

A Case Study on the Holocaust in the German School Curriculum

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Abstract: Education in Germany operates on a federal basis, with each state developing its own curriculum. The Kultusministerkonferenz (KMK), comprising the Minister of Education and state cultural affairs ministers, emphasizes addressing national socialism and the Holocaust in subjects like history and social sciences. This study investigates Holocaust education guidelines, curriculum, teacher training, and special activities in four areas of the Saxony Department of Education and Culture. Therefore, we reviewed the literature provided by the Federal Republic of Germany to closely examine the Holocaust education curriculum in Saxony, Germany. Holocaust education is vital in Saxony due to historical traces and rising neo-Nazi and radical extremist presence. Selected for its history overcoming the Nazi regime and the GDR socialist dictatorship, Saxony highlights the significance of this study. Research underscores the importance of Holocaust education in Germany. Schools aim to foster critical thinking, active citizenship, and a profound understanding of history to combat discrimination, promote democratic values, and protect human rights. Teacher training is crucial for creating an inclusive and informed learning environment. In conclusion, integrating Holocaust education across subjects in Saxony highlights its crucial role in shaping a more peaceful and just society. Continuously improving this education can nurture empathetic, inclusive, and discrimination-fighting future generations

Keywords: Curriculum, Germany, Guideline, German School, Holocaust Education, Teacher Training

1. Introduction

As the world rapidly advances, people's thinking and lifestyles continue to change. In the process of development, we inevitably encounter many painful histories. By facing these painful histories, receiving education, and accumulating experiences, we can better absorb the strength to move forward. Holocaust education is one of these things. Holocaust education includes the educational process initiated by the television series "Holocaust" in the 1970s, which triggered a public confrontation with the murder of the European Jews[1]. The term "Holocaust education" is used internationally, although it does not fully describe the industrial extermination of the Jews during National Socialism. It is not only about imparting historical knowledge, but also about moral and values education in order to combat racism, right-wing extremism, anti-Semitism and xenophobia.

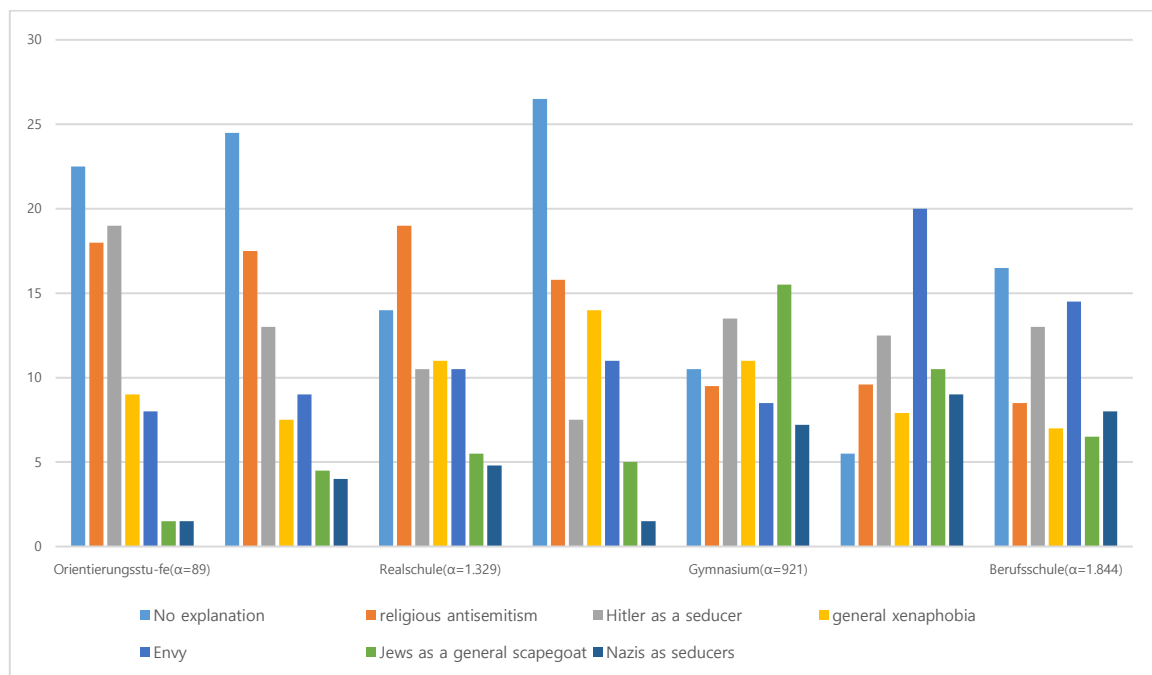
Holocaust education should also address memory defenses and guilt projections onto the victims of the Holocaust in order to prevent secondary anti-Semitism. The Holocaust is part of the political culture

