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Director-General of UNESCO Ms Irina Bokova in front of the Wall of Names at the Shoah Memorial in Paris,
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SUMMARY REPORT

I. Background of the consultation

1. The first UNESCO consultation on « *Why Teach about Genocide? The Example of the Holocaust* » was organized following the **UNESCO General Conference resolution 34C/61 on Holocaust Remembrance**. The consultation of Member States is part of a series of initiatives launched by UNESCO to promote education about the Holocaust and other genocides, in particular with a view to contributing to the prevention of genocide and mass atrocities and promoting education for peace.
2. The consultation took place in Cape Town, South Africa, on 10-11 September 2012 in the presence of senior representatives from the Ministries of Education of 14 countries in Sub-Saharan Africa. The following countries were represented: **BENIN, BURUNDI, DEMOCRATIC REPUBLIC OF THE CONGO, CÔTE D'IVOIRE, ETHIOPIA, REPUBLIC OF MAURITIUS, NAMIBIA, KENYA, RWANDA, SENEGAL, SOUTH AFRICA, TANZANIA, TOGO and ZAMBIA**. Experts in Holocaust and genocide studies from various countries and institutions were invited to present key issues throughout the consultation and participate in the discussions. The consultation was supervised by the Education Sector of UNESCO/Division of Education for Peace and Sustainable Development/Section of Education for Peace and Human Rights and UNESCO Regional Bureau for Education in Africa (BREDA, Dakar, Senegal)
3. The main purpose of the meeting was to discuss how the history of the Holocaust, and more generally the history of genocide, could be **included in the curricula of participating countries**. The meeting also clarified various conceptual and pedagogical issues, and paved the way for further cooperation between UNESCO and participating Ministries of Education on how to launch new educational programmes in interested countries.

II. Key issues raised

A. Pedagogical Objectives

The two day consultation provided an opportunity for participants to develop their knowledge of this important field of study and to engage in discussions focused on the educational framework in which the history of the genocide can be taught and learnt. The consultation provided a space to reflect on the relevance of teaching about the holocaust, and other genocides, in African contexts and to explore opportunities and possible challenges going forward considering three main overall objectives:

- i. **To contribute to the prevention of genocide:** understanding why and how the Holocaust or, for that matter, any instance of genocide occurred is the key to preventing its repetition in the future, at a national as well as at regional and global levels. The effort to prevent genocide calls for the education of young people to raise awareness about the incremental nature of the processes that lead to mass violence and genocide. In doing so, one is also empowering the learner to think differently and critically about attitudes of prejudice and intolerance and to challenge acts that facilitate violence. Learners are reminded that genocide and mass violence are not inevitable or “natural”; they are the result of political choices. In this way, education can

contribute to the development of a more active sense of social and political responsibility and strengthen a human rights culture. This is a challenge for all societies, and not only those confronted with a potential for conflicts. Furthermore, this must be part of a global endeavour to prevent the risk that genocides represent for the whole of humanity.

- ii. **To promote and uphold human rights:** genocide is the result of deeply rooted situations of stigmatization and discrimination that developed into human rights violations before, under certain circumstances, evolving into the actual killings of targeted populations. The prevention effort must be rooted first and foremost in an educational policy that promotes peace, human rights and ethical behaviour.
- iii. **Dealing with difficult pasts:** The understanding of mechanisms of exclusion and mass violence through Holocaust and genocide education can be reflected in a variety of national situations in Africa and elsewhere, whether or not they are connected to a history of genocide. In this regard, educating about the Holocaust can be transferred to very different environments and play the role of a “catalyst” or “prism” to refer to one’s own history by interrogating contentious aspects of the past which may have remained difficult to deal with. South Africa provides an excellent example of the role that Holocaust education could play in the curriculum, with regards to national historical and societal issues, and in support of the development of a human rights culture in the country.

The discussions during the consultation confirmed the need to allow the learner to process the subject from a local to a more universal perspective. African students and teachers can relate to the history of genocides, including the Holocaust, when appropriate connections are made with their national or regional history, and can benefit from this instruction if they are supported by national curricula promoting peace and human rights.

B. The Curriculum

Essentially, learning or teaching about genocide is a matter of **history teaching**. Educating about genocide brings to light mechanisms that lead to the development of genocidal situations and provides a source of critical thinking for both teachers and students. Understanding this process will help learners become more aware of the political, social and economic ramifications of situations of mass violence, sensitizing them to the need for the promotion and nurture of basic human rights and the values of tolerance and diversity. Holocaust and genocide education can be embedded in core subjects such as **history, social studies**, or introduced as a component of **education about ethics and citizenship**. Teachers are also encouraged to engage in cross-curricular subjects such as peace and human rights education.

