



CREDITS

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In the US: West Palm Beach seminar photographed by Jorge Castillo. Baltimore pictures by Larry Canner. Shtetl! Stories theater performance in New York by Andrzej Liguz, and photographs in Charleston by Shawn Weismuller.



2 NEW FILMS AND ONE FILM FESTIVAL



1 THEATER PRODUCTION IN NEW YORK



17 EVENTS FOR HOLOCAUST SURVIVORS IN VIENNA AND BUDAPEST



3 EXHIBITIONS IN UKRAINE, HUNGARY, BOSNIA



1 SUMMER ACADEMY FOR 85 TEACHERS FROM 17 COUNTRIES



3 NEW BOOKS PUBLISHED



10 TEACHERS' SEMINARS HELD IN 9 COUNTRIES FOR A TOTAL OF 290 TEACHERS

A YEAR IN REVIEW

Centropa was founded in 2000 so that we could use new technologies to create a very different way of preserving Jewish memory in a part of the world where its voice had been all but silenced. Our goal was not, as it had been for others, to use video tape and ask elderly Jews to speak about the horrors their families went through during the Holocaust.

We wanted to visit a thousand elderly Jews still living between the Baltic and the Black Seas, sit on their sofas, watch as they brought out their old family photo albums, and ask them to tell us about the entire century—just as they lived it—all while we scanned their pictures, transcribed and translated their stories, and uploaded them into an online searchable database.

We were after stories: of growing up in sleepy villages and bustling cities, sitting in school rooms and gazing out the window, about how noisy it was on market day in the town square, and we wanted stories about vacations at the beach, youth club meetings, and what their favorite books were. Then came the stories of being bullied in school for being Jewish, of ashen-faced parents saying they'd been fired from their jobs, of being forced to leave their homes—and so much worse. But we also spent hours with each of our respondents talking about their lives after the Holocaust: why they chose to stay in Central and Eastern Europe, what their lives were like during the Communist decades and what life was like now.

There has never been any oral history project like ours, and when our website launched in 2002, *The New York Times* wrote about us twice, as did *TIME Magazine*, *The Guardian*, *Die Zeit*, *Der*

Standard, along with Dutch, Danish, Hungarian and Czech newspapers. Israeli historian Tom Segev, writing in *Ha'aretz*, wrote that "Centropa might just turn into one of the most important Jewish museums around," knowing full well we had no walk-in facility.

We carried out our interviews for nearly a decade and stopped interviewing in 2009. By that point we had interviewed 1,263 elderly Jews in 17 countries; we had scanned 22,311 of their personally held pictures and documents; we had transcribed 55,000 pages of interviews. Yet using our website is as easy as swiping your finger or clicking a mouse. There is no charge to access this vast library of Jewish memory, and we have entire websites in English, German, and Hungarian, with additional pages in Polish, Spanish, Hebrew, Serbian, Ukrainian, and Lithuanian.

Over 115,000 unique visitors from 24 countries registered a half million hits on our website last year, and another 340,000 visitors came to our YouTube channel. With online recipes from Jayne Cohen and travel stories by Ruth Ellen Gruber, we have morphed into a public history institute that produces traveling exhibitions, illustrated books, award-winning films, walking tour apps and an ever-developing website.

In education

By being web-based and open sourced, right after our website went live, teachers started writing in to ask us about our educational programs. Since we had none, we began holding brainstorming sessions with teachers so that together we could create the kinds of programs they knew they would use.

We now work with well more than five hundred schools in eighteen countries. As of 2016, 539 teachers and education ministry officials took part in our first ten summer programs, and in the other section of this joint report you will read about the 85 that joined us in 2017, all while 790 teachers in 18 countries have taken part in our day-long or weekend seminars.

Moving forward

It is now clear that our future remains in public history and education and, as Centropa's director, it is incumbent upon me to ensure that it happens. That is why in 2016 our board took steps to ensure a long life: we made painful staff cuts in Vienna and added personnel to our office in Budapest, where Marcell Kenesei, our deputy director, continues to develop a cadre of highly talented younger workers, and where salaries are considerably lower than in Vienna. We also said goodbye to our office in Vienna's tony eighth district and relocated to the less fashionable fifteenth, where we found more office space for less money. The budgets in the back of this section will show what we spent in 2016 and what we'll save in 2017.

We are also currently discussing the sale of Centropa's archive to university libraries and public history institutes. By the time you read our next annual report, I should be able to inform you of that partnership, and how this digitized archive of Jewish memory will last for generations to come.

We are, literally, an institution built on the preservation of Jewish memory, and the way we preserved it—through a new technology marriage of telling stories with digitized, annotated old pictures—

is what keeps us going. This annual report will tell you all we have accomplished in 2016 and, as I believe you will agree, we do a great deal on \$1 million annually. With just a slightly larger budget we could do so much more, and if there are any particular programs we're carrying out that interest you, please get in touch. Whether it is supporting a teacher working in inner city Baltimore or rural South Carolina, or helping Jewish schools in Eastern Europe proud of their heritage but struggling to make ends meet, we would be glad to speak with you about naming opportunities.

We hope you will enjoy reading through this report of our activities and we thank all of you who have helped make our work possible.

Sincerely,
Edward Serotta



CAFÉ CENTROPA

We carried out the interviewing phase of Centropa between 2000 and 2009, and here in Vienna, thanks mostly to Tanja Eckstein, we reached our goal of one hundred interviews by 2006. It was time to wind down the project and to celebrate, so we invited all those we interviewed for an afternoon *kaffee und kuchen*.

Not everyone we interviewed was still with us, and we sent out seventy invitations. Ninety showed up. Hosted by US Ambassador Susan McCaw, British Ambassador John McGregor, and Israeli Ambassador Dan Ashbel, these seniors, many in their eighties and nineties, were thrilled to get together, share stories, and simply be together. And as we said goodbye that afternoon, one after another came up to us and whispered, "So, can we meet again next month?"

Indeed, we did. In fact, since June 2006 we have met more than one hundred twenty times and, a few months after that 2006 meeting in Vienna, we held our first get-together in Budapest, too.

While elderly Holocaust survivors who need financial help can turn to community organizations, Centropa's interviewees are generally not in need of such assistance. But that doesn't mean they're not lonely. Which is why we send them monthly newsletters, call them, send them birthday and holiday cards, and meet them every chance we get.

But, truth be told, the events our seniors look forward to most are the meetings with high school students and teachers. Teenagers are enthralled to meet people who often times went to their high

school seventy years before they did, and we have the students read the biographies of those they're going to meet before our events, which means they read first-hand history, then get to discuss each story with those who told us that history. For the students, it's thrilling. For our seniors, it's heartwarming.



“ Long before I wrote stories, I listened for stories. Listening *for* them is something more acute than listening to them. I suppose it's an early form of participation in what goes on. Listening children know stories are there. When their elders sit and begin, children are just waiting and hoping for one to come out, like a mouse from its hole. EUDORA WELTY, JACKSON, MISSISSIPPI ”

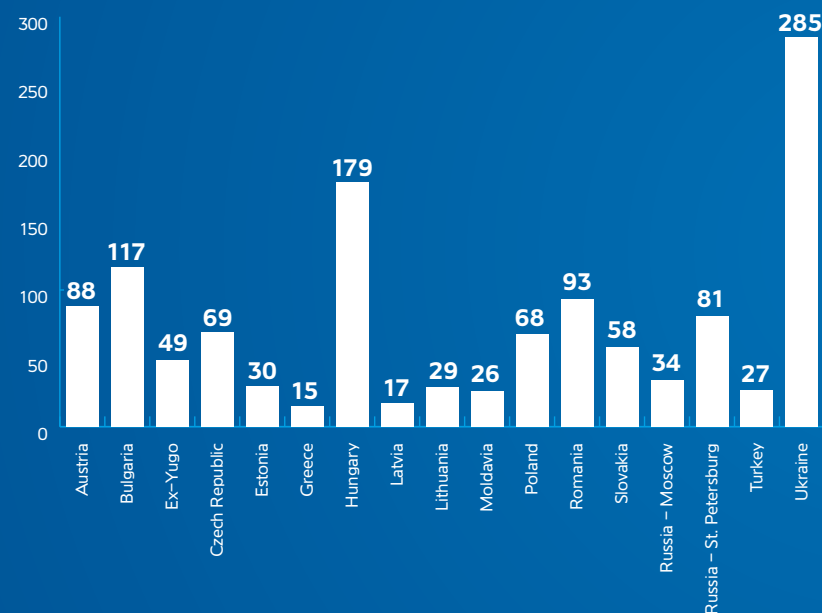
CAFÉ CENTROPA: VIENNA AND BUDAPEST, 2016



Café Centropa, Budapest, March 2016, with students from the Huszár Gál High School in Debrecen and one of our most active Roma schools, the Wesley János School in Budapest.

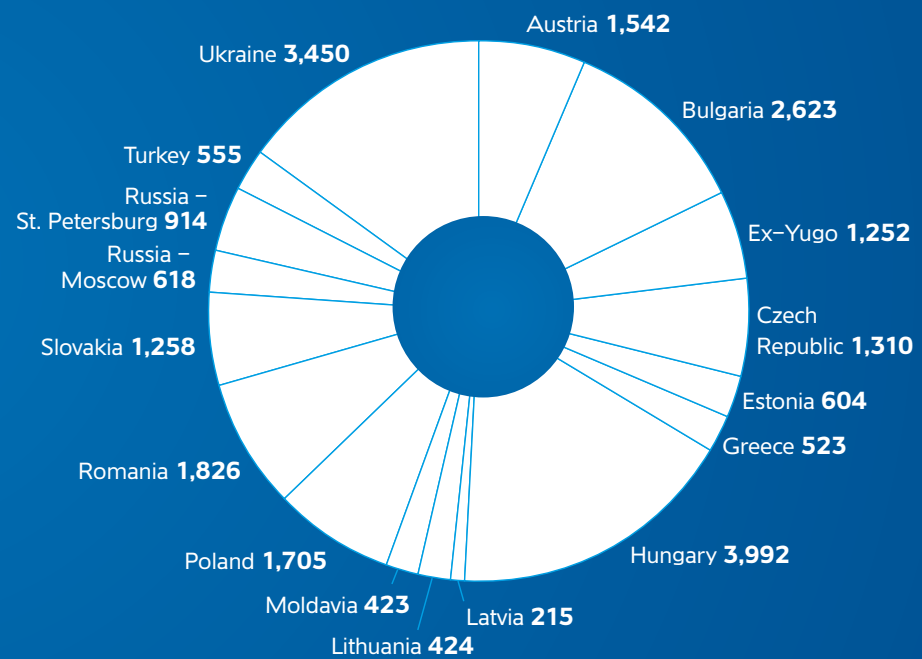
THE CENTROPA ARCHIVE

NUMBER OF INTERVIEWS



The way we see it, every person we interviewed is like a library unto themselves. And all of them—in the 17 countries in which we worked—are the very last witnesses to the lost Jewish world of Central Europe. The only way you and I can visit that world is through the stories of those who grew up in it. And when each of these time-witnesses leave us, it is like the closing of a library.

