When the city becomes a classroom, when teachers learn from each other

Centropa Summer Academies
Berlin 2013 Vienna & Sarajevo 2014
Centropa does not speak only about the Holocaust. It is also about European history, about moral questions, about interfaith dialogues, about bringing us together. In Centropa, there are no borders. Centropa creates an international family of educators. It connects you with other people and other countries. It creates bonds with other teachers who will help you discover different ways of thinking, of teaching, of approaching these issues. But the best thing is that Centropa doesn’t teach you. Centropa helps you to discover by yourself European history and topics related to it. Centropa’s team, and the content they provide, helps you discover new and creative ways to teach the most difficult things. It is not a seminar where you sit on a chair, listen to facts, and try to memorize them. You become part of the seminar at every stage because you participate, discuss, write lesson plans, and then adapt them according to what your team members said. By working with other teachers, you change your way of teaching.

Vassiliki Keramida
Ministry of Education, Athens
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SUPPORTERS

Howard and Geraldine Polinger Family Foundation

Covenant Foundation

US Embassy Budapest

US Embassy Belgrade

Renault Lauter Foundation

County of Charleston School Administration

County of Palm Beach

Jewish Museum Berlin

Jewish Museum Vienna

Holocaust Fund of the Jews from Macedonia

RZB - Raiffeisen Central Bank Austria

Austrian National Bank

Austrian Federal Ministry for Europe, Integration and Foreign Affairs

North Carolina Center for the Advancement of Teaching

Professional Educators of North Carolina

South Carolina Council on the Holocaust

Spanish Embassy, Sarajevo

German Embassy, Sarajevo

La Benevolencia, Sarajevo

World Affairs Council of Charlotte

The Evangelical Church of the Rhineland

US Embassy Vienna

Federal Foreign Office

Jewish Museum Berlin

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INTRODUCTION

Centropa's first Summer Academy took place in 2007, when we brought nine teachers from American Jewish schools to Vienna and Budapest. There was never supposed to be a second one. The year before that we had been working in exactly no schools, which meant we had neither educational network nor a single educator on staff. Teachers had been coming to us every year since we launched centropa.org in 2002 and never stopped asking what sort of programs we offered them. Originally, we told them: none. We only knew we had developed an unexpected way of captivating Jewish memory and that a hundred thousand unique visitors coming to our website annually (that number is now a quarter million).

Centropa Summer Academies 2007—2014

Two hundred sixty teachers, education ministry officials, and museum educators have taken part in our summer programs (including 2013 and 2014), and when a teacher like MJ Limbo from Ashboro, NC, wrote to us to say, "This summer you broadened my mind, deepened my understanding, and changed my heart," then we understood that we had been building the foundation for a project that would one day be known as Centropa Summer Academies.

Just as important, we want teachers from different countries and disciplines to engage with top historians, share best practices with each other, and delve into digital storytelling. In other words, Centropa Summer Academies help educators build their knowledge base, turn that knowledge into skills, and then track their progress as they bring those skills to their students on three continents—while creating cross-border projects with each other.

2007

- Sarajevo
- Krakow
- Vienna
- Frankfurt
- Berlin

- 16 teachers
- 9 countries

2008

- Sarajevo
- Krakow
- Vienna
- Frankfurt
- Berlin

- 18 teachers
- 9 countries

2009

- Sarajevo
- Krakow
- Vienna
- Frankfurt
- Berlin

- 24 teachers
- 9 countries

2010

- Prague
- Manchester
- Sarajevo
- Budapest

- 60 teachers
- 12 countries

2011

- Krasow
- Sarajevo
- Krakow
- Sarajevo

- 65 teachers
- 12 countries

2012

- Manchester
- Heidelberg
- Sarajevo
- Frankfurt
- Budapest

- 70 teachers
- 14 countries

2013

- Berlin

- 85 teachers
- 16 countries

2014

- Sarajevo

- 90 teachers
- 17 countries

This report highlights our last two Summer Academies and we, the educational staff at Centropa, hope you will enjoy reading through it. Naturally, if you have any questions, feel free to contact us.

Teachers, like our general audience, were responding to the fact that these interviews, which did not use video but combined old family pictures with the stories that went with them—were about how Jews lived during the entire turbulent, tragic twentieth century—not only about how their families perished during the Holocaust. They saw our database of Jewish memory as a very different sort of tool for humanizing the lessons they were teaching.

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It is a city where history is written both large and small; you find it when you look up, it's there at your feet. It's in front of you as you stroll the avenues; it's waiting around the corner. The Stolperstein, or stumbling block, pictured on the right says it all. Gunter Demnig, a Cologne-based conceptual artist, created this project, which places a brass plaque naming the deported and murdered Jewish resident just before his or her house or apartment. Thirty-eight thousand Stolpersteine have been created to date in Germany and other countries; five thousand can be found in Berlin alone and more are added (or thousands of others), although they—like the Jewish filmmakers, composers, architects and philosophers who also fled the Nazis—helped turn post-war America into the cultural powerhouse it very likely would not have become without them.

Of the four giants mentioned here, only Regina Jonas did not flee Berlin. In 1942 she took charge of her last congregation, the Theresienstadt ghetto, where she ministered the old, the young, the frightened, and the starving until they pushed her onto a transport headed for the gas chambers of Auschwitz Birkenau in 1944. The first woman rabbi in the world went on to be completely forgotten, until researchers uncovered her story sixty years after she had been murdered.

All of this history, the greatness and the tragedy, is on view in Berlin. In its museums, on its streets, in its parks, and in its cemeteries. And that is why we came here, so we could learn about history by walking through history.
For this 2013 Summer Academy, there were several ways we helped our educators add to their knowledge base on twentieth century Central Europe, Berlin, and its Jewish history. We asked them to read specific books during the school year; we brought in world class historians to meet with them once they arrived; and best of all, we explored the alleyways of Berlin Mitte where Jews once lived and worked, the broad boulevards where Nazis marched and paraded, and the places where Berliners watched with tears in their eyes as the Berlin Wall went up in 1961, and where they sobbed even harder in 1989 when it came down.

For this Summer Academy, we created the first of what will be an ongoing series of Centropa Source Books. This year’s paperback filled with personal reminiscences of Centropa interviewees, whose stories take us back to the pre-war world of Jewish Berlin; essays on the art and film of the Weimar Republic; and lists and articles highlighting Berlin’s most famous Jewish names and dates. This Berlin Source Book was written not only to be a guide to Berlin itself, but also as a great reference tool for teachers using this material in DBQ (Document Based Questions) projects, challenging students to use critical thinking when studying history, social studies, and Holocaust.

To help build a knowledge base, we tied history in a chronological line: we visited the site where Josef Goebbels had Jewish books burned; then stood before the blown apart façade of the Anhalter Bahnhof and read each other passages by Jews looking back on the very moment their parents put them on Kindertransports to England; and we strolled through the manicured memorial park where tens of thousands of Soviet soldiers—those who fought the Germans house to house—are buried. In this sculpture garden to the dead, we read excerpts from interviews with Russian Jewish soldiers who spoke of what it was like to fight their way into the “lair of the beast,” as one of them called it.

But history did not stop then, and we drove by Tempelhof Flughafen, built by the Nazis, and the airport where American cargo planes landed every one hundred twenty seconds between 1948 and 1949 to keep the city alive when Stalin tried to cut it off.

We did even more, spending half a day in Berlin’s enormous Jewish Museum, which combines Daniel Libeskind’s conceptual architecture with exhibitions that cover nearly one thousand years of German Jewish history. We met with curators and guides at the Oranienburgerstrasse synagogue, once the largest synagogue in the city and ultimate showplace of German Jewry. We also visited, among other places, the Information Center of the Berlin Holocaust Memorial, which, in our opinion, the single most impressive Holocaust museum anywhere.

It is by bringing teachers to visit such powerful places of history, tragedy, and memory, and discussing them on the spot, that their knowledge base grows exponentially. They did not just see history. They felt its pulse beating.
The Berlin Jewish Museum—I wish I had this museum as my classroom, I will share my experience with my students. This museum is so different from everything I have seen before; it simply puts you in the history, I like the concept of the architecture, the empty voids... I think it is possible to use part of this concept in the classroom.

The Holocaust Memorial and the Information Center downstairs is like going down into the grave. I like the letters there, personal stories that break my heart. I liked this because this was not a museum with abstract items or objects, but with LIVING and VERY POWERFUL STORIES TO TELL, directly from INDIVIDUALS.

Dragan Gorgievski,
Bitola, Macedonia

During our Berlin Summer Academy, we spent part of every day visiting the sites where history took place, the museums that encapsulate that history, and met with historians, guides, and curators who would help bring that history to life. The two museums that spoke to our teachers in the loudest, clearest voices were the Berlin Jewish Museum, a museum of German Jewish history, and what is called the Information Center at the Holocaust Memorial.

There is a huge difference when you can see, touch, and experience a place and understand its historical value rather than simply read about it. Our visiting these places brought to life in such a meaningful way the history that Centropa is trying to impart. The guided tours by museum curators and guides were fantastic and the Jewish Museum was by far one of the best I’ve seen—it was very comprehensive and accessible. The Holocaust Memorial and Information Center impacted me in a very deep and real way... it is the Centropa way of telling a story, where the focus isn’t simply the statistics, but rather the focus is on the families—the people that you can see before and after. It humanizes the experience and statistics.