III. Conclusions and Next Steps

1. There was **general consensus** that education about the Holocaust and genocide is relevant to African countries. Participants shared the understanding that studying the Holocaust and the history of genocide is a fundamental element in the prevention of genocide and mass atrocities, and can be taught in the context of human rights and peace education, as shown through the analysis of several cases of African, European and Asian countries. The most salient question raised in the meeting was in fact how these important subjects should be taught in the particular environments of the countries represented, given their specific histories, interests and social and political dynamics.

2. In order to meet the challenge, many countries indicated their willingness **to include the theme in history and civic education curricula of secondary schools**. Countries where the Holocaust is already mentioned in the history curriculum indicated that they would reassess the programme on the basis of the discussions which took place during the consultation.
3. To sustain their commitment, the Ministries of Education present expressed the need for UNESCO's on-going involvement in this process. UNESCO will provide a range of support based on needs and resources, such as **assistance for teacher-training as well as access to and, when necessary, development of pedagogical material**.²

In addition, UNESCO will coordinate further educational and cultural initiatives in **conjunction with specialized international institutions** of civil society that would be ready to help in this process and with UNESCO field offices. UNESCO would additionally encourage member states to network directly with African, European and other institutions involved in Holocaust and genocide education.

4. In conclusion of the consultation, delegates affirmed their willingness to advocate at a national level to integrate Holocaust and genocide education in the curriculum¹. UNESCO will therefore contact, before the end of 2012, the Ministries of Education of each participating country in order to decide on national and/or regional follow-up initiatives.

1. Namibia, Zambia and South Africa

2. It was also noted that focusing on formal education alone was insufficient and that UNESCO should consider organizing programmes for other important stakeholders, such as journalists, law-enforcement personnel, etc.

EXECUTIVE REPORT

I. INTRODUCTION

1. Holocaust education was officially integrated into UNESCO's educational missions in 2007 in **pursuance of UNESCO General Conference resolution 34C/61 on Holocaust Remembrance**. This resolution follows two prior resolutions adopted by the General Assembly of the United Nations on the "Remembrance of the Holocaust" (60/7) and the "Denial of the Holocaust" (61/255), which led to the establishment of an *International Day of Commemoration in Memory of Victims of the Holocaust*. Every year, on this occasion, commemorative ceremonies take place at the United Nations headquarters in New York, at the United Nations Office in Geneva and at UNESCO headquarters in Paris. In addition, public events are organized on every continent by United Nations field offices.
2. UNESCO has developed several **awareness and education programmes** aiming to promote a better understanding of Holocaust history with the diffusion of pedagogical material, experts' meetings, public events, etc. In 2011, it was agreed that a new dimension would be added to the activities by organizing regional consultations on this theme, so as to examine how member states – especially non-European ones – could include this theme in their national school curricula.
3. **In preparation for the consultations with member states**, UNESCO, in collaboration with some field offices and civil society organizations, organized a series of events to build a coherent approach for addressing the topic of the Holocaust – and, by extension, of the history and prevention of genocide – among countries where this type of issue is yet to be taught.

These were:

- 3.1. UNESCO and its Regional Office for Education in Africa (BREDA, Dakar, Senegal) organized a video-conference on 23 January 2012 on the theme "Why teach about the Holocaust?" with participants from civil society and Ministries of Education of Senegal, Rwanda, and the Democratic Republic of the Congo. The discussion was introduced by French historian Mr George Bensoussan from the Shoah Memorial (Paris, France) and was moderated by the Minister of Education of Senegal, Mr Kalidou Diallo.
- 3.2. The video conference was followed by a public conference on 31 January 2012 at UNESCO headquarters on the following subject: "The International Dimensions of Teaching the Holocaust". The purpose of the conference was to increase awareness amongst member state representatives of the objectives of Holocaust education globally, and more specifically on the intrinsic link between the knowledge of the past and the necessity to prevent genocides and mass violence in the contemporary world.

- 3.3. The topics mentioned during this public meeting were subjected to a more thorough discussion on 27 April 2012 when UNESCO and the Topography of Terror Foundation (Berlin, Germany) gathered about forty experts to address the issue of teaching the Holocaust in non-European settings. The meeting was entitled "Holocaust Education in a Global Context". The experts group included educators, politicians, and historians specialized in genocide studies, and analyzed the pedagogical implications of the "globalization" of Holocaust education. Countries as diverse as Argentina, Canada, China, South Africa, Croatia, Spain, New Zealand and Rwanda were at the core of the discussion.

