw, Wroclaw, and Krakow, and thirty-three have attended our international summer programs. We now count forty-eight teachers as highly active—meaning, we can see that they use our content every year, show our films, challenge their students to create walking tours and videos, and our data also shows another twenty-nine teachers screen our films and send students to our website every other year.

Some organizations in Poland insist on working directly with students because “the teachers just don't know anything.” The problem with that thinking is it's no way to build sustainability and no serious educator would suggest turfing out teachers. Further, train a student and you have to start all over again the next year. Help a teacher develop his or her skill set and you not only have an ally for life, you will find the teachers you work with will turn on the lights for hundreds of teenagers for years to come.

This is how you build sustainability, and this is how you preserve Jewish memory in a country that once had the largest Jewish community in the world. We especially appre-

2017 HIGHLIGHTS

- Two seminars held: in Krakow and Wroclaw for sixty-seven teachers
- Four lesson plans by teachers submitted and shared by our Polish network of educators
- Our Polish exhibition traveled to two schools in two cities, and seven hundred fifty people saw the exhibition
- Survival in Sarajevo exhibition: ten schools in nine cities, more than four thousand people saw the exhibit
- Final event: one hundred five students and thirteen teachers from eight cities attended

ciate the support we receive from the Friedrich Ebert Stiftung, the Taube Foundation for Jewish Life and Culture, The Koret Foundtion, The Kronhill-Pletka Foundation, and The Claims Conference, all of which make our programs in Poland possible.

“The most important thing about Centropa is that you really listen to teachers. You keep asking us: ‘how would you use this film or this exhibition?’ And you keep asking what more you can provide to us. Believe me, this is not how educational institutes work in Poland. You give us great tools, a website and films in Polish, and a network of other teachers we can work with around the country. It is a new methodological path, one that I plan to follow. Thank you for investing in teachers.”

AGNIESZKA BATLEJA, TYCHY

“Taking part in this seminar has given me the energy and the confidence to work on new projects on the Holocaust and Polish Jewish history. I met so many interesting people and exchanged ideas with other teachers. The best thing is that I learned so much practical knowledge, knowledge I can use in my classroom.”

ANNA MIŚKOWIEC, NOWY TARG

“There just isn't any other resource like it in Poland. Centropa is a corner of memory with a human face, whispers of the past, which we have to keep and listen to. Best of all, it is completely accessible online.”

BEATA ZEP, KROSNO

“The best thing about this seminar was I got to meet teachers who, like me, are full of passion about teaching Polish Jewish history. That means I now have a network and you have given us great content to use.”

KATARZYNA BEKIER, PABIANI



Photos taken during our Wrocław seminar.

Visegrad and European Union initiatives

Civil Society, tolerance issues, and Jewish history in Hungary, Slovakia, Poland, Czech Republic, and Romania: two initiatives sponsored by the European Union and the Visegrad Fund.

Only those living in caves will not have noticed how far to the right the governments of Poland and Hungary have moved over the past few years. Indeed, opposition newspapers have been shuttered, the courts have been packed, and both countries have been rewriting their Second World War histories.

But those who ignore civil society, especially in Poland and Hungary, do so at their peril, because in no other countries in Europe did so many citizens—from teenagers to seniors—come out on the streets in the 1980s to bring down Communism. No one would have dared protest in the streets of Romania during Nicolae Ceausescu's rule, and for more than two decades, one corrupt government after another took the reins of power. Until 2016, when Romanians did come out on the street to protest corruption so endemic they could take it no longer.

All three countries are hardly where they need to be today, but that is why we have doubled our efforts to launch civil society programs that build a power base of teachers and create an appreciation for ethnic tolerance and participatory democracy among students.

With a grant from the European Union's Europe for Citizens program, we once again took the story of Sarajevo in the 1990s, when Jews and Muslims ran their own humanitarian aid agency, created traveling exhibitions for Hungary, Poland, and Romania, produced multimedia films in each language, and launched a website to challenge teachers to come up with innovative active citizenship projects where students go out and solve problems of inequality in their town. In total, 26 student projects were created: 10 in Hungary, 10 in

Poland, and 6 in Romania. Altogether 620 students took part in the projects – 331 from Hungary, 210 from Poland, and 79 from Romania. Parallel with the support of the Visegrad Fund, and the Dutch Jewish Humanitarian Fund, we have launched our fifth student competition for the Visegrad countries where we received 36 student films done by 312 students from 27 towns in four countries.

