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# **BIOGRAPHIES OF RESISTANCE:**

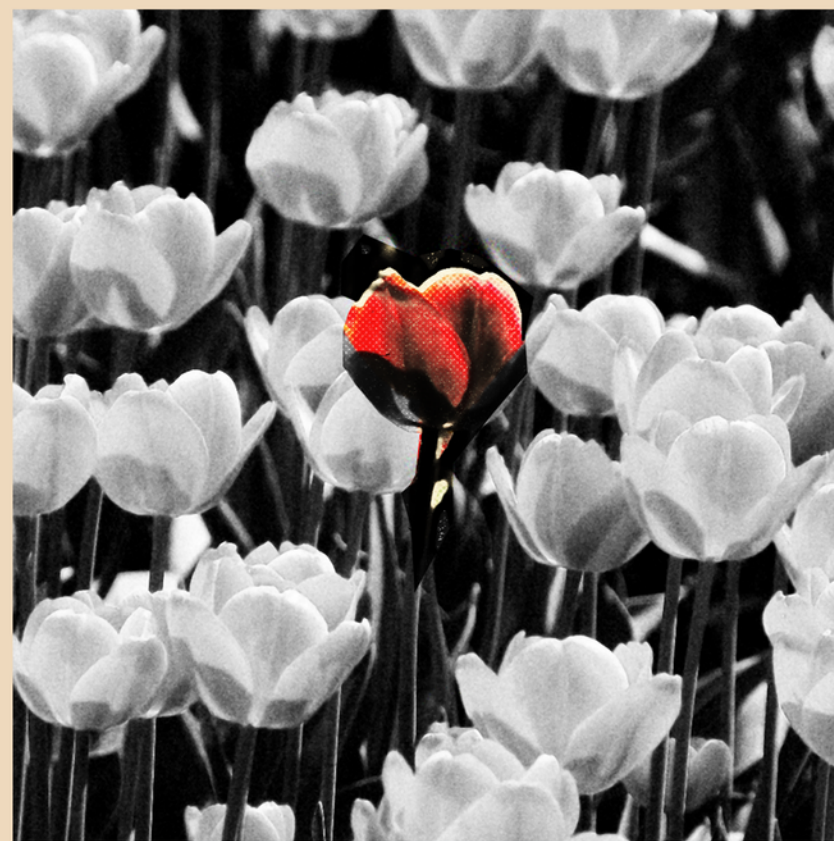
**MEETING WITH THE HISTORY  
OF MARGINALIZED GROUPS,  
BETWEEN OPPRESSION AND  
FIGHT FOR HUMAN RIGHTS**

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Booklet

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**D** **DOCUMENTA**  
CENTAR ZA SUOČAVANJE S PROŠLOŠĆU



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Biographies of resistance - Booklet

*Documenta* – Centar za suočavanje s prošlošću

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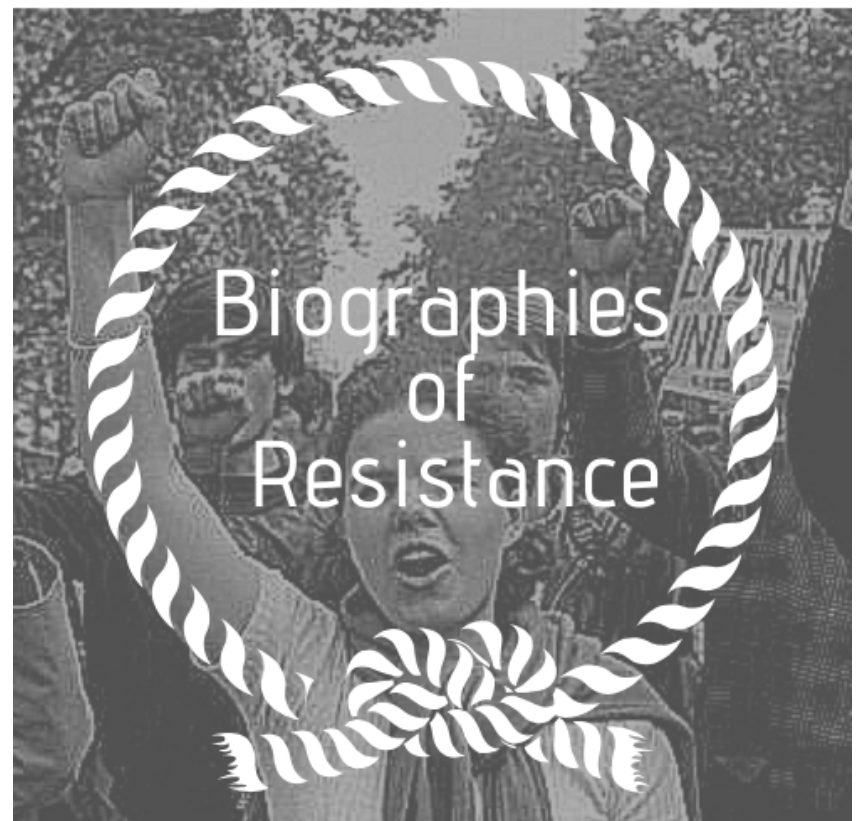


## THE PROJECT

The project “**Biographies of resistance: meeting with the history of marginalized groups, between oppression and fight for human rights**” was written and conducted by the team of the civic society organization **Documenta – Centre for dealing with the past**, based in Zagreb, Croatia, with the support of its partners: European Youth Center Břeclav (Czech Republic), United Societies of Balkans (Greece), Associazione TDM2000 (Italy), Youth Zone (Serbia), and Las Niñas del Tul (Spain). The project was co-funded by the Erasmus+ Program of the European Union.

The main aim of the project was to focus on the **topic of the under-representation of marginalized groups in formal education, historical narratives, and public space**. The groups considered included women, religious and national minorities, LGBTQ+, refugees, and migrants, as we believe that they have experienced a process of marginalization and underrepresentation in European culture of remembrance, which determined their exclusion from the narrations about our common past.

History has been written mostly by privileged classes that ignored the perspectives of marginalized groups, making them invisible. However, in our contemporary society that is becoming more multicultural and diverse, we believe that it is needed to offer a different model of interpretation of contemporary history to include also categories that have been mostly ignored by historiography and formal education. Because of these reasons, the project highlighted the important role marginalized groups have covered in 20th-century history and aimed to give them space and voice.



## THE SUMMER SCHOOL

The main activity of the project has been the summer school "Biographies of resistance", organized in Zagreb, in September 2021. In the summer school took part 30 participants, aged from 18 to 26 years old, from Croatia, Czech Republic, Greece, Italy, Serbia, and Spain.



## THE BOOKLET

This online publication was created by the coordinating team and participants as a project result. It collects the methods used during the summer school and the biographies that we considered. We hope these methods and life stories will motivate other organizations and people working with youth to introduce them in their work, adapting them to their needs, interests, local contexts, and everyday practices. The methods used are mostly from the fields of non-formal education and informal education:

### **Non-formal educational methods:**

Non-formal education refers to planned, structured programs and processes of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum. Examples of these methods are: projects, games, discussions, workshops.

Non-formal education should also be voluntary, accessible to everyone, an organized process with educational objectives, participatory, learner-centered, about learning life skills and preparing for active citizenship, based on involving both individual and group learning with a collective approach, holistic and process-oriented, based on experience and action, organized based on the needs of the participants.

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**Source:** [Definitions \(coe.int\)](https://coe.int)

### **Informal educational methods:**

Informal education refers to a lifelong learning process, whereby each individual acquires attitudes, values, skills, and knowledge from the educational influences and resources in their own environment and daily experience. Learning in this way is often unplanned and unstructured.

### **Non-formal education and biographies:**

Learning through biographies of historical characters was used in this project to develop empathy, literacy abilities, and agency awareness: the capacity of the individual to act independently and to make free choices. Biographies play an important role when dealing with the past as they allow us to see the world through different eyes, and put ourselves in "someone else's shoes". At the same time, they permit us to critically understand and approach dark pages of our history.

## THE METHODS

### CITY RALLY

**Time:** around 3 hours.

**Methodology:** 10 minutes for dividing the participants into groups, explaining and presenting the tasks. 1 hour and 50 minutes for the groups to complete the city rally and answer the questions. 1 hour for the presentations. In every group should be at least one person speaking the local language/s. Every group should have a different location to research.

**Materials:** working sheets with a map and directions on how to reach the locations, and the questions for the discussion.

**Description:** each group will make the city rally and answer the questions connected to the representation of marginalized groups in public space. The groups will have to find the places following the map, look for information about the locations, speak with the locals, and answer some questions to complete their tasks. After the city rally, each group should present their answers and discuss together the results.

#### **Skills developed:**

- Communication skills
- Social skills
- Presentation skills
- Organizational skills
- Teamwork and team-building skills
- Better understanding the connections between public space, power, and representation



## Examples from the city of Zagreb:

### Location 1: Zagreb old synagogue, Praška Ulica 7

- What was the place in the past?
- What is the place now?
- Do people know what was the place before?
- What would you do to commemorate this place?