The main outcome of these discussions was the conclusion that Holocaust and genocide education could apply to a variety of national contexts outside of Europe, as a starting point for addressing histories of human rights abuses, but also as a corner stone of a more global policy for the prevention of mass atrocities. This showed that Holocaust education was relevant not only for countries having experienced a past of violence but could also constitute in any other environment a source of critical reflection as regards the preservation and promotion of human rights. The main conclusion of these projects was therefore that UNESCO, while developing awareness raising programmes, should also engage directly with member states, at a regional as well as at a national level, in order to identify the best and the most relevant way to introduce these subjects in to the educational scope of interested countries, given their particular political and social dynamics.

II. PROCEEDINGS OF THE CONSULTATION

4. The regional consultation in Cape Town, building on these initial reflections of UNESCO, brought together representatives of the **Ministries of Education from 14 Sub-Saharan African countries** interested in introducing or reinforcing the presence of this theme in their educational systems. The following countries were present: SOUTH AFRICA, BENIN, BURUNDI, THE DEMOCRATIC REPUBLIC OF THE CONGO, IVORY COAST, ETHIOPIA, THE REPUBLIC OF MAURITIUS, NAMIBIA, KENYA, RWANDA, SENEGAL, TANZANIA, TOGO, and ZAMBIA.
5. **Experts** representing some of the most important institutions specialized in the teaching of the Holocaust and other genocides, such as Yad Vashem (Israel), the Shoah Memorial (France), the Centre of Conflict Management at the National University of Rwanda, the Georg Eckert Centre for International Research on Textbooks (Braunschweig, Germany), the University of South Florida (United States), the South African Holocaust and Genocide Foundation, and the Free University of Brussels (Belgium) were invited to introduce and facilitate discussions in partnership with representatives from UNESCO headquarters (Education Sector / Division of Education for Peace and Sustainable Development / Section for Education for Peace and Human Rights) and BREDA.
6. The **conceptual framework** of the discussions was limited to the teaching of the history of genocide, focusing especially on the case of the genocide of Jewish people during the Second World War, in the context of crimes perpetrated by the Nazis and their collaborators against different groups. The concept of "genocide" was accorded with the definition as per the *Convention on the Prevention and Punishment of the Crime of Genocide*, adopted in 1948 by the General Assembly of the United Nations. In addition, in order to frame the discussion

on this concept, a special session was held on the genesis of the notion and on the debates surrounding its juridical and historical uses.

As a reminder, here are the basic definitions:

THE HOLOCAUST

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. "Holocaust" is a word of Greek origin meaning "sacrifice by fire". The Nazis, who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior", were an alien threat to the so-called German racial community.

During the era of the Holocaust, German authorities also targeted other groups because of their perceived "racial inferiority": Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah's Witnesses, and homosexuals.

United States Holocaust Memorial Museum, Washington, D.C., USA

The Holocaust was the murder of approximately six million Jews by the Nazis and their collaborators. Between the German invasion of the Soviet Union in the summer of 1941 and the end of the war in Europe in May 1945, Nazi Germany and its accomplices strove to murder every Jew under their domination. Because Nazi discrimination against the Jews began with Hitler's accession to power in January 1933, many historians consider this the start of the Holocaust era. The Jews were not the only victims of Hitler's regime, but they were the only group that the Nazis sought to destroy entirely.

Yad Vashem, Jerusalem, Israel

GENOCIDE

In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;*
- (b) Causing serious bodily or mental harm to members of the group;*
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;*
- (d) Imposing measures intended to prevent births within the group;*
- (e) Forcibly transferring children of the group to another group*

1948 United Nations Convention on the Prevention and Punishment of the Crime of Genocide

7. The consultation was followed by **a public conference held on 13 September 2012 at the University of Cape Town, on "Holocaust and Genocide Education: to Remember and to Prevent"**. The conference was organized in partnership with the Centre for African Studies and the Kaplan Centre for Jewish Studies and Research of the University of Cape Town and with the South African Holocaust and Genocide Foundation.

III. TOPICS COVERED

8. The overall discussions revolved around three main issues at the core of Holocaust education in particular and of the history of genocide and mass violence in general. Beyond the indispensable reminder of history and the necessary remembrance of victims, these approaches already clearly delineate **possible pedagogical objectives** of this teaching.

8.1. The prevention of genocide through historical knowledge

The prevention of genocide starts with the knowledge of the different mechanisms and processes in play within genocidal events. The Holocaust can be a starting point in the process of understanding that genocides are the manifestation of a political will (to destroy a human group) and that they are therefore avoidable. This teaching might help students understand better the responsibilities of citizens, civil society and state representatives in regard to abuses of power and the protection of individual rights. On a pedagogical level, this work starts with history education, as key to the analysis of the ramifications of genocidal processes in the long run, of the environment in which they arise, and of the political motivations of the various parties involved. Beyond that, it can also trigger a more ethical or civic reflection on the individual's position in society and vis-à-vis the state.