PHOTOS AND DOCUMENTS SCANNED



Between 2000 and 2009, in the countries in which we conducted our interviews, 140 people worked for us as interviewers, coordinators, translators, transcribers, historians, and editors. Here is a sampling from our database of Jewish stories.

THE SEPHARDIM IN THE BALKANS AND TURKEY MACEDONIA



That's a picture of my wife, Zamila Kolonomos, with her partisan unit, Goce Delchev. She's number three in that picture. Number two is Estreja Levi, and number one is Estreja Ovadija, who was killed by the Bulgarians not long after the picture was taken.



From left to right: Isak Levi, Salvo Levi, me and our friend, Aseo, but I'm sorry to say I've forgotten his first name. We were all from Bitola but we're in Sofia here. As you can see, we are wearing the yellow stars the Bulgarians made all Jews wear.

Aseo had been jailed and was meant to be sent to Treblinka in March 1943. His hair went white after two weeks in prison, but he escaped and went underground with us. Later he studied philosophy and after the war went to Israel. Salvo and I hid together. He became a doctor and Isak an engineer. Salvo was a brilliant doctor; we practiced together. Salvo was killed in the Skopje earthquake in 1963, just as my son was.



My wife Zamila Kolonomos, and me on our front porch in 2005. We have spent a lifetime sitting here talking and remembering. I retired from medicine in 1984 but still go in once a week. I read a lot: these days its Nietzsche. Zamila and I speak in Macedonian, but mostly in Ladino. We spoke Ladino with our children when they were little but once they started school, they began losing it. Now they speak Ladino as if they are foreigners to our language.

Avram Sadikario was interviewed in Skopje by Rachel Chanin in 2006.

TURKEY



One of the happiest days of my life: the wedding in 1954 of my older brother Kemal—my best friend, my buddy, and my confidant. On the right is Kemal, I'm next to him, then Lazar, and our oldest brother Davit is on the very left. The other two guys were in the bride's party.

Kemal (Yomtov) worked as a salesperson at the Ankara Hosiery Store in Beyoglu. He met Selma Aygun Behar in the glove manufacturing workshop where Davit worked. They married in 1954 in the Zulfaris Synagogue and had two daughters: Meri and Suzi. In 1982 we lost Kemal to pancreatic cancer. As I said, he was the one I enjoyed spending my time with, the one person I shared everything with; we interred him next to my father in the Haskoy Jewish cemetery. Selma died from congestive heart failure four years later. We buried her next to my brother.

Their daughter Meri met a young man named Moris Salti, and they married in 1971 in Neve Shalom Synagogue. But Meri became a diabetic very young. She smoked far too much; we lost her in 2006, and we buried her in the Haskoy Jewish cemetery with the family. But Suzi worked in the Rabbinate; she's still there.

Lazar Abuaf was interviewed by Meri Schild in 2006 in Istanbul.

CENTRAL EUROPE POLAND

This is my most prized possession because it is the only picture I have of my family. From the left, in the lower row: my sister Surel, my mother Hinda, my father Mordechaj, my brother Duwydl; in the upper row: that's me on the left, then Lybaly - my brother Mojsze's wife, Mojsze, my brother Wigde. It was taken in Krasnik, where we grew up.

My father, Mordechaj Zylberberg was a Hasid, a member of the Lubliner Rebbe's circle. Ninety percent of the clientele in my father's hat shop were Poles, because Jews only bought his black hats and caps for the holidays, but the Poles came in quite often. My father knew a few words of Polish and was able to communicate with his Polish clients, and the clients knew a little Yiddish, and that's how life was.

My mother gave birth to seven children. Two died a few days or weeks after being born, and five survived, but of all those in this picture, I am the only one the Germans didn't murder.

Benjamin Zylberberg was interviewed by Jacek Borkowicz in Warsaw in 2004.



AUSTRIA



It wasn't long after the Germans came [March 1938] that the director of our school came into the class and said that the Jewish children had to get out. I was nine years old. So, we took our schoolbags, put away our pencil cases and notebooks, and left the class. That was a terrible humiliation. Exclusion from the classroom, an expulsion, for reasons incomprehensible to me. Even today, I share that story with all children who have been kicked out of school—for whatever reason. This humiliation accompanied us as children and even up until today. It never leaves you.

After school, we always liked going to Schlick Park. I wanted to keep going, since playing in parks is what children do! I remember we went from our Jewish school on Börse-Gasse to Schlick Park, and on all the benches it was written, "Only for Aryans." The effort they put into writing that on every bench, "Only for Aryans." Every single bench!

Then Jewish children weren't even allowed to enter the park so we played in the streets nearby. By this time, I was nine, ten years old, and the Christian boys made a sport of chasing the Jewish girls, throwing them down onto the pavement, and hitting them. I became afraid of even going out on the street, because I was afraid those boys would attack me.

Tanja Eckstein interviewed Dr Lucia Heilman in Vienna in 2008.

HUNGARY



On summer holiday in Adiliget in 1939. After the Great Depression, my parents could no longer afford to go on holiday in Upper Austria, so we rented a small house in Adiliget, a village near Budapest.

Here I am with my parents and some relatives. Ilus, in the back wearing glasses, was the daughter of my father's sister. She was born into a Hasidic family in Transylvania but she converted and was disowned by her family. She alone survived the Holocaust. Emi, next to my father, was the daughter of my mother's uncle, Ignac. The family magyarized their name from Bergsmann to Balint and emigrated to England in 1944. I spent over a year in forced labor, got out just in time to see them setting up the Budapest ghetto, but managed to get us Swiss documents that saved all four of us.

Gabor Paneth was interviewed by Dora Sardi and Eszter Andor in Budapest in 2000.

SLOVAKIA



This is my mother holding the reins in 1919 in Karlovy Vary. She was born in 1897 in Nitra and they called her Csibi. No one knew her by any other name than Csibinéni. Csibe, which means chick, that's from Hungarian. Because she was this typical little chick, merry and chipper.

The wedding photo is of my parents, Artur Simko and Irena Simkova, née Braunova, in Nitra, 1922. After their wedding, they moved to Topolcany. At first my father made a living as a lawyer, but he went bankrupt because he charged too little. So he became a judge.



The authorities transferred him from place to place. We moved from one town to another. Nove Zamky for some years, then Nitra, where I grew up.

During the war, Otto Simko was conscripted into forced labor and joined the Partisans. His parents survived in hiding.

Otto Simko was interviewed in Bratislava, in 2007, by Zuzana Slobodnikova.

FORMER SOVIET UNION
UKRAINE



This is me, posing in the driver's seat with my comrades Captain Yunoshev (in the side-car) and Captain Zhuk (behind me). I forget the other guy, and this photo was taken after our troops liberated Chernovtsy in May-June 1944. We had fought through incredible battles together. There would be more to come.

Just after this picture was taken, Captain Zhuk got hold of some fuel stocks and instead of reporting to the fuel department he used them for our company. When our commanding officers found out he was stripped of his rank and sent to a penal battalion. It was next to impossible to survive in those battalions because they put them on the front lines of every offensive. I received a letter from him once and even tried to find him later. I found out he had been wounded, but I don't know what happened after that.

Captain Yunyshev's story is different. He was stationed in Meissen in East Germany after the war while I was in Dresden. He fell in love with a German woman and asked me what he should do. I told him he could be expelled from the Party and ruined in the Army. So he dropped her, then married a Ukrainian woman and moved to Kharkov. He and I stayed in touch but he never got over the war, and he remained shell shocked his entire life. I went to see him once and introduced my son to him; then in 1980, when we had a reunion in Moscow, I learned he had died.

Semyon Tilipman was interviewed in Odessa in 2003 by Natalia Fomina.

RUSSIA

This photo was taken in the Berlin Zoo in 1934, and that's me with the daughter of an employee of the trade representative office of the Soviet Union. I'm holding a real cub there!

My mother's younger sister Revekka was an 'Old Bolshevik' like my mom—that's what they called those who joined the Communist Party before the Revolution of 1917. Revekka had moved to Berlin in 1929 so we went to live there in 1933, and I went to the Russian school. But Hitler came to power and. I remember how surprised I was to see flags with swastikas on each house. At home in Russia people put out flags only on holidays. Soldiers and SA men marched through the streets and all passers-by were to greet them with their arms stretched out. The father of a Russian friend of mine didn't greet them so two of them started beating him up. He screamed that he was a foreigner, but it didn't help. We knew it was time to leave Germany.

Osip Hotinskiy was interviewed by Ella Levitskaya in Moscow in 2002.



LATVIA



Me and my friends from the arts studio in Riga. I'm the one on the ladder holding a cigarette.

I remember the studio of Yan Liepin on Mariinskaya Street. The day I got there, a few more or less talented pupils were sitting and drawing. I sat down, too, and took out a sheet of paper. And here enters a naked model! Holy smoke, I held my breath! I almost fainted! Well, really! I can tell you that young boys used to spy through a hole in the fence, and here she comes out in what she was born!

I started to draw, and during the break I looked at the other sketches. The other guys drew her not as she was, like I had done, but made her look stout - with heavy legs and arms. I asked, "Where do you see such arms and legs? She's much thinner than that!" And they answered, "You should draw what you feel, not what you see!" Well, that's the Latvian style! Later I got used to it, I suppose. Or I quit fighting would be more accurate.

Simon Gutman was interviewed by Svetlana Kovalchuk in Riga in 2002.

LITHUANIA



This is me, Chasia Spanerflig, with my first husband, Boris Friedman. This is our wedding picture from 1939. Our time together was too short, too full of fear, too painful.

We had two children and had hoped to start a good life, but the war came and we lived through hell in the ghetto. One day Boris came to me to say he was joining the Partisans. I never saw him again. Then the Partisans came for me one night, just as the Germans were liquidating the ghetto. I had the chance to go with them and come back fighting, or die right then and there with my children. I wasn't even allowed to tell the children goodbye and we hurriedly left the ghetto. I was shot in the leg; we kept going. By the time we came back with the Soviets, marching with them, I realized no one was alive; not Boris, not his parents, not mine. But I had a forlorn hope that my children had been rescued and I started asking people who were living not far from the ghetto, but nobody had seen my Velvl and my Sofia. I didn't lose hope and decided that I would walk from one village to another and look for people who survived the ghetto - maybe they would know something about my kids. Nothing came of this. Nothing.

Chasia Spanerflig was interviewed by Zhanna Litinskaya in Vilnius in 2006.

ESTONIA

This is one of my first artworks and it's from 1947: a poster dedicated to the Estonian culture days. I got the first prize and from then on I designed quite a lot of posters, and most of them were political.

Here I am in my kitchen with my favorite cat. I live alone now; my husband died two years ago [2004]. Our Jewish community was founded in Tallinn in 1988, just as soon as things began to loosen up but Estonia was still in the Soviet Union. Funny, now it seems to me that it has always been there and it is hard to imagine our lives without it. We really need it and there are such wonderful people there. Everyone is so dedicated. Why they even have these non-Jewish people who work there and they couldn't be nicer. Do you know they even send a woman to clean my flat every other day. She's not Jewish—but I like her!