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in Germany and has an impact on daily politics and current debates[1]. It is important to consider the Holocaust in relation to the ongoing trauma of the victims and their descendants and to include the Jewish experience of exclusion and persecution in historical education. In doing so, the content of Holocaust education should be adapted to the changing life situations of each new generation.

Holocaust education is essential for German education because the Holocaust can serve as a template for understanding many current issues such as asylum, migration, genocide, majority-minority relationships, and feelings of alienation within one's own country. Particularly in the state of Sachsen. Saxony in Germany has a complex history of suffering under both Nazi and Socialist dictatorships, and is still facing significant problems, such as racism and hate towards individuals who are perceived as different. After many years, people in the region tried to actively deal with problems they had faced in the past, but it was hard to forget the scars in people's minds. Accordingly, the Israel bailan university school of education has conducted research on basic school holocaust education worldwide from 2007 to 2008. As a result of the study, 96% of the respondents in the study said that the Holocaust had an important effect on the worldview, and 85% of the respondents in the study considered the Holocaust a tragedy of all mankind, not a tragedy of Jews[2].

Because the Holocaust became the symbol of German war crimes after the war, Germany (especially West German historians) was concerned about the Holocaust and constructed a healthy historical consciousness[3]. One such form of hate is antisemitism, which unfortunately still exists not only among some Germans, but also among immigrants from Muslim countries who now reside in Germany. As such, Holocaust education is crucial not only for Germans, but also for immigrants from these countries.



[Fig. 1] "Why Do Germans Hate Jews So Much?" [4]

In Professor Dr. Anabella B.C. Weismann's (Professor of Empirical Social Research Methods at the University of Oldenburg) article "What do German students know about the Holocaust," featured in the research magazine "Einblicke" from the year 2005, one can gain an insight into the knowledge level of German students regarding the Holocaust. As an example [Fig. 1] illustrates that different opinions about the causes of the Holocaust depending on the educational background exist. The Holocaust is therefore indispensable as a subject in schools; through teaching, students can develop an appropriate

understanding and awareness of the historical events and help to ensure that such atrocities are not repeated in the future[4].

One unique aspect of Holocaust education in Germany is the opportunity for students to visit places where this dark history took place and learn there directly. These visits can be transformative experiences, allowing students to connect with the past in a tangible and meaningful way. For example, students can visit former concentration camps, memorials, and museums dedicated to the Holocaust. German Holocaust education also discusses the challenges and problems associated with teaching about the Holocaust in schools. These challenges include age-appropriate content, balancing sensitive subject matter with classroom expectations, and the emotional impact of the topic on students and educators. It also highlights the importance of providing educators with appropriate resources, support, and training to provide effective Holocaust education. This Holocaust education integrates various classes beyond history classes and also explores various topics. For example, the subject matter can be taught in literature classes, art classes, or religious studies classes, among others[5].

In this paper, we will explore the current state of Holocaust education in German schools, with a particular emphasis on the Sachsen curriculum. The state had to overcome the Nazi dictatorship and the two dictatorships of GDR socialism in a short time. In addition, this place is seeing an increase in neo-Nazi and radicalism these days. The educational site here, where traces of the past remain, was evaluated as important. Holocaust education continues to be emphasized in this era and is being carried out in multiple dimensions[6].