In no other program did we find such enthusiasm as teachers turned in 29 excellent classroom-tested lesson plans and students showed us how they are tackling injustice in each of their towns.





Budapest



Bucharest



Krakow



Centropa's Summer Academy, 2017: Budapest and Belgrade

2017 HIGHLIGHTS

- Eighty-four educators from seventeen countries
- The Austrian ambassador hosted us at a private reception in Budapest
- The Hungarian government underwrote the publication of our Hungarian Jewish Source Book
- Special briefing by a former Deputy Prime Minister of Serbia

As we have stated throughout this annual report, our focus is on teachers because only by empowering classroom educators can we build sustainable models in education.

All during the school year, we hold up to a dozen teachers' seminars in the US, Europe, and Israel and every summer since 2007 we have been bringing together the best of our (English speaking) educators to our summer programs in order to:

- add to our teachers' knowledge base, which we do by taking walking tours with historians, and engaging with academics and civil society activists;
- offer workshops so teachers can add to their skill set in order to better develop their use of technology, social media, history, and storytelling.
- and facilitate the creation of partnerships so they can bring their students together to carry out joint programs all during the school year.

Trust us on this one: when history teachers from Tel Aviv, Krakow, Greensboro, and Mannheim sit around the table discussing how to teach Holocaust and civil society, they learn from, and with, each other.

In July 2017, we brought over eighty educators to Budapest and Belgrade, where we spent eight days together. In Budapest, we toured Holocaust sites such as the memorial of shoes next to the Danube, a giant park where Communist statues now reside, and visited Budapest's great synagogues. In Belgrade, we spent a day with Zarko Korac, the only Jewish member of Serbia's parliament, discussing the decade-long war in Yugoslavia, and taking a walking tour through Belgrade's former Jewish quarter, reading out stories of those who had lived there.

"Your summer program just cannot be compared with anything else. The way we explore cities, I feel like I've become part of history itself and you really do convert city streets into museums."

KATERINA EFRAIMIDOU, THESSALONIKI, GREECE



"I spent the entire eight days learning how much I didn't know, and then spent my time filling in that knowledge. I so enjoyed listening to the other teachers talk about their countries, their classrooms, and their lives—it really opened my eyes, my mind, my heart. To be able to watch the film in the very church with the Kalef sisters was incredible, and one of the most moving experiences I have ever had." **AMANDA STOCKETT, PROVIDENCE HIGH SCHOOL, CHARLOTTE, NC**



Centropa's best friends: 2017 edition

As a non-profit institute that depends on the support of all those mentioned on our donors' pages, we greatly appreciate every grant we receive. With this list, however, we give a shout out to those who have picked up the phone to call others who might be able to help, or offered us a bed for the night, or made suggestions to us that have been immeasurably helpful.

The Centropa all-stars

Cheryl Fishbein and Phil Schatten, New York
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GERMANY



ImDialog. Evangelischer Arbeitskreis für das christlich-jüdische Gespräch in Hessen und Nassau