I only wish I could go to the community more often, but at 86, it's not so easy. But I used to go to all the events they started having in the 1990s when Jewish life came back.

Once every month, even now, we have a reunion for the students from our prewar Jewish lyceum. Those meetings mean so much to all of us. Every one of us who can get there does go.

Siima Shkop was interviewed by Ella Levitskaya in Tallinn in 2006.



CENTROPA AS PUBLIC HISTORY: JEWISH CULTURE ON THE STREETS, ON STAGE, ON THE WALLS, ON THE WEB, AND IN PRINT

One of the reasons we chose not to use video in our interviews was because we realized that by digitizing old pictures, and transcribing the stories that went with them, we would never be hemmed in solely to filmmaking. Of course, we had no idea back in 2000 that we were still seven years away from the invention of the iPhone; and apps were even farther away, as were podcasts.

In general, when people refer to public history today, we speak of bringing culture out of museums, cinemas and books and into the public sphere. And because of the ways we have digitized memory, we are ideally suited to explore all the ways new technologies can help us do that.

In last year's annual report, for instance, we showed how we had just begun working on our first walking tour app of Krakow, all based on one woman's story. Teofila Silberring, who Magdalena Bizon interviewed in 2005, painted a lively, compelling picture of going to school in the 1930s, throwing a temper tantrum when her brother didn't share his bar mitzvah presents with her, and how she and her friends used to peek through the keyhole in the cook's bedroom when her boyfriend came over. Teofila's spoiled childhood ended in 1939 at the age of fourteen. That she returned home alive six years later was a miracle, and this walking tour app takes you through her mischievous childhood, the hell the German state threw at her, as well as the life she rebuilt for herself in the decades after.

By the time you read this, you'll be able to download Tosia's story in English, German, Hebrew, and Polish—and four great actresses

will walk you through Tosia's story of childhood, horror, and redemption. Just go to the app store on your iPhone, or Google Play and type in 'Tosia.'

We created this remarkable program in partnership with the Galicia Jewish Museum, and with more and more tourists coming to Krakow, we teamed up and dug into the Centropa Polish database of stories to create an exhibition that will premier in 2018: Ten Polish Cities/Ten Jewish Stories. In a new room at the Galicia Jewish Museum, you will find ten oversized, backlit panels, and on each panel you'll read the personal stories and view the family pictures of ten Polish Jews who managed to survive the Second World War, remained in Poland, and who we interviewed in the 2000s.





LOVE ON A PAPER AIRPLANE

Our team in Budapest, led by Dr Szilvia Czingel, developed an exhibition in partnership with the Hungarian Committee to Commemorate the First World War. Drawing from more than 4,000 of our Hungarian family pictures and 250 interviews, Szilvi and her team created an exhibition, Love on a Paper Airplane, which was shown publicly in November and December in Budapest, and will travel to other cities in Hungary in 2017.



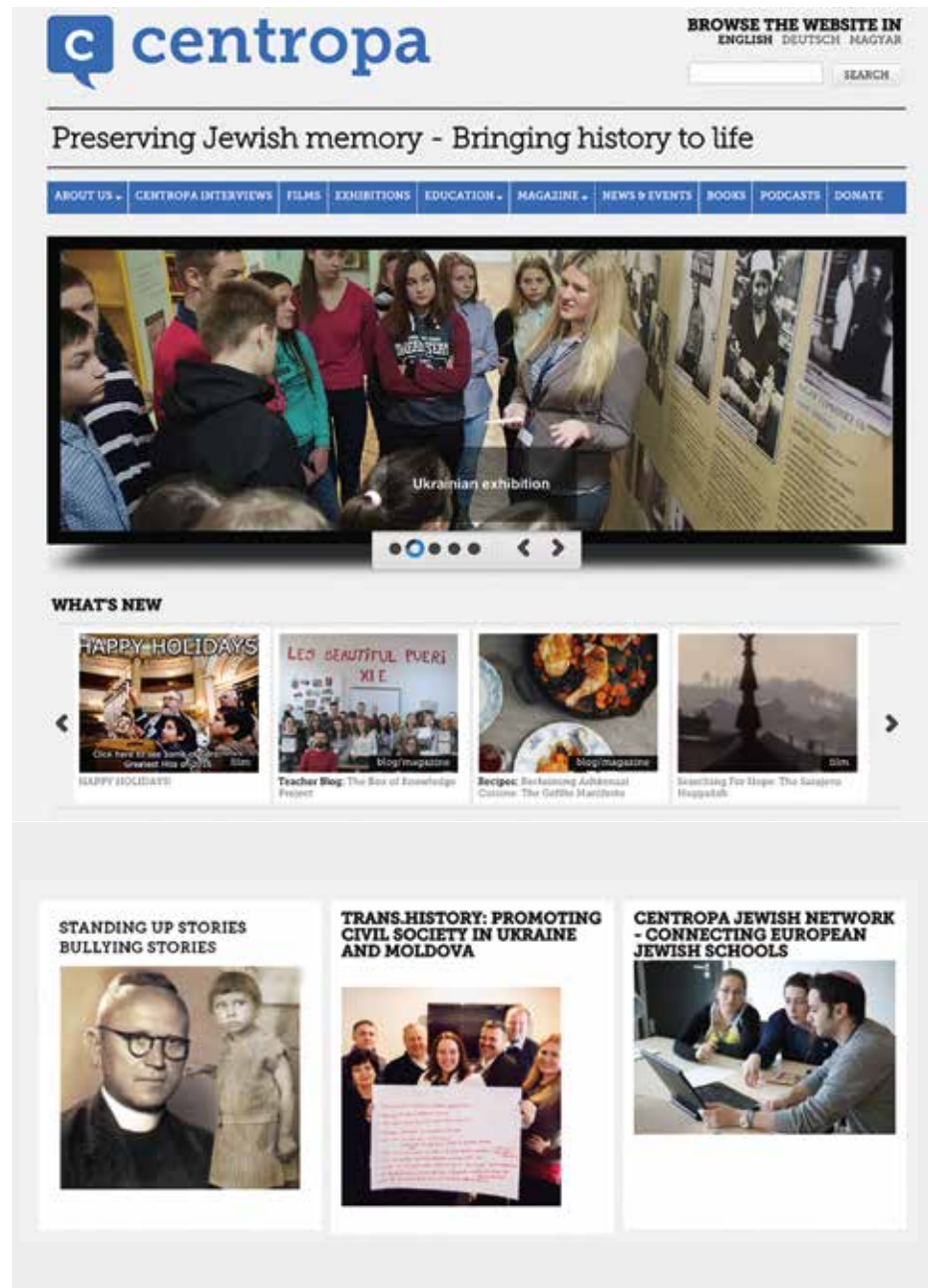
2016: 75 YEARS SINCE OPERATION BARBAROSSA

With more than 95% of Lithuanian Jewry murdered during the Holocaust, we are dedicated to telling the stories of those few Jews who survived the horrors and remain there still.

On 22 June, 1941, on a front that stretched from the Baltic to the Black Sea, Nazi Germany launched its invasion of the Soviet Union; it was the largest military attack in history. It would take eighteen months, when the German army was suddenly surrounded and destroyed at Stalingrad, before the tide began to change. But by then millions of Jews had been massacred and most of them by firing squad. And such was the fate that befell Lithuania's Jews.

In New York, four Broadway actors, three from *Fiddler on the Roof*, took to the stage of the Miller Theater at Columbia University to perform *Shtetl Stories: Lithuanian Jews remember the 20th Century*. Working from a script by playwright Ali Viterbi, they read from the Centropa interviews conducted in Lithuania, all while old photographs floated up behind them, and pianist David Strickland accompanied them. Here was 20th century Jewish history brought to life, a performance *The Forward* called "poignant and moving."





ON THE WEB

With hundreds of interviews and thousands of pictures already online (and more added each month), along with forty-five films, eBooks, databases, travel advice from Ruth Ellen Gruber, and great recipes from Jayne Cohen, Centropa's website has become one of the go-to websites for Jewish history and culture. 114,000 unique visitors came to our site in 2016, registering hundreds of thousands of hits. 62% returned at least three times.

Country	Sessions	% Sessions
1. United States	31,856	21.06%
2. Hungary	25,069	16.57%
3. Germany	12,601	8.33%
4. Austria	10,312	6.82%
5. Israel	6,909	4.57%
6. Poland	5,571	3.68%
7. Czechia	5,024	3.32%
8. United Kingdom	4,764	3.15%
9. France	4,655	3.08%
10. Canada	3,370	2.23%



Our YouTube channel draws three times the number of visitors as our website: more than 312,000 unique visitors have watched our Spanish language film on the Balkan Sephardim, and most of those visitors live in Spain.

Country	Views	Unique Views	Watch Time	Engagement
Spain	452,862 (2.0%)	37,892 (1.1%)	8,114	87%
United States	858,684 (3.7%)	46,841 (1.4%)	7,716	63%
Argentina	325,877 (1.4%)	27,941 (0.8%)	5,711	56%
Israel	208,566 (0.9%)	22,274 (0.7%)	4,231	55%
France	163,163 (0.7%)	24,252 (0.7%)	7,137	52%
Portugal	142,714 (0.6%)	24,229 (0.7%)	6,333	46%
Italy	137,369 (0.6%)	24,718 (0.8%)	6,333	46%
Colombia	92,272 (0.4%)	8,429 (0.3%)	7,339	59%
Canada	48,362 (0.2%)	6,839 (0.2%)	7,118	62%
Peru	47,868 (0.2%)	5,857 (0.2%)	7,339	42%
Mexico	34,541 (0.1%)	4,474 (0.1%)	6,937	44%
Uruguay	26,424 (0.1%)	3,654 (0.1%)	7,118	59%
Chile	23,961 (0.1%)	3,544 (0.1%)	7,339	59%

IN PRINT



To accompany the stage production described on page 23, we published, *Shtetl Stories: Lithuanian Jews remember the 20th century*, based on the life stories of ten of our Lithuanian interviewees. With stories ranging from growing up in small town shtetls to assimilated families growing up in wealthy homes, every one of our interviewees had been marked out for murder in 1941. Not only do they tell us how they escaped, but about the lives they managed to create for themselves in the decades afterwards.

When Friends Helped Friends is a Serbian/Bosnian language catalogue based on our exhibition of the Sarajevo Jewish community's life-saving efforts during the 1990s siege of the city.

This publication of The Ukrainian Jewish Family Album, in Ukrainian and in English, accompanied our exhibition by the same name, which premiered in Kyiv in September 2016. The exhibition has now traveled to more than 14 libraries, cultural centers, and schools, and the book, which tells the personal stories of Ukrainian Jews, has been distributed—and used—by more than 40 schools throughout the country.

We held our tenth International Summer Academy in Vienna and Berlin. While we have a *Vienna Jewish Source Book*, we published this *German Source Book* for teachers—and for the interested general public. Filled with personal stories of growing up Jewish in prewar Germany, this volume also contains the names of German Jews to know, and the reasons to know them, as well as historical essays on living in Germany postwar.