2. Theoretical Background

2.1 General German School Curriculum

In Germany, education is the responsibility of the individual states, rather than the federal government. In Germany, where education is strong in local autonomy, curricula are developed at the Ministry of Education level of 16 state governments, not at the national level, that is, the federal level[7]. In other words, Germany is divided into a national-level curriculum standard corresponding to the general outline of the Korean curriculum and a state-level curriculum corresponding to each theory of the curriculum[8]. There are 16 German states, each with its own Kultusministerium, which is responsible for overseeing the education system within that state. The Kultusministerium is headed by the Kultusminister, who is responsible for setting policies and guidelines for the education system, as well as ensuring that the curriculum is up-to-date and relevant. While the education system is managed by the states, all of the states must follow guidelines set by the Bundestag (federal parliament) and the Kultusministerkonferenz (Conference of Ministers of Education and Cultural Affairs). The objectives of the curriculum reform have been clearly defined, ensuring equal access to learning opportunities for all students[9]. The Kultusministerkonferenz is a forum for the Kultusminister from each of the 16 German states to come together and discuss issues related to education and cultural affairs. It plays an important role in coordinating policies and ensuring that the education system is consistent across the country. It also facilitates collaboration between the states on issues such as curriculum development, teacher training, and quality assurance. Germany pays more attention to the balance between the life of knowledge and the students' background ability, and strives to make students enjoy fair education and promote the all-round development of students' body and mind[9].

The general education curriculum in Germany covers a wide range of subjects and is designed to provide students with a well-rounded education. However, the curriculum can vary from state to state. While all of the states follow the same guidelines, each state has some degree of flexibility in how they implement the curriculum. For example, some states may place more emphasis on vocational training or foreign language education than others. The flexible curriculum is one of the characteristics of the

basic education curriculum reform in Germany in the 21st century[9]. Especially since the 21st century, Germany's educational policies have experienced the guiding ideology of reformers, keeping pace with the times, reflecting the progressive trend of contemporary curriculum, guiding the future development direction and promoting the educational reform[10].

In addition to academic subjects, the curriculum also includes lessons on social and emotional learning, media literacy, and digital competency. In the process of revising the curriculum, a method of implementing a competency-based curriculum should be prepared in detail[11]. The curriculum is regularly reviewed and updated by the Kultusministerium and Kultusministerkonferenz to ensure that it meets the needs of students and reflects changes in society and the economy. The curriculum is also designed to be flexible, so that schools and teachers can adapt it to the needs of their students and local communities. Together, the Kultusministerium and Kultusministerkonferenz are responsible for ensuring that the education system in Germany meets the needs of students and society, and prepares them for success in the 21st century.

2.2 Holocaust Education

Holocaust education is a fundamental aspect of the German education system, with a focus on teaching the historical and cultural context of the Nazi era and the atrocities committed during this time[12]. The Kultusministerkonferenz, which is responsible for education policy in Germany, states that "the National Socialist dictatorship, the Second World War and the Holocaust are of fundamental importance for understanding German history and shaping democratic consciousness and personal responsibility". Studies have shown that Holocaust education is the most important place to take place[2]. To achieve this goal, schools across Germany use a range of subjects, such as German, Politics, Art, Music, and Religion, to teach about the Holocaust and the importance of remembrance.

The Bundeszentrale für politische Bildung, a federal government agency responsible for civic education, provides a range of materials and resources for Holocaust education in German schools. For example, they offer a multimedia learning module that uses video testimonies and historical footage to explore the lives of Jewish people in Germany before, during, and after the Holocaust. Additionally, they provide teaching materials for subjects such as German and History, which include lesson plans, primary sources, and suggested activities to engage students in learning about the Holocaust.

One of the main objectives of Holocaust education in German schools is to foster critical thinking and active citizenship. The Kultusministerkonferenz emphasizes that Holocaust education should "encourage young people to think critically and independently, to recognize and counteract anti-Semitic, racist and other forms of discriminatory attitudes and actions"[6]. To achieve this, schools often use interactive and participatory teaching methods, such as group discussions, debates, and projects, to encourage students to engage with the material and reflect on its relevance to their lives.