### Location 2: Monument to the sisters Baković, Prolaz Sestara Baković

- Who is represented in the sculpture?
- Do people know about them and their story?
- The street was before named after the sisters, why do you think the name is now changed?

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You can find more information on the locations in the guide "Zagreb u ratu, otporu, stvaralaštvu, i pamćenju", at the link: [Zagreb-u-ratu-otporu-stvaralastvu-i-pamcenju.pdf](https://documenta.hr/Zagreb-u-ratu-otporu-stvaralastvu-i-pamcenju.pdf) (documenta.hr)



### **Location 3: HDLU, Square of the Victims of Fascism**

- What was the place in the past? What is the place now?
- Do people know what was the place before?
- Which groups were represented by this place?



### **Location 4: Monument to Marija Jurić Zagorka, Ulica Ivana Tkalčića 33**

- Who is represented in the sculpture?
- Do people know about her and her story?
- Do people know about other monuments representing women in Zagreb?
- Can you name a monument representing a woman in your city or country?



## VISIT TO JASENOVAC MEMORIAL SITE AND GUIDED REFLECTION

**Time:** around 1 hour and 30 minutes.

**Methodology:** 1 hour for individual or guided visit. 30 minutes for discussing the introductory questions.

**Materials:** working sheets with the questions.

**Description:** divided into groups, the participants will answer some questions connected to the former concentration camp that they are visiting, they will reflect on the significance of the place and if some similar locations exist in their home countries.

### **Skills developed:**

- Communication skills
- Social skills
- Language skills
- Become more aware of the fate of marginalized groups in the 20th century
- Become more tolerant, and more aware of the importance of human rights





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You can find more information on Jasenovac memorial site at: [JUSP Jasenovac - ENGLISH \(jusp-jasenovac.hr\)](http://jusp-jasenovac.hr)

### **Jasenovac memorial site:**

The Jasenovac Memorial Site was built in the immediate vicinity of the former Jasenovac concentration camp, Camp III (Brickworks). The camp was founded and managed by the Ustasha forces, in the Independent State of Croatia and functioned from 1941 to 1945. In the camp were detained Serbs, Roma, Jews, Muslims, antifascist Croats, and other political opponents of different nationalities. In the Memorial, the original locations of buildings and execution sites are marked by earth mounds while railway sleepers, denoting part of the preserved railway track used to transport prisoners to the camp, pave the path to the Flower Memorial, built in 1966 and designed by Bogdan Bogdanović.

### **Introductory questions:**

- Do I know places like Jasenovac in my home country? If yes, who created them? Who were their interns?
- Think about the examples from your own country, are these places commemorated? Which solutions were used for their commemoration?
- Think about the examples from your own country and Jasenovac, who should visit these places? How can you motivate people to come to visit them?



## VISIT TO DOTRŠČINA MEMORIAL PARK AND GUIDED REFLECTION

**Time:** 1 hour and 30 minutes.

**Methodology:** 1 hour for individual or guided visit. 30 minutes for discussing the introductory questions.

**Materials:** working sheets with the questions.

**Description:** divided into groups, the participants will answer some questions connected to the place of memory they are visiting. They will reflect on the theme of commemoration and remembering in public spaces.

### **Skills developed:**

- Communication skills
- Critical thinking
- Social skills
- Language skills
- Space awareness
- Better understanding the connections between public space, power, and representation
- Reflect on the concept of commemoration, and commemoration practices and rituals



## Dotrščina Memorial park:

During the whole World War Second, mass and individual executions took place in Dotrščina park. The victims were mostly antifascists, Jews, Serbs, and members of other ethnic and social groups who became "unwanted" in the Independent State of Croatia. The victims shot in Dotrščina were buried in mass tombs that can be found all over the park. In these mass graves were buried also victims who died in the Ustasha prisons and hospital wards. Today, the memorial park commemorates the around 18,600 victims who were killed at the site, by Ustasha and Nazi authorities.

### Introductory questions:

- Which groups are commemorated in the park?
- Do you think the memorial park is visited by locals and tourists?
- What could be done to attract more visitors?
- Which kind of commemorations do you think take place in the park?

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You can find more information on Dotrščina memorial park in the guide "Zagreb u ratu, otporu, stvaralaštvu, i pamćenju", at the link: [Zagreb-u-ratu-otporu-stvaralastvu-i-pamcenju.pdf \(documenta.hr\)](#)





## VISIT TO MIROGOJ CEMETARY AND GUIDED REFLECTION

**Time:** 2 hours.

**Methodology:** 1 hour for individual or guided visit. 30 minutes for dividing the participants into smaller groups and for the groups to discuss together the given questions. 30 minutes for the final group discussion.

**Materials:** working sheets with the questions.

**Description:** the participants will answer some questions connected to the commemoration of victims and important historical figures. As well as reflect on the significance of the place and discuss whether some similar examples exist in their own countries. They will then present their reflections to the others.

### Skills developed:

- Communication skills
- Form an opinion about the role of marginalized groups in today's and past societies
- Exercising debate and constructive dialogue
- Become aware of the underrepresentation of marginalized groups in history
- Be able to compare the perception of marginalized groups in past and contemporary societies



## Example from the Mirogoj cemetery

Mirogoj is a monumental park considered among the most known landmarks of the city of Zagreb. During our visit, we focused on the sectors of the cemetery dedicated to World War Second. Among them, the Jewish section, where are buried Holocaust victims and many other famous personalities from Zagreb Jewish community, and the sections of the cemetery dedicated to the war of the 1990s. We also put special attention on questions and issues connected to the topic of commemoration of victims and other important historical figures and events.

### Questions for the discussion:

- Are there any monuments/places of remembrance in your countries?
- Why these particular events are commemorated? Do you agree?
- Do you know about any places which aren't properly commemorated or well known?
- Why is it important to learn about historical figures who gave their lives in the fight for justice, solidarity, and humanity in especially difficult circumstances?
- Is there a historical figure from your country, that resisted an oppressive regime, that you look up to?



## CREATIVE WORKSHOP ON THE BIOGRAPHIES OF CONCENTRATION CAMP INTERNEES

**Time:** around 2 hours.

**Methodology:** 10 minutes for reading and choosing the biographies. 1 hour for preparing the posters, 50 minutes for the presentation.

**Materials:** papers with the biographies. Materials for creating the posters (papers, pencils, color pencils).

**Description:** based on which biography they would like to work with, the participants will form smaller groups. It is not needed for these groups to have the same number of participants nor for the participants to cover all the biographies, it will be up to the participants to decide which stories they would like to focus on. Their task will be to represent on paper the biography they have chosen by representing it through keywords, which are significant for the chosen person's story. They will then present their posters to the other groups.

### **Skills developed:**

- Communication skills
- Creative skills
- Language skills
- Organizational skills
- Teamwork and team-building skills
- Become aware of the underrepresentation of marginalized groups in history
- Developing the ability to compare different perspectives
- Become more respectful of differences

## Suggested biographies:

- Nada Dimić
- Daniel Ozmo
- Ante Bakotić
- Kornelija Sende-Popović
- Rita Prigmore
- Pierre Seel

Despite having a focus on Croatia and ex-Yugoslav space, these biographies also include the stories of concentration camps internees from different European countries and can be used in a wider context when discussing the themes of the Holocaust and concentration camps. These personal stories are united by the fact that are representatives of the experience of marginalized groups and minorities, such as antifascists, Jews, Serbs, Roma, and LGBTQ+ community members.

You can check these life stories, other biographies, and some of the created materials from page 30 of this booklet.





## CREATIVE WORKSHOP ON WOMEN RESISTANCE DURING WWII

**Time:** around 2 hours.

**Methodology:** 10 minutes for reading and choosing the biographies. 1 hour for preparing the posters, 50 minutes for the presentation.

**Materials:** papers with the biographies. Materials for creating the posters (papers, pencils, color pencils).

**Description:** based on which biography they would like to work with, the participants will form smaller groups. It is not needed for these groups to have the same number of participants nor for the participants to cover all the biographies, it will be up to the participants to decide which stories they would like to focus on. Their task will be to represent on paper the biography they have chosen by representing it through keywords, which are significant for the chosen person's story. They will then present their posters to the other groups.

### **Skills developed:**

- Communication skills
- Creative skills
- Language skills
- Organizational skills
- Teamwork and team-building skills
- Becoming more aware of women's stories and perspectives, as well as of their contributions
- Become aware of the underrepresentation of marginalized groups in history
- Developing the ability to compare different perspectives
- Become more respectful of differences

## Suggested biographies:

- Diana Budisavljević
- Marisa Diena
- Sara Fortis
- Vita Kempner
- Josephine Baker
- Faye Schulman
- Sophie Scholl
- Kata Pejnović

You can check these life stories, other biographies, and some of the created materials from page 30 of this booklet.