CENTROPA'S EDUCATIONAL PROGRAMS: BUILDING BRIDGES

“ The history of humanity is defined by two opposing processes: building bridges and raising walls. A bridge brings us closer to others, allows us to get to know them; it is a beginning of or an extension to a road. A wall separates, closes.

ANDRZEJ FRANASZEK, BIOGRAPHER OF CZESLAW MILOSZ

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When Centropa was founded in 2000, we had no intention of going into education. Now it's 75% of what we do.

We were coaxed into the field by teachers, because they were offering to help us develop programs they knew would work within the classroom. They liked the way we told stories; they wanted to use those stories to bring history alive for their students.

When they told us their pupils loved watching films and wanted to know if we could take our best interviews and create videos out of them, we threw ourselves into the task of producing them. When the feedback came to make those films shorter so they could be discussed in class, we complied. Other teachers told us: please add maps to the films, and dates, and give us short documentaries on how Europe's borders have changed so much—and we did that, too.

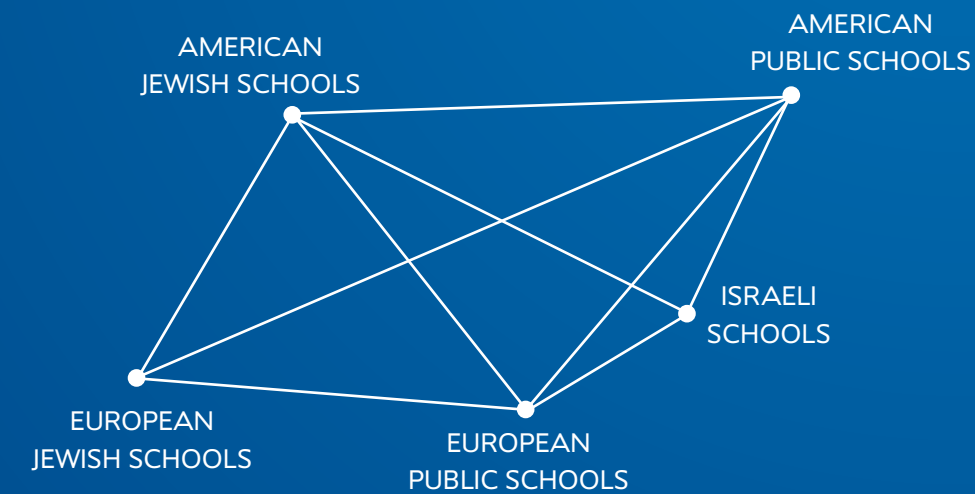
Since 2005, we have sat around tables with 790 teachers in nineteen countries—either in day-long workshops or weekend seminars. And, as stated elsewhere in this publication, we bring the best and brightest of them to our international Summer Academies, where up to 80 teachers from well more than a dozen countries spend an intensive eight days together, engaging with historians and politicians, touring the great cities of Europe, and working with each other to develop lesson plans and forge partnerships with each other.

This part of our annual report reviews our activities in our five networks of teachers: American public schools, American Jewish schools, EU public schools, EU Jewish schools, and Israeli schools.

And although each network is unique, with its own curricular needs, we have learned from teachers themselves the four rules that guide us:

- Stories are universal and stories connect us all;
- No one can teach a teacher better than another teacher;
- Students learn so much more when they create their own projects, rather than absorb lessons passively;
- We don't believe in borders.

These four truisms go to the heart of what we do at Centropa, and these pages will update you on what we accomplished in 2016



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Florida
South Carolina
North Carolina
Maryland
New Jersey
New York
Pennsylvania
Indiana
Illinois
Nevada
Washington
Montana
Texas
California
Germany
England
Turkey
Austria
Netherlands
Spain
Israel
Sweden
Finland
Russia
Ukraine
Estonia
Lithuania
Poland
Slovakia
Hungary
Romania
Serbia
Bosnia
Macedonia
Croatia
Greece

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, POLAND

I love Centropa for its original way of highlighting the Jewish history and heritage, and when it comes to teaching the Holocaust it is one of the few places where you will find easy to access resources of all types, for all academic tastes. I love that your site does not approach the Holocaust as an excuse to hate and resent the world, especially the Germans.

DIANA GHERASIMIUC, BUCHAREST, ROMANIA

Centropa is like is a shining light in the darkness of our current world. By bringing together teachers from so many countries to focus on promoting civil society, while using the stories of European Jews who lived through the turbulent 20th century, you are helping teachers like us make a difference. Although the concept seems to escape all too many people, the wisest among us know if you want to change society you do it through teachers. Centropa recognizes this and your films, your programs, are all aimed toward challenging students to become more productive members of a civil society.

LAUREN PINER, SOUTH CENTRAL HIGH SCHOOL, WINTERVILLE, NC

Centropa makes history interesting for teenagers simply because you bring history to life in ways others don't. I can promise you: mention Holocaust to my students and they are going to say, 'oh no, not again!' But your short films make students watch and listen and they end up showing empathy for the people in them. The films are a trigger to start important discussions, and for them to create projects afterwards. I know that because as soon as I've shown some of your films, they have wanted to launch their own projects to help the needy.

VICTOR GUREVICH, REHOVOT

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ISRAEL

BUILDING BRIDGES I: BETWEEN ISRAEL AND ITS EUROPEAN HERITAGE



In the six years we have been working in Israel, we have held eight day-long or weekend seminars for 160 teachers and we have brought 66 Israelis to our Summer Academies.

We have three main focus areas in Israel.

First: we have established a platform for professional development that combines our way of storytelling and the vast resources of The National Library, our partner in Israel. With a wealth of documents and photographs already online and more being uploaded annually, the National Library is becoming an ever more important fixture in education, which is why we hold our seminars there, where we explore the archives and introduce our teachers to NLI's historians and archivists.

Second: More than a few of our teachers in Israel, like Ronen in Kfar Saba and Melanie in Hadera, work with students who have learning disabilities.

"My students have a difficult time with tolerance issues," Ronen told us. "And when I show them your Sarajevo story, narrated in Hebrew, it opens up the subject so well. After all, it's about Holocaust survivors and their Muslim neighbors working together. And that gives us the chance to really go into critical thinking."

Melanie teaches English in Hadera, a hard scrabble development town with chronically high unemployment. We developed a program together that her students love. We have them reading the poetry, in English, of Polish Nobel laureate Wislawa Szymborska—whose poems are supremely ironic and thought-provoking—and



What I am taking back to my class is how to use a story as a learning tool. You don't just do this very well, you are telling stories in ways no one else in Israel tells them. When a student watches Centropa stories, he wants to tell his family story and watch stories from others. Even better, it's so much easier for me to encourage my students to tell their own stories now.

DIKLA LERNER, IRONI TET HIGH SCHOOL, TEL AVIV



then making their own videos based on those poems. "You have changed the way they think," Melanie told us, and the winning video, made by seventeen-year-old Arthur, thrilled him so much that he put off his military service for a year to work in a video studio.

Third: we know that the hand-picked Israeli teachers we work with are some of the most innovative in our entire network. We also know the vast majority of the teachers we work with in Ukraine, Poland, Moldova, Lithuania, Serbia, and other countries have never worked side by side with an Israeli educator, much less had the opportunity to connect their students with Israeli teenagers. And where there is no contact there is room for misinterpretation, for misunderstanding, for stereotyping, and for falling sway to the anti-Israel European press, which is alive and flourishing. There isn't much Centropa can do on a large scale, but in one

classroom after another, we can and do make a difference. In the pictures above, you will see our most creative Israeli teachers running sessions during our summer academies.

This is where stereotypes melt, and this is where our Israelis form partnerships that last throughout the school year. This is how we break down walls. This is how we build bridges.

Above left: Ronen Kandel, from Kfar Saba, during our Summer Academy working with Polish, Greek, and Spanish teachers. Center, Ettie Abraham, also from Kfar Saba, showing her projects to Polish and Greek teachers. Right, Ruthy Shahar-Louck shows a teacher from North Carolina how she uses Centropa in class.

AMERICAN PUBLIC SCHOOLS

BUILDING BRIDGES II: EXPANDING BORDERS WHILE SHRINKING THE WORLD

Back when we were founded in 2000, we never planned on working in education. A few years later, we witnessed how students in American Jewish schools were relating to our first batch of multimedia films. Indeed, those were the only schools we worked in for our first few years. And while we love bringing Centropa to private schools where ninety-eight percent of the students go on to university, things look quite different in the inner cities of Newark, Baltimore, North Charleston, and in the Hispanic neighborhoods of Houston. It's no better in rural North and South Carolina, where the furniture factories have closed, the textile mills have stopped turning, and the opioid crisis has settled over them like an autumn fog.

But the news is not all bleak. While whole industries have left the US, South and North Carolina are currently seeing a huge change in the available jobs, jobs that didn't even exist a few years ago.

In recent years, more than one hundred forty German firms have set up factories and distribution centers in South Carolina alone; all of them require highly skilled high school graduates. And yet, all over the US, too many school systems cling to the bedrock faith that two- and four-year colleges are still the answer for America's youth.

They are not. In the fourteen European countries in which we work, a far larger percentage of students

attend technical high schools and go straight into the workplace afterwards, and in Europe no one looks down on those who forego university for trade schools.

There is only so much Centropa can do to address these issues, but we can and are making a difference. Working with social studies administrators in South Carolina, Florida, Texas, and Maryland, we have created programs that help students build the skills they will need to be competitive in the 21st century marketplace. To take one example, South Carolina Department of Education has identified characteristics and skills they want all of their high school graduates to acquire, including: collaboration and creativity, global literacy, critical thinking and problem solving, self-direction, interpersonal skills, and media technology and communication.

Our teachers have told us that their Centropa projects cultivate all of these skills in their students – and more – and this is how we do it. First, we have students watching Centropa's award-winning multimedia films in which Righteous Gentiles have saved the people we interviewed—and that leads students to discuss where true north is, ethically and morally.

Then we have them delving into the story of the siege of Sarajevo in the 1990s, when a band of Holocaust survivors worked with their Muslim neighbors to help save

their city—and next we have students going out to highlight an organization in their city that helps those less fortunate. In other words: the ethics of everyday life.

On a more practical level, they're also required to go into the Centropa website, find supporting materials, and create their own stories—showing how they use original document research.

We take matters yet another step: we're asking American teenagers to create videos on the civil rights movement, and that means once again they have to dig into original source material, hone their writing skills as they write scripts, produce videos, and share those videos with our partners schools in Germany, Poland, Ukraine, and elsewhere, all while those students produce films on Our Town's Jewish History, or the Revolutions of 1989. By having our American students—whether they are in inner cities or farm communities—share films and get to know students their age who live in Europe, we expand their borders while shrinking their world.

Clearly there is much to do in the United States, but when we receive emails from our veteran teachers like this, we know we're on the right track.