Amy Vargas-Tonsi,
Durham, NC

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Berlin is a city that rose to great heights in the late nineteenth century, turned monstrously large in the 1930s, and was pummeled to ruin in the 1940s. During the Cold War, much of the city was left as the Soviet army found it in 1945—full of bullet holes and blown apart. Only slowly has the city been rebuilt. As we visited the sites and walked the streets, our Centropa Source Book came in especially handy, as every place came alive through the texts we read.

I really liked the Jewish district walking tour. I was able to understand more of what Berlin was like then and how it has transformed into what it is now. To look at the buildings that people now use as shops or restaurants when they were originally homes for Jews just amazed me. I was especially touched by the stumbling stones on the streets. After noticing them for the first time I couldn’t walk down the street without stopping and pausing to think about that person or the people who were taken in such a tragic way. This would hit home to my students by showing them the pictures I took and explaining to them what happened and asking them to think about what if something like that happened in their lifetimes.

Kelli Gerhardt, Spartanburg, SC

The visit to the Anhalter Bahnhof was one of the most important parts of my trip. I had looked through the book on my own in the hotel but being with the group, there at the train station, and having individual participants reading the interview excerpts aloud to us really left its mark. As I stood there and looked around, I saw tears streaming down peoples face and I thought to myself, Centropa has truly made history come alive.

Erica Washburn, Charleston, SC

Aside from those Stolpersteine, I was moved at how ‘in your face’ the history of the Holocaust is—in a city which is so hip and buzzing. What a place of contrasts. Monuments and memorials are everywhere. It’s hard to grasp, really. There’s certainly nothing like it anywhere else.

Marcia Wollner, San Diego, CA

The walking tours made me ‘feel’ history. I was able to experience stories that until now I had only read about. The Oranienburger Straße synagogue, the streets of the Jewish quarter—this brought German Jewish history alive for me and now I can do a much better job of telling this story to my students.

Yonathan Bar-On, Haifa, Israel

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I’m German, and having lived in Berlin, I knew all the places on our walking tour. What was new to me was seeing them with people who were not German. Their reactions, questions, and remarks gave me a whole new perspective. Experiencing history as a participant and coming face to face with history as you exchange ideas with other teachers—it changes everything.

Kristin Lakenberg, Bonn, Germany

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BUILDING A KNOWLEDGE BASE

OUR SPEAKERS IN BERLIN

All during our Summer Academy, we brought in speakers—from Bosnia, Greece, the US, and Poland—to speak to our participants and challenge their accepted notions on historical narratives and on ethics and morality.

Konstanty Gebert is one of the most important public intellectuals Poland has produced in the past thirty years. As an activist during the underground anti-Communist movement, as a columnist for one of the country's most prestigious newspapers, and as a Jewish community activist, Gebert spoke to our teachers of remembering there is always more than one narrative to every story, and only by accepting other versions of history can we see the positions of those we wish to work with.

Dr George Kalantzis, an historian, is the general secretary in the Ministry of Education and Religious Affairs in Greece. Formerly the head of the Cabinet for the Vice President of Greece, Dr Kalantzis flew to Berlin to be with us when we screened our first Greek film, A Bookstore in Six Chapters, about the Molho family in Thessaloniki. Dr Kalantzis spoke of the rising tide of anti-Semitism in Greece and about how his ministry is doubling its efforts to address the subject. The Education Ministry now cooperates closely with Centropa.

Rabbi Michael Paley was our rabbi-in-residence during the Berlin Summer Academy. Rabbi Paley, who works for the New York Jewish Federation, spent 2013 living in Budapest and traveling to Jewish communities throughout Central Europe. His goal: to meet with community activists and work with them as they help rebuild their communities. Rabbi Paley's contributions to our Summer Academy were immeasurable, as he brought home universal messages of ethics and morals that applied to all of us: Jews, Christians, and Muslims.

Eyal Press

In his book, Beautiful Souls, Eyal Press explores four people who stood up to authority and followed their own consciences: a Swiss border guard during the Holocaust; a Bosnian Serb who saved Croats in 1992; an Israeli soldier who refused to serve in the occupied territories; and a corporate whistleblower. In each case, they suffered mightily for their bravery yet they insisted on doing what was right. Press spoke with us by Skype about morality, ethics, and how some of us make difficult choices.

Jakob Finci flew to Berlin from Sarajevo to speak to us about civil courage in a time of war. Of this, he is an expert. Mr Finci, whose family traces its roots back hundreds of years in Bosnia, was born during the Second World War in an Italian internment camp. Returning to the remnant community of Sarajevo in 1945, Mr Finci went on to become a lawyer, then was one of the leaders of the Jewish community in the 1990s who created a non-sectarian aid agency that helped everyone during the Bosnian war. Mr Finci and the Sarajevo Jewish community became one of the most respected institutions in Bosnia during the war.

Nina Molho was born in Thessaloniki shortly after the Second World War. The city, once known as Salonika, was home to the largest Sephardic Jewish community in the world. 56,000 Jews were sent to their deaths, and Nina worked with Centropa to create a film about her parents and their legendary bookstore. She narrated three versions of the film for us—English, Ladino, and Greek. The film has now been shown in ten film festivals.

Dr George Kalantzis

Konstanty Gebert

Nina Molho

Jakob Finci

Rabbi Michael Paley

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Over the past eight years, we have learned a great deal from our Summer Academy participants, primarily because we ask them to assess their eight-day-long experience and tell us what we did right and what we need to improve. One of the most important things we learned is that when teachers give up eight days of summer vacation to travel with us through Central Europe—and invest countless hours before and after—then we have to provide them with the tools they can use the very first day they walk back into their classrooms. Teachers are practical; they come to us to gain practical knowledge.

We’ve already described how we build a knowledge base. But learning history is only the beginning. The rest of the time, participants work in sessions fine tuning their skills and turning them into classroom-ready lesson plans and projects.

We start by providing our teachers an easy-to-access website with biographies and photographs combined in a searchable database. Then we guide them to what we’re best known for: our online library of dozens of films—both personal stories as well as documentaries. Every film page was designed to be one-stop-shopping, so teachers don’t have to scramble and students can find online study guides for researching the historical context, culture, and relevant literature on each film.

We never make films for students because we believe that a well-told story will reach all audiences, no matter their age. That is why our films have been screened as official selections in international film festivals from China to Israel, from Poland to the United States. Films this good are sure fire winners with teenagers, partly because this is the age when they first start to love films and appreciate them critically, and partly because teens have built-in radar and know when they are being talked down to. Intellectually, we challenge them to move up. They sense that and respond positively.

During our Berlin Summer Academy, we tried something new. We took the public transportation map of Berlin and turned it into a map from which our teachers could choose which routes to take—the Balkan Sephardic line, the Righteous Gentile line, or, for example, the Poland & the Shtetls line. All during the Summer Academy, teachers learned those subjects by watching films, hearing lectures, discussing what they learned and building lesson plans together.

Nearly every day, the smaller groups shared with all of the participants their lesson ideas, so they could inspire other teachers while at the same time inviting feedback. Step by step, they built solid projects.

Finally, the single most important thing we do each year is ask our most innovative teachers to present the Centropa lessons and projects they carried out during the school year. This means all of our participants, no matter where they are from or what they teach, learn new teaching ideas and pedagogies they can’t wait to use with their own students, and then share them with other teachers in our network.

This section of our report shares with you our participants’ responses to all these skills-building sessions.
Mike Irwin and Branislava Stevanovic—this is so important, because they shared different technical problems and it is very helpful for planning future projects. I like it so much how they solved the language barrier. Maybe I cannot exactly copy this project but it is important to explore and find other possibilities of connecting students in different countries. I like their final product, and they made relationships between kids that were just great, and I think the outcomes of this will be interesting many years after. These kids now see a bigger world.

Dragan Gjorgievski, Bitola, Macedonia

I would like to use Mike’s and Branislava’s project—I believe in open borders. With today’s technologies it is not a problem to be in touch with students from all over the world. I think such projects enrich the students’ knowledge and English skills more than any common lesson.

Daniela Feldman, Tel Aviv, Israel

While students in many countries have smart phones with video capabilities, Horatiu teaches in a small town in western Romania, where very few of his students have such high tech toys. Thinking on his feet and not wanting to leave anyone out, Horatiu had his students sit in the school’s computer lab, find a Centropa Romanian interview online, and then create their own graphic novel (a comic book) based on that interview. Several of the students created the artwork, others did the translations, still others researched the story. Every student in the class who wanted to participate could. And knowing their story is being used in school classes in other countries filled them with pride, and a commitment to create another graphic novel next year.

I liked Horatiu’s graphic novel the most, but it is really a lot of work, so I might try and seek help with the Arts teachers at my school. If my colleagues are willing to give it a try, that would be fantastic! We would make it shorter, though—meaning it should be finished within one school year.

I liked Horatiu’s idea of making a graphic novel. I will be incorporating this into my lesson this year. I have already set up a few ways my students will make graphic novels and am in the process of looking for history-based graphic novels for my students to read. Right now in the United States there is a big push on Common Core State Standards where everyone in every state will learn the same things in English Language Arts and Math. Using graphic novels aligns with the CCSS perfectly because it gives the students primary texts to read and students create storylines.

Branislava Stevanovic, Belgrade, Serbia

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Once you start working across borders it’s really, really hard not to! I love Lisa Sterling’s idea of creating a beautiful recipe book between students in two different countries, and while I may not be able to use everything she did, it’s the way Lisa thinks outside the box that I find inspiring. I can’t resist her presentation! The idea that teenagers create their own exhibition to be set up next to a Centropa exhibition challenges students on any number of levels. Again, it may be difficult to use the concept directly in an American public school, but the concept of students making an exhibition they can pull from the Centropa site is a great authentic project that could be adapted by a lot of us.