In summary, Holocaust education is an integral part of the German education system, with a focus on promoting critical thinking, active citizenship, and remembrance. Through the use of a range of subjects and teaching methods, schools across Germany strive to ensure that students learn about the historical and cultural context of the Nazi era and the atrocities committed during this time, in order to prevent similar events from happening again in the future. Holocaust education is a vital component of the German education system, aiming to teach students about the historical and cultural context of the Nazi era and the atrocities committed during that period. German schools use various subjects and resources provided by the Bundeszentrale für politische Bildung to engage students in learning about the Holocaust. The objective is to foster critical thinking, active citizenship, and the ability to counteract discriminatory attitudes. By employing interactive teaching methods, such as group discussions and debates, schools in Germany strive to ensure students comprehend the significance of remembrance and prevent the recurrence of similar events in the future.

3. Method

In this study, to closely examine the Holocaust education curriculum in the German state of Saxony, a search was conducted on the website of the German Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (<https://www.kmk.org/>) and on the Website of the German Bundestag (<https://www.bundestag.de/>). As of January the 5th in 2023, a total of three research materials were found when searching for 'Holocaust education' on this platform, which was considered the primary scope of literature. Next, to extract relevant literature related to the research topic, additional keywords Curriculum, German School, Germany, Guideline and Holocaust education. Curriculum was included to narrow down the range of literature. When searching for 'Holocaust education + curriculum,' a total of 13 items were found.

Finally, the titles, keywords, and content of the literature were reviewed, and those deemed not relevant to the research topic were excluded. The selected literature, which went through this process, was then subjected to content analysis. The analysis of the school education content related to Holocaust education and the comparison of curricula from different federal states, including Saxony, were based on the specific criteria provided in the report from the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs, titled "Incorporation of the Topic of National Socialism and the Holocaust into the Curricula of the Federal States," from the year 2005. Through this meticulous analysis of the collected data, the research questions were effectively addressed.

3.1 Data Collection Methods

This study assesses Holocaust education in German schools, with an emphasis on the state of Saxony. The research design involved examining guidelines, curricula, teacher training, and special activities related to Holocaust education in Saxony schools. Qualitative research methods were employed, including the analysis of guidelines, curriculum documents, teacher training programs, and special activities through documentation and interviews. These research tools enabled a thorough exploration of Holocaust education in Saxony. Data was collected by accessing and reviewing official guidelines and curriculum documents and conducting interviews with educators and administrators involved in Holocaust education programs.

3.2 Data Analysis Methods

The collected data was analyzed using qualitative analysis techniques. The guidelines, curriculum documents, and interview transcripts were carefully reviewed and coded to identify key themes and patterns. Thematic analysis was employed to uncover insights into the implementation, challenges, and opportunities associated with Holocaust education in Saxony schools. The data analysis process aimed to provide a comprehensive overview of the then-current state of Holocaust education and inform potential improvements in the future.

4. Results

4.1 Guidelines

The German state of Saxony's Ministry of Education and Culture has demonstrated a sense of responsibility in addressing the extremist tendencies shown in the former German Democratic Republic (GDR) and the issue of racial discrimination in school lessons. Examining the history and role of Jews with religious, national, and cultural traditions and achievements through school lessons and special activities contributes to learning their historical process and role in the fields of arts and science.

Moreover, teaching students the basic principles, values, and importance of liberal democracy is considered a significant obligation of the state. It has been proven that when the state ignores the basic principle of "respect for human dignity," unimaginable crimes can be committed and tolerated as seen by the collapse of the totalitarian regimes of both countries. The Saxony Ministry of Education and Culture also considers it an obligation to explore various ways to address racial discrimination by embracing the past of "failed anti-fascism" and "Conrad Weitz's unfaithful alliance of Stalinism and actual socialist anti-Semitism"[13]. Article 101 of the Basic Law of the Free State of Saxony states that "young people must learn to respect all living beings, love their neighbors, preserve peace and the environment, love their homeland, develop moral and political responsibility, respect justice and the beliefs of others, engage in social behavior, and adhere to the principles of liberal democracy."