## WORKSHOP "IDEAL MONUMENT"

**Time:** 1 hour and a half.

**Methodology:** 1 hour for creating the monuments. 30 minutes for the presentations.

**Materials:** Clay or plasticine for creating the monuments.

**Description:** the participants will divide into groups and create a sculpture of a memorial which could, in their opinion, be used as a common and shared place of memory for all the groups persecuted during World War II (Jews, Roma, political dissidents, homosexuals, religious and national minorities, groups considered physically or mentally unfit for the society or considered social deviants..). The different memorials will be then presented to the other groups.

### **Skills developed:**

- Communication skills
- Critical thinking
- Creativity
- Presentation skills
- Teamwork and team-building skills
- Become more aware of multiculturalism
- Become more open to dialogue
- Become more respectful of differences
- Become more supportive of the inclusion of marginalized groups

The workshop had the intent to involve the participants in a reflection on the culture of memory and the value of commemoration, as well as on the challenges of commemorating victims in public spaces. The main idea was for the participants to develop plasticine models of memorials that could function for all the victims, no matter what their ethnic, religious, or social belonging. Here you can see the photos of the monuments created by our participants:



## SIMULATION GAME: REPRESSION AND RESISTANCE UNDER AUTHORITARIAN REGIMES

**Time:** around 1 hour and 30 minutes

**Methodology:** 15 minutes for explaining the game, handing out the papers with the roles, and letting the participants organize; 45 minutes for the simulation game; 30 minutes for the discussion.

**Materials:** for a group of 30 participants, 16 starting papers, with the writing “citizens”, 7 “regime opponents”, and 7 “secret police officers”. 30 more “in-game” papers divided between “regime opponents” and “secret police officers”.

**Description:** at the beginning of the game, all the participants will be given one of the starting papers and they will know their roles. On 30 participants, 16 will be ordinary citizens, 7 will be regime opponents, and 7 secret police officers. They won't know which roles the others have. The main aim of the game is to recognize the citizens and make them become regime opponents or secret police officers.

**How:** the regime opponents and the secret police officers will need to talk and interact with the participants, ask questions, and try to understand who is who. However, they will need to pay attention and avoid being recognized. If recognized, the regime opponents could be imprisoned by the police officers, while the police officers could be killed by the regime opponents. When the police officers and the regime opponents will think to have recognized one of the citizens, they will give them one of the “in-game” papers to make them become part of their category. If they will handle the paper to their enemy category, they will be killed or imprisoned and will be out of the game.

**End:** the category that will win is the one having most of the citizens on their side.

The main aim of the game is for the participants to experience the atmosphere of suspicion and distrust among citizens under authoritarian regimes, which can help them to reflect on everyday life in non-democratic times.

### **Skills developed:**

- Communication skills
- Social skills
- Language skills
- Teamwork and team-building skills
- Become more aware of the importance of human rights
- Be able to compare the perception of marginalized groups in past and contemporary societies
- Become more active citizens





## CITIZEN

Live your ordinary day, go shopping, buy today's newspaper, speak with your neighbors and go to work. It's up to you if you want to speak openly about the regime or keep it casual.

- If a regime opponent recognizes you as a citizen and handles you the "regime opponent" paper, you become part of this group.
- If a secret police officer recognizes you as a citizen and handles you the "secret police officer" paper, you become part of this group.
- When you become part of one of these two groups follow the papers' instructions and start to behave as a regime opponent or a secret police officer.

## SECRET POLICE OFFICER

You love the regime and all the privileges it gives to you, if only everybody thought like you! You need to avoid being recognized and, at the same time, try to recognize citizens and the regime's opponents. Behave like a citizen, talk, and ask questions keeping it casual.

- If you recognize a citizen you can give them the "secret police officer" paper and bring them on your side.
- If a regime opponent thinks you are a citizen and give you the "regime opponent" paper, you can arrest them. You don't need to reveal your identity, just tell them "you are out of the game".
- Pay attention! If you mistake a regime opponent for a citizen and give them the "secret police officer" paper you are killed and out of the game.

## REGIME OPPONENT

Long live the resistance!

You need to avoid being recognized and, at the same time, try to recognize citizens and secret police officers. Behave like a citizen, talk, and ask questions keeping it casual.

- If you recognize a citizen you can give them the "regime opponent" paper and bring them on your side.
- If a secret police officer thinks you are a citizen and give you the "secret police officer" paper, you can kill them. You don't need to reveal your identity, just tell them "you are out of the game".
- Pay attention! If you mistake a secret police officer for a citizen and give them the "regime opponent" paper you are imprisoned and out of the game.

### **Suggested questions for the discussion:**

- 1) How did you feel during the game?
- 2) Did you sympathize with the character you had?
- 3) Did you feel comfortable in being that character?



## WORKSHOP: THE UNDERREPRESENTATION OF MARGINALIZED GROUPS IN MEDIA

**Time:** 2 hours.

**Methodology:** 1 hour for creating the posters and preparing the presentations. 1 hour for presenting the posters to the other groups.

**Materials:** A3 papers for the poster

**Description:** divided into national groups, the participants will create a 10 minutes presentation about the situation of chosen marginalized groups in their own countries. They should present their group to the others in a creative way, for example by acting as the participants of a podcast (interviewer and interviewee), or a TV show. The aim is to present to the other groups their national case and the situation of the chosen marginalized group(s) in their countries.

### Skills developed:

- Communication skills
- Critical thinking
- Social skills
- Language skills
- Creativity
- Presentation skills
- Organizational skills
- Teamwork and team-building skills
- Form an opinion about the role of marginalized groups in today's societies
- Be able to compare the perception of marginalized groups in past and contemporary societies
- Become more supportive of the inclusion of marginalized groups in local communities







## WORKSHOP: CONTEMPORARY CHALLENGES

**Time:** 1 hour.

**Methodology:** 30 minutes for the game, 30 minutes for the group discussion.

**Materials:** papers with the roles and 1 paper with the questions.

**Description:** the participants will play a game to reflect on the concept of “**privilege**”, discrimination, **intersectionality**, and the position of marginalized groups today in European societies. The participants will receive a paper with a short description of a character. They will need to imagine their character's everyday life and condition. They will form a line. One person from your team will read a series of statements. The participants will make a step forward if their character can do it, while, if they can't, they will stay in their place. In the end, the participants impersonating characters from marginalized groups will be staying back, while the ones “privileged” will be much forward.

### **Skills developed:**

- Critical thinking
- Become more tolerant, more aware of the importance of human rights and of European multiculturalism;
- Be able to compare the perception of marginalized groups in past and contemporary societies
- Become more respectful of differences
- Become more supportive of the inclusion of marginalized groups in local communities
- Become more active citizens

### Some examples of the characters to impersonate:

- male student of economics from Spain
- female student of law from Germany
- single mom with a part-time job
- young female homeless
- homosexual man from Greece
- homosexual woman from Czech Republic
- male refugee
- female refugee
- Roma woman
- Roma man
- man with a physical disability
- woman with a physical disability
- young prostitute
- man with HIV

### Some examples of the statements:

- you have a house
- you can go to the doctor when you are sick
- you went to school
- you went to the university
- you can go to the cinema whenever you want
- you can visit your parents whenever you want
- you can marry a person of your choice
- you can show affection for your partner in public without being afraid of other people's reactions
- you are not worried about your economic situation
- you can eat in a restaurant once a week
- you can walk at night alone without being afraid
- you have documents proving your identity
- you can travel

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**Privilege:** a special right or advantage that a particular person or group of people has

[privilege\\_1 noun - Definition, pictures, pronunciation and usage notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.com](#)

**Intersectionality:** the network of connections between social categories such as race, class and gender, especially when this may result in additional disadvantage or discrimination

[intersectionality noun - Definition, pictures, pronunciation and usage notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.com](#)



### **Suggested questions for the discussion:**

- Where were you positioned in the game?
- What could you do that the others could not? What could you not do?
- What did you feel while playing?
- Are there marginalized or underrepresented groups in your country of origin?
- Why do you think they are in an unprivileged position?
- What is the situation in your country concerning the LGBTQ+ community?
- Can women be considered a marginalized group in your country? And in Europe?