Mike Irwin, Detroit, MI

I think the best presentation was the one from Lilach Taichman. I found it particularly interesting because it gave me inspiration, how I can cooperate with other teachers in my school. I think this is the theme that Centropa handles students reaching their goals when they when they are not taught in one single history lesson, but are part of a lot of other subjects like literature, art, history, etc. This presentation showed me how to work together with others without forcing my conception onto them.

Ezriel Nemeth, Budapest, Hungary

Lilach’s presentation had a great effect on me. Why—because the students were so involved, active, and proud to do something significant that you could see it all over their faces. They were smiling proudly and I would like to try motivating my students to do something that will show them that they can stand up and make a change by chance, although horrible things happened to people. Most of all: the stories are often told through kids eyes, so I’m sure that helps my younger students identify themselves with other peoples’ fates.

Andrea Brunner, Gumpoldskirchen, Austria

In regards to Holocaust education, how does Centropa differ—if at all—from other programs you offer students?

I like the fact that Centropa materials are not static. Teachers are encouraged to share and “borrow,” to expound on, or revise instructional ideas using primary documents.

Cathy Troubleshooting, Norwood, NC

Centropa is so in tune with the common core, as well as our standards. I will take time and relate as much as I can the materials in various ways. Centropa materials are very much more realistic for all of us. I am so glad to have this source to share with my students this year. This summer has changed my life due to the exposure you have granted me.

Pat Malak, Little River, SC
A far deeper impression is made upon students when they can make a personal connection to the material they are studying. For too long, Holocaust education was about numbers, bodies, victimhood, and horror. The personal stories of real people resonate and stick with students, helping them understand what was lost and, perhaps, what their role may be in preserving this history.

From my perspective Centropa provides good teaching tools to do use primarily interesting. Low student’s understanding of 20th century European and European Jewish history, outside the strictures of the Holocaust itself?

One very good approach is to cross-pollinate your ideas and best practices. Centropa feels that bringing teachers together from different disciplines and countries allows you to cross-pollinate your ideas and best practices. It is always so easy to think that our personal perspective on education, or, for that matter, any subject, is the one true and correct perspective. Collaborate with teachers from other cultures and it soon becomes apparent that there are other perspectives that diverge from our own – yet are no less a part of the true context of the frame of regular history lessons, and to learn more about Jewish culture—for example, in art lessons.

In the Hungarian curriculum we have very little time for the Holocaust and the history of Jews, but Centropa’s materials give us an opportunity to get out of the frame of regular history lessons, and to learn more about Jewish culture—for example, in art lessons.

So much appreciation. Centropa does a great job of empowering educators. It does not spoon-feed us but rather provides the resources to do great teaching. The motivation to do great learning, and the training to bring it together in a meaningful way to benefit our students, our schools, and our colleagues.

So much appreciation. Centropa was a very profound experience on so many levels. Now that you’ve spent eight days with us, what do you think of this idea?
THINGS TO IMPROVE

It would be great if the unscheduled time was a little more varied, e.g. one morn-
ing off, one afternoon off, one evening off. This would allow for more time to ex-
plore Berlin on our own and to do and see things not part of the CSA. I would like
more touring and/or discussions of a topic while we are on-site. Standing in the Soviet
war memorial was very powerful. I wish we could have processed that more, just like
at the Anhalter Bahnhof, where the Kindertransports left from.

Rachel Bergstein, Washington, DC

It’s your website: please integrate suggested reading / viewing lists (like on the
CSA2013 homepage) on various topics. There is so much information but we all
know that your staff has some great suggestions of what we should read and
watch. You should make that a core of your program.

Lowell Blackman, Herzliya, Israel

1. More time to get to know people on the first day, maybe some sort of
speed-dating exercise and more time to get to know each other, i.e. coffee
breaks, where we would talk shop, anyway.
2. More time for group work, we sometimes had less than 30 minutes.
3. I would have loved to see the results of the group work in writing. That way it is
easier to remember.

Kirstin Lakeberg, Bonn, Germany

Having attended three summer academies, I can tell you that the impact is very
different when everyone is in the same hotel. This year, I understood that there
was no single big hotel to use in Berlin Mitte, and that’s a shame, because when
we are all together, we collaborate more, and I know that’s important for you.

Debbie Harris, Chicago, IL

Give us more time to explore such treasure-chests like the Jewish Museum.
Yes, we spent ninety minutes there, but we could have spent double that time. I
understand that this comprehensive museum is a bit overwhelming, but we could
have benefited by spending more time there.

Zsolt Martha, Budapest, Hungary

Things seemed kind of rushed at times. We were quickly moving from one thing to
the next and because we were on such a tight schedule we would be really getting
into a good conversation and then we would have to cut it short to move on. I
think elementary teachers absolutely need to be a part of the program. In my
experience, the high school teachers have so much content knowledge and ele-
mentary teachers are eager to learn more of that content and have such creative
ideas for how to engage their students.

Erica Washburn, Charleston, SC

KNOWLEDGE + SKILLS = OUTCOMES
This page contains information about various schools and the people associated with them. The information includes the names of teachers, their institutions, positions, and cities. Here are some examples:

- **Robyn Miller**: Holocaust Studies, City of Athens, Greece.
- **Richard A. Gair**: Holocaust Studies, Day School; Club Z, City of Chicago, IL.
- **Susan Cohn**: High/US Holocaust English, City of Noblesville, IN.
- **Ilana Volodarsky**: Jewish Studies K-12 Holocaust Social Studies, City of St. Petersburg, Russia.

The document appears to be part of the Centropa Summer Academy report 2013, which highlights educators in various fields, including Jewish studies and Holocaust education.
### Financials

**Budget 2013**

#### Hotels, Transportation, Meals

- **Hotel**: €33,492 / $45,195
- **Meals**: €27,655 / $37,588
- **Plane Tickets**: €36,114 / $48,734
- **Train Tickets**: €782 / $1,055
- **Public Transport**: €1,054 / $1,396
- **Bus Rentals**: €2,866 / $3,867

**Subtotal**: €102,143 / $137,834

#### Seminar Preparation, Speakers, Technology

- **Coordinator seminar preparation Birgit Haberpeutner**: €9,995 / $13,487
- **Speakers**: €3,014 / $4,742
- **Tour guides & Museum entrance**: €5,361 / $7,234
- **Photographer & Video**: €17,336 / $23,259
- **Fees for tech and seminar room rental**: €6,846 / $9,238

**Subtotal**: €44,591 / $60,172

#### Educational Materials

- **Multi-media film, produced for Summer Academy**: €27,901 / $37,651
- **Website adaptation and blogspots for teachers to use**: €2,025 / $2,733

**Subtotal**: €29,926 / $40,384

#### Staff

- **Centropa Administration**: €57,413 / $77,193

**Total**: €234,073 / $315,583

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### Staff

**The Team 2013**

[Photo right]

- Sitting: Wolfi Els, our filmmaker
- Standing, from left: Marceli Kenezai, director for European Jewish schools and director of our Hungarian public schools program
- Josephine Eves interned for us in 2013 and assisted Birgit Haberpeutner, our logistics director. Standing next to Birgit is Omer Morgenstern, our tech director. Then Ellen van Benschoten, who helped coordinate our visit and researched our Berlin source book.
- Sitting, from left, is Lauren Granite, our North America Education Director, and Fabian Rühle, our European public schools director.
- Standing (in the blue shirt) is Gideon Lifshitz, who coordinated our Israeli programs in 2013. On the right is our director, Edward Serotta.
Centropa’s eighth Summer Academy was our largest and most ambitious yet. We brought nearly ninety participants—classroom teachers, education ministry officials, diplomats, foundation directors, and pedagogical experts from nineteen countries—to Vienna and Sarajevo, with a short stopover in Zagreb. Our objective: to explore a century that began with enormous optimism, when Vienna gave birth to the modern—in art, philosophy, science, and literature—but which descended into wars that saw tens of millions slaughtered and Central Europe’s Jewish communities all but wiped out. The century ended with more bloodletting, yet in the carnage of the Bosnian war in the 1990s, there is a Jewish story to tell, a story that is relevant for all of us: Christians, Muslims, and Jews, Europeans, North Americans, and Israelis.

A favorite parlor game of historians is describing when centuries begin and end. We at Centropa believe the clock for the twentieth century began ticking just before noon on 28 June, 1914, when Austrian Archduke Franz Ferdinand and his wife were shot to death in their open limousine in Sarajevo. That clock ticked on through hot wars and cold until it ran out on 5 April, 1992, when Bosnian Serb snipers in the Sarajevo Holiday Inn opened fire on demonstrators who had come to say different ethnic groups could indeed live together.

In between those two events, Europe’s great multi-ethnic empires all went down in flames, and were replaced by smaller, angry states that turned cruelly on the ethnic minorities that found themselves inside these newly drawn borders. Those hatreds made it easy for Adolf Hitler to turn one irredentist state against one another while blaming all the world’s ills on his one abiding obsession: the Jews.

There were more than one hundred seventy-five thousand Jews in Vienna that day in 1938 when the Germans streamed over the Austrian border, unhindered and unopposed. Until that day, those Jews had been working as industrials and street sweepers, bankers and shopkeepers, scientists and farm workers. And every one of them would soon be marked for destruction. More than one hundred twenty thousand managed to flee; sixty-five thousand were deported to their deaths.

The Jewish community that gave the world Sigmund Freud, Theodor Herzl, Gustav Mahler, Stefan Zweig and so many others was no more. The brilliance that Jews brought to Vienna was turned off like a light.