LITHUANIA



SERBIA



HUNGARY



INTERNATIONAL ORGANIZATIONS



MACEDONIA

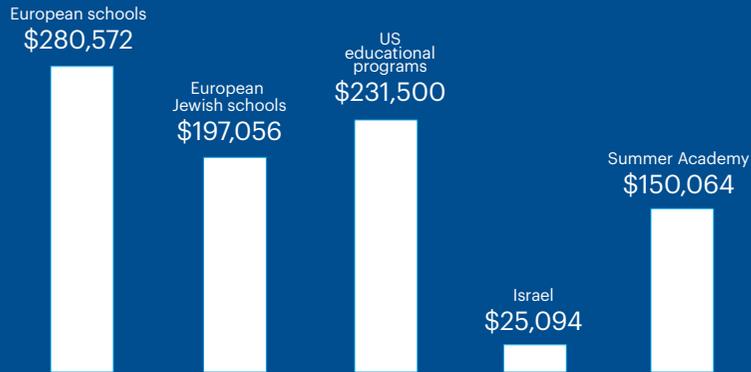


Expenses 2017

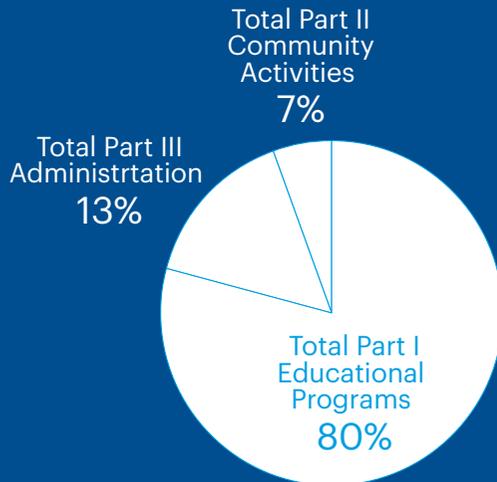
Expenses 2017		
Part I Educational programs		
European schools		
Salary: Vienna team's time devoted to our EU educational program	€ 49,286	\$55,694
Honoraria for part-time coordinators in SL, CZ, LT, PL, RO	€ 21,275	\$24,041
Website development--spent on all European programs	€ 6,618	\$7,479
Multimedia films for EU Education	€ 21,899	\$24,745
Traveling exhibitions for EU educational programs: PL, HU, LT, and Sarajevo	€ 6,078	\$6,868
Seminar costs, meals, seminar room, travel, hotel	€ 143,137	\$161,745
Subtotal EU educational programs	€ 248,294	\$280,572
European Jewish schools		
Marcell Kenesei, director	€ 20,629	\$23,310
part time assistants	€ 20,372	\$23,020
Salary: Vienna team's time devoted to EU Jewish programs	€ 27,929	\$31,560
Website development	€ 3,750	\$4,238
Multimedia films for EU Jewish schools program	€ 12,409	\$14,022
Traveling exhibitions	€ 15,214	\$17,192
Seminar costs	€ 74,083	\$83,714
Subtotal Jewish schools educational programs	€ 174,386	\$197,056
US educational programs		
Salary, US Educational Director	€ 65,562	\$73,699
Salary: Vienna team's time devoted to our US educational program	€ 73,930	\$83,541
Website development--spent on all US programs	€ 9,928	\$11,218
Multimedia films for US Education	€ 32,848	\$37,118
Seminar costs, meals, seminar room, travel, hotel, materials, preparation	€ 23,345	\$25,924
Subtotal US educational programs	€ 205,612	\$231,500

Expenses 2017		
Part I Educational programs		
Israel		
Salary (partial) for Headquarter educational team	€ 13.143	\$14,852
Website development--spent on Hebrew language programs	€ 1.765	\$1,994
Multimedia films for Israeli schools	€ 7.300	\$8,248
Subtotal Israel educational programs	€ 22.207	\$25,094
Summer Academy		
Centropa International Summer Academy transport, hotel, meals	€ 106.801	\$121,410
Publications	€ 23.083	\$26,084
Website / server hosting English and German languages sites	€ 2.274	\$2,569
Subtotal International educational programs	€ 132.158	\$150,064
Total PART I Educational Program	€ 782.658	\$884,287
Part II: Community activities		
Receptions, lunches, in-house conferences	€ 1.447	\$1,635
Cafe Centropa: monthly events for Holocaust survivors, Vienna & Budapest	€ 53.255	\$60,179
Total PART II Community activities	€ 54.702	\$61,814
Part III: Making Centropa work		
Vienna administrative expenses		
Rent and operating costs	€ 67.145	\$75,874
Legal and accounting	€ 22.240	\$25,131
Administrative salaries	€ 45.643	\$51,577
Capital investments	€ 14.230	\$16,080
Total PART III Administration	€ 149.258	\$168,662
Total expenses	€ 986.619	\$1,114,763