Young people are emphasized to learn ethical values such as respecting living organisms and preserving the environment, loving their neighbors, and having patriotism for their country. They should also have political responsibility and a democratic attitude, and receive character education that respects the beliefs of others. This educational philosophy plays an important role in the social, economic, and political development of the Schleswig-Holstein Free State, and aims to establish an educational system that can contribute to the realization of the personal freedom and social equality of its citizens.

The character education and moral values emphasized in Article 101 of the Constitution of the Schleswig-Holstein Free State in Germany are closely related to Holocaust education. Young people should be educated to understand and practice moral values that eliminate discrimination such as human dignity and human rights, race, gender, religion, and background. Through this, it is important to prevent human tragedies such as the Holocaust and prevent new forms of discrimination from occurring. In addition, it is important to properly understand and recognize historical facts through Holocaust education, respect values such as human life, rights, equality, freedom, and democracy, and strive to protect them. Therefore, character education and moral values emphasized in Article 101 of the Constitution of the Schleswig-Holstein Free State, along with Holocaust education, become essential educational content that young people should receive.

4.2 Curriculum Related to the Holocaust – Gymnasium

German Gymnasium schools are conducting education related to the history of the Holocaust that occurred during the Third Reich. In Gymnasium schools, the importance and lessons of such historical events are emphasized, and efforts are made to cultivate students' ability to understand and analyze them. Holocaust education is usually covered in humanities subjects such as history or political science, and students investigate and analyze events using related documents, records, films, and other materials. This education emphasizes the importance of historical understanding, humanity, human rights, and racial equality to students, and plays a significant role in helping future generations avoid repeating such events. The following [Table 1] shows some of the subjects that offer Holocaust education in the state of Saxonia.

[Table 1] Holocaust-Related Subjects in German Schools of Saxonia

Subject	History	Ethics	German	Sociology
Education al objectives	Elementary and middle school)	Finding one's own path and giving meaning to life. Respect for the dignity of human beings. Ethical behavior in history and tolerance	- Formation of an internationalist attitude that combines love for one's own national culture and respect for foreign cultures.	- The importance of basic human rights and the individual
	Enlightenment and liberation of medieval Jews			- The necessity of rational discussion and integration with marginalized social groups
	Contemporary anti-Semitism and racism (Secondary school			- The expression of political and

	and high school) Acquisition of the ability to participate in responsible and democratic processes	in the present. For the sake of the environment and nature.		moral responsibility
Curriculum topics	<ul style="list-style-type: none"> -Education on persecution and extermination of political opponents, Jews, and internal minorities during the era of National Socialism -Education on society and law - Education on the rule of law and protection of fundamental rights -Formation of the concept of human values and political will in National Socialism 	<ul style="list-style-type: none"> -Education on the respect for personal integrity and dignity. -Education on resisting foreigner hatred, anti-Semitism, and extremism. 	<ul style="list-style-type: none"> -In-depth and wide-ranging literary education -Introduction of important works of national and world culture -Education on the life of Jewish people and the persecution they faced 	<ul style="list-style-type: none"> -Strengthening of democratic attitudes -Reduction of prejudice against marginalized social groups -The individual's personality and the resistance of the group as a moral basis for the reconstruction of Germany