Five hundred miles to the south, some ten thousand Jews lived in Sarajevo, and most of them were Sephardic Jews who traced their roots to the Spanish expulsion in 1492. They had lived in this complex multi-ethnic Balkan land among Muslims and Christians, both Catholic and Orthodox. These Jews, too, were slated for destruction. Starting in 1941 and 1942, around eight thousand met their deaths at the hands of the Nazis and their local counterparts, the Ustashe of Croatia. But most Bosnian Jews who survived the Second World War did so by joining Tito’s Communist Partisans. Some sought protection and shelter but three thousand Yugoslav Jews joined the Partisans with a specific goal in mind: so they could fight back. Those few Jews who returned to Sarajevo at war’s end survived by being tough. And when the first shells crashed into the city in April 1992, the few remaining Holocaust survivors opened the doors to their synagogue and let the city in.

We visited Vienna and Sarajevo one hundred years after the western world went down in flames so we could study the cultural accomplishments of Central Europe’s Jews, commemorate their destruction during the Holocaust, and pay tribute to a band of Sephardic Jews, who in the darkest night before the century’s end taught their Muslim, Serbian, and Croatian friends and neighbors the lesson they had been learning for centuries: how to survive.

The extermination of the past—by design, by neglect, by good intention—is what characterizes the history of our time. That is why the ahistorical memory of a marginal community that found itself in the whirlwind may yet be the best guide to our era.


COMMENOMORATING THE ONE HUNDREDTH ANNIVERSARY OF THE BEGINNING OF THE FIRST WORLD WAR JOURNEY THROUGH A RUINOUS CENTURY
Earlier in this publication, we described how Berlin reached its creative peak during that brief thirteen-year window of the Weimar Republic, before the Nazis took power in 1933 and sent so many creative giants scurrying for safety.

Vienna’s day in the sun came before that and lasted longer: her golden age burned brightly from the late 1880s until the First World War doused it. Even afterwards, it flickered for a while, although today’s Vienna is but a museum to her greatness. To the city’s credit, it is a very good museum indeed.

We spent part of every day in Vienna meeting with world-class historians such as Paul Miller, an expert on the origins of the First World War, and Philipp Blom, an award-winning historian who described Europe before the deluge. We also walked the streets to see where history took place, and met with experts specializing in Gustav Klimt and art restitution. Best of all, we spent several hours with Vienna’s elderly interviewees. All this was meant to help build a knowledge base for our participants; we wanted them to see, feel, and hear about this golden time, and come face to face with it.

That is why we spent an afternoon in the elegantly re-designed Jewish Museum; it was why we were welcomed in the Belvedere Museum to see the Schieles and Klimts and meet with its curators and guides, and it was why, on our last morning, we stood in front of the car that Franz Ferdinand and his wife Sophie sat in that fateful morning in Sarajevo, one hundred years ago.
When history has a name, a face, a story

We love the elderly Jews we spent a decade interviewing. That is why we meet with them every month, and whenever we hold a Summer Academy in Vienna, we bring our teachers to meet with them.

One of the most rewarding programs during the Summer Academy was the meeting in Vienna with Holocaust survivors. We were organized into small groups and had the opportunity to talk to two elderly people. I was especially fortunate because by sheer luck I not only met someone with whom I share the same surname, Goldmann, but she happened to be a survivor from the Hungarian town of Szombathely, where I teach Jewish history. The lady, Gabriella Goldmann, was genuinely moved to learn how much I knew (including the names and stories of other Jewish families she knew). I learned that she belonged to the only surviving Jewish family in Szombathely, where all the members her sister, mother, and herself had been sent to Auschwitz, as well as her father who had been on forced labor, all returned. We spoke non-stop in Hungarian over lunch, discussing many other things that happened to her after the Holocaust. At the end of the beautiful time we spent together, I invited her to visit Szombathely and offered to show her the town, the school she went to, and the leaders of the local Jewish community. I would be very happy if we could record the event in the form of a documentary film.

Marta Goldmann, Szombathely, Hungary

For me, one of the most profound experiences during CSA was meeting Dr. Robert Rosner. The thoughtful way Centropa organized that event to provide one-on-one time is really something you can’t get in other situations. This experience was markedly different from my other meetings with Holocaust survivors because Centropa staff ensured that each participant was paired with a survivor for two special times—a conversation that provided the survivor time to tell his/her story, and then a lovely lunch to continue getting to know each other in a casual, welcoming environment. Providing personal stories is one of the most powerful resources educators can use when teaching about the Holocaust. Dr. Rosner’s story is a moving testament to the impact one person willing to help another can make. This is a story my students will not forget.

Brittany Morefield, Jamestown, NC

Meeting the seniors was one of the most enriching experiences of the Centropa Summer Academy. Talking with them, listening to their stories, and sensing their sadness about the bad times, then laughing with them when talking about their good moments will have an impact in my memory that will last forever, not only as a teacher but as a human being. I connected with the survivors I met emotionally and that connection will impact my teaching since I will relate history with two beautiful souls I met and who suffered during the war. It was very interesting speaking with them in Spanish and seeing in their faces the happiness when talking about their lives in Bolivia and Venezuela and also their tears when explaining their sufferings during the war. One of them gave us a present, Jewish Fairytales and Legends that I plan to share with my students.

Katiusca Cirino, Houston, TX

In Budapest, the Centropa office holds meetings with the elderly Holocaust survivors they interviewed, and I have treasured my meetings with them. I know of no oral history institute that does such a thing—hosting the people they interviewed! I was therefore not surprised to find myself at the Summer Academy sitting with several elderly Viennese survivors. To meet these Austrian Jews, with their own stories of growing up here, fleeing in time, and then returning to start again was deeply moving to me.

Ferenc Peragovics, Esztergom, Hungary

...
At first I was skeptical about reading our assigned book, *The Hare with the Amber Eyes*, by Edmund de Waal. And the first chapters only confirmed my doubt. But then the author brings us to Vienna and the years before and during the Second World War. Now I understand why people are greatly moved by this remarkable book. But it was even more brilliant to complement our reading of the book with our visit to the Museum of Applied Arts to see all the creative output of Wiener Werkstätte. The furniture, the silverware, the artwork all told of time of great ferment. Then we got to view the Gustav Klimt paintings in the Belvedere Museum. These were mutually reinforcing activities, and they shed light on the role of Jewish communities in the process. Reading de Waal’ s book was a great experience.

Ferenc Peragovics
Esztergom, Hungary

The Belvedere Museum is an impressive place to view its world-famous paintings. So many Klimts, Kokoschkas, and Schieles, and that we had both guides and curators tell us about them made it even better. I very much enjoyed the Friday night service in the City Temple. Having never been to an Orthodox synagogue before, it was a very new experience – it was something that the chief rabbi addressed our group as welcome guests.

Kirstin Lakeberg
Bonn, Germany

There is no point in traveling to these cities and sitting in conference rooms all day. Centropa maximizes each participant’s opportunity to learn on these trips by exposing them to not only the history we read up on and discussed, but also the culture and the ‘feel’ of the cities. That we were able to walk through imperial Vienna with a historian like Paul Miller, listen to Philipp Blum on pre World War One Vienna and then visit the National Library, the Jewish Museum, the Belvedere, and the Applied Arts Museum was a history teacher’s dream.

Anthony Ludwig
Charleston, NC
We had great tour guides in the Vienna Jewish Museum and Belvedere and I loved everything they showed us. It was very powerful to be with seniors and see them attend the Friday night services. I loved learning about the life of Jews in Vienna before the war, not only from our materials but also from people I met with. It will help me “paint a picture” of Jewish life before the World Wars, Jewish contributions to Viennese culture and glimpses of who they were before the 1930’s. We often teach the World Wars and then talk about the Holocaust and leave out the world that was destroyed. That’s why I liked the book, The Hare with Amber Eyes. It depicts life for Jews in Europe before the wars. I am going to teach what life was like for Jews in Europe before the Holocaust as well as how they rebuilt their lives after.

Lisa Cain
Charleston, SC

Two things about Vienna haunt me, and in very different ways. First, the visit to the Military Museum. Aside from that famous car of Franz Ferdinand, I could not believe the size of the great cannons and artillery. They must have felt safe behind them, and then all those colorful uniforms of the Bosnians, Hungarians, the Croats—all soldiers to an Empire that was about to die. How absurd and comical they look now. But then there were the lectures by Philip Blom and Paul Miller, which drew a picture of Europe pre-1914. Their lectures—which they gave with such style and humor—made me want to order all their books and dig into this story. Being in Vienna and coming face to face with all this was simply inspiring.

Victor Gurevich
Rehovot, Israel

“I will simplify it as follows: the power of a once-grand empire, the magnificence of a society that had no idea it was about to collapse, the denial of wrong actions during the Holocaust, the restitution, culture in every corner, the art and the music and the cafés—this is what I took away from our time in Vienna.”

Katiuca Cirino
Houston, TX
In 1995, Hannah Lessing gave up a successful career in banking to begin building a knowledge base around the subject through a personal connection. If there is anyone who can speak of more knowledge than Paul Miller we haven’t met them. Paul received his Ph.D. in modern European history from Yale, and taught at various universities, e.g., McDaniel College in Westminster, Maryland. Since 1998, he has taught at various universities, including the University of Sarajevo in Bosnia-Herzegovina, and the International Center from 2003 to 2008. In 2009 he was the Business Manager of the Vienna Wiesenthal Institute for Holocaust Studies. Currently he is the Associate Director of the IFK, International Research Center for Cultural Studies in Vienna. Since 2000 he has also been a participant and Project Manager of several independent research projects, including the project, “Ephemeral Films National Socialism in Austria,” which has been ongoing since 2011.