2017 EDUCATIONAL PROGRAMS

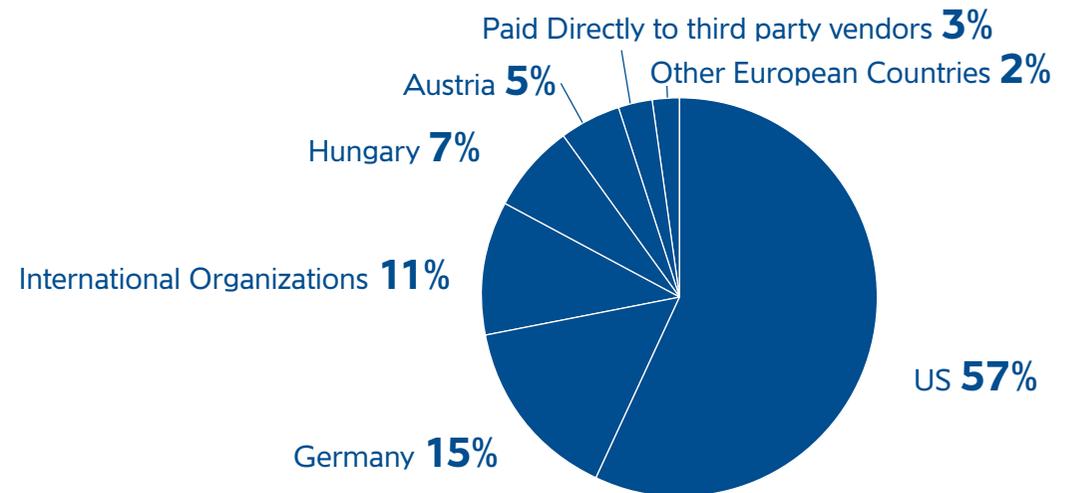


EXPENSES: HOW WE SPENT IT



Income 2017

US	€ 525.712	\$593,000
GERMANY	€ 142.022	\$160,484
INTERNATIONAL ORGANIZATIONS	€ 105.180	\$118,853
HUNGARY	€ 60.142	\$67,960
AUSTRIA	€ 44.650	\$50,455
PAID DIRECTLY TO THIRD PARTY VENDORS	€ 28.009	\$31,650
OTHER EUROPEAN COUNTRIES	€ 18.500	\$20,905
BOOK SALES, SERVICES	€ 2.874	\$3,248
INTEREST	€ 1.459	\$1,553
TOTAL INCOME 2017	€ 928.548	\$1,048,108



Our Staff

EDWARD SEROTTA



Edward is a journalist, photographer, and filmmaker specializing in Jewish life in Central and Eastern Europe. Born in Savannah, Georgia, Edward has worked in Central Europe since 1985. Between 1996 and 1999, he produced three films for *ABC News Nightline*. Edward has published three books – ***Out of the Shadows, Survival in Sarajevo***, and ***Jews, Germany, Memory***. He has contributed to *TIME Magazine*, *The L.A. Times*, *The Washington Post*, and other outlets. Ed founded Centropa in 2000 with Dóra Sárdi and Eszter Andor.

TANJA ECKSTEIN



Tanja, our chief interviewer, grew up in East Germany and moved to Vienna in 1984. Tanja joined Centropa as an interviewer in 2002, and since then she has conducted more than 70 interviews in Austria, and another three in Israel. In 2006, she started our Vienna Café Centropa social club, which brings together our elderly interviewees monthly to enjoy a lecture, social program, or a festive Jewish holiday meal.

WOLFGANG ELS



Wolfgang hails from a small wine village in the Wienerwald, Austria, where for years he played bass in a rock band we could not bear to listen to. Wolfgang studied filmmaking in university, and has now been working for us for more than a decade as our filmmaker, sound designer, and graphic designer.

VERONIKA DOPPELREITER



Veronika has been Centropa's stalwart bookkeeper since 2002 and we can barely get by a day without her. Veronika was born in Brazil and worked as a bookkeeper for El Al Airlines and other companies before coming to work with us.

ESTHER COTOARBA



Esther was born in the Netherlands and grew up in Sighisoara, Romania, where she attended a German high school. She then specialized in Middle Eastern Studies at the University of Groningen in the Netherlands, from which she graduated in 2012. Esther joined Centropa in 2013, coordinating logistics for our Summer Academies and our other European seminars, and together with Fabian began our work with the Trans.History Project in Ukraine and Moldova.

DENIS KARALIC



Denis Karalic was born in Munich to a Bosnian father and a Polish mother, went to elementary school in Croatia and Bosnia, finished high school in Israel, and has lived in Vienna since 1999. Denis spent more than a decade at the Austrian National Fund for Victims of National Socialism, as well as the Vienna Jewish Museum. Denis joined our team in 2017 and is now our chief archivist.