## THE BIOGRAPHIES

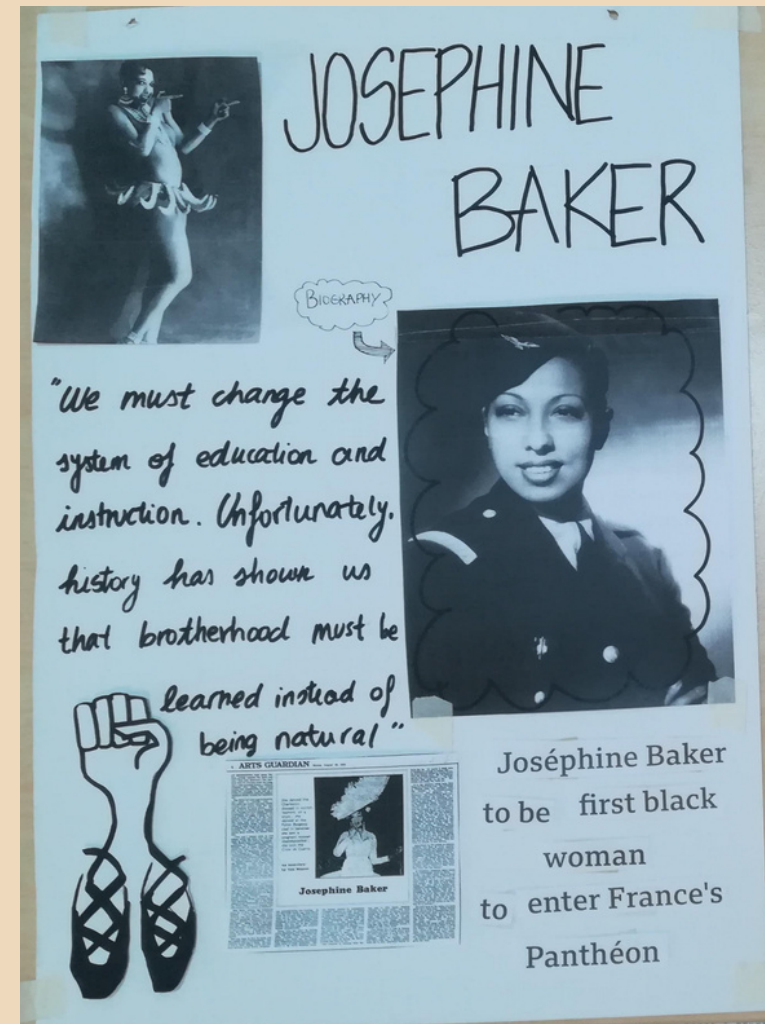
### Josephine Baker

Born as Freda Josephine McDonald, 3 June 1906 in St. Louis, Missouri, Josephine was an American-born French entertainer, French Resistance agent, and civil rights activist.

During her youth, because of poverty, Josephine danced on the streets to collect money. Eventually, she was discovered by an African American theatre group which she joined at the age of 15. In the next years, she grew as a dancer in various theatre shows. She eventually moved to New York City and participated in the celebration of black life and art now known as the Harlem Renaissance. A few years later her success took her to Paris.

In September 1939, when France declared war on Germany in response to the invasion of Poland, Josephine was recruited by the Deuxième Bureau, the **French military intelligence agency**. She collected information about German troop locations from officials she met at parties.

After many years of performing in Paris, she returned to the United States. Her return home forced her to confront **segregation and discrimination** that she had not experienced since she was a child. She refused to perform for segregated audiences in the United States and fought racial injustices in the 1970s. She passed away on April 12, 1975. Josephine will be inducted into the Panthéon, an honor reserved for France's national heroes, in November 2021.



## Ante Bakotić

Ante Bakotić was born in Sinj (Croatia) on 14 June 1921. After dropping out of high school and not finishing his carpenter trade due to poor working conditions, he enrolled in a Militarytechnical school in Kruševac from which he eventually graduated. After graduation, Ante went to Sarajevo and started working in the defense industry. He joined the League of Communists of Yugoslavia in 1939. During World War II Bakotić fought as a member of the Yugoslav Partisans. In the spring of 1942, Bakotić and a group of partisans were caught by enemies in the Neretva valley and were deported to **Jasenovac concentration camp**. The building in the women's camp had housed 760 women, which were all killed the evening before the male detainees attempted their breakthrough. It was clear to everyone that after the liquidation of all the women, they would be next. The number of male detainees, on the night of 21 April 1945, was 1,073 and they decided to break out the next morning. Their plan was to seize each of the four exits. Ante Bakotić played an important role in this event, by shouting **"Forward, comrades!"**, which marked the beginning of the breakout. A few very sick and elderly people stayed behind. Around 600 ran for their freedom of which only around 100 inmates survived. Bakotić wasn't one of them. He was killed near the eastern gate of the camp and is remembered as a brave hero fighting for freedom.



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[Ante Bakotić - Wikipedia](#)



## Rajka i Zdenka Baković

Rajka Baković (1920) and her sister Zdenka (1917) were born in the Bolivian town of Oruro to a wealthy family of emigrants from the Croatian island of Brač. The family returned to the Kingdom of Yugoslavia in 1921 to send their five children to school. After moving to Zagreb, very soon the two sisters started showing interest in left-wing politics. Rajka joined the Youth of the League of Communists of Yugoslavia in 1938 and her siblings and mother were very active in organizations of the labor movements, as well as many women and student organizations. The building of the Baković family became a gathering place for the left-oriented youth, workers, and intellectuals. After the death of the father in 1939, the family fell into financial difficulties and bought a newsstand in the city center.

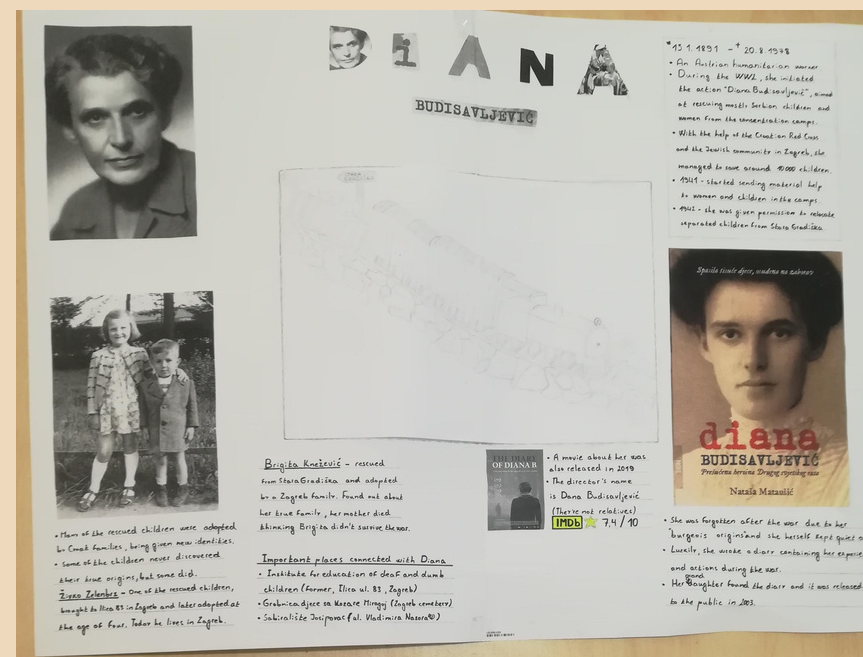
After the outbreak of World War II, the Invasion of Yugoslavia, and the establishment of the Nazi puppet state as the Independent State of Croatia in 1941, Rajka was at a risk as a prominent leftist so she moved back to Brač for a while. After returning to Zagreb the Baković family newsstand was already a central hub for the connection of members of the **Zagreb resistance movement**. It was a place of supply for the League of Communists of Croatia by leaving letters and packages. Rajka became a confidential courier and was responsible for the delivery of mail across the country. However, after one courier from the Local Committee of the League of Communists in Dalmatia was caught and tortured, he revealed where he was carrying the letters. On the evening of December 20, 1941, agents of the Ustasha Surveillance Service broke into the Baković family apartment, searched it, and eventually arrested Zdenka, Rajka, and their brother Mladen. Both sisters were subjected to torture in order to betray their connections, which they never did. On December 24, 1941, after five days of torture, Rajka was transported to a hospital. On December 25, Zdenka broke free from her guards and threw herself from the fourth floor as she couldn't find her sister. Meanwhile, Rajka died from her severe injuries a couple of days later. The Baković Sisters remain heroes of the anti-fascist resistance movement in the Independent State of Croatia.



[Rajka Baković - Wikipedia](#)

## Diana Budisavljević

Diana Budisavljević is one of the most important figures in resistance in Croatia during the Second World War; but yet, she was forgotten for a long time. Diana was born in Innsbruck, Austria. There she met Julije Budisavljević, a physician and professor from Zagreb, and in 1919 they together moved to Zagreb. Soon after the beginning of the Second War World, Diana heard about concentration camps opened by the Ustashe regime, where a lot of women and children of Serbian origin were deported. She found out that there was no organization or action taking care of them, and decided to start one. During the summer and fall of 1942, **she saved many children from the camps**, mostly from Stara Gradiška, by transporting them to Zagreb. The majority of these children were adopted or placed in families all around Croatia, and they were waiting for their parents to come back from the camps or forced labor in some of the Third Reich-occupied countries.