Hannah Lessing is a long-time supporter and friend of Centropa. Sheila is the Deputy Director of Vienna’s Chief Executive Office for European and International Affairs, as well as the club chairman for the Christian Democratic and Conservative Austrian People’s Party in Vienna’s 9th district. Sheila has been working for the city of Vienna in various positions for more than 30 years. Ingo Zeichner is a philosopher and historian by training. From 2000 to 2008 he was an academic staff member at the Jewish Community Vienna, serving as Head of the Community’s Holocaust Victims’ Information and Support Center from 2003 to 2009. In 2009 he was the Business Manager of the Vienna Wiesenthal Institute for Holocaust Studies. Currently he is the Associate Director of the IFK, International Research Center for Cultural Studies in Vienna. Since 2000 he has also been a participant and Project Manager of several independent research projects, including the project, “Ephemeral Films National Socialism in Austria,” which has been ongoing since 2011.

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On the fourth day of our Summer Academy, we drove from Vienna to Zagreb, where we found ourselves in what had been one of the regional capitals of the Habsburg Empire. A lovely manicured park, complete with a trellised bandstand built for the Austro-Hungarian army band to play in, dominates Zagreb. Crowning the city is the hilltop Gorni Grad, a warren of cobblestone alleys and baroque houses, looking like a quieter, less touristy version of Prague.

To spend an evening with Slavko Goldstein is a rare honor. One of Croatia’s leading public intellectuals, in his eight decades Slavko Goldstein has worked as a journalist, an editor, a publisher, a historian, and a political activist. But at the age of thirteen, he joined Tito’s communist Partisans, as he, his mother and brother fled to safety while his father Ivo, a bookshop owner, was arrested and was never seen again.

Slavko’s highly acclaimed memoir, *1941: The Year that Keeps Returning*, explores the horrors of Croatia during the Second World War, and ends fifty years later with neighboring Serb and Croatian villages once again turning on each other.

Slavko was accompanied by the Zagreb Jewish school’s directors and several of their teachers, as well as Natali Lulic Grozdanoski of the cultural department of the Croatian Foreign Ministry.

The following day, we drove another 230 miles, leaving Croatia, traversing Republika Srbska, and arrived in the Bosnian capital of Sarajevo. En route, the frumpy Habsburg Catholic churches gave way to Serbian Orthodox churches. Where mosques had once stood in Republika Srbska, few were to be seen as dozens had been razed. What we did see were scores of burned-out houses raked with bullet holes; mementos of ethnic cleansing, the signature of those who felt it was impossible to live with people of other religions. And then we entered the city that one of our teachers described as a place of “so much pain and beauty at the same time.”
WHERE THE TWENTIETH CENTURY BEGAN—AND ENDED

SARAJEVO

We spent four intense days in this city where East meets West, where elegant mosques and an Ottoman-built synagogue served worshippers cheek by jowl forty years before the pilgrims ever found religious freedom in America.

Visiting Sarajevo is like going through a time warp—on foot. Our hotel, the Europe, sat on the fault line where the Austrian section of the city was built after the Habsburgs wrested Bosnia Herzegovina from the Ottomans in 1878; here the buildings are frumpy Viennese neo-Baroque, most of them painted a cheerful pink, ochre, and cream, all of them human-scaled—two and three stories. But then cross that invisible line and you are walking across paving stones laid down in the 1500s; you follow them past splashing fountains in tree-shaded courtyards, looming mosques, and Ottoman-era bazaars and water pipe cafes. Turn a corner and there’s a seventeenth century Serbian church, turn another corner and a soaring nineteenth century Catholic cathedral dominates a square. Open a gate and you’re standing in the courtyard of a seventeenth century synagogue.

But there are also reminders of carnage and murder here, and not only of the deportation of the city’s Jewish population during the Holocaust. More Sarajevans—of every religion—were shot down or blown up during the Bosnian Serb siege of the city in the 1990s.

Our scholar-in-residence was Ben Gurion University’s Sephardic scholar Eliezer Papo. Jewish community leader Jakob Finci told us how the Jewish community helped an entire city during the 1990s war, and US Special Envoy for Holocaust Issues Douglas Davidson flew in from Washington for a panel discussion about rebuilding Bosnia with Austrian Foreign Ministry Balkan expert Martin Pammer.
To go to the Tunnel Museum in Sarajevo and see how the city was kept alive was deeply moving. But then we saw the public cemetery with so very many graves from the war and read that story of Romeo and Juliet, and then the Jewish cemetery, which had been the front line between the Bosnian Serbs and the Bosnian government. The Jewish cemetery definitely left a mark on me. Simply seeing the bullet holes in buildings was powerful, but to see the Jewish cemetery ravaged by mines and bullet holes was shocking.

Shira Androphy
Boston, MS

I really enjoyed our tour of Sarajevo and the visit to the Tunnel Museum, the Jewish cemetery and the public cemetery with its graves from the recent war. I know the Tunnel Museum stirred up some passion but I thought that was a great insight into the reality of the situation. You saw the emotion, the suffering, the pain, the loss, and the NEED for such a program like Centropa. It helps one reflect on their own communities, their own teaching, and how much we must understand that the stories we shape have such a profound impact.

Aaron Markham
Houston, TX

Sarajevo was a place like no other. East meeting West is such an easy concept to read about and to just talk about, but it’s a much harder concept to understand when you are facing it. Seeing such a special place in person will and has changed my view on the world, and has challenged what I know about it. I now must go out and learn more about the area to try and understand what I really saw.

Paul Puccinelli
Mason County, SC

I am very glad we weren’t restricted “only” to the Holocaust, but Centropa enabled us—as history teachers—to look into the former Yugoslavia. My family used to travel to Croatia with our children, so I remember the destroyed homes and enormous new cemeteries, but seeing them as a teacher accompanied by other teachers was somewhat a surprise and I felt so uncomfortable. Driving from Zagreb to Sarajevo through Srebrenica, we passed burnt out homes. Then we walked through Sarajevo and went to the cemeteries and the Tunnel Museum. In those few days we were in Bosnia, it felt as if the war had ended just yesterday.

Martina Kalbove Brno, Czech Republic

The “City as Classroom” was the best part of the seminar and all the tours we had were really interesting and broadened our horizons as teachers. The Tunnel Museum and that public cemetery left a mark on me because it’s the history of today. These were the sites that showed us there is an open trauma for both Bosnians & Serbsians and also Europeans and world citizens.

Kostas Korres
Rhodes, Greece

Walking through history in a city with open scars

Two cemeteries in Sarajevo bookended our Summer Academy in this Balkan city. On a high hill overlooking the city, oblong Sephardic Jewish tombstones climb the hillside, some of them dating back to the sixteenth century. It is a hauntingly beautiful place. Not far away, thousands upon thousands of graves dating from 1992 until 1995 sweep across a well-maintained public cemetery—victims of lives cut short in a senseless, hideous ethnic war.

Iris Androphy
Boston, MS

Being in Sarajevo changed me, as a person and as a professional. Having that experience, and actually seeing first hand what the people survived, brought a whole new world of understanding to me that I will never forget. The teachers from Serbia were magnificent in their comments about facing the past of their country and related on a human level to the teachers from other affected countries.

Barbara Nairfield
Charleston, SC

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Kostas Korres
Rhodes, Greece

Walking through history in a city with open scars

Two cemeteries in Sarajevo bookended our Summer Academy in this Balkan city. On a high hill overlooking the city, oblong Sephardic Jewish tombstones climb the hillside, some of them dating back to the sixteenth century. It is a hauntingly beautiful place. Not far away, thousands upon thousands of graves dating from 1992 until 1995 sweep across a well-maintained public cemetery—victims of lives cut short in a senseless, hideous ethnic war.

I am very glad we weren’t restricted “only” to the Holocaust, but Centropa enabled us—as history teachers—to look into the former Yugoslavia. My family used to travel to Croatia with our children, so I remember the destroyed homes and enormous new cemeteries, but seeing them as a teacher accompanied by other teachers was somewhat a surprise and I felt so uncomfortable. Driving from Zagreb to Sarajevo through Srebrenica, we passed burnt out homes. Then we walked through Sarajevo and went to the cemeteries and the Tunnel Museum. In those few days we were in Bosnia, it felt as if the war had ended just yesterday.

Martina Kalbove Brno, Czech Republic

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What really keeps me busy thinking are the experiences I had in Sarajevo. I’ve never been closer to the aftermath of a war and seen and heard what it does to people. I am deeply affected in the truest sense. It has changed my understanding of the Balkans, its history and today’s situation fundamentally.

Kirstin Lakeberg, Bonn, Germany

I am convinced that it’s true about most of the Centropa resources: they are universal—they can be used in teaching various subjects, at different levels, they may be connected to a whole range of topics. If you want your teaching to be up to the requirements of the XXI century, if you want your students to remember most of what you teach them—you MUST use Centropa.

Natalia Shushin, Bat Yam, Israel

The Balkan part of the seminar really broadened my understanding of the 20th century, especially its last two decades. Not only have I learned historic facts I did not know, but the journey helped me acquire a different perspective on the Balkans: on the road trip from Vienna to Sarajevo we watched as Croats and Bosnians on their bicycles now had to go through borders that didn’t even exist twenty years ago. Then there was the problematic relationship between the Bosnians and the Serbs. These are all topics that made me seriously reflect on the post war years and nationalism.