Today's world needs high school graduates to develop the soft skills that will make them successful, whether they are going on to college or are headed for a job right after high school. Businesses today, especially the high tech factories of South Carolina, value employees who display creativity, innovation, critical thinking, and problem solving ... Centropa's vast wealth of resources can be used in all of these areas, and the way Centropa presents its materials really does challenge students to create the kinds of projects that will serve them well, not just in a job interview but the very day they start work.

BARBARA HAIRFIELD,
SOCIAL STUDIES SPECIALIST,
CHARLESTON COUNTY PUBLIC
SCHOOLS, SC





Previous Holocaust education seminars I've attended were just that: the Holocaust. That can be vitally important, but social studies teachers really do want to put the events of the twentieth century in context. Centropa works for me because you make it very easy to teach students about the humanity (and lack of) during the war, and then bring it up to the present time to show students history is a story that doesn't end. And neither do morals and ethics

CHRISTINA STATHOPOULUS,
READING, LOGGERS' RUN
MIDDLE SCHOOL, BOCA RATON



I have been to many Centropa seminars and I am amazed each time because it seems that every new film, every new project you introduce was created with my students in mind, and I work in a very troubled school indeed. I was shocked when Ed Serotta said Centropa was not founded to be a resource for teachers, because Centropa has quickly become my most valuable tool.

ANTHONY LUDWIG, HISTORY,
NORTH CHARLESTON HIGH
SCHOOL, CHARLESTON, SC



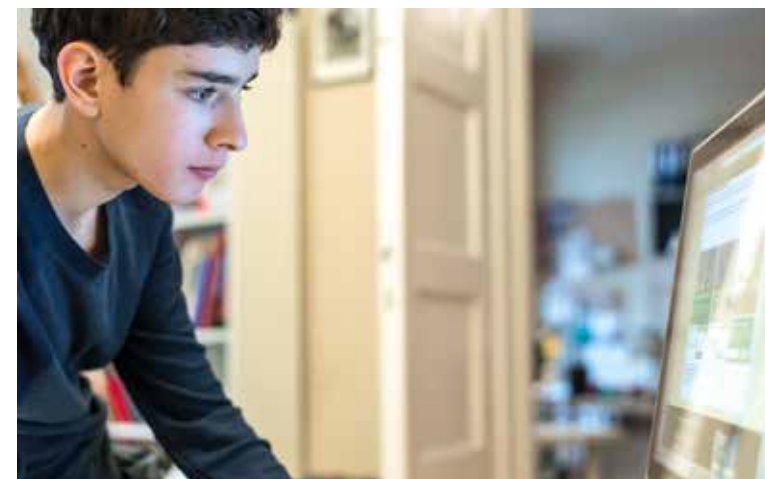
Top row: Theresa Dennis teaches in an inner city school in Baltimore. Nearly all her students have learning disabilities and we are working with Theresa on creating materials that are more visual, and will even provide her with an audio walking tour project for them to use. Danielle Bagonis, right, teaches in another Baltimore school where 40% of her students don't finish high school. We're working closely with Danielle to create challenging, meaningful projects for students to create—and be proud of. Bottom row: two dozen public school teachers brainstorming during our seminar in West Palm Beach, February 2016.



Nance Adler of the Seattle Jewish Day School in the Theresienstadt concentration camp. Summer Academy, 2016.



AMERICAN JEWISH SCHOOLS BUILDING BRIDGES III: WHEN JEWISH HISTORY BECOMES PERSONAL



Left: Tobin Herringshaw of The Adelson Educational Campus in Las Vegas showing American public school teachers how his students use video in history classes. Center: students in the San Diego Jewish Academy. Right: teachers from US Jewish schools in New York, Chicago, Houston, Seattle, and New York.

Our very first foray into education was with American Jewish schools. It wasn't that we knew the market well — before 2003 we had not worked in any schools, anywhere. But we knew that when we brought a web-based platform of twentieth century Jewish stories to Jewish schools in Washington, San Diego, New York, Atlanta, Philadelphia, Boston, and other cities, we felt we'd find an open door. And did we ever.

In one school after another, teachers and students alike thrilled to what we were doing and teachers volunteered their time to guide us through pedagogies that would work for their students.

Since then, as our European networks (both public and Jewish schools) expanded, our US Jewish schools not only continue to carry out projects such as making family history videos that document the Jewish journeys of their forebears, they also engage in cross-cultural projects that bring US Jewish students in touch with Jewish students in Europe and Israel, as well as with public school students in the US. For example, after their teachers met at our 2016 Summer Academy, students from the Adelson Campus in Las Vegas launched a cross-border project with Jewish schools

in Berlin, Rome, and Thessaloniki based on the book, "Fly Like a Butterfly," that culminated in an exhibition of student work from all four schools at the Jewish Museum of Thessaloniki.

We feel enormously proud to have created a network of some twenty-five American Jewish day schools: in Los Angeles, Houston, Chicago, and other cities, and the highlight of our year is when students from the Heschel School in New York come to Vienna to visit our office, learn how we create our films, and then spend time meeting the elderly Jews we interviewed over the years.

“Centropa is different, because it does not see itself primarily as a Holocaust educators' seminar. Centropa has a number of foci and Holocaust is only one. I think that if a person were coming to one of your summer programs just for Holocaust education they would be disappointed; Centropa provides so much more.

SHMUEL AFEK, HESCHEL SCHOOL, NEW YORK



Pictures are of Heschel School students (New York) visiting the Centropa office in Vienna and meeting, below right, Dr Lucia Heilman at a Café Centropa event, February 2016.

EUROPEAN JEWISH SCHOOLS

BUILDING BRIDGES IV: A PAN-EUROPEAN NETWORK



“ 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 many of the conferences I attended before, which usually consist of teachers sitting there listening.

CSILLA HAJNAL-SMITH,
LAUDER JAVNE SCHOOL,
BUDAPEST

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



Before Communism fell in Central Europe in 1989 and in the Soviet Union two years later, the vast majority of Jews in the region wanted nothing to do with the official Jewish communities in their countries. That’s because they had become mouthpieces of the one party state and, except for Romania, they spewed forth a string of anti-Israel propaganda, literally until someone pulled the plug on them.

Everything changed in the 1990s. While some Jewish families in Central Europe left for Israel and the West, and millions fled the collapsed Soviet Union, Jewish life reinvented itself in the lands where many had thought it had disappeared. Younger Jews took over their communities and immediately became engaged in property restitution, started opening facilities to care for Holocaust survivors, and looked for ways to make Jewish life relevant for their offspring.

Before 1989, there was exactly one Jewish school in the region—in Budapest—and it had twelve students. By the end of the next decade, there were twenty; by 2015 there were well more than thirty.

We all know that Jewish life in most of Europe is but a shadow of what it once was. The Holocaust, then mass migration, has seen to that. But looking at what has happened since the fall of Communism a quarter century ago, it is clear that for Jewish life to continue in this region—and it will—communities will have to connect their children with each other in ways they never did before because only by thinking past borders will they be able to operate. This should not present much of a barrier as no one using Facebook or

Instagram ever saw a border he or she couldn’t jump, and there are three ways of strengthening the connecting tissue in these communities: through Jewish summer camps, in youth groups, and in Jewish schools.

The schools are where we come in. First, we are building a network of teachers. Every year, we bring educators from some two dozen Jewish schools together in a winter seminar, where we work intensively on lesson plans, tour Jewish sites, and share with each other what works best in our classrooms.

We also help teachers get better acquainted with new technologies and digital storytelling through making videos. Then they return to their schools filled with great ideas. And this is where the magic starts, because students in Budapest and Frankfurt are creating videos together, and then getting to know each other through social media. We’ve done the same thing with the Jewish school in Istanbul and the school in Rome, in Helsinki and Vilnius, and in Berlin and St. Petersburg.

With every new video created by students in each school, with every new friendship formed across borders, we shrink the Jewish world that much more, all while creating a pan-European Jewish classroom.



“ This is a very different way of thinking about Jewish memory and the Holocaust. These encounters we have with motivated teachers—talking about what is different in our schools and what is similar or even the same—all means I’ve been able to connect my students with Jewish kids in other Centropa schools: in Prague, Budapest, and Istanbul.

RINA LUND, ORT SCHOOL, ROME

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Top row: Students in the Budapest Lauder Javne school preparing traditional Jewish recipes, then serving them (while serenading) to Holocaust survivors in Budapest.

Photographs this page were taken in Budapest in March 2016, during our fourth CJN seminar, which was hosted in part by the Jewish Federation of Hungary, and attended by 36 teachers from 22 schools.



EUROPEAN PUBLIC SCHOOLS BUILDING BRIDGES V: BRINGING THE STORY OF THE SIEGE OF SARAJEVO TO HUNGARY, POLAND, AND ROMANIA

Working with a grant from the European Union's Europe for Citizens program, in 2016 we created a special set of projects for Hungary, Poland, and Romania. The idea was to use our well-known story of how Holocaust survivors in Sarajevo worked with their Muslim, Serbian, and Croatian neighbors during the 1990s siege of their city to create a non-sectarian aid agency open to everyone.

All during the siege, Jews and Muslims worked side by side. None of the volunteers was a humanitarian aid worker; they were neighbors helping neighbors, regardless of their religion.

For the past five years, ever since we produced a short film and made an exhibition in German and English that tells this story, teachers have been asking us to bring this story to their country and in their language. "We all have stories and lessons about tolerance," Beate Skuza, an English teacher in Poland told us, "but this touches on so much more. As soon as students watch the film that shows these different religions working together, they want to go out and do something themselves."

Marcell Kenesei and the team in our Budapest office received a grant that helped them:

- create new versions of our Sarajevo film in each of the three languages;
- design and print a new version of our Sarajevo exhibition in each of the three countries;
- hold seminars for teachers to brainstorm on how best to use them;
- launch small grant programs that would give schools more than

- \$350 each to develop their own project to help others; and
- then hold a final town hall meeting so students and teachers could share their projects with each other.

In late 2016 these three new versions of the film and exhibition hit the road—in Krakow, Budapest, and Bucharest. More than 60 teachers came together to discuss how to use this exhibition in their schools; historians and diplomats came to speak with our teachers about the Balkans, and all three exhibitions have been touring each of these countries, turning on lights, provoking discussions, and showing what it means to help a neighbor.



Top row: our exhibition opening and seminar in Bucharest, December 2016. Middle row: that same month, we opened our Polish language exhibition and launched our seminar in Krakow. Bottom row: we did the same in Budapest, in November 2016.