8.2. The promotion of Human Rights as the first tool of prevention

Teaching the history of the Holocaust and genocide as well as the prevention of genocides must be rooted in a more general commitment to the promotion of human rights. Genocide is the radical outcome of a gradual escalation of human rights violations, culminating, such as in the case of the genocide of the Jews in Europe or the genocide of the Tutsi in Rwanda, in the generalized and systematic murder of a targeted population. In that sense, genocide education can be considered as part of a wider policy on human rights, peace, and tolerance education. Although it is not always necessary to rely on extreme examples such as genocide in order to teach human rights, teaching the history of genocide coincides with a wider perspective of promotion and the protection of the individual's rights in society. The definition of genocide given by the former United Nations Special Adviser for the Prevention of Genocide, Mr Francis M. Deng, makes this link unmistakably clear:

"My understanding of genocide is that it is an extreme form of identity-related conflicts stemming not from the mere differences between groups, but from the implications of those differences, reflected in gross inequalities, discrimination, marginalization, exclusion, stigmatization, de-humanization and denial of fundamental rights. The most effective form of prevention is therefore constructive management of diversity to promote equality, inclusivity, respect for fundamental rights and observance of democratic values and practices."

(End of Assignment Note, by M. Francis M. Deng, July 2012)

8.3. The Holocaust as a "prism" in remembrance processes

The experience of many countries shows that the Holocaust, as a universal contemporary reference for extreme violence, can constitute a "prism" to refer to a country's own national historical memory. If this teaching has universal value, it is because it echoes fundamental questions affecting the whole of

humanity: racism, identity driven conflicts, the position of minorities, conformism in violence, solidarity in the face of oppression, the role of ideologies, justice and reconstruction, etc., which are relevant issues in many contexts.

On the other hand, this teaching may be particularly interesting for societies that have experienced significant trauma because it can indirectly help to address contentious local issues that have remained taboo or that are a potential source of conflict. South Africa provides an excellent example of the role that Holocaust education can play in supporting the aims of the national curriculum to build and strengthen a human rights culture through an understanding of the past injustices and a commitment to creating a society in which such injustices will not be tolerated. Several countries, which have only indirect or no links with the history of the Holocaust, have therefore introduced teaching about the Holocaust into their educational programmes as a means to address the most conflicting aspects of their history. However, educators should be wary of extrapolations: not all state crime is a crime of genocide and any type of discrimination, oppression, or violence does not necessarily lead to genocide, although no genocide occurs without discrimination, oppression and violence having already happened.

In post-genocidal societies such as Rwanda or Cambodia, learning the history of other mass violence allows critical reflection on the sufferings that continue to leave their mark on society. Situated in a broader, international context, national history can be best understood from a different perspective. This can also stimulate a reflection on local initiatives that should be undertaken to improve commemoration, research and teaching of history.

Regarding pedagogy, this demarche leads to teaching mass violence in a comparative perspective, which is the basis for the study of structural similarities, but also the differences between events concerned, each of which evidently must be analysed in its own distinct historical context.

9. The discussions focused on a series of themes introduced by the invited experts. The main topics discussed were:

- ***Why teach about the history of the Holocaust and other genocides?***

The presentation of Georges Bensoussan, a historian at the Shoah Memorial, focused on the current and the universal challenges raised by the history of the Holocaust. The presentation highlighted how some of the crimes committed by the Nazis, from the programme of assassination of disabled people in the German Reich ("Operation T4") to the genocide against the Jewish people, constitute a singular event, unprecedented in the history of humanity, marking a radical anthropological rupture. The Holocaust was in this sense a historical break, not a parenthesis, and forces us to rethink some of the founding categories of modernity and civilization inherited from the Enlightenment. This history questions the present and the genocidal danger it harbours. From an educational point of view, Georges Bensoussan pleaded for a "political" or "civic" education based on a history lesson that encourages students to reflect critically on the role of ideologies, democratic modernity, and the roles of citizens vis à vis the state.

- ***What is genocide? The "how" and "why" of comparative approaches.*** Joël Kotek, on the basis of case studies, such as the destruction of the Herero, Armenians, Jews and Tutsi, provided an overview of the research in the field of Genocide Studies. The discussion essentially focused on the different phases constituting genocidal processes, thereby distinguishing between different types of mass crimes (genocide, "ethnic cleansing," "politicide") and the difficulties of defining certain situations. This session helped not only

to clarify concepts used by researchers, while showing the dangers of their abusive journalistic or popular utilizations, but also to emphasize conceptual difficulties and memorial debates related to the subject.