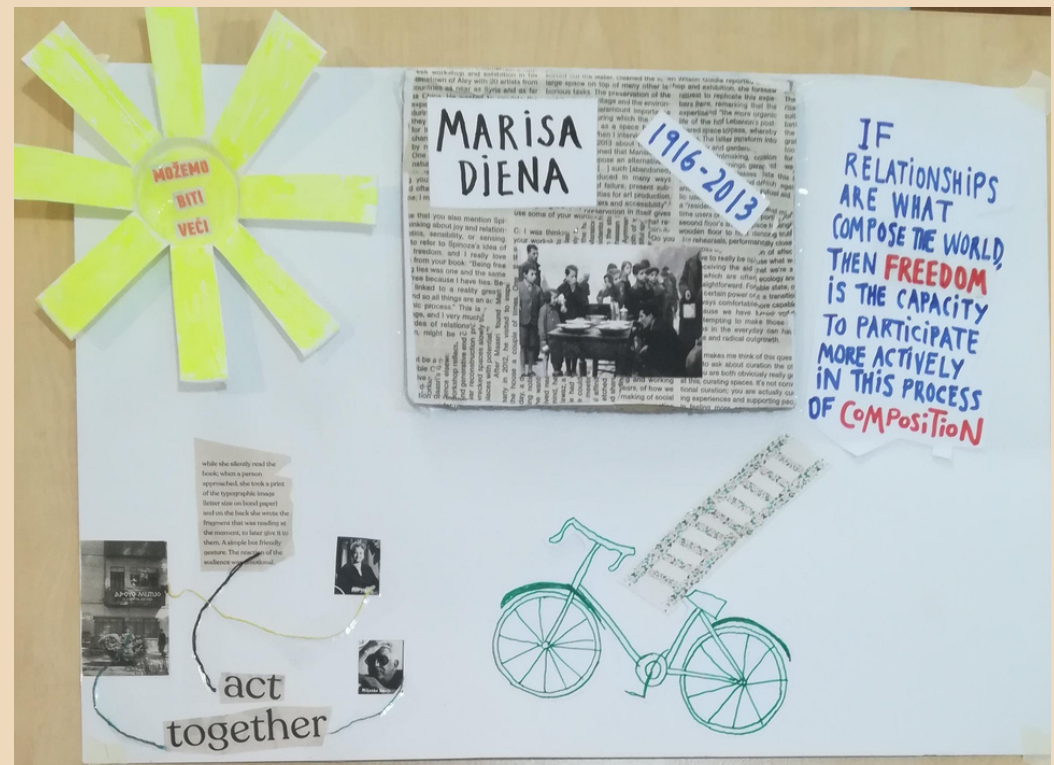


Diana was, with her co-workers and assistants, compiling card-file information about the children, their real parents, and their adoptive families. Her aim was to get the children back to their parents after the war. However, when the war was over, the newly formed Yugoslav government took the card-file information from Diana and it is not known what happened with it later. The same government contributed to erasing the memory of Diana's actions, probably because of her "unfitness" in the war-related narrations, because of her Austrian origin and her belonging to the highest ranks of society. Today her person is much more remembered among the Croatian and European public, in particular thanks to the 2019 movie "The diary of Diana B." dedicated to her.

Diana Budisavljević – junakinja Drugog svjetskog rata –  
VoxFeminae

## Marisa Diena

Marisa Diena was born in Turin, Italy, on September 29, 1916. At a young age, she was taught to love Fascism when Benito Mussolini became dictator of Italy. Italy declared war on Britain and France in 1940 and Marisa's home Turin was being bombed in the following years on an almost daily basis. By 1943, Italy was in a state of virtual civil war. When the Nazis occupied Turin, **Marisa fled into the mountains to join the partisans**. As most of the male partisans were army deserters, the woman was less suspicious and took over the role of collecting and reporting information during the day. Eventually, Marisa became Vice-Commander of Information Services for her unit, training other young women to become spies. In addition, Marisa's unit created local community committees to distribute rations and helped organize strikes among industrial workers in cities like Turin. In the spring of 1945, the estimated 300,000 partisans working in Northern Italy organized a national liberation committee. On April 25, 1945, Marisa's partisan unit liberated Turin, while their comrades did the same in other cities. After the war, Marisa remained active in politics. Marisa stayed in Italy after the war, sharing her experience as a partisan in schools until she passed away on May 8, 2013.



Marisa Diena | Jewish Partisan Educational Foundation ([jewishpartisans.org](http://jewishpartisans.org))

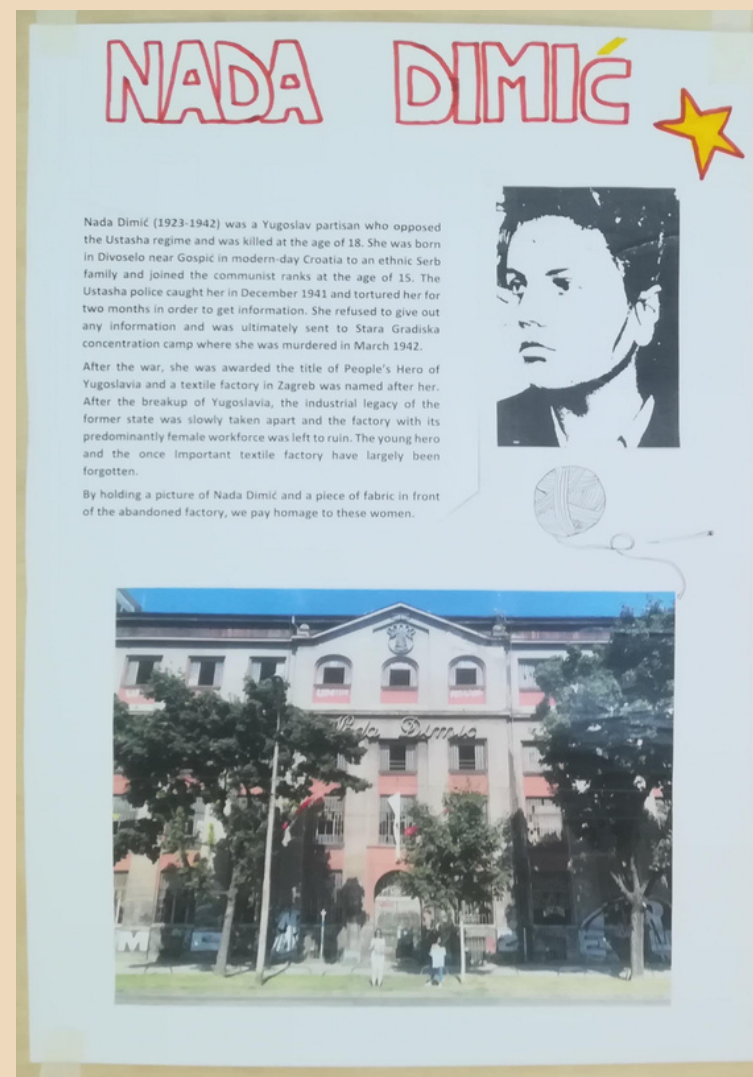


## Nada Dimić

Nada Dimić was born in Divoselo near Gospić (Croatia) in September 1923 to an ethnic Serb family. She is remembered as a Yugoslav Partisan who died in World War II and was proclaimed a People's Hero of Yugoslavia in 1951. After finishing school Nada joined the Communist Youth in 1938 and the Communist Party of Yugoslavia in 1940. When Yugoslavia was invaded during World War II, **she joined the first Partisan unit in Croatia** in June 1941 and participated in sabotage actions on the Zagreb-Sisak route. The same year, the Ustasha police arrested and tortured her in Sisak. After trying to commit suicide, she was transferred to the hospital, where partisans from Zagreb rescued her and helped her escape to the Partisan controlled areas of Kordun. After recovering, she worked as an undercover agent for the Partisans in Karlovac. After being caught by the Italians, they surrendered her to the Ustaša police on 3 December 1941, which then tortured her. After refusing to share information, she was sent to the "Stara Gradiška" concentration camp where she was murdered in March 1942. After the war, she was awarded the title of People's Hero of Yugoslavia and a former textile factory in Zagreb was named after her. Nada Dimić remains a powerful voice in the fight against fascism.

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Nada Dimić – neustrašiva borkinja i zaboravljena heroína – VoxFeminae



## Sara Fortis

Sara Fortis, born Sarika Yehoshua in 1927 in a small town named Chalkis, is a former Greek-Israeli resistance member. She was raised by her mother after her father passed away in her early life and enjoyed a happy childhood with her sister. Even though the family identified themselves as Greek, they practiced aspects of their Jewish faith. When the Germans arrived in her hometown in 1941, Sara knew that they would be deported by the Nazis and therefore couldn't stay. Sara and her mother fled their home and took refuge in a small village of Kuturla. Even though the villagers agreed to continue to protect her mother, Sara was told to look for a safer place to hide. Leaving her mother, Sara was offered the opportunity to join the resistance and become an "andarte" (guerilla resistance fighter). As she wanted to play a significant role in the group, she decided to recruit other women who wanted to fight. **Sara formed a group of female partisans** which soon became essential to the resistance movement. The male partisans were impressed by their skills and invited Sara's female resistance group to join in on their missions. However, sexism prevented Sara's unit from getting the respect they deserved, as the male fighters were usually given credit for missions completed by the woman. Despite the lack of recognition, Sara became a well-known and well-respected figure in the andartes movement in Greece, during which she was known as "**Kapetenissa** [Captain] Sarika". Later on, the Nazis sent an informer to catch her, but mistakenly arrested her cousin Medi, which he raped and murdered. As Sara sought revenge, she tracked down the informer and killed him. After the war, the Andartes fell out of favor with the new Greek government because of the political alliances they formed. Sara was arrested, but due to her good reputation, she was released shortly after. She then emigrated to Israel, where she met her husband and settled.