BUILDING BRIDGES VI: BELGRADE/BERLIN

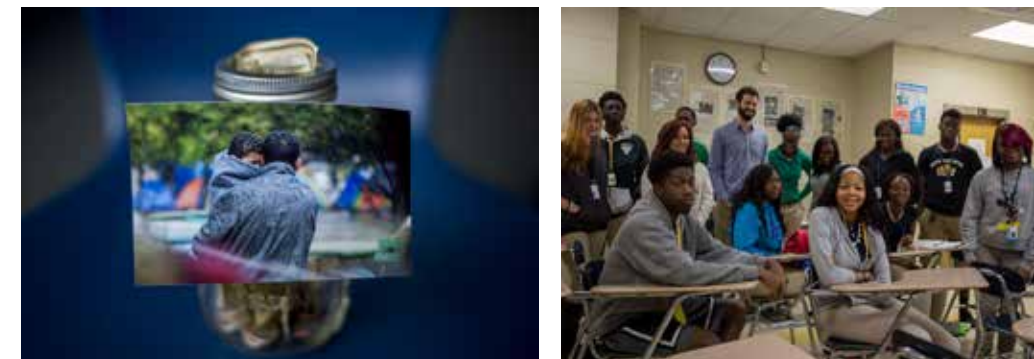
In 2013, we created a partnership between Marko Dimitrijevic's school in Nis, Serbia, and Maureen Holtzer's class in Boca Raton. During a Skype call, the American kids said they didn't like to drive on weekends. Why not, the Nis students asked. "A crime called, 'Driving While Black,'" the Americans said. The Serbian students were floored. But they had learned something. And they felt a kinship for their new-found friends. When floods hit Serbia that year, Maureen's students were on Facebook and Skype, studying geography, following the Danube's path, asking questions, standing with their friends. This was learning outside the box. This was building empathy—not always the easiest thing to do with teenagers in any country.

On this page, you see a different sort of bridge being built. Holocaust education in Germany is widespread and thorough. Stefan Foos, one of our teachers in Berlin, spoke with his students and their parents and asked if his students could visit Belgrade, where an entire Jewish community had been brutally destroyed in a matter of months. Men were shot. Women and children were taken to the newly built, art-deco fairgrounds, locked away, then loaded into gas vans. Stefan brought his class to Belgrade, where one of our best teachers, Siniša Vukadinović, and his students showed the Berliners the sites that make Belgrade one of the hippest cities in Europe today, but they also went to that same fair-ground, and learned what Nazi Germany accomplished. Siniša and Stefan and his students can be seen in the photos in the top row.

In the winter of 2016, Siniša's students came to Berlin. They stayed in the homes of Stefan's students, they toured the wonders of Berlin, and learned of the horrors of the past, the culture created in Berlin's heyday, and spoke of Germany's place in Europe today.



BUILDING BRIDGES VII: CHARLESTON/ALEPPO/VIENNA



When the refugee crisis slammed into Europe in September 2015, Anthony Ludwig—who had been with Centropa in Sarajevo to meet the Jews and Muslims who worked together during the 1990s siege of the city — he went to his students at North Charleston High School and asked if they wanted to do something to help. Working through us, we connected Anthony with our friend Sonja Feiger, who as a small child fled Hungary with her parents in 1956. Sonja knew from being a refugee, and she and a few of her friends started Sholem Alaikum, a Jewish organization that adopted a house full of refugees and set about helping them in every way they could.

Anthony's students delved into the project, first studying geography and tracing how Syrian refugees made their way to Vienna. They discussed current events, read the newspapers and watched news reports, and said: let's do this.

Although almost none of Anthony's students' parents have jobs, and 98% of the school's students depend on free or reduced lunches, they raised \$1,900 by holding bake sales, doing jobs around school, canvassing shopping centers.

Sonja received the check through the American Jewish Joint Distribution Committee, then set about buying winter clothes, tricycles, toasters, and shoes.

Then the students in Charleston, and the refugees from Aleppo and Damascus stared across at each other on Skype. The Charleston kids were the first Americans the Syrians had ever talked with. And after five minutes, they thought they had met the most wonderful people they could imagine. As for the Charleston students, this was the project that showed them what civil society means, it showed them they have a place in society.

BUILDING BRIDGES VIII: CONNECTING ROMA STUDENTS WITH STUDENTS FROM HUNGARY'S MOST ELITE SCHOOLS

“ You have put together a fascinating program. It was so useful to get to know other colleagues who are devoted to the same cause, despite the problems we face. I'm sure that for my students (especially my Roma students) it will be a unique and interesting experience to get to know students from the top schools in Hungary. Please see to it that this will be a long-term cooperation, not just a onetime project.

EMESE ERDŐSI, PÉCS

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From the 19th century until our time, Hungary's elite high schools have stood out for producing Nobel Prize winners in science, Academy Award winning directors, and trend-setters in technology. Even today, these schools stand head and shoulders above many others in Central Europe, and the majority are located in Budapest. But 200 miles to the east, in the towns and villages near the Romanian border, jobs are few, poverty is endemic, and the majority of schools are filled with Roma children. Over the past two decades, Roma families have shown an increasing determination to find their place in society, take jobs, and send their children to school. Prejudice against them, however, is as widespread as it is deep. Centropa has come up with a novel and innovative program we are carrying out with the support of the Open Society Foundation and the US Embassy.

Our goal: to bridge the gap between rich and poor, between those who have access to society and those who are shut out from it, and by working with students at the bottom of Hungary's socio-economic ladder, to help them start climbing that ladder, wrung by wrung—and have them work alongside students from Hungary's very best schools.

With that goal in mind, we have been bringing together teachers from both sides of the spectrum—and we've held seminars where they created projects to bring their students together.

With more than three dozen teachers participating, all during 2016 we held seminars and discussions, and in short order they had their students working side by side planting gardens, making videos, acting as tour guides to an exhibition, helping the homeless, writing a

slam poetry song then recording it in a studio, painting the walls of their school, and organizing school events together.

One student in the Apáczai Csere János school in Budapest said, “At first I was apprehensive, but then we had such a good time with the kids from Szolnok,” while a student in eastern Hungary said, “This was the first time for me in Budapest, and the first time I ever met a Jew.”

To celebrate the end of our first year of activity, we held a town hall meeting in Budapest, where we presented awards for the best student projects, gave out small prizes for teachers to recognize their hard work, and had students—from eastern Hungary and from Budapest—perform musical numbers for us.

“ Your seminar gave me the feeling that I'm not alone. It did not offer us ready-made solutions but opportunities and possibilities that we can use, and now we can plan our own projects.

ANGÉLA BARNÁNÉ NAGY, KALOCSA

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BUILDING BRIDGES IX: CENTROPA IN THE BALKANS

Top row: The Holocaust Memorial Center for the Jews of Macedonia in Skopje; our seminar in May 2016.

Bottom row: Biljana Stojanovic of the Serbian Education Ministry speaking at our Skopje seminar; Nikola Georgievski, a history teacher in the Macedonian town of Baranda, sharing his lesson plan during our seminar.



I remember being informed that Centropa people were coming to Belgrade in 2012 so that you could ask us if Centropa had content that we Serbian teachers could use. I was impressed that you came to ask! When you produced your film on the Kalef sisters, I knew that I would finally have something that I could show students year after year, and that is what I've been doing. This is a Serbian story, that tells of Serbia's Sephardim, their destruction during the war, and how a brave priest saved those two sisters. My students were entranced. And every year I show it and we discuss it.



LIDIJA SUICA, BELGRADE

There are a great many things people in the Balkans do not agree on. A decade of wars in the 1990s has seen to that. In times of peace, people working together build social capital; that is what civil society is all about. Wars wipe that out, and often it's been left to teachers in the western Balkans—vastly underpaid, hugely overworked—to try and rebuild what was torn asunder. Not all of them want to, of course; we have run into our share of deeply nationalist educators. Teachers, after all, reflect the societies in which they live.

Finding common ground for teaching history is not easy since all the Yugoslav successor states have been writing history books to reflect what they deem is the truth. And while people may not agree on much, the history of Jews in the Balkans does interest a great many of them.

Better educators know that Jews found refuge here after being expelled from Spain in 1492 and spent the next 450 years trading with their neighbors, getting along with their neighbors, living next to their neighbors. Until they were wiped out starting in 1941.

More than 10% of the Yugoslav civilian population perished during the Second World War, but over 80% of the Jews were killed in unspeakable ways. Teachers and their students are keen to pay homage to the Jewish communities that have been all but destroyed, and we are pleased that so many of them are digging into the history of their towns' Jews in the years before the Holocaust.

As we have mentioned on several pages of this report, the story of La Benevolencija, the Sarajevo Jewish community's humanitarian

aid agency in wartorn Sarajevo in the 1990s, draws teachers and students from all our countries. But it gives everyone in the Balkans a bridge to meet on since it is all about people who refused to hate others because of their religion. And that is very much a lesson they like to share with their students.

We have two main partners in the western Balkans. The Holocaust Memorial Center in the Macedonian capital of Skopje is the largest such museum in southern Europe. Working with Dusko Veskovski and the museum's CEO, Goran Sadikario, our Macedonian coordinator Daniela Sterjova, an English teacher, recruits teachers for our seminars and helps them with their lesson plans.

In Bosnia our partner is La Benevolencija, where their staff arranges our seminars and also recruits teachers, which is what Damjan Snoj, a history and civics teacher, does for us in Slovenia, and Ana Sesar and Tomislav Simic do in Croatia.

It is Biljana Stojanovic, the Serbian Education Ministry's specialist in Holocaust education, who has proven our most stalwart ally. Biljana has helped us craft our films and programs for Serbian students, brought teachers to meet with us and review our content, and even brings Serbian teachers to our seminars in Macedonia, Serbia, and Croatia.

It is through people like these, helping tell stories of those who did not give in to hate, who are making a difference in the western Balkans—one classroom at a time.

BUILDING BRIDGES X: GERMANY/POLAND/UKRAINE/MOLDOVA

As we've made clear by now, we are great believers in telling stories and sharing stories. And by crossing borders to share stories with our neighbors we build social capital and strengthen civil society because stereotypes wither away, bonds are formed. It cannot be otherwise; we provide a platform, then watch as teachers open minds and touch hearts.

Over the past few years, the United States and Germany have made Ukraine a priority. While their governments are helping build infrastructure and fight corruption, the US has opened its first America House in Europe in more than fifty years.



Fabian Ruehle, our European education director and liaison to German government institutions, has now secured German Foreign Office grants of more than \$200,000 to invest in civil society projects in Ukraine and Moldova. And since no one can teach a teacher better than another teacher, Fabian's idea has been to bring our best German and Polish teachers, school directors, and museum educators to work alongside our Ukrainian and Moldovan stakeholders so there is a constant flow of ideas in both directions. We have even set up a program called Trans.History (trans-history.org) with content for teachers and students in Ukrainian, German, Polish, and Romanian.

We've created this mix for a reason: first, teachers in Ukraine and Moldova have felt isolated, cut off from Europe's mainstream, and our goal is make sure they understand they are very much part of our world.

Further, Germany, as it is well known by now, has faced the darkest chapters in its history better than any other society that we know of. We work with a core group of teachers, school directors, and administrators who do not flinch from discussing either the horrors of the past or Germany's responsibility for helping the less fortunate today.

We also cooperate with educators in Poland, those who have helped their country move forward in ways no one thought possible two decades ago. Working with our partners at the Galicia Jewish Museum in Krakow, and with the support of the Claims Conference, the Ebert, Taube, and Koret Foundations, we have been conducting seminars and cooperating with teachers in Poland since 2011. More than 180 Polish teachers have taken part in our nine seminars—but more than 540 wanted to come.