- **Regional examples of Holocaust and genocide education.** The analysis of educational policies implemented in South Africa and Rwanda, presented respectively by Tali Nates and François Masabo, demonstrated that the primary function of introducing the history of genocide in these countries was to respond to strictly local needs. By studying external events, this instruction facilitates the introduction of concepts necessary to the understanding and accepting of national history, while placing it in the broader perspective of promoting human rights.
- **The role of education in the management of traumatic pasts.** On the basis of two national examples characterized by a history of violence, Cambodia and Germany, the discussion focused on the redefining and rewriting of national historical narratives. In the case of Cambodia, where perpetrators and survivors are condemned to cohabit, Youk Chhang described the educational policies implemented in the context of the transition and reconstruction, emphasizing the role played by civil society and survivors. In the case of Germany, Falk Pingel offered an analysis of textbooks from the end of the Second World War and what they tell us about divisions within the German society regarding the Nazi crimes up to this day. The cases of other European countries with different pathways, such as Austria or France, were also discussed.
- The consultation was an opportunity to visit and study the working methods of the **Cape Town Holocaust Centre**, which, with its two counterparts in Durban and Johannesburg, forms the only institution of its kind on the African continent. Participants were able to visit the permanent exhibition on the history of the Holocaust and discuss how it relates to the history of South Africa. A discussion was then held with the Head of the Education Centre, Tracey Petersen, on the Centre's work with students and teachers.
- This visit was followed by a presentation by David Silberklang, senior historian at Yad Vashem, on the current challenges regarding research on the Holocaust. David Silberklang gave a comprehensive overview of the historical debates and new avenues that are currently opening up. The session emphasized the universality of certain issues related to Holocaust history and launched a discussion on the possible place of the topic in higher education.
- The last presentation was devoted to **the role of Holocaust and genocide education in the prevention of genocide and mass violence**, with particular emphasis on the relevance of this topic for the African region. University of South Florida's Africana Studies professor Edward Kissi observed that for the African continent the salient question is not why the Holocaust and Genocide should be taught in the continent's schools, but how it should be done. As he noted, the rationale is clear: colonial subjects in Africa shed blood, in World War II, to fight against Nazism and its assault on human dignity. Ethiopia was among the first nations to ratify the UN Genocide Convention of 1948. And Africans who have suffered prejudice in their history can relate better to the Jewish experience in Nazi-dominated Europe and draw useful lessons. The recent incident of genocide in Rwanda, and what Mr Kissi identifies as a growing genocidal condition in the Democratic Republic of the Congo, should make the teaching of the Holocaust and Genocide in Africa an educational priority. What remains to be overcome, Kissi noted, is the pedagogical challenge: training Africa's teachers to teach this subject matter and helping the continent's education policy-makers

to underscore the fact that genocide is an economic and moral catastrophe. Understanding why and how it occurs is the best way to prepare a modern nation to prevent genocide and its destructive impact on a nation's psyche and human capital. Meeting this instructional challenge requires resources for the development of educational curricula that promotes peace and ethical behaviour, and preparing teachers to carry that out in the classroom. It also means that teachers themselves should master the literature on the Holocaust and Genocide and make appropriate connections between that literature and their own national histories. Kissi urged UNESCO to help this education-for-peace-initiative in Africa with 21st Century instructional materials. He offered his help and that of his department to assist the UN and nations in Africa to make the initiative a success.

10. The discussions also drew attention to some pedagogical matters pertaining to Holocaust and genocide education.

10.1. In most of the countries that participated in the consultation, **the interest of the teachers and pupils would be better stimulated if the history of the Holocaust was related to national or local concerns.** Whenever possible, a specific anchor is needed to introduce the topic, for instance by making connections between the suffering of victims of the Holocaust and the plight of victimized groups in their countries. The work of the Cape Town Holocaust Centre against the background of the traumas inherited from Apartheid, provides the best example of a subtle pedagogical approach starting from the local level (racism in South Africa, the Apartheid regime), extending to the general level (the history of the Holocaust, the history of genocide, the promotion of human rights and the prevention of genocides) and forging instructive thematic links whilst also being careful not to make inappropriate historical comparisons.

10.2. **Learning history as such, must remain the basic pedagogical approach.** Genocidal processes can never be explained simply. They are the result of a complex set of economic, religious, political, and other factors. The lesson of history must shed light on a political process leading to genocide, and avoid delivering simple or moralistic messages about very complex historical factors and distressing issues it raises about human behaviour. It is indeed the understanding of these factors that will generate awareness about the precursors of violence and possibly a sense of commitment by the learner to challenging prejudice and discrimination.

10.3. It is essential to **use appropriate concepts and to be familiar with the vocabulary.** A command of appropriate vocabulary and a historical knowledge on the part of the teacher is important for the transmission of the subject and the management of any tensions that it might spark. It is also the best way to prevent the common error of putting on the same level notions or historical events of a different nature (genocide and slavery, Nazism and Communism, etc.). Comparison does not mean equation: this may be harmful to the understanding of history and consequently exacerbate situations of competing memories.