Konstantina Andrianopoulou, Athens, Greece

I thoroughly enjoyed the breadth and depth that was provided regarding WWI and Bosnia in the 1990s. I was initially expecting a deep focus on the Holocaust, which is absolutely fine, but one that I have covered in other programs. This program offered something uniquely informative that I can bring back to my students through film and projects. I came back with a list of great resources about two topics that are highly overlooked in our World History curriculum, but with a desire to not just incorporate them more seriously and make them a vital and vibrant part of my classroom experience.

Aaron Markham, Houston, TX

I learned so much about World War I as well as the Bosnian War and the breakup of Communism. As a literature and fine arts teacher, I had not spent as much time on these aspects of European history as I had on the Holocaust. Now I have an intense desire to learn more about World War I as well as the fall of Communism. Ed is an amazing wealth of information—I truly loved how he gave the information in an easy “story like” way so that you as a learner do not get lost in statistics—but he gave stories of the lives affected by the wars.

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Words matter; definitions count. And since genocide is still very much with us, the term “never again” has lost its currency. At Centropa, we believe that studying the Holocaust will not prevent another one. But we can and should study what good people do in times of extreme stress. During our Summer Academy 2013 in Berlin, we skyped with Eyal Press, whose thought-provoking book, Beautiful Souls, described people who knew that helping others would very likely hurt them. Yet they could not stop themselves: they had to reach inside and call on their moral inner strength.

On 5 April, 1992, when the first Bosnian Serb shells began crashing into Sarajevo, most of its citizens were shocked; they thought war would never come. Yet the Jewish community had been busy stocking their community center with food, finding overseas suppliers for medicine, and stashing away clothing for months. Sarajevo’s Jews remembered what happened in 1941 when they had not been prepared. Now they were. They even plastered a sign on their synagogue door. It read, “La Benevolencija,” Ladino for “good will.” Who was working there? Jews and Bosniak Muslims, Catholic Croats and Serbian Orthodox. Who were they going to help? Anyone who walked in.

Over the three plus years of the siege, La Benevolencija ladled out tons of thousands of hot meals, distributed hundreds of thousands of medical prescriptions, delivered more than ninety-thousand letters, ran a two-way radio connected to the Jewish communities in Zagreb and Belgrade, and ran eleven rescue convoys out of the city, bringing well more than nine hundred souls to safety.

That all this was initiated by Holocaust survivors and their families made La Benevolencija’s efforts all the more meaningful. And this is why we came to Sarajevo: to pay tribute to one of the most remarkable Jewish stories that took place since the Second World War—when Jews and Muslims, Serbs and Croats, joined in to stand up to hate, and dole out food, medicine, and hope in equal measure. It is a story that every teenager, in every land, needs to understand.
A very important thing for the Balkan teachers is to speak about 20th-century history in the former Yugoslavia. When we speak and work together we can create a common narrative that schools throughout the war in the former Yugoslavia and we can better understand Jewish history, too. This was the very first seminar where I could speak and work with my Bosnian, Croatian, and Slovene colleagues. As for the places we visited in Sarajevo, all of them left a mark on me, but especially the Tunnel museum because it was such a sad experience for me. I concluded that we (Balkan teachers) need to sit and work together. Faceing our common history, USING THE RIGHT TERMS and teaching for a better future in this area is CRUCIAL!!!

The Tunnel Museum left a mark on me—because in this place I had a meeting with the past, more than at any other place.

Biljana Stojanovic, Belgrade, Serbia

I didn’t like when teachers from Sarajevo made that speech after visiting the Tunnel. I think that all that was unnecessary. This topic is still fresh and we Croats, Bosnians, and Serbs could talk about it all day.

Ana Sesar, Zagreb, Croatia

I am not only a historian from Sarajevo. I lived through the war, I survived (somehow) but I lost my husband, my father-in-law, many friends and had a miscarriage. I am not only a historian from Sarajevo, I lived through the war. I survived (somehow) but I lost my husband, my father-in-law, many friends and had a miscarriage. I am not only a historian from Sarajevo, I lived through the war. I survived (somehow) but I lost my husband, my father-in-law, many friends and had a miscarriage.

Stella Matosovic, Novi Sad, Serbia

As you know, my group was the most shaken at the Tunnel Museum. We have a completely different perspective on the siege of Sarajevo. Most of us were at hurt at the public cemetery, which we could now call the War Cemetery, I always go to the public cemetery, which we could now call the War Cemetery, I always go.

Tatjana Juric, Mostar, Bosnia and Herzegovina

We have to understand that it was not the German nation that caused our agony, but particular human individuals. Spite, blind obedience, indifference to our fellow man are all these characteristics of people, not of nations. It was, in fact, the Nazis who in their activities identified themselves with the aggregate of the Germans. We cannot follow in their footsteps! Spite, blind obedience, indifference to our fellow man are all these characteristics of people, not of nations. It was, in fact, the Nazis who in their activities identified themselves with the aggregate of the Germans. We cannot follow in their footsteps!

Bosnian Serbs did it.

Vera Isailovic, Mostar, Bosnia and Herzegovina

In 1991, the same as being antisemitic."

"...to condemn them merely for their nationality. To fear them only for that reason is to follow in the footsteps of those who could not be the torch of their destructive errors on to others…To judge some- one on the basis of the language, the color of his skin, his religion, his presence of his nose to be, consciously or unconsciously, a racist. To speak absolutely about some people with criminals who buy knowing to my people."

Stella Matosovic, Novi Sad, Serbia

I totally support Centropa’s concept of using the city as a classroom – learning through the journey. Through travel I myself have learned my own amount of useful information in my life as I did in my studies. But I didn’t understand why we went to the Tunnel Museum. It is not an official museum, and there is no professional staff working there. All of us knew there was a horrible siege of Sarajevo, but the victims of Sarajevo suffered a lot. And, yes, we all knew that Bosnian Serbs did it.

But, if there is no collective guilt, as Ed pointed out several times by referring to what Vaclav Havel once said about the Germans (and I appreciate it!) was the point of this visit if the individuals, who were responsible for the war crimes in the Bosnian war are on trial in The Hague, and many officers of the Serbian army and politicians are already pronouncing guilty, or even come home after spending long years in prison (Biljana Placic and Miroslav Krajnij), is what is the point of the hate speech by that man in the Tunnel Museum? What do Serbs anywhere in the world need to do in order to receive some under-standing and to stop being hated so much? I don’t understand what Bosnians want to achieve. The visit of the Tunnel Museum was eye-opening for me because I realized how much Bosnian Musulms still. Twenty years after the end of the war, how Serbs and Blame and I blame for those of similar. What is more important, they spread that propagandal message to delegations from abroad. I am not sure how that helps reconciliation in Bosnia and Herzegovina. It didn’t upset me, it didn’t offend me. It just made me feel very sad.

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No one can bring the Balkan Sephardim to life like Dr. Eliezer Papo, who teaches Jewish folklore, Jewish literature, and Judeo-Spanish culture at Ben-Gurion University in Israel. And Eliezer can do it in English, Hebrew, Bosnian and Ladino. Born in Sarajevo, Eliezer first received a B.A. in law from the University of Sarajevo, a degree in rabbinics from the Midrash Sepharadi in the University of Sarajevo, a degree in Jewish folklore, oral Jewish literature, and Judeo-Spanish culture at the University of Sarajevo since 2005. Asmir has been active in Centropa in Bosnia, helping translate materials and organizing teachers’ meetings. Asmir gave a rich, history-soaked tour of Sarajevo during the Summer Academy. Asmir is not only one of the best teachers we’ve worked with. Asmir is also the president of the Teachers Association of the Canton of Sarajevo. Asmir was born in Doboj, in 1980, and went to elementary school in Bosnia, Germany and China. He graduated from the Philosophical Faculty in Sarajevo in 2004 and has been teaching history in Sarajevo since 2005. Asmir has been vital to Centropa in Bosnia, helping translate materials and organizing teachers’ meetings. Asmir grew a rich, history-soaked tour of Sarajevo during the Summer Academy. As we move forward in Bosnia, we will continue to work with this brilliant young historian.

Douglas Davidson became Special Envoy for Holocaust issues in 2010. He is responsible for developing and implementing U.S. policy pertaining to the return of Holocaust-era assets to their rightful owners, compensation for wrongs committed during the Holocaust. From 2004 to 2008 Douglas was Head of the OSCE’s Mission to Bosnia and Herzegovina, then the Constitutional Commission of Parliamentary Affairs. He is the best Bosnian representative to the Advisory Council of the Office for Democratic Institutions and Human Rights. In 2008, Jakob Fredrickson was named Ambassador of Bosnia since 2013, after having served as Ambassador to Montenegro from 2009-2013. Martin entered the Diplomatic Service in 1994 and since then has served his ministry in Budapest, in Sarajevo, he served for the German Foreign Office at the Embassies in Ljubljana, and in Zagreb. Martin joined Douglas Davidson in a spirited conversation on the complexities of rebuilding post-conflict Bosnia.

Maria Aurora Mejía Errasquín has been the Spanish Ambassador to Bosnia since March 2002. Born in Madrid, María entered the Diplomatic Service in 1997. She held previous positions for the Spanish Foreign Ministry in Romania, Denmark, and Brazil, where she held the post of Deputy Head of the Embassy of Spain between 2002 and 2005. María also held several positions at the Permanent Representation of Spain to NATO and the Office of the Prime Minister. María’s posting in Sarajevo has seen her become deeply involved in this Sephardic community, many of whose members still trace their roots back to Spain. She entered the Diplomatic Service in 1987. María also held several positions at the Permanent Representation of Spain to NATO and the Office of the Prime Minister. María’s posting in Sarajevo has seen her become deeply involved in this Sephardic community, many of whose members still trace their roots back to Spain. María was named Ambassador of Bosnia since March 2013.