It has been like this in Poland for years: younger teachers, and their students, are hungry to learn about their country's—and their towns'—Jewish history because by getting to know something of Poland's Jewish heritage they are learning something of their own. It is very much the same in Lithuania.



Centropa is doing such an important job. I love the idea of working with teachers from Ukraine. I really think that it helps when Poles and Ukrainians work together on temporary problems resulting from ignorance of the past. Understanding the Holocaust is vitally important, but you give us something much more, which is the story of how Jews lived in our towns and cities before the Holocaust.

MICHAŁ ROMANOWSKI, LISIEW MALBORSKI, POLAND



Photo above: Centropa seminar for teachers and civil society activists in March 2016 in Krakow. Below: participants re-convene in Kyiv at America House in September.



Top row: three of our German teachers and school directors working with their counterparts in seminars in Kyiv, September 2016.

Bottom row: photos taken in March 2016, when we invited Moldovan, Ukrainian, German, and Polish teachers to spend three days in the Galicia Jewish Museum. The highlight—pictured, center—was a traditional Friday night dinner in the Krakow JCC.



UKRAINE



Top row, Left: teachers in Prluky opening our exhibition in December 2016. Center: Nina Kotelenets lives in the village of Sukhopolova and spoke to students and their parents about what she observed in 1941, when the town's Jews were taken out and murdered. Right: student in Chernovtsy speaking about what he and his fellow students learned from the exhibition.

Bottom row, left: Viktoria Kadiuk, one of our most active teachers, showing students through the exhibition in a school in Irpin; Center: a high school class in Chernivtsi; Right: students viewing the exhibition, also in Irpin.





Nearly everyone in Ukraine has struggled since the collapse of the Soviet Union in 1991, yet from our first set of meetings with teachers and civil society activists in Lviv in June 2015, we felt that same hunger we had witnessed in Poland and Lithuania for learning about their town's Jewish history.

We began by producing a film we felt would speak to Ukrainians. Shelly Weiner (then Ruchel) and her cousin, Raya Kizhnerman, were spirited out of the city of Rivne in late 1941 by their mothers, only hours before nearly twenty thousand Jews were massacred. The two girls and their mothers were hidden by a family of farmers for 28 months and risked their own lives every single day.

The film we produced, *Return to Rivne: A Holocaust Story*, was shown in film festivals and then made its way to a local movie theater in Rivne. So powerful was the message—of Ukrainians reaching out to save four Jews—that the very next day people gathered in the town square and went off to restore the city's Jewish cemetery, something that had not been done in half a century. That, in education, is not an output (like a seminar, film, or exhibition). That is an outcome—how behavior is changed. We brought Germans, Moldovans, Ukrainians, and Poles to a

seminar in Rivne at the end of 2015, and Shelly flew over, as well. Then we held two more seminars in 2016—one in Krakow, the other in Kyiv, which was to commemorate the seventy-fifth anniversary of the massacre of Babyn Yar.

In addition, the Organization of Cooperation and Security in Europe (OSCE) helped support our September seminar by bringing in Serbian and Slovak teachers to share their lesson plans, the US Embassy gave us America House to meet in, and the International Holocaust Remembrance Alliance underwrote our huge exhibition, *The Ukrainian Jewish Family Album*.

This was hardly our first exhibition; in fact, it was our eleventh, and like all the others, it was based on the photos we digitized and the stories we collected, in this case in Ukraine back in the 2000s. What was very different was that as soon as teachers and others saw the exhibition at its premier in Kyiv in September 2016, we expected to receive three or four requests to show it. Instead, fourteen libraries, cultural centers, and schools all wanted it—and before the end of the year!

On the right, Shelly Weiner standing in the Holocaust Memorial in the Sosenki Forest outside Rivne, where 20,000 Jews were shot by the German SS. On the left, people in Rivne are cleaning the Jewish cemetery near the center of town.



BUILDING BRIDGES XI: THE 10TH CENTROPA SUMMER ACADEMY VIENNA/PRAGUE/THERESIENSTADT/BERLIN



THE CAR WHERE IT HAPPENED

Visiting the Austrian Military Museum to discuss Archduke Franz Ferdinand's fateful ride through Sarajevo in June 1914.



THE ROOM WHERE IT HAPPENED

Exploring the German-Russian Museum in the Berlin suburb of Karlshorst, and the room where Nazi Germany surrendered to the Allied powers.



THE STREET WHERE IT HAPPENED

Walking through Bernauerstrasse in Berlin, just at the line marking East from West Berlin, where the wall fell on November 9, 1989.



Others have said it before, and I'll say it again, mainly because it so accurately describes your summer program. Centropa turns the cities of Central Europe into classrooms for teachers. By exploring cities with you and the guides you provide, then working with teachers from other countries around a table each day, we literally build up knowledge, stone by stone. That you provide us with films that are made exactly for each country makes it that much better for us, and for our students.

JUDIT PAL, BUDAPEST



This publication describes in detail our 2017 Summer Academy but in this annual report for 2016 we highlight a landmark event for us: our tenth Summer Academy. We brought 90 teachers, school directors, education ministry officials, and museum educators to Vienna, Prague, Theresienstadt, and Berlin.

All Centropa Summer Academies have two goals: to add to every teacher's knowledge base—and we do that by visiting the very places where history happened and engaging with historians, civil society activists, and journalists—and to develop their skill set for combining new technologies with history. This tenth Summer Academy accomplished both of those goals, as we spent nine intensive days in Vienna and Berlin, with a short stopover in Prague and Theresienstadt.

Irene Bartz, left, was born in Krakow in 1923, lived in Lviv, and fled during the war to Central Asia. She married a Polish Jew there and they ended up in Vienna where she raised her family. Now 85 years old and a widow, Irene met with four Polish teachers during the Summer Academy—and more than a year later she is still in contact with them and their students.





IN VIENNA: Dr Claus Raidl, President of the Austrian National Bank, welcoming our participants to Vienna. Center: Philipp Blom is a historian who has written widely on the cultural history of Europe. Right, Hannah Lessing is the Director of Austria's Holocaust Restitution Agency.



IN BERLIN: A discussion on civil society in the Balkans with Alison Smale, then bureau chief of *The New York Times*, Zarko Koracs, the only Jewish member of Serbia's Parliament, and Jakob Finci, president of the Sarajevo humanitarian aid agency, La Benevolencija.

KYIV COMES TO BERLIN: Ukraine's Education Ministry, Lilya Hrynevych, speaking to our Summer Academy in the German Foreign Office, while Ed Serotta discusses our new film on Shelly Weiner, who was hidden for 28 months by Ukrainian farmers during the Holocaust. On the right is Ambassador Felix Klein, his ministry's representative on matters relating to the Holocaust and Jewish issues—and our host that afternoon.



Teachers from 18 countries working together, sharing best practices, and writing lesson plans that they will not only implement in their own classrooms but will use to connect their students on social media.



STAFF, COORDINATORS, ADVISORS, INTERNS

VIENNA

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.

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 once a month 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 2000 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 but grew up in Sighisoara, Romania, where she attended a German high school. She then studied Middle Eastern Studies at the University of Groningen in the Netherlands, where she graduated in 2012. Esther joined Centropa in 2013, and she is in charge of logistics for our Summer Academies and our other European seminars. Together with Fabian, she also directs 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 has been helping at Centropa on a part-time basis since 2000.

VIENNA

OURIEL MORGENSZTERN



For more than a decade, until the end of 2016, Ouriel was our tech director. Thanks to his efforts, we were able to begin digitizing our interview tapes and upgrade our website. Ouriel's skill with computers kept them functioning long past their sell-by dates and he acted as liaison to our programmers. Born in France, Ouriel served in the Israeli Army for three years, and is a member of Vienna's Jewish community basketball team. He holds a degree in Sound and Multimedia from ISTS in Paris.

MARIE-CHRISTINE GOLLNER-SCHMID



Until the end of 2016, Marie worked as our in-house graphic designer. Marie was born in Munich and grew up in Vienna, where she studied at the prestigious Hochschule für Angewandte Kunst. For five years, Marie was in charge of designing our brochures, reports, books, and exhibitions.

WASHINGTON

LAUREN GRANITE



Lauren has been directing our US educational programs since 2010. Previously, she spent more than a dozen years teaching Jewish history in colleges, Jewish day schools, and congregational schools. Lauren is expanding our network of private, charter, and public schools; coordinates with public school administrators to bring Centropa to local, state, and national professional development programs; and runs seminars and workshops throughout the US. Lauren has a Ph.D. in the Sociology of Religion from Drew University.

HAMBURG

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.

BUDAPEST

SZILVIA CZINGEL



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

STAFF, COORDINATORS, ADVISORS, INTERNS

BUDAPEST

BORBÁLA PÁL



Borbála 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 oversees our Hungarian public school program, our Israel program, and is in charge of 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.

CENTROPA ACADEMIC ADVISORS

MAUREEN CARTER



Maureen Carter, social studies and Holocaust education coordinator, Palm Beach County Schools

BILJANA STOJANOVIC



Biljana Stojanovic, administrator for history and Holocaust programs in the Serbian Education Ministry

RAELYNNE SNYDER



Before leaving for Pittsburgh this year, RaeLynne Snyder was the social studies administrator for Baltimore City Schools. She is pictured here working with Ukrainian teachers in 2015.

BARBARA HAIRFIELD



Barbara Hairfield is the social studies administrator for Charleston County Schools.

CENTROPA COORDINATORS

DANIELA STERJOVA



Daniela Sterjova teaches English in Skopje and has been coordinating for us since 2012.

ANA SESAR



Ana Sesar coordinated for us for more than a year and in that time helped secure family photographs and permissions to use for our first film set in Croatia.

NANCE ADLER



Nance Adler is our coordinator for US Jewish schools. Nance is based in Seattle, teaches in a Jewish day school and has helped teachers create cross-border projects.

DAMJAN SNOJ



Damjan Snoj teaches History, Geography, and Civics and is the deputy director of a school in the Slovenian city of Preserje. Damjan coordinates and helps carry out our Balkan seminars.

GINTARĖ LIORANČAITĖ



Gintarė Liorančaitė has been coordinating our Lithuanian seminars for the past three years and is on the teaching staff 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.

ZSOLT MÁRTHA



Zsolt Martha, vice-principal and English teacher at the Scheiber Sandor school in Budapest, was our coordinator for the CJN competition, virtual walking tour category.

MARYNA PYSANETS



Maryna Pysanets teaches English at the Jewish school in Kiev. Maryna was also a CJN coordinator, responsible for the virtual cookbook category.

RONI ZUNZ



Roni Zunz worked at the Moses Mendelssohn High School in Berlin until she moved to Israel. In the 2015/2016 school year she was our CJN coordinator for the family history project.

THE TEACHERS WHO DON'T WATCH THE CLOCK.