10.4. here are many **educational materials** on the Holocaust available in diverse languages and accessible on the Internet. Among others, the websites of the United States Holocaust Memorial Museum (www.ushmm.org) and of the Yad Vashem Institute in Israel (www.yadvashem.org) contain a large amount of

historical information, courses and documents for the classroom, online trainings for teachers, testimonies of survivors and eyewitnesses, etc. as well as recommendations for teachers. For example, they will know how to avoid teaching methods such as role-playing games or the “shock pedagogy” or “pedagogy of horror” aiming to influence the emotions of students.

IV. INTRODUCING THE TOPIC INTO THE SCHOOL CURRICULA

11. Much of the discussion focused on how the Holocaust and the history of genocide could be introduced into the school systems of participating countries. Holocaust and genocide education provides space for reflection on the root causes of prejudice, human rights abuses and mass violence. It became clear during the discussions that the learning process was very much about developing critical thinking in the minds of the students and raising awareness about their role and responsibility as citizens, therefore providing a possible source of changes in attitudes and values. The following points were discussed:

- 11.1. The Holocaust can be introduced **at the secondary level in the context of history teaching** (World War II, contemporary history of Europe, etc.) or **civic education**. The possibility of introducing **a new subject on the history of genocide in the twentieth century**, which could include the history of several cases of genocide, was also discussed.
- 11.2. **The time** needed for this kind of teaching in the classroom is one of the main challenges. Experiences in this area vary greatly, sometimes even in the same country depending on methods used.
- 11.3. **Cross disciplinary approaches** were therefore emphasized, the theme being fit for a variety of disciplines such as history, literature, civic education, etc. Furthermore, several participants stressed the need for a holistic approach that integrates the history of genocide in human rights and peace education, embedded into different subjects.
- 11.4. In the case of countries that have experienced genocide or mass violence, such as Burundi, Namibia, and Rwanda, it is necessary to **include (or reinforce) the topic in national history education, especially from a comparative perspective**. In this sense, the Cambodian model discussed at the consultation was particularly relevant: Cambodian school curricula were expanded to include a chapter on the Holocaust, the crimes committed during the Yugoslav wars, and the genocide of the Tutsi in Rwanda.
- 11.5. The question of whether to introduce this history or not in **primary education** was briefly discussed, as well as the difficulties inherent in such an approach in terms of development of age-appropriate pedagogical materials and teacher training. The cases of countries such as France and Poland, where Holocaust education is mandatory for primary classes, were mentioned in that regard.

- 11.6. National reports detailing how the Holocaust is taught in member countries are available on the website of the **Task Force for International Cooperation on Holocaust Education, Remembrance, and Research**:

<http://www.holocausttaskforce.org/education/holocaust-education-reports.html>

- 11.7. Here, some examples of official documents governing the teaching of the Holocaust:

South Africa

<http://www.education.gov.za/LinkClick.aspx?fileticket=RGnHZvQyYtl%3D&tabid=672&mid=1885>
(Grade 9, p.41)

<http://www.education.gov.za/LinkClick.aspx?fileticket=BORrjecnGms%3D&tabid=420&mid=1216>
(Grade 11, p.21)

France

<http://www.enseigner-histoire-shoah.org/activites-dans-la-classe-et-letablissement/textes-officiels.html>

United Kingdom

<http://media.education.gov.uk/assets/files/pdf/h/history%202007%20programme%20of%20study%20for%20key%20stage%203.pdf>

- 11.8. **Higher education** was also mentioned. It was noted that research in the field of genocide studies is relatively limited on the African continent, and almost non-existent in terms of the history of the Holocaust. This dimension must however be taken into account along with secondary education in order to meet future training needs but also to stimulate debate among the intellectual elites of the countries concerned. The possibility of creating university Chairs under the auspices of UNESCO in the framework of UNITWIN is encouraged in order to lay the foundations for research networks on these issues on the African continent.

<http://www.unesco.org/fr/university-twinning-and-networking/university-twinning-and-networking/>

12. Beyond formal education, participants stressed the need to **develop awareness raising activities for a variety of stakeholders**: teachers, human rights organizations, community and religious leaders, civil servants (police, justice, military, etc.), media, etc. UNESCO was encouraged to develop training and information activities about the history and the prevention of genocide. Delegates took note in this regard of the dynamism of the **UN program “The United Nations and the Holocaust”** and of the role played by United Nations Information Centres in several countries in Africa to promote the theme.