Sara Fortis | Holocaust Encyclopedia (ushmm.org)

## Vitka Kempner

Vitka Kempner was born in Kalish, a town on the Polish-German border, in 1922. She was a Polish Jewish partisan leader during World War II, served in the United Partisan Organization, and took on a leadership role in its successor group, the Avengers (Nokmim). When Germany invaded Poland in 1939, her hometown Kalish fell and Vitka escaped to Vilna, Lithuania. In 1941, Germany launched Operation Barbarossa, attacking the Soviet Union and neighboring countries. When Vilna Jews were forced into a ghetto, Vitka joined a Zionist youth group that decided to transform itself into a **resistance cell**. The group was fundamental in organizing the larger Vilna resistance movement, known as the United Partisans Organization, (FPO) which was responsible for acts of sabotage against the Nazis.

Vitka Kemper played an important leading role in the organization. She later helped found the 'Avengers', which would go on to become one of the most famous and most successful all-Jewish partisan units during the war. They helped to evacuate a lot of the population through the sewer system and continued their sabotage operations. As the Soviets advanced the Avengers emerged from the forest and joined the struggle openly, helping to liberate Vilna. Besides avenging the Jews murdered in the Holocaust they also reached out to the survivors. They helped smuggle hundreds of European Jews into British-occupied Palestine. Vitka and her husband Abba followed in 1946. She passed away in February 2012 in her home in Israel.



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Vitka Kempner | Jewish Partisan Educational Foundation ([jewishpartisans.org](http://jewishpartisans.org))



## Dragica Končar

Dragica Končar was born on 1 September 1915 in the village of Josana, near Udbina (Croatia). Her parents were wealthy peasants in the Krbavska valley. After finishing her primary education in the village and dropping out of the grammar school in Gospić, her parents sent her to Zagreb, where she worked different jobs throughout the years. Starting at a post office, she later worked at a paper bag production company, a mechanic company, and was employed by Siemens, in the electromotors department. In Zagreb, she met Rade Končar, the future secretary of the Central Committee of the Communist Party of Croatia, who had included her in the revolutionary **“radnički pokret” (labor movement)**. At the same time, she was interested in literature and wrote articles for a woman’s magazine **“Ženski svijet” (woman’s world)**. In 1938 she married Rade Končar and became a member of the Communist Party of Yugoslavia where she participated in all the actions organized by the KPJ in Zagreb. After being caught at demonstrations and other organized activities, Dragica was captured by the police numerous times. After being set free she changed her name and continued working for the communist organizations. Shortly after giving birth to her first son, under a fake name, the Ustasa agents captured and tortured her in prison and threw her down the prison building on 21 August 1942. Dragica Končar was proclaimed a national hero on 23 July 1952.

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Dragica Končar / Ulica Braće Cvijića 18 - Muzej susjedstva Trešnjevka  
([muzejsusjedstvatresnjevka.org](http://muzejsusjedstvatresnjevka.org))



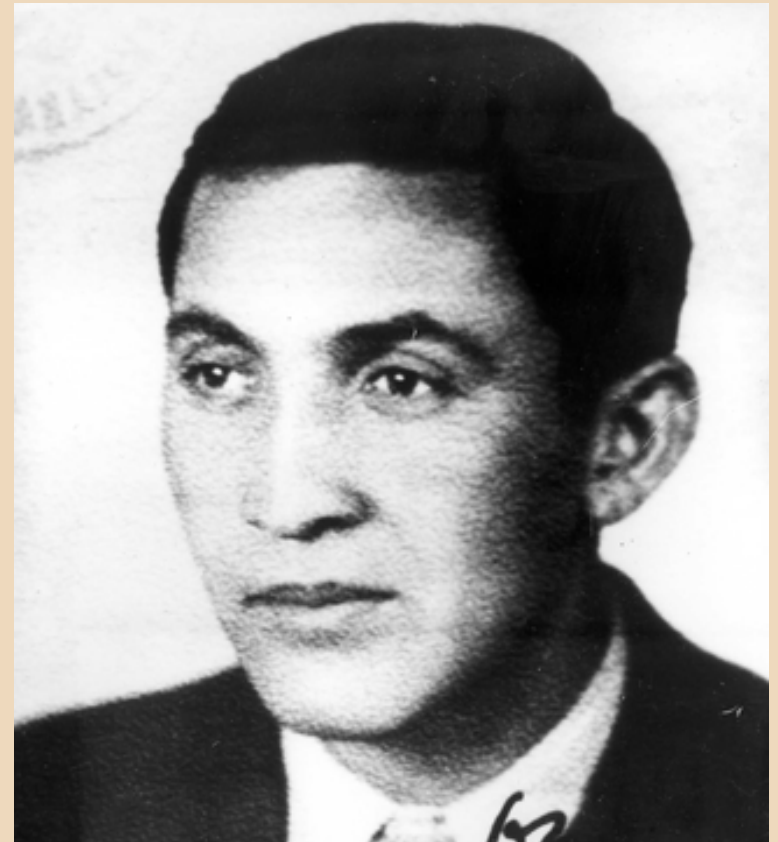


## Daniel Ozmo

Daniel Ozmo was born in a poor Jewish family in Olovo (Bosnia and Herzegovina) and spent his childhood and youth in nearby Sarajevo. From the time of his graduation in Belgrade in 1934, where he became a member of the communist progressive youth movement, he enjoyed sculpture carving, painting, and printmaking, which became his main preoccupation in the second half of his short career. At the same time, Ozmo begins to explore themes from the working-class life and painted motives from the everyday life of the workers he was living with. In particular, he was inspired by the workers living in the woods. His paintings portrayed social relations in rural and working-class settings. His works were exhibited 1932–40 in Sarajevo, where he was one of the founding group of **young painters**, and in Belgrade in 1937. Under the pressure of the authorities to lose his ideas which influence the youth in a bad way, his career was quickly cut short. In 1941 he was captured and **taken to Jasenovac**, where he was killed because of apparently “spreading disturbing news” a year later.

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[Daniel Ozmo – Wikipedija \(wikipedia.org\)](#)



## Kata Pejnović

Kata Pejnović was a Yugoslav feminist and politician. She was born on 21st March 1899 in the village of Smiljan in the Kingdom of Croatia-Slavonia, which was part of the Austro-Hungarian Empire. As she came from a very poor Serbian family, she only completed elementary school as formal education, before starting to work to help feed her family. From 1936 **Kata became politically active** in the local Communist movement and was accepted into the Communist Party of Yugoslavia in 1938, where she focused on minimizing ethnic tensions between Croats and Serbs. After the anti-communist Independent State of Croatia was formed, in 1941, the Croatian fascists killed her husband and three sons. In 1942, she helped fund **the first women's newspaper called "Žena u borbi" (Woman in Struggle)**, to spread anti-fascist propaganda among the women of Croatia. She continued fighting fascist propaganda and empowered women to speak up. Kata was the only woman delegate to the Anti-Fascist Council for the National Liberation of Yugoslavia and additionally elected President of the Antifascist Women's Front. Shortly after she was also elected a member of the Central Committee of the Communist Party of Croatia and among the leading members of several social and political organizations. After her death in November 1966, she was buried in the Tomb of National Heroes at the Mirogoj cemetery in Zagreb and proclaimed a national hero in 1968.



Kata Pejnović – narodna heroína - Srpsko Narodno Vijeće - SNV

## Rita Prigmore

Rita Prigmore and her twin sister Rolanda were born into a Sinti family on March 3, 1943, in Würzburg, a town in northern Bavaria in Germany. A year before her birth, the Nazi regime had passed a "racial law applied to Gypsies" forcing them to undergo compulsory sterilization. Those who refused were deported to Auschwitz. Her mother's appointment for abortion by the Nazis ended up being canceled once they realized she was carrying twins, which the Nazis used for medical experiments. Rita remembers: "Dr. Josef Mengele was a ruthless twin researcher and the doctor of the **"Gypsy family camp" in Auschwitz**; his student, Werner Heyde, examined my mother several times." To save herself and her entire family from Auschwitz, Rita's mother had to sign a contract that forced her to hand her children over to the Nazis for medical studies right after their birth. After returning to the hospital to see her twins, Rita's mother found her twin sister Rolanda was dead. Rita survived, but she still suffers from the experiments committed by the SS doctors. Today, at 78 years, Rita travels across Germany and the world visiting schools and sharing her story. She remains an inspiration and reminds us of the importance of remembering: **"Remember the past, act in the present, and change the future"**. "I am sure that living together is the future."