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

- Ettie Abraham, Kfar Saba
- Beata Gendek-Barhouni, Czestochowa
- Kirstin Lakeburg, Bonn
- Gottfried Becker and Andreas Breunig, Mannheim
- Branka Dimevska Koceva, Skopje
- Viktorii Kadiuk, Kyiv
- Senka Jankov, Zrenjanin
- Vesna Dimitrijevic, Belgrade
- Jacek Jaros, Kielce

STAFF, COORDINATORS, ADVISORS, INTERNS

ADVISORS ON CIVIL SOCIETY AND MUSEUM PROJECTS

IGOR KOZEMJAKIN



Igor Kozemjakin 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 younger 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.

JAKUB NOWAKOWSKI



Jakub Nowakowski is the director of the Galicia Jewish Museum in Krakow, our partner for all Centropa activities in Poland. Kuba, as he is known, has assembled an exceptionally talented young team of 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.

INTERNS 2016

ANNA HEFFERNAN



Anna Heffernan is a master's student at the Centre for European, Russian and Eurasian Studies in the University of Toronto. At Centropa she edited our newest exhibition, the Ukrainian Jewish Family Album.

DOMINIQUE COTTEE



Dominique Cottee hails from Australia and while studying in Vienna's Diplomatic Academy, she interned for us. But because Dominique was such an excellent researcher and editor, we hired her for another year to carry out her work, becoming one of the main editors for our Polish and German Source Books.

ALYSHA ZAWADUK & DRAGOS PARASACA



Alysha Zawaduk is a master's student at the Centre for European, Russian and Eurasian Studies in the University of Toronto, and was enormously helpful in reviewing and writing historical texts for our Ukrainian exhibition and our Lithuanian Shtetl Stories Source Book.

Dragos Parasaca is a law student in Bucharest and spent the summer migrating family stories from our database to our online archive.

DANIJELA STAJIC



Danijela Stajic is a Masters' student at the Centre for European, Russian and Eurasian Studies in the University of Toronto. While interning in our Germany office with Fabian, Dani wrote and edited historical texts for our German Jewish Sourcebook, which every participant of the Centropa Summer Academy 2016 received.

MONEY MATTERS. FRIENDS HELP.

Since Centropa was founded in 2000, we have raised (including this year) \$12,392,354, and with each passing year, slightly more of our funding has been coming from Europe. Like every non-profit, we greatly appreciate every donation, and we also want to thank all those friends who make calls for us, set up appointments, offer suggestions and ideas, and connect us with others who in turn also help.

HERE IS OUR LIST OF BFFS FOR 2016, ALONG WITH OUR SOD (SLEEPOVER DIVISION) FRIENDS.

THE CENTROPA ALL-STARS

Cheryl Fishbein and Phil Schatten, New York (SOD First Prize Winner)

Alan and Susan Rothenberg, San Francisco (SOD)

Rabbi Andrew Baker, Washington

Ellen Heller and Shale Stiller, Baltimore

Shana Penn, Berkeley

Daniel Kapp, Vienna

UNITED STATES

Harry and Carol Saal, Palo Alto (SOD)

Michelle Ores, New York

Irene Pletka, New York

Judith Ginsberg, New York

Rabbi Michael Paley and Anny Dobrejcer, New York (SOD)

Sandra Brett and Richard Friedman, Charleston (SOD)

Barbara Hairfield, Charleston

Janis Minton, Martin Blank, Sean Ostrovsky, Richard Ziman, Los Angeles

Betsy and Richard Sheerr Philadelphia (SOD),

Alan Kluger and Amy Dean, Miami (SOD First Class),

Howard Rieger, Pittsburgh

Maureen Carter, Palm Beach

Neil and Robin Kramer, Los Angeles (SOD)
Tom Ott and Peter Bingham New York (SOD),
Jeanette Lerman and Joe Neubauer, Philadelphia
Stuart Eizenstat, Washington
Shelly Weiner, Greensboro
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Martin Pammer, Austrian Ambassador to Bosnia

SERBIA

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Tanja Bakracic, US Embassy

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Ana Lebl, Jewish community, Split

POLAND

Jakub Nowakowski, Galicia Jewish Museum, Krakow

The team at the Galicia Jewish Museum

Helise Lieberman, Taube Foundation

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Anca Tudorancea, Center for the Study of the History

of Romanian Jews, Bucharest

GREECE

Benjamin Albalas, Jewish Federation, Athens

Dr. George Kalantzis, Education Ministry, Athens

Vassiliki Keramida, Education Ministry, Athens

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Michael Miller, Central Europe University

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AUSTRIA



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INTERNATIONAL



MACEDONIA



Holocaust Memorial Fund for
the Jews of Macedonia

LITHUANIA



HUNGARY



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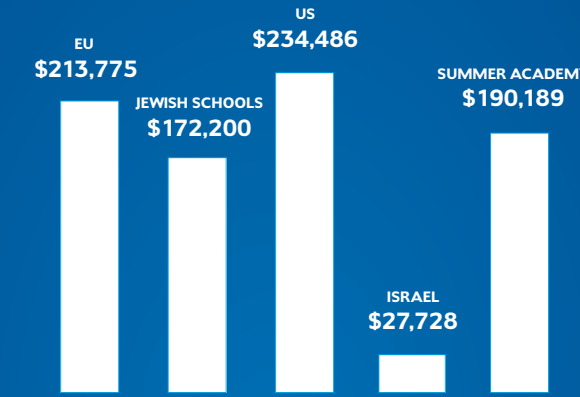
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EXPENSES 2016

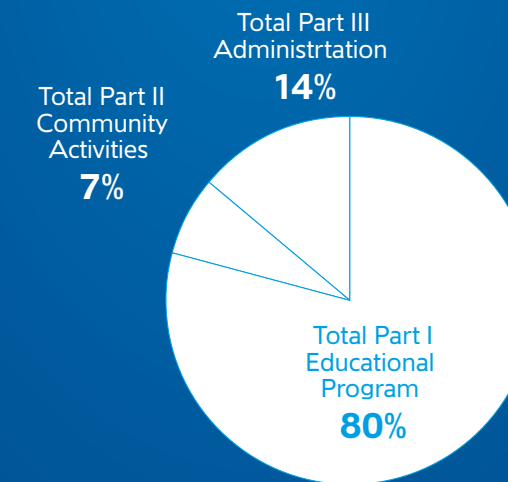
	Expenses 2016		Budget 2017	
Part I Educational programs				
European schools				
Salary: Vienna team's time devoted to our EU educational program	€ 54.912	\$60.952	€ 52.340	\$58.097
Honoraria for part-time coordinators in SL, CZ, LT, PL, RO	€ 11.963	\$13.279	€ 12.202	\$13.544
Website development—spent on all European programs	€ 16.692	\$18.528	€ 10.462	\$11.613
Multimedia films for EU Education	€ 15.828	\$17.569	€ 15.637	\$17.357
Travelling exhibitions EU ed programs: PL, HU, LT, BiH	€ 16.083	\$17.853	€ 16.405	\$18.210
Seminar costs, meals, seminar room, travel, hotel	€ 77.112	\$85.594	€ 75.676	\$84.000
Subtotal EU educational programs	€ 192.590	\$213.775	€ 182.722	\$202.821
European Jewish schools				
Salaries	€ 23.082	\$25.621	€ 24.573	\$27.276
part-time assistants	€ 6.264	\$6.953	€ 7.778	\$8.634
Salary: Vienna team's time devoted to EU Jewish programs	€ 23.534	\$26.122	€ 22.513	\$24.990
Website development	€ 7.154	\$7.940	€ 4.484	\$4.977
Multimedia films for EU Jewish schools program	€ 8.152	\$9.049	€ 6.702	\$7.439
Travelling exhibitions	€ 15.864	\$17.609	€ 16.181	\$17.961
Seminar costs	€ 71.087	\$78.907	€ 70.270	\$78.000
Subtotal	€ 155.135	\$172.200	€ 152.502	\$169.277
US educational programs				
Salaries, staff	€ 66.000	\$73.260	€ 64.865	\$72.000
Salary: Vienna team's time devoted to our US educational program	€ 62.756	\$69.659	€ 59.817	\$66.397
Honoraria for historians, speakers	€ 2.645	\$2.936	€ 2.883	\$3.200
Website development—spent on all US programs	€ 19.076	\$21.174	€ 11.957	\$13.272
Multimedia films for US Education	€ 18.090	\$20.079	€ 17.871	\$19.837
Exhibitions for US educational programs	€ 14.104	\$15.656	€ 0	\$0
Seminar costs, meals, seminar room, travel, hotel, prep	€ 28.577	\$31.721	€ 29.369	\$32.600
Subtotal US educational programs	€ 211.248	\$234.486	€ 186.762	\$207.306

	Expenses 2016		Budget 2017	
Part I Educational programs				
Israel				
Salary, Israel education coordinator			€ 901	\$1.000
Salary (partial) for Headquarter educational team	€ 15.689	\$17.415	€ 4.505	\$5.000
Website development—spent on Hebrew language programs	€ 4.769	\$5.294	€ 2.989	\$3.318
Multimedia films for Israeli schools	€ 4.522	\$5.020	€ 4.468	\$4.959
Subtotal Israel educational programs	€ 24.980	\$27.728	€ 12.862	\$14.277
Summer Academy				
Centropa International Summer Academy transport, hotel, meals	€ 143.338	\$159.105	€ 135.135	\$150.000
Publications	€ 25.999	\$28.859	€ 25.225	\$28.000
Website / server hosting English and German languages sites	€ 2.005	\$2.225	€ 2.631	\$2.920
Subtotal International educational programs	€ 171.342	\$190.189	€ 162.991	\$180.920
Total PART I Educational Program	€ 755.296	\$838.378	€ 697.839	\$774.602
Part II: Community activities				
Receptions, lunches, in-house conferences	€ 1.299	\$1.442	€ 1.297	\$1.440
Café Centropa: events for Holocaust survivors	€ 48.899	\$54.278	€ 53.155	\$59.002
Total PART II Community activities	€ 50.199	\$55.720	€ 54.452	\$60.442
Part III: making Centropa work				
Vienna administrative expenses				
Rent and operating costs	€ 73.496	\$81.581	€ 63.753	\$70.766
Legal and accounting	€ 13.899	\$15.428	€ 14.414	\$16.000
Administrative salaries	€ 35.539	\$39.448	€ 37.863	\$42.028
Capital investments	€ 3.568	\$3.960	€ 5.856	\$6.500
Total Part III: Administration	€ 126.502	\$140.417	€ 121.887	\$135.294
Total expenses	€ 931.996	\$1.034.515	€ 874.178	\$970.338

EXPENSES: EDUCATIONAL PROGRAMS



EXPENSES: HOW WE SPENT IT



INCOME 2016

US	€500.305	\$555,339
AUSTRIA	€48.230	\$53,535
GERMANY	€133.047	\$147,682
OTHER EUROPEAN COUNTRIES	€74.768	\$82,992
INTERNATIONAL ORGANIZATIONS	€75.131	\$83,395
PAID DIRECTLY TO THIRD PARTY VENDORS	€44.458	\$49,348
BOOK SALE, ROYALTIES	€17.710	\$19,658
INTEREST	€1.669	\$1,852
TOTAL INCOME 2016	€895.316	\$993,801