V. FOLLOW UP

- 13.** The participants emphasized two primary needs that should be addressed immediately: access to **educational resources** (for both students and teachers) and **teacher training**, starting with the trainers themselves³. **The role of UNESCO** in this field will be to coordinate access to resources and training (especially with specialized organizations in South Africa, USA, Israel, France or Germany), while contributing to raising necessary funds for the implementation of these support programs. Participants are invited to contact the program specialist in charge of the dossier, Mr Karel Fracapane (k.fracapane@unesco.org) for the coordination of such initiatives.
- 14.** In addition, participants asked UNESCO to increase its **effort of information and coordination with field offices** so that a more direct monitoring on the ground can be performed.
- 15.** The participants pledged to introduce or to strengthen the teaching of the history of the Holocaust and the history of genocide in their respective countries. This report will be submitted directly to the Ministers of Education. Furthermore, it is suggested that delegates submit, before the end of December 2012, **a short report showing the progress of the work of their ministry** in this area.

3. It must also be noted that several delegates raised the issue of helping teachers who themselves had been affected by acts of human rights abuses or in some cases, genocide. The educational challenge is then of another nature.

**Video message
by the Director General of UNESCO,
Ms Irina Bokova,
on the occasion of the regional consultation
about Holocaust education**

10-11 Septembre 2012

Excellences, Mesdames et Messieurs,

Je vous souhaite la bienvenue à cette première consultation organisée par l'UNESCO sur l'enseignement de l'histoire des génocides et de l'Holocauste en Afrique sub-saharienne.

Votre présence est un signe fort de notre attachement commun à la transmission d'une histoire qui nous concerne tous.

Pourquoi enseigner l'histoire des génocides ?

Que peut-elle nous dire sur notre monde aujourd'hui ?

Cette histoire, notamment celle de l'Holocauste, est une source inépuisable de réflexion et de mobilisation pour le respect de la vie et de la dignité humaine.

Ce qui s'est déjà produit peut se reproduire, et chaque nouvelle génération doit comprendre les causes et les enjeux de cette histoire, pour éviter qu'elle ne se répète.

L'UNESCO a fait de cet enseignement un pilier de son action pour la compréhension mutuelle et la paix. A mesure que les derniers survivants disparaissent, ce travail est une nécessité plus grande encore, sur tous les continents.

Ladies and gentlemen,

We cannot move forward alone. UNESCO is committed to taking up this challenge with you -- in schools and universities, and throughout society.

We need to design new educational materials and approaches to help you explore this complex issue with young minds in the classroom.

The Holocaust provides an excellent starting-point for such discussions.

I am very grateful to the experts, who have come from Cambodia, Rwanda, Israel, the United States and other countries, to take this cause forward.

Let me thank also the South African Holocaust and Genocide Foundation, and its Director Mr. Richard Freedman, for hosting a part of this meeting.

We need to share the universal lessons of genocides – building on the principle that human rights are universal and human dignity is essential.

In this spirit, I wish you fruitful discussions and an excellent stay in Cape Town.

Annexes

UNESCO REGIONAL CONSULTATION WHY TEACH ABOUT GENOCIDE? THE EXAMPLE OF THE HOLOCAUST CAPE TOWN 10-11 SEPTEMBER 2012

List of Participants

	Name	Profession/Title	Institution
SPEAKERS			
France	BENSOUSSAN Georges	Director of Publications	Shoah Memorial, Museum, Centre of Contemporary Jewish Documentation
Cambodia	CHHANG Youk	Director	Cambodia Documentation Center
South Africa	FREEDMAN Richard	Director	South African Holocaust and Genocide Foundation
USA	KISSI Edward	Associate Professor	University of South Florida
Belgium	KOTEK Joel	Professor	Free University of Brussels / Institute of Political Studies of Paris
Rwanda	MASABO François	Professor	Centre for conflict management (CCM), National University of Rwanda
South Africa	NATES Tali	Director	Johannesburg Holocaust and Genocide Centre
Germany	PINGEL Falk	Educational Consultant	Georg Eckert Institute for International Textbook Research
Israel	SILBERKLANG David	Senior Historian	International Institute for Holocaust Research, Yad Vashem
COUNTRY REPRESENTATIVES			
BENIN	AKOHOU GBAKADA Claudel Fray	Head of Programmes and Activities, National Commission of Benin for UNESCO	Ministry of Foreign Affairs
	OGOUNCHI Yolande	Interim Secretary General, National Commission for UNESCO	Ministry of Primary Education
BURUNDI	NIYONKURU Anatole	Permanent Secretary of the Ministry	Ministry of Basic and Secondary Education
	HARUSHINGINGO Barbatus	Director-General of the Administration	Ministry of Basic and Secondary Education
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	NZUMBA Anne Marie	Director, Curricula and Pedagogical Materials	Ministry of Education
CÔTE D'IVOIRE	KOUAKOUSSUI Kouakou	General Inspector in charge of Pedagogy	Ministry of Education
	CAMARA Pégagnan Simon	Pedagogical Adviser and National Coordinator for History and Geography Teaching	Ministry of Education