LAUREN GRANITE



Lauren has been directing our US educational programs since 2010. She has a PhD in the Sociology of Religion, and spent more than a dozen years teaching Jewish history in colleges, Jewish day schools, and congregational schools. Lauren runs our US programs, expanding our network of schools, coordinating with public school administrators to bring Centropa to local, state, and national professional development programs, and conducting workshops and seminars.

FABIAN RUEHLE



Fabian develops programs and runs seminars for schools all over Europe and writes grant proposals for Centropa. Fabian also acts as our liaison to German federal and state government institutions and foundations. Fabian emigrated from East Berlin to West Berlin in 1988. He has an MA in American History from Rutgers and the Free University of Berlin. Before joining Centropa in Vienna, Fabian worked for the American Jewish Committee in Berlin.

MAXIMILIAN VON SCHOELER



Max studied Social Science at Humboldt University of Berlin, and earned his Master's Degree in Holocaust Communication and Tolerance at Touro College, Berlin. From 2009 until 2015, he worked at the Center for Digital Systems (CeDiS) for the online oral history archives "Forced Labor 1939–1945," and "Witnesses to the Shoah" at Free University of Berlin. Max coordinates Centropa's Trans. History project, and is responsible for social media and website content.

MAGDALÉNA FARNESI



Magda studied English and Polish philology, and Jewish Studies, in Olomouc, Czech Republic, and Central European History at the CEU in Budapest. She loves languages, dogs, and if she's not in the Hamburg office, she is translating young adult literature, singing, writing poetry, or out on the boat. She is the motor of all logistics for the German team, organizing seminars and our Summer Academies.

SZILVIA CZINGEL



Szilvia Czingel holds a PhD in Cultural Anthropology and has been working for Centropa since 2006. Szilvi conducted many of our interviews in Hungary, and now runs our Hungarian programs, including the Café Centropa in Budapest which brings together our interviewees—often to meet Hungarian high school students.

BORBÁLA PÁL



Borbála Pál studied sociology at ELTE (Hungary) and later received her Master's Degree in Nationalism Studies at Central European University. Her main research interests are Jewish identification and prejudices. She also volunteers for Haver Foundation, an organization that aims to combat antisemitism among Hungarian secondary school students. At Centropa, she coordinates the Centropa Jewish Network.

MARCELL KENESEI



Marcell learned he was Jewish when his parents brought him, age 14, to the Lauder Foundation school in Budapest. Since then he's been a camper and counselor at Jewish camp, graduated from Paideia, the prestigious Jewish Studies institute in Stockholm, and holds a Master's Degree in political science from the ELTE University. Marcell is Centropa's deputy director, overseeing our Hungarian public school program, our Israel program, and the CJN, our network for European Jewish schools.

BENCE LUKÁCS



Bence Lukács worked as a web developer and programmer before joining our Budapest team. He keeps Centropa's technical equipment and online infrastructure checked, and comes up with solutions where there is space for improvement.

EDIT PÁLL



Edit Páll volunteers with the Centropa Budapest team. She is a real polymath: she is a French-Russian language teacher, an economist, and a historian of Jewish culture. Currently, she she is pursuing a PhD at the Budapest University of Jewish Studies. A contributing editor to the *Hungarian Jewish Source book*, Edit also organizes our events in Budapest.

Centropa Academic Advisors

VOJKO KUNAVER



Vojko Kunaver, Ljubljana, Slovenia. Vojko Kunaver heads the History Department at the National Educational Institute of Slovenia, advising history teachers throughout the country. Vojko recruits teachers for Centropa, presents at Centropa Balkan Seminars, and supports Slovenian teachers in using Centropa resources.

BILJANA STOJANOVIC



Biljana Stojanovic, administrator for history and Holocaust programs in the Serbian Education Ministry, reaches out to Serbian teachers for our programming there, and assists us with logistics for our Serbian seminars.

LORANDA MILETIC



Loranda Miletic is the Senior Advisor for History Education at the Education and Teacher Training Agency (ETTA) in Croatia, responsible for organizing professional development and supervising implementation of the history curriculum, including Holocaust education.

BARBARA HAIRFIELD



Barbara Hairfield is the Social Studies administrator for Charleston County Schools. Barbara has been invaluable in helping us shape new programs, reaching out to South Carolina teachers, and making sure that teachers understand how Centropa can help them meet their state curriculum standards.