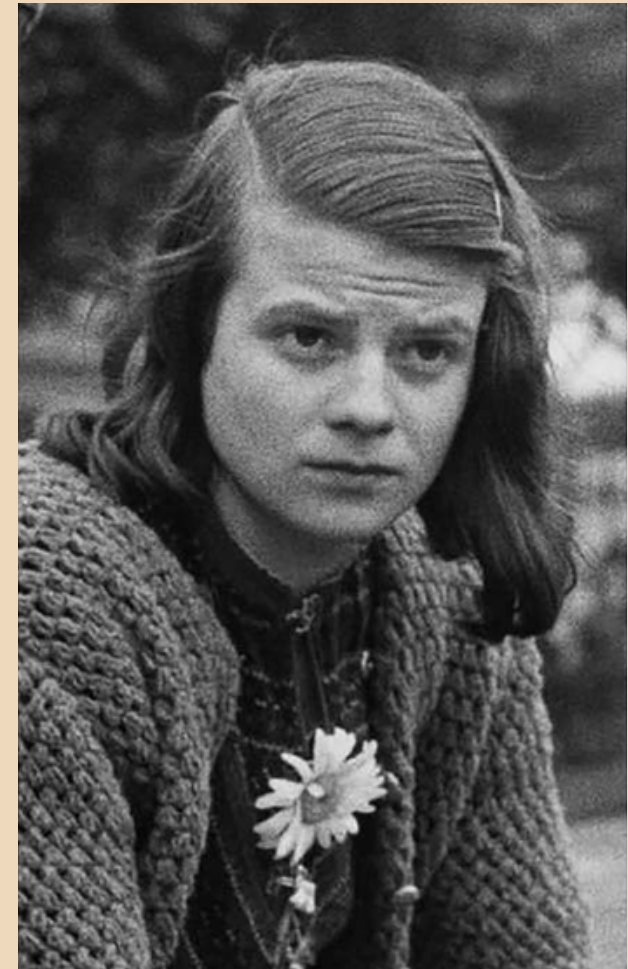
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Rita Prigmore - European Holocaust Memorial Day for Sinti und Roma ([roma-sinti-holocaust-memorial-day.eu](http://roma-sinti-holocaust-memorial-day.eu))



## Sophie Scholl

Sophie Scholl was a brave student who stood up against the Nazi regime, she remains one of the most important figures and examples of youthful resistance in Germany. Sophie was born in May 1921 in an upper-middle class family in the south of Germany. After the Nazis came to power in January 1933, Sophie and most of her siblings followed the National Socialist cult of youth. The teenagers believed in the ideals propagated at the time and shared a love for outdoor adventures, nature art and literature. After most of the groups were dissolved and banned, and several siblings of the Scholl family were arrested, Sophie began to doubt the Nazi system. After she moved to Munich to study biology and philosophy in May 1942, she joined her brother Hans, and some of his friends in resisting the regime. They had learned about the crimes and misery committed while serving on the front and began printing and distributing leaflets around Munich, calling their fellow students and the German public to take action and resist the Nazi regime and war. Their last leaflet reads: **“Students! The German people look to us! The responsibility is ours”**. The Scholl siblings and their fellow students formed the resistance group “Weiße Rose” (White Rose) and managed to engage a network of supporters in cities across Germany. Over time they were encouraged to work more boldly, distributing the flyers directly in person until at some point, Hans and Sophie Scholl were arrested by the Gestapo. After a long trail and interrogations, they took all the blame for the actions of the resistance group and were later sentenced to death for treason and executed on February 22, 1943. The other members of the white Rose were arrested later in February and put to death shortly after. Sophie’s story remains powerful and reminds us to not be silent

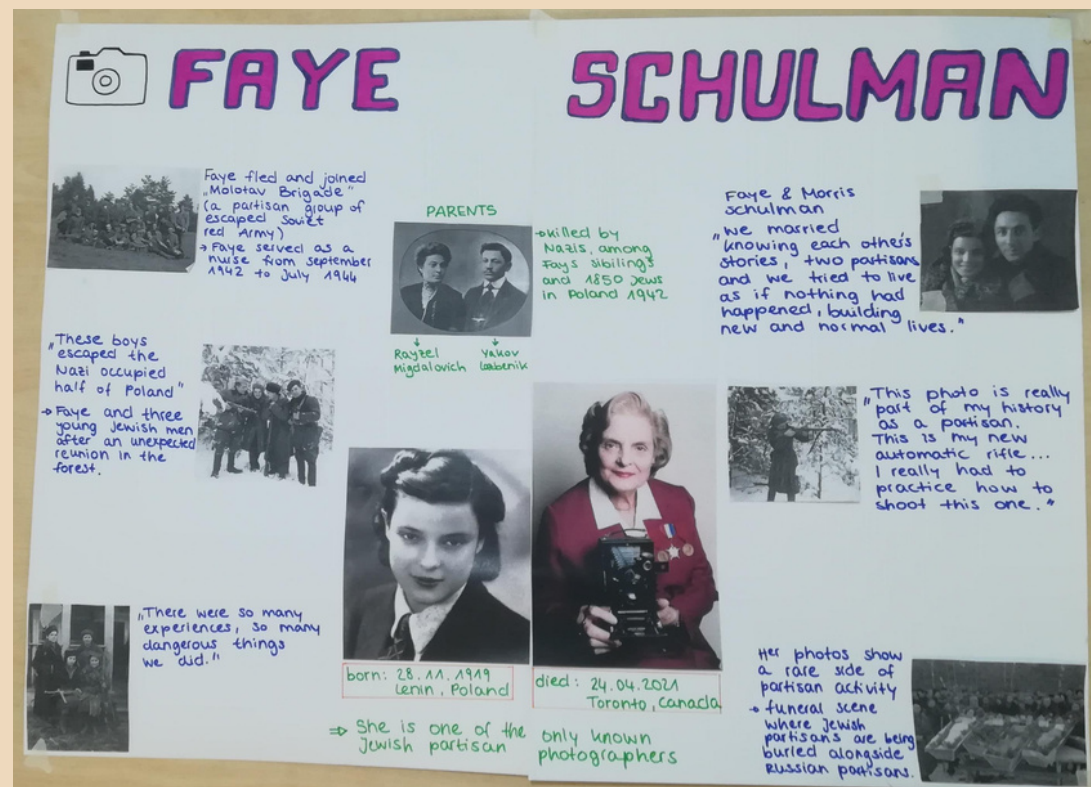




## Faye Schulman

Faye was born to a large orthodox Jewish family in November 1919 in Lenin, Poland. On August 14th 1942, a year after German troops invaded Soviet-occupied Poland, they killed the last 1,850 Jews from the Lenin ghetto. Only 27 were spared, as their skills were helpful to the invaders. The survivors included shoemakers, carpenters, tailors, blacksmiths, a barber and a young photographer named Faigel Lazebnik, who later in marriage would become known as Faye Schulman.

The Germans ordered Faye to develop their photographs of the massacre. Of which she secretly made copies for herself. During a partisan raid, Faye fled to the forests and joined the Molotava Brigade, a partisan group. During the following two years, she took over a hundred photographs. Her photos show a rare side of partisan activity. She used photography as a form of resistance, by collecting proof of German cruelty and the Jew's determination to fight back.



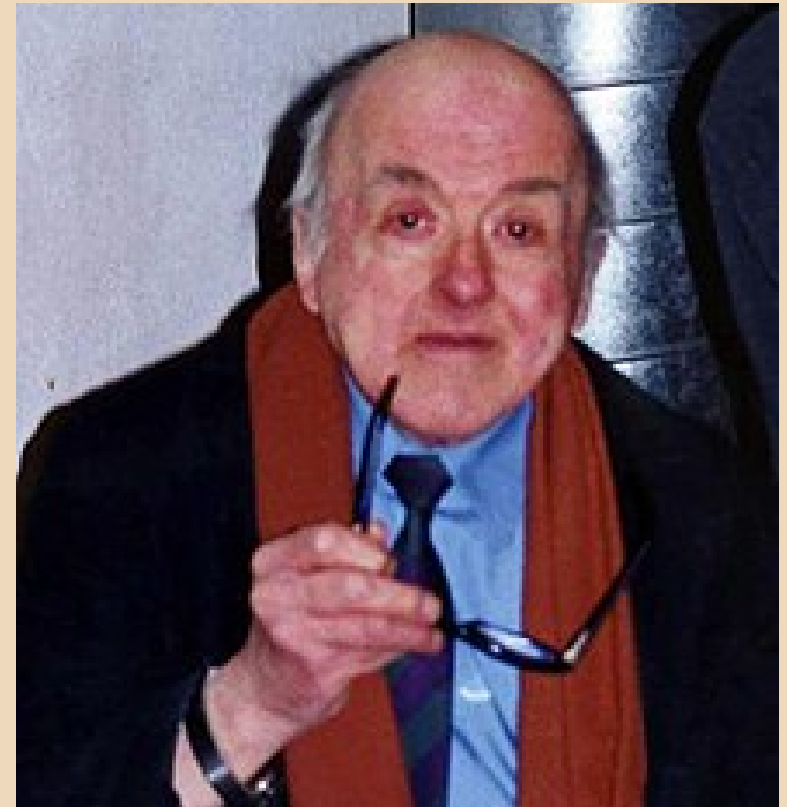
She states: **"I want people to know that there was resistance. Jews did not go like sheep to the slaughter. I was a photographer. I have pictures. I have proof."** As one of the only known Jewish partisan photographers, Faye, debunked the common narrative that most Eastern European Jews had gone quietly to their deaths. She passed away, surrounded by her family on April 24, 2021 at the age of 101.