ETHIOPIA	DIMBISSO Tadesse Shiferaw	Director, Education Reform Directorate	Ministry of Education
	KUMA Tujuba Bekana	Civics and Ethical Education Senior Expert	Ministry of Education
Rep. of MAURITIUS	AUBEELACK Premila	Secretary General, National Commission for UNESCO	Ministry of Education and Human Resources
	FOONDUN Abdool Raffik	Director, National Commission for UNESCO	Ministry of Education and Human Resources
NAMIBIA	KUDUMO Marius	Secretary General, Namibia National Commission for UNESCO	Ministry of Education
	NAMUKWAMBI Nahum	Education Officer (History)	National Institute for Educational Development (NIED)
KENYA	NJOKA Evangeline	Secretary General, Kenya National Commission for UNESCO	Ministry of Education
	MAKUBO MWITA William	Research and Development Officer	Ministry of Education
RWANDA	MUSABE Joyce	Deputy Director-General in Charge of Curriculum and Pedagogical Materials	Ministry of Education
	MBABAZI MUGOBOKA Annet	History specialist	Ministry of Education
SENEGAL	MBOUP Modou	Director of Cabinet	Ministry of Education
	NDOUR Ibrahima	Director of General Secondary Education	Ministry of Education
SOUTH AFRICA	RAKGOATHE Pule Ambrose	Chief Education Specialist, Geography & History, Curriculum Implementation & Quality Improvement	National Department of Basic Education
TANZANIA	MAKUNDA Dorothy	Senior Curriculum Coordinator	Tanzania Institute for Education
	KAJIRU Erick	Acting Programme Officer for Education	UNESCO National Commission of Tanzania
TOGO	ALASSANE Tairou	Director of General Secondary Education	Ministry of Primary and Secondary Education
	DOUMONGUE Djouma	Dean of the General Inspection	Ministry of Primary and Secondary Education
ZAMBIA	MAYONDI MSUKU Christine	Deputy Permanent Secretary	Ministry of Science, Vocational Training & Early Childhood Education
	KASAJI Peter	Chief Curriculum specialist	Ministry of Science, Vocational Training & Early Childhood Education
UNESCO REPRESENTATIVES			
	FRACAPANE Karel		UNESCO ED/PSD/PHR (Focal Point for Holocaust Education)
	MORIARTY Kate		UNESCO Chief ED/PSD/PHR
	YDO Yao		UNESCO Bureau for Education in Africa, Dakar

RESOURCES FOR TEACHING THE HOLOCAUST AND OTHER GENOCIDES

Given the international audiences that UNESCO addresses, electronic resources, accessible worldwide, are a convenient and economically sound source of information on the topics of the Holocaust, genocide, and mass atrocities. However, it is vitally important to access accurate and historically correct information on the Internet.

www.unesco.org/new/en/education/themes/leading-the-international-agenda/human-rights-education/holocaust-remembrance The website of UNESCO is a good place to begin an exploration of Holocaust and Human Rights Education. It provides an international structural framework for examining the connection between the Holocaust and genocide and Human Rights issues.

www.un.org/en/holocaustremembrance

Detailed information on the United Nations Outreach Programme about the Holocaust can be found at this website. Educational materials as well as professional development opportunities are presented.

<http://www.un.org/en/preventgenocide/adviser/index.shtml>

Website of the Office of the United Nations Special Adviser on the Prevention of Genocide

www.holocausttaskforce.org/education.html

The website of the Task Force for International Cooperation on Holocaust Education, Remembrance, and Research contains much practical information on all aspects of Holocaust education. In addition, it contains information on "The Holocaust and Other Genocides." Materials are in multiple languages.

www.ushmm.org

The website of the United States Holocaust Memorial Museum has extensive in-depth historical information about the Holocaust. It has easy access to primary source documents, including photographs and maps that deal with the Holocaust. It also has broad information on genocide and mass atrocities.

www.yadvashem.il.org

World's largest repository of information on the Holocaust, Yad Vashem's website provides easy access to digital collections, E-learning for professionals, a database of Shoah victims' names, and a wealth of historical information in several languages.

www.memorialdelashoah.org

The Shoah Memorial provides access to various resources on the Holocaust, mostly in French. It includes a website for primary schools children: www.grenierdesarah.org and for secondary school teachers: www.enseigner-histoire-shoah.org

www.memorial-museums.net

An online overview of institutions throughout the world that deal with the history of the Holocaust, created by the Topography of Terror Foundation in Berlin, Germany.