(1) History

History subjects in elementary and middle school cover important periods and events in Jewish history. The main education content includes the Israelite nation and state (immigration movements of the Jewish tribes, construction and dismantling of the empire, history and current lifestyles of Jews), Jews in medieval cities, Enlightenment and liberation, modern anti-Semitism and racism. In addition, covering topics such as political persecution and extermination of Jewish compatriots and other internal minorities during the National Socialist era shows both beneficial interactions with other cultures and reminds us of the cruelty and inhumanity of anti-Semitism. In the secondary school curriculum, emphasis is placed on the general objectives and goals of the curriculum. Social and legal education is the main educational content. Students should use examples of fundamental rights to visualize the tension between freedom and equality as well as the tension between the majority and minority. The students must acquire the ability to participate in democratic processes as a responsible citizen, while at the same time providing tolerance and fairness as an important foundation of this process. In terms of learning objectives for the guiding principles of liberal democracy, using the Federal Republic of Germany as an example, the learning objectives are "Students can understand the implementation of the following sentence: describe human rights as a form of constitutional state, and compare it with the government structure of Germany's other forms. Students should be aware that all political systems must be measured against reality. By doing so, it can be understood that considering only the basic principles is not sufficient." The general tasks and goals of community research/law education are specified in the learning content. Examples of these are as follows: First, the basic values and fundamental rights as principles of the constitution. Second, the rule of law and guarantee of fundamental rights. Third, the concept of human beings and value orientation in a socialist state and the result of forming political will.

(2) Ethics

The general educational objectives in middle school and Gymnasium are as follows. The objective of ethics education is not only to enable students to find their own path and meaning in life in the modern

world but also to do so through their perspective on others and their responsibilities to them. Respect for human dignity is most important, as is specified in the Basic Law of the Federal Republic of Germany and the Constitution of the Free State of Saxony, from the perspective of numerous religions and worldviews. In particular, the following characteristics are important: respect for the personal integrity and dignity of individuals, consideration for the achievements of colleagues, ethical behavior in history and tolerance in the present, tolerance for other worldviews and values based on respect for human dignity, personal responsibility, concern for neighbors and those far away, and concern for the environment and nature. The aforementioned objectives are relevant to this topic in a special way that contributes to counteracting the emergence of foreign hatred, anti-Semitism, and extremism. Explicit mentions of these objectives can be found in the goals and contents of all learning areas for all grades of all types of schools. In the 9th grade, "Conscience and Responsibility" can be learned using accurate examples of control over conscience through "Germans and Jews - yesterday and today." Within the framework of dealing with religious/world views, if there are diverse ethical questions and Jewish perspectives, they are discussed concretely according to age.

(3) German

The curriculum of middle and high schools in Germany aims to provide students with broad and deep literary education. The goal is to foster an internationalist attitude that combines love for national culture and respect for foreign cultures by introducing important literary works of both German and world cultures. The recommended educational curriculum for selecting literary texts provides various options by grade and type from the past to the present. Through studying the history of the Holocaust, Nazi Germany's ideology and corruption, the methods and scope of the Jewish genocide, relevant figures and organizations, and cultural influences through the authors and their works, students can learn about Jewish life and the persecution they suffered.

(4) Sociology

The sociology course also plays a role in strengthening basic democratic attitudes. With the aim of helping students develop a democratic attitude, the following educational goals are pursued: First, the importance of basic human rights and individual rights, as well as compliance with the Basic Law of the Federal Republic of Germany. Second, the need for rational discussion and integration with marginalized social groups, and the reduction of prejudice against marginalized social groups. Third, the expression of political and moral responsibility, and the individual's personality and group resistance as a moral basis for the reconstruction of Germany. The topics covered in sociology include basic concepts and theories of sociology, social stratification, groups, culture and intercultural conflicts, racial discrimination, gender discrimination, immigration, poverty, and more. In addition, research on specific regions or eras can also enhance understanding of local community issues or social changes.

4.3 Teacher Training - In-service Teacher Training

Teacher training for the Holocaust in German Gymnasium schools can be considered a very important process. Many universities offer teacher training courses for this purpose, and these courses cover the following topics:

Holocaust education in schools serves multiple crucial purposes. First, teachers learn that understanding the ideology and political context of the Holocaust and Nazi Germany is very important. Through this, teachers learn to accurately convey relevant historical facts to their students, and teach them how to think critically while accepting diverse perspectives. Secondly, teachers learn the importance of valuing human rights and racial equality. Through this, teachers help students practice these values and teach them how to emphasize rejection of discrimination and violence, and respect for human rights and racial equality. Furthermore, Holocaust education plays a pivotal role in cultivating critical thinking skills among students. They learn to critically analyze historical facts, avoiding

judgment based on generalized opinions while accepting diverse perspectives.