Faye Schulman | Jewish Partisan Educational Foundation  
([jewishpartisans.org](http://jewishpartisans.org))

## Pierre Seel

Pierre Seel was born in August 1923 as the fifth and last son of an affluent Catholic Alsatian family in Mulhouse, Alsace, France.

Homosexuality was not illegal in France at that time but was considered 'a sin' by many people. As a teenager, Pierre hung out in the town square to meet men, and on one of those occasions, he had his watch stolen which led to his name being added to the police list of 'known homosexuals'. In 1940 Germany attacked France. On 2 May 1941, he was informed that the Gestapo had called in and ordered that he report to them the next morning, where he was detained and interrogated. As **homosexuality was illegal in German law**, Pierre was imprisoned, and brutally tortured. The "security camp" he was in was called "Schirmeck". On 6 November 1941, after months of starvation, ill-treatment, and forced labor, Seel was set free with no explanation and made a German citizen. In March 1942 Pierre was forced into the German army and expected to fight for the very people who had tortured him. After returning, he felt like he couldn't share what had happened to him. Pierre moved away from Alsace and had a family of his own. He spent many years depressed and unable to speak of what he had experienced. It was not until 1981 when Pierre was separated and living alone that he attended a book reading about the treatment of German gay men by the Nazis that he decided to speak out. Pierre spoke out at conferences, on television, and at anniversaries. Pierre died in November 2005 and left an important legacy behind. He is remembered as a gay Holocaust survivor and the only French person to have **testified openly about his experience of deportation during World War II due to his homosexuality**.



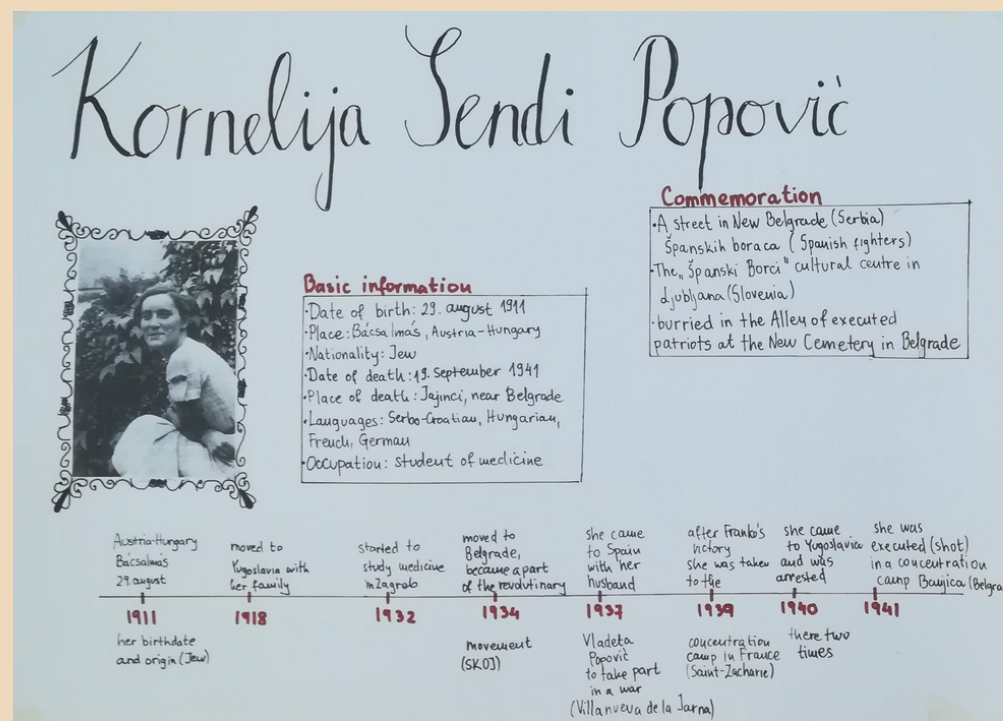
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[Holocaust Memorial Day Trust | Pierre Seel \(hmd.org.uk\)](https://hmd.org.uk/)

[Pierre Seel - Wikipedia](#)

## Kornelija Sende-Popović

Kornelija was born on 29 August 1911 in southern Hungary. After attending primary and secondary school, she graduated from the Faculty of Medicine in Zagreb in 1932 and transferred to the Faculty of Medicine in Belgrade in 1934, where she joined the active revolutionary student movement. Three years later, she joined the then illegal Communist Party of Yugoslavia (KPJ) with her husband Vladet Popović, also a medical student and other students of the University of Belgrade. Later that year, in November 1937, she went to Spain, where she worked as a Nurse on the side of the Republican Army during the war. After the defeat of the Spanish Republic in 1939, together with hundreds of other fighters of the **International Brigades**, she spent a short time in a concentration camp in France and was released shortly after due to sickness. After reaching the border of Yugoslavia, she was captured and locked up in Belgrade for about a month. She continued her work as a known communist, which led her to be captured by the authorities more than once. She was captured in August 1941 for being a known communist and a Spanish fighter and taken to the "Banjički logor" concentration camp, where she was shot a month later, in September 1941.



Kornelija Sende-Popović — Vikipedija, slobodna enciklopedija (wikipedia.org)



## Ceija Stojka

Ceija Stojka was born in Austria in 1933, as a fifth of six children in a Romani family. Her parents were horse traders, whose caravan was moving from Vienna in winter to the Austrian countryside in summer. During Second World War, all her family was taken to Auschwitz-Birkenau, where one of the brothers died. Ceija's father was taken to **Dachau**, where he was killed. With her mother and sisters, Ceija was freed by the British army from the **Bergen-Belsen** camp in May 1945. The family then returned to Vienna and she started school at the age of 12. Later in her life, she started to speak about her experiences in the camps and become the spokeswoman for recognition of the **Roma and Sinti genocide**. She is also remembered as a writer, activist, and musician, but most of all as a painter. Ceija started to paint at the age of 56 and it was her way to deal with the experiences from the concentration camps. Her art is depicting happy, almost idyllic, family life before the Holocaust, but also terrible suffering in the death camps. Her artworks were exhibited in many different countries, including Japan and the USA. She died in Vienna in 2013. After her death, the city of Vienna named a square after her.



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Holocaust Memorial Day Trust | Ceija Stojka (Chaya Stoyka) ([hmd.org.uk](http://hmd.org.uk))

Artwork - Ceija Stojka International Fund



## IN THE WORDS OF THE PARTICIPANTS:

I have started thinking about topics that I have rarely or never thought about before this project.

Workshops helped me to understand better history, how it affected our lives. Listening to others I heard a lot of their stories, different perspectives.

Team workshops taught me how to react as a team, that there is always someone by your side and of course there are people who have different opinions than me.

Started thinking about history and how it affected on me and others. I was working on my skills for working in team, understanding others needs, ideas.

I learned new ideas and methodologies for working with art and culture from the organizers and participants. Now I can use different media and forms of expression (e.g. verbal, drawing, body) to express myself in different situations and I still want to learn in this field.

I expanded my knowledge about other cultures. I got to know them better and I have found out a lot of similarities and differences. It helped me to become more open-minded, to understand better others' ideas, beliefs and perceptions.

Everyone is unique so we should accept differences that are there, understand everyone's needs and respect them. It helped me to overcome the fear and shame of public speaking and now, I feel more comfortable doing it.

I learned a lot about history, about respecting other people's decisions, needs and ideas, and about respecting other people's diversity.

We had many workshops in which we worked in both national and mixed groups where I gained experience with sharing my opinion and listening to others.

It was my first time on a project like this and I think I improved a lot in history. I have never liked this subject but had the opportunity to see it with different eyes was amazing. I learnt a lot about WWII, women biographies, locals and hundred of interesting things.

## CONTACTS

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## THE PARTNERS



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