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Maureen Holtzer/Marko Dimitrijevic/Senko Jankov’s lesson on cross-cultural tolerance—I would like to introduce this into my classroom this year. We have a large diversity of students, but there are several ethnic groups that my students do not come into contact with or do not know about. It is important to introduce students from other countries so my students can learn about them, then break down stereotypes that they hear about locally. I want them to connect with students from another country so they realize they are just like them.

Kelli Gerhardt, Spartanburg, SC

First, it was wonderful to spend part of nearly ever day watching presentations made by other teachers. I was truly inspired by Anthony Ludwig’s project about “Why Teach History”—he was so efficient in presenting it in such a concrete and essential way. Since I am committed to teaching Jewish holiday cooking I definitely will use Lowell Blackman’s “Roots” project, which will fit in so perfectly because we will make a Jewish quarter walking tour. Our Jewish quarter is the former Ghetto, so Lowell’s project helps me get this moving.

Rina Lund Mieli, Rome, Italy

Turning knowledge into skills

Of the ten presentations our teachers shared with each other during the Summer Academy, the projects that drew the strongest praise and keenest interest were those that showed students in different countries working with each other. Through Centropa films and databases, students in Detroit, Belgrade, Vilnius, Greensboro, Kielce, Bonn and Sarajevo are already carrying out joint projects. Because we filter education through social media, we reach students where they live every day. Among the other presentations teachers made, Anthony Ludwig’s talk on “Why Teach History,” had more than thirty-nine teachers from six countries signing up to adopt his lesson plan and lectures.

Anthony Ludwig’s “Why Study History,” Jonathan Bar On’s “Kindertrespass lesson,” Kelli Gerhardt’s “Pay It Forward”—these I can use almost totally as written. Anthony has given everyone one of us a great way of answering that question we never stop hearing—teacher, why must we learn about the past?

Jean Miller, Gastonia, NC

I was drawn to all the cross border projects because they make perfect sense for today’s teens,Jacek from Kielce showed what he and Lisa in Greensboro are doing. Anna from Sarajevo and Kristin from Bonn described connecting younger students. I will use the Serbia/Florida project as my model. In Macedonia, we have a great Centropa film about Jewish Partisans. I will work it in with Tar from Israel. Students will love this because it lets them show off their English, gets them to see how other kids live, learn something exciting, and even enter competitions on who makes the best video.

Daniela Strefiustra, Skopje, Macedonia

I really want to comment on a project I took part in, which was the Border Jumping project we did with Maureen Holtzer, Marko Dimitrijevic and Senka Jankov. As an educator, I can honestly state that my students learned a great deal, because they were actively engaged in doing something, and not just mindlessly memorizing by heart. By researching by themselves and connecting with peers overseas their learning curve went straight up.

Saša Radošević, Zrenjanin, Serbia

I really liked Anthony Ludwig’s “Why teach history” lesson and will start my school year with it. I got this question asked of me almost on a daily basis in my classroom. “why do we need to know history?” I thought I had a pretty good explanation, but Anthony put it perfectly.

Kelli Gerhardt, Spartanburg, SC
We as teachers need to be guides to our students’ moral compasses and we must show them what is right and what is wrong. This reminds me of Remarque’s *All Quiet on the Western Front*, and how the main character remembers his teacher pushing all his friends and himself to war. We must not be this teacher, we must push our students to compassion and the right moral choices.

I am going to use the entire Balkan experience with my students, how these are not just events to push away, how people are involved in history and how much these events can/will mean to the people involved. We must find an emotional connection for our students and seeing people cry over what they saw as a misrepresentation of history really did move me, and if I can find something to connect my kids this way then I am in for my best school year yet.

Paul Puccinelli
Marion County, SC

My classes will benefit from my increased knowledge of the origins of the First World War and the Balkan countries. Walking through the bazaar/souk in Sarajevo during Ramadan in such an amazing mixed culture was quite revelatory and that will come back with me and into my classroom. Nothing substitutes boots on the ground. And imparting our actual experience to students instead of recounting books we’ve read or movies we’ve seen is far more effective. You see things and notice the environment in ways we could never do in a lecture hall.

Tom Glaser
Hialeah Gardens, FL

We as teachers need to guide our students’ moral compasses and we must show them what is right and what is wrong. My experience with the students’ stories from the Balkans is similar to Remarque’s *All Quiet on the Western Front*, and how the main character remembers his teacher pushing all his friends and himself to war. We must not be this teacher, we must push our students to compassion and the right moral choices.

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Tom Glaser
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I am going to work together with David from North Carolina. Our students will do a project of everyday life during the Bosnian war with help of Centropa’s movies and the photographs on the Centropa site and elsewhere. We will do our own research, as well, and have the students make presentations to each other.

Damjan Senc
Ljubljana, Slovenia

A lot of times I have focused my classes on Holocaust Studies and I have just not really thought that much about teaching the culture and the history that existed before and after. The Summer Academy certainly changed all that. Now I have a better understanding of this world, so I can create a deeper understanding for my students.

Douglas Greene
Greenboro, NC

Centropa’s goal to connect teachers from different disciplines is a highlight for me. By watching good examples of what actually works, I am now going to tie into my lessons history, literature, philosophy, civil education, human rights, and foreign languages. I have heard of cross-curriculum learning. Now my students will do it.

Saša Radiolović
Zvezdine, Serbia

The summer program sparked an interest to develop curriculum and ideas that develop a deeper understanding of the 20th century beyond WWII and the Shoah. I think it is a much more useful, holistic approach and one that students should be able to see the numerous connections and parallels to their own story, and that of their community, as well. My hope is for them to understand a topic (say 1990s Bosnia) that they have almost zero exposure to normally in class, but can understand and embrace, and hopefully commit to developing meaningful work around, through, and outside the curriculum.

Aaron Markham
Houston, TX

Meeting with other teachers from different disciplines and countries is simply the right thing to do. Helps one think out of the box.

Dimiter Petkov
Soﬁa, Bulgaria

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Meeting with other teachers from different disciplines and countries is simply the right thing to do. Helps one think out of the box.

Dimiter Petkov
Soﬁa, Bulgaria

We as teachers need to guide our students’ moral compasses and we must show them what is right and what is wrong. My experience with the students’ stories from the Balkans is similar to Remarque’s *All Quiet on the Western Front*, and how the main character remembers his teacher pushing all his friends and himself to war. We must not be this teacher, we must push our students to compassion and the right moral choices.

I am going to use the entire Balkan experience with my students, how these are not just events to push away, how people are involved in history and how much these events can/will mean to the people involved. We must find an emotional connection for our students and seeing people cry over what they saw as a misrepresentation of history really did move me, and if I can find something to connect my kids this way then I am in for my best school year yet.

Paul Puccinelli
Marion County, SC

My classes will benefit from my increased knowledge of the origins of the First World War and the Balkan countries. Walking through the bazaar/souk in Sarajevo during Ramadan in such an amazing mixed culture was quite revelatory and that will come back with me and into my classroom. Nothing substitutes boots on the ground. And imparting our actual experience to students instead of recounting books we’ve read or movies we’ve seen is far more effective. You see things and notice the environment in ways we could never do in a lecture hall.

Tom Glaser
Hialeah Gardens, FL

I am going to work together with David from North Carolina. Our students will do a project of everyday life during the Bosnian war with help of Centropa’s movies and the photographs on the Centropa site and elsewhere. We will do our own research, as well, and have the students make presentations to each other.

Damjan Senc
Ljubljana, Slovenia

A lot of times I have focused my classes on Holocaust Studies and I have just not really thought that much about teaching the culture and the history that existed before and after. The Summer Academy certainly changed all that. Now I have a better understanding of this world, so I can create a deeper understanding for my students.

Douglas Greene
Greenboro, NC

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The opportunity to have visited sites such as the Belvedere Palace, the MAK, the Jewish Museum and especially the Military museum, the very site of the assassination, and the grave stones in the public cemetery in Sarajevo will enable me to bring more nuanced lessons to my students. When a teacher participates in travel-based professional development, it is my sense that the teacher’s standing with the students is greatly elevated.

Frank Kerkas
Bilbao, MT

I can honestly say that this was the most powerful professional development that I have attended in recent memory because I learned so much and realized how much world history we in America are beginning to ignore! Because of this, one of my ideas is to create a high school pilot course on understanding the 20th Century in European History to help increase the knowledge of our teaching force.

Barbara Harfeld
Charleston, NC

The diversity of the teachers working together was one of the most life-changing aspects of the program. Although I have worked in international education for years, I have never participated in a workshop with teachers from so many different backgrounds in a face-to-face setting. This was exciting and inspiring! Therefore, this year, my students will be engaged in an oral history and digital story-telling project. Your resources will provide an excellent model and inspiration for them as they engage in this work.

David Brooks
Raleigh, NC

I am going to introduce a new culture and a new language into my class work because after being in Sarajevo, and seeing what this tiny Jewish community did with its non-Jewish friends, has given me the confidence to focus on civil society as an intentional goal, and broaden my students’ horizons.

Nance Adler
Seattle, WA

I would have liked to see an introductory session where each national group could briefly and diagrammatically present not only the misconceptions about their country, etc. (as we did this year), but their country’s secondary education system. In order to understand where the projects that we talked about could fit we should, I think, have an idea of the various national curricula. Just an example: history curriculum in Greek schools don’t provide for a separate holocaust section. It is really important to see how different educational systems/curricula work in different countries. This kind of information exchange during dinners, walks, coffee breaks, etc., with other teachers was really important and useful for me.