Finally, teachers learn that selecting appropriate educational methods and materials is important when dealing with the Holocaust. Through this, teachers learn how to convey historical facts in a way that is easily understood by students, and teach them how to create an educational environment in which students can actively participate. By implementing these principles, Holocaust education becomes a powerful tool in shaping informed, empathetic, and socially responsible individuals within the educational system[5].

Teacher training plays a central role in the methodological and pedagogical preparation of Holocaust presentations. Special events related to Judaism and the state of Israel are supplemented by events that introduce the world of the Bible from literary, ethical, and religious perspectives. In incidents related to topics such as foreign hatred, extremism, flight, expulsion, and immigration, the Holocaust is a central reference point. Both the program of the Jüdische Lehrhaus Sachsen Academy for teacher training and events for local in-service training focus on treatment related to the Holocaust. Since its establishment, the academy has worked closely with the Israeli Consulate General, the Dresden Hatikva Center, and planned and conducted day-long events or lectures on this topic. The future of the democratic community can only be established when there is intensive examination in the classroom of the ideology and origin of national socialism and its consequences. The suspicion and vigilance of teachers are conditions for inclusion, openness to the world, and positive interaction in the face of threats to democracy[5].

The goal for teachers can be achieved through continuous education. This education is divided into three groups, such as the first group that deals directly with national socialism and the persecution of Jews, with topics like "The Third Reich in Middle and High School History Classes". The second group considers regional history and everyday political aspects such as "The History of Jewish People in Sachsen - Today's Anti-Semitic Sentiments", "The History of Jewish People in Leipzig", "Anti-Semitism, Xenophobia, Right-Wing Extremism", and "Foreigners Among Us". The third group deals with questions of coexistence and difficulty, examining not only psychological and social causes but also signs of xenophobia. These three groups are mainly provided for history, religion, and ethics teachers. Courses such as "Judaism and the State of Israel", which classify specific geographical situations and political phenomena in the overall problem area, provide an understanding of the essence and basic features of Zionism against the background of Jewish history and Jewish self-image. Basic courses on topics such as "Judaism - Intellectual and Literary Approaches" are specially designed to help German teachers become familiar with and understand Jewish art and culture. Works by Lasker-Schüler, Celan, Singer, Roth, and Kafka can be studied in these courses. In particular, an intensive form of additional education is to stay in Israel. An agreement between the Israeli Ministry of Education and the Sachsen Ministry of Education and Culture laid the foundation for such projects to continue. Additionally, currently two Israeli educators have been appointed and are working in Sachsen for a year [5].

4.4 Special Activities Related to National Socialism

Young people are stimulated through special activities to understand and accept the Holocaust and Jewish life. "Field trips" are particularly important, as they provide a very personal experience in dealing with Jews. Building school partnerships with Israeli educational institutions is particularly emphasized in these special activities. The cooperation between the Department of Education of the State of New Jersey and the Israeli Ministry of Education has resulted in, for example, contact between New Jersey and Israeli students in exchange programs. After the New Jersey Department of Education and School Development Research Institute jointly published an announcement, 98 New Jersey students participated in the essay, art, video, and other sections of the <Anti-Semitism, Racism, and Xenophobia

Opposition> international conference hosted by Israel, and an award ceremony was held on May 5, 1995, at the New Jersey Legislature. Fifteen national awards were presented at the festival event, which was based on an exhibition designed by students from Irenburg to evaluate their visit to the Auschwitz concentration camp. The judging panel, including Israel, selected five works for the next judging stage in Israel. Furthermore, field trips explore the evidence left in the region about the Jewish past and present. To this end, "Traces of Jews in New Jersey" provides names, street names, cemeteries, exhibitions, visits to Jewish communities, and synagogues[5].