MAUREEN CARTER



Maureen Carter is the K-12 Holocaust Education Program Planner in the School District of Palm Beach County, FL. Maureen presents Centropa in her many workshops and conferences, and arranges seminars for teachers in the South Florida area. She advises us on programming, as well.

GRETCHEN GASKINS



Gretchen Gaskins is the Social Studies Coordinator for Alief Independent School District in Houston, one of the most culturally diverse school systems in the state of Texas. Gretchen arranges Centropa seminars in Houston, presents Centropa in professional development workshops for district teachers, and recruits teachers for Centropa's Summer Academy.

ÉVA TÓTH VÁSÁRHELYI



Éva Tóth Vásárhelyi is a history and Social Studies teacher, and previously was the teacher and deputy director of the Budai Nagy Antal Gymnasium of Budapest. She is one of Centropa's most active teachers, creating films with her students for our competitions and hosting our exhibitions several times. Currently, she advises and mentors us on the development of our educational materials.

Centropa Coordinators

DANIELA STERJOVA



Daniela Sterjova teaches English in Skopje and has been coordinating our Macedonian programs since 2012. Together with Damjan Snoj, Daniela also coordinates our Centropa Balkan Network, helping carry out our Balkan seminars, presenting Centropa throughout Macedonia, and assisting with our Summer Academies.

TOMISLAV SIMIC



Tomislav Simic is the head of the Jewish School in Zagreb, and our coordinator in Croatia. In 2017, he hosted and helped organize our training seminar in Zagreb for 30 teachers from the Western Balkans.

ANNA KOŽEMJAKIN



Anna Kožemjakin is our Bosnian coordinator, working from Sarajevo. Together with her husband Igor, who works for the Interreligious Council of Bosnia-Herzegovina, Anna helped organize a training seminar in Sarajevo for educators from the Western Balkans, and she also coordinated the opening of our Sephardic exhibition in October 2017.

DAMJAN SNOJ



Damjan Snoj teaches History, Geography, and Civics, and is the Deputy Director of a school in the Slovenian city of Presejje. Together with Daniela Sterjova, Damjan coordinates our Centropa Balkan Network, carrying out our Balkan seminars and giving presentations. He also assists us with our Summer Academies.

GINTARĖ LIORANČAITĖ



Gintarė Liorančaitė has been coordinating our Lithuanian seminars for the past four years and is a history teacher of the Sholem Aleichem school in Vilnius.

KATARZYNA KOTULA



Katarzyna Kotula works in the Galicia Jewish Museum in Krakow and is our Polish coordinator. Katarzyna recruits for our seminars, organizes them, and does the follow up research.

STELLA KALLE



Stella Kalle is one of our most active teachers. She teaches primary school students in the Jewish School of Thessaloniki. In the 2016/2017 school year, she coordinated the "My Community" project category for the Centropa Jewish Network (CJN) video competition.

DIANA GHERASIMIUC



Diana Gherasimciuc is a history and Jewish Studies teacher in the Lauder-Reut Educational Complex in Bucharest, Romania. She has done many Centropa projects with her students, and in 2016/2017, she coordinated the "Virtual Walking Tour" category of the CJN video competition.

DOROTHEA IMRE-FECSKE



Dorothea Imre-Fecske is an art, film, and IT teacher in the I. E. Lichtigfeld School of Frankfurt am Main, Germany. She often involves her students in creative projects using new technologies, and in 2016/2017 she coordinated the "Cookbook" category of the CJN video competition.

NANCE ADLER



Nance Adler teaches History, Civics, and Jewish Studies at the Jewish Day School in Seattle, Washington, in the US. Each year, she asks her 8th graders to create their own family history films, and in 2016/2017, she coordinated the "Family History" category of the CJN video competition.

GALINA CARGHER



Based in Chisinau, Moldova, Galina Cargher is the director of the International Center for Training and Professional Development (ICTPD). Galina and her team are our local partners for our Moldovan education program.

MICHAEL HEITZ



Michael Heitz is a teacher in the small town of Sinsheim, Germany. He has run Centropa regional workshops, and with Centropa develops our program for Ukrainian and Moldovan teachers. He helped us raise the funds, and produce, our latest German film on Menachem and Fred Mayer.