Konstantina Andrianopoulou
Athens, Greece

Scheduling! It is better to do fewer things in a great fashion than to cover multiple things in a less effective way. Provide more time for educators to collaborate on their own. You do not have to account for every minute of the day in the classroom. Education extends beyond the classroom. However, participants must have time to experience the culture and spend time in the regions they are visiting. Include more hands-on learning experiences beyond the lecture style that was overused.

Katrina Massey
Mebane, NC

I thought it might have been beneficial if sometimes we were grouped by discipline so that just history or literature teachers would meet together. More time to speak with the teachers with whom we are going to work. I needed more time to figure out the details of scheduling.

Jeff Ellison
Chicago, IL

Mixed groups for group work. More time for presenting results. Create an android application for mobile phones. It will be easier for work in the classroom.

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Marko Dimitrijevic
Nis, Serbia
WE DONT BELIEVE IN BORDERS

CENTROPA’S EDUCATIONAL NETWORKS

EUROPEAN PUBLIC SCHOOLS

Standing, left to right: Beata Gendek-Barhoumi, Czestochowa, Poland; Tatiana Adamska, Banská Štiavnica, Slovakia; Ervin Dorm, Traun, Austria; Gabriela Berbesz-Kupiec, Lubliniec, Poland; Viera Nižníková, Prešov, Slovakia; Waltraud Neuhauser, Steyr, Austria; Kirstin Lakeberg, Bonn, Germany; Martina Kalcíková, Brno, Czech Republic; Damjan Snoj, Preserje, Slovenia

Sitting, left to right: Daniela Vitasková, Trebic, Czech Republic; Marianna Beregszászi, Pécs, Hungary; Jacek Jaros, Kielce, Poland; Marta Goldmann, Budapest, Hungary; Ferenc Peragovics, Észtérgom, Hungary; Jolita Staciokaite, Jiezna, Lithuania; Michael Heitz, Sindheim, Germany; Ulrike Lackner, Losontscho, Austria; Maria Erdélyiné Gál, Besenyötelek, Hungary

BALKAN SCHOOLS

Back row, left to right: Maria Fragkoulaki, Ilon, Greece; Marija Ivanova, Skopje, Macedonia; Daniela Stiferjova, Slopije, Macedonia; Bijan Kuzmanovici, Novi Grad, Bosnia and Herzegovina; Tatjana Juric, Banjaluka, Bosnia and Herzegovina

Middle, left to right: Biljana Stojanovic, Belgrade, Serbia; Nela Izbornnic-Hasic, Sarajevo, Bosnia and Herzegovina; Amir Hasic, Sarajevo, Bosnia and Herzegovina; Biljana Shohtaroska, Skopje, Macedonia; Vera Isailovic, Arilje, Serbia; Marko Dimitrijevic, Nis, Serbia; Maja Susha, Skopje, Macedonia; Konstantinos Andramopoulos, Patrnikhi, Greece; Adem Ibricic, Sarajevo, Bosnia and Herzegovina; Konstantinos Korres, Rhodes, Greece

Front: Vassiliki Keramida, Athens, Greece; Marko Dimitrijevic, Nis, Serbia
NORTH AMERICAN PUBLIC AND CHARTER SCHOOLS

Last row: Frank Kemeskes, Billings, MT; David Brooks, Raleigh, NC; Brittany Monefeld, Jamestown, NC; Jean Miller, Gastonia, NC; Barbara Hartfield, Charleston, SC; Danielle Bagors, Baltimore, MD; Jeff Rondin, Gravesville, FL; Katrina Manesey, Melbourne, NC; Katuba Curtis, Houston, TX.

Middle row: Tom Gaiser, Haleah Gardens, FL; Paul Puccinelli, Marion County, NC; Lisa Cain, Mount Pleasant, SC; Denise Dewaux, Charleston, SC; Kel Gerhardt, Spartanburg, SC; Jonathan Wade, Cullowhee, NC; Anthony Ludwig, Charleston, SC; Maureen Carter, West Palm Beach, FL; Gina Levine, Treat-Ruizer, QC, Canada; Amy Magos-Tom, Durham, NC; Wendy Warren, Houston, TX; Lauren Grindle, Washington, DC (Centropa).

Front: Douglas Greene, Greensboro, NC

US JEWISH SCHOOLS

Shmuel Afek, New York, NY; Jeffrey Ellison, Chicago, IL; Aaron Markham, Houston, TX; Shira Androphy, Boston, MA; Nance Adler, Seattle, WA

ISRAELI SCHOOLS

Standing, left to right: Yola Kartaginer, Rakefet; Maya Neumann, Kfar-Shmaryahu; Natalia Shushin, Bat Yam.

Middle row: Victor Gurevich, Be’er Yakov; Yonathan Bar-On, Haifa; Lowell Blackman, Herzliya.

Front: Ettie Avraham, Kfar Saba; Tal Terem, Pardes Hanna-Karkur

EUROPEAN JEWISH SCHOOLS

Back row: Demir Pekin; Gudron, Sofia, Bulgaria; Ricky David, Stockholm, Sweden; Ana Sesser, Zagreb, Croatia.

Front: Rina Lund Meili, Rome, Italy; Judit Magos, Budapest, Hungary; Katerina Weberova, Prague, Czech Republic

North American Public and Charter Schools

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Front: Douglas Greene, Greensboro, NC
FINANCIALS CENTROPA SUMMER ACADEMY 2014

BUDGET 2014

HOTELS, TRANSPORTATION, MEALS

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Conversion</th>
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</thead>
<tbody>
<tr>
<td>Hotel</td>
<td>€ 35,293</td>
<td>$47,808</td>
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<tr>
<td>Meals</td>
<td>€ 24,449</td>
<td>$33,590</td>
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<tr>
<td>Plane tickets</td>
<td>€ 41,777</td>
<td>$56,595</td>
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<tr>
<td>Public transport</td>
<td>€ 481</td>
<td>$652</td>
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<tr>
<td>Bus rentals</td>
<td>€ 6,604</td>
<td>$9,203</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>€ 104,624</strong></td>
<td><strong>$147,145</strong></td>
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SEMINAR PREPARATION, SPEAKERS, TECHNOLOGY

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<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Coordinator seminar preparation</td>
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<tr>
<td>Speakers</td>
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<td>$3,751</td>
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<tr>
<td>Tour guides &amp; museum entrance</td>
<td>€ 2,758</td>
<td>$3,736</td>
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<tr>
<td>Photographer &amp; videos</td>
<td>€ 2,857</td>
<td>$3,750</td>
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<tr>
<td>Printed material: DVDs, handouts, final report</td>
<td>€ 22,790</td>
<td>$30,871</td>
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<tr>
<td>Fees for tech and seminar room rental</td>
<td>€ 4,846</td>
<td>$6,565</td>
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<td><strong>Subtotal</strong></td>
<td><strong>€ 45,057</strong></td>
<td><strong>$61,035</strong></td>
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EDUCATIONAL MATERIALS

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<tr>
<th>Item</th>
<th>Cost</th>
<th>Conversion</th>
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<tbody>
<tr>
<td>Multi-media films, produced for Summer Academy</td>
<td>€ 25,455</td>
<td>$34,482</td>
</tr>
<tr>
<td>Website adaptation and blogspots for teachers</td>
<td>€ 2,208</td>
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<td><strong>Subtotal</strong></td>
<td><strong>€ 28,663</strong></td>
<td><strong>$37,892</strong></td>
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**STAFF**

Centropa administration costs

<table>
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<tr>
<th>Item</th>
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<tbody>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>€ 58,303</strong></td>
<td><strong>$79,520</strong></td>
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**TOTAL**

<table>
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<th>Item</th>
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<th>Conversion</th>
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<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>€ 240,537</strong></td>
<td><strong>$325,836</strong></td>
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</tbody>
</table>

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THE TEAM 2014

Standing are members of our permanent staff: from left: Lauren Granite is our North-American education director; Marcell Kenesei runs our programs for European Jewish schools and our public schools in Hungary. Wolff Elb is a filmmaker and Brigit Habepuszther is the logistics coordinator for our summer programs. Fabian Riché is the director for European public schools and Esther Costaros, is the newest addition to our team. Esther assists both Fabian and Brigit. Our director, Edward Sarretta is next to Esther and on the right is Oursal Mergentermann is our technical director.

Sitting are those teachers who coordinate our programs in each of their countries. From the left is Raimonda Sadzaukienė from Lithuania; Marko Dimitrijevic from Serbia; Daniela Shtereva from Macedonia; Ana Sesar from Croatia; Damjan Sopoč from Slovenia; Gintare Kubiene from Lithuania; and Raimondas from Lithuania.

CREDITS

This publication was designed by Marie-Christine Gollner-Schmid and printed by Donau Forum Printers. Special thanks to the Federal Ministry of Education and Women’s Affairs, and the Austrian Federal Ministry of Integration, Integration & Foreign Affairs for supporting the printing of this publication.

We are deeply grateful to the photographers who helped bring our story to life and we thank: Christopher Mavric in Graz, Robert Bacz and Benso Kokics in Budapest, Daniel Grünfeld in Frankfurt and Berlin, Giannmaria Gavio, Oursal Mergentermann and Edward Sarretta in Vienna, Torben Geeck in Berlin, Wojciech Wojtkielewicz in Bydgoszcz, Ryan Brandenberg in Philadelphia. Additional photos: Stella Maltsis, Judit Magos.