Books and various media about Judaism also play a role in providing the necessary clarity for young people. In this context, publications from the Federal Agency for Civic Education in Germany should also be mentioned. For example, in 1995, a document on Jews and synagogues in Gürlitz was published under the title "Mission for the Future," and there is also a pamphlet called "Jews in Görlitz." "Their Life and Suffering" was supported through educational and cultural institutions under the jurisdiction of the Görlitz Department of Education and Culture. The publication of the "History of Jews in Leipzig" series is also supported by the Ephraim Carlebach Foundation. The purpose of this series is to honor the achievements that made Leipzig one of Germany's most important cultural and economic centers, and at the same time to expose the damage that Leipzig suffered as a result of the National Socialist dictatorship and the Holocaust, with the intention of raising awareness. In addition, the scientifically edited series is suitable for in-school education and youth education outside of schools, including special activities[13].

5. Conclusion

This thesis aimed to explore the current state of Holocaust education in German schools, focusing on the Sachsen curriculum. Accordingly, this study focused on the importance of Holocaust education, its relevance to modern problems, the unique aspects of German education, issues related to subject education, and the integration of Holocaust education across various subjects. This allowed us to recognize the importance of Holocaust education as a means of dealing with painful history, promoting understanding, empathy, and tolerance, and preventing the repetition of such atrocities.

The German state of Saxony, with its complex history of suffering under Nazi and socialist dictatorships, has highlighted the important role of Holocaust education. Recognizing that anti-Semitism and hate speech persists among Germans as well as among immigrants from Islamic countries living in Germany, the state emphasized the importance of Holocaust education for both groups. Furthermore, education about the holocaust can provide valuable insights into how to prevent similar atrocities from occurring in the future. By studying the causes of the holocaust, students can learn about the warning signs of hate and discrimination, and how to recognize and counter them. This kind of education is essential in shaping future generations who are equipped with the knowledge and tools to combat hate and promote tolerance[5].

Holocaust education is highlighted the transformative experiences that students gain from visiting historical sites associated with the Holocaust, such as concentration camps, memorials, and museums. However, it is identified challenges in delivering Holocaust education, including selecting age-appropriate content, balancing sensitivity with classroom expectations, and managing the emotional impact on students and educators. Therefore, it is important to provide educators with adequate resources, support, and training to effectively teach Holocaust education.

The German curriculum's recognition of the potential for interdisciplinary Holocaust education sets a commendable example for other countries, including Korea and Japan, to address sensitive historical topics in their educational systems. By integrating Holocaust education beyond history classes and into subjects like literature, art, and religious studies, students can gain a deeper and more holistic understanding of this historical tragedy. This approach fosters critical thinking, empathy, and global

awareness as students explore various dimensions of the Holocaust through powerful narratives, visual representations, and ethical reflections. Emphasizing the interconnectedness of historical events with broader social and political contexts, the German model promotes a comprehensive and relevant understanding of history. As other countries seek to confront their own complex pasts, the adaptability and inclusiveness of the German curriculum offer valuable insights for fostering meaningful dialogue, reconciliation, and a more inclusive perspective on historical events and their impact on the present and future.

By providing a comprehensive overview of the importance of Holocaust education in German schools and delving into the challenges and opportunities for improvement, this thesis makes a significant contribution to the ongoing efforts aimed at promoting Holocaust education and fostering a more tolerant and inclusive society. The research carefully examines the various aspects of Holocaust education, from its relevance in German schools to the obstacles that need to be addressed for better implementation. By shedding light on these critical elements, the study seeks to create a positive impact on how Holocaust education is imparted to students, nurturing critical thinking and empathy while combating intolerance and discrimination in a balanced and constructive manner.

In conclusion, Holocaust education remains a vital component of the German education system, particularly in Sachsen, and serves as a powerful tool for confronting painful histories, promoting empathy, understanding, and countering hate speech and prejudice. The findings of this study underscore the continued importance of Holocaust education, the challenges associated with its implementation, and the need for comprehensive support and resources for educators. By addressing these issues, German schools can continue to provide a strong foundation for learning from the past and creating a better future.

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