THE TEACHERS WHO DON'T WATCH THE CLOCK

ETTIE ABRAHAM



Ettie Abraham is an English language teacher in Kfar Saba, Israel. Since 2017, she has been coordinating our programs in Israel.

ILYSE MUSER SHAINBROWN



Ilyse Muser Shainbrown is a former Middle and High School History teacher, with a Master's Degree in Holocaust and Genocide Studies. In her current capacity as the Coordinator for Jewish Cultural and Educational Programming in Newark Jewish Federation of Greater MetroWest, Ilyse works to ensure that Holocaust and Genocide Education is taught broadly in Newark Public Schools, and coordinates Centropa's seminars and teacher recruitment in Newark and North New Jersey.

Centropa has become as successful as it is in several countries primarily because there are just some teachers passionate about what we bring to their students. In turn, they help bring ever more teachers to us, and we are deeply grateful.

- Lowell Blackman, Jerusalem
- Beata Gendek-Barhoumi, Czestochowa
- Kirstin Lakeberg, Bonn
- Gottfried Becker, Heidelberg
- Andreas Breunig, Mannheim
- Branka Dimevska Koceva, Skopje
- Viktoriia Kadiuk, Kyiv
- Jacek Jaros, Kielce
- Marko Dimtrijevic, Nis
- Branislava Rasic, Belgrade
- Maria Finz-Lucchi, Vienna
- Yim Tam, Los Angeles
- Danielle Bagonis, Baltimore
- Sarah Martin, Baltimore

Advisors on Civil Society

IGOR KOŽEMJAKIN



Igor Kožemjakin is on the board of the Inter-religious Council of Bosnia Herzegovina. Igor has participated in several of our regional seminars and is ideally placed to discuss with teachers and students all over the Balkans about how and why it is important to build bridges and work together.

JAKOB FINCI



Jakob Finci was born in an Italian internment camp during the Second World War but his family returned to their home of Sarajevo at war's end. An attorney by profession, Jakob became one of the two wartime leaders of the Sarajevo Jewish community and its humanitarian aid agency, La Benevolencija. Jakob is one of our closest and longest-serving advisors.

...and Museum Projects

JAKUB NOWAKOWSKI



Jakub Nowakowski, Director of the Galicia Jewish Museum in Krakow, partners with Centropa for all of our activities in Poland. Kuba, as he is known, has assembled an exceptionally talented team of young Poles who conduct academic tours of Krakow, recruit for Centropa seminars, and follow up with our teachers all over Poland. Kuba has also spoken for us at our seminars in Germany and Ukraine.

GORAN SADIKARIO



Goran Sadikario is the CEO of the Holocaust Memorial Center for the Jews of Macedonia in Skopje. Goran and his staff arrange our seminars and Goran acts as our liaison to the Macedonian government ministries. Goran also lectures on the work of his museum at most of our Balkan seminars.

Our 2017 Interns

YUKON DAMOV



Yukon Damov is a Master's student at the Centre of European, Eurasian, and Russian Affairs at the University of Toronto. He completed his Bachelor of Arts in English and History at the University of Toronto. Under the supervision of Fabian Rühle, Yukon identified and edited selected personal stories from Centropa's interview archive for our *Lost Sephardic World* exhibition.

AMBER PHILLIPS



Amber Phillips is an MA candidate at the University of Toronto at the Centre for European, Russian, and Eurasian Studies. She interned in Centropa's Budapest office between April and July 2017, working on our Moldovan exhibition, and supporting events such as the Final (Video Competition) Event in Budapest, and the Centropa Summer Academy in Budapest and Belgrade.

DRAGOS PARASACA



Dragos Parasaca is a law student in Bucharest. In the Centropa Vienna office, he migrated family stories from our database to our online archive. Dragos also helped develop our website on Romanian synagogues.



OUR VERY INTERNATIONAL VIENNA TEAM from left to right

- Edward Serotta, Director, American
- Denis Karalic, Chief Archivist, Bosnian/German/Polish
- Veronika Doppelreiter, Bookkeeper, Brazilian
- Tanja Eckstein, German, Chief interviewer, director of our seniors' programs
- Wolfgang Els, Our filmmaker, Austrian
- Jonathan Schwers, Researcher, German
- Anna Domnich, Office coordinator, Ukrainian